

Saint Helena Unified School District
Governance Handbook
Effective April 12, 2018



Board of Trustees

Jeff Conwell, President
Maria Haug, Trustee
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Superintendent

Marylou K. Wilson, Ed.D.

TABLE OF CONTENTS

I. UNITY OF PURPOSE

A. SHUSD Vision Statement	1
B. SHUSD Mission Statement	1
C. SHUSD Beliefs	1
D. Local Control Accountability Plan/Strategic Goals 2015-2016	1
E. Setting Direction for the District.....	2

II. ROLES AND RESPONSIBILITIES

A. Governance Team.....	3
B. Three Essential Groups in School Districts	3
C. Holding the System Accountable	4
D. Superintendent Evaluation.....	4
E. Board Self-Evaluation.....	4
F. Officeholder Obligations.....	4

III. MEETINGS AND AGENDAS

A. Governance Meeting Norms.....	5
B. Meeting – Tone.....	5
C. Meeting – Processes	5
D. Agenda Item Sequence	6
E. Student Board Member Voting	6
F. Bringing Up New Agenda Items	6
G. Follow-up on Future Agenda Items.....	7
H. Board Meeting Management	7
I. Voting “No”	7

IV. PROTOCOLS TO SUPPORT EFFECTIVE GOVERNANCE

A. The Brown Act	8
B. Mentorship of Newly Elected/Appointed Board Member	9
C. Responding to Community/Staff Concerns or Complaints	9
D. Visiting Schools.....	10
E. Social Media.....	10
F. Expense Reimbursement	10
G. Board Member Compensation.....	11

V. APPENDIX

A. Board Bylaws12

 1. 9000 Role of the Board..... 12

 2. 9121 Role of the President..... 14

 3. 9123 Role of the Clerk..... 15

 4. 9323 Meeting Conduct 16

B. History of Strategic Planning Objectives 19

I. UNITY OF PURPOSE

Unity of Purpose requires a common focus, through which the values, beliefs and deeply held goals governance team members share about students, the District and public education help them transcend their individual perspectives to fulfill a greater purpose.

A. St. Helena Unified School Vision Statement

Our vision is an inspiring and innovative learning environment with the highest expectations for all students and staff so that they are successful academically, socially, emotionally, and physically.

B. St. Helena Unified School District Mission Statement

The St. Helena Unified School District community is dedicated to providing opportunities and resources for all students to achieve their highest academic and social potential in a global society.

C. St. Helena Unified School District Beliefs

We believe/I believe that:

- we are all teachers and learners;
- commitment to high expectations inspires excellence and personal best;
- everyone has the right to achieve his or her full potential; and
- a supportive environment fosters creative and confident learners.

D. Local Control Accountability Plan/Strategic Goals

Current St. Helena Unified School District Priorities and District Goals

1. Success for ALL

- Challenge and inspire ALL students to envision and pursue their highest aspirations.
- Include critical thinking, creativity, communication, collaboration and citizenship in all learning environments.
- Refine curricular systems and instructional practices to support ALL students' success in college and career readiness.
- Provide equal opportunity to ALL students to learn in a culturally responsive, and physically and emotionally safe environment.

2. Professional Excellence

- Expect the highest level of personal excellence and commitment throughout the organization.
- Provide professional development programs focused on creating high quality, stimulating teaching and learning environments.
- Maintain shared responsibility among all staff to promote learning environments that are safe, well maintained, and engaging.
- Continue to improve employee communication and engagement.
- Foster effective communication to cultivate meaningful family engagement and productive community partnerships.

E. Setting Direction for the District

It is the role of the Board of Trustees (the “Board”) to bring the beliefs, values and wishes of the community to the Board table. Therefore, it is the responsibility of the Board to periodically ensure all stakeholders (i.e., parents, community members, staff and students), have been given an opportunity to express their desires about the education the St. Helena Unified School District (the “District”) should provide for our community’s children. The Board can then make sure the community’s perspective is reflected in the District’s direction-setting documents.

Gathering community input might involve holding focus groups, a town hall forum or a community conference.

If community members are brought together to provide input, it is vital to provide follow-up communications explaining how the information was utilized and what progress is being made on District objectives.

