AGENDA
AMADOR COUNTY UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEES
Special Board Meeting
Tuesday, October 6, 2020
9:00 – 11:00AM

Meeting Location: Meeting is 100% Remote via Zoom
NOTE: Due to COVID-19 this meeting will be available to the public via Zoom and following the meeting recorded audio will be available on our website.
Zoom offers closed captioning during live conferences for disabled persons.
To access the meeting online join the Zoom meeting via
https://us02web.zoom.us/j/84305088262?pwd=Mkl5cHhlOVk3aTFRSGpPWjA3UlBLUT09
Meeting ID: 843 0508 8262
Passcode: 100620
One tap mobile
+16699009128,,84305088262#,,,,,,0#,,100620#
Directions for accessing the meeting will also be included on our webpage with the meeting link. https://amadorcoe.org/minutes-agendas/

NOTE: A copy of the Board agenda and backup materials is available for inspection and review on the Amador County Unified School District Website at www.amadorcoe.org. An audio recording of the Board Meeting is made. If you are in need of a hard copy of the agenda, please email the Communication Specialist at demi.wright@acusd.org.

Board of Trustees meetings are meetings of the Board in public, as per the Brown Act open meeting law. All five Board Members may not have discussion outside an open meeting. This meeting is their opportunity to have discussion in order to conduct their business. Board Meetings are not meetings for the public to interact informally with the Board. Members of the public may speak formally to the Board by completing a speaker card and giving it to the Board Clerk or Communication Specialist.

If a person or group of persons disrupt the orderly conduct of a meeting, the legislative body has a right to order those persons removed from the meeting. If order still cannot be restored after removal of the individuals disrupting the meeting, members of the legislative body can order the room cleared and continue with the meeting.
(Government Code §54957.9; Penal Code §8403; Elections Code §18340; Acosta v. City of Costa Mesa (9th Cir. 2013) 718 F.3d 800; White v. City of Norwalk (9th Cir. 1990) 900F.2d 1421, 1425.)

OUR UNITY OF PURPOSE: We work as a cohesive Governance Team through discussions, actions and decisions that are thoughtful, respectful, and sensitive. We support one another in and away from the Board Room through active listening, vulnerability and honesty. We make policy decisions that ensure equitable support to increase student achievement and foster social, emotional, and physical well-being for all students.

OUR MISSION: Enriched by the diversity and deep traditions of our unique community, Amador County Public Schools will prepare, support, and inspire each student to achieve career and college success in a rapidly evolving world through highly engaging teaching, rigorous learning and innovative pathways supported by strong partnerships in a safe, caring and collaborative environment.

1.0 CALL TO ORDER

2.0 BOARD MEMBERS
   [ ] Susan Ross – Board President
   [ ] Kandi Thompson – Board Clerk
   [ ] Deborah Pulskamp

The Board may not take action on any item which is not on this agenda, except when (1) an emergency situation exists, (2) there is need to take immediate action and the need for the action came after posting, or (3) the item was posted for a prior meeting within specified time limits.
(Government Code §54954.2)
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[Government Code §54954.2]

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[Government Code §54954.2]

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**3.0 ROLL TAKEN BY THE SECRETARY TO THE GOVERNING BOARD**

**4.0 PUBLIC COMMENTS**

Public comments regarding Discussion/Action Items will be addressed during this time. Due to Zoom limitations, all public comments should be addressed at this time. A person wishing to be heard by the Board shall first be recognized by the president and shall then proceed to comment as briefly as the subject permits. Individual speakers shall be allowed three minutes to address the Board on non-agenda items. The Board shall limit the total time for public input on each item to 20 minutes. With Board consent, the Board president may increase or decrease the time allowed for public presentation, depending on the topic and the number of persons wishing to be heard. The president may take a poll of speakers for or against a particular issue and may ask that additional persons speak only if they have something new to add. **NOTE:** If you wish to address the Board please complete a speaker card and give it to the Board Clerk or Communications Specialist.

**5.0 DISCUSSION ITEMS**

5.1 **California School Boards Association (CSBA) Board Candidate Orientation Workshop – Discussion (Dr. Slavensky/CSBA)**

CSBA is hosting an orientation workshop for Board of Trustee candidates. There are two candidates for the District 4 Board of Trustees seat and one candidate for the District 5 Board of Trustees seat. The orientation will address the roles and responsibilities of Board members and is intended to help candidates fully understand the role of the Board of Trustees before the successful candidates take office.

**6.0 ADJOURNMENT**

* The Amador County Unified School District complies with the Americans with Disabilities Act. Should you require special accommodations, or more information about accessibility, please contact the Superintendent’s Office by calling (209) 257-5353. All efforts will be made for reasonable accommodations.

* Any writings or documents that are provided to the governing board in open session will be made available for public inspection at the meeting or at the Amador County Public Schools District Office located at 217 Rex Avenue, Jackson, CA during normal business hours. Please note that business hours have changed due to COVID-19. If you are need of a hard copy of the agenda, please email the Communication Specialist at demi.wright@acusd.org
October 6, 2020

AGENDA ITEM #: 5.1  

Motion: ________________
Second: ________________
Vote: ________________

SUBJECT:
California School Boards Association (CSBA) Board Candidate Orientation Workshop – Discussion

BACKGROUND INFORMATION:
CSBA is hosting an orientation workshop for Board of Trustee candidates. There are two candidates for the District 4 Board of Trustees seat and one candidate for the District 5 Board of Trustees seat. The orientation will address the roles and responsibilities of Board members and is intended to help candidates fully understand the role of the Board of Trustees before the successful candidates take office.

CSBA has a strong reputation for providing support to governance teams and experience in providing this specific training. This orientation workshop will be scheduled for October 6, 2020 from 9:00 – 11:00 AM.

FISCAL IMPLICATIONS:
None

RECOMMENDATION:
Superintendent Slavensky recommends all Board of Trustee candidates participate in this workshop.

PRESENTED BY:
Amy L. Slavensky, Ph.D., Superintendent
Amador County Unified School District
School Board
Candidate Orientation

Presented by
Luan Burman Rivera
CSBA Governance Educator/Consultant

October 6, 2020

Agenda

• Welcome/Introductions
• Why think about Governance?
• Roles and Responsibilities
• Effective Trustees: Six Essential Characteristics
• I to We
• Questions
• Closing

Why think about governance?
“What our schools do may prove in the long run to be more decisive than any other factor in preserving the form of government we cherish.”

-- Franklin Delano Roosevelt

“Because our schools help shape the mind and character of our youth, the strength or weakness of our education system today will go far to determine the strength or weakness of our national wisdom and our national morality tomorrow. That is why it is essential to our nation that we have good schools.”

-- Dwight D. Eisenhower

Locally elected school board members provide citizen oversight of the community’s schools and protect the public’s interest in preserving a free and equitable public education system in the United States.

**When governing effectively . . .**

School boards ensure success for all students by making decisions that fulfill legal mandates and align district systems and resources to ensure long-term fiscal stability of the district.

**In order to govern responsibly . . .**

Boards must act collectively and openly, be guided by community interests, and informed by recommendations of the superintendent and professional staff.
Realities of School Board Governance

- You campaign as an individual but serve as a member of a team.
- You do not have the authority as an individual to fix the problems you campaigned to fix.
- Your success as a board member is inextricably tied to the success of your board.
- Successful Trustees are always mindful, focused, have a good manner and are prepared.
- Governing is a human experience: it requires patience, understanding, vision, courage and perhaps most importantly, a sense of humor.

CSBA PROFESSIONAL GOVERNANCE STANDARDS

The Role of the Board...

is to ensure that the values, beliefs, and priorities of the community are transformed into documents that serve as a driving force to focus and align all district efforts.
The Governing Board recognizes that the Board is the unit of authority over the district and that a Board member has no individual authority.

Board members shall hold the education of students above any partisan principle, group interest, or personal interest.
The Board’s Responsibilities

- We set the direction.
- We establish the structure.
- We provide support.
- We ensure accountability.
- We act as community leaders.

BECOME PREPARED!

1. Set The Direction
2. Establish The Structure
3. Create A Supportive Environment
4. Ensure Accountability
5. Demonstrate Community Leadership Throughout

THREE ESSENTIAL ROLES IN SCHOOL DISTRICTS

1. Strategic, Visionary Role
   - Big Picture Leadership
   - Governance Team
2. Tactical Role
   - Planning, logistics, articulation
   - Administration
3. Operational Role
   - Day-to-day implementation
   - Teachers and other staff
GOVERNANCE IS A BALANCING ACT

- Serving each child
- District beliefs, vision and goals
- District resources
- Laws and regulations
- Stakeholder interests
- Governance team
- Modeling civic responsibility
- Personal beliefs and values

Organizational Effectiveness

Begins with each individual...
- How can I govern effectively?
- What is an effective trustee?
- How do I fulfill my commitment to the children and the community?
The Effective Trustee

The Individual:

- Mindfulness
- Preparation
- Focus
- Manner
- Commitment
- Confidentiality

QUESTIONS FOR DISCUSSION:

1. What does this characteristic mean as it relates to a Board Member’s governance role?
2. Why is it important?

MINDFULNESS

AN ATTITUDE, NOT AN AGENDA
Mindfulness Means:

• Understanding the nature and power of governance.
• Understanding the board role -- and staying within it.
• Understanding and worrying about the effectiveness of the board.
• Being aware of your own effectiveness.

“The very essence of a free government consists in considering offices as public trusts, bestowed for the good of the country, and not for the benefit of an individual or party.”

-- John C. Calhoun

“When a man assumes a public trust, he should consider himself as public property.”

-- Thomas Jefferson
Preparation:

• Commit time and energy required to be effective
• Become informed
• Do homework
• Work smart
• Think about the future and understand trends and the needs of students.

FOCUS
Effective Trustees Keep Learning and Achievement For All Students As Their Primary Focus.

• They stay focused on the strategic goals of the district.
• They do not allow themselves to be distracted by administrative tasks.
• They do not represent one group, one agenda, one program.

Focused Decision-making
The Trifocal Lens

THE ISSUE LENS – Seeing the issue as it is.

