

Saint Helena Unified School District

Governance Handbook

Effective: March 10, 2022



Board of Trustees

Lisa Pelosi, President
Julio Olguin, Vice President J
Jeanne Kerr, Clerk
Maria Haug, Trustee
Laura Symon, Trustee

Superintendent

Rubén Aurelio

Contents

I. UNITY OF PURPOSE	4
A. St Helena Unified School Vision Statement	4
B. St. Helena Unified School District Mission Statement	4
C. Local Control Accountability Plan/Strategic Goals	4
D. Setting Direction for the District	5
II. ROLES AND RESPONSIBILITIES	6
A. Governance Team	6
B. Three Essential Groups in School Districts	6
C. Holding the System Accountable	7
D. Superintendent Evaluation	7
E. Board Self-Evaluation	7
F. Officeholder Obligations – Form 470 and Form 700	7
G. Board Member Social Activity Engagement	8
III. MEETINGS AND AGENDAS	9
A. Governance Meeting Norms	9
B. Meeting – Tone	9
C. Meeting – Process	9
D. Agenda Item – Sequence	10
E. Student Board Member Voting	10
F. Bringing Up New Agenda items	10
G. Follow-Up on Future Agenda Items	11
H. Board Meeting Management	11
I. Voting “No”	11
IV. PROTOCOLS TO SUPPORT EFFECTIVE GOVERNANCE	12
A. Board Members Understand Their Obligations Under the Brown Act and	12
Shall Abide By It At All Times	12
B. Responding to Community/Staff Concerns or Complaints	13
C. Visiting Schools	14
D. Social Media Policy	14
E. Expense Reimbursement	14
F. Board Member Compensation	15
V. APPENDIX A: Board Bylaws	16
A. BB 9000 Role of the Board	16
B. BB 9121 Role of the President	17

C.	BB 9123 Role of the Clerk.....	18
D.	BB 9323 Meeting Conduct	18
VI.	APPENDIX B: Board Approved Strategic Planning Objectives.....	22
VII.	APPENDIX C: New Board Member Materials	25
VIII.	APPENDIX D Principals of Governance and Leadership.....	26
IX.	APPENDIX E Governance Mindset Progression	27

I. UNITY OF PURPOSE

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

A. St. Helena Unified School Vision Statement

Our vision is to provide an engaging and dynamic learning environment that inspires a passion for learning and prepares every student to adapt and thrive as a responsible citizen in a rapidly changing world.

B. St. Helena Unified School District Mission Statement

SHUSD provides academic rigor within a safe and supportive learning environment where students can explore their creativity, collaboratively problem solve, and fully develop as resilient, caring and responsible individuals, learners, and citizens.

C. Local Control Accountability Plan/Strategic Goals

Current St. Helena Unified School District Priorities and District Goals

1. Increase Achievement for ALL Student

- Assess and respond to individual students to ensure growth is achieved.
- Ensure all staff have the skills and knowledge necessary to serve all students.
- Provide intervention and enrichment as appropriate.

2. Embrace Racial Diversity, Equity, and Inclusion

- Promote social justice, equity, inclusion, and access through our policies and practices.
- Evaluate access and remove barriers to programs throughout the district
- Continue staff professional development around equity and cultural competency.
- Evaluate processes and practices throughout the district to ensure recognition and appreciation for diversity.

3. Expand Parent and Community Engagement

- Solicit and include the voices of students and the St Helena school community.
- Understand the diverse needs of our parent community and develop strategic efforts to better engage them in our schools.
- Utilize District resources and community partnerships to effectively respond to student and family needs.

4. Support Physical and Social Emotional Well Being for All

- Recognize the importance of balancing the academic, social-emotional, and physical needs of our students.
- Continue to actively assess and respond to the social and emotional health needs of the school community.
- Intentionally integrate SEL into instructional practices and academic content.
- Provide all students with a learning environment that is emotionally safe.
- Provide ongoing health and wellness services for students and staff.

5. Maintain Fiscally Sound Practice

- Alignment with educational goals and priorities.
- Data-driven funding decisions.
- Collaborative, long-range financial planning centered on creating and maintaining balanced budgets.

D. Setting Direction for the District

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

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

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

II. ROLES AND RESPONSIBILITIES

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

A. Governance Team

The Governance Team consists of the Board and the Superintendent.

- The Board is the elected representation for the community, provides big-picture visionary leadership, and establishes the framework for all District work by adopting fair and responsible policies and procedures that guide District operations. The Board provides leadership on educational issues to the community, and fosters an environment within the District where excellence can be attained.
- The Superintendent is hired by the Board to be the Chief Executive Officer for the District, and manages day-to-day operations, and implements Board direction. The Superintendent works with the Board to support effective governance and provides leadership on educational matters to the community and staff.
- The Governance Team is committed to effective governance and will use a governance handbook to guide Board member behavior. In an effort to ensure continuous improvement, the Governance Team will regularly review sections of the handbook.

