

Eureka City Schools Board of Education

2100 J Street - Eureka, CA 95501

4:00 PM

January 6, 2022

SPECIAL MEETING

AGENDA

A. CALL TO ORDER OF STUDY SESSION

B. PUBLIC COMMENT ON SPECIAL MEETING ITEM

C. STUDY SESSION

(1) Review of Board Protocols

Referred to the Board by:

Fred Van Vleck, Ed.D., Superintendent

The Board of Trustees reserves the right to change the order in which agenda items are discussed and/or acted upon at this meeting. Subject to further action by the Board, this meeting will proceed as provided in this agenda. Items may be added to this agenda for discussion or action only as permitted by law.

D. ADJOURNMENT

Notice: Documents and materials relating to an open session agenda that are provided to the Board less than 72 hours prior to a regular meeting will be available for public inspection and copying at the Eureka City Schools District Office, Superintendent's Office (Room 108), 2100 J Street, Eureka, CA 95501.

Notice: Eureka City Schools adheres to the Americans with Disabilities Act. Should you require special accommodations or auxiliary aids and services in order to participate in the Board meeting, please contact the Superintendent's Office (Room 108) in writing three days prior to the meeting at 2100 J Street, Eureka, CA 95501.

Notice: The Governing Board reserves the right to take action on any item listed on this agenda.

Eureka City Schools Board of Education

AGENDA ITEM

Agenda Title: Review of Board Protocols

Meeting Date: January 6, 2022

Item: Study Session

WHAT *(the board is asked to discuss, receive, approve, or adopt)*

The Governing Board is asked to review and discuss the prioritization of the strategic plan, vision, and Board protocols.

WHY *(briefly explain why the action or discussion is important; and if applicable, how it is connected to site, district, or strategic plans)*

The Governing Board is asked to review the Board protocols. Walt Hanline, Ed.D., Executive Director, National Center for Executive Leadership and School Board Development, will present virtually to the Board.

STRATEGIC PLAN/PRIORITY AREA:

All Strategic Plan/Priority Areas

HISTORY *(list previous staff or board action(s) with dates if possible)*

The last workshop on Board protocols occurred on February 16, 2019.

HOW MUCH *(list the revenue amount \$ and/or the expense amount \$)*

To be determined.

WHO *(list the name of the contact person(s), job title, and site location)*

Fred Van Vleck, Ed.D., Superintendent

ATTACHMENTS:

Description

- ▣ DiSC Handout (color)
- ▣ List of Objectives
- ▣ Presentation
- ▣ Current Governance Handbook - Board Approved 02.21.21

Name:

Look over the four lists of adjectives. Circle the one box (color) that best describes you.

<u>Cooperative</u> <u>Systematic</u> <u>Logical</u> <u>Patient</u> <u>Relaxed</u> <u>Unhurried</u>	<u>Optimistic</u> <u>Inspiring</u> <u>Persuasive</u> <u>Convincing</u> <u>Sociable</u> <u>Trusting</u>
<u>Precise</u> <u>Perfectionistic</u> <u>Orderly</u> <u>Diplomatic</u> <u>Accurate</u> <u>Meticulous</u>	<u>Bold</u> <u>Driving</u> <u>Pioneering</u> <u>Direct</u> <u>Competitive</u> <u>Determined</u>

National Center Ranked Objectives


Name of Individual (Please print your name) _____

Prioritize 1 - 20	Objective	Task
	English	Knowledge of, and appreciation for literature and the language; skills of speaking, reading, listening, spelling, and composition.
	Math	Concepts, operational skills, and problem-solving.
	Science	Earth, physical, and life aspects, with emphasis on the processes of experimental inquiry and on the place of humans in the ecological systems.
	Social Science	Drawing upon the disciplines of anthropology, economics, geography, history, political science, psychology, and sociology, designed to fit the maturity of the Students. Foundation for understanding the history, resources, development, and government of the United States of America; the development of the American economic system, including the role of the entrepreneur and labor; the relations of persons to their human and natural environment; eastern and western cultures and civilizations; contemporary issues; and the wise use of natural resources.
	World Language	Modern and world languages are any human languages that are currently in use, and classical languages such as Latin, Sanskrit, and Classical Chinese, which are studied for their cultural or linguistic value.
	Physical Education	Emphasis on physical activities for students that may be conducive to health and vigor of body and mind.
	Visual and Performing Arts	Instruction in the subjects of dance, music, theatre, and visual arts, aimed at the development of aesthetic appreciation, and the skills of creative expressions.
	Career and Technical Education (CTE)	The program of study that involves a multiyear sequence of courses that integrates core academic knowledge with technical and occupational knowledge to provide Students with a pathway to postsecondary education and careers.
	Human Resources	Attract and develop high quality professionals focused on student success.
	Technology and Equipment	Maximizing federal, state and local resources to provide new and modernized technology and equipment to address the needs of the Students and Staff, in the most efficient and effective manner possible. Examples would include new or modernized hardware, software, transportation vehicles, tractors, saws, and copiers, etc. (The applied use of the technology hardware and software noted within this objective is to be identified, where appropriate, within the other ranked objectives. Additionally, stand-alone technology courses will be implemented within the Career and Technology Objective.)
	Mental and Socio-emotional Wellness	Mental and socio-emotional wellness is the full realization of one's mental, and social-emotional potential, which is attuned to wellness attitudes and practices. Instruction will focus on the principles and practices of individual, family and community health.

	Community Outreach	Community outreach and involvement in providing support to the district and/or each school site. Examples of such involvement include governmental partnerships, grant development, political action committees, district educational foundations, and community sponsored clubs and activities for students and families.
	Student Decision Making	Student decision making and behavior are the core of school/district culture, as demonstrated by students making choices, setting goals, gathering information, and assessing/selecting the best choice for the desired outcome, resulting in safe, respectful and responsible actions. A district's culture is measured and defined by its student attendance, suspension, and expulsion rates, and by the surveying of the attitudes demonstrated by each student.
	Family Engagement	Promotion of families in participation, input, and involvement in the activities and decision making taking place at the district, and school-site levels.
	Clean, safe, functional, attractive classrooms, facilities and grounds.	Facilities and grounds maintained in good repair that are clean, safe, functional, and attractive.
	Extracurricular Activities	Extracurricular activities are designed to "connect" students to their school and to provide motivation for the student to succeed in school. Extracurricular activities fall outside the realm of the normal curriculum of school. Examples of such activities include clubs, athletic teams, and leadership involvement.
	Alternative and Optional Programs	Programs beyond the core comprehensive program (TK-12) which are designed to provide alternatives and options for students and families. Examples include charter schools, preschool, adult education, summer school, afterschool clubs, and before/after school child care.
	Physical Health	Physical health is defined as the condition of the body, taking into consideration everything from the absence of disease to fitness level, lifestyle, diet, level of physical activity, behavior (for instance, smoking) Alland nutritional health. Nutrition education curriculum content may focus on Students' eating behaviors, be based on theories and methods proven effective by published research; healthy eating, essential nutrients, nutritional deficiencies, principles of healthy weight management, the use and misuse of dietary supplements, safe food preparation, handling, and storage.
	New and Modernized Facilities	Maximizing state and local resources to provide new and modernized facilities to accommodate growth, and improve the appearance and conditions of the present facilities.
	Student Transitions	Movement, passage, or change from one stage in the educational process to the next. Typical transition stages are Home to Preschool, Preschool to Kindergarten, Kindergarten to First Grade, Third Grade to Fourth Grade, Elementary School to Middle, Middle School to High School and High School to College and Careers.

	<p>Eureka City School District Board of Trustees Standards and Protocols Workshop</p>
	<p>Walt L. Hanline, Ed.D., Executive Director, National Center for Executive Leadership and School Board Development</p>

1

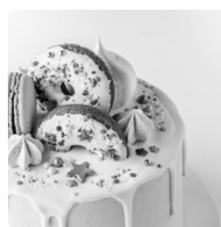
<p>COMMUNICATING EFFECTIVELY WITH OTHERS</p>	<ul style="list-style-type: none">• There are four (4) basic behavioral styles.• Recognize that everyone has a combination of the behavioral styles.• The key is to focus on the prominent behavior then the secondary behavior.
	

2



another!

3



A GREAT CAKE!

- Think of each behavioral style as being an ingredient in a cake.
- Some cakes have more flour than eggs, others may have more sugar than butter.
- What makes us unique is the intensity of each one of these factors.

4



5

"Developing Protocols"

Effective teams discuss and agree on the formal structures and processes used by the superintendent and the board in their functioning as a team – how the board will operate, how members agree they will do business in order to govern effectively.

CSBA

6

What *is* a protocol?

A protocol provides sufficient detail to clarify a Board procedure so that it is clearly understood and practiced in a manner consistent with the Board bylaw and district policy.

Ideally, it also strengthens the team!

7

Formalizing the Protocols

Writing the specific language of a protocol in a way the Board can agree to is extremely important. Protocols ought not be adopted with majority/minority votes (4-3) since the entire Board is expected to operate within the protocol scope.