THE VISION LENS - Seeing the issue with a long-term perspective as it relates to the district’s vision and strategic goals.

THE GOVERNANCE LENS - How the issue is handled within the board decision-making process.
Manner

• Effective trustees understand that how you govern is often more important than what you do or say.

• They act with dignity and understand the implications of demeanor and behavior.

Communication Is Both Verbal and Nonverbal

Voice Tonality 38%

Words 7%

Body Language 55%

Albert Mehrabian, UCLA

Commitment

The act of committing to a charge or trust
Confidentiality

Effective trustees always keep confidential matters confidential. Breaking confidentiality is:
- A huge issue.
- A trust buster.
- A resource waster.

Organizational Effectiveness

Depends on the relationships between and among team members...

How do we manage conflict?
How do we develop trust relationships?

One of our biggest challenges:
Making the transition from I to We
(Without losing me!)
Organizational Effectiveness

Requires agreement on how members of the team will work together . . .

- Unity of Purpose
- Roles & Responsibilities
- Positive Culture (norms)
- Supportive Processes (protocols)

Becoming an Effective Team...

The Governance Team

Developing a collaborative, supportive partnership with the superintendent

Effective Trustees

Respect Diversity

Effective trustees respect the diversity of perspective and styles on the board and among staff, students, parents and the community.

For example, on any given board there may be:
- Data people/Analytics
- Relationship people/Amiables
- Bottom line people/Drivers
- Show-biz people/Expressives
- The historian
Unity of Purpose

Unity of purpose is the common focus, overarching goals, and the core values, beliefs and principles governance team members share in common about children, the school district and public education.

The Board’s Governance Documents:

Core Beliefs
Mission and Vision
Priorities
Strategic Goals and Success Indicators

Organizational Effectiveness
Thank you for Coming!

Questions?
Please read the document below and think about your answers to the questions at the end. Then fill in the blanks on the final page of this packet, with answers pertaining to Amador County Unified School District. Please bring your answers to the Candidate Orientation on October 6, 2020 and be ready to share.
Citizen oversight of local government is the cornerstone of democracy in the United States. It is the foundation that has lasted through the turbulent centuries since our nation came into being. In their book “Time for Curriculum,” Henry Brickell and Regina Paul note that we use citizen control for “…cities, counties, states, regions, the nation. We use it for sewers, police, roads, firefighting, rivers, libraries, airlines, prisons, forests, the military – every government function: all staffed by experts, without exception; and all governed by civilians.”

Therefore, it is appropriate and necessary that we entrust the governance of our schools to citizens elected by their communities to oversee both school districts and county offices of education. Today, nearly 100,000 citizens serve local communities as school board members, the largest category of elected public officials in the United States. Governing boards provide direction and oversight for the professionals who manage the day-to-day operations of the schools. School board members also provide accountability to the community.

How a school board governs is important. As the board fulfills governance responsibilities in the areas of vision setting, human resources, policies, curriculum, finance, judicial appeals, collective bargaining, and community leadership, the way in which boards perform the board role is critical. It is as important as what boards do in providing public oversight of the public school systems responsible for educating children and preparing them to be productive citizens.
An American Imperative: Public Education - NSBA

What public education in America means

- A tuition-free education for all students.
- The promise of equal educational opportunities no matter race, religion, or ability.
- A commitment to high standards and high expectations for all students.
- A system of governance that ensures public accountability.
- A benefit to society by teaching democratic principles and common values.

For many, the term public education conjures up the image of a neighborhood school that is open to all children in a community. As powerful as that image is, other characteristics also define public education and give even greater value to the unique role it plays in achieving and reflecting American ideals. Public education means a tuition-free, publicly funded system that must provide an education to each child in a neighborhood school within a publicly governed school system. The academic standards, the teachers and administrators, the values and methods of operation employed in these schools are all subject to oversight and direction by public policy-making bodies. The rights of students and parents are legally defined and are enforceable by the courts.

Public education means that a wide range of decision making resides at the community level through the operation of locally elected school boards and through other avenues of direct citizen participation in the schools. Public decision making also occurs through the election of state and congressional representatives, as well as the various publicly accountable agencies designated to carry out specific school functions.

Public education also means a system in which parents and the general public can obtain detailed information about their schools and be involved in school activities.

What would education and society in America be like if these principles were not at the core of what is meant by public education? What if education were turned over to publicly funded schools that did not have to adhere to these principles? Which of these principles would be eliminated? Which children would be left behind?

Education for All in 21st-century America, education is the key to success. Only the public schools are legally required to accept and retain all students,

no matter their race, no matter their religion, no matter their educational attainment, social class, family income, special needs, or personal characteristics. Only the public schools must guarantee that — within a legally enforceable range — the amount spent on each student will be equal from school to school within communities and across the state where those students reside.

WHO ARE SCHOOL BOARD MEMBERS?

School board members are locally elected public officials entrusted with governing a community’s public schools. School board members have no individual authority, but serve as part of a three, five, or seven-member school board: a governing body that has collective authority.

School boards are nonpartisan. Candidates for boards are not required to belong to a political party. In California, a person may be elected or appointed to a governing board of a school district if they are: 18 years of age or older; a citizen of the state; a resident of the school district; a registered voter; and not disqualified by the constitution or laws of the state from holding a civil office.

An employee of a school district may not be sworn into office as an elected or appointed member of that school district’s governing board unless and until he or she resigns as an employee. If the employee does not resign, the employment automatically terminates upon being sworn into office.

Any registered voter is eligible to be a member of the county board of education except the county superintendent of schools, any member of his or her staff, or any employee of a school district in that county.

WHAT IS THE BOARD’S ROLE?

Local school boards play a crucial role in preserving our democracy, preparing our children to be productive citizens, and enriching the lives of our communities. School boards also strive to mirror the diverse democracies they serve as representatives of their communities. All school boards derive their power and authority from the state, and, at the same time, all school boards generate “law” of their own by establishing the policies by which local schools are governed.

By overseeing public education and representing lay involvement, local school boards provide a structure for public accountability and a means for parents and the community to influence vital policy issues affecting schools. The school board remains the tried and true governance mechanism for delivering excellence and equity in public education for all our children.
School boards deal with local educational conditions and decide local educational policies. The board’s power and authority are established in the California Constitution, the California Education Code, other California government codes, and in the federal constitution and federal regulations. School boards have the primary responsibility to conduct the business of a school district in public, or, as permitted by the California Open Meeting Law (The Brown Act), in executive session.

**WHAT GOVERNING EFFECTIVELY MEANS**

Private citizens once elected to school boards must work with other board members and the superintendent to keep all district efforts focused on student learning. Working as a group, the governance team, (the board and superintendent), leverage the efforts of the professional staff by:

- Setting a direction for the district reflective of the community’s wishes for its children,
- Establishing a structure for action in the district,
- Creating a supportive working and learning environment,
- Holding the system accountable through mutually agreed upon mechanisms, and
- Demonstrating community leadership.

The demeanor of board members and the board as a whole send an important message to the public as do the actual decisions made by the board about the quality of leadership of the community’s schools. When boards govern effectively, the chances of a climate for excellence being created in which students thrive increases dramatically.

**WHAT IS UNIQUE ABOUT CALIFORNIA’S SCHOOLS?**

In California, the public schools serve more than 6 million students—a collective student body larger than the total population of many other states. Over 5,000 school board members govern the more than 1,000 school districts and county offices of education in our state. Ours is the largest public school system in the nation, with the most diverse student body. Approximately 40 percent of the state budget goes to support California’s K-14 public schools.

California school districts vary widely, from isolated rural districts with fewer than 20 students to the largest urban district with over 700,000 students. There are “elementary districts” with grades kindergarten through 6 or 8, “high school districts” with grades 9 through 12 and “unified districts” with grades kindergarten through 12—all overseen by local boards of education. California’s county offices of education are governed by county boards of education.
The school districts and county boards of education for which board members are responsible are multi-million-dollar enterprises. Often they are the largest employer in a community, have the largest transportation and food service operations, and have the greatest number of facilities to maintain.

**EIGHT AXIOMS OF EFFECTIVE GOVERNANCE**

1. Board members are part of a governing body with collective authority.
2. All children must be the priority.
3. Perceptions of demeanor have dramatic consequences and board members must act accordingly.
4. Diversity of style and perspective must be respected.
5. Board members must understand and operate within the board’s role and responsibilities.
6. Confidential information must be kept confidential.
7. Board members must strive to know district policies and guidelines and abide by them.
8. Being effective requires a commitment of time and energy.

**WHY EFFECTIVE GOVERNANCE IS IMPORTANT**

Board members do not have individual power or authority. Authority is only granted to the board as a collective body.

This means the board can only set a direction for a school district and ensure it delivers improved student learning to the community’s students when acting collectively. The board must come to agreement about the direction for the school system and provide credible community leadership for public education.

Effective governance can increase the governance team’s ability to utilize the critical leverage points board members and superintendents have and can use to govern the community's educational system.

How a board governs – board members’ relationships with each other, with the superintendent, other district staff and with the public – has a profound impact on a board’s effectiveness, and on the ability of staff and students to succeed.
Governing effectively enables the board to create a climate for excellence that elicits the best effort from staff.

When board members and the superintendent work well together, a climate of trust and confidence is created which enables staff members to feel supported and positive about the district’s future, encouraging them to work as hard as possible at supporting students in their quest for learning.

Effective governance keeps the focus on improved student learning.

Not deterred by dealing with the fallout of nonprofessional behavior, the governance team is able to devote energy to moving the school district toward achieving the district vision for student success.

Boards who govern effectively elicit support from the community.

A community that observes a school board and superintendent acting professionally, with integrity and respect for each other, and with a joint undeterred focus on improving student learning and achievement for all students will have confidence in the leaders of the school district and provide much needed public support for the community’s schools. Student achievement is enhanced when schools have community support reinforcing the efforts of the district staff.

True accountability is possible only in districts where authority is clearly defined.

Authority is clear only when boards set the direction for the district, provide resources and a supportive framework for the efforts of the professional staff, and hold all district staff accountable through mutually agreed upon policies and mechanisms. Individual board members who attempt to evaluate people or programs cause confusion within the school system and may open the district to legal problems.

