

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

BOARD OF TRUSTEES
Board Workshop

May 17, 2017

Workshop: 6:00 p.m.

AGENDA

WORKSHOP: 6:00 P.M.

CALL TO ORDER – ROLL CALL

PLEDGE OF ALLEGIANCE

ADOPTION OF THE AGENDA

1. DISTRICT DASHBOARD:

The presentation will be an overview of information regarding the development of a District Dashboard. Staff will present the rationale for the selection of various academic and social emotional indicators to be presented on a District Dashboard. This District Dashboard is to augment the California School Dashboard providing local relevant data to support early intervention.

CUSD WIG 1: Teaching and Learning – Engage students in meaningful, challenging, and innovative educational experiences to increase post-secondary options for all students.

Contact: Susan Holliday, Associate Superintendent, Education Services

INFORMATION/
DISCUSSION
Page 1
EXHIBIT 1

Staff Recommendation

It is recommended the Board President recognize Susan Holliday, Associate Superintendent, Education Services to present information on this item. This is an information item only and no Board action is necessary

2. BOARD/SUPERINTENDENT PROTOCOLS:

The Board of Trustees will review and provide feedback to staff regarding the day-to-day protocols and operating procedures to gain clarity on roles, expectations and the mechanics of day-to-day work. Included in the discussion will be the following topics:

- Role of the Board: Powers and Responsibilities
- Board and Superintendent Operating Procedures
- Board Member Protocols
- Superintendent Protocols
- Proposed July – December 2017 Board Meeting Calendar revisions
- Proposed January – June 2018 Board Meeting Calendar
- Discussion on agenda item descriptions and proposed Board Agenda Topic Report

CUSD WIG 2: Communications – Communicate with, and engage students, parents, employees, and community members in Districtwide and community-specific decisions.

Contact: Kirsten Vital, Superintendent

INFORMATION/
DISCUSSION
Page 2
EXHIBIT 2

Staff Recommendation

It is recommended the Board President recognize Kirsten Vital, Superintendent, to present information on this item. This is an information item only and no Board action is necessary

ADJOURNMENT

Motion by _____ Seconded by _____

**THE NEXT REGULAR MEETING OF THE BOARD OF TRUSTEES IS
WEDNESDAY, MAY 24, 2017, 7:00 P.M.
AT THE CAPISTRANO UNIFIED SCHOOL DISTRICT OFFICE BOARD ROOM
33122 VALLE ROAD, SAN JUAN CAPISTRANO, CALIFORNIA**

For information regarding Capistrano Unified School District, please visit our website:
www.capousd.org

**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.

CUSD Dashboard & CCP Metrics



Board Workshop
May 17, 2017

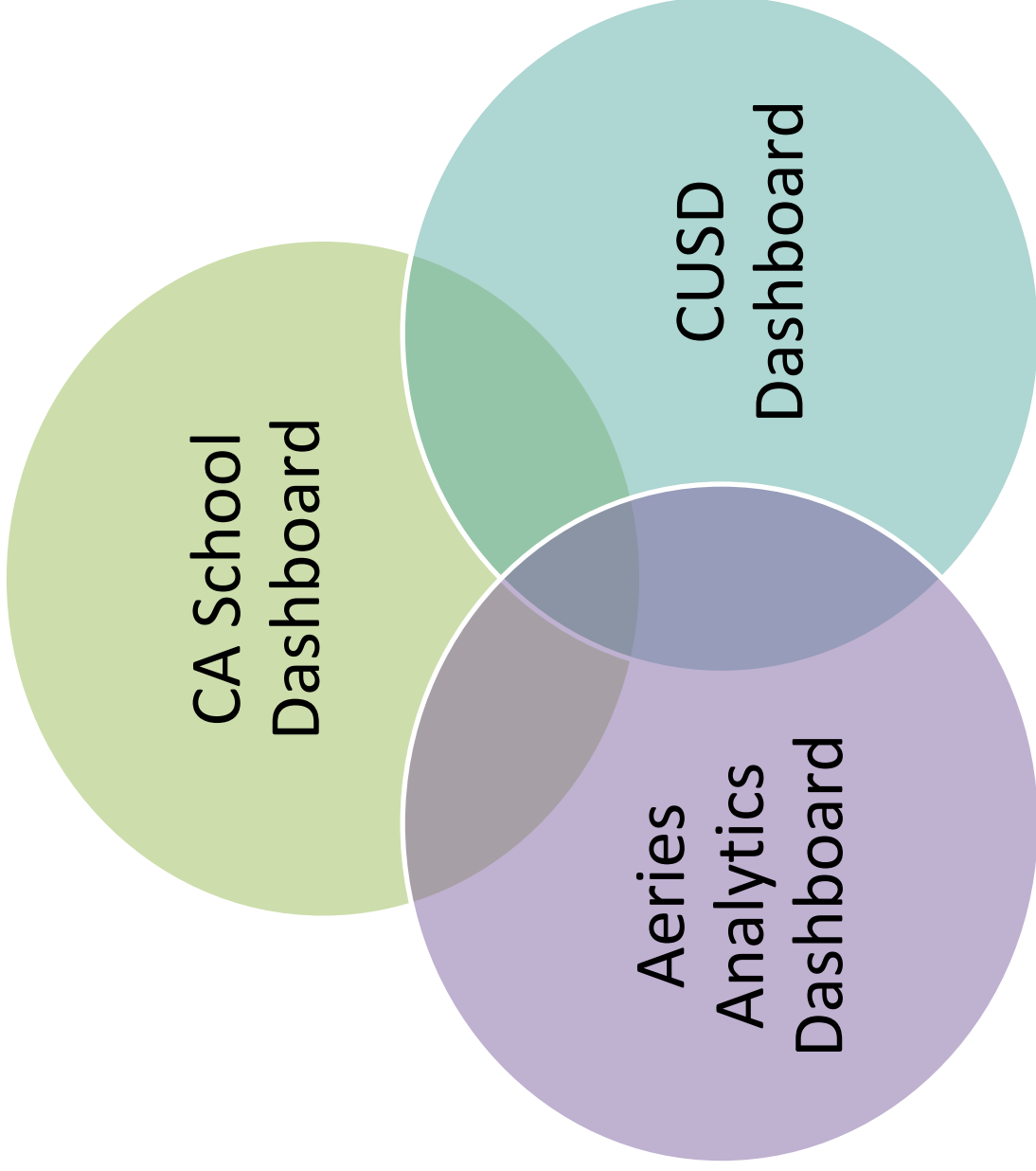
Agenda

- Dashboards Overview
- CUSD Dashboard Purpose
- Criteria for Indicators
- Indicators
- Next Steps
- Timelines
- Review of CCP Metrics and next steps