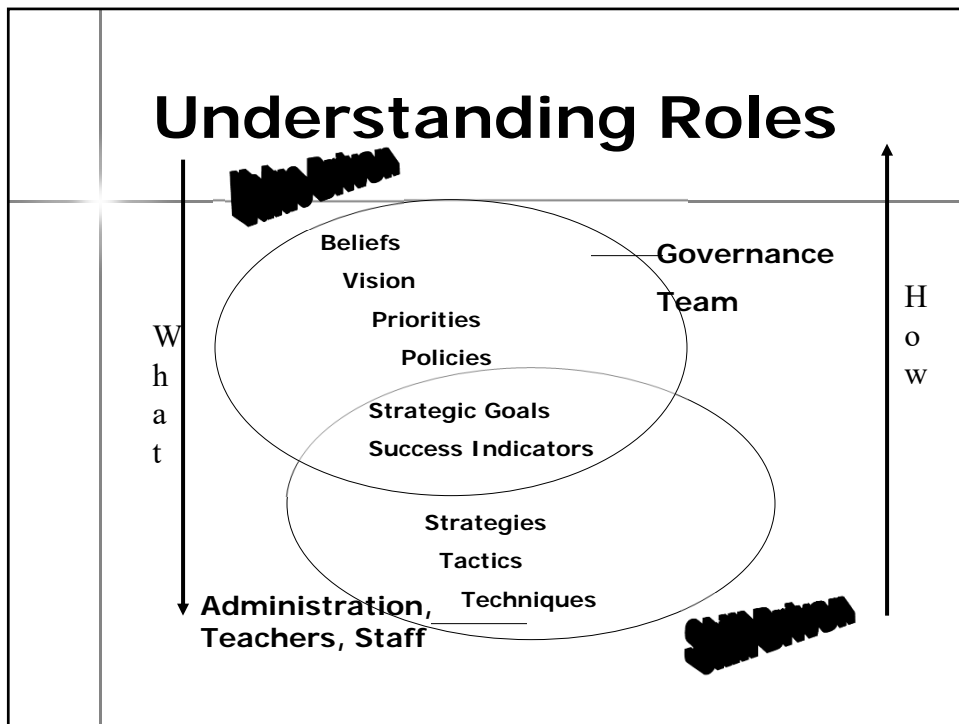
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	Protocols to Be Discussed and Developed
	<ul style="list-style-type: none"> ■ Board Member Authority ■ Role of an Individual Board Member ■ Community Complaints ■ Responding to Community Members ■ Visiting Schools ■ Board Member Interactions with Staff ■ Public Board Meetings ■ Scheduling of Board Meetings ■ Designing and Developing the Board Agenda

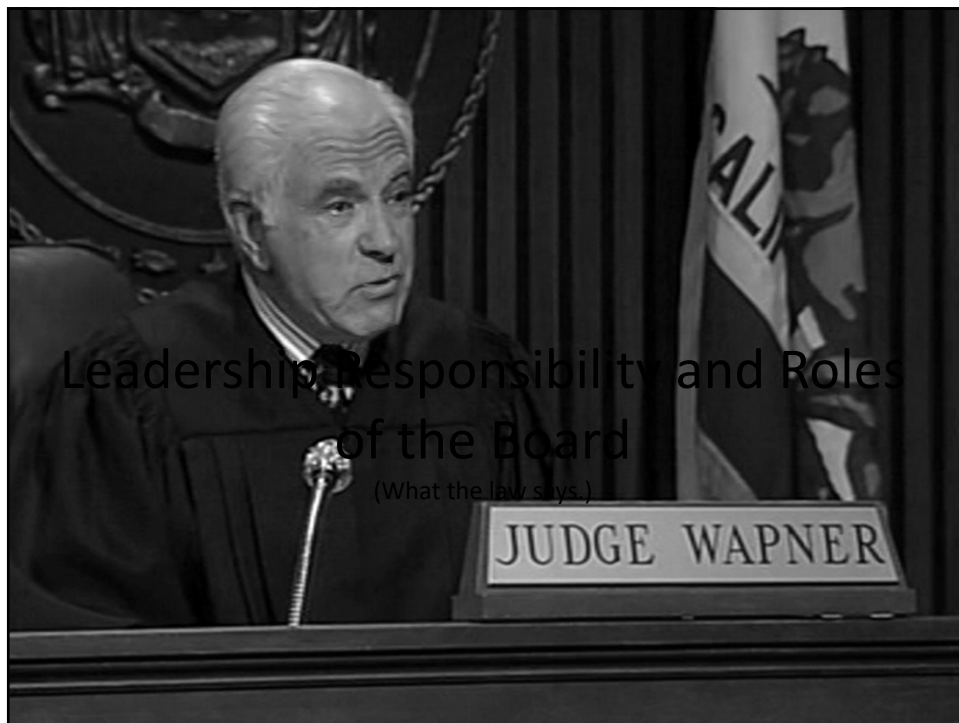
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	Protocols to Be Discussed and Developed
	<ul style="list-style-type: none"> ■ Requesting Information ■ Conducting the Board Meeting ■ Trustee Voting Responsibilities ■ Collective Bargaining ■ Board and Superintendent Relationship ■ Organization of Staff ■ Spokesperson for the District ■ Board and Superintendent Conflicts ■ Superintendent Evaluations ■ Board Policy Development ■ Review and Implementation of Protocols

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Leadership Responsibility and Roles of the Board



- How do we avoid directing district staff (other than the Superintendent)?
- Principles
 - Direction is the will of the Board
 - Direction is given through the Superintendent

13

Vignette: Customer Complaint to Board Member Issues



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	<h2>Leadership Responsibility and Roles of the Board</h2>
	<p>The only authority to direct actions rests with the quorum of the Board sitting at the Board table. A majority of the entire Board sets direction.</p>

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	<h2>Leadership Responsibility and Roles of the Board</h2>
	<p>No individual member of the Board, by virtue of holding office, shall exercise any administrative or investigatory responsibility with respect to the schools; nor as an individual, command the services of any employee. Board members are to channel their requests and/or concerns directly to the Superintendent (or if necessary through the Board President). (Board Bylaws 9000, 9200 and 9300)</p> <p>This protocol does not imply, to either the staff or to individual Board members, a censoring of any private and informal conversations.</p>

16

	<h2>The Board's Role and Relationship with the Staff and Community</h2>

17



	<h2>Leadership Responsibility and Roles of the Board</h2>
	<ul style="list-style-type: none">■ How do trustees respond to concerns in public? (Trustees do not have authority as individuals!)■ Principles<ul style="list-style-type: none">– Openness to public comments– Respect and kindness towards everyone– Listen for understanding– How to re-direct– What to report to your Superintendent

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	<h2 style="text-align: center;">Leadership Responsibility and Roles of the Board</h2>
	<p>When a complaint is made to an individual Board member, the member is encouraged to listen carefully to the concerns expressed. The Board member shall notify the Superintendent of the complaint.</p> <p>The Board member will recommend the complainant contact the most appropriate staff member making sure the complainant understands the appropriate order of who to contact (teacher, then principal, then District staff).</p> <p>If the complainant is not satisfied with the action taken by the appropriate staff member, the complainant should contact the Superintendent.</p>

19

	<h2 style="text-align: center;">Leadership Responsibility and Roles of the Board</h2>
	<p>When interacting with the public or in communicating through social media, Board members will hold to the highest level of professional conduct, including emphasizing the positive aspects of the District.</p> <p>When attending District Graduation/Promotions Board members shall wear business professional attire. Business professional attire includes dress shoes, skirts, dresses, pantsuits, blazers with a tie or suit with a tie.</p>

20

	<p>The Board's Role and Relationship with the Staff and Community</p>
	<ul style="list-style-type: none"> ■ Why do we visit schools? ■ Principles <ul style="list-style-type: none"> – Provide support and encouragement – Professional courtesy to leadership – Demonstrate interest in and support for the work of the students and staff

21

	<p>Vignette Questions "School Play"</p>

22



The Board's Role and Relationship with the Staff and Community

As a professional courtesy, Board members are encouraged to notify the Superintendent that they will be visiting a school or department. The Board member may provide input to the Superintendent on issues or concerns that may arise from such a visit. The Superintendent will ensure that principals and teachers know that a teacher does not need to interrupt his/her lesson when a visitor is in his/her classroom.

23



The Board's Role and Relationship with the Staff and Community

During formal instructional site visits, the role of the individual Board member shall be as observers and they shall not actively participate in the end-of-visit group discussions.

24

	<p>The Board's Role and Relationship with the Staff and Community</p>
	<p>Management staff are directed to relay requests from Board members to the Superintendent to ensure that appropriate information is provided to all Board members. This protocol does not imply a censoring of any private and informal conversations.</p>

25

	<p>Board Meetings</p>
	<p>and the Agenda</p>

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Board Meetings and the Agenda



- How do we deliberate?
- Principles: Purpose of deliberation is to ...
 - Reflect on the impact on students!
 - Be informed by each other and demonstrate understanding
 - Express different points of view
 - Voice community questions and interests
 - Reflect on values, mission, vision and priorities

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Board Meetings and the Agenda

Public Input

Meetings will be conducted in such a way as to allow the public to provide input in the time allotted to ensure that multiple voices of the community inform Board deliberations; however, when the Board deliberates, it will be a time for the Board to listen and learn from each other, taking public input into consideration without re-engaging the public.

Board meetings are held in public to provide the opportunity for the community to observe Board deliberation. Unless agendaized, as such, they are not open-forum town hall meetings.

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Board Meetings and the Agenda

The Governing Board will strive for brevity in deliberations, keeping remarks brief and to the point so that all opinions can be expressed and meetings can be efficient. Addressing each agenda item the Board shall normally adhere to the following process:

- Staff Presentation/addressing questions from the Board
- Input from the Community
- Board Discussion and Deliberation – Public comment will not be taken at this time

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Board Meetings and the Agenda

Staff members, when presenting items to the Board at a regular Board meeting, are to provide appropriate back-up material for the Board to review prior to the Board meeting. If it is necessary to provide a presentation to the Board, presentations are to be limited to not more than 10 minutes unless prior approval of the Board President.

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Board Meetings and the Agenda

Scheduling of Board Meetings

The Board agrees to make every effort to ensure the location, frequency, day of the week, and the beginning and ending times of Board meetings facilitate maximum participation by the Board, staff, and the community.

31



Board Meetings and the Agenda

Normally, Board meetings will be held every three weeks on Thursday with the regular meeting beginning at 6:30 p.m. Each Board meeting will begin with Closed Session. Study Sessions may be scheduled at the discretion of the Board.

A special Board meeting may be called by the Superintendent, or upon the request of three Board members.

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Board Meetings and the Agenda

Student Participation

The Board encourages the Superintendent to coordinate student presentations to the Board. Minimally, at regular board meetings the flag salute will be led by students from a selected school site. These students will also have the opportunity to share information about their school or make a short presentation to the Board.

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Board Meetings and the Agenda

Agenda

The Superintendent, with the support of staff, will create each Board agenda. The Superintendent will send the agenda via email to all trustees at least six days prior to the date of the Board meeting.

Trustees will submit requests for adding agenda items to the Superintendent at least seven days prior to the day of the Board meeting.

The Board President, Clerk, and the Superintendent will discuss the contents of the agenda and the process that will be followed at the meeting in advance of the Board meeting.

The design and order of the agenda may only be altered with the approval of the Board.

