

Fullerton School District
1401 W. Valencia Drive
Fullerton, California 92833

REGULAR MEETING OF THE BOARD OF TRUSTEES
NOTICE TO THE PUBLIC

REGULAR BOARD MEETINGS OF THE BOARD OF TRUSTEES are held in the District Administration Building Board Room, unless otherwise noted, at 5:00 p.m. with closed session, 6:00 p.m. open session. Board meetings are scheduled once during the months of January, February, March, April, May, July, August, October, and November, and December and twice during the months of June and September. The Regular Board agenda is posted a minimum of 72 hours prior to the meeting, and a Special Board meeting agenda is posted a minimum of 24 hours prior to the meeting.

AGENDA ITEMS – Per Board Bylaw 9322, a 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 must be in writing and submitted to the Superintendent's Office with supporting documents and information. The Board President and Superintendent shall decide whether a request is within the subject matter jurisdiction of the Board. Items not within the subject matter jurisdiction of the Board may not be placed on the agenda. In addition, the Board President and/or Superintendent shall determine if the item is merely a request for information or whether the issue is covered by an existing policy or administrative regulation before placing the item on the agenda.

PUBLIC COMMENTS/PERSONS ADDRESSING THE BOARD – The Board meeting follows rules of decorum. Per Board Bylaw 9323, individual speakers shall be allowed three minutes to address the Board on each agenda or non-agenda item. The Board limits the total time for public input on each item to 20 minutes. The total time allowed for public comment shall be 30 minutes. Public comments about an item that is on the agenda will be heard at the time the agenda item is considered by the Board. Public comments about an item that is not on the posted agenda will be heard at the beginning of open session when called upon by the Board President. No action or discussion may take place on an item that is not on the posted agenda except as expressly authorized by law. Since the Board cannot take action on items that are not on the agenda, such items will be referred to the Superintendent for handling. Board Members may request that any item be placed on a future agenda for further discussion. The Board President and Superintendent will determine the best time to place an item on the agenda. Persons wishing to address the Board are invited to complete and submit a "request to speak" slip to the Executive Assistant. These slips are available at the reception counter.

CONSENT ITEMS – These items are considered routine and will be acted upon by one motion unless a member of the Board or staff requests that an item be discussed and/or removed from the consent calendar for separate action.

AMERICANS WITH DISABILITIES ACT – In compliance with the Americans with Disabilities Act, an individual requires disability-related accommodations or modifications, including auxiliary aids and services, in order to participate in the Board meeting should contact the Superintendent or designee at (714) 447-7410. Notification must be given within 72 hours prior to a Board meeting in order to enable the District to make reasonable arrangements to ensure accommodation and accessibility to the meeting.

FULLERTON SCHOOL DISTRICT
Special Meeting of the Board of Trustees
Thursday, July 16, 2020, 4:00 p.m.
District Administration Offices Board Room
1401 W. Valencia Drive, Fullerton, California 92833

Agenda

To: Board of Trustees and Press

From: Jeanette Vazquez, President, Board of Trustees

Subject: The President of the Board of Trustees of the Fullerton School District has called a Special Meeting of said Board of Trustees to be held at the District Administration Offices Board Room, 1401 W. Valencia Drive, Fullerton, California, on Thursday, July 16, 2020, 4:00 p.m.

Guest Present: Deborah Dudley, Facilitator, California School Boards Association

Via Zoom Teleconference

Pursuant to Governor Newsom's Executive Order N-29-20, this Regular Meeting of the Fullerton School District Board shall be held by teleconference. Trustees of Fullerton School District Board and the public shall participate in this meeting via teleconference. The Public may view this meeting by accessing the following audio:

(669) 900-9128 or (346) 248 -7779 or (253) 215-8782 (toll charges may apply)
Webinar ID: 883 8984 9918
Password: 688491

Public comment may be submitted by email to publiccomment@myfsd.org on or before Thursday, July 16, 2020 at 11:30 a.m. and include first and last name of person submitting public comment. Please limit comments to 450 words or less to address the Board on each agenda or non-agenda item. An email for public comment must be submitted by specific agenda item or topic and not combined.

THIS MEETING WILL BE TAPE RECORDED

Public Comments – Policy

The Board meeting follows rules of decorum. Per Board Bylaw 9323, individual speakers shall be allowed three minutes to address the Board on each agenda or non-agenda item. The Board limits the total time for public input on each item to 20 minutes. The total time allowed for public comment shall be 30 minutes. Public comments about an item that is on the agenda will be heard at the time the agenda item is considered by the Board. Public comments about an item that is not on the posted agenda will be heard at the beginning of open session when called upon by the Board President. No action or discussion may take place on an item that is not on the posted agenda except as expressly authorized by law. Since the Board cannot take action on items that are not on the agenda, such items will be referred to the Superintendent for handling. Board Members may request that any item be placed on a future agenda for further discussion. The Board President and Superintendent will determine the best time to place an item on the agenda. Persons wishing to address the Board are invited to complete and

submit a “request to speak” slip to the Executive Assistant. These slips are available at the reception counter.

4:00 p.m. Call to Order and Pledge of Allegiance

Public Comments – Policy (see above)

Action Item:

Approve agenda as listed below

Discussion Items:

- COVID-19 Update

- Board Governance Workshop/Board Self-Evaluation

Adjournment

The next Regular scheduled meeting of the Board of Trustees of the Fullerton School District will be held on Tuesday, July 28, 2020, at 3:30 p.m. (Virtual Meeting). in the Fullerton School District Administration Board Room, 1401 W. Valencia Drive, Fullerton, California. Translation services are available upon request. Please contact Carmen Serna, in the Superintendent’s Office (714) 447-7405 (carmen_serna@myfsd.org), if you would like a Korean or Spanish interpreter to be available at a Board of Trustee Meeting (72 hours prior to a Board Meeting).

