

Santa Rosa City Schools Board of Education

GOVERNANCE HANDBOOK



Embrace, Engage, Empower

This handbook reflects a framework for effective governance. The Board sees this handbook as a “living document” and will annually review and update its content. Trustee roles, commitment to norms, and developing consensus on protocols will enable

the governance team to perform its responsibilities in a way that best benefits the students of Santa Rosa City Schools.

This handbook is adapted in part from CSBA's guide and other training materials. It is the result of the collaborative effort of the Board of Education and the Superintendent.

Board of Education

Stephanie Manieri, President, Trustee Area 6

Omar Medina, Vice President, Trustee Area 4

Laurie Fong, Clerk, Trustee Area 7

Ever Flores, Trustee Area 1

Roxanne McNally, Trustee Area 2

Alegría De La Cruz, Trustee Area 3

Ed Sheffield, Trustee Area 5

Julie Bui, Student Board Member

Superintendent Anna Trunnell, Secretary to the Board

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Board of Education Strategic Plan 2019-24

Vision:

SRCS will send students into the world empowered to find purpose, think critically, embrace diversity, work together, and adapt to our changing planet, and live healthy and fulfilling lives.

Mission:

SRCS ensures equitable access to a transformative educational experience grounded in the assets of our students, staff, and community. We nurture the whole student in an engaging, challenging, and safe environment. We recognize and value each student's individuality and our community's cultural wealth.

Board Strategic Priorities	Board Values and Commitments
State Priorities	
Priority 1- Life Ready Learners 1,2,3,4,5,7,8	SRCS supports students to embrace their identities and claim their own agency in order to navigate diverse, complex and constantly changing environments by developing the following capacities: literacy, inquiry, investigation, collaboration, creativity, communication, problem solving, critical thinking, empathy, civic participation, and cultural consciousness.
Priority 2- Whole Person Focus 2,7,4,5,6,8,	SRCS recognizes our responsibility to develop and care for the whole person so that each is mentally, emotionally, and physically healthy. We commit to policies, practices, and relationships that help ensure each person is safe, engaged, supported, and challenged.
Priority 3-High Quality Staff 1,2,7	SRCS values and supports growth-minded professionals. We commit to provide collaborative, high-quality professional development to staff members so they can successfully educate and support students. SRCS commits to fairly compensating staff.
Priority 4- Teaching and Learning Environment and Resources 1,2,5,6	SRCS will provide safe and clean schools. We will provide flexible learning environments that are conducive to teaching and learning. SRCS is committed to supporting teachers with current tools and training to support pedagogical leadership and innovation. SRCS believes in building a staff that reflects the students we serve.
Priority 5- Equity and Excellence 2,3,4,5,6,7	SRCS grounds our work in a deep understanding of students' identities and the historical and cultural contexts in which we all operate. SRCS will remove barriers and create structures that provide opportunities to further personal and academic student success. SRCS believes that student-centered, differentiated practices lead to equitable teaching and learning.
Priority 6- Family Engagement and	SRCS understands the value of engaging our students' families and our larger community. SRCS commits to

Community Partnerships 3,5,6	providing its resources and educational opportunities to families equitably, and developing lasting partnerships with our community to deepen and expand student success.
Priority 7- Sustainable Funding 1-8	SRCS believes that the chronic underfunding of public education in California is unacceptable and undermines the health of our community. The current funding levels limit student outcomes and staff compensation. The SRCS Board commits to working with our community to create additional funding opportunities and to being consistent and fierce advocates for full and fair funding from the State of California.

[Link to CA State Priorities](#)

State LCAP Priorities

In California, LEA/Districts are required to write a Local Control Accountability Plan (LCAP). The LCAP is a tool for LEA/Districts to set goals, plan actions, and leverage resources to improve student outcomes. The LCAP goals, actions, and services should address each of the eight priorities.

California has identified eight priorities that form the basis for California's integrated accountability system, which meets both state and federal requirements. Unlike the former Academic Performance Index (API), which was based solely on testing results, this new accountability system uses multiple measures to determine performance and progress and emphasizes equity by focusing on student group performance.



The 8 state priorities are categorized into 3 main categories:

Conditions of Learning:

- **(1) Basic Services:** providing all students access to fully credentialed teachers, instructional materials that align with state standards, and facilities that are maintained in good repair.
- **(2) Implementation of State Standards:** implementing California's academic standards, including the Common Core State Standards in English language arts and math, Next Generation Science Standards, English language development, history-social science, visual and performing arts, health education, and physical education standards.
- **(7) Course Access:** student enrollment in a broad course of study that includes all of the subject areas.

Pupil Outcomes:

- **(4) Pupil Achievement:** improving student achievement and outcomes along multiple measures, including test scores, English proficiency and college & career preparedness.
- **(8) Other Pupil Outcomes:** includes the measurement of other important student outcomes related to required areas of study, including physical education and the arts.

Engagement:

- **(3) Parental Involvement:** districts will seek parent input in decision-making and they will promote parent participation in the educational programs of all students.
- **(5) Pupil Engagement:** measured by school attendance rates, chronic absenteeism rates, dropout rates, and high school graduation rates.
- **(6) School Climate:** measured by student suspension and expulsion rates, and other locally identified means, such as surveys of pupils, parents, and teachers on the sense of school safety and connectedness.

SRCS LCAP Goals

1. SRCS educators will provide student-centered teaching and learning opportunities that lead to equitable outcomes for students' personal and academic success by:
 - increasing programs and services that maximize student learning and agency
 - fostering literacy, inquiry, investigation, collaboration, creativity, communication, problem-solving, critical thinking, empathy, civic participation, and cultural consciousness
 - supporting Multilingual Learners and Differently Abled Learners
 - providing resources and educational opportunities to families equitably
2. SRCS commits to developing culturally relevant, humanizing programs and relationships that help ensure each person is safe, engaged, supported, and challenged by:
 - engaging our students' families and our larger community
 - developing lasting partnerships with our community
 - embracing cultural, linguistic and familial wealth
 - attending to health and well-being through trauma informed care
 - fostering positive, inclusive school cultures
 - promoting engagement and inclusion
3. SRCS values and supports growth-minded professionals and positive learning environments by:
 - providing educators with current tools and training to support pedagogical leadership and innovation
 - providing safe and clean schools
 - providing flexible learning environments conducive to teaching and learning