II. ROLES AND RESPONSIBILITIES

There are important distinctions to be made between the Board's role and that of the Superintendent and staff. Effective team members value and respect their essential roles, understand the roles of the Board and Superintendent, and operate within their respective roles. The Board and Superintendent must work as a team to ensure the District has effective leadership.

A. Governance Team

The Governance Team consists of the Board and the Superintendent.

- The Board is the elected representation for the community, provides big-picture visionary leadership, and establishes the framework for all District work by adopting fair and responsible policies and procedures that guide District operations. The Board provides leadership on educational issues to the community, and fosters an environment within the District where excellence can be attained.
- The Superintendent is hired by the Board to be the Chief Executive Officer for the District, and manages day-to-day operations, and implements Board direction. The Superintendent works with the Board to support effective governance and provides leadership on educational matters to the community and staff.

B. Three Essential Groups In School Districts

Within our District, there are three essential groups: the Governance Team, the Administration, and Teachers and Staff. All three of these groups must be aware of their roles, and the roles of the others and work to align and integrate their group within the District. None of the groups can be successful without the others. The Superintendent is the link between the groups: he/she supports the Board's governance responsibilities, and as the District's Chief Executive Officer, works with Administration to see that plans are developed in alignment with the vision, and oversees District staff to see that District work is carried out in ways that will achieve the ultimate intended results.

- The Governance Team: visionary, strategic, leadership; sets the direction; a strategic charge or target for change; and holds the system accountable for results. Visionary leadership leads to transformational change.
- Administration: tactical leadership, planners, alignment; creates and launches plans to meet the strategic charge. Administration is the link between vision and implementation.
- Teachers and Staff: day-to-day operations and implementation; carry out the plans to achieve intended achievement results. During implementation transitional change occurs.

C. Holding the System Accountable

Once the Board has set the direction for the District and the Governance Team has agreed on the results that should be achieved, by adopting the District Priorities, the Board holds the system accountable by monitoring progress and then evaluating the Superintendent on whether the District Priorities have been accomplished.

D. Superintendent Evaluation

The Governance Team understands that the manner in which the Superintendent is evaluated serves as a model for evaluation throughout the District. The Superintendent's evaluation is an ongoing two-way communication process and involves both commendations and recommendations for improvement.

The Superintendent is evaluated based on the progress on the St. Helena Unified School District's Strategic Planning Goals. The Superintendent shall be evaluated up to four times a year with the final evaluation before the 30th of June of each year unless otherwise agreed to by the Board of Trustees and the Superintendent. The evaluation process shall conclude with a letter of recommendation signed by the President of the Board if a positive evaluation has been given by the Board of Trustees.

E. Board Self-Evaluation

The Governance Team understands the value of self-reflection and feedback regarding the team. All members of the Board of Trustees shall participate in a Governance Team evaluation annually.

F. Officeholder Obligations – Form 470 and Form 700

The Napa County Election Division is the filing officer for all campaign statement forms (Form 460/470) for all elected officials or candidates who are campaigning and receiving contributions and elected governing board members of schools who receive \$200 or more a month for serving on the school board. Instructions for the Form 470 states that elected officials who make less than \$200 a month are exempt from filing the Form. Board members are required to file a Form 470 with the Napa County Elections Office by August 1st of each year. The Form 470 filing instructions may be found on the California Fair Political Practices Commission website at <http://www.fppc.ca.gov/>.

Every elected official and public employee who makes or influences governmental decisions is required to submit a Statement of Economic Interest, also known as the Form 700. The Form 700 provides transparency and ensures accountability. The Form 700 must be filed with the Superintendent's Office no later than April 1st of each year. The Form 700 filing instructions may be found on the California Fair Political Practices Commission website at <http://www.fppc.ca.gov/>

III. MEETINGS AND AGENDAS

The Board takes action through public Board Meetings. Therefore, it is important to agree upon the process for meetings, meeting norms and protocols for setting agendas.

A. Governance Meeting Norms

In addition to meeting the norms below, in order to create a positive culture and atmosphere, the Board agrees to act in accordance with the California School Board Association's Professional Governance Standards.