WHY THINK ABOUT GOVERNANCE?

“Each of us must come to care about everyone else’s children. We must recognize that the welfare of our children and grandchildren is ultimately linked to the welfare of other people’s children. After all, when one of our children needs life-saving surgery, someone else’s child will perform it. If one of our children is threatened or harmed by violence, someone else’s child will be responsible for the violent act. The good life for our own children can be secured only if a good life is also secured for all other people’s children.”

–Lillian Katz, International Leader in Early Childhood Education
School boards today govern a system that has higher and higher expectations for its students, that must address a tremendous diversity of student needs, and that by and large is inadequately funded. Furthermore, the full complement of the nation’s social, economic, and environmental ills appears at our classroom doors in one form or another. Maureen DiMarco, former Secretary of Child Development and Education for California, and a former school board member, described the complexity of the school board member’s job in her Southern California school district:

Take another look at what a school district and school board are:
My colleagues and I were the members of a five-member board of directors of a $190 million annual corporation.... We were responsible for 4,500 employees at 67 different plants. We negotiated annually with four - count them - four different unions. Our plant managers managed four to five times the number of employees that [private sector] managers manage. We were responsible for 38,000 units of production on an annual basis, but we had a 13-year production cycle, rarely with any of those products staying within our company for the entire length of time. We had no control over our raw materials. We had to take all of them in the numbers in which they arrived and in the condition in which they arrived, and all of our products go out to the marketplace because we have no backroom in which to discard our flawed or damaged merchandise.

Incidentally, on the side, we operated the second largest transportation agency in the county. We served 22,500 meals a day. We operated, if we were lucky, on a 2 to 3 percent fiscal margin. We have more regulation than the worst nightmare of a corporate attorney, and we were required to provide supervision in over 89 languages.... I dare you to try to operate a California business in the manner in which we operate our public school system.

In order to perform the job described by DiMarco, the contemporary school board member must command a deep understanding of governance in all its complexities. However, even mastery of content is not enough. Board members must also carry out their responsibilities in an extremely difficult, politically charged environment. They are expected to confront the community’s economic and social problems as they are reflected in the classroom, rise above political pressures, and govern in a highly ethical and professional manner. The responsible exercise of power within the authority granted by law is the ultimate challenge to any individual board member.

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* Excerpt from: Defining the Leadership Role of School Boards in the 21st Century, Davis W. Campbell, Diane Greene, authors / Phi Delta Kappa, Volume: 75. Issue: 5., 1994
Questions to Think about

1. What would education and society in America be like if the principles described in this document were not at the core of what is meant by public education?

2. What if education were turned over to publicly funded schools that did not have to adhere to these principles?

3. If these principles were eliminated, which children would be left behind?

Please complete the document on the next page with information regarding Amador County Unified School District:
About the Amador County USD & COE Board of Trustees

We are a (three, five, seven) Member Board of Trustees of a $_____________________ million corporation.

Members are elected (or appointed) to fulfill four-year terms and are responsible to more than ____________ shareholders.

The Board assumes responsibility for the education of _______ students during a ______ year education process.

We provide public oversight of the education of students who are not required to begin with us in (Kindergarten, seventh, ninth grade) or to remain within our district through the (sixth, eighth, twelfth) grade.

We oversee the education of students who speak more than _____primary languages other than English, and who come to us with a wide variety of backgrounds and readiness for school.

The Board is responsible for more than ______classified and_______ certificated employees at _____different facilities that are all maintained by district staff.

We negotiate annually with ______employee unions.

Our percentage of managers (administrators) to other staff is ___________. Our managers manage four to five times the employees that private sector managers manage.

We provide after-school programs, such as ELP, athletics, clubs, etc. for ____ students.

We serve ______ meals to students and staff every day.

During the traditional school year, we provide transportation to and from school daily to ________ students.

Prospective board members are not required to have any specific skills or knowledge in order to seek a school board position.
# Amador County Unified School District
## 2020-21 Governance Calendar (Draft)

<table>
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<tr>
<th>Job Area</th>
<th>July</th>
<th>August</th>
<th>September</th>
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<td><strong>Effective Governance</strong>&lt;br&gt;<strong>Lead Learners</strong></td>
<td>CSBA Masters in Governance Training Sessions</td>
<td>CSBA virtual events: • Governance team norms &amp; protocols • Governance Handbook • Governance Calendar</td>
<td>Study Session(s) (Topics driven by Board's SMART goals)</td>
<td>Study Session: • Annual Education Conference • New Board Members Orientation</td>
<td>Supt.'s mid-year progress report on goals to the Board</td>
<td>Every 3-4 years review district vision/mission using an inclusive process Review LCAP</td>
<td>Attend CSBA virtual events: • The Brown Act • Board Presidents Workshop • Institute for New and First-term Board Members • Masters in Governance</td>
<td>Conduct Board self-evaluation Develop SMART goals Develop Board Development action plan</td>
<td>Approve Governance Calendar</td>
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<td><strong>Setting Direction for the District</strong></td>
<td>LCAP to CDE</td>
<td>Annual All Staff Kick-off Event: Reinforce Strategic Plan</td>
<td>Discuss priorities and preliminary goals for following year</td>
<td>Supt.'s mid-year progress report on goals to the Board</td>
<td>Report progress on goals to the community</td>
<td>Report on progress in the LCAP</td>
<td>LCAP Finalize goals and success indicators for coming year</td>
<td>Approve LCAP</td>
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<td><strong>Student Learning &amp; Achievement</strong></td>
<td>Program Planning Study Session • Based on goals, identify needs • Ask questions re: program budgets • Engage stakeholders • Revise/draft LCAP</td>
<td>Begin LCAP stakeholder engagement process</td>
<td>Mid-year LCAP report to Board</td>
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<td><strong>Deadline for adoption of budget and LCAP (July 1)</strong></td>
<td>LCAP Support: Understand desired outcomes for LI/EL/FY students</td>
<td>Report on district allocations for State and Federal funds</td>
<td>Educational Services Update Instructional materials adoption cycle/process</td>
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<td><strong>Align district mission/visions and student learning and achievement goals</strong></td>
<td>Opening of school report CAASPP results Public hearing resolution/adoption of sufficient instructional materials</td>
<td>Study Sessions to review recommendations from the Supt. regarding district response to test outcomes</td>
<td>Study Sessions to review recommendations from the Supt. regarding district response to test outcomes</td>
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<td><strong>Board reports and updates on curriculum implementation</strong></td>
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### Amador County Unified School District
#### 2020-21 Governance Calendar (Draft)

<table>
<thead>
<tr>
<th>Job Area</th>
<th>July</th>
<th>August</th>
<th>September</th>
<th>October</th>
<th>November</th>
<th>December</th>
<th>January</th>
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<th>April</th>
<th>May</th>
<th>June</th>
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<tbody>
<tr>
<td>Finance</td>
<td>Letter from CDE (re: Budget and LCAP)</td>
<td>CSBA Back to School Webcast</td>
<td>Final LCAP approval from CDE</td>
<td>Estimate funding</td>
<td>Receive Audit Report</td>
<td>1st Interim Report &amp; Budget Revisions</td>
<td>Governor proposes state budget CSBA Forecast webcast Staff projects next year’s revenues/expenses that align with LCAP goals Board sets budget priorities Report P-1 ADA</td>
<td>Monthly Financial Reports to the Board continue</td>
<td>2nd Interim Report &amp; Budget Revisions</td>
<td>Draft/Revise LCAP Governor’s May Budget Revise Report to the Board</td>
<td>LCAP update/approval Adopt the Budget Legislative budget adoption deadline 6/15</td>
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<tr>
<td>Facilities</td>
<td>Be familiar and current with the district’s facilities plan; approve actions as necessary; monitor, review and revise facilities plan as necessary.</td>
<td>Study, prepare, and communicate about general obligation bond measure</td>
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<td>Budget Study Sessions (as necessary)</td>
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<tr>
<td>Policy</td>
<td>CSBA Policy Update</td>
<td>Review/Update LCFF policies</td>
<td>CSBA Policy Update</td>
<td>CSBA Policies in Review</td>
<td>CSBA Policy Update</td>
<td>Approve CSBA Policy services</td>
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<tr>
<td>Judicial Review</td>
<td>Maintain confidentiality on issues that may come before the Board. Hold hearings and decide appeals to the Board, as necessary. (Not common in single district county)</td>
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<tr>
<td>Human Resources</td>
<td>Finalize Supt. goals and success indicators</td>
<td>Provide ongoing climate of support for staff Implement Employee Recognition &amp; Wellness Plan</td>
<td>Superintendent’s mid-year progress report on goals</td>
<td>Every several years review hiring/evaluation policies</td>
<td>Lay-off notification to staff by March 15</td>
<td>Evaluate the Superintendent</td>
<td>Final layoff deadline May 15</td>
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<td>Collective Bargaining</td>
<td>Determine implications of LCFF, class size reduction, and the collective bargaining agreement on the District’s ability to meet student learning and achievement goals</td>
<td>Be familiar with the district’s bargaining process as defined in Board Policy – Establish parameters for negotiations – Receive reports on negotiations – Approve negotiated contracts</td>
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<tr>
<td>Community Relations</td>
<td>LCAP on website</td>
<td>Develop key messages on LCAP</td>
<td>Attend, support community meetings</td>
<td>Develop and disseminate key messages about important district topics &amp; issues including progress on LCAP Notice for public input on LCAP (May/June)</td>
<td>Attend Open House Nights at schools</td>
<td>Supt. meets with parent advisory groups Ensure there is a plan in place for communicating with and engaging the community (internal and external) in schools (e.g., LCAP public hearings) Involvement and/or attendance at school and community events (i.e., graduation ceremonies) Develop and disseminate key messages about important district topics &amp; issues including Board Walks at the Schools &amp; Attendance at School and Community Events</td>
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<tr>
<td>Advocacy</td>
<td>Follow bill development in legislature Implement advocacy plan</td>
<td>Study Session to develop advocacy plan for the coming year Develop advocacy plan for the following year Finalize advocacy plan by the end of the year</td>
<td>CSBA Federal Legislative Action Advocate for all students year round.</td>
<td>NSBA Federal Relations Network</td>
<td>Follow bill development in legislature Implement advocacy plan</td>
<td>CSBA State Legislative Action</td>
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**Bold = Legal timelines**
Board of Trustees
Susan Ross, Board President
Kandi Thompson, Board Clerk
Deborah Pulskamp, Member
James Marzano, Member
Janet White, Member
Hailey Dacier, Student Board Member
Kailey Pace, Student Board Member
Rebecca Morla, Student Board Member
Sophia Davis, Student Board Member

ACUSD Superintendent
Amy L. Slavensky, Ph.D.