WIG 1

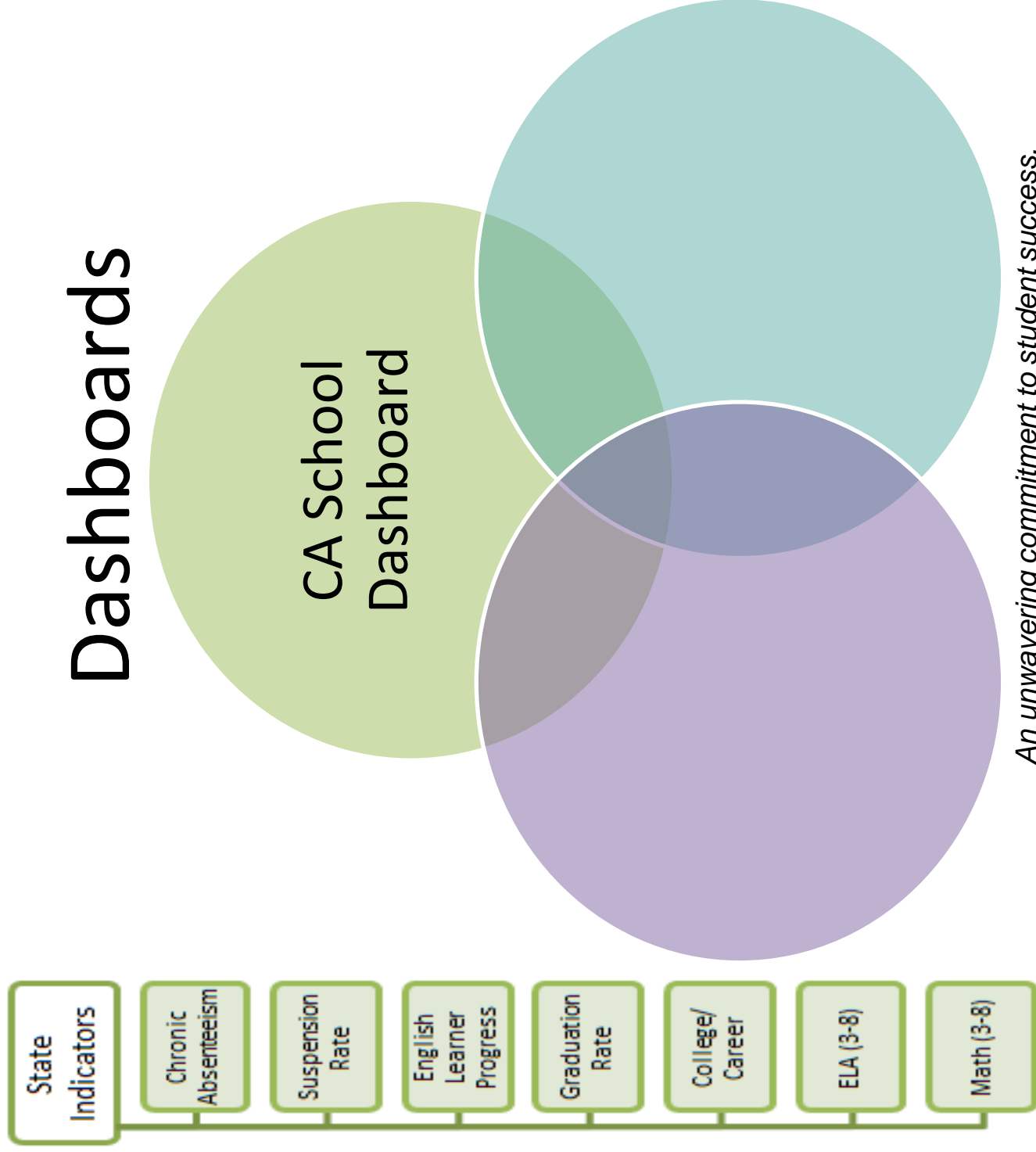
Teaching & Learning – Engage students in meaningful, challenging, and innovative educational experiences to increase post-secondary options for all students.

Dashboards

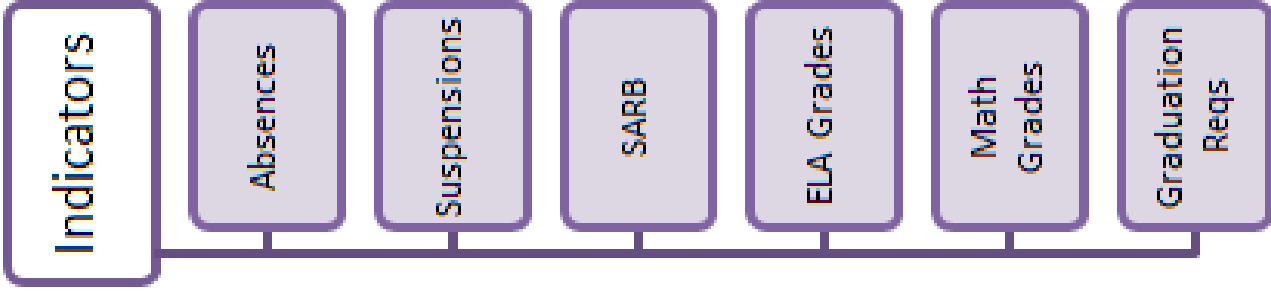


An unwavering commitment to student success.

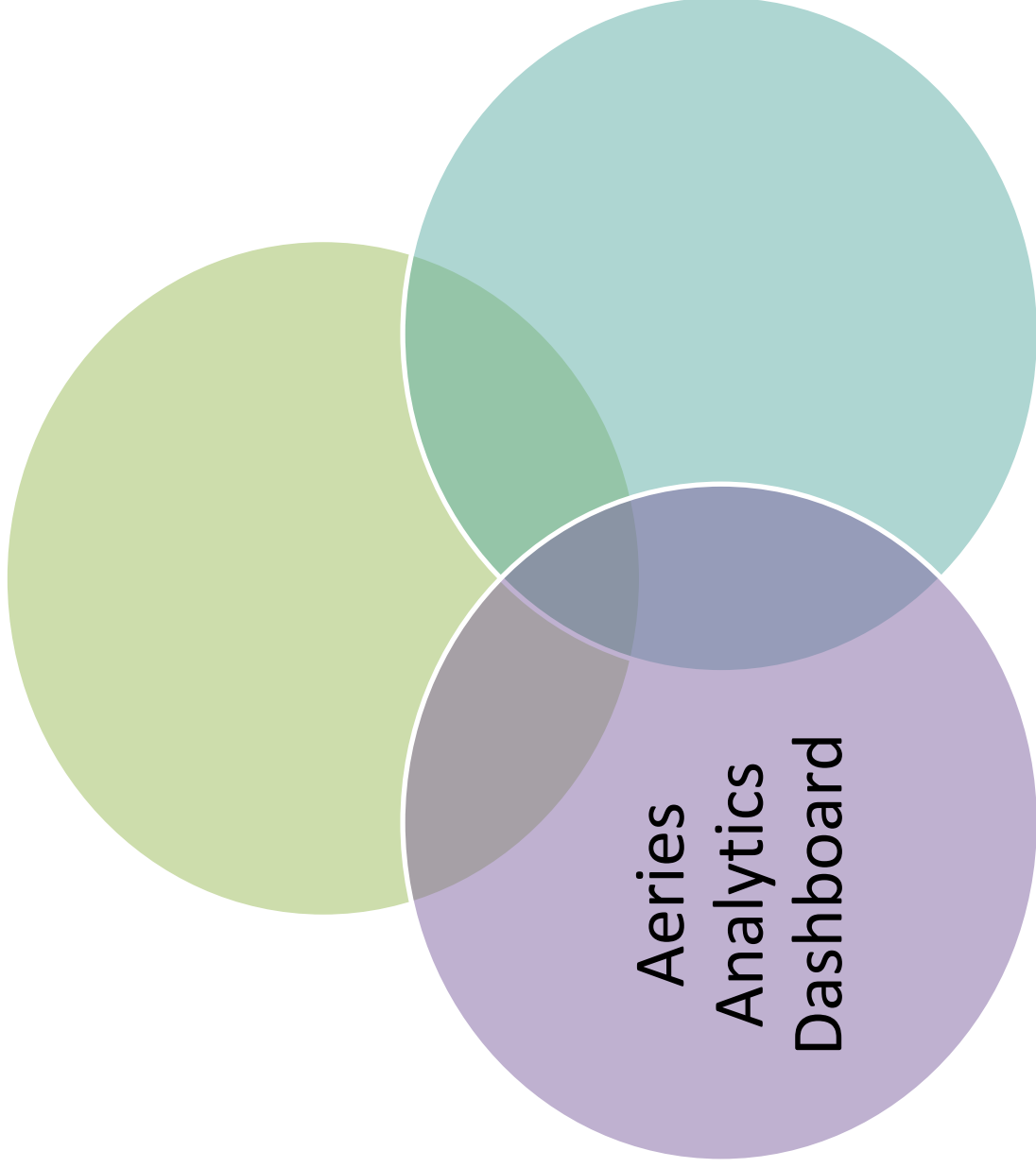
Dashboards



An unwavering commitment to student success.