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	<h2>Board Meetings and the Agenda</h2> <h3>Public Participation</h3>
	<p>Since the Public Meeting Law (Brown Act) expressly prohibits discussion leading to action from being conducted unless agendized, Governance Team members are strongly encouraged to refrain from engaging members of the public in dialogue about issues not on the agenda.</p> <p>In general, citizens and residents wishing to “dialogue” with members should be encouraged to contact individual members and discuss issues of importance with them or the Superintendent as appropriate.</p> <p>As a result of a comment under public communication, a member may ask the Superintendent to briefly comment for clarity or correction. The member may also ask that a matter be investigated, with or without a follow-up report to the Board.</p> <p>If a Governance Team member feels compelled to speak to the issue, the member must first be recognized by the Board President. The comments must be brief and only clarifying or correcting. Any further discussion should be agendized.</p>

35

	<h2>Vignette Questions</h2> <h3>“Coffee Break”</h3>

36

Board Meetings and the Agenda

Board members individually and collectively demonstrate confidentiality as appropriate and as outlined through the mandates of the California Education Code, the Brown Act, and other compliance criteria established by law or legislation. Respecting the confidentiality of information maintains the Board's judicial review role.

37

Vignette: "Media Madness" Issues



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Board Meetings and the Agenda

Decisions of the Board

Governance Team members are reminded that policy and decisions reserved to the Board must be made as a Board. Except where otherwise indicated in the Education or Government Codes, a majority consists of three of five members of the five member Board voting for an item. Once the decision has been made, it becomes the decision of "the Board."

Under the concept of majority rule, each member is compelled to support the successful implementation of a policy decision, program, or procedure even when he or she does not agree with the decision.

If a member of the Governance Team cannot support the decision of the Board because it offends a moral/personal code, the member is expected, at a minimum, to refrain from undermining the decision or directive. However, the decision of the "Board" should be considered final.

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Board Meetings and the Agenda

Clerk's Comments to be Made Prior to "Public Comment on Non-Agenda Items"

- Public Comment is the time designated on the agenda when members of the public may bring before the Board matters that are not listed on the agenda.
- Because of the Brown Act, no action or significant discussion can take place on issues that have not been properly noticed and listed on the agenda
- Time for public comment for items on the agenda will be allowed after the staff report on the item. Presentation for items listed on the agenda will be as follows:
 - Staff Presentation
 - Public Comment
 - Board Deliberation
- Each speaker is allowed 3 minutes to speak. There is a 3-minute timer on the podium. When the light turns yellow, you have one minute left. When the light turns red your time is up, and we ask that you conclude and allow the next speaker their time at the podium. The Board shall limit the total time for public input on each item to 20 minutes. Gifting of a speaker's 3 minutes to extend another speaker's time will not be allowed.

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	Board Meetings and the Agenda
	<p>During the portion of the meeting reserved for Board Member Reports/Communications, Board Members shall only provide information (i.e. activities or professional development they have attended as a Board Member). They may request items to be placed on future agendas, but due to the Brown Act, they shall not make statements having an effect on pupils, employees, or services provided by the District. It is important that this time in the agenda not be used to engage in discussion on items not on the agenda or for partisan political statements.</p>

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	Board Meetings and the Agenda
	<p>The use of social media by Board members will be limited to personal topics not related to the school District except in the case where the Board member is reposting informational items published by the District and about the District, including District approved organizations such as Parent Teacher Associations/Boosters, etc.</p>

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Board Meetings and the Agenda

Board Members Report Agenda Item

- Board Members may report “Ex-Parte communications (phone calls, emails, letters, meetings, conversations) received
- Board members may report on school and district visitations
- Board members may report on school events
- Board members may report on professional development attended
- Board members may request items be placed on a future agenda

43

The Board’s Role and Relationship with the Staff and Community

Board members will be actively involved in the District through observations and individual stakeholder engagement. The involvement of individual Board members on committees shall only be on external committees and by official appointment by the Board. (An example of a Board Committee would be a 2+2+2 Committee with the City and School District.)

44



Board Meetings and the Agenda

Board Member Participation on Committees

- County School District Organization
- Joint City and County Meeting (2 members)
- 2+2 City of Eureka and Eureka City Schools (President and Clerk)

45



Board Meetings and the Agenda


The Board will make every effort to submit, prior to the meeting, questions they intend to ask so that the Superintendent and district staff has the opportunity to prepare to answer Board members' questions at Board meetings.

When an individual Board member requests information for the meeting, that information will be provided to all Board members. If unforeseen questions arise during the meeting, Board members will acknowledge their question or comment as spontaneous and that they understand staff may not have the information on hand to answer the question.

46

	<h2>Training and Informational Request by Board Members</h2>
	<p>Board member requests for informational items or training requiring more than 30 minutes of staff time to prepare/present must be requested by a majority of the Board, so not to distract staff from focused efforts. After voting, informational items or training can be brought as a Study Session item or a Discussion item at a future Board meeting.</p>

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	<h2>Board Meetings and the Agenda</h2>
	<p><u><i>The Brown Act</i></u> Individual Board members are expected to self-monitor compliance to the Brown Act, including limiting Closed Session to the Closed Session agenda item(s).</p> <p>The use of email communication is subject to the Brown Act. When using email, the Superintendent shall forward questions and answers to all Board members. When responding, Board members shall not “reply to all.”</p>

48

Board Meetings and the Agenda

Parliamentary procedures are to be utilized as a guide to ensure for the most effective and efficient Board meeting possible. Accordingly, the Board utilizes Rosenberg's parliamentary procedures as its guide to managing the agenda of each Board meeting.

49



Board Meetings and the Agenda

Board members will read the information provided to them and commit to ongoing professional development and training.

50



Board Meetings and the Agenda

In serving the community, each Board member has the obligation to vote on each item presented to the Board. Abstention from voting will normally take place when required by law due to a potential conflict of interest. When abstaining, the rationale for abstention shall be stated.

51



Board Meetings and the Agenda

Majority Vote to Set the Direction

As Board members, we are committed to the democratic process. We agree to engage in give-and-take discussion but ultimately to accept the decision of the Board majority. We will allow the decision of the full Board to be implemented even if it is contrary to our original position. Once a direction is set by a majority of the Board, we will not undermine the decision or seek to divide the community.

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Board Meetings and the Agenda

Each Board member respects the right of other Board members to vote in the minority position. If voting the minority, as a courtesy to the team, each Board member agrees to explain the reason for their minority vote, either during deliberation or before casting the vote.

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Board Meetings and the Agenda

Upon the request of an individual Board member, a roll call vote will be provided.

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Board Meetings and the Agenda

The Board wishes to maintain a culture of professionalism, stay focused, and respect the need of Board members to be available to their families:

- Cell phones will be set for 'silent' or vibrate
- Board members will be discreet in checking cell phones if necessary

55



Board Meetings and the Agenda

Board President and Clerk

Recognizing that the community elects leaders to serve as Board members, it is assumed that each Board member has the ability to serve as Board President. Unless there are extraordinary circumstances, the protocol to be used to elect the officers of the Board will follow a seniority rotation into the leadership roles of the Board. Seniority is determined by the year in which an individual is elected or appointed. If multiple new members are elected in the same year, then lots shall be drawn to establish seniority. Due to personal circumstances, a Board member who is next in line to serve as Clerk or President may elect not to rotate into the Clerk/President position at an organizational meeting. If this occurs, the member would revert to become the last member in the order of succession.

56

	<h2 style="text-align: center;">Vignette Questions</h2> <h3 style="text-align: center;">“More Research”</h3>

57

	<h2 style="text-align: center;">Board Meetings and the Agenda</h2> <h3 style="text-align: center;">New Board Members (Elected or Appointed)</h3>
	<p>As a soon as possible, an administrative orientation by the Superintendent and senior staff will be provided to new members of the Board. Training may be provided by County and State organizations, consultants, or led by staff. The training shall, whenever possible, take place prior to first Board meeting of the new Board member.</p> <p>The orientation is intended to be a conversation and overview of the things members need to know immediately. Questions will be answered, and the Board meeting structure, CEO contract, CEO objectives, Board policies, overview of the services and programs, and the major challenges being faced will be outlined and discussed.</p> <p>Each orientation may be slightly different depending upon the needs and interests of the incoming members and the major issues before the Board.</p>


58

	<h2>The Board's Role in Collective Bargaining</h2>
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59

	<h2>Vignette Questions "My Supporters"</h2>
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60

	<h2 style="text-align: center;">The Board's Role in Collective Bargaining</h2> <div style="text-align: center;">  </div> <p>Board members will be actively involved in the collective bargaining process to ensure that the District is represented well by those selected to negotiate on behalf of the Board and the Community. The involvement of the Board will be to:</p> <ul style="list-style-type: none"> ➤ Ensure that the ethical, fiscal, and educational goals of the Community are represented in the actions taken throughout the collective bargaining process ➤ Participate by providing direction and guidance to those selected to represent the Board (District Negotiation Team) ➤ Board members do not attend at the table negotiations ➤ The Board believes the collective bargaining process shall be as transparent as possible. Accordingly, the Board recommends both the district and the associations agree to broadcast negotiations via closed circuit video for both the Board and the association members
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61

	<h2 style="text-align: center;">The Board's Role in Collective Bargaining</h2> <ul style="list-style-type: none"> ➤ Establish the bargaining approach to be utilized by its negotiation team ➤ Set the District's collective bargaining parameters for its negotiation team ➤ Expect that as the representative of the Board, the Superintendent will ensure the Board, collectively and individually, is informed on the issues and strategies implemented within the collective bargaining process ➤ The Superintendent is the Collective Bargaining Spokesperson for the Board
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62

	<h1>The Board's Relationship with the Superintendent</h1>

63

	<h1>Vignette Questions "More Research"</h1>

64

	<h2>The Board's Relationship with the Superintendent</h2>
	<p>The Board will commit to work through and with the Superintendent on issues regarding the running of the District. The Superintendent will inform the Board as soon as possible of:</p> <ul style="list-style-type: none"> ✓ serious safety concerns ✓ serious disciplinary action ✓ serious/unexpected personnel changes or disciplinary issues ✓ serious illness or death of a student, a staff member, or members of the staff's immediate family ✓ legal or liability concerns ✓ notable achievements <p>In all matters, the Board and Superintendent are expected to protect confidential information.</p>