Servicios de traducción son disponibles cuando se necesitan. Favor de notificar a Carmen Serna, en la oficina del Superintendente (714) 447-7405 (carmen_serna@myfsd.org), si desea que un intérprete de Coreano o Español este disponible en la junta de la Mesa Directiva (72 horas de anticipo antes de la junta).

통역 안내는 요청시 이용하실수 있습니다. 한국어 또는 스페인어 통역사를 이용하실 원하시면 이사회 회의가 열리기 72시간전에 교육감 사무실 전화번호 (714) 447-7405로 전화하시어 칼멘 세르나에게 연락하십시오.

In compliance with the Americans with Disabilities Act, if you need special assistance to access the Board meeting room or to otherwise participate at this meeting, including auxiliary aids or services, please contact the Superintendent’s Office at (714) 447-7405. Notification at least 48 hours prior to the meeting will enable the District to make reasonable arrangements to ensure Accessibility to the Board meeting.



CSBA Board Self Evaluation Report for Fullerton School District

This board self-evaluation report is provided to member districts by the California School Boards Association. The information contained in this report is preliminary; it is the first step in the board self-evaluation process. Board members will need to set aside time at a board meeting to discuss the results of the evaluation, their individual assessments of the board's progress toward their goals, and how the board might best improve board performance.

Data collection and report distribution

Each board member used an online self-evaluation form to record their individual thoughts; board members did not have access to each other's responses. CSBA provided this report to the district with CSBA's recommendation that it be distributed to board members through the district's regular process for distributing board meeting agenda and materials.

What does the report mean?

This report is a record of individual perceptions at the time board members took the survey. The report indicates the range of their perceptions. However, these are only perceptions, not facts. The purpose in collecting and organizing these perceptions is to give the board a starting place to have an effective conversation about their governance work.

Why do school boards evaluate themselves?

CSBA believes the board self-evaluation can strengthen board performance and lead to improved district performance and greater community confidence in the board and the district. Board self evaluation is an important responsibility for the board for three reasons:

1. *School boards evaluate themselves to demonstrate that districts leadership is committed to continuous learning at every level.* To do this, districts must invest in the professional development of every adult in the system, including the district's governing board.
2. *School boards evaluate themselves to create a culture of using feedback to get better.* If districts need to be data-driven, so do boards. By conducting the self-evaluation, boards help create the culture that makes it safe to reflect on performance in order to improve it.
3. *School boards evaluate themselves to demonstrate accountability to the community that elected them.* As an elected entity, the board has an obligation to report back to the community on how well the board is performing in its service to the students and the district that serves them.

At CSBA, we hope these results will help your board model continuous improvement, create the culture of reflecting on performance, and engage the community more fully in the challenge and the importance of school district governance. Good luck.

How to use your *Board Self-Evaluation Results*







When?

The board should schedule a special open-session conversation/discussion meeting to review the results of this survey.

Guide to the Report

The report provides the board with perception data - how trustees individually perceive the board's effectiveness. The range of scores across topics will help the board identify areas in which board members might achieve greater collective clarity in fulfilling their governance responsibilities. The results are color-coded for ease of interpretation.

| Color | Distribution of Ratings | Implications |
|---|--|---|
|  | All board members rated this item as <i>Almost Always</i> or <i>Often</i> | A strength for all members |
|  | A majority of board member rated these items as <i>Almost Always</i> or <i>Often</i> | A strength for majority of members |
|  | A majority of board member rated these items as <i>Less Often</i> or <i>Rarely</i> | An area of growth for majority of members |
|  | All board members rated this item as <i>Less Often, Rarely, or Not Sure</i> | An area of growth for all members |

The board can improve its cohesiveness by discussing the range of responses, learning each member's rationale for his/her ratings. In some cases, the board may find that members have different expectations for what deserves an 'Almost always' vs. an 'often,' but that there is general agreement on how the board is performing.

How to structure the board conversation

As the board discusses these results, remember a few critical points:

- The report displays a range of perceptions, *not facts*.
- Focus your discussion on what matters most.
- Each member should practice empathetic listening and work to understand the views of other board members.
- It's okay to differ in opinion; you don't always need to agree, but *you do need to understand*.

Step 1: Confirm the strengths. (Green)

Step 2: Confirm the areas for growth. (Red)

Step 3: Identify areas where perceptions are mixed. (Blue or Yellow)

Step 4: Focus.

From the results from steps 2 and 3 above, the board should agree on the three to five most important areas for improving board performance. The board should answer the question: *Which areas of improvement will be most beneficial to the board and the district?*

Step 5: Set goals.

Set specific, measurable, time-bound goals with success indicators for improving board performance in each area.

Step 6: Schedule board development workshops throughout the year and add them to your Governance Calendar.

If you would like help: CSBA's *Governance Consulting Services* provides board development coaching and guidance. If you would like to discuss how these services can be tailored to meet your particular needs, please call us at 916-669-3293 or to request a board self-evaluation visit <http://bse.csba.org>.

Board Self-Evaluation Result

Fullerton SD



1. Conditions of Effective Governance

Number of members responded

| | | Almost Always | Often | Less Often | Rarely | Not Sure |
|--|--|---------------|-------|------------|--------|----------|
| Board unity | | | | | | |
| 1. The board is focused on achievement for all students. | | 2 | 0 | 3 | 0 | 0 |
| 2. The board is committed to a common vision. | | 0 | 1 | 3 | 1 | 0 |
| 3. The board stays focused on district priorities. | | 1 | 2 | 1 | 1 | 0 |
| 4. The board works well together. | | 0 | 2 | 2 | 1 | 0 |
| 5. The board commits the time to become informed. | | 2 | 3 | 0 | 0 | 0 |
| 6. Individual board members do not undermine board decisions. | | 1 | 2 | 0 | 1 | 1 |
| Roles and responsibilities | | | | | | |
| 7. Board members agree on the role and responsibilities of the board and the superintendent. | | 0 | 1 | 2 | 1 | 1 |
| 8. Board members follow board agreements regarding speaking for the board. | | 1 | 0 | 2 | 1 | 1 |
| 9. Board members keep confidential matters confidential. | | 2 | 2 | 0 | 0 | 1 |
| 10. The board gives direction to the superintendent only at board meetings. | | 1 | 0 | 3 | 0 | 1 |
| 11. Individual board members do not attempt to direct the superintendent. | | 0 | 2 | 1 | 1 | 1 |