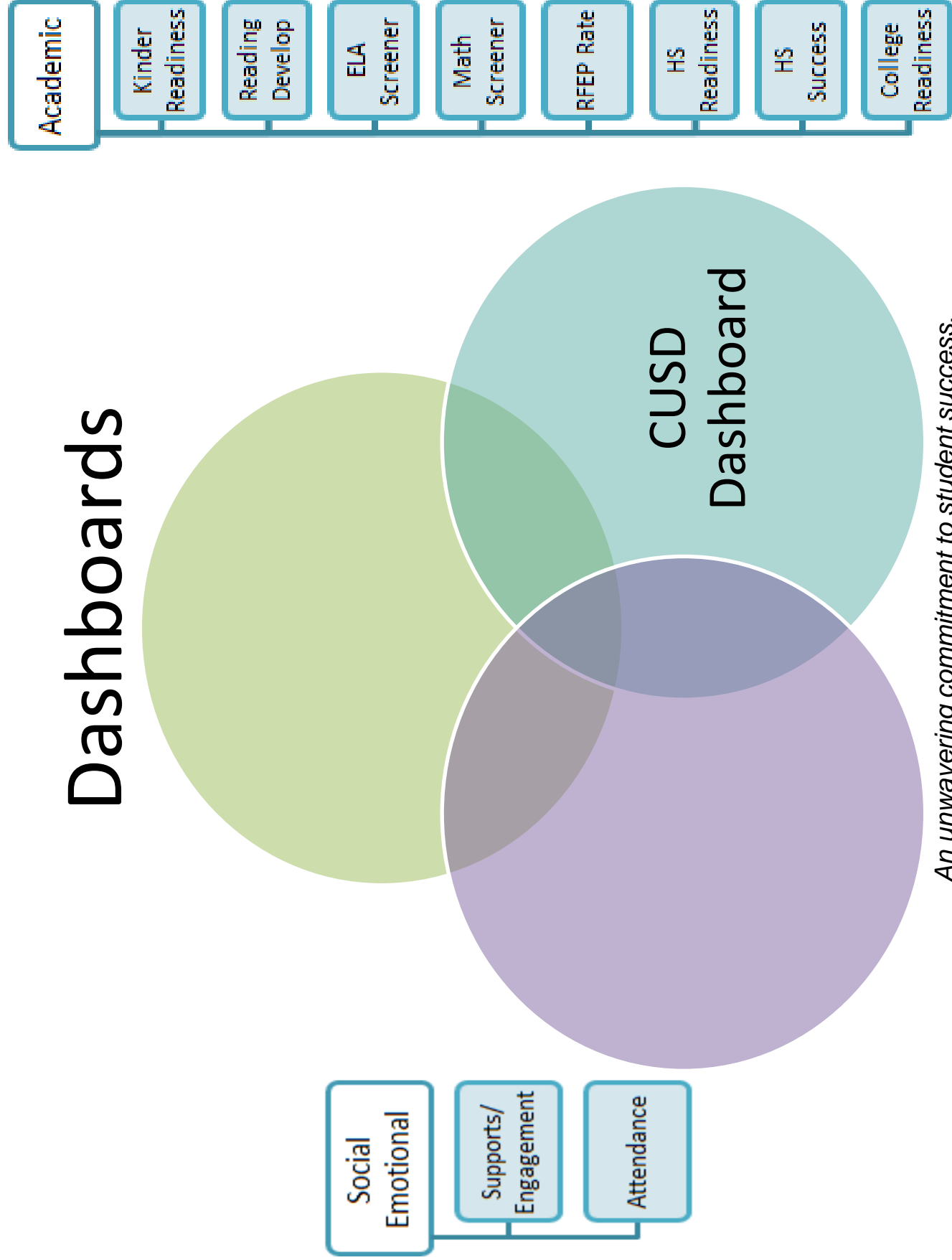


Dashboards



An unwavering commitment to student success.

Dashboards



An unwavering commitment to student success.

CUSD Dashboard Purpose

What it Is Not

- It is not to mimic the State's School Dashboard.
- It is not a graphic representation of LCAP metrics.

What it Is

- It provides stakeholders with a periodic update of District determined indicators
- It focuses on critical data points and grade levels as lead measures

Criteria for Indicators

- District-wide assessment(s) across multiple grade spans
- Benchmarked against set of expectations
- Focus on prevention + early intervention
- Explicit, research-based rationale for selected data point and grade-level

CUSD Dashboard Indicators at a Glance

• Grade 9-12 Social Emotional Indicators – Chronic Absenteeism & Grades 9 & 11 CHKS Overall Supports & Engagements

• Grade 11 College Readiness - EAP

• Grade 10 High School Success – CORE Indicator + on-Track credits

• Grades 6-8 Social Emotional Indicators – Chronic Absenteeism & Grade 7 CHKS Overall Supports & Engagements

• Grade 8 High School Readiness – CORE HS Indicator

• Grades K-5 Social Emotional Indicators – Chronic Absenteeism & Grade 5 CHKS Overall Supports & Engagements

• Grade 5 Re-designation to Fluent English Proficient

• Grade 5 Math Screener – Math 7 Test

• Grade 5 ELA Screener - DIBELS

• Grade 2 Reading Development - DIBELS

• Kinder School Readiness - EDI

• Preschool School Readiness - DRDP

• Social Emotional Indicators

• Academic Indicators

Student Development in Key School Readiness Domains

Preschool

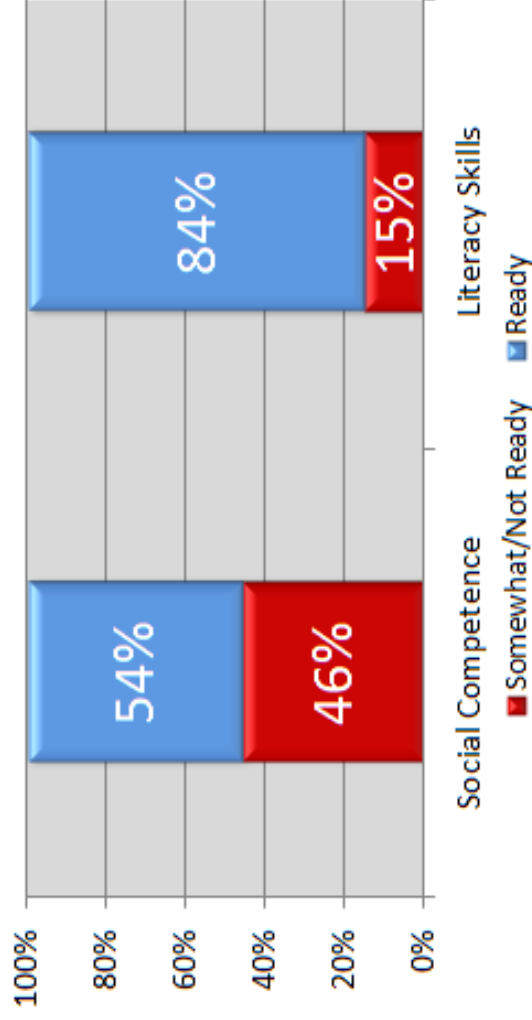
- DRDP-R
- Districtwide
- Developmental progress for school readiness