Governance Principles and Governance Norms and Protocols

Role of the Board BB 9000

The Board of Education 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

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

Communication Norms:

Communication with the Board and with the Superintendent

1. Assume positive intentions and be open minded
2. Listen to understand
3. Respect confidentiality
4. Be honest and respectful
5. Encourage and honor inquiry
6. Commit to direct communication to fill gaps and be forthcoming with information
7. Be timely and responsive with communication
8. Fact check communication
9. Learn, share and respect each other's communication style
10. Respect other perspectives, actions and opinions

Communication during problem solving / Conflict resolution

1. Address conflict as soon as possible in an honest and respectful manner
2. Seek to resolve issues at the lowest possible level and commit to moving forward as a collaborative governance team
3. Lean in and embrace conflict and work towards resolution
4. Voice concerns in deliberations and accept final outcome
5. Be compassionate and empathetic
6. Be at cause in your words and actions

Basics: Who, What, When

Meetings: The Board shall hold regular meetings each month. In ~~July~~, November and December, the Board shall meet only once per month, in all other months, the Board meet shall meet at 6:00 p.m. on the 2nd and 4th Wednesday of the month, but may be rescheduled by the Board pursuant to District needs. The third Wednesday of each month is designated for a “study, discussion or Special meeting” as needed, with prior Superintendent and Board President agreement. Unless otherwise stated in a meeting's agenda, posted pursuant to the Brown Act, the Board regular meetings shall be held at Santa Rosa City Hall Council Chambers at 100 Santa Rosa Ave., Santa Rosa, California. BB9320 Per passage of [AB 361](#), meetings may be conducted in a hybrid model. The onset of [AB 2449](#) in 2023 will allow a continuance of a hybrid model.

Name, role	Email contact
Stephanie Manieri, Trustee Area 6. First elected 2018. President	stephaniemanieri@gmail.com
Omar Medina, Trustee Area 4. First elected 2018. Vice President	omedina@srcs.k12.ca.us
Laurie Fong, Trustee Area 7. First elected 2016. Clerk	lfong@srcs.k12.ca.us
Ever Flores, Trustee Area 1. First elected 2020.	efloresderas@srcs.k12.ca.us
Roxanne McNally, Trustee Area 2. First elected 2022.	rmcnally@srcs.k12.ca.us
Alegría De La Cruz, Trustee Area 3. First appointed 2019.	adelacruz@srcs.k12.ca.us
Ed Sheffield, Trustee Area 5. First elected 2016.	edsheff5@gmail.com
Julie Bui, Student Board member July 2022-June 2023.	
Anna Trunnell, Superintendent / Secretary to the Board July 2021 - 2025	atrunnell@srcs.k12.ca.us
Melanie Martin, Executive Assistant to the Superintendent	mmartin@srcs.k12.ca.us

BB 9005.1 Code of Ethics

This Code of Ethics expresses the personal ideals the Board believes should guide each school Board member's activities.

As a member of the Santa Rosa City Schools Board, I will perform my duties in accordance with my oath of office. I am committed to serving the educational needs of the students in our schools. My primary responsibility is to provide high quality learning opportunities to each student in accord with our district Mission Statement, Strategic Plan and LCAP goals.

As a Board Member:

1. I will hold myself to the highest standards of ethical conduct.
2. I will be responsible to ALL residents of the district and not solely to those who elected me from my trustee area nor solely to any organization to which I may belong, or to my social class, ethnic group, and economic standing, or which may have supported my election.
3. I will have a direct concern for my duties. I represent the authority and responsibility of the government. This authority must be exercised with as much care and concern for the least influential as for the most influential member of the community.
4. I recognize that my actions may affect the capability of district employees to practice their trade or profession and I will encourage their increasing competence and professional growth.
5. I will be aware of, and comply with, the Constitutions of State and Nation, the Education Code of the State of California, other laws pertaining to public education, and the established policies of the district.
6. I am obliged by law to participate in decisions pertaining to education in the district. As an elected representative of the people, I can neither relinquish nor delegate this responsibility to any other individual or group.
7. I have something to contribute to society, and to this district.
8. I consider my position on the Board as a public trust and will not use it for private advantage or personal gain.
9. I will remember at all times that, as an individual, I have no legal authority outside the meetings of the Board, and conduct my relationships with staff, students, and local citizenry, and the media on that basis.
10. I will encourage ideas and opinions from ALL residents of the district and endeavor to incorporate community views into the deliberations and decisions of the Board.
11. I will devote sufficient time, thought, and study to proposed actions so as to be able to base decisions upon all available facts and vote in accordance with honest convictions, unswayed by partisan bias of any kind.

12. I will remember that the basic functions of the Board are to establish the policies by which district schools are administered, implement those policies, and hold them accountable for the administration of the district.
13. I will promote and participate actively in a concerted program of timely exchange of information with all district residents, parents, employees and students.
14. I will make use of opportunities to enlarge my potential as a Board member through participation in educational conferences, workshops, and training sessions made available by local, state, and national agencies.
15. I will work with my fellow Board Members in a spirit of harmony and cooperation in spite of differences of opinion that may arise during vigorous debates of points at issue.
16. I will base my personal decisions upon all available facts in each situation, vote my honest conviction in every case unswayed by partisan bias, including by constituents from the trustee area in which I reside, and abide by and uphold the final majority decision of the Board.
17. I recognize that it is important for the Board to understand and evaluate the educational programs of Santa Rosa City Schools.
18. I will recognize that deliberations of the Board in closed session are not mine to release or discuss in public without the prior approval of the Board by majority vote.
19. I will keep informed about educational research and the actions and positions of regional, state, and national School Board groups.
20. I will strive to provide the most effective Board service of which I am capable, in a spirit of teamwork and devotion to public education as the greatest instrument for the preservation and perpetuation of our representative democracy.
21. I will not raise or discuss topics in closed session that should by law be only discussed in open session.