B. Three Essential Groups in School Districts

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

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

C. Holding the System Accountable

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

D. Superintendent Evaluation

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

The Governing Board evaluates the Superintendent based on the progress of the St. Helena Unified School District's Local Control Accountability Plan (LCAP). The Superintendent shall provide the Board with progress reports two times during the year with the final evaluation occurring before June 30, unless otherwise agreed to by the Board and the Superintendent. All Board members must be present during the final evaluation for the Superintendent's report and Board discussion. The Board will strive to minimize the amount of time when the Superintendent is not included in the discussion of the evaluation. The Board and the Superintendent may engage a facilitator for the evaluation process. The evaluation process shall conclude with a written summary including commendations and recommendations for the Superintendent to consider for the upcoming school year. The final evaluation document is signed by the Board President.

E. Board Self-Evaluation

The Governance Team understands the value of self-reflection and feedback regarding the team. All members of the Board shall participate in a Governance Team evaluation annually. Prior to the annual self-evaluation, the Governance Team will discuss the assessment and criteria in an open session of a regularly scheduled Board meeting.

F. Officeholder Obligations – Form 470 and Form 700

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

Every elected official and public employee who makes or influences governmental decisions is required to submit a Statement of Economic Interest, also known as the Form 700. The Form

700 provides transparency and ensures accountability. The Form 700 must be filed with the Superintendent's Office no later than April 1st of each year. The Form 700 filing instructions may be found on the California Fair Political Practices Commission website at: <http://www.fppc.ca.gov/>.

G. Board Member Social Activity Engagement

The members of the Governance Team will strive to attend all activities the Superintendent has identified as a key event. In addition, the Board members will strive to attend a variety of district and school-related events throughout the school year.

III. MEETINGS AND AGENDAS

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

A. Governance Meeting Norms

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

The Board agrees to:

- Always put the best interest of all students first;
- Be open to the ideas of others, remembering that everyone's opinion counts;
- Work toward the future – learning from the past;
- Stay focused on the Board's short and long-term goals;
- Debate the facts – avoid becoming personal; and
- Demonstrate the culture of our District by:
 - Treating others respectfully
 - Maintaining a singleness of purpose and focus;
 - Listening actively to all ideas;
 - Maintaining a sense of teamwork and professionalism; and
 - Exhibiting the commitment to lifelong learning by participating in appropriate professional development

The Board member scheduled to report at the next Board meeting will be invited to the agenda setting meeting; however, the meeting will be conducted based on the President and Superintendent's schedule.

The Board member scheduled to report on their adopt-a-school and/or any Superintendent Sub-Committee will strive to limit the report to three (3) main ideas.

B. Meeting – Tone

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

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

C. Meeting – Process

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

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

D. Agenda Item – Sequence

The sequence of agenda items will be as follows:

- Introduction of item
- Staff presentation
- Public input
- Board deliberation
- Action

E. Student Board Member Participation

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

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

F. Bringing Up New Agenda items

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

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

G. Follow-Up on Future Agenda Items

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

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

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

H. Board Meeting Management

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

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

The Board will regularly review its policies, bylaws, and protocols relating to Board Meeting Management, revising or affirming them as relevant.

I. Voting "No"

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

IV. PROTOCOLS TO SUPPORT EFFECTIVE GOVERNANCE

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

A. Board Members Understand Their Obligations Under the Brown Act and Shall Abide By It At All Times.

The intent and purpose of the Brown Act is to ensure that “actions (of local legislative bodies) be taken openly and that their deliberations be conducted openly.” Gov’t Code § 54950, et seq.

The Brown Act and the Education Code require all school Board meetings “be open and public” unless the subject matter comes within a statutory exception allowing the Board to hold a closed session.

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

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

B. Responding to Community/Staff Concerns or Complaints

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

- The Board will use active listening skills when approached by a member of the community or staff with questions or concerns;
- The Board will consider its Judicial Review responsibility, staff and student confidentiality rights, and/or due process issues in order to assess whether the issue is appropriate for the Board to hear at this time;
- The Board will utilize the 6 R's to ensure that it has actively listened to its constituents:
 - Receive. Listen to what the person has to say without preparing a response.
 - Repeat. Paraphrase or ask a question to clarify for understanding.
 - Request. Ask the person to identify those to whom they have spoken about the matter prior to contacting a Board member. Ask what the person would like the Board Member to do with the information and/or what they see as a solution to the problem
 - Review. Review the conversation and go over the real options available to the person to remedy the situation.
 - Redirect. Put the person back into the system at the appropriate place remembering lines of authority and chains of command.
 - Report. Maintain open lines of communication between the Board and Superintendent and notify the Superintendent of the conversation as soon as possible.
- The Superintendent can verify or clarify the situation and follow-through as necessary;
- The Superintendent knows firsthand what the Board member said to the community or staff member;
- When a Board member receives an email from a community member expressing concern about District matters, the Board member will forward the email to the Board President and Superintendent. It is at the discretion of the Board member to acknowledge the community member, e.g., "Thank you for your message. The Board President or the Superintendent will be contacting you shortly with a response".
- Board members will observe formal email etiquette when carbon copied (CC) on an email from a community member. The general rule of thumb is that recipients in the "To" field are expected to reply to the email, while those in the CC field do not.