The Board agrees to:

- Always put the best interest of students first;
- Be open to the ideas of others, remembering that everyone's opinion counts;
- Work toward the future – learning from the past;
- Stay focused on the Board's long and short-term goals;
- Debate the facts – avoid becoming personal; and
- Demonstrate the culture of our District by:
 - Treating others respectfully;
 - Maintaining a singleness of purpose and focus;
 - Listening actively to all ideas; and
 - Maintaining a sense of teamwork and professionalism.
- The board member scheduled to report at the next board meeting will be invited to the agenda setting meeting; however, the meeting will be conducted based on the President and Superintendent's schedule

B. Meeting - Tone

The Governance Team is committed to continuing the culture of positive collegiality that currently exists.

The tone/demeanor set by the Board president and Governance Team will be professional, respectful, firm and in control.

C. Meeting - Processes

Board meetings should be conducted with deliberations, motions and voting taking place in a collegial and somewhat informal atmosphere.

There may be times when grappling with an issue becomes more difficult and using Roberts Rules of Order will assist the Board in the process.

D. Agenda Item - Sequence

The sequence of agenda items will be as follows:

- introduction of item
- staff presentation
- public input
- board deliberation
- action

E. Student Board Member Voting

In order to enhance communication between the Board and the student body and to engage students in the District's educational programs and operations, the Board encourages the high school to recommend a student board member to join the Board. The roles and responsibilities of a student board member are set forth in the Board's Bylaws, Section 9150.

A student board member shall attend all public Board meetings and have access to all materials presented to the Board in open session. Student members are encouraged to participate in discussing agenda items at Board meetings. The Board may grant a student board member preferential voting rights and the right to make motions that may be acted upon by the Board.

F. Bringing Up New Agenda Items

When it comes to requesting an item to be put on a future agenda, there should be no surprises to the Superintendent or other Board members. The focus of the agenda needs to be the Strategic Plan. Prior to asking to have an item placed on a future agenda, a Board member should follow these guidelines.

- Discuss the idea with the Superintendent: The discussion should include how the new topic or idea affects staff's ability to accomplish the Board-adopted vision and goals.
- Express interest: After discussing the topic with the Superintendent, a Board member will express interest in the topic to the rest of the Board during the "Future Agenda Items" section of a Board agenda.
- Discuss/act: If the Board has a favorable reaction to a proposal, the Board President may ask to place it as a discussion/action item. The ultimate goal may be to create a team where profound respect for and belief in each other's wisdom and perspective is imbedded: then when someone really cares about an issue, the others are quickly open to considering it without a lengthy consensus-building process becoming necessary.

G. Follow-up on Future Agenda Items

The Board realizes that undertaking new initiatives listed as future agenda items may place too heavy a burden on staff time. New efforts may detract from the focus on the District's current priorities. Acknowledging this, the Board still sees "Future agenda items" as a way to have the District explore new ideas and improved approaches.

When the Superintendent and Board President meet to review upcoming Board agendas, they will work together to prioritize future agenda items. An additional Trustee will be invited to attend these meetings, on a rotating basis.

The Superintendent will provide progress reports to the Board until the agenda item is on the Agenda for a meeting. The Board President will make sure progress reporting expectations are clarified.

H. Board Meeting Management

The Board understands that Board meetings are meetings of the Board held in public, not open forum town hall meetings. The Board will keep this in mind as it conducts its meetings, allowing the public to provide input at the time allotted to ensure multiple voices of the community inform Board deliberations.

When the Board deliberates, it will be a time for individual Board members to listen and learn from each other, taking the public input into consideration, not a time to re-engage with the public. The Board will consistently abide by its formal processes relating to this issue so that all persons are treated fairly and equally.

The Board will annually review its policies, bylaws, and protocols relating to Board meeting management (e.g., time limits on input from members of the public), revising or affirming them as appropriate.

I. Voting "No"

Each trustee respects the right of other trustees to vote "no" on an issue, however, all members of the Board agree that it is a courtesy to the Governance Team to explain the reasons for the "no" vote, either during deliberation or before casting the vote.

IV. PROTOCOLS TO SUPPORT EFFECTIVE GOVERNANCE

Protocols are process agreements Boards and Superintendents put in place to work together effectively. Protocols help Board Members operate within their role as trustees of the District and not insert themselves into the day-to-day operations of the District.

A. Board Members understand their obligations under the Brown Act and shall abide by it at all times.

The intent and purpose of the Brown Act is to ensure that “actions (of local legislative bodies) be taken openly and that their deliberations be conducted openly.” Gov’t Code § 54950, et seq. The Brown Act and the Education Code require all school board meetings “be open and public” unless the subject matters comes within a statutory exception allowing the Board to hold a closed session.