A strength for most members



A strength for simple majority



Area of growth for simple majority



Area of growth for most members

1. Conditions of Effective Governance

Number of members responded

| | | Almost Always | Often | Less Often | Rarely | Not Sure |
|--|---|---------------|-------|------------|--------|----------|
| Board culture | | | | | | |
| 12. The board treats the superintendent with respect. |  | 2 | 1 | 1 | 0 | 1 |
| 13. The board manages internal conflicts in a productive manner. |  | 0 | 1 | 3 | 1 | 0 |
| 14. Board members follow agreements on how they will act towards each other. |  | 1 | 1 | 3 | 0 | 0 |
| 15. Board members treat each other with respect. |  | 0 | 0 | 5 | 0 | 0 |
| 16. Board members demonstrate they understand other perspectives. |  | 1 | 0 | 3 | 1 | 0 |
| 17. Board members usually discuss questions about agenda items with the superintendent prior to the board meeting. |  | 1 | 2 | 1 | 0 | 1 |
| Board operations | | | | | | |
| 18. The board governs within board-adopted policies, bylaws and protocols to manage board operations. |  | 1 | 2 | 2 | 0 | 0 |
| 19. Board members receive timely information. |  | 3 | 2 | 0 | 0 | 0 |
| 20. Board members receive adequate information. |  | 3 | 1 | 1 | 0 | 0 |
| 21. All board members receive the same information. |  | 2 | 1 | 1 | 0 | 1 |
| 22. Board members follow agreements about how to request clarifying or additional information about agenda items. |  | 2 | 2 | 0 | 0 | 1 |
| 23. Board members follow agreements on how to bring up new ideas. |  | 1 | 2 | 1 | 0 | 1 |
| 24. Board members follow agreements on how concerns from the community will be handled. |  | 1 | 3 | 0 | 0 | 1 |



A strength for most members



A strength for simple majority



Area of growth for simple majority



Area of growth for most members

1. Conditions of Effective Governance





Number of members responded

| Almost Always | Often | Less Often | Rarely | Not Sure |
|---------------|-------|------------|--------|----------|
|---------------|-------|------------|--------|----------|

Board meetings

| | | | | | | |
|--|---|---|---|---|---|---|
| 25. The board agrees on the role of the board president in managing board meetings. |  | 0 | 1 | 2 | 1 | 1 |
| 26. Board meeting agendas reflect district priorities. |  | 0 | 4 | 1 | 0 | 0 |
| 27. Board members come to meetings prepared. |  | 3 | 2 | 0 | 0 | 0 |
| 28. The board effectively uses data in its decision-making. |  | 2 | 1 | 1 | 1 | 0 |
| 29. The board confines its meetings to a reasonable length of time. |  | 0 | 1 | 3 | 1 | 0 |
| 30. There is a good relationship between how long the board spends on an agenda item and the importance of the item. |  | 1 | 3 | 0 | 1 | 0 |
| 31. The board effectively manages community input at board meetings. |  | 1 | 2 | 1 | 1 | 0 |

Board development

| | | | | | | |
|--|---|---|---|---|---|---|
| 32. The board agrees on the process for identifying officers. |  | 2 | 1 | 1 | 0 | 1 |
| 33. The board plans for the development and training of the board. |  | 1 | 1 | 2 | 1 | 0 |
| 34. The board effectively orients new members. |  | 1 | 1 | 1 | 1 | 1 |
| 35. The board reviews its governance agreements regularly. |  | 1 | 0 | 1 | 3 | 0 |



A strength for most members



A strength for simple majority



Area of growth for simple majority



Area of growth for most members

2. Board Responsibilities

Number of members responded

| | | Almost Always | Often | Less Often | Rarely | Not Sure |
|---|---|---------------|-------|------------|--------|----------|
| Setting direction | | | | | | |
| 36. The board provides opportunity for community input when developing the district's mission, core beliefs and vision. |  | 2 | 1 | 0 | 1 | 1 |
| 37. The board adopts long-range priorities. |  | 3 | 1 | 0 | 1 | 0 |
| 38. The board uses the district's mission, core beliefs and vision to drive district performance. |  | 2 | 2 | 0 | 1 | 0 |
| 39. The board adopts clear and measurable indicators to assess district performance. |  | 1 | 3 | 1 | 0 | 0 |
| Structure | | | | | | |
| 40. The board adopts a fiscally responsible budget aligned to the district's vision and goals. |  | 3 | 1 | 1 | 0 | 0 |
| 41. The board regularly monitors the fiscal health of the district. |  | 4 | 1 | 0 | 0 | 0 |
| 42. The board has an effective process to review, revise and adopt policies. |  | 0 | 2 | 1 | 2 | 0 |
| 43. The board establishes priorities for the district's collective bargaining process that support the district vision and goals. |  | 4 | 0 | 1 | 0 | 0 |
| Support | | | | | | |
| 44. The board demonstrates commitment to district priorities and goals. |  | 3 | 1 | 1 | 0 | 0 |
| 45. The board demonstrates support for the superintendent in carrying out board directives. |  | 3 | 1 | 1 | 0 | 0 |
| 46. The board is represented at key district events. |  | 2 | 2 | 1 | 0 | 0 |
| 47. The board celebrates district accomplishments. |  | 4 | 1 | 0 | 0 | 0 |



