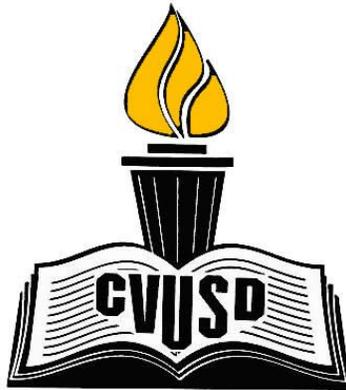


**CASTRO VALLEY UNIFIED
SCHOOL DISTRICT**



**SPECIAL MEETING OF THE
BOARD OF EDUCATION
FEBRUARY 6, 2017**

**CASTRO VALLEY UNIFIED SCHOOL DISTRICT
SPECIAL MEETING OF THE BOARD OF EDUCATION**

**MONDAY, FEBRUARY 6, 2017
AGENDA**

CALL TO ORDER: 4:00 P.M.

MEETING LOCATION:

District Office Board Room
4400 Alma Avenue, Castro Valley, CA 94546

I. OPEN MEETING – President Howard

**Open
Meeting**

A. Call to Order

President Howard will call to order the Special Meeting of the Board of Education.

B. Roll Call

C. Approval of Agenda

President Howard will ask if there are any changes to the agenda and for a motion to approve the agenda.

II. PUBLIC COMMENT

Public Comment

At a Special Board Meeting, the public may comment on items within the subject matter jurisdiction of the Board of Education which are being discussed at the meeting.

The board requests that individuals who would like to address the Board complete a “Request to Speak” form and submit it to the Board President prior to the start of the agenda item. Individual speakers are asked to limit their comments to no more than three minutes, unless the Board decides otherwise.

The board shall limit the total time for public comment on each agenda item to 30 minutes. With the consensus of the board, the Board President may increase or decrease the time allowed for public input and/or the amount of time for individual speakers.

This meeting is being recorded in order to facilitate preparation of the official minutes. Therefore, we request that only one person speak at a time.

III. DISCUSSION AND ACTION ITEMS

A. Governance Team Workshop*

Discussion

Terilyn Finders with Fagen Friedman & Fulfroost LLP will facilitate a Governance Team Workshop.

IV. ADJOURNMENT

Adjournment

**Exhibit*

In compliance with the Americans with Disabilities Act, if you need special assistance to participate in this meeting, please contact the Superintendent's Office at (510) 537-3000. Seventy-two hours notification preceding the meeting will enable the district to make reasonable arrangements to ensure accessibility to this meeting.

CVUSD is committed to providing equal opportunity for all individuals in education. District programs, activities, and practices shall be free from discrimination, intimidation, harassment and bullying based on race, color, ancestry, national origin, ethnic group identification, age, religion, marital or parental status, physical or mental disability, sex, sexual orientation, gender, gender identity or expression, or genetic information; the perception of one or more of such characteristics; or association with a person or group with one or more of these actual or perceived characteristics. Violations of this policy should be reported immediately to the site administrator(s) at District Schools. Inquiries regarding the non-discrimination policies: Director of Student Services, 4400 Alma Avenue, Castro Valley CA 94546, 510-537-3000 x 1257

CASTRO VALLEY UNIFIED SCHOOL DISTRICT

BOARD MEETING AGENDA BACK-UP

Board Meeting of February 6, 2017

TO: Members of the Board of Education

FROM: Parvin Ahmadi, Superintendent

SUBJECT: Governance Team Workshop

Background:

The Castro Valley Unified School District's Governing Board and staff are committed to working collaboratively to support students. As lifelong learners, the CVUSD Governance Team attends workshops and trainings on an ongoing basis. On Monday, February 6, 2017, Ms. Terilyn Finders from Fagen Friedman & Fulfrost LLP will facilitate the Governance Team Workshop. The focus of the workshop is to update and affirm the CVUSD Governing Board Protocols. Included is the Governance Team Policy Handbook previously approved on August 25, 2016.

Financial Implications:

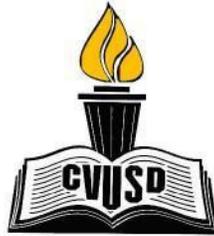
None

Staffing Implications:

None

Recommendation:

Discussion Only



Governance Team Policy Handbook

**Board Approved: August 25, 2016
Pending Update**

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INTRODUCTION

The members of the Board of Education and the superintendent have mutually agreed to collaboratively conduct the business of the district based on the California School Boards Association (CSBA) Governance Team model, in which the board members and superintendent work within their roles and responsibilities for the benefit of all students.