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Scho

Kinder

2015-2016 Kinder: School Readiness



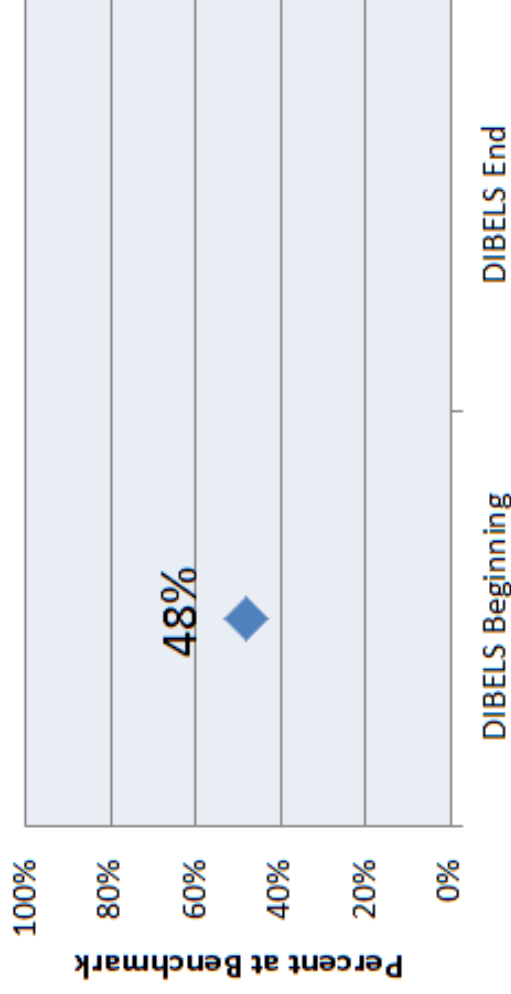
- EDI
- Districtwide
- Tied to literacy

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Reading

Grade 2

2015-2016 Grade 2: Reading Development

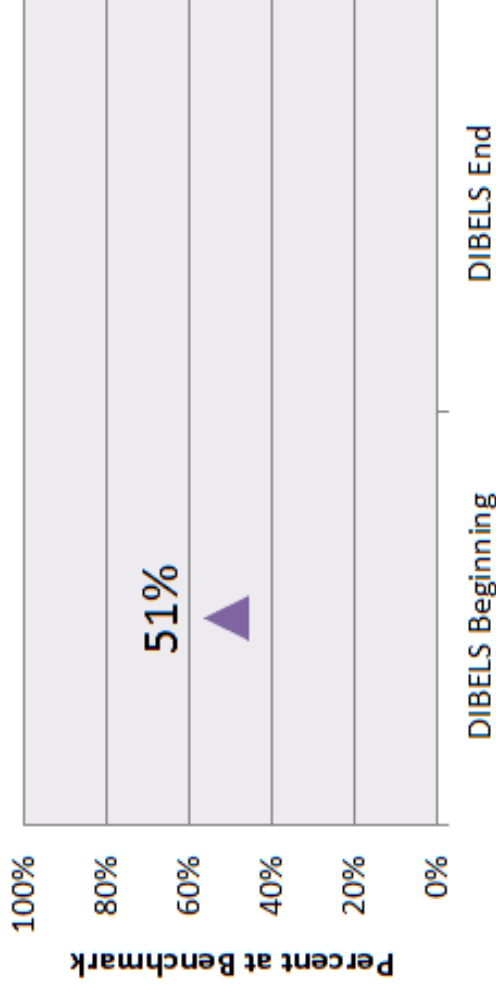


- DIBELS
- Districtwide
- Tied to Grade 3 SBA

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ELA

2015-2016 Grade 5: ELA Screener



Grade 5

- DIBELS
- Districtwide
- Tied to Grade 6 ELA Readiness

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Math Screener

Grade 5

- Add’nl questions on Math 7 Acc’lr Test
- Districtwide
- Tied to Grade 6 Math Readiness

English Proficiency

Grade 5

- RFEP Rate
- Districtwide
- Prevention of LTELs

Social Emotional Indicators

Grades
K-5

- Chronic Absenteeism + CHKS
- Districtwide
- Link to Academic Performance

High School Readiness

Grade 8

- CORE Indicator
- Districtwide
- Tied to HS Graduation

Social Emotional Indicators

Grades

6-8

- Chronic Absenteeism + CHKS
- Districtwide
- Link to Academic Performance

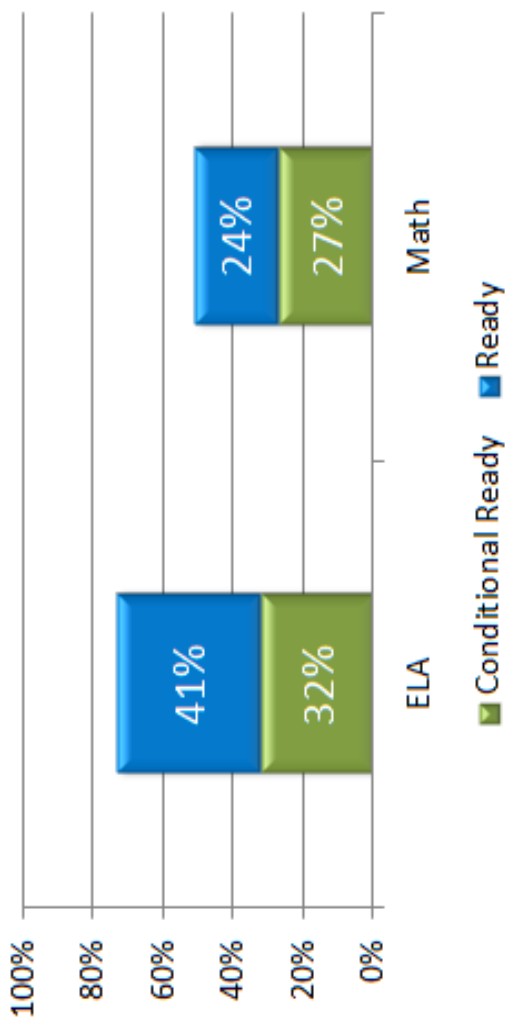
High School Success, Graduation, & College Preparedness

Grade 10

- CORE Indicator + credits on-Track
- Districtwide
- On-Track progress monitoring

College

2015-2016 Grade 11: College Readiness



Grade 11

- EAP
- Districtwide
- CSU/UC-aligned readiness

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Socio-Emotional Indicators

Grades
9-12

- Chronic Absenteeism + CHKS
- Districtwide
- Link to Academic Performance

CUSD Dashboard Indicators at a Glance

• Grade 9-12 Social Emotional Indicators – Chronic Absenteeism & Grades 9 & 11 CHKS Overall Supports & Engagements

• Grade 11 College Readiness - EAP

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• Grade 8 High School Readiness – CORE HS Indicator

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• Grade 2 Reading Development - DIBELS