A strength for most members



A strength for simple majority














Area of growth for simple majority



Area of growth for most members

2. Board Responsibilities

Number of members responded

| | | Almost Always | Often | Less Often | Rarely | Not Sure |
|--|---|---------------|-------|------------|--------|----------|
| Accountability | | | | | | |
| 48. The board monitors student progress against established benchmarks. |  | 4 | 1 | 0 | 0 | 0 |
| 49. The board monitors progress towards district goals based on established success indicators. |  | 3 | 1 | 1 | 0 | 0 |
| 50. The board monitors the implementation of the adopted budget. |  | 2 | 2 | 1 | 0 | 0 |
| 51. The board monitors the implementation of board policies. |  | 0 | 4 | 1 | 0 | 0 |
| 52. The board evaluates the performance of the board. |  | 0 | 0 | 2 | 3 | 0 |
| 53. The board evaluates the performance of the superintendent based on established expectations. |  | 2 | 2 | 1 | 0 | 0 |
| Community leadership | | | | | | |
| 54. The board uses cohesive messages to communicate district priorities, goals and needs. |  | 1 | 2 | 2 | 0 | 0 |
| 55. The board provides community leadership on educational issues. |  | 2 | 1 | 2 | 0 | 0 |
| 56. The board pursues partnerships to support district efforts. |  | 3 | 1 | 1 | 0 | 0 |
| 57. The board advocates on behalf of students and public education at the local, state and federal levels. |  | 2 | 1 | 1 | 1 | 0 |
| 58. The board informs the community on district priorities, progress, needs and opportunities for involvement. |  | 4 | 0 | 0 | 1 | 0 |



A strength for most members



A strength for simple majority



Area of growth for simple majority

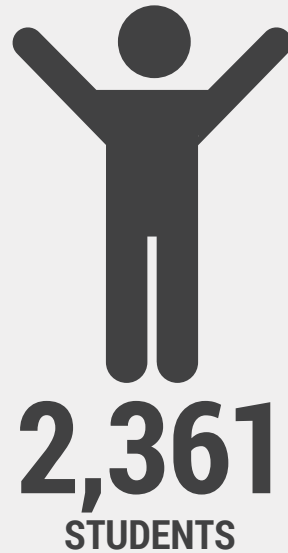


Area of growth for most members

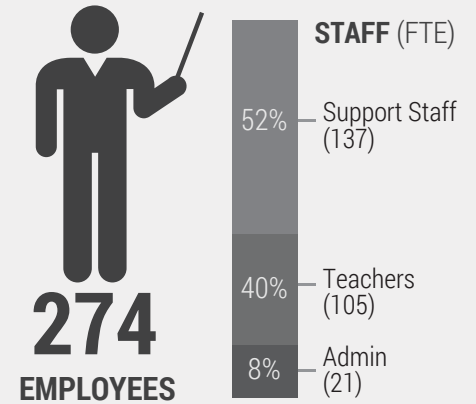
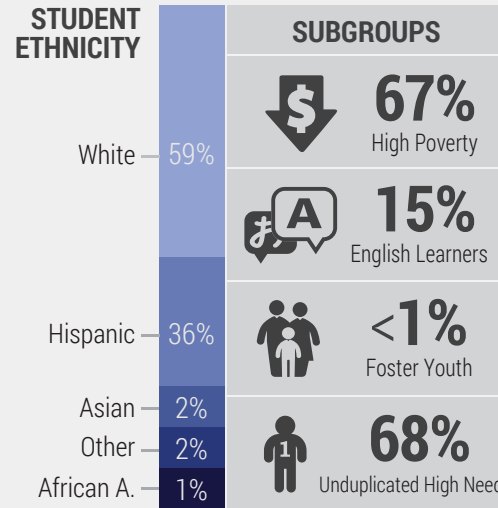
Local Control and Accountability Plan



District Overview



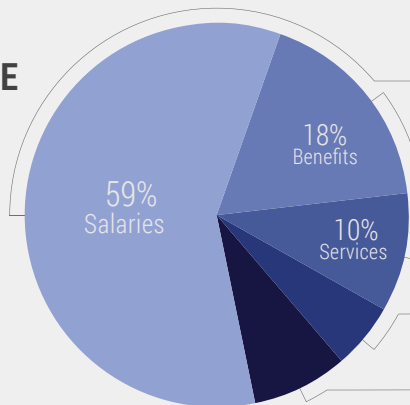
| | | | |
|----------------|---|-----------------|---|
| High School: | 2 | Alternative Ed: | 0 |
| Middle School: | 1 | Adult: | 0 |
| Elementary: | 4 | Charter: | 0 |



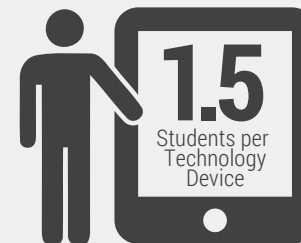
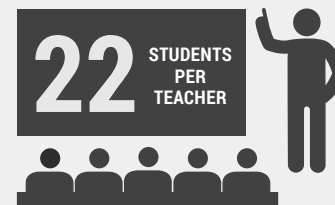
ANNUAL REVENUE




\$25,437,599



| | |
|---|----------------------------|
| Employee Salaries: | \$14,473,381 (59%) |
| Employee Benefits: | \$4,309,030 (18%) |
| Services / Operations: | \$2,504,820 (10%) |
| Books / Supplies: | \$1,312,745 (5%) |
| Other: | \$1,979,468 (8%) |
| Total General Fund Expenditures: | \$24,579,444 (100%) |



10,556 / 
 Spent Per Student annually.

Nationally, California has ranked **46/50** in overall per pupil spending.*

Bear Valley Unified School District, 42271 Moonridge Rd., Big Bear Lake, CA 92315; Phone (909) 866-4631; Website: www.bearvalleyusd.org; CDS# 3667637.

About This Data: The figures above represent the most recently reported public data available from the California Department of Education, ranging from 2012 to 2015. Some values may not match exactly due to rounding, reporting delays, or anomalies. *State rankings on 2012 data in the most recent 2015 Education Week Quality Counts Report Card.