- When a Board member receives information from a community member regarding any complaint against an employee, they will refer them to the Uniform Complaint Process found on the District website.

C. Visiting Schools

Visits to District schools are encouraged. As a courtesy, members of the Board will email the principal and copy the Superintendent prior to any visit. Board member must be circumspect of their presence in the learning environment. Consequently, the Superintendent will ensure principals and teachers know that a teacher does not need to interrupt his/her lesson when a Board member visits his/her classroom.

D. Social Media Policy

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

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

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

E. Expense Reimbursement

The Board recognizes that Board members may incur travel-related expenses in the course of performing their duties as a Board member. Board members' travel-related expenses are

governed by Board Policy § 3350, the same policy that governs District employees' travel. All expenses for hotels and airfares for Board members should be charged to the District credit card, when possible or practical.

F. Board Member Compensation

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

G. Orienting a New Board Member

A new member of the Board will need to invest time in training and understanding the job in order to be effective. The more experienced Board members should mentor and support new members during their first year so that the entire Board can be efficient and effective.

The president should ask an experienced current or recent Board member to serve as a mentor for the new member and the mentor should meet/talk regularly with the new member to answer any questions and provide any support necessary.

Each new Board member must meet with the Superintendent individually to answer any questions and familiarize themselves with district operations. See appendix C for Orientation Calendar, What Every Board Member Should Know, and Board Member Overview.

Each seated Board member will arrange a time to have an informal meeting with each new Board member as soon as possible after the swearing in ceremony.

New Board members must attend CSBA orientation training within the first 100 days of office and are encouraged to attend additional CSBA trainings and conferences throughout their term. Additional information regarding role and responsibility may be found on the district website at <https://www.sthenaunified.org/Page/770>.

V. APPENDIX A: Board Bylaws

St. Helena Unified School District Applicable Board Bylaws

A. BB 9000 Role of the Board

The Governing Board has been elected by the community or appointed by the Board through an selection process 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

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

B. BB 9121 Role of the President

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

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

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

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

- 1. Signing all instruments, acts and orders necessary to carry out state requirements and the will of the Board
- 2. Consulting with the Superintendent or designee on the preparation of the Board's agendas
- 3. Working with the Superintendent to ensure that Board members have necessary materials and information

4. Subject to Board approval, appointing and dissolving all committees
5. Calling such meetings of the Board as he/she may deem necessary, giving notice as prescribed by law
6. Representing the District as governance spokesperson, in conjunction with the Superintendent

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

C. BB 9123 Role of the Clerk

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

The duties of the clerk shall be to:

1. Certify or attest to actions taken by the Board when required
2. Maintain such other records or reports as required by law
3. Sign documents on behalf of the District as directed by the Board
4. Serve as presiding officer in the absence of the President and Vice-
5. Notify Board members and members-elect of the date and time for the annual organizational meeting
6. Perform any other duties assigned by the Board (Ed Code 35250)

D. BB 9323 Meeting Conduct

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

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

The Board believes that late night meetings deter public participation, can affect the Board's decision-making ability, and can be a burden to staff. Regular Board meetings shall be

adjourned no later than 10:30 p.m. unless extended to a specific time determined by a majority of the Board. The meeting shall be extended no more than once and subsequently may be adjourned to a later date.

Quorum and Abstentions: The Board shall act by majority vote of all of the membership constituting the Board. (Ed Code 35164).

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

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

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

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

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

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

(Government Code 54954.3).

5. A person wishing to be heard by the Board shall first be recognized by the President and shall then proceed to comment as briefly as the subject permits.

Individual speakers shall be allowed three minutes to address the Board on each agenda or non-agenda item. The Board shall limit the total time for public input on each item to 20 minutes. With Board consent, the President may increase or decrease the time allowed for public presentation, depending on the topic and the number of persons wishing to be heard. The President may take a poll of speakers for or against a particular issue and may ask that additional persons speak only if they have something new to add.

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

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

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

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

(Government Code 54957.9).

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

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

Recording by the Public: The Superintendent or designee shall designate locations from which members of the public may broadcast, photograph, or tape record open meetings without causing

a distraction.