The St. Helena Unified School Board understands that its actions are governed by the Brown Act and Education Code. Highlights of the Brown Act include, without limitation:

- A “meeting” subject to the Brown Act is a gathering of three or more Board members to hear, discuss, deliberate or take action on any matter within the Board’s jurisdiction;
- A series of communications outside a meeting directly or through intermediaries (i.e. telephone calls or emails) of three or more Board members to hear, discuss, deliberate or take action on any matter within the Board’s jurisdiction is also a “meeting” under the Brown Act;
- Only agenda items may be discussed and/or voted on at Board Meetings;
- Board members will not discuss, deliberate or act on District business outside of a properly noticed Board meeting;
- Public comment shall be allowed on any topic, whether on the agenda or not, but the Board will not address items that are not on the agenda;
- Board members may suggest items for future agendas at the end of each Board Meeting or by contacting the Superintendent or Board President;
- Newly elected Board members are subject to the Brown Act even if they have yet to be sworn in; and
- Three or more Board members may attend private social events and public conferences and meetings without violating the Brown Act so long as they do not discuss matters within the Board’s jurisdiction.

B. Mentorship of Newly Elected or Appointed Board Member

The President will identify and assign a trustee to serve as a mentor for any newly elected or appointment board members.

C. Responding to Community/Staff Concerns or Complaints

The Board represents the community; therefore, it needs to respect the input from the community. The Board wants to be in touch with the community and know what is important to its members. Community members need to feel they are listened to and heard. The Board wants to be consistent in the way it responds to community concerns. The Board and individual trustees should follow these guidelines when responding to concerns of the community and District staff.

- The Board will use active listening skills when approached by a member of the community or staff with questions or concerns.
- The Board will consider its Judicial Review responsibility, staff and student confidentiality rights, and/or due process issues in order to assess whether the issue is appropriate for the Board to hear at this time.
- The Board will utilize the 6 R's to ensure that it has actively listened to its constituents:
 - Receive. Listen to what the person has to say without preparing a response.
 - Repeat. Paraphrase or ask a question to clarify for understanding.
 - Request. Ask the person to identify those to whom they have spoken about the matter prior to contacting a Board Member. Ask what the person would like the Board Member to do with the information and/or what they see as a solution to the problem.
 - Review. Review the conversation and go over the real 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.
 - Report. Maintain open lines of communication between the Board and Superintendent and notify the Superintendent of the conversation as soon as possible.
- The Superintendent can verify or clarify the situation and follow-through as necessary.
- The Superintendent knows firsthand what the Board member said to the community or staff member.
- When a trustee receives an email from a community member expressing concern about District matters, the trustee will forward the email to the Board President and Superintendent. It is at the discretion of the trustee to acknowledge the community member, e.g., "Thank you for your message. The Board President or the Superintendent will be contacting you shortly with a response."

D. Visiting Schools

Visits to District schools are encouraged. As a courtesy, members of the Board will email the principal and copy the Superintendent prior to any visit.

Trustees must be circumspect of their presence in the learning environment. Consequently, the Superintendent will ensure principals and teachers know that a teacher does not need to interrupt his/her lesson when a Board member visits his or her classroom.

E. Social Media Policy

This policy governs the publication of and commentary via social media by members of the SHUSD Board of Directors when they are speaking as SHUSD Board members. It is best to err on the side of caution when discussing District business on social media. If a Board member is unsure whether or not something is appropriate to post on social media, he or she should contact the Board President before making the post live. If the Board President learns that a Board member, for whatever reason, takes an action that is in conflict with this policy, the Board President will contact the Board member to resolve the situation, which may including asking the Board member to withdraw, correct, or revise postings.

When using social media to share District-related matters, Board members should be mindful that:

- The Brown Act applies. Board members should not comment on other Board member's District-related social media sites and should not "like" other Board members' District-related posts;
- Board members may never share non-public information on social media;
- By discussing issues related to their position with the SHUSD Board of Trustees, their communications are likely subject to Public Records Act disclosure; and
- It is recommended that they separate their personal social media sites from their District-related sites and be clear that their comments do not represent those of the District.