ACOE Superintendent
Robert Russell, Ed.D.

Cabinet
Dave Vicari, Assistant Superintendent, Human Resources & Labor Relations
Jared Critchfield, Assistant Superintendent, Business Services
Sean Snider, Assistant Superintendent, Educational Services
Kathryn Brown, Director, Special Education

Amador County Unified School District
Amador County Office of Education
PREPARE, SUPPORT, INSPIRE!

Amador County Public Schools

Our Mission
Enriched by the diversity and deep traditions of our unique community, Amador County Public Schools will prepare, support, and inspire each student to achieve career and college success in a rapidly evolving world through highly engaging teaching, rigorous learning and innovative pathways supported by strong partnerships in a safe, caring and collaborative environment.

Strategies
To meet our objectives, we will...

Ensure student social-emotional and physical well being through a comprehensive system of supports and resources for all students based on their individual needs.

Collaborate with staff, families and community to cultivate and strengthen partnerships that enrich and expand opportunities, preparing students for a rapidly evolving world.

Create caring, collaborative school environments that facilitate highly engaging, rigorous and personalized learning for all students through the use of effective strategies, practices and resources.

Develop and implement diverse, robust learning pathways to ensure students' effective use of 21st century thinking skills including creativity, communication, collaboration, and digital literacies.
Objectives

A working group made up of representatives throughout our district worked together over the course of several days to develop shared objectives for our schools. Through multiple measures:

Career & College
We will increase the number of students successfully completing career technical education (vocational) and college-prep courses by 100%.

Health
All students will demonstrate improvement in their social-emotional and physical health.

Academics
All students will advance along multiple academic measures toward meeting/exceeding standards in order to close achievement gaps and accelerate progress.

Connection
All students will show an increase in positive school engagement and connectedness with staff, peers and community.

Our Beliefs

- Education is a shared responsibility.
- All are entitled to a safe, welcoming and nurturing environment.
- Continuous improvement and learning are necessary and supported for all individuals within our educational community.
- Our connections to one another give us strength.
- Our students are unique and will be recognized for their individual strengths.
- Collaborative, honest and respectful teams are necessary to accomplish the complex work of educating all students.
- Passionate and engaging teachers and staff produce life-changing outcomes and develop positive self-worth.
- Transparency and open communication promote trust for all.
- Diversity is a strength, equity is a must.
- All students can and will learn.
Amador COE and USD
Board Bylaw
Role Of The Board

BB 9000
Board Bylaws

The Board of Trustees has been elected by the community to provide leadership and citizen oversight of the district. The Board shall ensure that the district is responsive to the values, beliefs, and priorities of the community.

The Board shall work with the Superintendent to fulfill its major responsibilities, which include:

1. Setting the direction for the district through a process that involves the community, parents/guardians, students, and staff and is focused on student learning and achievement

(cf. 0000 - Vision)
(cf. 0100 - Philosophy)
(cf. 0200 - Goals for the School District)

2. Establishing an effective and efficient organizational structure for the district by:

a. Employing the Superintendent and setting policy for hiring of other personnel

(cf. 2110 - Superintendent Responsibilities and Duties)
(cf. 2120 - Superintendent Recruitment and Selection)
(cf. 2121 - Superintendent's Contract)
(cf. 4000 - Concepts and Roles)
(cf. 4111 - Recruitment and Selection)
(cf. 4211 - Recruitment and Selection)
(cf. 4311 - Recruitment and Selection)

b. Overseeing the development and adoption of policies

(cf. 9310 - Board Policies)

c. Establishing academic expectations and adopting the curriculum and instructional materials

(cf. 6011 - Academic Standards)
(cf. 6141 - Curriculum Development and Evaluation)
(cf. 6146.1 - High School Graduation Requirements)
(cf. 6146.5 - Elementary/Middle School Graduation Requirements)
(cf. 6161.1 - Selection and Evaluation of Instructional Materials)
d. Establishing budget priorities and adopting the budget
   (cf. 3000 - Concepts and Roles)
   (cf. 3100 - Budget)
   (cf. 3312 - Contracts)

e. Providing safe, adequate facilities that support the district's instructional program
   (cf. 3517 - Facilities Inspection)
   (cf. 7110 - Facilities Master Plan)
   (cf. 7150 - Site Selection and Development)
   (cf. 7210 - Facilities Financing)

f. Setting parameters for negotiations with employee organizations and ratifying collective bargaining agreements
   (cf. 4141/4241 - Collective Bargaining Agreement)
   (cf. 4143/4243 - Negotiations/Consultation)

3. Providing support to the Superintendent and staff as they carry out the Board's direction by:
   a. Establishing and adhering to standards of responsible governance
      (cf. 9005 - Governance Standards)
      (cf. 9011 - Disclosure of Confidential/Privileged Information)
      (cf. 9200 - Limits of Board Member Authority)
      (cf. 9270 - Conflict of Interest)

   b. Making decisions and providing resources that support district priorities and goals

   c. Upholding Board policies

   d. Being knowledgeable about district programs and efforts in order to serve as effective spokespersons
      (cf. 9240 - Board Development)
      (cf. 9400 - Board Self-Evaluation)

4. Ensuring accountability to the public for the performance of the district's schools by:
   a. Evaluating the Superintendent and setting policy for the evaluation of other personnel
      (cf. 2140- Evaluation of the Superintendent)
      (cf. 4115 - Evaluation/Supervision)
b. Monitoring and evaluating the effectiveness of policies

c. Serving as a judicial (hearing) and appeals body in accordance with law, Board policies, and negotiated agreements

(c.f. 1312.1 - Complaints Concerning District Employees)  
(c.f. 1312.2 - Complaints Concerning Instructional Materials)  
(c.f. 1312.3 - Uniform Complaint Procedures)  
(c.f. 1312.4 - Williams Uniform Complaint Procedures)  
(c.f. 4030 - Nondiscrimination in Employment)  
(c.f. 4117.3 - Personnel Reduction)  
(c.f. 4118 - Dismissal/Suspension/Disciplinary Action)  
(c.f. 4144/4244/4344 - Complaints)  
(c.f. 4218 - Dismissal/Suspension/Disciplinary Action)  
(c.f. 5116.1 - Intradistrict Open Enrollment)  
(c.f. 5117 - Interdistrict Attendance)  
(c.f. 5119 - Students Expelled from Other Districts)  
(c.f. 5125.3 - Challenging Student Records)  
(c.f. 5144.1 - Suspension and Expulsion/Due Process)  
(c.f. 6159.1 - Procedural Safeguards and Complaints for Special Education)  
(c.f. 6164.6 - Identification and Education Under Section 504)  

d. Monitoring student achievement and program effectiveness and requiring program changes as necessary

(c.f. 0500 - Accountability)  
(c.f. 0520.2 - Title I Program Improvement Schools)  
(c.f. 0520.3 - Title I Program Improvement Districts)  
(c.f. 6162.5 - Student Assessment)  
(c.f. 6162.51 - State Academic Achievement Tests)  
(c.f. 6162.52 - High School Exit Examination)  
(c.f. 6190 - Evaluation of the Instructional Program)  

e. Monitoring and adjusting district finances

(c.f. 3460 - Financial Reports and Accountability)  

f. Monitoring the collective bargaining process

5. Providing community leadership and advocacy on behalf of students, the district's educational program, and public education in order to build support within the local community and at the state and national levels
6. Communication: Serve as active ambassadors of the District's instructional programs and schools. Also ensure that the community, parents/guardians, and students receive accurate and timely information through consistent channels in an understandable manner.

The Board is authorized to establish and finance any program or activity that is not in conflict with, inconsistent with, or preempted by law. (Education Code 35160)

Legal Reference:
EDUCATION CODE
5304 Duties of governing board (re school district elections)
12400-12405 Authority to participate in federal programs
17565-17592 Board duties re property maintenance and control
33319.5 Implementation of authority of local agencies
35000 District name
35010 Control of district; prescription and enforcement of rules
35020-35046 Officers and agents
35100-35351 Governing boards, especially:
35160-35185 Powers and duties
35291 Rules

Management Resources:
CSBA PUBLICATIONS
Maximizing School Board Governance
Professional Governance Standards, November 2000
School Board Leadership: The Role and Function of California's School Boards, 1996
NATIONAL SCHOOL BOARDS ASSOCIATION PUBLICATIONS
The Key Work of School Boards, 2000
WEB SITES
CSBA: http://www.csba.org
National School Boards Association: http://www.nsba.org

Bylaw AMADOR COUNTY UNIFIED SCHOOL DISTRICT
adopted: May 9, 2018 Jackson, California
Amador COE and USD

Board Bylaw

Limits Of Board Member Authority

BB 9200
Board Bylaws

The Board of Trustees recognizes that the Board is the unit of authority over the district and that a Board member has no individual authority. Board members shall hold the education of students above any partisan principle, group interest, or personal interest.

(cf. 1160 - Political Processes)
(cf. 9000 - Role of the Board)
(cf. 9005 - Governance Standards)
(cf. 9270 - Conflict of Interest)
(cf. 9323 - Meeting Conduct)

Unless agreed to by the Board as a whole, individual members of the Board shall not exercise any administrative responsibility with respect to the schools or command the services of any school employee. Individual Board members shall submit requests for information to the Superintendent. 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.

(cf. 1340 - Access to District Records)
(cf. 4112.6/4212.6/4312.6 - Personnel Files)
(cf. 9011 - Disclosure of Confidential/Privileged Information)
(cf. 9322 - Agenda/Meeting Materials)

Individual Board members do not have the authority to resolve complaints. Any Board member approached directly by a person with a complaint should refer the complainant to the Superintendent or designee so that the problem may receive proper consideration and be handled through the appropriate district process.