The Governance Team seeks to establish agreed upon and clearly understood operational and procedural practices for both the current and future Governance Teams, in order to support and maintain high functioning, effective and efficient teams that benefit the students, their families, the staff, and the community of the Castro Valley Unified School District. This *Handbook* supports and reinforces the practices of the Governance Team and are aligned with Board Bylaws (BB), Board Policies (BPs), Administrative Regulations (ARs), Educational Code and Government Code

This *Handbook* will also assist and support the smooth transition of new board members and superintendents as effective members of the Governance Team as well as serve as a resource for reviewing protocols, policies and Bylaws for the current Governance Team.

It is the responsibility of the Board President to schedule an annual review of this *Handbook* by the Governance Team to ensure that it remains a viable and useful document to the operation of the Governance Team (BB 9400).

UNITY OF PURPOSE

STRATEGIC PLAN

Mission

In partnership with the community, Castro Valley Unified School District educates students in a learning environment that is safe, nurturing and culturally responsive. Students are guided by excellent inspired staff, utilizing innovative instruction, curricula and technology.

A board member will read the mission at the start of every regular board meeting.

Vision

Castro Valley Unified School District educates students to become adaptable, critical thinkers who explore their passions and contribute as active members of our evolving world.

Core Values

- Student success is the responsibility of all.
- We nurture the gifts and talents of all students.
- Our schools are safe spaces for all.
- Our commitment to equity ensures that our educational system is responsive to all students regardless of personal and social circumstances.
- All students, families, and staff are valued and treated with respect and dignity.
- **ALL means ALL.**

Priorities

Academic

- All CVUSD students will graduate from high school prepared for college with a career plan.
- Every third grader will read at or above grade level.
- Every student will be supported to meet or exceed grade level expectations.
- All students will have access to and utilize technology safely and responsibly to collaborate, communicate, and seek knowledge relevant to our evolving world.
- We will maximize learning opportunities for all grade levels.

Social/Emotional

- Every student will feel safe and valued in our schools.
- Every student will have at least one staff member whom they identify as their advocate.

Learning Environment

- All staff will embed culturally responsive, research based, effective practices in their daily work.
- CVUSD will recruit and retain diverse highly qualified professionals to serve and support students, staff and parents.
- CVUSD is committed to on-going collaborative conversations.

Fiscal

- All fiscal decisions will support the mission and vision of our school district.
 - CVUSD will be fiscally prudent and build and maintain responsible reserves to protect our students.
-

Board Approved: April 28, 2016 & May 12, 2016

GOVERNANCE STANDARDS

The Castro Valley Board of Education is an active, participating member of the California School Boards Association (CSBA) and has formally adopted the *Professional Governance Standards for School Boards* (See Governance Standards Section A) as well as the *Superintendent Governance Standards* (See Governance Standards Section B) developed by CSBA and the Association of California School Administrators (ACSA). BB 9005 further defines the Governance Standards. Each member of the Governance Team is expected to agree and adhere to the Professional Governance Standards.

The board will use these *Professional Governance Standards for School Boards* to guide its annual self-evaluation (BB 9400) and the *Superintendent Governance Standards* as part of the superintendent's annual evaluation (BP 2140).

The Governance Team also supports and operates under the CSBA Effective Governance System model (See Governance Standards Section C).

The board supports the active participation of board members in both the California School Boards Association (CSBA) and the Alameda County School Boards Association (ACSBA). At the Board's Annual Organizational Meeting (BB 9100), the Board will appoint a board representative and alternate representative to the ACSBA (BB 9140). The Board will consider nominating members for the CSBA Delegate Assembly, whenever there is an open position.

Many of the documents in this *Handbook* have been adapted from CSBA's *Maximizing School Board Leadership* curriculum. CSBA is currently revising the Masters in Governance (MIG) program; therefore sections of this *Handbook* will be updated as new materials are made available by CSBA.