1. Stakeholder Engagement



1

SURVEYS
Conducted



14

WORKSHOPS
Held



782

COMMENTS
Received



200+

STAKEHOLDERS
Engaged



14

REVIEWS
Performed



3

BOARD MEETINGS
Convened



12

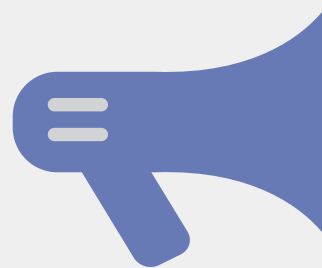
GROUPS
Involved

Groups include:
Parents, Students, Teachers, Staff, Administrators, Cabinet, Trustees, Union Groups, Arts/Strings, Board of Trustees, Steering Committee, Parent Advisory Committee.



Checklist of Items Shared:

- District Profile Data
- State Education Priorities
- LCAP & LCFF Overview
- School Site Plans
- Local data: benchmark scores
- Student survey data



BVUSD has informed, consulted, and involved school stakeholders in the process of creating the LCAP as summarized above. Communications to stakeholders includes:



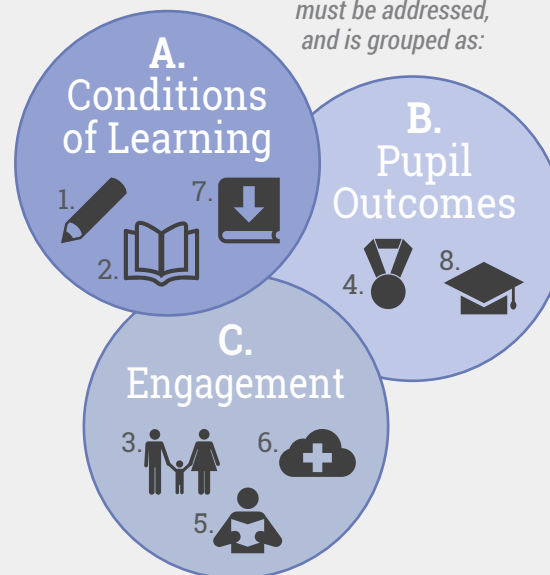
District website, dial out, Facebook, personal phone calls, meetings, notices, and word of mouth.

State Education Priorities



THE 8 STATE EDUCATION PRIORITIES

1. Basic Services
2. Academic Standards
3. Parent Involvement
4. Student Achievement
5. Student Engagement
6. School Climate
7. Course Access
8. Other Outcomes



Each State Priority must be addressed, and is grouped as:



2. Goals, Actions & Expenditures

GOAL

#1



College & career readiness

SERVING THESE

STATE PRIORITIES





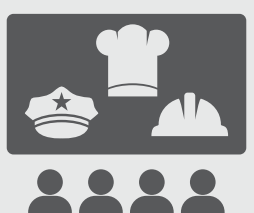





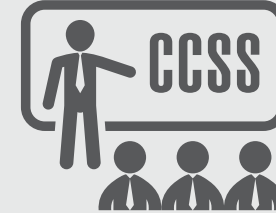



SUBGROUPS



SCHOOLS



EXPECTED 2015-16 MEASURABLE **OUTCOMES**

| | | | |
|---|---|---|---|
| <p>1.1</p> <p style="text-align: right; color: blue; font-weight: bold;">↑ 34%</p>  <p>INCREASE GRADUATING SENIORS COMPLETING A-G REQUIREMENTS</p> | <p>1.2</p> <p style="text-align: right;">↓  Set Baseline</p>  <p>GRADUATING SENIORS COMPLETE CTE COURSE SEQUENCE</p> | <p>1.3</p> <p style="text-align: right;">↓  Set Baseline</p>  <p>GRADUATING SENIORS SEEK POST-SECONDARY EDUCATION</p> | <p>1.4</p> <p style="text-align: right;">↓  Set Baseline</p>  <p>STUDENTS ARE EAP ELA & MATH COLLEGE READY</p> |
| <p>1.5</p> <p style="text-align: right; color: blue; font-weight: bold;">↑ 61%</p>  <p>INCREASE STUDENTS WITH ≥ 3 ON AP</p> | <p>1.6</p> <p style="text-align: right; color: blue; font-weight: bold;">↑ 75%</p>  <p>PROFESSIONAL DEVELOPMENT FOR COMMON CORE IMPLEMENTATION</p> | <p>1.7</p> <p style="text-align: right;">↓ </p>  <p>SET BASELINE FOR ELA & MATH MEETING / EXCEEDING STANDARDS ON CAASPP</p> | <p>1.8</p> <div style="display: flex; justify-content: space-between;"> <div style="text-align: center;">  </div> <div style="text-align: right;"> <p style="color: blue; font-weight: bold;">↑ 44%</p> <p>5th Grade</p> <p style="color: blue; font-weight: bold;">↑ 62%</p> <p>8th Grade</p> <p style="color: blue; font-weight: bold;">↑ 57%</p> <p>10th Grade</p> </div> </div> <p>STUDENTS SCIENCE PROFICIENT/ADVANCED ON CST</p> |

TOP 30 PROTOCOLS TO CONSIDER

- | | |
|--|--|
| | 1. Orientation of school board candidates |
| | 2. Welcoming new members to the board |
| | 3. Communication among governance team members |
| | 4. Role and responsibilities of the board president / officers |
| | 5. Using board meetings as strategic leadership tools/ BRS=Board Meeting Management |
| | 6. Study sessions / conversation meetings |
| | 7. Placing items on the board meeting agenda (<i>bylaw required</i>) |
| | 8. Bringing up new ideas or agenda items |
| | 9. Developing the board meeting agenda |
| | 10. Agenda questions answered before a meeting |
| | 11. Board member reports at board meetings |
| | 12. Staff reports to the board |
| | 13. Deliberation and decision-making at board meetings |
| | 14. Explaining “no” votes |
| | 15. Individual board member requests for information, materials, or action |
| | 16. Sharing personal expertise / i.e.: Sharing information w other board members for decision-making |
| | 17. Addressing conflict among board members |
| | 18. Allowing majority vote to set the direction |
| | 19. Meeting Guidelines for board and other district meetings |
| | 20. Public comment section of board meetings |
| | 21. Handling concerns/complaints from the community (<i>Uniform Complaint Policy required</i>) |
| | 22. Handling concerns/complaints from staff |
| | 23. Spokesperson(s) for the Governance Team / Board / District |
| | 24. Board opinion vs. individual opinion |
| | 25. Speaking with a common voice -- (developing and using key messages) |
| | 26. Board member appointment to district committees -- role and authority |
| | 27. Managing difficult topic/issues in an atmosphere of mutual respect |
| | 28. Visiting schools |
| | 29. Role of board members in public |
| | 30. Self monitoring of governance team effectiveness |



