

CAPISTRANO UNIFIED SCHOOL DISTRICT
33122 Valle Road
San Juan Capistrano, CA 92675

BOARD OF TRUSTEES
Board/Superintendent Workshop

November 17, 2014

Open Session 6:00 p.m.

AGENDA

OPEN SESSION AT 6:00 P.M.

CALL TO ORDER

PLEDGE OF ALLEGIANCE

ADOPTION OF THE AGENDA – ROLL CALL

BOARD/SUPERINTENDENT WORKSHOP:

Facilitators: Dr. Kent Bechler and Rich Thome, Leadership Associates

1. Opening Presentation
2. Board/Superintendent Operating Procedures
3. Board Member Protocols
4. Superintendent Protocols
5. Future Workshop Agenda Items:
 - Board of Trustees, Vision and Goal Setting
 - Accomplishments 2013-2014
 - Goals and Objectives 2014-2015
 - Superintendent's Evaluation Timeline

INFORMATION/
DISCUSSION
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Exhibit 1

ADJOURNMENT

Motion by _____ Seconded by _____

THE NEXT REGULAR MEETING OF THE BOARD OF TRUSTEES IS WEDNESDAY, DECEMBER 10, 2014, 7:00 P.M. AT THE CAPISTRANO UNIFIED SCHOOL DISTRICT OFFICE BOARD ROOM, 33122 VALLE ROAD, SAN JUAN CAPISTRANO, CALIFORNIA

INSTRUCTIONS FOR PRESENTATIONS TO THE BOARD BY PARENTS AND CITIZENS PRESENT AT THIS MEETING

We are pleased you can be with us at this meeting, and we hope you will return often. Your visit assures us of continuing community interest in our schools.

The members of the Board of Trustees of this District are locally elected state officials, who serve four-year terms of office, and who are responsible for the educational program of our community from grades kindergarten through twelve. They are required to conduct programs of the schools in accordance with the State of California Constitution, the State Education Code, and other laws relating to schools enacted by the Legislature, and policies and procedures which this Board adopts.

The Board is a policy-making body whose actions are guided by the school district's Mission and Goals. Administration of the District is delegated to a professional administrative staff headed by the Superintendent.

The agenda and its extensive background material are studied by each member of the Board for at least two days preceding the meeting. Board Members can call the administrative staff for clarification on any item, and many of the items on the agenda were discussed by the Board during previous meetings. These procedures enable the Board to act more effectively on agenda items than would otherwise be possible.

WHAT TO DO IF YOU WISH TO ADDRESS THE BOARD OF TRUSTEES

ITEMS ON THE AGENDA. Any person may address the Board concerning any item on the agenda and may, at the discretion of the Board, be granted three (3) minutes to make a presentation to the Board at the time a specific item is under discussion. However, the time assigned for individual presentations could be fewer than three (3) minutes depending upon the total number of speakers who wish to address a specific agenda topic. Prior to the opening of the meeting, a Request to Address the Board card (located in the foyer) should be completed and submitted to the Secretary of the Board. The total time devoted to presentations to the Board shall not exceed twenty (20) minutes, unless additional time is granted by the Board. All presentations shall be heard by the Board prior to the formal discussion of the agenda topic under consideration. Once an agenda item has been opened for public comment, no additional "Request to Address the Board of Trustees" cards shall be accepted for that topic.

ORAL COMMUNICATIONS (Non-Agenda Items). Citizens may address the Board on any item not appearing on the agenda. Individual presentations are limited to three (3) minutes per individual, with twenty (20) minutes in total being devoted for this purpose, but could be less if there are a large number of Oral Communication speakers. Legally, the Board may not take action on items raised by speakers under Oral Communications. However, at its discretion, the Board may refer items to the administration for follow-up or place topics on a future Board agenda.