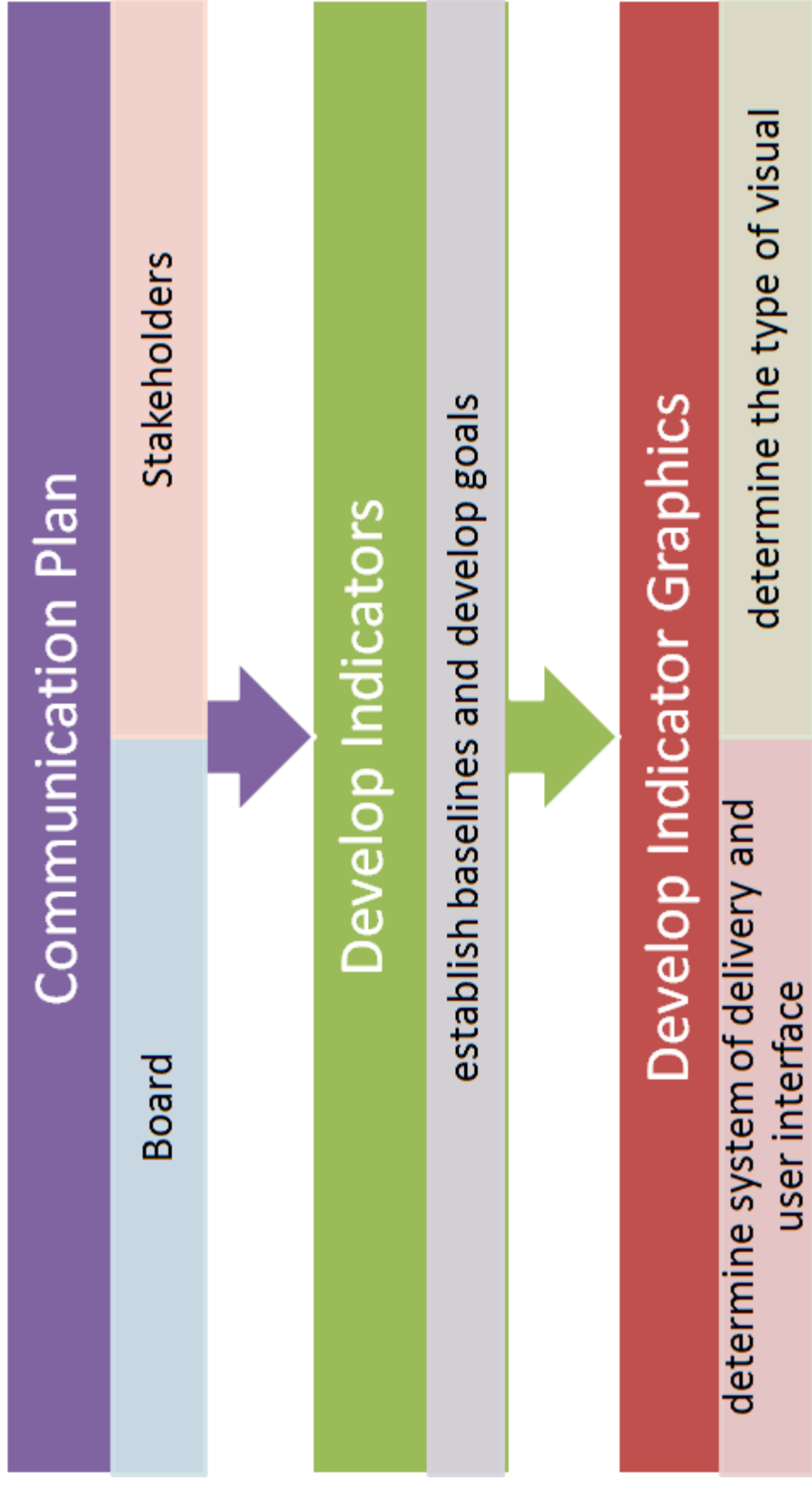
• Kinder School Readiness - EDI

• Preschool School Readiness - DRDP

• Social Emotional Indicators

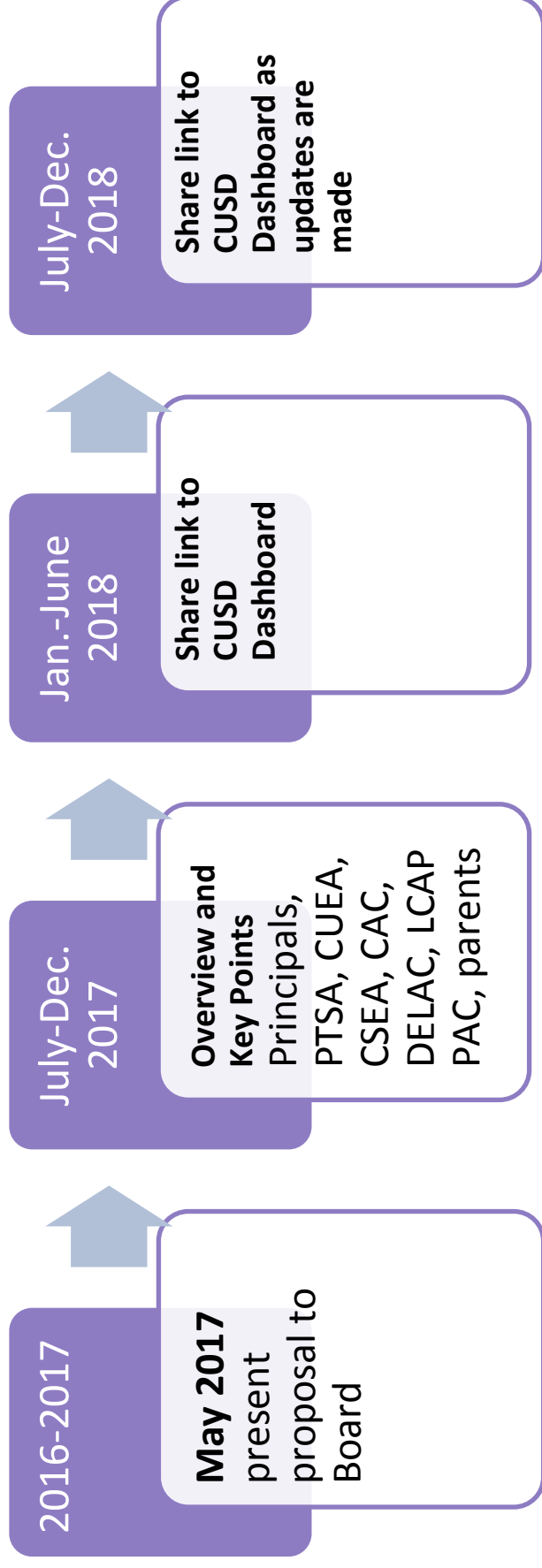
• Academic Indicators

Next Steps



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Communication Plan



Indicator Development Timeline

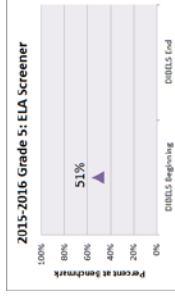
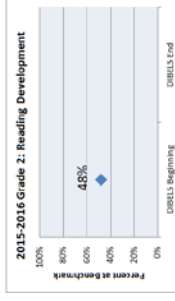
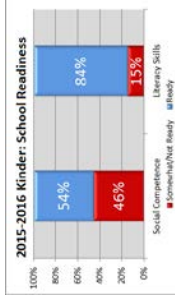
Fall
2017