(cf. 1312.1 - Complaints Concerning District Employees)
(cf. 1312.2 - Complaints Concerning Instructional Materials)
(cf. 1312.3 - Uniform Complaint Procedures)
(cf. 1312.4 - Williams Uniform Complaint Procedures)
(cf. 3320 - Claims and Actions Against the District)
(cf. 4030 - Nondiscrimination in Employment)
(cf. 6159.1 - Procedural Safeguards and Complaints for Special Education)

A Board member whose child is attending a district school should be aware of his/her role as a Board member when interacting with district employees about his/her child. Because his/her position as a Board member may inhibit the performance of school personnel, the Board member
should inform the Superintendent or designee before volunteering in his/her child's classroom.

(cf. 1240 - Volunteer Assistance)  
(cf. 5020 - Parent Rights and Responsibilities)  
(cf. 6020 - Parent Involvement)

The Superintendent or designee shall provide a copy of the state's open meeting laws (Brown Act) to each Board member and to anyone who is elected to the Board but has not yet assumed office.

Board members and persons elected to the Board who have not yet assumed office are responsible for complying with the requirements of the Brown Act. (Government Code 54952.1)

Legal Reference:
EDUCATION CODE  
200-262.4  Prohibition of discrimination  
7054  Use of district property  
35010  Control of district; prescription and enforcement of rules  
35100-35351  Governing boards, especially:  
35160-35184  Powers and duties  
35291  Rules  
35292  Visits to schools (Board members)  
51101 Rights of parents/guardians  
GOVERNMENT CODE  
54950-54962 The Ralph M. Brown Act, especially:  
54952.1  Member of a legislative body of a local agency  
54952.7  Copies of chapter to members of legislative body

Management Resources:
CSBA PUBLICATIONS  
CSBA Professional Governance Standards, 2000  
Maximizing School Board Leadership: Boardsmanship, 1996  
WEB SITES  
CSBA: http://www.csba.org

Bylaw AMADOR COUNTY UNIFIED SCHOOL DISTRICT  
adopted: May 9, 2018  Jackson, California
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MISSION STATEMENT

Enriched by the diversity and deep traditions of our unique community, Amador County Public Schools will prepare, support, and inspire each student to achieve career and college success in a rapidly evolving world through highly engaging teaching, rigorous learning and innovative pathways supported by strong partnerships in a safe, caring and collaborative environment.
“GUIDING PRINCIPLES OF THE BOARDS OF ACUSD AND ACOE”
(From Board ByLaw 9001)

1. Guiding principles are a tool designed by those who will use them to advance their mutual interest in promoting effectiveness, civility, and willingness to compromise in their on-going work together on behalf of Amador County Public Schools and the success of its students.

2. It is understood that how the Board operates and engages with the Superintendents, school Community, and public, impacts its effectiveness as well as the effectiveness of others in the school community, and the District’s and County Office of Education’s work and educational environments.

3. It is mutually understood that it is the intent of each Trustee and the Superintendent to act in good faith on behalf of the district.

4. There will be robust, honest, respectful and patient debate on any matter of concern to a Trustee or the Superintendent that is within the purview of the Board.

5. When disputes or disagreements occur, the governance team will work together to resolve them within the team and with a spirit of unity of purpose.

6. Decisions will be based on relevant data and other credible sources of information that have been made available to all members.

7. Trustees will avoid back-tracking; once the Board has heard and considered the views of its members and acted, all members will respect the action of the quorum, unless and until the Board takes up the matter again.

8. The Board will respect the requests of members to revisit issues when based on new information.

9. Trustees will hold each other accountable for following these guiding principles. No single Trustee can sidetrack the Board without the Board’s acquiescence.

10. Continued board development will occur through the purposeful application of these agreed-upon guiding principles during all board processes.

11. By engaging in transparent professional development activities, the Board and Superintendent lead by example.

It is the intent of this policy to provide an environment in which Trustees, the Superintendent and District staff are able to work in a proactive and dignified manner to provide solutions to the typical operational problems that districts and schools encounter, as well as, crafting policy for future challenges and educational needs. The Board believes that the best interests of students and the growth and development of the district’s employees are best served by an environment that is based on dignity, trust, integrity and civil treatment for all.
Roles and Responsibilities of the Governance Team

Citizen oversight of local government is the cornerstone of democracy in the United States. The role of the trustees, who sit on locally elected school boards, is to ensure that school districts are responsive to the values, beliefs and priorities of their communities. Boards fulfill this role by performing five major responsibilities. These are setting direction; establishing an effective and efficient structure; providing support; ensuring accountability; and providing community leadership as advocates for children, the school district and public schools.

These five responsibilities represent core functions that are so fundamental to a school system’s accountability to the public that they can only be performed by an elected governing body. Authority is granted to the board as a whole, not each member individually. Therefore, board members fulfill these responsibilities by working together as a governance team with the superintendent to make decisions that will best serve all the students in the community.

The board carries out these responsibilities in each of the following job areas:

- Setting the District’s Direction
- Student Learning and Achievement
- Finance
- Facilities
- Human Resources
- Policy
- Judicial Review
- Collective Bargaining
- Community Relations and Advocacy

The Superintendents assists the board in carrying out its responsibilities in each of the job areas, and leads the staff toward the accomplishment of the agreed upon district vision and goals. The following page provides more detail on how the board performs its governance responsibilities in each job area. It’s important to remember that boards who inadvertently get involved in staff functions undercut their ability to hold the superintendents accountable for the results of those efforts.
Performing Governance Responsibilities

We agree with the responsibilities of school boards as described below by the California School Boards Association:

Set the direction for the community’s schools
Focus on student learning
Assess needs/obtain baseline data
Generate, review or revise setting direction documents (beliefs, vision, priorities, strategic goals, success indicators)
Ensure that an appropriate inclusive process is used to develop the above listed documents
Ensure that these documents are the driving force for all district efforts

Establish an effective and efficient structure for the school district
Employ and support the superintendent
Establish a human resources framework that includes policies for hiring and evaluating other personnel
Oversee the development of and adopt policies
Set a direction for and adopt the curriculum and require data-producing assessment systems
Establish budget priorities, adopt the budget and oversee facilities issues
Provide direction for and vote to accept collective bargaining agreements

Provide support through our behavior and actions
Act with professional demeanor that models the district’s beliefs and vision
Make decisions and provide resources that support mutually agreed upon priorities and goals
Uphold board approved district policies and support staff implementation of board direction
Ensure a positive working climate exists
Be knowledgeable enough about district efforts to be able to explain them to the public

Ensure accountability to the public
Evaluate the superintendent
Monitor, review and revise policies
Serve as a judicial and appeals body
Monitor student achievement and program effectiveness and require program changes as indicated
Monitor and adjust district finances and periodically review facilities issues
Monitor the collective bargaining process

Act as community leaders
Speak with a common voice about district priorities, goals and issues
Engage and involve the community in district schools and activities
Communicate clear information about policies, programs and fiscal condition of the district
Educate the community and the media about the issues facing students, the district and public education
Advocate for children, district programs and public education to the general public, key community members and local, state and national leaders
The Superintendents of Amador County Unified School District & Amador County Office of Education:

The Superintendent of the Amador County Unified School District and the Superintendent of the Amador County Office of Education are members of the governance team. It is expected that the members of the Board will communicate with the Superintendents to address any concerns regarding issues or projects. The Superintendents’ duties and job description are outlined in Board Policy and/or his/her contract. The contract specifies an annual evaluation and times of contract renewal for the District Superintendent. The County Office of Education Superintendent is subject to the electorate and is not formally evaluated.

The Superintendent is responsible to:

- Promote the success, safety and well being of all students through regular coaching visits to the schools, professional learning with teachers, staff and leaders, and ensure other appropriate actions and services;
- Lead, coach and supervise leaders, managers, and other support staff including assistant superintendents, directors, principals, and other managers so they can effectively lead, coach and supervise their teams and schools;
- Support the efforts of the USD Board of Trustees to keep them focused on learning and achievement;
- Respond appropriately and honestly to concerns and complaints from stakeholders with the goal of listening and collaborative problem solving;
- Respect the role of the Board as the representative of the community;
- Respect the role of the Superintendent to supervise and support all staff;
- Provide guidance and recommendations to the Board to assist in policy development, decision making, and leadership based on the direction of the Board as a whole;
- Plan, implement, monitor, and modify as needed all educational programs to ensure success for all students including English learners, low income students, foster youth, and students with mild to moderate Special Education needs.

Norms and Protocols

Positive Governance Team Culture

Culture is the positive or negative atmosphere created by the way people in an organization treat each other. Teams have unwritten (implicit) or written (explicit) agreements about how they will behave toward each other and other individuals. These behavioral ground rules, of-
ten called norms, enable teams to build and maintain a positive culture or shift a negative one.

Because the community elects school board members to set and monitor the direction of the school district, and the district superintendents translates all efforts into action, it is vital that the board and superintendents have a respectful and productive working relationship based on trust and open, honest communications.
Norms

Our Governance Norms

We agree to:

- Focus on the best interests of our students
- Show respect (never dismiss/devalue others)
- Commit to having effective deliberations; we will listen openly to the opinions of others.
- Devote the time necessary to govern effectively. This means being there, being knowledgeable, participating, understanding the full scope of being a board member and being willing to take on all the responsibilities involved.
- Be collaborative.
- Maintain confidentiality
- Learn from the past while focusing on the present and the future.

Open and Honest Communication

The governance team recognizes the value of mutual trust, open team dialogue, and being fully informed as a condition of mutual trust.