F. Expense Reimbursement

The Board recognizes that Board members may incur travel-related expenses in the course of performing their duties as a Board member. Board members' travel-related expenses are governed by Board Policy § 3350, the same policy that governs District employees' travel.

G. Board Member Compensation

Board members receive \$240 per regularly scheduled Board meeting in compensation. If a Board member is absent from a regularly scheduled Board meeting, he or she shall not be compensated for that month. However, if a Board member was absent from a Board meeting because (1) he or she was performing services outside of the meeting for the District, (2) was ill, (3) was on jury duty or (4) the absence was due to a hardship deemed acceptable by the Board, then the Board may resolve to compensate the Board member for the missed meeting.

V. APPENDIX A:

ST. HELENA UNIFIED SCHOOL DISTRICT APPLICABLE BOARD BYLAWS

St. Helena USD | 9000 | BB 9000 Role of the Board

The Governing Board 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
2. Establishing an effective and efficient organizational structure for the District by:
 - a. Employing the Superintendent and setting policy for hiring of other personnel
 - b. Overseeing the development and adoption of policies
 - c. Establishing academic expectations and adopting the curriculum and instructional materials
 - d. Establishing budget priorities and adopting the budget
 - e. Providing safe, adequate facilities that support the District's instructional program
 - f. Setting parameters for negotiations with employee organizations and ratifying collective bargaining agreements
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
 - 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
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
 - 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
 - d. Monitoring student achievement and program effectiveness and requiring program changes as necessary
 - e. Monitoring and adjusting District finances
 - 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.

St. Helena USD | 9000 | BB 9121 Role of the President

The Board of Education shall elect a president from among its members to provide leadership on behalf of the Board and the educational community it serves.

The president shall preside at all Board meetings. He/she shall:

1. Call the meeting to order at the appointed time
2. Announce the business to come before the Board in its proper order
3. Enforce the Board's policies relating to the conduct of meetings and help ensure compliance with applicable requirements of the Brown Act
4. Recognize persons who desire to speak, and protect the speaker who has the floor from disturbance or interference
5. Explain what the effect of a motion would be if it is not clear to every member
6. Restrict discussion to the question when a motion is before the Board
7. Rule on issues of parliamentary procedure
8. Put motions to a vote, and state clearly the results of the vote
9. Be responsible for the orderly conduct of all Board meetings

The president shall perform other duties in accordance with law and Board policy including, but not limited to:

1. Signing all instruments, acts and orders necessary to carry out state requirements and the will of the Board
2. Consulting with the Superintendent or designee on the preparation of the Board's agendas
3. Working with the Superintendent to ensure that Board members have necessary materials and information
4. Subject to Board approval, appointing and dissolving all committees
5. Calling such meetings of the Board as he/she may deem necessary, giving notice as prescribed by law
6. Representing the District as governance spokesperson, in conjunction with the Superintendent

The president shall have the same rights as other members of the Board, including the right to move, second, discuss and vote on all questions before the Board. When the president resigns or is absent or disabled, the vice president shall perform the president's duties. When both the president and vice president are absent or disabled, the clerk shall perform the president's duties.

St. Helena USD | 9000 | BB 9123 Role of the Clerk

The Board of Education shall elect a clerk from its own membership at the annual organizational meeting. (Education Code 35143)

The duties of the clerk shall be to:

1. Certify or attest to actions taken by the Board when required
2. Maintain such other records or reports as required by law
3. Sign documents on behalf of the District as directed by the Board
4. Serve as presiding officer in the absence of the president and vice president
5. Notify Board members and members-elect of the date and time for the annual organizational meeting
6. Perform any other duties assigned by the Board

(Education Code 35250)

St. Helena USD | 9000 | BB 9323 Meeting Conduct

Meeting Procedures

All Board of Education meetings shall begin on time and shall be guided by an agenda prepared in accordance with Board bylaws and posted and distributed in accordance the Ralph M. Brown Act (open meeting requirements) and other applicable laws.

The Board president shall conduct Board meetings in accordance with Board bylaws and procedures that enable the Board to efficiently consider issues and carry out the will of the majority.

The Board believes that late night meetings deter public participation, can affect the Board's decision-making ability, and can be a burden to staff. Regular Board meetings shall be adjourned at 10:30 p.m. unless extended to a specific time determined by a majority of the Board. The meeting shall be extended no more than once and subsequently may be adjourned to a later date.