Kinder
School
Readiness

Grade 2
Reading
Development

Grade 5 ELA
Screener

Grade 11
College
Readiness



Spring
2018

Preschool
School
Readiness

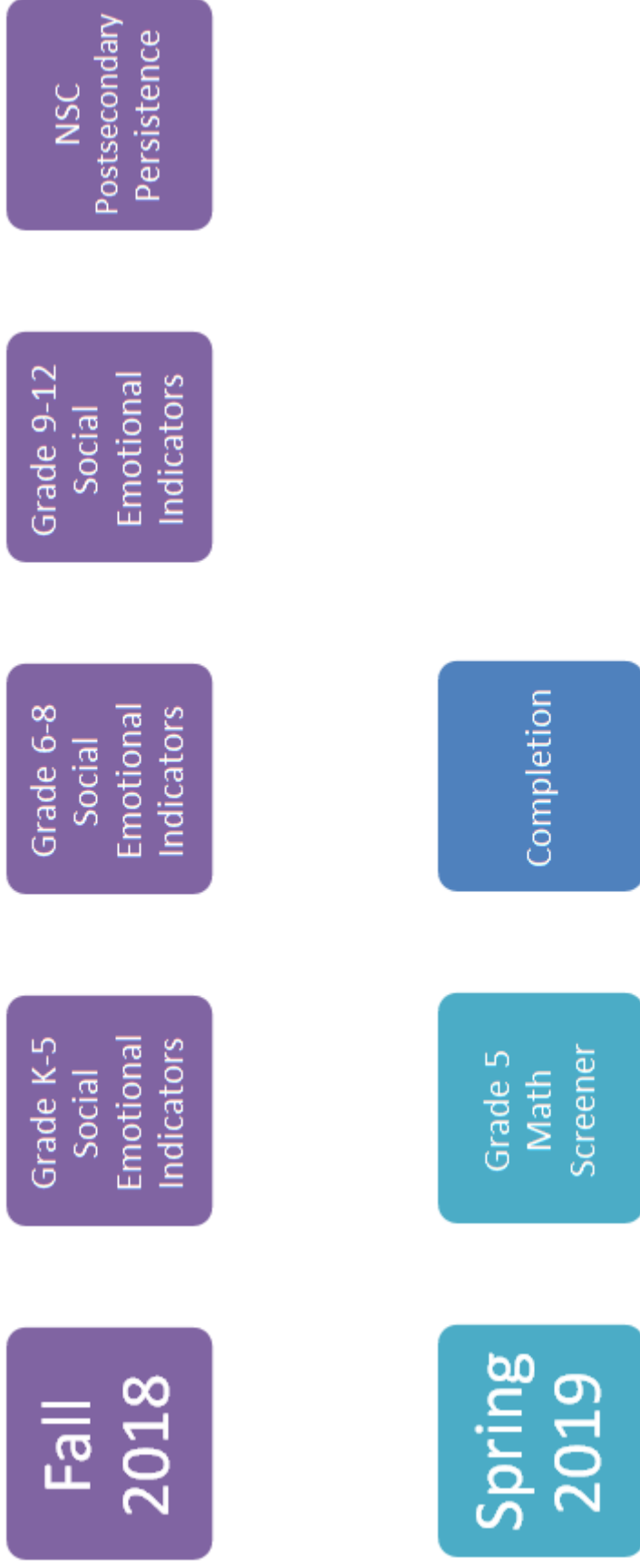
Grade 5
RFEP

Grade 8 HS
Readiness

Grade 10 HS
Success

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Indicator Development Timeline



More to come...

- Tied to this dashboard and as benchmark and progress monitoring data become available, staff will add the lead and lag results from additional departments.
 - Human Resource Services
 - Business Services
 - Student Support Services
 - And so on...

Conclusion of Dashboard Presentation

CCP Metrics...

CCP Program Metrics

This past year staff focused on creating alignment and consistency across the District through the development of Curriculum Alignment Guides (CAGs) and Common Interim Assessments (CIAs).

To properly assess program impact and improvement, it required this year and this time for this work to be completed to create a valid district-wide analysis of the programs effectiveness.

College and Career Planning Metrics

In order to measure the effectiveness and impact of our CCP course staff is collecting and analyzing data from three sources:

- 1) Results from the CCP Common Interim Assessment (a project based assessment)
- 2) Survey of students currently in CCP
- 3) Survey results regarding CCP within the Senior Survey

CCP Metrics

Results from the Fall Common Interim Assessment

Fall Semester CCP CIA #1	
Score Range	%
0-59	15.5%
60-69	3.9%
70-79	8.2%
80-89	24.7%
90-100	47.6%
Test Takers	
1,298	

CCP Metrics

Survey Results from Current CCP Students

- Current CCP students will take an exit survey to measure the skills, strategies and knowledge they have gained regarding college and career readiness as a result of taking CCP.
- This survey will be administered during the last two weeks of each semester.
- We agreed with teachers to complete CAGS
- There are currently no results or even a snapshot
- Results will be available in June, 2017

CCP Metrics

Survey Results from Senior Survey

CLASS of 2017

Guidance Assistant Principals collaboratively created a Senior Survey that will be administered to every Senior during the last month of the school year. The survey captures a variety of information regarding their preparation and plans for post-secondary life.

The following data captures Seniors' perceptions of how CCP impacted their high school experience and preparation for college and career at the time they took the course (3 to 4 years ago). ***These results represent 19% of the total Senior class*** with the remaining students still to take the survey. Final results will be available in June.

Significant Impact	Some Impact	Little Impact	Did Not Take CCP
47	156	426	95

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Thank you.

Questions

ROLE OF THE BOARD: POWERS & RESPONSIBILITIES

Powers and Responsibilities

The Board of Trustees' primary goal is to provide each student with an education of the highest quality. This goal shall be the basic factor motivating the Board's execution of its powers and duties.

(cf. 0000 - Philosophy, Goals, Objectives and Comprehensive Plans)

The Board is responsible for the general control and direction of education in the District and is empowered to carry on and finance any program or activity that is not in conflict with, inconsistent with, or preempted by law. (Education Code 35160) This broad authority shall be exercised in accordance with the State and Federal Constitutions, laws and regulations. The Board may execute any powers delegated by law to it or to the District which it governs, and shall discharge any duty imposed by law upon it or upon the District which it governs. (Education Code 35161)

The powers and duties of the Board include governance, executive and judicial functions. These relate to the Board's own operations as a governing body and to all functions of the District.

Governance Functions

To fulfill its responsibility, the Board is committed to establishing policies to govern District activities.

(cf. 9310 - Development, Distribution and Maintenance of Policies, Regulations, Bylaws)

The Board shall consider and approve or disapprove matters submitted to it by the Superintendent.

The Board shall prescribe rules for its own governance which are consistent with law or with the rules prescribed by the State Board of Education. (Education Code 35010)

(cf. 9300 - Governance)

Executive Functions

The Board is authorized by law to delegate any of its powers and duties to a District officer or employee. The Superintendent shall be the chief executive officer of the Board. In accordance with Board policy, the Board delegates to the Superintendent the authority to carry out Board decisions and to make and carry out any decisions which it delegates. The Superintendent shall be fully responsible for the proper use of this authority.

ROLE OF THE BOARD: POWERS & RESPONSIBILITIES (continued)

(cf. 2210 - Administrative Leeway in Absence of Governing Board Policy)

The Board is ultimately responsible for the performance of any powers or duties delegated.

Judicial Functions

The Board believes that school employees and members of the public have the right to a hearing and resolution of grievances, complaints and criticisms. In order to maintain positive personnel and public relations, the Board, convened, shall serve as a body of appeal for grievances, complaints and criticisms in accordance with Board policies and negotiated employee agreements.

(cf. 1312 - Complaints Concerning the Schools)

(cf. 4144 - Grievances/Complaints)

Legal Reference:

EDUCATION CODE

2600-2603 School district boundaries

5304 Duties of the governing board (re school district elections) agencies

12400-12405 Participation in federal programs

33003 Operation and organization; bylaws

33319.5 Implementation of authority of local agencies

35000 District name

35010 Control of district; prescription and enforcement of rules

35020-35046 Officers and agents (power of governing board to appoint)

35100-35351 Governing boards - esp.

35160-35182 Powers and duties

35230-35240 Corrupt practices

35291 Rules

39013 Manner of acquisition; school site on property contiguous to district

39601-39621 Property maintenance and control

Bylaw
adopted: February 27, 1995

CAPISTRANO UNIFIED SCHOOL DISTRICT
San Juan Capistrano, California

PROTOCOLS: BOARD AND SUPERINTENDENT OPERATING PROCEDURES**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. These are general protocols and protocols 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 and keep all conversations taking place in Closed Session absolutely confidential.
6. Discuss public matters in publicly noticed Board meetings.
7. Discuss confidential matters in closed session.
8. Focus on policy-making, planning and evaluation for student success.
9. Ensure opportunities for the diverse range of views in the community to inform Board deliberations, and evaluate the District's performance.

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 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 elected 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 the Board 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 the Board promptly and effectively.