Board Bylaws

9000	<u>Role Of The Board</u>	B	04/12/2017
9005	<u>Governance Standards</u>	B	04/12/2017
9010	<u>Public Statements</u>	B	04/12/2017
9011	<u>Disclosure Of Confidential/Privileged Information</u>	B	04/12/2017
9012	<u>Board Member Electronic Communications</u>	B	04/12/2017
9100	<u>Organization</u>	B	08/22/2018
9110	<u>Terms Of Office</u>	B	12/11/2019
9121	<u>President</u>	B	04/12/2017
9122	<u>Secretary</u>	B	04/12/2017
9123	<u>Clerk</u>	B	04/12/2017
9124	<u>Attorney</u>	B	04/12/2017
9130	<u>Board Committees</u>	B	04/12/2017
9140	<u>Board Representatives</u>	B	04/12/2017
9150	<u>Student Board Members</u>	B	04/12/2017
9200	<u>Limits Of Board Member Authority</u>	B	04/12/2017
9222	<u>Resignation</u>	B	04/12/2017
9223	<u>Filling Vacancies</u>	B	04/12/2017
9224	<u>Oath Or Affirmation</u>	B	04/12/2017
9230	<u>Orientation</u>	B	01/08/2020

9240	<u>Board Training</u>	B	04/12/2017
9250	<u>Remuneration, Reimbursement And Other Benefits</u>	B	07/27/2022
9260	<u>Legal Protection</u>	B	04/12/2017
9270	<u>Conflict Of Interest</u>	B	04/12/2017
9270-E(1)	<u>Conflict Of Interest</u>	E	04/12/2017
9310	<u>Board Policies</u>	B	09/25/2019
9320	<u>Meetings And Notices</u>	B	12/12/2018
9322	<u>Agenda/Meeting Materials</u>	B	04/12/2017
9323	<u>Meeting Conduct</u>	B	01/08/2020
9323.2	<u>Actions By The Board</u>	B	04/12/2017
9323.2-E(1)	<u>Actions By The Board</u>	E	04/12/2017
9324	<u>Minutes And Recordings</u>	B	04/12/2017
9400	<u>Board Self-Evaluation</u>	B	04/12/2017

Roles of Board Trustees and Role of the Superintendent

Board Role	Superintendent Role
<p>The Board is the what...</p> <p>The Board steers.</p>	<p>The Superintendent is the how...</p> <p>The Superintendent rows...and takes care of the boat.</p>
<ol style="list-style-type: none"> 1. Set direction through policy, per BB 9310 Work with the Superintendent to set the vision and goals for the District 2. Establish structure Prioritize and keep District resources focused on student learning 3. Ensure accountability Approve the budget Assess progress towards goals Hire and evaluate the Superintendent 4. Demonstrate community leadership Be an advocate for education Listen to the community Be supportive of students, staff and administration Refer complaints and concerns to the Superintendent 5. Create a supportive environment for Board governance and community relations 	<ol style="list-style-type: none"> 1. Provide recommendations and implement Board policy Provide support and leadership to implement the vision for the district 2. Build a positive environment throughout the district Serve as a resource to the Board Bring options and recommendations to the Board 3. Be the “day to day” decision maker Manage and delegate the work of the district Oversee fiscal health of district Lead in negotiations with labor partners Recommend for hire and supervise all district staff 4. Act as the primary district communicator Provide timely responses to complaints and concerns referred by the Board Be a liaison between and representative of district, staff, Board, community and other stakeholders

<p>Cultivate a unity of purpose and positive governance culture</p> <p>Support actions taken by the Board and clearly differentiate personal opinion from Board decisions when speaking</p> <p>(CSBA Governance Core)</p>	<p>5. Create the conditions for a strong governance team</p> <p>Ensure Board members' understanding of issues</p> <p>Provide pertinent and legal information for the Board to make decisions</p>
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The role of the Board is not to:	The role of the Superintendent is not to:
<p>Carry out policies or micro-manage</p> <p>Direct staff members other than the Superintendent</p> <p>Create surprises</p> <p>Abdicate Board responsibility</p> <p>Pursue narrow personal agendas</p> <p>As individuals, make promises that would appear to bind the district or Board</p>	<p>Solicit votes for or against any agenda item, nor with regard to any candidate for a board leadership position.</p> <p>Engage in sequential communications with board members to ensure a specific outcome, as to do so would be akin to a serial meeting.</p> <p>Make policy</p> <p>Create surprises</p> <p>Assume Board responsibilities</p> <p>Press narrow personal agendas</p> <p>Speak on behalf of the Board unless authorized by the Board</p> <p>Discourage open discussion and feedback</p>

Orientation for School Board Candidates

The Board of Education desires to provide possible Board candidates and registered Board candidates with information that will enable them to understand the responsibilities and expectations of Board membership.

- Prior to the candidate filing deadline to run for school board office, the Superintendent will hold an informational meeting for would-be candidates. This meeting will describe the duties and responsibilities of Board members
- The Superintendent will hold a candidate orientation meeting within a month of the close of filing. The superintendent is to advertise the date and time of the candidate orientation meeting on the SRCS website with at least two weeks' advance notice.
- SRCS will pay for the cost of filing with the Registrar of Voters, including the transcription of candidates' description in Spanish.

Welcoming New Members to the Board

- The Board President, within 30 days of the election, will convene an orientation meeting with the newly elected Board member(s), to provide information and materials necessary to assist in understanding their role in as a governing Board members, the Board's function, authority, policies, procedures, and agreed-upon standards of conduct.
- Incoming Board members will receive the District's governance handbook, adopted budget, adopted goals and priorities, LCAP documents and other materials related to the District and Board responsibilities.
- Upon their election, incoming Board members are provided with an electronic copy of the Ralph M. Brown Act and are informed that they must conform to the Act's requirements as if they had already assumed office.
- The Superintendent provides incoming Board members with additional background information regarding the District's vision and adopted goals, operations, and current challenges in areas that include, but are not limited to, student achievement, curriculum, finance, facilities, policy, human resources, and collective bargaining.
- Incoming Board members, before taking office, are encouraged to attend Board meetings and review agenda materials available to the public in order to become familiar with current issues facing the District.
- It is highly recommended that incoming members enroll in the California School Boards Association's New Board Member Training, Masters in Governance program and any other workshops and conferences relevant to their needs or the needs of the Board as a whole or the District.
- Once sworn in, the Superintendent will schedule informational meetings with the existing executive management team to provide new Board members with specific information regarding the operations, policies, procedures of each department including but not limited to finance, safety, facilities, human resources, curriculum, special education and student services.