BOARD BYLAWS

The Board of Education adopts all Board Policies (BP) and reviews all Administrative Regulations (AR). Adopted BPs along with ARs are maintained on the district website <http://gamutonline.net/district/castrovalley/>. The BPs and ARs are divided into the following series:

- 0000 - Philosophy, Goals, Objectives and Comprehensive Plans
- 1000 - Community Relations
- 2000 - Administration
- 3000 - Business and Noninstructional Operations
- 4000 - Personnel
- 5000 - Students
- 6000 - Instruction
- 7000 - Facilities
- 9000 - Board Bylaws

The Board of Education operates and conducts its business is outlined in the 9000 Series and are referred to as Board Bylaws.

ROLES OF THE BOARD

The Board of Education plays four major roles:

- Establishing a vision;
- Maintaining an effective and efficient structure;
- Ensuring accountability; and
- Providing community leadership as advocates for students, the school district and public schools.

These four roles represent the core functions that are fundamental to the district's accountability to the public that, in a democratic society, they can only be performed by an elected governing body.

Authority for these roles is granted to the board as a whole, not each member individually. Therefore, board members fulfill these responsibilities by working together as a Governance Team with the Superintendent to make decisions that will best serve all students.

Community Leadership

The community's support for the schools and district are based on its level of satisfaction with the job the schools are doing – how well students are achieving, whether schools are safe, whether the staff is caring and responsive, and how well-maintained school facilities appear. Community support is influenced by how well the board performs all of its responsibilities, from setting the vision to adopting and monitoring the curriculum, budget, policies and collective bargaining agreements to make sure they support the vision. Therefore, the board's role in community leadership begins with efforts to provide a quality education program and create a positive climate in the district.

It is the board's role to ensure that the community has accurate information by telling the truth, demonstrating to the community that problems are being addressed, and involving the community in solutions. Effective communication increases the public's knowledge and understanding of plans for meaningful action to improve schools.

Part of providing community leadership is ensuring that the public has opportunities to provide input and to be actively involved in its schools. The community must have appropriate access to its schools and the board's decision-making processes. Community members need to know that the board is listening to them, cares about their opinions, and will be responsive.

The board has a responsibility to communicate with the community and with local, state and national leaders – to inform and educate them about district programs, policies and issues. The board must set its own agenda for advocacy.

Community leadership is based on long-term thinking about the needs of schools and the direction set forth in the district's vision.

Effective community leadership also requires paying attention to the demeanor in the board room and in the community. Board members must recognize that they are always on stage and cannot separate their private and public images, and understand that they are always perceived as representing the district. The behavior of board members affects the board's credibility, which affects the support the community has for the board's schools.

To fulfill the board's role in community leadership, the board:

- builds and maintains community awareness and support by working to provide a quality education program, being responsive to the concerns and interests of the community, and encouraging active community involvement in the schools;
- establishes effective community communications systems;
- establishes sound media relations practices;
- engages in effective governmental relations and advocacy efforts; and
- ensures accountability for community leadership efforts.

Collective Bargaining

Boards are legally responsible for negotiating with the representatives of the employee units (Castro Valley Teachers Association (CVTA) and California Service Employees Association (CSEA)) by giving direction to the district's negotiations teams. The principal responsibility of the board is always to be a knowledgeable and informed participant in the process while exercising financial and ethical responsibility to the public and students.

The board is the legal representative of the district. As the governing body elected to represent the public's interest in public education, the board's primary purpose is to assure high quality education for students through promoting and maintaining excellent teaching and support services. All board members should understand the basic obligations regarding representation.

The board must realize that collective bargaining is a process in which the employee organization's interests are to represent the employees in their unit. As a consequence, the interests of the school board, as the public's representative, may often be at variance with those of the employee organization. As representatives of the public, board members are entrusted to serve as advocates for students, parents and other community members in all business matters of the district, including negotiations. The board is the employer and does have a responsibility to do what it can to meet the needs of the district's employees. However, this cannot be done at the expense of fiscal responsibility or students' education. The collective-bargaining process provides the board with an opportunity to communicate with the public and its employees regarding its priorities and the reasons supporting its proposals and responses to employees' proposals during negotiations.

Collective bargaining is a bilateral process between the district and the employee bargaining unit. The board's role is to represent the interests of the taxpayers, parents, students and the remaining district employees. The board is the only representation that the public has in the adoption of a collective-bargaining agreement.