BOARD & SUPERINTENDENT

Roles & Responsibilities



roles & responsibilities GENERAL FUNCTIONS

the BOARD

Governs the district; hires the superintendent, establishes expectations, and evaluates self and the Superintendent

1. Represents public education and serves as a liaison between the schools and community.
2. Elected policy-making body and is required by law to establish rules to govern the schools and students.
3. Recruits and hires the superintendent, establishes and approves contract, gives direction through written goals, evaluates based on goals.
4. Invests the superintendent with those powers and duties it may legally delegate in accordance with board policy and state/federal laws.
5. Hires and empowers the superintendent to be the educational leader of the district.
6. Requires professional leadership from the superintendent.
7. Attends educational conferences, workshops and trainings to increase governance skills and better understand role as a board member.
8. Approves a planning process that includes stakeholders in development of a comprehensive long-range plan for student achievement.

the SUPERINTENDENT

Advises the Board, is the executive of the district, is the Boards only employee

1. Serves as the chief executive officer of the board and is responsible to the board for implementing boards policies and carrying out its direction.
2. Is employed at the pleasure of the board.
3. Administers the district in accordance with board policies and guidelines, rules, regulations, state and federal requirements.
4. Delegates authority to other staff members but at all times has the final responsibility for carrying out the man-
5. Provides educational leadership to the board staff, students and community.
6. Responsible for the overall operation of the schools, supervision of the instructional program, and management of all personnel.
7. Recommends to the board the district organizational structure.
8. Identifies needs of the district and reports them to the board.
9. Is aware of and tracks state and national educational developments and reports these to the board.
10. Participates with appropriate professional associations, attends conferences, workshops and other professional development opportunities to upgrade their professional knowledge and qualifications.
11. Implements the comprehensive long range plan focused on student achievement.

roles & responsibilities EXPECTATIONS & RELATIONSHIPS

the **BOARD** Governs

1. Establishes criteria for the selection of superintendent, recruits, interviews, hires and evaluates.
2. Establishes contract provisions for superintendent.
3. Provides the superintendent with written goals of expectation of performance upon which s/he will be evaluated.
4. Evaluates the superintendent at least once a year.
5. Demonstrates trust and respect for the professional judgment of the superintendent.
6. Conducts annual self-evaluation of the board's effectiveness in conducting the business of the board.
7. Demonstrates trust and respect for the superintendent and for his/her right to have opinions that may differ from theirs.

the **SUPERINTENDENT** Manages

1. Provides the board with materials as requested from the board as a whole.
2. Assures that personal professional qualifications meet the criteria established by the board.
3. Holds a valid superintendent's certificate and maintains certificate or is a qualified chief school administrator.
4. Provides board with written goals and objectives to meet the board's expectations and defines his/her goals for the district.
5. Demonstrates trust and respect for the board members and for their right to have opinions that may differ from theirs.
6. Responsible for the overall operation of the schools, supervision of the instructional program, and management of all personnel.
7. Works together with the board for the good of the district and student achievement.
8. Acts as advisor to the board in areas needing policy development and revision.

roles & responsibilities

POLICY

the BOARD

Reviews suggestions from Superintendent, debates and adopts

1. Adopts policies for the governance and management of the school district.
2. Clearly defines for the superintendent the intent of the board and actions necessary for implementation.
3. Reviews administrative procedures, rules and regulations which implement the board's policy.
4. Reviews and evaluates board policy on a regular annual basis.

the SUPERINTENDENT

Responsible for ensuring policies are current, and recommending and implementing policy.

1. Acts as advisor to the board in areas needing policy development or revision.
2. Drafts written policy and provides board with data and information supporting the policy recommendation.
3. Maintains current, up-to-date written manual of district policies; ensures policies are accessible to all school employees and community members.
4. Implements district policies and assures that the staff, student and community are aware of the intent and importance of those policies.
5. Develops and implements rules, administrative regulations and procedures necessary to implement the board's policies.
6. Assists the board to evaluate policies by identifying areas where the board should revise or rewrite policies as needs of the district or laws and regulations change.

roles & responsibilities BUDGETS / FINANCE

the BOARD Adopts and monitors

1. Establishes priorities for the fiscal management of the district.
2. Provides the superintendent with the Board's priorities in the development of the budget.
3. When used, appoints the budget committee.
4. Approves, adopts and monitors an annual budget.
5. Provides leadership in securing community support for budget.
6. Reviews and approves warrants to pay bills, purchase supplies, equipment or services in accordance with board policy.
7. Adopts policies for the accounting of all school funds, and for the reporting of fiscal information to the board.
8. Recruits, interviews and hires an external auditor who is directly responsible to the board.
9. Receives the audit report from the auditor and with them, explores the internal controls of the district, major changes in fiscal procedures, adequacy of budget preparation and other concerns of the board and the auditor.