Governance Protocols

Area	Protocol / Agreement
Schedule and hold regular meetings for the year, and special meetings as necessary.	<p>The Board shall establish an annual calendar of meetings. BB 9100</p> <p>The Board shall hold regular meetings each month, unless specified. BB 9320</p>
Developing and reviewing the board meeting agenda.	<p>The Board president and the Superintendent, as secretary to the Board, shall work together to develop the agenda for each regular and special meeting. Each agenda shall reflect the district's vision and goals and the Board's focus on student learning. BB 9322</p>
Include a Territorial Land Acknowledgement on each regular meeting agenda, unless specified.	<p>While not currently in policy, the Board has determined that introducing a Land Acknowledgement:</p> <ul style="list-style-type: none"> • Offers recognition and respect. • Counters the “doctrine of discovery” with the true story of the people who were already here. • Creates a broader public awareness of the history that has led to this moment. • Begins to repair relationships with Native communities and with the land. • Supports larger truth-telling and reconciliation efforts. • Reminds people that colonization is an ongoing process, with Native lands still occupied due to deceptive and broken treaties. • Takes a cue from Indigenous protocol, opening up space with reverence and respect. • Inspires ongoing action and relationship. <p>Acknowledgment by itself is a small gesture. It becomes meaningful when coupled with authentic relationships and informed action. But this beginning can be an opening to greater</p>

	public consciousness of Native sovereignty and cultural rights, a step toward equitable relationship and reconciliation.
Bringing up new ideas or placing items on the board meeting agenda	<p>Board members are free to bring up new ideas provided they fall within the purview of the Board of Education.</p> <p>It is recommended that a Board member wishing to present a new idea to the Board of Education first consult with the Superintendent.</p> <p>Also, any Board member (or member of the public) may request that a matter within the jurisdiction of the Board be placed on the agenda of a regular meeting. The request shall be submitted in writing to the Superintendent or designee with supporting documents and information, if any, at least one week before the scheduled meeting date. Items submitted less than a week before the scheduled meeting date may be postponed to a later meeting in order to allow sufficient time for consideration and research of the issue. BB 9322</p> <p>No timely request will be unreasonably denied. The board president will have the final decision in this regard.</p>
Obtaining additional information about board meeting agenda items	<p>Trustees agree to first contact the Superintendent with requests for information. The Superintendent will then provide the information to the Board or, when necessary, facilitate contact with staff.</p> <p>Information provided to one trustee will be provided to all trustees, as appropriate.</p>
Board Meeting Preparation and Attendance	<ul style="list-style-type: none"> • Consistent, punctual attendance at Board meetings is expected. If a Board member is

	<p>unable to attend or will be late, the Board President is to be notified as soon as possible.</p> <ul style="list-style-type: none"> • Board members will review agenda materials prior to each meeting. • Board members direct all questions regarding items on the agenda to the Superintendent. • Should Board members require additional information, a request should be submitted to the Superintendent 24 hours in advance of the the Board meeting. The Superintendent will endeavor to provide a timely response. As appropriate, the Superintendent ensures all trustees are privy to the information requested and given. • Should the Superintendent determine that more than thirty minutes are required to research and prepare a response, she/he will inform the trustee who made the request that she/he will confer with the Board President to determine the next steps. • Board members are encouraged to improve, through independent learning, their knowledge about general matters related to public education. • All inquiries should be directed to the Superintendent who will then direct them to the appropriate individual or department to respond. All responses will be shared with the entire Board.
Meeting Conduct / Procedures	<p>Considering a motion</p> <p>Meeting length and time extension</p> <p>Quorum and abstentions</p>

	<p>Public Comment on non-agenda and agenda items</p> <p>BB 9323</p>
<p>The procedure for hearing, considering and debating a motion on an action item before the Board shall be as follows:</p> <ol style="list-style-type: none"> 1. The Superintendent or designee, shall introduce the item and provide a report; 2. The presiding officer shall call for questions or clarifications to the Superintendent or designee regarding the report given; 3. Public Comment shall be heard on the item; 4. The presiding officer may call for discussion; 5. Once discussion is complete, the presiding officer shall call for a motion; 6. Any Board Member may make a motion on the item placed before the Board; 7. If there is a second to the motion, the presiding officer shall call for discussion on the motion. If none, or after further discussion, the presiding officer shall call for a Roll Call vote. BB 9323 	
<p>Responding to staff or community complaints or concerns at board meetings and/or about employees</p>	<p>Board cannot prohibit public criticism of its policies.</p> <p>For complaints against an employee, the President shall cite protection of the employee's right to adequate notice...for the Board to hear the complaints in closed session... and to use the Uniform Complaint procedure.</p> <p>The Board welcomes input from a variety of stakeholders, however, the Board cannot engage in debate with the audience. Board Meetings are meetings of the Board held in public, not "meetings of the public".</p> <p>BB 9323</p>

<p>Deliberation by the Board</p>	<p>The Governing Board represents the entire community and models effective deliberation at Board meetings:</p> <ul style="list-style-type: none"> • Board members strive for authentic and honest discussion in a respectful climate. • The Superintendent and trustees agree that each member will be proactive in identifying and sharing issues of concern. When an issue is potentially polarizing or divisive, the Board promotes thoughtful deliberation and strives for consensus. When a topic is difficult or challenging, the Board will outline a timeline to discuss the topic, the process that will be used and the opportunities for input. • Board members practice active listening strategies including allowing the speaker to finish and raising one's hand before speaking out.
<p>Audience Participation at Meetings During agendized Items</p>	<p>The public is encouraged to attend Board meetings and have their opinions and comments heard by the Board. The Board wishes to create an open and informal atmosphere at Board meetings while still remembering that the Board should discuss mainly among themselves and not engage in debates or extended discussions with the public. Board meetings are not Town Hall meetings; they are for the Board to do their work. Typically, the Board clarifying questions will precede audience participation.</p> <p>Time limits for comments from the public are specified in Board policy and can be modified by the Board as desired.</p> <p>BB 9323</p>
<p>Communications between and among the board,</p>	<p>Individual Trustees may contact the</p>

board members and the superintendent	superintendent directly for requests, concerns. Individual trustees may also contact other trustees. Trustees must be aware of the Brown Act. Board members should direct their inquiries of the district solely to the superintendent and the superintendent shall answer individually and shall send out the answer to all Trustees, bcc.
Communications between the board and other staff	Trustees do not contact staff; they are to communicate with the Superintendent. During Board meeting presentations by staff, it is appropriate to ask questions of staff who are presenting. "No surprises" is helpful to staff so that they may be prepared.
Responding to parent, staff, or community complaints or concerns outside of board meetings	<ul style="list-style-type: none"> • We respond to concerns or complaints in accordance with uniform procedures to ensure not only that matters are handled expeditiously but also that everyone is treated fairly and without bias. • We protect the confidentiality and due process rights of students and staff members. • When listening to a concern or complaint, we are neutral in our position and fully aware that we are hearing only one side of the story. • We are consistent in our responses and function within our roles, conveying that individual Board members have no authority to resolve matters. • We use the California School Boards Associations 6R's to ensure we listen actively to our parents, members of the community and staff and that we abide by uniform procedures: <p>Receive – listen to what the person has to say without preparing a response.</p> <p>Repeat – paraphrase or ask a question to clarify for understanding. We ask the person to identify</p>