65

	<h2>The Board's Relationship with the Superintendent</h2>
	<p>It is the Superintendent's responsibility to organize the staff in the manner that best serves the needs of the District. As a professional courtesy, the Superintendent shall provide appropriate notice to the Board in advance of action being taken.</p>


66

	<h2>The Board's Relationship with the Superintendent</h2>
	<p>The Board designates the Superintendent as the official spokesperson for the district. As appropriate, the Superintendent will inform the Board of media coverage for certain events and issues.</p>

67

	<h2>The Board's Relationship with the Superintendent</h2>
	<p>All conflicts between the Superintendent and the Board will be handled in Closed Session, with the Superintendent being in attendance, when appropriate and necessary.</p> <p>Conflicts between individual Board members and/or the Superintendent will be addressed privately between those who hold the conflict and will not involve other members of the Board or the public (community, staff, media etc.).</p>

68

	<h2 style="text-align: center;">The Board's Relationship with the Superintendent </h2>
	<p>The Board commits to complete an annual evaluation of the Superintendent. The Board will set aside at least one special meeting in January for the purpose of completing the annual evaluation of the Superintendent. In consultation with the Superintendent, the evaluation process and associated documents will be developed and approved by the Board no later than the first Board meeting in January. The evaluation process and instrument is designed to bring about the collective view of the Board; and, therefore, the evaluation will reflect the majority view of the Board as a whole.</p>

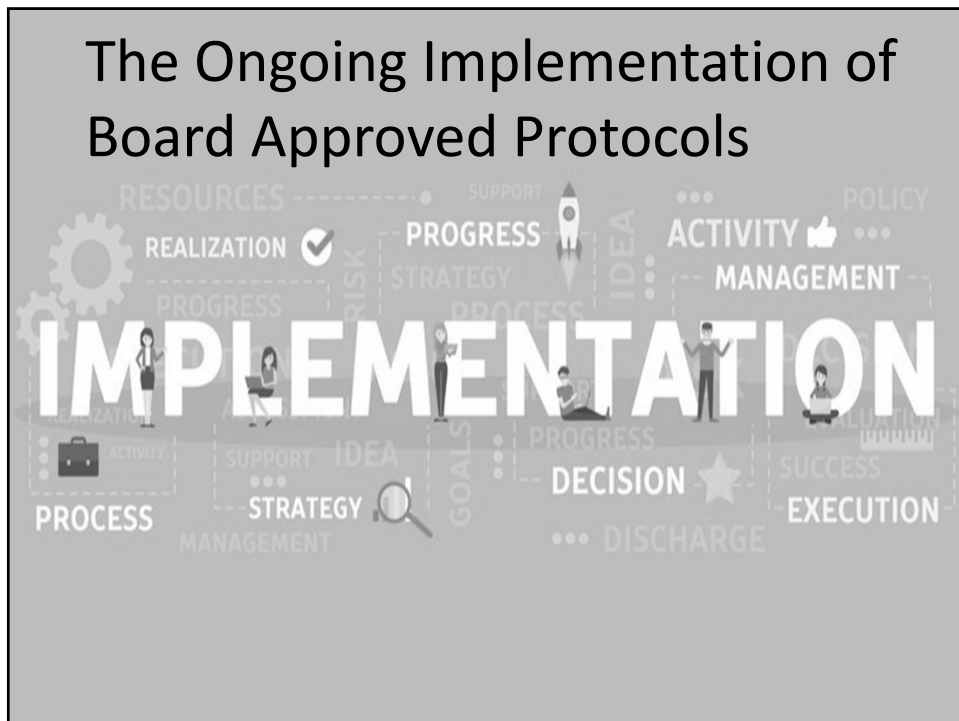
69

	<h2 style="text-align: center;">The Board's Relationship with the Superintendent</h2>
	<ul style="list-style-type: none"> ■ <u>Final Evaluation Document</u> <u>EXAMPLE.xlsx</u>

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	<h2>How Can I Avoid Getting Fired: Who do I please?</h2>
	<p>You have enough money and time to do anything you want, not enough to do everything you want!</p> <h3>Activity – Prioritizing Objectives</h3> <p>(Handout)</p>

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NOTICE OF VIOLATION

What do we do when someone violates one of the protocols?

- Principles/Assumptions
 - We should expect that we will make mistakes.
 - Self-monitoring our own behavior can be very difficult.
 - Behavior in conflict with agreements erodes trust.
 - Behavior that is not challenged is condoned.
 - Confronting another team member can:
 - Be difficult. If done poorly, it can be damaging.
 - If done correctly, it demonstrates that the Board is a highly functional team!

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The Ongoing Implementation of Board Approved Protocols

Within 90 days of the election/appointment of a new Board member or appointment of a new superintendent , a Study Session of the whole Board will be held for the purpose of reviewing/updating the governance protocols of the Board.

Upon the request of two or more Board members, a special study session will be called for the purpose of reviewing/updating of the governance protocols of the Board.

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Board Meetings and the Agenda

Discussion

Censuring Board Members.



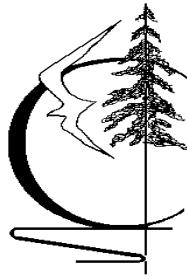
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Walt Hanline, Ed.D.

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Eureka City School District Governance Handbook

The Board of Education is entrusted by the community to uphold the Constitutions of California and the United States, to protect the public interest in schools, and to ensure that a high quality education is provided to each student.

Board of Trustees

Lisa Ollivier, Board President
Mario Fernandez, Board Clerk
Mike Duncan, Member
Susan Johnson, Member
Fran Taplin, Member

Superintendent

Fred Van Vleck, Ed.D.

Unity of Purpose, Roles and Responsibilities, Norms, Agreements

This handbook reflects the governance team's work on creation of a framework for effective governance. This involves ongoing discussions about unity of purpose, roles, norms and coming to agreement on protocols for formal structures that enable the governance team to continue to perform its responsibilities in a way that best benefits all children.

Shared Purpose

Our shared purpose is to create the best learning opportunities for all students now and in the future; to promote excellence through good decision-making and policy.

- We want to build trust and move the District forward.
- We want to be an effective team.
- We want to understand our individual jobs and collective responsibilities.
- We want to be a team with a common focused direction so we are not a distraction to the District or community but a catalyst for the focused efforts of employees, and the community can see evidence of this focused direction.
- We want to be partners with the staff in positive change.
- We want to oversee a first-rate program and first-rate facilities, making sure we continue to improve.
- We want to perpetuate a legacy of positive culture.

Following Our Protocols - Principles/Assumptions

We should expect that we will make mistakes.

- Self-monitoring our own behavior can be very difficult.
- Behavior in conflict with agreements erodes trust.
- Behavior that is not challenged is condoned.
- Confronting another team member can:
 - Be difficult. If done poorly, it can be damaging.

If done correctly, it demonstrates that the Board is a highly functional team!

STRATEGIC PLAN 2020-2021

Eureka City Schools

Board of Trustees

Lisa Ollivier, President
Mario Fernandez, Clerk
Mike Duncan, Member
Susan Johnson, Member
Fran Taplin, Member

Superintendent

Fred Van Vleck, Ed.D.

Eureka City Schools

STRATEGIC PLAN OVERVIEW

The Eureka City Schools Strategic Plan, adopted by the Board of Trustees, is the management plan for the District. The Plan was originally developed in collaboration with stakeholder groups within the District. The following is a description of the purpose, components, definitions, process, and timelines related to the plan.

The Strategic Plan has four main purposes. First, the plan defines the District's vision, mission, and goals. Second, the plan details how the District will achieve those goals, as measured each year by the outcomes expected. Third, the plan serves as the common tool for managing changing priorities, as indicated by the ordering of the Priority Areas. All District decisions should reflect the priorities of the Strategic Plan. Lastly, the Strategic Plan provides a basis for the development of the Local Control Accountability Plan (LCAP)

The components of the Strategic Plan are defined below:

- **VISION**
What the District is striving to do.
- **MISSION**
What the District will accomplish by the end of the five-year Plan.
- **PRIORITY AREAS**
Areas that address the Mission of the District
- **LCAP GOALS**
The Goals established to address the District and State priorities
- **LCAP FOCUS GOALS**
District Goals specific to each of the main goals included within the LCAP
- **OTHER DISTRICT GOALS**
District Goals to address priority areas not included within the LCAP
- **METRICS**
Tools used to measure how the school and district will assess their annual progress against the Goals (these metrics are included in the LCAP unless indicated by a designation of "Other Metrics").
- **OUTCOMES**
The measurable progress toward the LCAP and Other District Goals

More details on Focus Goals, Metrics, and Outcomes may be found in the District's LCAP at:

https://www.eurekacityschools.org/for_parents/lcap

The implementation of the Strategic Plan follows a yearly update cycle to ensure that The Plan reflects the priorities defined by the Board of Trustees. Implementation of the Plan continues throughout the year and is evaluated, analyzed, and revised annually.

Vision Statement:

Inspiring academic Excellence, Creativity, and the confidence to Succeed. - ECS

Mission Statement:

Eureka City Schools, in partnership with families and communities, promotes academic success and career readiness for every student. We are committed to:

- Ensuring rigorous and innovative programs through high standards of teaching and learning
- Providing a safe and supportive learning environment
- Embracing our diversity as a strength
- Promoting creative expression, critical thinking and digital literacy
- Offering relevant learning opportunities to help guarantee a sustainable future
- Developing responsible, productive, and ethical citizens for our communities and the world.

Fiscal Integrity of the District:

The fiscal integrity of Eureka City Schools is a foundational requirement of the Strategic Plan. As such, The Plan is designed to ensure that the human, financial and capital resources are efficiently and effectively allocated based upon the priorities established by the Eureka City School Board.

To ensure the fiscal integrity of the District, the Eureka City Schools Board is committed to addressing LCAP goals by working with interested stakeholders to prioritize funds; providing each District child with a quality education. As specified in the requirements of the LCAP, we will focus additional supports to students who are English Learners, from low-income households and who are Foster Youth. The Board commits to establish reserve levels, as well as their fund balances to meet State and local priorities. Additionally, the Board commits to save for potential future expected and unexpected expenditures and for eventual economic downturns. The Board is committed to ensuring the fiscal integrity of the District by providing the necessary funding to maintain the following prudent reserves:

- Economic Uncertainty of 5% of total General Fund Expenditures;
- Equipment Replacement of 1% of total General Fund Expenditures;
- Special Education of 2% of total General Fund Expenditures; and,
- Routine Maintenance and Repair 3% of total General Fund Expenditures.