Quorum and Abstentions

The Board shall act by majority vote of all of the membership constituting the Board. (Education Code 35164)

The Board believes that when no conflict of interest requires abstention, its members have a duty to vote on issues before them. When a member abstains, his/her abstention shall not be counted for purposes of determining whether a majority of the membership of the Board has taken action.

Public Participation

Members of the public are encouraged to attend Board meetings and to address the Board concerning any item on the agenda or within the Board's jurisdiction. So as not to inhibit public participation, persons attending Board meetings shall not be requested to sign in, complete a questionnaire, or otherwise provide their name or other information as a condition of attending the meeting.

In order to conduct District business in an orderly and efficient manner, the Board requires that public presentations to the Board comply with the following procedures:

1. The Board shall give members of the public an opportunity to address the Board on any item of interest to the public that is within the subject matter jurisdiction of the Board, either before or during the Board's consideration of the item. (Education Code 35145.5, Government Code 54954.3)
2. At a time so designated on the agenda at a regular meeting, members of the public may bring before the Board matters that are not listed on the agenda. The Board shall take no action or discussion on any item not appearing on the posted agenda, except as authorized by law. (Education Code 35145.5, Government Code 54954.2)
3. Without taking action, Board members or District staff members may briefly respond to statements made or questions posed by the public about items not appearing on the agenda. Additionally, on their own initiative or in response to questions posed by the public, a Board or

staff member may ask a question for clarification, make a brief announcement, or make a brief report on his/her own activities. (Government Code 54954.2)

Furthermore, the Board or a Board member may provide a reference to staff or other resources for factual information, ask staff to report back to the Board at a subsequent meeting concerning any matter, or take action directing staff to place a matter of business on a future agenda. (Government Code 54954.2)

4. The Board need not allow the public to speak on any item that has already been considered by a committee composed exclusively of Board members at a public meeting where the public had the opportunity to address the committee on that item. However, if the Board determines that the item has been substantially changed since the committee heard the item, the Board shall provide an opportunity for the public to speak. (Government Code 54954.3)

5. 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 each agenda or non agenda item. The Board shall limit the total time for public input on each item to 20 minutes. With Board consent, the 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.

6. The Board president may rule on the appropriateness of a topic. If the topic would be more suitably addressed at a later time, the president may indicate the time and place when it should be presented.

The Board shall not prohibit public criticism of its policies, procedures, programs, services, acts, or omissions. (Government Code 54954.3) In addition, the Board may not prohibit public criticism of District employees.

Whenever a member of the public initiates specific complaints or charges against an employee, the Board president shall inform the complainant that in order to protect the employee's right to adequate notice before a hearing of such complaints and charges, and also to preserve the ability of the Board to legally consider the complaints or charges in any subsequent evaluation of the employee, it is the policy of the Board to hear such complaints or charges in closed session unless otherwise requested by the employee pursuant to Government Code 54957. The Board president shall also encourage the complainant to file a complaint using the appropriate District complaint procedure.

7. The Board president shall not permit any disturbance or willful interruption of Board meetings. Persistent disruption by an individual or group shall be grounds for the president to terminate the privilege of addressing the Board.

The Board may remove disruptive individuals and order the room cleared if necessary. In this case, members of the media not participating in the disturbance shall be allowed to remain, and individuals not participating in such disturbances may be allowed to remain at the discretion of the Board. When the room is ordered cleared due to a disturbance, further Board proceedings shall concern only matters appearing on the agenda. (Government Code 54957.9)

When such disruptive conduct occurs, the Superintendent or designee shall contact local law enforcement.

8. Written communication to the Board is defined as correspondence that is addressed to the Board President on behalf of the whole Board or correspondence that is addressed to the entire Board. The Board must receive original documents. Emails or attachments to emails are not considered written communication.

Recording by the Public

The Superintendent or designee shall designate locations from which members of the public may broadcast, photograph, or tape record open meetings without causing a distraction.