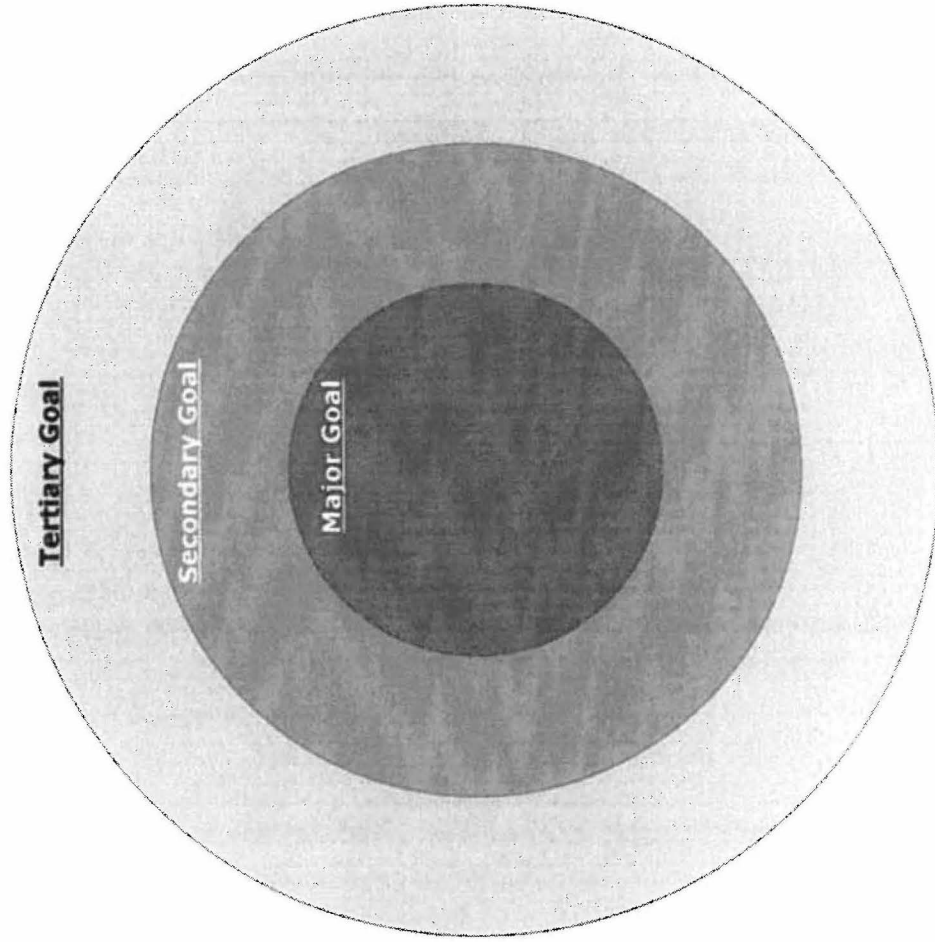
PUBLIC HEARINGS. Anytime the Board schedules a separate public hearing on any given topic, it shall not hear speakers on that topic before the public hearing, except as to the scheduling of the hearing, nor shall it hear speakers after the hearing, except as to changes in the policy or recommended actions which are directed at the time of the hearing.

CLOSED SESSION. In accordance with Education Code §35146 and Government Code §54957, the Board may recess to Closed Session to discuss personnel matters which they consider inadvisable to take up in a public meeting.

REASONABLE ACCOMMODATION

In order to help ensure participation in the meeting of disabled individuals, appropriate disability-related accommodations or modifications shall be provided by the Board, upon request, in accordance with the Americans with Disabilities Act (ADA). Persons with a disability who require a disability-related accommodation or modification, including auxiliary aids and services in order to participate in a Board meeting, shall contact the Superintendent or designee in writing by noon on the Friday before the scheduled meeting. Such notification shall provide school district personnel time to make reasonable arrangements to assure accessibility to the meeting.

**My Legacy as a School Board Member in
Capistrano Unified School District**



Protocols: Board and Superintendent Operating Procedures

The Board of Trustees is the educational policy-making body for the District. To effectively meet the District's challenges, the Board and Superintendent must function together as a leadership team. To ensure unity among team members, effective operating procedures, or protocols, must be in place. There are general protocols and those that are specific for the Board and for the Superintendent.

General—The Board and Superintendent will:

1. Keep learning and achievement for each and every student as the primary focus.
2. Value, support, and advocate for public education.
3. Operate openly with trust and integrity.
4. Govern in a dignified and professional manner, treating everyone with civility, dignity, and respect, while honoring the right to disagree with each other.
5. Keep confidential matters confidential. Uphold the legal requirement for confidentiality on all matters arising from Board Meeting Executive Sessions; will keep all conversations taking place in Closed Session absolutely confidential.
6. Discuss public matters in publicly noticed board meetings.
7. Focus on policy-making, planning and evaluation for student success.
8. Ensure opportunities for the diverse range of views in the community to inform Board deliberations, and evaluate the district's performance.