the SUPERINTENDENT Prepares, administers, monitors, audits details

1. Serves as the district budget officer.
2. Prepares a detailed budget based on the board's priorities and parameters.
3. Presents a budget to the board and budget committee for their consideration and approval.
4. Administers the budget and assures that expenditures of district funds are within the legal requirements of the budget.
5. Provides rationale and coordinates efforts to obtain community support for district financing.
6. Seeks board approval for expenditures according to board policy.
7. Oversees monthly financial report and presentation.
8. Reports to the board on a regular basis the financial condition of the district.
9. Obtains board approval to transfer funds exceeding amount set by board policy.
10. Provides the board with a list of bidders for purchases exceeding amounts established by law or district policy.
11. Assists the auditor by collecting appropriate records and assuring that staff and appropriate information are available on request.
12. Acts as a resource to the board.
13. Report to board on grants, local, state and federal funding.

roles & responsibilities CURRICULUM & INSTRUCTIONAL MATERIAL

the **BOARD** Establishes criteria, approves, monitors

1. Establishes an educational philosophy and goals for the instructional programs of the district.
2. Adopts and/or changes standards and instructional programs as necessary or as recommended by the superintendent.
3. Follows state standards
4. Regularly reviews student achievement data.
5. Reports to the community on the status of education in the district.
6. Identifies and adopts graduation requirements.
7. Periodically requests reports from professional staff relative to assessments and instructional programs.
8. Adopts instructional material.
9. Uses school climate data in decision-making.

the **SUPERINTENDENT** Recommends, oversees staffs' efforts, evaluates

1. Advises the board on the educational needs of the students, the requirements of DEED and other directives.
2. Provides leadership to the staff and board in the continuous development, implementation, and evaluation of the instructional programs and recommends additions or changes.
3. Reports to the community on the status of education in the district.
4. Recommends assessments to the board. Implements testing program appropriate to the educational objectives.
5. Recommends appropriate graduation standards and methods to measure their attainment.
6. Assigns staff to instructional areas.
7. Regularly schedules presentations and reports by staff on various segments of the instructional program.
8. Recommends policy for the selection of curricula and other instructional materials and equipment in accordance with state standards, legal requirements and sound instructional practices.
9. Recommends instructional material for adoption to board.

roles & responsibilities PERSONNEL

the **BOARD** The What

1. Employs certificated staff members based on the recommendation of the superintendent.
2. Establishes criteria to be used in hiring.
3. Adopts policies for personnel management.
4. Ensures job descriptions are in place for classified staff.
5. On appeals upholds or set aside disciplinary actions or terminations of staff after thorough review of supporting documentation.
6. Promotes good working relations with staff and maintain lines of communication with staff as appropriate.
7. Adopts policy on the evaluation of personnel.
8. Approves staff evaluation procedures.
9. Receives and acts on personnel recommendations from the superintendent.
10. Conducts an annual evaluation of the superintendent, the Board's only employee.

the **SUPERINTENDENT** The How

1. Recommends to the Board the employment, promotion, transfer, retirement or dismissal of all certified and classified staff.
2. Responsible for the supervision of all employees of the district.
3. Establishes job descriptions for all positions.
4. Establishes procedures for the recruitment, hiring and assignment of staff and establishes expectations for staff.
5. Recommend staff disciplinary actions to the board in accordance with board policies and legal requirements.
6. Serves as the board's liaison with staff. Notifies personnel of the board's actions.
7. Fosters good working relationships with staff and maintains lines of communication with individual staff members and employee organizations.
8. Develops with the Board and staff a systematic plan for evaluating the performance of all district staff.
9. Delegates authority to staff members, as appropriate.
10. Supervises the evaluation of all staff and conducts or supervises evaluations of administrators under his/her supervision.
11. Documents recommendations for tenure, retention, or dismissal. Identifies corrective actions taken on proposals and verifies full compliance with legal requirements and board policy.
12. Provides the board with information regarding employee work assignments.

roles & responsibilities COLLECTIVE BARGAINING

the **BOARD** Provides guidelines, ratifies contracts

1. Grants recognition to bargaining units in the district.
2. Designates bargaining unit as the exclusive negotiating representative of the employees in the unit.
3. Determines district issues to be presented for negotiations.
4. Establishes guidelines and criteria for the collective bargaining process for all units.
5. Selects negotiator; appoints negotiating team.
6. Approves contracts.

the **SUPERINTENDENT** Monitors process within guidelines

1. Provides the board with job titles included in the composition of the unit.
2. Verifies that the bargaining unit represents a majority of the employees in that unit.
3. Acts in a support role for the board.
4. Serves as advisor to negotiating team; normally is not on the team.
5. Normally is not the negotiator.
6. Administers and ensures compliance of contracts.
7. Provides recommendation to the Board for Negotiation Team Members for the District.

roles & responsibilities

STUDENTS

the **BOARD** Adopts policies for care and control

1. Adopts policies for provision of student services including admission, attendance, rights and responsibilities, safety, harassment, discipline and welfare.
2. Adopts policies necessary to cover student special needs and challenges.
3. Adopts policies necessary to assure appropriate safety and health needs of students.
4. Reviews student handbooks on an annual basis.
5. On appeals upholds or sets aside disciplinary actions following due process steps established in Board Policy.

the **SUPERINTENDENT** Recommends, implements, directs

1. Implements student policies adopted by the board.
2. Recommends appropriate policy and rules to maintain adequate services and appropriate control of students.
3. Directs and supervises all student activities, instructional, extra-curricular and co-curricular.
4. Develops and implement programs which provide for special needs students.
5. Develops and implements written procedures to deal with health and safety emergencies.

roles & responsibilities of FACILITIES

the BOARD Develops policies on use

1. Establishes policies for the appropriate use and the proper operation and maintenance of school district building and ground.
2. Adopts policy governing use of district facilities, grounds and equipment.
3. Works with the City or Borough to identify appropriate school sites when applicable.
4. Approves the hiring of architects or other consultants as necessary.
5. Decides on the consolidation and closings of schools.
6. Collaborates with the municipality/borough on the issuance and sale of bonds to fund construction projects where applicable.
7. Determines projects to be submitted for consideration by DEED for construction.