More details on Focus Goals, Metrics, and Outcomes may be found in the District's LCAP at:

https://www.eurekacityschools.org/for_parents/lcap

Eureka City Schools Strategic Plan and LCAP Process and Timeline 2021-2022

Strategic Planning Process:

The District's Strategic Plan shall be closely aligned with the LCAP. Each of the LCAP Goals shall reflect the priority areas of the Strategic Plan. Annually, the Board shall approve the Strategic Plan in August/September for the subsequent year. The approved Strategic Plan shall guide the development of the following year's LCAP. For example, the 2021-2022 Strategic Plan shall be approved in September of 2021 and will guide the development of the 2022-2023 LCAP.

Eureka City Schools Strategic Plan and LCAP Timeline 2019-2020

	Strategic Plan	LCAP
June 2021		Board approves 2021-2022 LCAP
August 2021	Final Board report on 2020-2021 outcomes	
September 2021	Development and approval of 2021-2022 Strategic Plan that will guide 2022-2023 LCAP	
November 2021-March 2022		Development of 2022-2023 LCAP; monthly report to Board
March 2022-June 2022	Board Report on preliminary 2021-2022 Outcomes	Board Report on preliminary 2021-2022 Outcomes
June 2022		Board approves 2022-2023 LCAP
August/September 2022	Development and approval of 2022-2023 Strategic Plan that will guide 2023-2024 LCAP	

More details on Focus Goals, Metrics, and Outcomes may be found in the District's LCAP at:

https://www.eurekacityschools.org/for_parents/lcap

PRIORITY AREA 1: ENGLISH LANGUAGE ARTS AND HISTORY-SOCIAL SCIENCE PROGRAMS

Responsible Division(s): Educational Services

LCAP GOAL(S):

1. All students will demonstrate high academic achievement and college and career readiness in clean and modernized schools.

LCAP FOCUS GOAL(S):

1.1 Ensure all students have access to CCSS aligned instructional materials and student supplies.

1.2 Increase the delivery of high quality instruction through ongoing professional development.

1.5 Increase the number of students who graduate college and career ready.

1.6 Ensure all students have access to a multi-tiered system of supports with a focus on language arts, math, and ELD instruction leading to improved EL reclassification rates.

PRIORITY AREA 2: MATH AND SCIENCE PROGRAMS

Responsible Division(s): Educational Services

LCAP GOAL(S):

1. All students will demonstrate high academic achievement and college and career readiness in clean and modernized schools.

LCAP FOCUS GOAL(S):

1.1 Ensure all students have access to CCSS aligned instructional materials and student supplies.

1.2 Increase the delivery of high quality instruction through ongoing professional development.

1.5 Increase the number of students who graduate college and career ready.

PRIORITY AREA 3: RECRUITMENT, SELECTION, PROFESSIONAL DEVELOPMENT, AND RETENTION OF QUALITY STAFF

Responsible Division(s): Personnel Services and Public Affairs; Educational Services

LCAP GOAL(S):

1. All students will demonstrate high academic achievement and college and career readiness in clean and modernized schools.

2. All students will learn in a safe, supportive, and culturally responsive environment where students, families, and community are valued, connected, and engaged.

LCAP FOCUS GOAL(S):

1.2 Increase the delivery of high quality instruction through ongoing professional development.

1.3 Provide competitive salaries and benefits to recruit and maintain a high quality staff.

2.1 Increase student attendance with an emphasis on improving attendance for targeted groups.

OTHER DISTRICT GOAL(S):

3.1 Timely completion of personnel evaluations

3.2 Update Job Descriptions

More details on Focus Goals, Metrics, and Outcomes may be found in the District's LCAP at:

https://www.eurekacityschools.org/for_parents/lcap

PRIORITY AREA 4: DISTRICT AND SCHOOL CLIMATE (INCLUDING MENTAL AND SOCIO-EMOTIONAL HEALTH)

Responsible Division(s): Student Services

LCAP GOAL(S):

2. All students will learn in a safe, supportive, and culturally responsive environment where students, families, and community are valued, connected, and engaged.

LCAP FOCUS GOAL(S):

2.3 Decrease suspension and expulsion rates for all students.

2.4 Increase the level of student physical, mental, and social/emotional health through a multi-tiered system of supports.

2.5 Increase the number and types of opportunities for families to meaningfully engage in our schools.

PRIORITY AREA 5: STUDENT TRANSITIONS AND INITIAL ENROLLMENT

Responsible Division(s): Educational Services, Student Services, Personnel Services and Public Affairs, Business Services

LCAP GOAL(S):

2. All students will learn in a safe, supportive, and culturally responsive environment where students, families, and community are valued, connected, and engaged.

LCAP FOCUS GOAL(S):

2.1 Increase student attendance with an emphasis on improving attendance for targeted groups.

2.2 Increase promotion and graduation rates for all students.

OTHER DISTRICT GOAL(S):

3.1 Decrease the number of interdistrict transfers out

3.2 Promote the District to the public

PRIORITY AREA 6: CAREER AND TECHNICAL EDUCATION PROGRAMS

Responsible Division(s): Educational Services

LCAP GOAL(S):

1. All students will demonstrate high academic achievement and college and career readiness in clean and modernized schools.

LCAP FOCUS GOAL(S):

1.5 Increase the number of students who graduate college and career ready.

1.7 Increase student participation in a broad course of study including enrichment opportunities and advanced coursework, with an emphasis on underrepresented students.

More details on Focus Goals, Metrics, and Outcomes may be found in the District's LCAP at:

https://www.eurekacityschools.org/for_parents/lcap

PRIORITY AREA 7: VISUAL AND PERFORMING ARTS PROGRAMS

Responsible Division(s): Educational Services

LCAP GOAL(S):

1. All students will demonstrate high academic achievement and college and career readiness in clean and modernized schools.

LCAP FOCUS GOAL(S):

1.5 Increase the number of students who graduate college and career ready.

1.7 Increase student participation in a broad course of study including enrichment opportunities and advanced coursework, with an emphasis on underrepresented students.

PRIORITY AREA 8: MODERN AND WORLD LANGUAGES

Responsible Division(s): Educational Services

LCAP GOAL(S):

1. All students will demonstrate high academic achievement and college and career readiness in clean and modernized schools.

LCAP FOCUS GOAL(S):

1.1 Ensure all students have access to CCSS aligned instructional materials and student supplies.

1.5 Increase the number of students who graduate college and career ready.

1.7 Increase student participation in a broad course of study including enrichment opportunities and advanced coursework, with an emphasis on underrepresented students.

PRIORITY AREA 9: PHYSICAL EDUCATION PROGRAM

Responsible Division(s): Educational Services

LCAP GOAL(S):

2. All students will learn in a safe, supportive, and culturally responsive environment where students, families, and community are valued, connected, and engaged.

LCAP FOCUS GOAL(S):

2.4 Increase the level of student physical, mental, and social/emotional health through a multi-tiered system of supports.

PRIORITY AREA 10: EXTRA CURRICULAR ACTIVITIES

Responsible Division(s): Educational Services

LCAP GOAL(S):

1. All students will demonstrate high academic achievement and college and career readiness in clean and modernized schools.

More details on Focus Goals, Metrics, and Outcomes may be found in the District's LCAP at:

https://www.eurekacityschools.org/for_parents/lcap

2. 2. All students will learn in a safe, supportive, and culturally responsive environment where students, families, and community are valued, connected, and engaged.

LCAP FOCUS GOAL(S):

1.7: Increase student participation in a broad course of study including enrichment opportunities and advanced coursework, with an emphasis on underrepresented students.

2.5: Increase the number and types of opportunities for families to meaningfully engage in our schools.

PRIORITY AREA 11: CLEAN AND ATTRACTIVE FACILITIES

Responsible Division(s): Business Services

LCAP GOAL(S):

1. All students will demonstrate high academic achievement and college and career readiness in clean and modernized schools.

LCAP FOCUS GOAL(S):

1.4 Ensure all students have access to clean, safe, and well-maintained facilities, including appropriate technology.

PRIORITY AREA 12: TECHNOLOGY

Responsible Division(s): Business Services and Educational Services

LCAP GOAL(S):

1. All students will demonstrate high academic achievement and college and career readiness in clean and modernized schools.

LCAP FOCUS GOAL(S):

1.4 Ensure all students have access to clean, safe, and well-maintained facilities, including appropriate technology.

PRIORITY AREA 13: NEW AND MODERNIZED FACILITIES

Responsible Division(s): Business Services

LCAP GOAL(S):

1. All students will demonstrate high academic achievement and college and career readiness in clean and modernized schools.

LCAP FOCUS GOAL(S):

1.4 Ensure all students have access to clean, safe, and well-maintained facilities, including appropriate technology.

More details on Focus Goals, Metrics, and Outcomes may be found in the District's LCAP at:

https://www.eurekacityschools.org/for_parents/lcap

PRIORITY AREA 14: FAMILY AND COMMUNITY ENGAGEMENT

Responsible Division(s): Educational Services

LCAP GOAL(S):

2. All students will learn in a safe, supportive, and culturally responsive environment where students, families, and community are valued, connected, and engaged.

LCAP FOCUS GOAL(S):

2.5 Increase the number and types of opportunities for families to meaningfully engage in our schools.

2.6 Increase partnerships with community agencies, businesses, and institutions of higher education (IHE).

OTHER DISTRICT GOAL(S):

3.1 Maintain Superintendent's Feeder District Collaboration

3.2 Increase the overall number of grants and donations received by the school district

PRIORITY AREA 15: ALTERNATIVE AND OPTIONAL EDUCATION PROGRAMS AND SERVICES

Responsible Division(s): Educational Services

LCAP GOAL(S):

1. All students will demonstrate high academic achievement and college and career readiness in clean and modernized schools.

2. All students will learn in a safe, supportive, and culturally responsive environment where students, families, and community are valued, connected, and engaged.

LCAP FOCUS GOAL(S):

1.5 Increase the number of students who graduate college and career ready.

1.6 Ensure all students have access to a multi-tiered system of supports with a focus on language arts, math, and ELD instruction leading to improved EL reclassification rates.