**PROTOCOLS: BOARD AND SUPERINTENDENT OPERATING PROCEDURES
(continue)**

13. Inform the Board prior to critical information becoming public; apprise all Board Members in a timely manner of any major incident that 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 or Cabinet member.
18. Respond to requests for additional information through a Board Update, 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.

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.
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.

**PROTOCOLS: BOARD AND SUPERINTENDENT OPERATING PROCEDURES
(continue)**

12. Request reports from staff during Board meetings.
13. Understand the Superintendent's role to make personnel recommendations and changes in consultation with the Board.
14. Set and monitor measurable outcomes for annual goals.
15. Participate in establishing annual expectations and goals for the Superintendent.
16. Objectively evaluate the Superintendent's performance and provide appropriate feedback.
17. Evaluate its own effectiveness semi-annually in conjunction with the Superintendent's evaluation; review these protocols annually with the first review in January 2015.
18. Take collective responsibility for the Board's performance.
19. Contact the Superintendent and the Chief Communications Officer whenever contacted by the media regarding an incident, event, or agenda item.
20. Communicate directly with the Superintendent, or Cabinet Members 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 or possible 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. Send Board item questions to the Superintendent by noon on the Monday prior to the regular Board meeting.
26. Represent the District, when possible, by attending community functions.
27. Participate in professional development and commit the time and energy necessary to be an informed and effective leader.

Legal Reference:

EDUCATION CODE

33003 Operation and organization; bylaws

33319.5 Implementation of authority of local agencies

35010 Control of district; prescription and enforcement of rules

35100-35351 Governing boards - esp.

35160-35182 Powers and duties

Bylaw
adopted: March 11, 2015

CAPISTRANO UNIFIED SCHOOL DISTRICT
San Juan Capistrano, California

CAPISTRANO UNIFIED SCHOOL DISTRICT
San Juan Capistrano, CA

Our Day-to-Day Protocols in Practice

May 2017

Preparing for Meetings	
Issue:	What is our process?
Agenda Building	The Superintendent and Board President meet to discuss the upcoming Board meeting on the Monday prior to the Board agenda printing. Staff will receive feedback from the meeting on potential presentation concerns, as well as the order of placement of the agenda items.
Agenda Items – Trustee Requests	<p>As stated in Board Bylaw 9322: Trustees may place any item on the agenda no later than ten days before the scheduled meeting date. Trustees may request that a topic be placed on the agenda which has been recently considered and acted upon by the Board, providing there is new and relevant information on the topic, but only for the purpose of Trustees deciding whether or not to reconsider the topic. If the Board decides to reconsider the agenda topic, it shall do so at a future regular Board meeting.</p> <p>Procedurally, a Trustee intending to place an item on a future agenda will announce such an intention during the "Board Communications" portion of the Board meeting. Any Trustee may request that staff time be committed to conducting research and/or providing appropriate background material to the Board related to the subject to be considered. A majority vote of the Board will direct that staff provide such background information. Any Trustee may also request that the Board seek the Superintendent's recommendation regarding this item. A majority vote of the Board will provide direction to the Superintendent as to whether a recommendation will be forthcoming.</p>
Board Meeting Schedules	<p>As stated in Board Bylaw 9320(a), By June of each school year, the Board of Trustees shall adopt a yearly calendar specifying the date, time and place of each scheduled meeting of the Board for the upcoming fiscal/school year. The Board shall hold at least one regular meeting per month and will schedule other meetings as needed.</p> <p>All regular meeting of the Board shall be held at 7 p.m. on the second Wednesday and Fourth Wednesday of each month in the Board Room of the Education Center. If at any time a regular meeting of the Board falls on a holiday, the Board will determine an alternate date.</p> <p>**Proposed Revision: All regular meetings will be held once per month in the Board Room of the Education Center. Board Workshops and additional meetings will be added to the schedule as needed and agreed upon by the Board and/or Superintendent.</p>
Board Meeting – Closed Session	The Superintendent, Cabinet, and the Board will meet up to three hours before the public session of the Board meeting. Discussions are confined to closed session agenda matters only.

CAPISTRANO UNIFIED SCHOOL DISTRICT
San Juan Capistrano, CA

Our Day-to-Day Protocols in Practice

May 2017

Preparing for Meetings	
Issue:	What is our process?
Board Meeting – Trustee Questions regarding Agenda Items	Board packets are posted on the Wednesday before the Wednesday Board meeting. Trustees are asked to review the Board packet and send their questions via e-mail to the Executive Secretary, Board Operations, by the following Monday at 3:00 p.m., prior to the regular Board meeting. The Executive Secretary, Board Operations will provide the Trustee questions to the appropriate Cabinet member(s) for responses no later than 4:00 p.m. the same day. All responses will be sent to the Board via e-mail, by the end of day on Tuesday. After Tuesday, staff will be prepared to answer any questions at the Board Meeting.
Board Meeting – Seating Arrangements	At the dais, seating will be Trustees, Superintendent, Student Advisor and Executive Secretary, Board Operations. Cabinet members will be seated to the side of the podium.
Board Meeting – Order of Items	Whenever students are part of an agenda item presentation, every attempt will be made to move the item up in the agenda.
Board Meeting – Length of Time	Board Policy 9323 requires a motion to extend the meeting beyond 11:00 p.m. Ideally, meetings should end within 2 hours of the start time outlined on the agenda. Open Session meetings are regularly scheduled to begin at 7:00p.m.
Sequence for Agenda Items	<p><i>Principles:</i></p> <p><i>The agenda should help the Board work effectively.</i></p> <p><i>The agenda should help the Board focus on its priorities.</i></p> <p><i>The agenda should assist the Board in demonstrating respect for meeting participants and attendees, including the community, students, parents, and staff.</i></p> <p>For discussion/action items, the general order will be:</p> <ol style="list-style-type: none"> 1. Recognition by Board President 2. Presentation by Staff 3. Public Comments 4. Board Discussion 5. Board Deliberation, if Action Item
Agenda Topic Summaries	<p><i>Principle:</i></p> <p><i>Promote openness and transparency in the work of the Board</i></p> <p>Where appropriate, agenda items will include summaries to clarify the nature of the agenda topic. These summaries should be in language that can be read and understood by a layperson or a person not familiar with Education Code. The summaries should include appropriate background, history and data</p>

CAPISTRANO UNIFIED SCHOOL DISTRICT
San Juan Capistrano, CA

Our Day-to-Day Protocols in Practice

May 2017

Preparing for Meetings	
Issue:	What is our process?
	relevant to the agenda topic to provide clarity to the reader. The name of the person presenting will be shown in the item's description as the contact.
Board Agenda Topic Report	<p>**Proposed Revision (If the Board schedule is revised to one meeting per month)</p> <p>All agenda items are to be outlined in a Board Agenda Topic Report. This comprehensive report will include detailed information on each agenda item. Information within the report will include the history, background information, current considerations, data, financial considerations and any other relevant information pertaining to each specific agenda item. The Executive Secretary from each department will be responsible for providing the appropriate information to the Executive Secretary, Board Operations to include in the report. The report will be compiled by the Executive Secretary, Board Operations and included with the Board Agenda book.</p>
Posting the Agenda	<p><i>Principles:</i> <i>Adhere to the Brown Act;</i> <i>The Brown Act requires that the Board agenda be posted 72 hours in advance for regular meetings, and 24 hours in advance for special meetings, in a manner that is consistent, so the community knows where it can find Board information. The District's standard is to post the Board agenda one week prior to the Board meeting.</i></p> <ol style="list-style-type: none"> 1. The Board agenda will be posted on the District website and in the front window at the District office and at all District schools. 2. Agendas, supporting documents, audio of Board meetings, and minutes are also linked to the District website. 3. District staff will use multiple communication tools to notify the public about Board meetings (including posting on the District website and Listservs).
Public Comment	<p><i>Principles:</i> <i>Value community input;</i> <i>Operate within the Brown Act;</i> <i>Ensure the Board can work effectively;</i> <i>It is our expectation and goal that all issues are resolved at the lowest possible level and that issues do not have to come to Board meetings to be handled.</i></p> <ol style="list-style-type: none"> 1. Individuals may submit one speaker card per agenda item. 2. Comments are generally limited to three (3) minutes. 3. The Board President, in consultation with the Board, may modify the time limit if necessary and appropriate.