the SUPERINTENDENT Implements policy, writes procedures, makes recommendations

1. Provides for the proper upkeep of facilities and maintenance of equipment.
2. Prioritizes long-rang plans for preventive maintenance of buildings, equipment and ground.
3. Assigns and supervises staff.
4. Recommends and supervises the public use of building, facilities and equipment.
5. Collects information and makes recommendation to the board.
6. Works with architects, staff and consultants.
7. Acts in advisory capacity to board in planning and construction.
8. Submits application to DEED for construction and /or major maintenance projects.

roles & responsibilities

MEETINGS

the BOARD President or chairperson is in charge of meetings

1. Meets together to transact all business of the district.
2. All duties imposed upon the board must be performed at an officially called meeting.
3. Establish, through policy, the operational procedures for maintaining control of the board meeting.
4. Has clear protocol for inclusion of items onto an agenda.
5. The board president, in consultation with the superintendent, develops the agenda for the board meeting.
6. Identifies for the superintendent the amount of information expected for good decision-making.
7. Complies with Open Government Law (Open Meeting Laws) and refrains from misuse of Executive Sessions.

the SUPERINTENDENT Serves as a resource to the board

1. Serves as an advisor and ex-officio member to the board.
2. Assures compliance with all legal requirements relative to posting of notices and maintenance of meeting records.
3. Identifies areas of business which boards must address at meetings and works with the board president in development of the agenda.
4. Provides Board members, in advance of the meeting, with sufficient information and data to assist them in making informed decisions.
5. Implements board decisions and instructions developed at meetings.
6. Notifies staff and students of boards' actions relevant to them.
7. Assures that the scheduling and holding of board meetings meets the requirements of the law.
8. Advises board on Open Meeting Act and legalities of entering into executive session.

COMMUNITY ENGAGEMENT & RELATIONS

the **BOARD** Creates a positive image of the district

1. Acts as liaison between the schools and the community.
2. Maintains awareness of community attitudes, values and interests.
3. Actively participates in programs that build good community relationships.
4. Represents the schools at community functions and school functions.
5. Outlines the responsibilities or advisory or parent committees and in REAA's ensures that the elected advisory boards understand their role.
6. Cooperates with the news media for dissemination of information.
7. Channels complaints or grievances through the appropriate channels.
8. Support district and schools to meaningfully engage families.
9. Ensure opportunities for youth to take a leadership role in decision-making, governance, climate-building, and school improvement.
10. Encourages the community to follow appropriate channels for expressing ideas or concerns for the district via the superintendent.

the **SUPERINTENDENT** Creates a positive image for the district and directs communication

1. Informs the community about its schools.
2. Recommends community relations activities.
3. Works with parent groups and other organizations to share about district programs and activities.
4. Serves as the board's liaison with advisory/parent committees.
5. Establishes a working relationship with the news media.
6. Serves as the liaison with the community to resolve complaints or grievances, makes recommendations to the board for resolution of such issues that cannot be solved at the administrative level.
7. Offers the board opportunities on how the district can and does engage families.
8. Provides opportunities for the community to welcome and support district/school staff.
9. Ensures engagement measures are built into annual accountability structures.
10. Builds bridges between the district, key organizations, community leaders, and governmental representatives.

CSBA Governance Consulting Services – Feedback

Please help us improve our performance by giving us some feedback.

Your responses will be used to improve governance consulting services to our members

District/ County

Governance Team: _____ **Date of Work Session:** _____

Part I: Tell us about you.

| | Trustees | | | Superintendents | | |
|--|--------------|--------------|------------|-----------------|--------------|------------|
| | <u>1-3</u> | <u>4-6</u> | <u>7-9</u> | <u>1-3</u> | <u>4-6</u> | <u>7-9</u> |
| 1. How many years have you served on this governance team? | <u>10-12</u> | <u>13-16</u> | <u>17+</u> | <u>10-12</u> | <u>13-16</u> | <u>17+</u> |
| 2. How many years total have you served on one or more governance teams? | <u>1-3</u> | <u>4-6</u> | <u>7-9</u> | <u>1-3</u> | <u>4-6</u> | <u>7-9</u> |
| | <u>10-12</u> | <u>13-16</u> | <u>17+</u> | <u>10-12</u> | <u>13-16</u> | <u>17+</u> |

Part II: Tell us about your experience.

| | Very Valuable | Valuable | Somewhat Valuable | Not Valuable |
|--|---------------|----------|-------------------|--------------|
| 3. How valuable was this experience in helping your governance team work together more effectively? | | | | |
| 4. How useful will the tools/ materials be in helping your governance team operate more effectively? | Very Useful | Useful | Somewhat Useful | Not Useful |
| <i>How valuable was the opportunity for a team conversation on...</i> | | | | |
| 5. ...The elements of effective governance? | Very Valuable | Valuable | Somewhat Valuable | Not Valuable |
| 6. ...The beliefs, values, and wishes of governance team members? | Very Valuable | Valuable | Somewhat Valuable | Not Valuable |

Continue to page 2 →

Part III: Tell us about the consultant.

How satisfied were you with the consultant's ability to:

| | Very Satisfied | Satisfied | Somewhat Satisfied | Not Satisfied |
|---|-----------------------|------------------|---------------------------|----------------------|
| 7. Remain flexible and responsive to the team's interest? | | | | |

| | | | | |
|--|--|--|--|--|
| 8. Keep the team focused and productive? | | | | |
|--|--|--|--|--|

| | | | | |
|--|--|--|--|--|
| 9. Handle sensitive issues thoughtfully? | | | | |
|--|--|--|--|--|

| | | | | |
|--|--|--|--|--|
| 10. Ensure all participants had equal opportunity to contribute? | | | | |
|--|--|--|--|--|

11. The most valuable thing(s) I learned from the workshop was:

12. I wish we could have spent more time on:

General Comments:

Thank you for your feedback.

Governance Consulting Services is committed to providing district governance teams with the best possible service.