	<p>those to whom s/he has spoken to about the matter prior to contacting a Board member.</p> <p>Request - ask what the person would like the Board member to do with the information and/or what is seen as a solution to the problem.</p> <p>Review – go over the real options available to the person to remedy the situation.</p> <p>Redirect – put the person back into the system at the appropriate place – respecting District lines of authority and chains of command.</p> <p>Report – maintain open lines of communication between the Board and Superintendent and notify the Superintendent of the conversation as soon as possible.</p> <p>This ensures that the Superintendent can verify or clarify the situation and follow-through as necessary and/or appropriate, and that the Superintendent knows first-hand what the Board member said to the parent, community or staff member. any issues that involve student & staff safety concerns, anything illegal, potentially litigious, and/or that might end up in the newspapers, TV, and/or social media.</p> <ul style="list-style-type: none"> • Board members have no individual authority to fix a problem.
<p>Individual board member requests for information from staff</p>	<p>The Board will strive to find ways to improve and encourage innovation and new ideas, while maintaining focus on District goals.</p> <ul style="list-style-type: none"> • A section at the end of each Board meeting will be set aside for Board members to request information. • When a new idea is suggested, the Board President will ask trustees if there is general interest in the topic.

	<ul style="list-style-type: none"> • The Board will arrive at consensus about whether or not a particular topic or subject of interest will be added to a future agenda. • If the Board agrees, the Superintendent will move forward in gathering information. If the topic will impact the current workload, the supt will suggest a timeline for consideration * The board Clerk will record each request including the date subject of request and board member making the request and will read the list of requests and whether they have been fulfilled at the next board meeting as part of the public record.
Board member participation on district committees and in district activities	Service on district committees are appointed by the Board President. Participation in district activities is on a case-by-case basis, always with the Superintendent's oversight.
Closed Session/Confidentiality	<p>Closed Sessions shall be held only for the purposes defined in the Education Code. Examples are: meeting with the Board's negotiator, conferring with legal counsel regarding litigation, meeting with the district attorney, police or security consultants regarding threats, consideration of employment, discipline or dismissal of an employee or to hear complaints against an employee, to meet with their designated representative, purchase, sale or lease of real property negotiations, student expulsion consideration (see Brown Act for more specific definitions). The governance team is responsible for keeping closed session information confidential, that is the proper and lawful subject of a closed session. This includes, but not limited to, district litigation, personnel matters, negotiations, superintendent evaluation, student issues (student discipline).</p>

	<p>The Board president will report out in open session any discussion which inadvertently occurred during closed session which should have been held in open session.</p>
Public Statements	<p>Public statements on behalf of the board shall be made by the Board President, the Superintendent, or designee. Trustees will monitor their social media presence, keeping the Brown Act in mind and modeling good behavior for students and our stakeholders.</p> <p>Board members and the superintendent shall exercise caution so as to ensure that electronic communications are not used as a means for the Board to deliberate outside of an agendaized Board meeting.</p> <p>Board members have a responsibility to identify personal viewpoints as such and not as the viewpoint of the Board. BB 9010, BB 9012</p>
Media Relations	<ul style="list-style-type: none"> • To maintain message consistency and discipline, Board members and the Superintendent are obligated to speak with a common voice about District issues to the staff and community. • Some situations have legal or other considerations that may place restrictions on what may be told to the media or public. • The Board President and Superintendent work together as spokespersons for the District. The District's Communications and Public Relations Officer may speak on behalf of the Superintendent and Board President. • The Communications and Public Relations Officer or his/her designee prepares and distributes press releases. • The Superintendent and/or Public Relations Officer, in collaboration with the Board President,

	<p>is responsible for contacting the media on behalf of the District.</p> <ul style="list-style-type: none"> • Media inquiries are directed to the Superintendent • The Superintendent conducts official correspondence for the Board. • Official correspondence from the Board is signed by the Board President. • Letters and emails addressed to all Board members regarding matters related to the school system are answered by the Board President or designee. • Emails and letters should be forwarded to the Board President and Superintendent to ensure that the right staff person is able to handle the response. • Board members may respond to emails directed to them personally but must make clear that their views are expressed as an individual and are not the perspective of the Board.
Electronic media and communication	<p>The Board will use electronic media (e.g. email and texting) carefully to ensure that there is no violation of the Ralph M. Brown Act*.</p> <ul style="list-style-type: none"> • Board recognizes that by using “reply All” in email/text messages, the email/text message: <ul style="list-style-type: none"> o Becomes part of the deliberative process o Creates a public record, and o Inhibits opportunity for any other Board members to have a conversation on a topic <p>BB 9012</p>
Self-monitoring of governance team effectiveness	<p>Reflection and ongoing self-assessment are important tools for the governing team to assess their own performance.</p> <p>The Board will schedule at least one session annually to review governance team agreements and processes and to participate in a self-evaluation process. This will include evaluation of meeting effectiveness and</p>