The board's overarching interests in collective bargaining are to:

- provide high quality education for all students;
 - make progress toward achieving the district vision;
 - fulfill all legal requirements concerning the education of the children;
 - represent the community;
 - oversee financial and human resources; and
 - garner and maintain the goodwill and support of the community.
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The climate created and maintained by the board has a lot to do with the success of district collective-bargaining efforts. The collective-bargaining agreement should be arrived at in a professional, collegial manner with each party demonstrating respect for one another.

Board members should recognize that all parties have legitimate interests in negotiations. Throughout the process the education of students and the maintenance of the financial integrity of the district remain paramount. However, the board must remember that the most effective negotiations balance the interests of all parties. The board's goal in collective bargaining is to obtain the greatest educational return for the agreement made. Its bargaining policy takes into account fiscal reality in conjunction with the district vision. This policy must be clearly communicated to the public.

To fulfill the board's role in collective bargaining, the board

- understands the collective-bargaining process and becomes knowledgeable about the history of negotiations in the district;
 - understands the different approaches to negotiations;
 - understands the programmatic and fiscal implications of collective-bargaining contracts;
 - understands the importance of an effective communications plan and see that one is in place;
 - creates a framework for negotiations by determining the district's approach to bargaining, deciding on the district's bargaining representatives and clarifying roles and responsibilities;
 - provides direction for initial collective-bargaining proposals by establishing specific collective-bargaining goals, priorities, positions or interests, and parameters which will help us achieve the district vision;
 - monitors contract negotiations and continues to provide policy direction throughout the process;
 - provides leadership if there is an impasse or strike;
 - votes on acceptance of the contract; and
 - monitors administration of the contract and plan for future negotiations.
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PROTOCOLS OF THE GOVERNANCE TEAM

Members of the Board of Education need not be educational experts, but need to understand and be committed to effective governance. Establishing well-defined protocols that are agreed to and understood by all members of the Governance Team is critical to maintaining effectiveness and efficiency. In addition to the Board Bylaws (BB), Board Policies (BPs), Administrative Regulations (ARs), Education Code and Government Code, these protocols include the formal, agreed upon and understood operational procedures that will create an effective and efficient Governance Team. Establishing, reviewing, revising and institutionalizing these protocols assures that each board member has a clear understanding of how the Governance Team conducts business and has an equal opportunity to affect the governing process.

These protocols should be regularly reviewed, discussed and revised by the entire Governance Team at a regular board meeting or a board study session with sufficient time dedicated to the process.

Goals and Expectations

Goal: To recognize that the integrity of the district’s educational program is dependent upon the professional and responsible manner in which members of the Governance Team and the Governance Team as a whole collectively fulfill the governance roles and responsibilities (BB 9000).

Expectations:

- Each member of the Governance Team accepts the responsibility to dedicate the necessary time and effort to being effective leaders of the community’s schools by fully participating in governance activities.
- Each member of the Governance Team commits to professional expectations including adherence to protocols and procedures; timeliness in responding to requests; and, advanced preparation for meetings, including appropriate contact with staff for clarification prior to the meeting.

Goal: To engage in positive, collaborative decision-making that includes clear and open communication each member’s analysis of issues; and

To collaboratively evaluate all policy decisions to ensure that the decisions reflect the mission of the district and are focused on student learning and achievement.

Expectations:

- All interactions of the Governance Team shall be respectful and conducted in an appropriate and positive manner.
 - All members of the Governance Team will be prepared for and actively participate in discussions and decisions.
 - The superintendent will provide all board members with sufficient information in a timely manner in order to make effective decisions.
 - The board will “set policy” and the superintendent will “implement policy.”
 - Each board member brings unique skills, values and beliefs to the board table. The best possible decisions are likely when all members of the team have been part of the
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discussion and everyone is operating within the same parameters. The board welcomes all viewpoints, thus ensuring greater community and staff acceptance of board decisions.

- Board members do not have different values; they have different value priorities. Since there are rarely single-value problems, they seek the best rather than the right solution.
- An individual board member is entitled to his/her opinion/point of view, but once the board establishes a policy or sets the direction, all board members are expected to support the policy and/or board direction.
 - If a member of the Governance Team cannot support the decision of the board because it offends a moral/personal code, the member is expected, at a minimum, to refrain from undermining the decision or directive.
 - This commitment to either support or refrain from undermining majority decisions does not preclude the member from asking for consideration at a future time of a more acceptable alternative. However, the decision of the board should be considered final.