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

VI. APPENDIX B: Board Approved Strategic Planning Objectives

St. Helena Unified School District Priorities and District Goals 2019-2021

1. Success for ALL

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

2. Professional Excellence

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

St. Helena Unified School District Priorities and District Goals 2018-2019

1. Success for ALL

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

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 - Continue to improve employee communication and engagement.
 - Foster effective communication to cultivate meaningful family engagement and productive community partnerships.
-

St. Helena Unified School District Priorities and District Goals 2017-2018

1. Success for ALL

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

2. Professional Excellence

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

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

1. Success for ALL

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

2. Professional Excellence

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

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

1. Success for ALL

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

2. Professional Excellence

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

Implement effective communication to cultivate authentic family engagement and meaningful community partnerships.

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

1. Success for ALL

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

2. Professional Excellence

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

VII. APPENDIX C: New Board Member Materials



Recommended Meetings with New Board Members(s)

Month	Trainings & Formal Meetings	Informal Meetings
July 2020	<ul style="list-style-type: none"> • Candidate Information Session 	
October 2020		<ul style="list-style-type: none"> • Meet with Superintendent • Coffee Meeting with Bd. President • Weekly Site Visits
November 2020	<ul style="list-style-type: none"> • Congratulations and Welcome 	<ul style="list-style-type: none"> • Meet with Superintendent • Coffee Meeting with Bd. President • Weekly Site Visits
December 2020	<ul style="list-style-type: none"> • Oath of Office • 1st Interim Budget Meeting 	<ul style="list-style-type: none"> • Meet with Superintendent • Coffee Meeting with Bd. President
January 2021	<ul style="list-style-type: none"> • CSBA Institute for New Board Members • Department Introduction 	<ul style="list-style-type: none"> • Meet with Superintendent • Coffee Meeting with Bd. President • Weekly Site Visits
February 2021		<ul style="list-style-type: none"> • Meet with Superintendent • Coffee Meeting with Bd. President • Weekly Site Visits
March 2021	<ul style="list-style-type: none"> • 2nd Interim Budget Meeting • 3-Month Check-in 	<ul style="list-style-type: none"> • Meet with Superintendent • Coffee Meeting with Bd. President • Weekly Site Visits
April 2021		<ul style="list-style-type: none"> • Meet with Superintendent • Coffee Meeting with Bd. President • Weekly Site Visits
May – July 2021	<ul style="list-style-type: none"> • Adopted Budget Meeting • 6-Month Check-In 	<ul style="list-style-type: none"> • Meetings Upon Requested
August 2021		<ul style="list-style-type: none"> • Meet with Superintendent • Coffee Meeting with Bd. President
September 2021	<ul style="list-style-type: none"> • Unaudited Actuals Budget Meeting 	<ul style="list-style-type: none"> • Meet with Superintendent • Coffee Meeting with Bd. President
October 2021		<ul style="list-style-type: none"> • Meet with Superintendent • Coffee Meeting with Bd. President • Weekly Site Visits



St Helena School District—Principles for Governance and Leadership

The St Helena School District is committed to providing every student the opportunity to grow and achieve. The St Helena School District's priorities and goals are Increased Achievement for ALL Students, Embrace Racial Diversity, Equity

and Inclusion, Expand Parent Community Engagement, Support Physical and Social-Emotional Well Being for ALL, and Maintain Fiscally Sound Practice.

Therefore the School Board will:

- Keep learning and achievement for All students as the primary focus.
- Involve parents, students, staff and the community in developing a common vision for the district focused on learning and achievement and responsive to the needs of ALL students.
- Commit to high standards and the success of every learner.
- Govern with a focus on the future, on results and continuous improvement.
- Govern as a team, strategically focused and mission driven.
- Take collective responsibility for the board's performance.
- Govern in a dignified and professional manner, treating everyone with civility and respect.
- Understand that authority rests with the board as a whole.
- Abide by the majority decision.
- Be good stewards of the public's resources by aligning goals and resources and adhering to sound fiscal practices.
- Place an emphasis on collaboration, partnership, diversity and innovation to raise standards, extend choice, and equalize life chances.
- Build collective ownership through leadership and professional development.
- Embed the development work throughout the schools, systems and practices.
- Ensure student success in schools means holding the superintendent accountable for quality work directly impacting student achievement.
- Base all improvement activity on evidence – particularly data about relative performance against benchmarks.
- Adopt a fiscally responsible budget based on the district's vision and goals, and regularly monitor the fiscal health of the district.
- Be accountable to each other for the highest standards of board performance and effectiveness.
- Communicate a common vision.
- Communicate in a way that is accessible, open and responsive.
- Promote open, honest and respectful dialogue among the board, staff and community.

LEAD RESPONSIBLY

**GOVERN
EFFECTIVELY**

PLAN THOUGHTFULLY

**EVALUATE
CONTINUOUSLY**

**COMMUNICATE
CLEARLY**