If the Board finds that noise, illumination, or obstruction of view related to these activities would persistently disrupt the proceedings, these activities shall be discontinued or restricted as determined by the Board. (Government Code 54953.5, 54953.6)

B. History of Strategic Planning Objectives

Board Approved Strategic Planning Objectives for the 2016-2017 school year

1. Success for ALL

- Challenge and inspire ALL students to envision and pursue their highest aspirations.
- Include critical thinking, creativity, communication, collaboration and citizenship in all learning environments.
- Refine curricular systems and instructional practices to support ALL students' success in college and career readiness.
- Provide equal opportunity to ALL students to learn in a culturally responsive, and physically and emotionally safe environment.

1. Professional Excellence

- Expect the highest level of personal excellence and commitment throughout the organization.
- Provide professional development programs focused on creating high quality, stimulating teaching and learning environments.
- Maintain shared responsibility among all staff to promote learning environments that are safe, well maintained, and engaging.
- Continue to improve employee communication and engagement.
- Foster effective communication to cultivate meaningful family engagement and productive community partnerships.

Board Approved Strategic Planning Objectives for the 2015-2016 school year

2. Success for ALL

- Challenge and support ALL students to envision and pursue their highest aspirations.
- Infuse 21st century skills into all learning environments.
- Continue to improve curricular systems and instructional practices to ensure the success of ALL students in college and career readiness.
- Provide equal opportunity to ALL students to learn in a culturally responsive, physically and emotionally safe environment.

3. Professional Excellence

- Expect the highest level of personal excellence in every level of the organization.
- Continue to establish and support professional development programs focused on creating a positive and stimulating teaching and learning environment.
- Promote shared responsibility among all staff to ensure learning environments are safe, well-maintained, and engaging.
- Establish an effective staff communication plan to improve internal communication and employee engagement.
- Implement effective communication to cultivate authentic family engagement and meaningful community partnerships.

Board Approved Strategic Planning Objectives for the 2014-2015 school year

1. Success for ALL

- Challenge and support ALL students to envision and pursue their highest aspirations.
- Infuse 21st century skills into all learning environments.
- Continue to improve curricular systems and instructional practices to ensure the success of ALL students in college and career readiness.
- Provide equal opportunity to ALL students to learn in a culturally responsive, physically and emotionally safe environment.

2. Professional Excellence

- Expect the highest level of personal excellence in every level of the organization.
- Continue to establish and support professional development programs focused on creating a positive and stimulating teaching and learning environment.
- Promote shared responsibility among all staff to ensure learning environments are safe, well-maintained, and engaging.
- Establish an effective staff communication plan to improve internal communication and employee engagement.
- Implement effective communication to cultivate authentic family engagement and meaningful community partnerships.

Board Approved Strategic Planning Objectives for the 2013-2014 school year

1. Student Learning and Achievement

Foster an exceptional learning environment that engages, challenges, and supports all students so that each student thrives within the District and is able to achieve his or her full academic potential.

2. Communications/Positive Relationships

Improve communications throughout the District by fostering positive relationships with Students, Parents, Community Members, and All Staff

3. Human Resources

Ensure the highest-quality staff through hiring, training, mentoring, and providing constructive evaluations.

4. Technology

Implement the District's Revised Technology Plan so that it will enhance student learning and achievement.

5. Facilities

Implement a long-term plan to maintain and build high-quality, functional, and safe facilities.

6. Strategic Planning

Implement a Strategic Plan focusing on the Goals and Objectives of the Board of Trustees.

7. Resource Allocation/Budget

Provide a budget that aligns resources to meet District's Strategic Plan.

Board Approved Strategic Planning Objectives for the 2012-2013 school year

1. Student Learning and Achievement

Foster an exceptional learning environment that engages, challenges, and supports all students so that each student thrives within the District and achieves his or her full academic potential.

2. Strategic Planning

Implement and refine the Strategic Plan, focusing on the goals and objectives and the Board of Trustees' role in achieving the goals and objectives.

3. Communications/Positive Relationships

Improve communications with the community, the press, and throughout the District. Foster positive relationships with all stakeholders in the District: Students, Parents, Community Members, and Certificated, Classified, and Administrative Staff.

4. Budget/Resource Allocation

Develop a District budget that aligns District resources to meet the District's Strategic Plan while implementing the District's reserve policy.

5. Facilities

Establish a long-term plan to maintain and build high-quality, safe facilities through general obligation bonds and local resources.

6. Human Resources

Recruit and hire the highest qualified staff. Retain, support, and develop staff through training, mentoring, and positive evaluations processes.