1.7 Increase student participation in a broad course of study including enrichment opportunities and advanced coursework, with an emphasis on underrepresented students.

2.1 Increase student attendance with an emphasis on improving attendance for targeted groups.

2.2 Increase promotion and graduation rates for all students.

OTHER DISTRICT GOALS:

3.1: Enhance Course Offerings within Independent Study Program

3.2: Ensure that a broad offering of extracurricular activities is available to students in grades TK-12

More details on Focus Goals, Metrics, and Outcomes may be found in the District's LCAP at:

https://www.eureka-cityschools.org/for_parents/lcap

Board Meetings

The Purpose of Board Meetings

We believe the Board meeting is the Board's first tool of governance. Governance means reaching agreements that balance community interests and values, legal requirements, education research, district data and district capacity. The purpose of Board meetings is to hear, discuss or deliberate upon any item within the subject matter jurisdiction of the board or district. Our focus is on the business of student learning and achievement.

The Purpose of Board Meeting Deliberations

- We believe that the purpose of board deliberations and discussion are as follows:
PROVIDE GUIDANCE - The Board will ensure that proposed actions are consistent with district values, mission, vision and long-range priorities.
- PROVIDE OVERSIGHT - The Board will ask questions that give staff the opportunity to demonstrate the district processes are effective, and the recommendations have a sound basis.
- PROVIDE SUPPORT - The Board will express interest in how this will affect staff and what the board will need to do to fully support the decision if implemented.
- PROVIDE FISCAL RESPONSIBILITY - The Board will ensure that recommendations are consistent with the adopted budget and that financial resources are aligned to goals.
- REPRESENT COMMUNITY PERSPECTIVES - The Board will explore a variety of viewpoints during deliberations and will work collectively to ensure that a wide range of perspectives have been considered including how the decision will affect all students.




Building a Governance Team

School district governance is the act of transforming the needs, wishes, and desires of the community into policies that direct the community's schools.

In a school district, the Board and Superintendent work together as a governance team. For a governance team to work together effectively, members need to: Maintain a unity of purpose; agree on and govern within appropriate roles; create and sustain a positive governance culture and; create a supportive structure for effective governance.

The Three Essential Roles in School Districts

The school board works collaboratively with school district staff to see that the best possible education is provided to district students. Three distinct roles are required within the district to make this happen:

SUPERINTENDENT		THE BOARD The school board serves a strategic leadership role. The board is responsible for the "big picture." We set the direction of the district, looking into the future to take a broad view that spans the entire organization. Board members represent the community and are responsible for holding the system accountable.
		ADMINISTRATION School administration assumes a tactical leadership role. They are the planners. These educational professionals understand the organization in terms of schools, grades and classes. Administrators create and deploy plans to meet the strategic charge set by the board.
		TEACHERS AND OTHER STAFF Teachers and other staff assume the operational role. They carry out the plans created by administration to meet the strategic charge set by the board.

Roles and Responsibilities

Mutual agreement on the roles of the Board and Superintendent

The role of Trustees is to stay focused on the big picture while fulfilling five responsibilities in a series of job areas. These five responsibilities are:

1. We set the direction
2. We establish the structure
3. We provide support
4. We ensure accountability
5. We act as community leaders

We carry out these responsibilities in each of the following job areas:

- Setting the District's Direction
- Student Learning and Achievement
- Finance
- Facilities
- Human Resources
- Policy
- Judicial Review
- Collective Bargaining
- Community Relations and Advocacy

The Superintendent assists the Board in carrying out its responsibilities in each of the job areas, and leads the staff toward the accomplishment of the agreed upon District vision and goals.

The Board and Superintendent Roles Defined

The Board is the elected representation for the community and sees that community interests are considered in decision-making for the schools. The board sees that the schools are well run by adopting fair and responsible policies and procedures that direct 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 Board's role is value driven.

The Superintendent is hired by the board to be the chief administrative officer for the district, manages day-to-day operations in the district, and sees that board direction is implemented. The superintendent works with the board to facilitate effective governance and provides leadership on educational matters to the community and staff. The Superintendent and Staff's role is skill driven.

Creating and Sustaining a Positive Governance Team Culture

Culture is the positive or negative atmosphere created by the way people in an organization treat each other. Teams have unwritten (implicit) or written (explicit) agreements about how they will behave with each other and others. These behavioral ground rules, often called norms, enable teams to build and maintain a positive culture or shift a negative one.

Governance Norms

In addition to meeting the norms below in order to create a positive culture and atmosphere, we agree to act in ways that will help us meet the CSBA Professional Governance Standards.

WE AGREE TO:

- Keep from taking disagreements personally (individuality is embraced, respected)
- To show respect (never dismiss/devalue others)
- Make a commitment to effective deliberation, each listening openly while everyone is allowed to express his or her point of view
- Make a commitment to open communication, honesty, no surprises
- Commit the time necessary to govern effectively. This means being there, being knowledgeable, participating, understanding the full scope of being a Board Member and being willing to take on all the responsibilities involved
- Be collaborative (this is the way we operate)!
- Maintain confidentiality (builds trust)
- Look upon history as lessons learned; focus on the present and the future

AND, ABOVE ALL:

- Keep learning and achievement for ALL students as our primary focus.

Eureka City Schools
2021-2022
Adopted: 6/25/2020



Month	Mon	Tue	Wed	Thu	Fri	Days Taught	Holidays
August 23 to September 17 First Month	16 23 30 [6] 13	17 24 31 7 14	18 25 1 8 15	19 26 2 9 16	{▶20} 27 3 10 17	19	8/20/21 Elem, MS & Zoe teachers duty day School Starts 8/23/21 Labor Day 9/6/21
September 20 to October 8 Second Month	20 27 4	21 28 5	22 29 6	23 30 7	24 1 8	14	<u>Staff Dev Day 9/24/21</u>
October 11 to November 5 Third Month	11 18 25 1 8	12 19 26 2 9	13 20 27 3 10	14 21 28 4 11	15 22 29 5 12	19	<u>Staff Dev Day 11/1/21</u> Veteran's Day Observed 11/11/21 No School, No Teacher Duty 11/12/21 Thanksgiving Break 11/22/21-11/26/21
November 8 to December 3 Fourth Month	8 15 22 29	9 16 23 30	10 17 24 1	11 18 [25] 2	12 19~ (26) 3	13	
December 6 to December 31 Fifth Month	6 13 20 27	7 14 21 28	8 15 22 29	9 16 23 30	10 17 [24] [31]	10	Winter Break 12/20/21-12/31/21
January 3 to January 28 Sixth Month	3 10 [17] 24	4 11 18 25	5 12 19 26	6 13 20 27	7 14 21 28	19	Martin Luther King Day 1/17/22
January 31 to February 25 Seventh Month	31 7 14 [21]	1 8 15 (22)	2 9 16 23	3 10 17 24	4 11 18 25	15	Presidents' Week 2/21/22-2/25/22
Feb 28 to March 25 Eighth Month	28 7 14 21	1 8 15 22	2 9 16 23	3 10 17 24	4 11~ 18 25	19	<u>Staff Dev Day 3/7/22</u>
March 28 to April 22 Ninth Month	28 4 11 18	29 5 12 19	30 6 13 20	31 7 14 21	1 8 15 22	15	Spring Break 4/11/22-4/15/22
April 25 to May 20 Tenth Month	25 2 9 16	26 3 10 17	27 4 11 18	28 5 12 19	29 6 13 20	20	
May 23 to June 16 Eleventh Month	23 [30] 6 13	24 31 7 14	25 1 8 15	26 2 9 16~	27 3 10 {▶17}	17	No School, No Teacher Duty 5/27/22 Memorial Day 5/30/22 6/17/22 EHS teachers duty day Last Day of Instruction 6/16/22

	Trimester	Quarter / Semester
~ End of Trimester	Elementary School	Middle School / High School
} End of Quarter	~1st Tri 60 Days 8/23/21 - 11/19/21	} 1st Qtr 43 Days 8/23/21 - 10/22/21
[] Legal Holiday	~2nd Tri 58 Days 11/22/21 - 3/11/22	} 2nd Qtr 46 Days 10/25/21 - 1/21/22
() Local Holiday	~3rd Tri 62 Days 3/14/22 - 6/16/22	} 3rd Qtr 44 Days 1/24/22 - 4/01/22
{▶} Possible Teacher Duty Day	180 Days	} 4th Qtr 47 Days 4/04/22 - 6/16/22
No School		180 Days
No School-Teacher Duty		
No School-No Teacher Duty		

*Note: Duty day for elementary, middle school, and Zoe Barnum teachers only 8/20/21. Duty day for Eureka High School teachers only 6/17/22. All teachers work six non-instruction duty days.

Eureka City Schools
2020-2021
Revised: 8/5/20

Month	Mon	Tue	Wed	Thu	Fri	Days Taught	Holidays
	17	18	19	20	21	5-Staff Dev Days	
August 24 to September 18 First Month	24 31 [7] 14	25 1 8 15	26 2 9 16	27 3 10 17	28 4 11 18	19	School Starts 8/24/20 Labor Day 9/7/20
September 21 to October 16 Second Month	21 28 5 12	22 29 6 13	23 30 7 14	24 1 8 15	25 2 9 16	20	
October 19 to November 13 Third Month	19 26 2 9	20 27 3 10	21 28 4 [11]	22 29 5 12	23 30 6 13~	19	Veteran's Day Observed 11/11/20
November 16 to December 11 Fourth Month	16 23 30 7	17 24 1 8	18 25 2 9	19 [26] 3 10	20 [27] 4 11	15	Thanksgiving Break 11/23/20-11/27/20
December 14 to January 8 Fifth Month	14 21 28 4	15 22 29 5	16 23 30 6	17 (24) 31 7	18 [25] [1] 8	10	Winter Break 12/21/20-1/1/21 New Years Day 1/1/21
January 11 to February 5 Sixth Month	11 [18] 25 1	12 19 26 2	13 20 27 3	14 21 28 4	15 22 29 5	19	Martin Luther King Day 1/18/21
February 8 to March 5 Seventh Month	8 [15] 22 1	9 (16) 23 2	10 17 24 3	11 18 25 4	12 19 26 5~	15	Presidents' Week 2/15/21-2/19/21
March 8 to April 2 Eighth Month	8 15 22 29	9 16 23 30	10 17 24 31	11 18 25 1	12 19 26 2}	20	
April 5 to April 30 Ninth Month	5 12 19 26	6 13 20 27	7 14 21 28	8 15 22 29	9 16 23 30	15	Spring Break 4/19/21-4/23/21
May 3 to May 28 Tenth Month	3 10 17 24	4 11 18 25	5 12 19 26	6 13 20 27	7 14 21 28	20	
May 31 to June 10 Eleventh Month	[31] 7	1 8	2 9	3 10}~	4 [11]	8	Memorial Day 5/31/21 1-Staff Dev Day Last Day of Instruction 6/10/21

	Trimester	Quarter / Semester
	Elementary School	Middle School / High School
~ End of Trimester	~1st Tri 58 Days	} 1st Qtr 44 Days
} End of Quarter	8/24/20 - 11/13/20	8/24/20 - 10/23/20
[] Legal Holiday	~2nd Tri 59 Days	} 2nd Qtr 48 Days
() Local Holiday	11/16/20 - 3/5/21	10/26/20 - 1/22/21
 No School	~3rd Tri 63 Days	} 3rd Qtr 45 Days
 No School-Teacher Duty	3/08/21 - 6/10/21	1/25/21 - 4/02/21
	180 Days	} 4th Qtr 43 Days
		4/05/21 - 6/10/21
		180 Days

*Note: All teachers are working all six teacher duty days.