Toward the objective of open and honest communication:

- We will not be afraid to say what we think. We will let team members know what is on our minds in a respectful and dignified manner. We will let team members know the impact their communication has on us personally, so they can clarify their intent with us firsthand.
- We will listen openly and respectfully to what others have to say, recognizing that each individual’s opinion is as important as our own.
- We will take responsibility for our individual communications and be mindful of our own body language, voice tone, and words. We will endeavor to ensure that our body language and voice tone match the message we intend to send.
- We will communicate in a manner that enhances the Board discussions and deliberations. We will take the time necessary, prior to the Board meetings, to become fully informed about issues before the Board.
- We will offer validation when an individual team member makes the effort to communicate honestly and respectfully with us individually or during Board meetings. We will be supportive of each other’s attempts to be honest and open at Board meetings even when we don’t agree with what the other person is saying.
Norms

- We recognize that “respecting” and “attempting to understand” each other’s points of view are essential to building trust among team members. We will ask questions or paraphrase the comments of other team members to clarify for understanding.

- To enhance our deliberations during Board meetings, we will ask questions when we don’t understand, be respectful when we disagree, and build on each other’s comments and ideas whenever possible during our discussions.

- We will keep all closed session discussion confidential. Confidential information means a communication made in a closed session that is specifically related to the basis for the Board to meet lawfully in closed session. Team members will not disclose confidential information acquired in the course of their official duties, including confidential information that is not a public record subject to disclosure under the Public Records Act, information that by law may not be disclosed, and information that may have a material financial effect on the team member.

Creating and Sustaining a Positive Culture (From Board ByLaw 9001)

Operating as a Team

Each Board member brings unique skills, values, and beliefs to the Board table. Board members must work together with the Superintendent to govern effectively and to ensure that a high quality education is provided to all students. Authority rests with the Board as a whole, not with individual Board members. Board members understand and respect the separate roles of the Board and the Superintendent. Together as a governance, the Board and the Superintendent will take collective responsibility for building unity and creating a positive organizational culture where there is acceptance of honest mistakes.

Collective Authority of the Board

- Individual Board members do not have authority and will not direct action or make individual requests of staff.

- Authority to direct action rests with the Board when seated at Board meetings.
  - A majority vote of Board members provides direction to the Superintendent.
  - Board members will not undermine the ability of staff to carry out Board directions.
Norms

The Board Works With One Another at Public Board Meetings

- Reports to the Board will focus primarily on accountability for student learning.
- The Superintendent is the chief executive officer of the district and will recommend, propose, or suggest on most matters before the Board.
- The Board will consider research, best practices, and public input in its decision-making process.
- Board meetings are for decision making, actions, and votes.
  - Board members agree to speak to the issues on the agenda and to be attentive to each other.
  - Board discussions should be concise and pertinent to the issues.
  - Facts and information needed for administration will be requested through the Superintendent.

The Practice of “No Surprises” Toward Each Other and District Staff

- Surprises to the Board or the Superintendent will be the exception.
- There should be no surprises at Board meetings.
  - The Superintendent will be contacted before the meeting when a Board member needs additional information or has questions about an agenda item.
  - New ideas should not be brought up unexpectedly at a Board meeting. Board members will follow protocol for bringing up new ideas or for adding items to a Board agenda, such as during Board member reports and requests.
  - Board members will respect each Board member’s right to request that Board action be deferred in an instance where there is legitimate concern about the adequacy of information on which to make an “informed decision.”
Norms

A Consistent Voice for the District (From Board ByLaw 9001(d))

- The Board president or designee will be the official spokesperson for the Board.
- When the Board president resigns or is absent or disabled, the clerk will perform the Board president’s duties as spokesperson.
- Board members will remember that they represent the Board in everything they say and do and will endeavor to state the Board’s opinion, not an individual perspective or position.
- Members of the governance team agree to avoid words or actions that leave a negative impression on an individual, the Board, or the district.

How We Will Operate in a Spirit of Moving Forward (From Board ByLaw 9005)

Governance team members recognize the importance of establishing and sustaining “positive momentum” as the team endeavors to lead the district. In that spirit, we recognize that:

- We are people of good will with a common agenda for moving the district forward.
- Actions will speak louder than words and we will focus on building trust.
- As a district and as a governance team, we will be forgiving and strive to remember our successes. We will treat a step backwards as merely temporary.
- We will give each other the benefit of the doubt.
- We will strive to forgive errors in judgment and clumsy attempts.
- We will remind each other about why we are here and use the phrase “STUDENTS FIRST” when we falter.
Protocols

Orienting a New Board Member

Principle:

A new member of the board will need to invest time in training, understanding the job in order to be effective. The more experienced Board members will mentor and support new members during their first year so the entire board can be efficient and effective.

Protocol:

- The Board president and the superintendent will provide the new member resources, guidance and opportunities for training as soon as possible. The CSBA workshops for new Board members are one such opportunity.
- The Board president and superintendent will welcome the new member and provide him/her the “New Board Member Handbook” and the “Board Governance Handbook.” The Board president will provide support as needed regarding any questions about the information in the handbooks.
- The Board president and clerk will ask one of the experienced Board members to serve as a mentor for the new member and the mentor will meet/talk regularly with the new member to answer any questions and provide the support necessary.

Board Role in Public [From Board ByLaw 9010(a)]

Principle:

Board members have been elected by the community to provide leadership and oversight of the district. Board members understand the importance and value of being visible and accessible to the community and of ensuring the district is responsive to the values, beliefs, and priorities of the community.

Protocol:

- Board members will strive to educate the public about their role as public servants, entrusted with the education of children in the district.
- Board members will demonstrate their dedication and commitment to public education and actively engage community members in discussions about critical, public education matters impacting the district.
- When speaking to community groups, the media, social media, or other members of the public, individual Board members will recognize that their statements may be perceived as views and positions of the Board and will act responsibly to identify personal viewpoints as such and not as viewpoints of the Board.
- Confidentiality will be maintained when communicating with members of the public regarding matters prescribed as confidential by law or Board bylaws.
Protocols

Speaking With a Common Voice

Principle:
All public statements in the name of the Board are made by the Board president, or if appropriate, by the superintendent or designee.

Protocol:
• When speaking to community groups, the media, or to the public, individual board members have a responsibility to identify personal viewpoints as such and not as the viewpoint of the board.
• When a board decision has been reached, all board members shall support that decision until it is amended or rescinded by board action. Any board member who may wish to criticize or oppose any specific board action should do so in an open board meeting.

Addressing Conflict Among Board Members

Principle:
Because the governance team norms are designed to create open, respectful, collaborative culture, members will engage in dialogue while welcoming an open discussion with different points of view.

Protocol:
Members will demonstrate an ability to disagree on issues without taking the disagreements personally. Members will endeavor to maintain neutral body language and tone during deliberations.

Bring Up New Ideas/Decide to Move New Ideas Forward

Principle:
• Board members have a responsibility to lead and bring forth new and fresh ideas that represent creative thinking and problem solving.

“New ideas” are defined as any proposal brought forth by a Board member, at his or her own initiative or at the request of a constituent, which has not previously been discussed during a Board meeting. It is the Board member’s responsibility to communicate new ideas with the Board President or Superintendent before engaging the full Board or staff in an expectation that would increase staff work.
Protocols

- The Board will frame new ideas in ways that address agreed upon district goals and the future focus of district efforts toward student learning and achievement.
- An individual Board member has no authority to commit the Board to a course of action or to initially develop a new idea to the point that it comes to the Board for the first time with a “request for action.” This would be disrespectful to the Board as a whole.

Protocol:

- Board members agree to follow a process that supports bringing forth new ideas while maintaining the Board’s primary focus on identified district goals.
- Board members will first notify the Board President and/or the superintendent of their interest in bringing forth a new idea. The preliminary discussion of new ideas will not require staff research. Initially, staff will be expected to respond to new ideas based on current knowledge.
- An individual Board member will not direct staff to conduct research regarding the exploration of a new idea. Only the full Board may direct the superintendent to take action. The superintendent will decide on the delegation of assignments to other district staff.
- New ideas may will be presented to the full Board at regular Board meetings during the “Request and Reports from Board Members” agenda item. The full Board will decide if the new idea should be further developed and studied and if staff time should be invested in researching or exploring new ideas. If the Board agrees, appropriate staff will be directed by the superintendent to research the idea and make a recommendation through the superintendent. Research by individual Board members does not follow protocol. Research is defined as the extensive or ongoing study or exploration of an idea, program or practice for consideration by the Board. Examples of research include wage/compensation studies, policies or practices implemented by other school districts, surveying teachers, staff and/or parents/guardians for input and feedback, etc.

Confidentiality/Closed Session Practices

Principle:

- The Brown Act establishes conditions for discussing some Board business in confidential, closed sessions. The Brown Act strongly supports “the public’s right to know” but recognizes that some highly sensitive matters are best discussed in a confidential setting, in part to protect the legal rights of other parties.
- The Board recognizes that decisions made in closed session must be reported out in public session.
Protocols

- The public’s trust and the trust among Board members are breached if confidential information is shared in a public manner.

Caution: If items not on the closed session agenda are discussed during closed session, the entire closed session becomes public.

Protocol:
- The Board will maintain confidentiality around all matters so prescribed by the Brown Act, including matters about employee labor contract negotiations, district litigation, personnel matters, the substance of the Superintendent evaluation, and other matters permitted by the Brown Act.
- The Board will maintain the public’s and each other’s trust by not breaching confidentiality.
- If a Board member inadvertently or accidentally violates a confidential issue, the Board president and the superintendent will take immediate action to rectify the matter.
- At the conclusion of each closed session, the Board president will clarify for the entire Board that specific information is to remain confidential under the Brown Act.

Board Member Response to Complaints From the Community or Staff [From Board ByLaw 9200(a)]

Principle:
- Board members will be responsive to the community and strive to be good listeners.
- It’s important for Board members to be consistent in their responses to staff and to the community.
- Board members will stay within their function and not attempt to personally “fix” the problem. Designated staff members are assigned to remedy or deal with student and/or staff situations.
- Students and staff members have due process and confidentiality rights that must not be violated.
- The Board is potentially the “court of last resort” and Board members who become involved early in the situation may have to recuse themselves if they are unable to be impartial or would not be perceived as impartial.

Protocol:
- The Board will consider its judicial review responsibility, staff and student confidentiality rights, and due process issues to assess whether an issue is appropriate for Board members to hear.
- The Board will use empathetic listening skills when approached by community or staff members with questions or concerns.
Protocols

- The Board will utilize the “6R’s” to ensure that they actively listen to the constituent:
  
  **Receive** — Listen to what the person has to say without preparing a response.
  
  **Repeat** — Paraphrase or ask a question to clarify for understanding. Ask the person to identify those spoken to about the matter prior to contacting a Board member.
  