	<p>assessing whether Board protocols are regularly followed.BP 9400 Board Self-Evaluation</p>
When and how the board evaluates the superintendent	<p>The Board shall evaluate the Superintendent at least annually and give him/her feedback on their performance and achievement of goals as outlined in Board policy.</p> <p>In addition to a formal annual evaluation, the Board President and Superintendent shall regularly confer and discuss goals and progress. BB 9000</p>
Allowing the majority vote to set the direction for the school district	<p>The authority to direct action rests with the Board of trustees only when seated at a regular or special meeting.</p> <p>It is important to the effectiveness of the governing team that a majority vote of the Board set the direction for the district.</p> <p>Once a vote has been taken, those in the minority agree to support and abide by the decision.</p> <p>Each board member shall have individual autonomy as to how to cast their vote on any given issue, and shall not be subject to undue pressure by the superintendent or other board members.</p>
Meetings with Employee Unions	<p>The District values the participation and input of recognized employee unions. Representatives are welcome to address the Board at Board Meetings during the times designated for that purpose. Board members will decline individual meetings requested by bargaining units. When non-individual meetings are requested by employee organizations, the Board members involved shall inform the President and the superintendent. Meetings to discuss items within</p>

	the scope of negotiations will be declined as per Brown Act.
Avoiding Improprieties and Appearance Thereof	<ul style="list-style-type: none"> • Board members do not accept invitations from the Superintendent, attorneys, or staff members to any non-District event unless all other members of the governance team are invited. • Board members do not invite the Superintendent, attorneys, or administrative staff members to any non-District event unless all other members of the governance team are invited. • Board members do not sit in on collective bargaining meetings, even if invited.
Board President roles and responsibilities BB 9121	<p>Confer with the Superintendent before the Board meeting to prepare, as necessary for Board meetings.</p> <p>To facilitate the Board meeting, supporting the effective flow of the discussion and encouraging input from all trustees while staying on task, moving forward, and maintaining proper meeting decorum.</p> <p>Model the tone and behavior the Board wishes to convey to the community.</p> <p>Serve as the primary spokesperson for the board</p>
Board Vice President Roles and Responsibilities	When the president resigns or is absent or unable to fulfill his/her responsibilities, the vice president shall perform the president's duties and shall also consult with the President and the Superintendent or designee on the preparation of the Board's agendas.

Board Clerk Roles and Responsibilities BB 9123	<p>Certify or attest to actions taken by the Board when required.</p> <p>Maintain such other records or reports as required by law.</p> <p>Serve as presiding officer in the absence of the president and vice president.</p> <p>Perform any other duties assigned by the Board.</p>
Board Secretary Roles and Responsibilities BB 9122	<p>The Governing Board shall appoint the Superintendent to serve as secretary to the Board. The secretary to the Board shall be responsible for maintaining an accurate and complete record of all Board proceedings and shall:</p> <ol style="list-style-type: none"> 1. Prepare, distribute and maintain the Board agenda 2. Record, sign, distribute and maintain the Board minutes 3. Maintain Board records and documents 4. Conduct official correspondence for the Board 5. As directed by the Board, sign and execute official papers 6. Perform other duties as assigned by the Board 7. Sign documents on behalf of the district as directed by the Board 8. Not engage and/or encourage serial meetings with or by board members on a particular issue.
Ethics Policy and Financial Disclosure	<p>State law requires that each Board Member complete an annual financial disclosure form (Form 700) for the preceding calendar year, to be filed by April 1 every year.</p>

Board Member Benefits

Stipend	\$486.20 per month (updated annually)
Health Benefits (may adjust annually)	<p>The district pays up to \$12,588 for medical benefits for the member and dependent medical is paid by the board member.</p> <p>The district pays \$72 per month for dental premium for the member and dependents.</p> <p>Vision \$8.28 monthly premium paid by the district for the member and dependents.</p> <p>The first \$50,000 life insurance premium is paid by the district.</p>
Attending conferences, educational meetings, community events	Determined as needed
Making reservations for conferences, workshops, district business trips	Determined as needed
Travel expenses and reimbursements	Determined as needed

Visiting Schools, District departments and other facilities

School visitations are encouraged to build understanding of the District's instructional programs, curriculum, and staff.

- Board members will contact a school principal to make an appointment for a visit, notifying the Superintendent before the visit takes place. Any other request for appointments with other district staff or facilities will be made through the Superintendent.
- Board members will wear their Santa Rosa City school badge during all visits to sites and facilities. Trustees will check in the office whenever visiting schools.
- Board members agree to RSVP to the Superintendent's Office so they may be aware of who is attending each school event.
- Board members are careful not to encroach on the learning environment. As such, the Superintendent instructs principals and teachers not to interrupt lessons when a Board member is visiting.
- Board members may attend celebratory events on campuses but do not sit in on staff meetings, IEP meetings, or parent-teacher conferences, except as related to their own children, even if invited.
- Board members shall avoid giving, or the appearance of giving, staff direction or any evaluation.
- Board members will let the Superintendent know about the visit and keep the Superintendent informed of any issues, concerns or observations.

APPENDICES

Board Member School-Site Liaisons

Board Member Trustee Area	School Sites (Trustee Area)
Ever Flores Director 1	Elsie Allen High (6) Cesar Chavez Language Academy Charter (6) Santa Rosa French-American Charter (4) Brook Hill Elementary (4)
Roxanne McNally Director 2	Maria Carrillo High (7) Rincon Valley Middle (7) Proctor Terrace Elementary (3) Santa Rosa Accelerated Charter (7)
Alegría De La Cruz Director 3	Santa Rosa High (1) Santa Rosa Middle (1) James Monroe Elementary (2) Santa Rosa Charter School for the Arts (1)
Omar Medina Vice President 4	Montgomery High (5) Herbert Slater Middle (5) Helen Lehman Elementary (1) Abraham Lincoln Elementary (1)
Ed Sheffield Director 5	Piner High (2) Hilliard Comstock Middle (2) Albert F. Biella Elementary (2) Hidden Valley Elementary (3)
Stephanie Manieri President 6	Lewis Early Learning Academy (3) Kid Street Learning Center (Ind Charter)
Laurie Fong Clerk 7	Ridgway High (1) Steele Lane Elementary (3) Luther Burbank Elementary (4) Learning House (4)

SRCS Board Self-Evaluation

BP 9400

SRCS Vision Statement: SRCS will send students into the world who are empowered to work together, find purpose, think critically, embrace diversity, adapt to our changing planet, and live healthy and fulfilling lives

SRCS Mission Statement: SRCS ensures equitable access to a transformative educational experience grounded in the assets of our students, staff, and community. We nurture the whole student in an engaging, challenging, and safe environment. We recognize and value each student's individuality and our community's cultural wealth.

Introduction to Board self-evaluation:

The trustees of the SRCS Board believe that a Board self-evaluation leads to a stronger Governance Team that will more ably support our District's performance.

From the California School Boards Association:

School boards evaluate themselves to demonstrate that the district's leadership is committed to continuous learning at every level. To do this, districts must invest in the professional development of every adult in the system, including the district's governing board.