Eureka City Schools
2021-2022
Budget Development Calendar

December, 2020	<ul style="list-style-type: none"> • Board approves 2021-2022 Budget Development Calendar. • Board discusses/approves 2020-2021 First Interim Report (for period ending 10-31-2020 action required by 12-15-2020)
January, 2021	<ul style="list-style-type: none"> • Release of Governor's budget proposal 2021-2022
February, 2021	<ul style="list-style-type: none"> • Board provides direction for certificated staffing 2021-2022 • Board receives update on Governor's budget proposal for 2021-2022 • 2019-2020 Audit presented to Board
March, 2021	<ul style="list-style-type: none"> • Board discusses/approves 2020-2021 Second Interim Report (for period ending 1-31-2021 action required by 3-15-2021) • Board adopts resolution reducing / discontinuing particular kinds of services as necessary for 2021-2022 by 3-15-2021
April, 2021	<ul style="list-style-type: none"> • As required, Board selects audit firm to perform 2020-2021 audit • Staff updates Board on projected enrollment / ADA (P-2 generally is filed in March) for current year 2020-2021 • Staff updates Board on 2020-2021 revenue & expenditures
May, 2021	<ul style="list-style-type: none"> • Final resolution of certificated layoffs for 2021-2022 • Staff updates Board on Governor's May revise 2021-2022 budget
June, 2021	<ul style="list-style-type: none"> • Preliminary review of 2021-2022 budget • Public Hearing on 2021-2022 adopted budget and Local Control Funding Formula • Board adopts 2021-2022 budget
July, 2021	<ul style="list-style-type: none"> • Books are closed for 2020-2021 fiscal year ending 6-30-2021
August, 2021	<ul style="list-style-type: none"> • Board receives update on 2020-2021 year-end closing • Board approves any amendments to 2021-2022 budget
September, 2021	<ul style="list-style-type: none"> • Board discusses / certifies 2020-2021 Unaudited Actuals (filed with County by 09-15-2021)



Eureka City Schools 2021-2022 LCAP Development Calendar

February	<ul style="list-style-type: none"> ● CDE Releases 2021-22 LCAP and 2019-20 LCP Annual Update Templates ● Initial Input Survey sent to stakeholder groups ● Writing Team meets to begin work on Annual Updates (LCAP and LCP) ● Board update on LCAP process 02/04/21 ● Meet with school site councils to gather input
March	<ul style="list-style-type: none"> ● Writing Team continues work on Annual Updates (LCAP and LCP) ● Board update 03/11/21 ● Initial Meeting with bargaining units for required consultation ● Complete stakeholder input (Including DELAC and District Stakeholder Committees)
April	<ul style="list-style-type: none"> ● Writing Team meets to finalize Annual Updates and start first draft ● Annual update shared with HCOE staff for initial review ● Board Update 04/29/21 ● Writing Team finalizes first draft to HCOE for review
May	<ul style="list-style-type: none"> ● Writing Team meets to revise first draft based on feedback from HCOE ● First draft shared with Board 05/13/21
June	<ul style="list-style-type: none"> ● Board conducts public hearing 06/24/21 ● Board adopts 2019-2020 LCAP 06/29/21 ● Approved 2020-21 LCAP posted on website and sent to HCOE within 5 days
July	<ul style="list-style-type: none"> ● HCOE staff reviews LCAP and provides District with any required revisions
August	<ul style="list-style-type: none"> ● Board approves Strategic Plan that guides following year's LCAP development
September	<ul style="list-style-type: none"> ● Deadline for HCOE Superintendent to approve current year LCAP

Note: LCAP calendar subject to changes as necessary due to delays or modifications in the State LCAP adoption process

Copy for Governance Handbook

(Items Subject to Change – Approximate Schedule Only)

Cabinet Meaningful Board Reports/Reminder File (R) 2021

NEW FISCAL YEAR Board Date	Setting Direction & Governance <i>Fred</i>	Student Learning & Achievement <i>Michael</i>	Personnel Services & Public Affairs <i>Renee</i>	Finance & Facilities <i>Paul</i>	Student Services & Special Education <i>John</i>
January 14, 2021	Sup's Eval Process - Submit Goals to Board Employment Contracts - PZ, MDH	4th Quarter Williams Uniform Complaints report SPSA Approval 19- 20 (significant budget changes) LCAP Board Update California Standards Tests (CAST - science only)	Distrib. Qualified Teachers	State Budget Update Enrollment Update R - IRS mileage and per diem rates	Pre-school programs
Possible special meetings in January	Biennial (2021) or if new board member, revisit protocols, vision, and strategic plan prioritization				
February 4, 2021	Board's Review of BSE Results (CSBA)	Common Core State Standards LCAP Update SARC Approval	Classified Employee of the Year Awards	Transportation Department	
February 25, 2021	R - Youth Art Month (March)	Instructional Coaches annual report and update		Technology infrastructure	Safe School Plans

	R - National School Breakfast Week (March) Sup's Eval Process - Submit Goals to Board				
March 11, 2021	R - Public Schools Month (April)	LCAP Update Updated Con App (Spring) After-School Education and Safety Program (ASES) District Instructional Site Visit Update	Certificated non-reelects/layoffs	Second Interim R - Auditor selection (if needed)	Special Education Program
April 1, 2021	Board Meeting Dates for Following Year - Board Review	LCAP Update-all survey responses 1st Quarter Williams Uniform Complaints report	Newly hired, newly permanent certificated, and newly permanent classified employee recognition		
April 29, 2021	First Meeting in April: Specification of Election Order Reso – not needed until 2022 (Trustee Area 1, 3, 5) and 2024 (Trustee Area 2, 4) R - Day of the Teacher (May __) R - Classified Employee Week (May ____)	AVID Advancement via Individual Determination Visual and performing art Adult Education program LCAP Update Public Hearing - Indian Ed Grant		Long-term Facility Planning Update	
May 13, 2021		Annual CTE Report (Career and technology plan for	Certificated Employee of the Year	Enrollment update	District complaint process

		<p>secondary schools including continuation HS and dual enrollment)</p> <p>LCAP Update</p> <p>DELAC update</p> <p>Recommendation for ELA 6-8</p>	<p>School Calendar 2022-23 (Lincoln's BD Resolution required - Micalyn)</p>	<p>Food Services Department</p> <p>Governor's May Revise (Depending on timing/release of budget - may move to first June Mtg)</p>	<p>Update on Student Wellness (per BP 5030) [added May 2017 - to be done every three years]</p>
June 3, 2021	<p>Apple Pin Award to Outgoing Student Board Rep - if applicable.</p>	<p>District instructional norms</p> <p>R - Individual school bell schedule/instructional minutes</p> <p>Study session athletics -?</p> <p>Procurement requirement procedures for Federal Grants- from Kristin</p> <p>LCAP update</p> <p>Differentiated Instruction Agreement</p> <p>Final approval ELA 6-8</p>	<p>Retired employee recognition</p>	<p>Proposed Budget</p>	<p>Marshall Family Resource Center report</p> <p>Public Comment on school climate</p> <p>CDE Child Development Contracts</p>
June 24, 2021		<p>Public Hearing on LCAP*</p> <p>Revised for 2021 -- Adoption at Special Meeting instead of Adoption at Regular Meeting -- Special</p>		<p>Public Hearing on Budget*</p> <p>Revised for 2021 -- Adoption at Special Meeting instead of Adoption at</p>	

		<p>Meeting 2nd instead of first.</p> <hr/> <p>Annual Application of Con App</p> <p>SPSA-Title I Schools</p> <p>Sonoma MOU for induction</p>		<p>Regular Meeting -- Special Meeting 2nd instead of first.</p> <hr/> <p>EPA Public Notice</p>	
<p>June 29, 2021 (TUESDAY)</p>		LCAP Adoption		Budget Adoption	
<p>August 5, 2021</p>	<p>Report out to Bd on Community Outreach Fund (per Supt Contract)</p>	<p>MOU-City of Eureka ASES</p> <p>2nd Quarter Williams Uniform Complaints report</p> <p>Title VI GAN</p>			
<p>August 26, 2021</p>	<p>Biennial Notice for Conflict of Interest Code</p>	<p>SUMS Grant ?</p> <p>Strategic Plan Outcomes</p> <p>Development Strategic Plan</p> <p>ASES GAN</p> <p>CM NGSS</p>	<p>Employee evaluation status report</p>	<p>Annual Application of ConApp</p>	
<p>September 15, 2021 (Wednesday)</p>	<p>Sup's Eval Process - Provide Update to Board on Goals</p> <p>Apple Pins - Send email reminder out to</p>	<p>LCAP update</p> <p>R - PUBLIC HEARING: Sufficiency of</p>		<p>End of Summer Maintenance Project Report</p> <p>Certification of Unaudited</p>	<p>Beginning of school year report on enrollment</p>