Goal: To strengthen each board member’s commitment to increase his/her knowledge and skills regarding the roles and responsibilities of the Governance Team, and educational issues.

Expectations:

- Members of the Governance Team are committed to both individual and team professional growth and will pursue opportunities to strengthen the knowledge and skills of each member and the team through involvement with district, community, county and state professional development opportunities.
- The Governance Team will use third-party facilitators (e.g., CSBA consultants) to assist with board workshops, study sessions and annual board goal setting and evaluation.
- Prior to serving as the Board President or Vice-President/Clerk, board members shall have completed the California School Boards Association (CSBA) Masters in Governance program or its equivalent (BB 9100).

Goal: To communicate openly, factually and honestly through appropriate communication channels to address questions, concerns and/or requests for information to ensure that there are no unwarranted surprises for any member of the team (“no surprise rule”).

Expectations:

- Each member of the Governance Team shall communicate in timely and professional manner with other members while adhering to the Brown Act (e.g., no serial communication).
 - Each member of the Governance Team agrees to debate the issues, not the individual, and to explain his or her votes at board meetings.
 - Each member of the Governance Team agrees to the “no surprises” rule – requesting and sharing information in advance with team members while adhering to the Brown Act.
 - The superintendent will provide all members of the Governance Team with the same information on district-related issues.
 - The superintendent will inform the board of pertinent activities of the district. If it’s likely to be in the newspaper, the board should know about it. The superintendent will use e-mail to communicate routine matters to the board on a regular basis.
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- During crisis situations, the superintendent will send out an email/text or attempt to reach board members via telephone beginning with the board president if necessary.
 - Each member of the Governance Team commits to listening to his/her district voicemail at least once a day. The use of voice mail shall be used in accordance with the Brown Act. (Note: All voice mails are archived under the law.). Each member of the Governance Team commits to reading his/her district email at least once a day.
 - The district will provide each board member with a district email account.
 - The district will establish an auto-reply message for board members.
 - Board members may respond to individual emails, but under the Brown Act will not copy other board members, except the Board President.

Goal: To identify and offer ongoing support for and build partnerships with organizations and public agencies that provide funding for educational purposes.

Expectations:

- The Governance Team recognizes and supports the need to actively investigate all sources of additional funding and supports efforts to build partnerships that support the district mission.
- Each member of the Governance Team will be actively involved in district and community organizations and partnerships that support the mission of the district.
- Each member of the Governance Team will provide a report at the next regular board meeting whenever the member has formally represented the board at a meeting of another organization.

Goal: To actively and positively promote the district throughout the community.

Expectation:

- All members of the Governance Team shall initiate and respond to networking and communication both within and outside of the district and community.

Goal: To actively, integrate a new board member into the Governance Team.

Expectations:

- Prior to the election or appointment of a new board member, the superintendent will hold an informational meeting with all candidates/applicants of the board seat to review the roles and responsibilities of a board member.
 - Upon election or appointment of a new board member, the Board President and Superintendent will meet with the new member to provide an orientation to the roles and responsibilities of a board member, and to review this Handbook.
 - The superintendent and staff will be available to meet with a new board member to review policies, procedures and practices.
 - All new board members are expected to participate as soon as possible in CSBA training for new board members.
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CONSENSUS AGREEMENTS and UNDERSTANDINGS

Based on the Goals and Expectations, the Governance Team has agreed to the following Agreements and Understandings to ensure effectiveness and efficiency as a team:

Each member of the Governance Team agrees to:

1. Arrive ten (10) minutes prior to the start of Closed Session in order to sign documents.
 2. Request permission from the Board President in advance to be excused from a board meeting. (BB 9250)
 - a. At the following Regular board meeting, the board will adopt a resolution excusing the board member. Education Code § 35120.9(c)
 3. Allow only one person at a time to speak during board discussion. Sidebar conversations are strongly discouraged.
 - a. Members will wait until recognized by the Board President to speak.
 - b. Members will not engage in sidebar conversations.
 4. Refrain from using cell phones, computers, and/or other electronic devices during the meeting unless such use is part of a board presentation or discussion.
 5. Listen to understand, give each idea its full consideration and suspend judgment until all points of view have been expressed.
 6. Be open to the ideas of others and paraphrase for understanding.
 7. Respect differences while seeking common ground.
 8. Express interests without attacking or blaming others, and address process – not personalities, while maintaining a civil discourse with the Governance Team and all stakeholders.
 9. Take time to explain “No” votes prior to the vote.
 10. Keep the focus on the best interests of the students.
 11. Use meeting time wisely and take individual responsibility for the success of each meeting.
 12. Will contact staff with questions prior to the board meeting, whenever possible, but share the information at the board meeting (i.e., the “no surprises” rule).
 13. Will check district voicemail and e-mail at least once per day.
 - a. If a member of the Governance Team will not be able to check voice and e-mail for three or more days, the individual will notify the other members of the team.
 14. Work towards the future while learning from the past.
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15. Participate in the superintendent's annual evaluation by completing the evaluation form, providing additional input to the Board President as part of the process and participate in the discussions regarding the final evaluation.
 - a. The Board President will establish the timeline for and coordinate the evaluation process in order to complete the evaluation process by the last regular board meeting in June.
 - b. At least three (3) board members must support anything included in the superintendent's annual evaluation
 - c. The Board President will meet with the superintendent to review the annual evaluation with the superintendent.
 16. Each member will re-read both the Governance Handbook and the 9000 Board Bylaws at least once each year.

Additionally, the Governance Team has agreed to the following Agreements and Understanding:

17. Board mail and other board materials (including the Friday Letter when applicable) will be distributed at the end of Open Session.
 18. The superintendent will provide the board members with the board packet the Friday before the board meeting or notify board members of any delay.
 19. The Governance Team will adopt and annually review a board evaluation form that each member will complete and submit to the Secretary to the Board at the end of each regular board meeting.
 - a. The Board President will work with the superintendent to follow-up on any issues identified and/or requests for information.
 20. The Governance Team will establish a yearly schedule of visits to PTAs/Parent Clubs, and Parent Leadership Council.
 - a. There will be one board member per visit.
 - b. There will be an equal distribution of visits per board member, wherever possible.
 - c. Board members will provide a brief report of the visit at the next regular board meeting.
 21. All requests to place an item on a board agenda or provide information that requires additional work by staff requires the support of at least three (3) board members.
 22. When information is requested by a board member, the superintendent will provide the requested information to all board members.
 23. The superintendent will provide all board members with an annual report on the status of all expelled students.
 24. All members of the Governance Team are expected to attend the middle school promotions and the high school graduations.
 - a. A student graduating during the year has the option of receiving his/her diploma at a regular board meeting.
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25. All members of the Governance Team are expected to attend board-conducted expulsion hearings. Any request to be excused from an expulsion hearing shall be made to the Board President.
 26. At the Annual Organizational meeting, the board will appoint board representatives and alternates to district, county, state, and community organizations.
 - a. Representatives of these organizations will provide a summary report at the next regular board meeting.
 - b. As appropriate, decisions by these organizations, especially organizations with Joint Powers Agreement (JPA) with the district should be reviewed with the Governance Team at a regular board meeting.
 - c. If the appointed representative is unable to attend the meeting, the representative will contact the alternate representative and provide the alternate with all necessary information as well as inform the Board President and the President/Chair of the organization that the alternate representative will be representing the district.
 27. Attendance at a conference/workshop not listed in the Board Bylaws must be approved in advance by the Board President.
 28. The Board President shall be the official board contact person for any media contacts. All other board members shall refer contacts to the Board President.
 29. In order to ensure fairness during board deliberations, board members will seek permission to speak. The president (or vice president) shall maintain a list of members who desire the floor, calling on individuals in turn.

We have reviewed and agreed to the aforementioned governance team norms and protocols in order to support a positive and productive working relationship among the Castro Valley Unified District Board of Education, staff, students and the community. We shall review and renew these agreements annually.

_____	_____
Gary Howard, President	Date
_____	_____
Jo A.S. Loss, Vice President/Clerk	Date
_____	_____
Monica Lee, Trustee	Date
_____	_____
Dot Theodore, Trustee	Date
_____	_____
Lavender Lee Whitaker, Trustee	Date