School boards evaluate themselves to create a culture of using feedback to get better. If districts need to be data-driven, so do boards. By conducting the self-evaluation, boards help create the culture that makes it safe to reflect on performance in order to improve it.

School boards evaluate themselves to demonstrate accountability to the community that elected them. As an elected entity, the board has an obligation to report back to the community on how well the board is performing in its service to the students and the district that serves them.

Completing the Self-Evaluation

Your answers will be confidential. If you provide comments, your text may be edited to preserve confidentiality, unless you explicitly give permission to share as written. Per BP 9400, "any discussion of the Board's self-evaluation shall be conducted in open session."

Instructions: Please indicate your level of agreement or disagreement with the following statements. Please answer the questions thinking about your experience since January 1, 2021.

Revised October 20, 2021. Adopted by the SRCS Board of Education: February 22, 2023

(survey will use the metric below for answers:)

1	2	3	4	5
Strongly agree	Agree	Neither agree or disagree	Disagree	Strongly disagree

1. Trustee Preparation 1: I read through the Board's packet of supporting and background material prior to meetings so that I am prepared to discuss and make decisions on agenda items.
2. Trustee Preparation 1: Comments (If you have suggestions on how to improve the Board's packet so that you can be better prepared, please describe them here.)
3. Trustee Preparation 2: I ask sufficient questions of the Superintendent, staff, and other stakeholders to prepare me to understand staff presentations at the Board meetings; I take the time to learn about important issues facing schools to increase my contextual knowledge.
4. Trustee Preparation 2: Comments
5. Trustee Preparation 3: I work to increase my effectiveness as a Governance Team member: I attend CSBA Masters in Governance courses and various webinars for deeper learning on Board issues.
6. Trustee Preparation 3: Comments
7. Board Logistics 4: The Board avoids extensive inquiry or debate on non-critical operational or administrative details that should be left to the discretion of the administration and staff.
8. Board Logistics 4: Comments
9. Board Logistics 5: In general, Board members have adequate opportunity to discuss and understand the impact of decisions before taking action.
10. Board Logistics 5: Comments
11. Board Logistics 6: The Board stays aware of its debt limitations and sets priorities based on total financial needs of the system and maintaining an adequate financial reserve.
12. Board Logistics 6: Comments
13. Board Logistics 7: The Trustees model mutual respect, effective interpersonal communication, and professional behavior (e.g. convictions, criticisms, and concerns are presented in a constructive, rather than confrontational or personalized, manner) in each meeting.
14. Board Logistics 7: Comments
15. Board as a Governance Team 8: At Board meetings, there is at least as much dialogue among members of the Board as there is with members and staff.
16. Board as a Governance Team 8: Comments
17. Board as a Governance Team 9: There is respect among Board members for time and process: Board members balance air time, giving adequate time for questions and input of the seven Board members.
18. Board as a Governance Team 9: Comments

19. Board as a Governance Team 10: Board members are analytical: we examine the unintended consequences of important decisions; we “brainstorm” for creative approaches to important problems; and, we request input from staff and stakeholders likely to be affected by decisions.
20. Board as a Governance Team 10: Comments
21. Board as a Governance Team 11: It is probable that each of the meetings, taken as a whole, serve as evidence to the community that the district is governed by a committed leadership team working together toward common goals.
22. Board as a Governance Team 11: Comments
23. Board as a Governance Team 12: Strategically, the Board asks the Superintendent to articulate her/his vision for the district’s future and the Board makes explicit use of long-term priorities of the District in dealing with current issues.
24. Board as a Governance Team 12: Comments
25. Board - Other 13: The Board proactively works to address our Mission, Vision, and Priorities. As a trustee, I look for data that shows the Board if we are on track with our goals.
26. Board - Other 13: Comments

Board Annual Calendar

Sample School District Governance Calendar

Other than legally required dates, each governance team should develop its own calendar. Timing of tasks and scheduling of special events depends on the culture and priorities of each district. What is important is that governance team members ensure they are fulfilling their governance responsibilities in a logical sequence (e.g., setting annual goals before setting budget priorities.)

Bold items are legal timelines.

Job Area	January	February	March	April	May	June	July	August	September	October	November	December
Governance Team Effectiveness	• Annual study session to: 1. review governance team norms & protocols 2. develop governance calendar	• CSBA The Brown Act • CSBA Board President's Workshop • CSBA New Board Member Institute		• Board self-evaluation				• Orientation for board candidates	• CSBA Masters in Governance		• Orientation for new board members	• CSBA Annual Conference • New board members sworn in
Setting Direction for the District	• Supt's mid-year progress report on goals to the board	• Report progress on goals to the community	• Every 2-3 years review district vision using an inclusive process			• Finalize goals and success indicators for coming year				•Discuss priorities and preliminary goals for following year • Report progress on goals to the community		
Student Learning and Achievement		• Schedule study sessions on topics related to student learning and achievement so board members are current on this important topic				• Attend Graduations & Promotions	• CSBA Curriculum Institute		• Receive and review state test results • Study session to review recommendations from the superintendent regarding district response to test results			
Finance	• Governor proposes state budget • CSBA Forecast Conference • Staff projects next year's revenues and expenses • Board sets budget priorities	• 2 nd Interim Report • Staff concludes staffing level study • Schedule budget study sessions as necessary		• Schedule budget study sessions as necessary	• Governor's May Revise of the budget • Report to the board •Schedule budget study sessions as necessary	• Schedule budget study sessions as necessary •Adopt the budget		•Staff closes books; defines actuals; determines ending balance •Report to the Board			• Receive Audit • 1 st Interim Report • Staff projects next year's revenue and expenses	