Board Members will:

1. Work with all members of the Board and the Superintendent to become a team devoted to students; be dedicated to making all members of the team successful.
2. Act with dignity, and understand the implication of demeanor and behavior.
3. Recognize and respect difference of perspective and style on the Board and among staff, students, parents, and the community.
4. Govern within Board-adopted policies and administrative regulations.
5. Communicate a common vision and annual, measurable goals.
6. Understand authority rests with the Board as a whole and not with individuals. Recognize decisions are made only at properly scheduled meetings.
7. As an individual Board member, not make or appear to make a decision that appropriately should be made by the entire Board.
8. Support decisions of the majority after honoring the right of individual members to express opposing viewpoints and vote their convictions.
9. Attend regularly scheduled Board meetings unless a situation occurs that makes attendance impossible; cooperate in scheduling special meetings and/or work sessions for planning and training purposes.
10. Understand the distinctions between Board and staff roles, and refrain from performing management functions that are the responsibility of the Superintendent and staff.
11. Acknowledge individual requests for reports and projects will be directed only to the superintendent.
12. Understand the Superintendent's role to make personnel recommendations and changes in consultation with the Board.
13. Set and monitor measurable outcomes for annual goals.
14. Participate in establishing annual expectations and goals for the Superintendent.
15. Objectively evaluate the Superintendent's performance and provide appropriate feedback.
16. Evaluate its own effectiveness semi-annually in conjunction with the superintendent's evaluation; review its protocols annually with the first review in January 2015.
17. Take collective responsibility for the Board's performance.
18. Communicate directly with the Superintendent whenever a staff member, student, parent, or community member raises a question or concern.
19. Contact the Superintendent whenever contacted by the media regarding an incident, event, or agenda item.

20. Communicate directly with the Superintendent prior to Board meetings to address questions and/or concerns about agenda items; honor the "no surprises" rule with the Superintendent and fellow Board members.
21. Communicate one-on-one with the Superintendent when an individual concern arises; will not allow a matter to fester.
22. Cast a vote on all matters except when a conflict of interest arises.
23. Recognize the individual role of constituents and special interest groups, while understanding the importance of using one's best judgment to represent all members of the community.
24. As time permits, visit school sites and attend school functions, but avoid interrupting instruction or interrupting employees at work.
25. Represent the District, when possible, by attending community functions.
26. Participate in professional development and commit the time and energy necessary to be an informed and effective leader.

The Superintendent will:

1. Work with the Board toward creating a team dedicated to students.
2. Respect and acknowledge the Board's role in setting policy and overseeing the performance of the Superintendent.
3. Work with the Board to establish a clear vision for the school District.
4. Communicate the common vision and annual goals.
5. Recognize that the Board/Superintendent governance relationship requires support by the District's management team.
6. Understand the distinction between Board and staff roles, and respect the role of the Board as the representative of the community.
7. Accept leadership responsibility and be accountable for implementing the vision, goals, and policies of the District.
8. Prepare preliminary goals annually for the Board's consideration. 9. Provide data (i.e., success indicators, benchmarks, milestones) to Board members to inform decisions and assess progress on annual goals.
10. Distribute information on student performance to the Board.
11. Make personnel recommendations and changes in consultation with the Board.
12. Communicate with Board members promptly and effectively.
13. Inform the Board prior to critical information becoming public; apprise all Board members in a timely manner of any major incident or when they may be called on to answer or explain.
14. Distribute information fully and equally to all Board members.
15. Provide information requested by one Board member to every Board member.
16. Distribute the Board agenda in a timely fashion and with enough time for Board study, and clarify information prior to scheduled meetings.
17. Never bring a matter to a public meeting that is a surprise to a Board member or cabinet member.
18. Respond to requests for additional information through a Board up-date, special report, Board agenda items, or as a Board workshop.
19. Present major decisions initially as a discussion item, then place them on the next Board agenda for action.
20. Treat all Board members professionally.
21. Communicate with individual Board members to determine if concerns exist prior to a possible problem developing, and respect the right to disagree with each other.

22. Provide a written self-assessment prior to the Board's evaluation of the Superintendent's job performance.

23. Provide timely feedback to the Board on its performance and effectiveness.

24. Keep the Board informed regarding issues and/or situations that concern parents, students, staff or community.

*Excepted from CSBA Board protocols

Strengths and Areas of Improvement

What Does Practice Look Like in a High-Performing District?

Strengths	Areas for Improvement

Change Management and the Leadership Cycle