  **Request** — Ask what the person would like the Board member to do with the information and/or what he or she sees as a solution to the problem.
  
  **Review** — Go over options available to the person to remedy the situation.
  
  **Redirect** — Put the person back into the system at the appropriate place—remembering lines of authority and chains of command. Remember: students and employees have legal and due process rights that must be honored. Confidential information will not be divulged to community or staff members.
  
  **Report** — The Board will maintain open lines of communication between the Board and the superintendent and will notify the superintendent of the conversation as soon as possible, so the superintendent can verify or clarify the situation and follow-through as appropriate. This protocol also ensures the superintendent knows firsthand what the Board member said to the community or staff member.

- Any complaint or request for information should be forwarded to the superintendent in accordance with Board bylaws and protocols so that the issue may receive proper consideration and be handled through the appropriate district process. As appropriate, communication received from the press shall be forwarded to the designated district spokesperson.

Board Member Interaction with TV, Radio, Newspaper and Social Media

**Principle:**

Board members will be courteous to the media. It is important for the Board and staff to have a consistent, clear message on issues.

**Protocol:**

- Board members will refer all representatives of TV, radio, newspaper, and social media who have questions regarding the school district to the Superintendent.

- Should a Board member choose to comment in response to a question the Board member will preface the comment with “I am speaking as an individual and not for the Board of Education. My comments are mine alone and do no necessarily reflect those of other Board members or the Amador County Unified School District.” If the Board of Education has made a decision or approved a policy, a Board member may state what the Board of Education’s position is.
The superintendent will communicate with members of the Board when issues occur that may entail media interest to explain what is happening and what his/her response/message to the community is.

The superintendent will communicate with the Board members if it is necessary or appropriate to have a spokesperson for the Board on an issue to the media. In addition, the superintendent and designated spokesperson for the Board will confer on appropriate talking points for the media.

If asked to comment on a matter of policy about which the Board has not reached a consensus or held a vote, the superintendent will state only that the matter has not yet been decided by the Board.

Board Member Use of Electronic Devices (Taken from Board Bylaw 9012)

Principle:
The Governing Board recognizes that electronic communication among Board members and between Board members, district administration, and members of the public is an efficient and convenient way to communicate and expedite the exchange of information and to help keep the community informed about the goals, programs, and achievements of the district and its schools. Board members shall exercise caution so as to ensure that electronic communications are not used as a means for the Board to deliberate outside of an agendized Board meeting.

Protocol:
A majority of the Board shall not, outside of an authorized meeting, use a series of communications of any kind, directly or through intermediaries, to discuss, deliberate, or take action on any item that is within the subject matter jurisdiction of the Board (Government Code 54952.2)

- Examples of permissible electronic communications concerning district business include, but are not limited to, dissemination of Board meeting agendas and agenda packets, reports of activities from the superintendent, and reminders regarding meeting times, dates, and places.
- Board members shall make every effort to ensure that their electronic communications conform to the same standards and protocols established for other forms of communication. A Board member may respond, as appropriate, to an electronic communication received from a member of the community and should make clear that his/her response does not necessarily reflect the views of the Board as a whole.
Protocols

- In order to minimize the risk of improper disclosure, Board members shall avoid reference to confidential information and information acquired during closed session.
- Board members may use electronic communications to discuss matters other than district business with each other, regardless of the number of members participating in the discussion.
- Like other writings concerning district business, a Board member's electronic communication may be subject to disclosure under the California Public Records Act.
- During Board meetings Board members shall have electronic devices silenced and turned to “Airplane Mode” or similar settings.

Board Member Use of Electronic Media

Principle:
The Board of Trustees will use electronic media (e.g., email, texting, social media) carefully to ensure that there is no violation of the Brown Act (Government Code sections 54950-54962). Board members will be aware of and follow district policy as it pertains to electronic communications. The district is subject to requests for public documents as provided by in the California Public Records Act. Public documents include emails and other correspondence from Board members as well as from employees.

Protocol:
The Brown Act prohibits Board members from exchanging information outside of a Board meeting to:
- Develop collective concurrence
- Advance or clarify an issue
- Facilitate agreement or compromise, or
- Advance an ultimate resolution.

The Board recognizes that by using “Reply All” in email responses, the email:
- Becomes part of the deliberative process
- Creates a Public Record, and
- Inhibits opportunity for any other two Board members to have a conversation topic.
Protocols

Board Member Potential Conflict of Interest (From Board ByLaw 9270)

Principle:
The Governing Board desires to maintain the highest ethical standards and help ensure that decisions are made in the best interest of the district and the public. Accordingly, no Board member, district employee, or other person in a designated position shall participate in the making of any decision for the district when the decision will or may be affected by his/her financial, family, or other personal interest or consideration.

Protocol:
 Even if a prohibited conflict of interest does not exist, a Board member shall abstain from voting on personnel matters that uniquely affect his/her relatives. However, a Board member may vote on collective bargaining agreements and personnel matters that affect a class of employees to which his/her relative belongs.
 Relative means an adult who is related to the Board member by blood or affinity within the third degree, as determined by the common law, or an individual in an adoptive relationship within the third degree. (Education Code 35107)

Acting as a Board Member with a Close Relative in the District

Principle:
Board members who have children or other close relatives enrolled in the district should articulate how their relative’s experience in the schools may affect their opinions and judgment with regard to Board decisions. Board member’s experience as relatives of students in the district can be helpful in informing the Board as they create policy and make decisions.

Protocol:
 Board members should identify, in open session, any agenda items being discussed and voted upon that may impact the education of their relative(s).
 While Board members have the right to request that their relative’s privacy be respected, it is acceptable for other Board members or members of the public to ask a Board member’s opinion from a relative’s perspective on agenda issues being discussed.
Protocols

Board Self-Evaluation and Self-Monitoring of Governance Team Effectiveness
(From Board ByLaw 9400)

**Principle:**
Board members understand the value of periodically assessing the Board’s performance as part of a comprehensive approach to hold the entire district accountable to the public. The governance team should be committed to increasing its effectiveness. In addition, the process of self-monitoring should help raise community awareness about the role of the Board in the district and the community.

**Protocol:**
- The Board will schedule at least one self-evaluation session annually to review governance team performance.
- Following the completion of the self-evaluation, the Board will set governance goals for the following year. The goals will identify areas in which the Board would like to improve its performance.
- Annually, the Board will review the Governance Handbook.
- Annually, the Board will conduct a survey of management staff that includes the self-evaluation survey completed by the Board members and any feedback they have to the Board with regard to the norms and protocols outlined in the Governance Handbook.

Board Role with Employee Bargaining Unit Leaders

**Principle:**
The Board has a responsibility to establish district parameters for collective bargaining with each bargaining unit and to adopt collective bargaining agreements on behalf of the district.

The Board has a strong interest in developing and sustaining positive and cooperative working relationships with designated leaders of each bargaining unit within the district.

**Protocol:**
- The Board may appoint one member to join the Superintendent in periodically meeting with the leadership of each bargaining unit within the district to share perspectives regarding district programs, activities, and the general state of the district culture and climate as it affects employees.
Protocols

- These meetings will not be used to undermine the rights and responsibilities of either party under the Educational Employment Relations Act.

- Discussions will not address issues within the scope of negotiation or contract administration that specifically includes matters relating to wages, hours of employment, and other terms and conditions of employment.

- The Board member serving on any of these groups will periodically update the entire Board concerning issues discussed.

Visiting School Sites

Principle:
Board members are encouraged to visit schools. These visits provide valuable insight into how Board policy is implemented at the school site level. Visits to schools help demonstrate Board support for the effort and accomplishments of district staff. Board members visit classrooms and other district offices to observe and learn, not to openly question operations and activities. Questions about specific events observed during school visits should be directed to the Superintendent.

Protocols:
- As a professional courtesy, Board members will inform the Superintendent of their intention to visit specific schools and functions and will apprise the Superintendent of their impressions following visits.
- Board members will advise school site administrators in advance of their planned visits and will follow all building protocols for sign-in and movement of visitors while on school grounds.
- Board members are free to choose which schools they will visit; however, consideration should be given to coordinating visitation schedules among all Board members to help ensure maximum Board exposure to every school in the district.

Board Members Participation in Meetings at School Sites

Principles:
Board members may choose to attend meetings at schools such as PTA meetings in their outreach to the community and to better understand what is going on in the schools. Board members may also want to volunteer to help school activities to serve the community and learn more about the schools.
Protocols

Protocol:

- At meetings where discussions about school issues occur, a Board member should primarily be listening to the discussion and learning what community members think.

- If a Board member is asked to give an opinion or chooses to give an opinion, she/he should make clear that she/he is speaking as an individual community member, not on behalf of the Board.

- A Board member can explain and clarify decisions the board has made if asked to or if relevant to the discussion.

A District Wide Emergency

Principles:
Board members should be informed and updated about the state of emergency by the Superintendent or designee as soon as possible.

Protocol:
The superintendent or designee will inform the Board president as soon as possible as to the nature of the emergency and will keep the Board president updated with regard to actions leading to resolution of the emergency. The Board president or designee is responsible for relaying information to all other Board members.

Censure Policy

Principle:
The Board of Education of the Amador County Unified School District has a strong commitment to ethical behavior. The public expects and must receive the highest standards of behavior from all of those in public service. In order to be able to enforce conformance to its policies, the Board of Education must have a procedure by which it can censure its own members for violations of the policies or bylaws of the Board of Education.

Protocol:
Board bylaw BB 9401 provides the mechanism by which the Board of Education, acting as a whole, can censure any of its members who violate state or federal laws applicable to the District or for violation of the Board policies or bylaws of the Board of Education.
Protocols

Annual Reorganization of the Board:

Principles:
It is in the best interest of the Board that its officers be both willing and able to carry out the relevant duties. Effective Board members are not necessarily effective Board presidents, nor do all members have the time needed to provide effective leadership.