California School Boards Association

Sample School District Governance Calendar

Job Area	January	February	March	April	May	June	July	August	September	October	November	December
Facilities	Be familiar and current with the district's facilities plan – Approve actions as necessary – Monitor, review and revise facilities plan as necessary											
Policy	Develop and adopt new policies as necessary or required - Review policies on a regular basis and revise as necessary											
Judicial Review	Maintain confidentiality on issues that may come before the board - Hold hearings and decide appeals to the board as necessary											
Human Resources	• Supt's mid-year progress report on goals to the board	• Every several years review hiring & evaluation policies	• Lay-off notifications to staff by March 15	• Evaluate the superintendent	• Finalize goals and success indicators for coming year				• Provide ongoing climate of support for staff			
Collective Bargaining	Be familiar with the district's bargaining process as defined in board policy - Establish parameters for negotiations - Receive reports on negotiations - Approve negotiated contracts											
Community Relations	• Involvement and/or attendance at school and community events. • Development and dissemination of key messages about important district topics & issues, including progress on district goals			• Attend Open House Nights at schools		• Ensure there is a plan in place for communicating with and engaging the community (internal and external) in the schools • Involvement and/or attendance at school and community events • Development and dissemination of key messages about important district topics & issues, including the district budget				• Attend Back to School Nights at schools		• Involvement and/or attendance at school and community events •Development and dissemination of key messages about important district topics & issues, including test results
Advocacy	• Finalize advocacy plan for the year	• Follow bill development in legislature • Implement advocacy plan			• CSBA Legislative Action Conference		• Follow bill development in the legislature • Implement advocacy plan				• Study session to begin development of advocacy plan for the coming year	



SRCS Superintendent Evaluation

Part 1: Goals

Part of the superintendent's job is to guide the SRCS toward successful completion of goals as adopted by the board of directors and to report progress toward goal attainment on a regular, prescribed periodic basis.

Goal Statement 1:

Implementation and progress monitoring of the LCAP that prepares all students for college and career, wellness and engagement, with emphasis on equity metrics on unduplicated count students to ensure that funding is benefitting students as intended.

The superintendent's performance: Meets Needs discussion Does not meet

Areas for growth:

Goal Statement 2:

Use SRCS's Mission/Vision/Strategic Priorities to create, implement and assess systems to educate with and for equity. This includes how we ensure that each student is supported in their unique circumstances and learning needs and how we build on what we've learned during distance-learning and Return to School.

The superintendent's performance: Meets Needs discussion Does not meet

Areas for growth:

Goal Statement 3

Leverage remaining Bond funds, COVID ESSER funds, other State and Federal funds to advance our work on the Facilities Master Plan to create optimum spaces for teaching and learning that are safe, warm and dry; updating as necessary. Consider a plan for a future bond measure to continue facilities upkeep and improvement.

The superintendent's performance: Meets Needs discussion Does not meet

Areas for growth:

Goal Statement 4:

Deepen our transparent budgeting process, that our public is involved for full understanding of how our community and California funds education. Monitor our fiscal health, strategically use resources in the district and use data to assess impact of programs and make changes when necessary.

The superintendent's performance: Meets Needs discussion Does not meet

Areas for Growth:

Goal Statement 5:

Manage specific challenges and crises:

5(a) Lead the district through the pandemic, including safety and mitigation of interruptions to learning.

5(b) Prepare for/respond to fire season, smoke, and power outages.

5(c) Address the gap in personnel to develop a pipeline for culturally responsive and excellent teaching and learning.

The superintendent's performance: Meets Needs discussion Does not meet

Areas for Growth:

Part 2: Performance Standards for Evaluation

Standard 1: LEADERSHIP

This standard stresses the superintendent's performance in leadership through empowering others, visioning, helping shape school culture and climate and understanding multi-cultural and ethnic differences.

The superintendent's performance for this standard: Meets Needs discussion Does not meet

Areas for growth:

Standard 2: POLICY AND GOVERNANCE

Working with the board to formulate internal and external district policy, defining mutual expectations of performance with the board, and demonstrating effective governance to staff and the community at large.

The superintendent's performance for this standard: Meets Needs discussion Does not meet

Areas for growth:

Standard 3: COMMUNICATIONS AND COMMUNITY RELATIONS

This standard emphasizes the skills necessary to establish effective two-way communications with districts, staff, other stakeholders, the community as a whole including beneficial relationships with the media and legislators. It also stresses responding to community feedback and building community support for the agency among the constituent districts.

The superintendent's performance for this standard: Meets Needs discussion Does not meet

Areas for growth:

Standard 4: ORGANIZATIONAL MANAGEMENT

This standard requires the superintendent to gather and analyze data for decision making and for making recommendations to the board. It stresses the skills necessary to meet internal and external customer expectations and to effectively allocate resources.

The superintendent's performance for this standard: Meets Needs discussion Does not meet

Areas for growth:

Standard 5: HUMAN RESOURCES MANAGEMENT

This performance standard requires skills in developing and implementing a staff performance evaluation system. It also requires skills in applying ethical, contractual and legal requirements for personnel selection, development, retention, promotion and dismissal.

The superintendent's performance for this standard: Meets Needs discussion Does not meet

Areas for growth:

Standard 6: LABOR RELATIONS

This performance standard requires the superintendent to provide technical advice to the board during labor negotiations, and/or to keep the board apprised of negotiation status, to understand and effectively administer negotiated labor contracts and to keep abreast of legislative changes affecting the collective bargaining process.

The superintendent's performance for this standard: Meets Needs discussion Does not meet

Areas for growth:

Standard 7: VALUES AND ETHICS

This standard stresses the understanding and modeling of appropriate value systems, ethics and moral leadership. It also requires superintendents to exhibit multi-cultural and ethnic understanding and to coordinate with social agencies and human services to help students grow and develop as caring, informed citizens.

The superintendent's performance for this standard: Meets Needs discussion Does not meet

Areas for growth:

Articles/Links

The Brown Act

<https://firstamendmentcoalition.org/facs-brown-act-primer/>

1st Amendment at Board Meetings, as of October 2019, National School Boards Association

<https://nsba.org/ASBJ/2019/October/First-Amendment>

California School Boards Association

<https://csba.org>

Asian Pacific Islander School Board Member Association

<https://apisbma.org/>

California Association of Black School Educators

<https://cabse.org/>

California Latino School Boards Association

<https://clsba.org/>

We have reviewed and agreed to these Governance norms and protocols in order to support a positive and effective relationship among Trustees, staff, and our community. We shall renew these agreements annually.

Affirmed on this _____ day of _____, 2023

Stephanie Manieri, Trustee Area 6, President	_____
Omar Medina, Trustee Area 4, Vice President	_____
Laurie Fong, Trustee Area 7, Clerk	_____
Ever Flores, Trustee Area 1	_____
Roxanne McNally, Trustee Area 2	_____
Alegría de la Cruz, Trustee Area 3	_____
Ed Sheffield, Trustee Area 5	_____
Julie Bui, Student Board Member	_____
Anna Trunnell, Superintendent	_____