CAPISTRANO UNIFIED SCHOOL DISTRICT
San Juan Capistrano, CA

Our Day-to-Day Protocols in Practice

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	<ol style="list-style-type: none"> 4. The Board President will thank the speaker. 5. The Board cannot deliberate on a non-agenda item comment. 6. The Superintendent can direct staff to follow up on a concern raised. <p>The Board is currently reviewing this bylaw.</p>
Board Meeting – Public Comments	The Board does not respond to speakers during the Public Comments section. The Superintendent can acknowledge the speaker with an indication of any staff follow-up and follow-through as appropriate. If appropriate, the Superintendent will report back on an item through the Superintendent comments at the next Board meeting.
Board Meeting – Trustee Comments	Trustees are encouraged to report on committee updates, community meetings, and school visits at the beginning of the meeting during the portion of the agenda called, Board and Superintendent Comments.
Board/Superintendent Weekly Update	A weekly update will be prepared and sent on Friday afternoon from the Superintendent to Trustees. One of the items in the Board Update will be a section which answers Trustee questions. All information will be shared with other Trustees unless it is a confidential isolated matter. The Board Update is used to summarize the Superintendent's work and to give a heads up regarding upcoming items and issues.
Board/Superintendent One-on-One Meetings	The Superintendent will schedule monthly one-on-one meetings with every Trustee unless the Trustee prefers Ad Hoc conversation/meetings. These meetings will be coordinated through the Executive Secretary, Superintendent and the Executive Secretary, Board Operations.
Board/Superintendent School Site Visit; Open House; Back to School; plays; athletic events;	<p><i>Principle: Trustees want to demonstrate that the Board is visible, accessible, aware of student programs, and supportive of staff and students.</i></p> <ol style="list-style-type: none"> 1. Trustees' presence, scheduled through the Executive Secretary, Board Operations 2. Trustees are mindful to: <ul style="list-style-type: none"> • Offer positive comments • Avoid evaluative statements • Provide advance notice as appropriate <p><i>The Superintendent will conduct site walkthroughs throughout the school year. All Trustees will have the opportunity to accompany the Superintendent on visits to sites, if so desired.</i></p> <p><i>Trustees will contact the Executive Secretary, Board Operations at least 24 hours in advance when they wish to accompany the Superintendent on a site</i></p>

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CAPISTRANO UNIFIED SCHOOL DISTRICT
San Juan Capistrano, CA

Our Day-to-Day Protocols in Practice

May 2017

Preparing for Meetings	
Issue:	What is our process?
	<i>walkthrough so the principal can be notified and prepared. The Executive Secretary, Board Operations will provide a confirmation of the appointment to the requesting Trustee, when calendared.</i>
Board/Superintendent – Emergency Notification	For events where the press and/or parents may call Trustees (typically related to safety), the Superintendent or designee will contact the Trustees immediately via a Hot E-mail.
Board/Superintendent – Board Request for Information	Trustees will send their request for information, via e-mail, to Executive Secretary, Board Operations and copy the Superintendent. The Executive Secretary, Board Operations will send the questions out to the appropriate Staff member and copy the appropriate Cabinet Member. If staff determines it will take more than 15-30 minutes to research the request, the individual Trustee may receive a response that the Cabinet member will check with the Superintendent to prioritize staff time in order for Staff and Cabinet member work to be directed by the Superintendent. Trustees will be notified of the outcome by the Executive Secretary, Board Operations.
Board/Superintendent – Board Workshops/Study Sessions	Board workshops and study sessions will be used when a single item or topic is identified as needing more in-depth coverage and/or discussion than can be afforded at a regular Board meeting.
Board/Superintendent – Superintendent Evaluation	<p>At least once each year, to be done by June 15 of each year, the Board and the Superintendent shall meet for the purpose of mutual evaluation of the performance of the District and the Superintendent. A mid-year evaluation may be given in November of each year. The Board shall receive at least one month's advance notice of these dates from the Superintendent.</p> <p>The Board's evaluation and assessment of the Superintendent shall be reasonably related to the position description of the Superintendent and the goals and objectives of the District for the year subject to the evaluation and assessment. In the event the Board determines the performance of the Superintendent is unsatisfactory in any respect, it shall describe in writing, in reasonable detail, specific instances of unsatisfactory performance. The evaluation shall include recommendations as to areas of improvement in all instances where the Board deems performance to be unsatisfactory. There shall be one written evaluation based on the majority opinion of the Board. A copy of the written evaluation shall be delivered to the Superintendent. The Superintendent shall have the right to make a written reaction or response to the written evaluation. This response will become a permanent attachment to the written evaluation in the Superintendent's personnel file. Within thirty (30) days of Board's delivery of the written evaluation to the Superintendent, the Board shall meet with the Superintendent to discuss the evaluation.</p>

CAPISTRANO UNIFIED SCHOOL DISTRICT
San Juan Capistrano, CA

Our Day-to-Day Protocols in Practice

May 2017

Preparing for Meetings	
Issue:	What is our process?
	The Superintendent's evaluation and assessment of performance, including evaluation criteria and performance goals and objectives, will be private and confidential. Unless specifically prohibited by law or otherwise requested by Superintendent, all discussions regarding these matters shall be held in a closed session of the Board.
Board Self Evaluation	In accordance with Board Bylaw 9400, the Board may annually conduct a self-evaluation in order to demonstrate accountability to the community and ensure that District governance effectively supports student achievement and the attainment of the District's vision and goals. The Board and Superintendent shall determine an evaluation method or instrument that measures a reasonable number of previously identified performance objectives.
Press – Response to Reporter Requests	The Chief Communications Officer is the District's point of contact for the media. However, while any Trustee may answer inquiries from the press, it is the responsibility of the Trustee to distinguish between a personal position and Board position represented by a vote. By Board Bylaw 9010, both the Superintendent and Board President can speak on behalf of the District.
Staff/Parental/Community Complaints/Inquiry – Verbal	All requests need to be communicated to the Superintendent's office. Trustees will follow the appropriate complaint procedure and refer the individual with the complaint back to the specific site administrator.

CAPISTRANO UNIFIED SCHOOL DISTRICT
San Juan Capistrano, California

School Board Meeting Schedule
January 2017 – December 2017

Wednesday, January 18*
Wednesday, January 25

Wednesday, February 22

Wednesday, March 8
Wednesday, March 15*
Wednesday, March 22

Wednesday, April 12*
Wednesday, April 19

Wednesday, May 10
Wednesday, May 17*
Wednesday, May 24

Wednesday, June 7
Wednesday, June 28

Wednesday, July 26

Wednesday, August 23

~~Wednesday, September 13~~
Wednesday, September 27

Wednesday, October 11*
Wednesday, October 25

Wednesday, November 8

Wednesday, December 13

Adopted: 12/14/2016

*Denotes Workshop/Special Meeting as needed.

CAPISTRANO UNIFIED SCHOOL DISTRICT
San Juan Capistrano, California

School Board Meeting Schedule – One Meeting per Month
Jan 2018 – June 2018

Wednesday, January 31

Wednesday, February 7*

Wednesday, February 21

Wednesday, March 21

Wednesday, April 25

Wednesday, May 9*

Wednesday, May 23

Wednesday, June 20

*Denotes Workshop/Special Meeting as needed.