Protocol:

- At the first regular meeting in December, the Board elects a president and clerk to the governing board.
- At the reorganization meeting, the superintendent will preside over the election of the president. The newly elected president will preside over the election of the clerk.
- Any Board member may nominate any member, including the current officers, for either office.
- There is no limit to the number of times a member may serve as an officer, nor is there any expectation that all members will serve as officers or automatically rotate into either position.

Board Meeting Protocols

Board Meeting Guidelines

It is important to recognize that a Board meeting is the time for the Board to do their work in public view. After staff input and public comment, Board members are encouraged to ask questions and explain their thinking related to the topic at hand. The Board president recognizes members who desire to speak, alternating so that all members have the opportunity to speak. There is not a time limit or limit to the number of questions or comments that a Board member may make, but each Board member should be respectful of giving other members the opportunity to speak. Nothing in this section will preclude members from speaking multiple times until all discussion is concluded.

Unless a point is important to further understanding of the immediate discussion, the Board President will allow all other members to speak first and then add his/her comments or questions.
Board Meeting Protocols

Requests to be Placed on Board Agendas [From Board ByLaw 9323.2(a)]

Board members and other stakeholders may request items to be placed on a Board agenda. The following steps will be followed:

1. The interested party will complete the Request for Board of Trustees Meeting Agenda Item and submit it to the Superintendent.
2. A subcommittee of the Board including the Board President, Board Clerk, Superintendent, and two Cabinet members will meet to review the request and determine if the request is approved, denied, or could be addressed by staff.
3. If research is needed to fully understand or respond to the requested Board agenda item, the Superintendent or designee will communicate with the requesting party.
4. If the agenda item is approved by the subcommittee, the item will be placed on a future agenda.
5. If the approved agenda item request requires action to be taken by the Board, it will be placed on the agenda two times, the first for a report and Board discussion, and the second for discussion and potential action.
6. Whether approved or not approved, the Superintendent or Board President will respond to the requester in writing with an explanation as needed.
Request to Place an Item on a Board Agenda

Name: ______________________________

Position/Role in Community: ______________________________

Primary Phone: __________________ Secondary Phone: __________________

Home Address: ______________________________

Email: __________________

Date of Request: __________________

Requested Board Meeting Date: __________________

Nature of Request: ☐ Open Session

☐ Closed Session – For Board Member use only

Cite Brown Act justification: ______________________________

Agenda Item Title: ______________________________

Agenda Type/Action Requested (choose one): ☐ Discussion  ☐ Discussion/Action  ☐ Report

☐ Public Hearing  ☐ Resolution

Background information:

__________________________________________________________

__________________________________________________________

__________________________________________________________

__________________________________________________________

__________________________________________________________

__________________________________________________________

__________________________________________________________

Please attach any additional information or items, such as PowerPoint slides, photos, or cited reports you wish to present to the Board.

Completed forms can be submitted via:

Email: aslavenksy@acud.org (District) or rrussell@acud.org (County)

Mail: 217 Rex Avenue, Jackson, CA 95642

Fax: 209-257-5360
Board Meeting Protocols

Using Board Meetings as Strategic Leadership Tools

Board meetings are opportunities to strategically move the district forward, and to communicate direction, district priorities and progress to the community. When the public understands the process and the thinking behind Board decisions, there is generally more community support for the decision.

- Board members and the superintendent will regularly link Board meeting agenda items and discussions to the district vision, goals and strategic plan.
- Board members will ask clarifying questions about agenda items in order to demonstrate and make as clear and transparent as possible the dialogue leading up to decisions made by the Board.
- At the end of each discussion, the Board president may sum up the points of view and any consensus reached and ask the members to confirm whether the summary is accurate.
- When a Board member makes a motion, if necessary the Board president will clarify the meaning of a yes or no vote on the motion. After a vote, the Board president will clarify for staff and the public the meaning of the vote. This clarification will be memorialized in the minutes along with the number of ayes, nays, and abstentions.
Board Meeting Protocols

The Role of Board Members During Board Meetings

The authority to direct action rests solely with the full board during public meetings. A majority vote provides direction to the superintendent. By carefully reviewing the board packet prior to the board meeting, Board members are encouraged to contact the superintendent for questions about an item prior to the Board meeting. All members share a common responsibility to ensure the Brown Act is followed.

Board Member Interaction With the Public at Board Meetings

Principle:

• The Board encourages members of the public to attend Board meetings and to address the Board.
• Board meetings are meetings of the Board held in public for the purpose of accomplishing district business. They are not “town hall meetings” where elected officials and community members freely engage in an unstructured manner.
• The purpose of public participation at Board meetings is to inform Board deliberations.
• Board members want to ensure that all and multiple voices of the community are heard at the designated times during Board meetings.
• Meetings will be conducted in a civil, orderly, and respectful manner under the administration and discretion of the Board president.
• The Board president will not permit any disturbance or willful interruption of Board meetings.

Protocol:

• Time will be scheduled at Board meetings for public comment on agenda and non-agenda items within the Board’s jurisdiction.
• The total time for public testimony will be limited to 20 minutes at the beginning of each regular board meeting. Any person whose name remains on the speaker list at the end of 20 minute time period will be granted no more than three minutes to speak at the end of the open session Board meeting.
Board Meeting Protocols

During a special Board meeting, the Board is not required to provide a public comment section unless the Board wishes to do so. In recognition of the limited subject matter of special Board meetings, the time for public testimony at the beginning of special Board meetings may be less than 30 minutes at the discretion of the Board president and with Board consent.

Board members will strive to adhere to time limits to ensure sufficient time for Board members to conduct district business as denoted on the Board agenda. The Board will establish and adopt guidelines for public comment that balance efficient Board meeting management and full participation of the public.

- The total time for public input on each agenda or non-agenda item will not exceed 20 minutes.
- Each speaker will be allotted a maximum of three (3) minutes.
- Each speaker may speak once at the podium on each agenda item.
- Each speaker requiring language translation will be allowed a maximum of three (3) minutes to speak and three (3) minutes for translation.
- With Board consent, the Board president may exceed or decrease the 20 minute time allotment on agenda and non-agenda items or make other modifications to the public comment period and process to accommodate special circumstances consistent with the Board’s stated principles.
- The Board president may take a poll of speakers for or against a particular issue and may ask that additional persons speak only if they have something new to add.
- The Board will consistently abide by these agreements so all persons are treated fairly and equally.
- All public comments or questions should be addressed to the Board through the Board president.
- Speakers at Board meetings will be listened to with respect.
- Complaints and concerns will be responded to as quickly as possible. The Board president will delegate responsibility for a response when appropriate.
- The Board president may place a public initiated item on a future Board meeting agenda.
- The Board president will confirm that the Board stands by its decision if comments or concerns are specific to a past Board decision.
Board Meeting Protocols

Individual Board Member’s Request for Information

It is important for Board members to be well informed, as oversight of the district and County Office of Education is one of the main functions of the Board. Board members recognize that they have no power as individuals to direct staff action, and that compiling information in response to Board member requests can take staff away from their day-to-day operations of schools and the district. An individual Board member will—insofar as possible—work to let the superintendent know in advance when a request for information will be made in a public meeting so staff can be prepared to provide a thorough response. Staff will make every effort to ensure that board agenda items include thorough background and information. Requests for information not on the board agenda should be made to the superintendent who will ensure the appropriate staff person responds. All information provided by the administration in response to a request by a Board member shall be provided to all other Board members at the same time. Board members should self-regulate the amount of requests for information regarding issues not on the board agenda.

Motion and Voting

The Board president will accept a motion and a second on action items following the close of the regular public comment period. For action items which receive a motion and a second, the Board president will recognize each Board member for deliberation on the item. Comments will address substantive issues related to the action item and will be respectful of the Board’s important deliberative responsibility. A vote will be taken following Board deliberations. The majority position will prevail and Board members agree to abide by the prevailing vote.

A majority vote of all Members of the Board is necessary for the election of officers or for any other action by the Board unless otherwise specified by law. Voting shall be by voice and the Board administrative assistant records the votes by member which is placed into the minutes of the meeting.

Unless otherwise provided by law, affirmative votes by majority of the board’s membership are required to approve any action under consideration, regardless of the number of members present.

The Board shall take no action outside of a public meeting except on those matters and under those conditions authorized for closed sessions (Government Code sections 54957, 54957.7).
Board Meeting Protocols

Voting or Abstaining

Each Trustee respects the right of other Trustees to vote “no” on an issue. Everyone agrees it is a courtesy to the Governance Team to explain the reasons for the “no” vote either during deliberation or before casting the vote. If a Board member abstains, his/her abstention shall be considered to concur with the action taken by the majority of those who vote, whether affirmatively or negatively. If a member is absent at the previous meeting, he/she will abstain from voting on the approval of that meeting’s minutes.

Quorum

A quorum is the minimum number of voting members who must be present at a properly called Board meeting in order to conduct business in the name of the Board, and is established when a majority of the Board members (at least three of the filled positions) are in attendance (Education Code section 35164).

Purpose of the Consent Agenda

Board members should keep in mind that the purpose of the consent agenda is to expedite the handling of routine business.

- Board members should not discuss or pull any items unless it is very important to do so.
- Questions on the consent agenda, once asked and answered in advance of a Board meeting, should not be asked again at the meeting unless the Board member feels there is information that is important for the public to know, or unless the member wants a separate vote on the item. In the latter case, the member should ask that the item be pulled from the consent agenda.
- New contracts should not be placed on the consent agenda only recurring contracts.
- Consent agenda items should be routine and non-controversial.
Board Meeting Protocols

**Timing of Board Meetings**

The Board and the public should understand the relative importance of a meeting agenda item and know when to anticipate the discussion of an item of interest.

- Each item on the meeting agenda will include the time for the discussion and the amount of time reserved for that item.
- The Board president or designee will keep track of the time and if it appears that any item will take more than five minutes over the time allotted for it, the Board president will ask the Board to indicate by the showing of hands whether they want to continue discussion of the item and, if so, by how long.

**Minimizing Environmental Impact**

The Board desires to minimize the environmental impact of the printing of Board agendas and ancillary materials. The district will distribute all Board-meeting-related materials electronically rather than on paper to the degree practicable and allowed by law.