	Principals that Apple Pin Awards accepted anytime throughout the year. (No longer solicited.)	<p>Instructional Materials</p> <p>Approval of strategic Plan</p> <p>Physical Fitness Test Results</p>		Actuals Financial Report	<p>R - International Walk to School Day (October - Micalyn)</p> <p>R - America's Safe Schools Week (October -Micalyn)</p> <p>R - National School Bus Safety Week (October - Micalyn - theme changes yearly)</p> <p>R - National Red Ribbon Week (October - Micalyn - theme changes yearly)</p> <p>R - National School Lunch Week (October - Micalyn)</p>
October 7, 2021		<p>Intent to apply for ASES Coding grant-consent</p> <p>Report to Board on English Learner progress (as per BP 6174(g) Click HERE</p> <p>Lincoln Learning Center Update to the board</p> <p>Per BP 6152.1: Annual report on student data related to placement and advancement in the mathematics</p>			

		<p>courses at EHS (added 4.28.16)</p> <p>CREATE GAN School climate GAN</p> <p>CAASPP results</p>			
<p>October 28, 2021 Location: Lincoln Educational Center</p>		<p>R - American Indian Heritage Month (Nov)</p> <p>Career and Technical Education Advisory Committee</p> <p>3rd Quarter Williams Uniform Complaints report</p> <p>Perfect score on the CAASPP - recognition</p> <p>Update California Science Tests (CAST - science only)</p>	<p>Newly hired employees/ newly tenured teachers/ new permanent Classified employee recognition</p>	<p>Equipment replacement needs</p>	<p>Inter-district transfer update</p>
<p>November 18, 2021</p>	<p>Notice of Scheduling Organizational Mtg (Consent)</p> <p>[Micalyn - Notify County Supt of mtg date/time]</p>	<p>LCAP update</p> <p>LCFF/CA Dashboard</p> <p>William's Settlement Follow-up-letter from HCOE</p>			<p>Public comment on school climate</p>

<p>Organizational Meeting December 9, 2021</p>	<p>R - Clerk to President's position R - Nominate Clerk R - Nominate representative to cast vote for CC on SD Organization R - 2019 Board dates R - Annual review BP/AR Supt's Eval (Closed Session) Share MBBR (Study) Annual Review of BP/AR 5116.1 (Intradistrict Open Enrollment) Annual Review of BP/AR 6145 (Extracurricular and co-curricular activities) Biannual sexual harassment and Brown Act training (required in 2021, 2013) Prepare Doc for Board re: Yearly Stipend - confirm what meetings were attended v. absent (Jan-Dec) Sup's Eval Process - Provide update to Board on Status of Yearly Goals To-Date</p>	<p>Report on Art Integration Grant Approval of West Ed MOU for Healthy Kids Survey Con App (Fall)</p>		<p>First Interim budget report Budget development calendar Auditor's Report R - Application to continue participation in categorical programs (?)</p>	
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Cabinet Meaningful Board Reports/Reminder File (R) 2022

WORKING DRAFT FOR NEXT YEAR / DATES NOT FINAL

NEW FISCAL YEAR Board Date *Dates Proposed* (not final)	Setting Direction & Governance <i>Fred</i>	Student Learning & Achievement <i>Michael</i>	Personnel Services & Public Affairs <i>Rena</i>	Finance & Facilities <i>Paul</i>	Student Services & Special Education <i>John</i>
January 13, 2022	Sup's Eval Process - Submit Goals to Board Employment Contracts - PZ, MDH	4th Quarter Williams Uniform Complaints report SPSA Approval 19- 20 (significant budget changes) LCAP Board Update California Standards Tests (CAST - science only)	Distrib. Qualified Teachers	State Budget Update Enrollment Update R - IRS mileage and per diem rates	Pre-school programs
Possible special meeting in January	Biennial (2021) or if new board member, revisit protocols, vision, and strategic plan prioritization				
February 3, 2022	Board's Review of BSE Results (CSBA)	Common Core State Standards LCAP Update SARC Approval	Classified Employee of the Year Awards	Transportation Department	
February 24, 2022	R - Youth Art Month (March) R - National School Breakfast Week (March) Sup's Eval Process - Submit Goals to Board	Instructional Coaches annual report and update		Technology infrastructure	Safe School Plans

March 10, 2022	R - Public Schools Month (April)	LCAP Update Updated Con App (Spring) After-School Education and Safety Program (ASES) District Instructional Site Visit Update	Certificated non-reelects/layoffs	Second Interim R - Auditor selection (if needed)	Special Education Program
March 31, 2022 Reception in Room 114	Board Meeting Dates for Following Year - Board Review	LCAP Update-all survey responses 1st Quarter Williams Uniform Complaints report	Newly hired, newly permanent certificated, and newly permanent classified employee recognition		
April 28, 2022	First Meeting in April: Specification of Election Order Reso – not needed until 2022 (Trustee Area 1, 3, 5) and 2024 (Trustee Area 2, 4) R - Day of the Teacher (May __) R - Classified Employee Week (May____)	AVID Advancement via Individual Determination Visual and performing art Adult Education program LCAP Update Public Hearing - Indian Ed Grant		Long-term Facility Planning Update	
May 12, 2022		Annual CTE Report (Career and technology plan for secondary schools including continuation HS and dual enrollment) LCAP Update	Certificated Employee of the Year School Calendar 2022-23 (Lincoln's BD Resolution required - Micalyn)	Enrollment update Food Services Department Governor's May Revise (Depending on timing/release)	District complaint process Update on Student Wellness (per BP 5030) [added May 2017 - to be

		<p>DELAC update</p> <p>Recommendation for ELA 6-8</p>		<p>of budget - may move to first June Mtg)</p>	<p>done every three years]</p>
<p>June 2, 2022</p>	<p>Apple Pin Award to Outgoing Student Board Rep - if applicable.</p>	<p>District instructional norms</p> <p>R - Individual school bell schedule/instructional minutes</p> <p>Study session athletics -?</p> <p>Procurement requirement procedures for Federal Grants-from Kristin</p> <p>LCAP update</p> <p>Differentiated Instruction Agreement</p> <p>Final approval ELA 6-8</p>	<p>Retired employee recognition</p>	<p>Proposed Budget</p>	<p>Marshall Family Resource Center report</p> <p>Public Comment on school climate</p> <p>CDE Child Development Contracts</p>
<p>June 23, 2022</p>		<p>Public Hearing on LCAP*</p> <p>Annual Application of Con App</p> <p>SPSA-Title I Schools</p> <p>Sonoma MOU for induction</p>		<p>Public Hearing on Budget*</p> <p>EPA Public Notice</p>	
<p>June 28, 2022 (Tuesday)</p>		<p>LCAP Adoption</p>		<p>Budget Adoption</p>	

August 4, 2022	Report out to Bd on Community Outreach Fund (per Supt Contract)	MOU-City of Eureka ASES 2nd Quarter Williams Uniform Complaints report Title VI GAN			
August 25, 2022	Biennial Notice for Conflict of Interest Code	SUMS Grant ? Strategic Plan Outcomes Development Strategic Plan ASES GAN CM NGSS	Employee evaluation status report	Annual Application of ConApp	
September 15, 2022	Sup's Eval Process - Provide Update to Board on Goals Apple Pins - Send email reminder out to Principals that Apple Pin Awards accepted anytime throughout the year. (No longer solicited.)	LCAP update R - PUBLIC HEARING: Sufficiency of Instructional Materials Approval of strategic Plan Physical Fitness Test Results		End of Summer Maintenance Project Report Certification of Unaudited Actuals Financial Report	Beginning of school year report on enrollment R - International Walk to School Day (October - Micalyn) R - America's Safe Schools Week (October -Micalyn) R - National School Bus Safety Week (October - Micalyn - theme changes yearly)

					<p>R - National Red Ribbon Week (October - Micalyn - theme changes yearly)</p> <p>R - National School Lunch Week (October - Micalyn)</p>
October 6, 2022		<p>Intent to apply for ASES Coding grant-consent</p> <p>Report to Board on English Learner progress (as per BP 6174(g) Click HERE)</p> <p>Lincoln Learning Center Update to the board</p> <p>Per BP 6152.1: Annual report on student data related to placement and advancement in the mathematics courses at EHS (added 4.28.16)</p> <p>CREATE GAN School climate GAN</p> <p>CAASPP results</p>			
October 27, 2022		<p>R - American Indian Heritage Month (Nov)</p> <p>Career and Technical Education Advisory Committee</p>	<p>Newly hired employees/ newly tenured teachers/ new permanent Classified employee recognition</p>	<p>Equipment replacement needs</p>	<p>Inter-district transfer update</p>

		<p>3rd Quarter Williams Uniform Complaints report</p> <p>Perfect score on the CAASPP - recognition</p> <p>Update California ScienceTests (CAST - science only)</p>			
<p>November 17, 2022</p>	<p>Notice of Scheduling Organizational Mtg (Consent)</p> <p>[Micalyn - Notify County Supt of mtg date/time]</p>	<p>LCAP update</p> <p>LCFF/CA Dashboard</p> <p>William's Settlement Follow-up-letter from HCOE</p>			<p>Public comment on school climate</p>
<p>Organizational Meeting December 15, 2022</p>	<p>R - Clerk to President's position</p> <p>R - Nominate Clerk</p> <p>R - Nominate representative to cast vote for CC on SD Organization</p> <p>R - 2019 Board dates</p> <p>R - Annual review BP/AR</p> <p>Supt's Eval (Closed Session)</p> <p>Share MBBR (Study)</p> <p>Annual Review of BP/AR 5116.1 (Intradistrict Open Enrollment)</p>	<p>Report on Art Integration Grant Approval of West Ed MOU for Healthy Kids Survey</p> <p>Con App (Fall)</p>		<p>First Interim budget report</p> <p>Budget development calendar</p> <p>Auditor's Report</p> <p>R - Application to continue participation in categorical programs (?)</p>	

	<p>Annual Review of BP/AR 6145 (Extracurricular and co-curricular activities)</p> <p>Biannual sexual harassment and Brown Act training (required in 2021, 2013)</p> <p>Prepare Doc for Board re: Yearly Stipend - confirm what meetings were attended v. absent (Jan-Dec)</p> <p>Sup's Eval Process - Provide update to Board on Status of Yearly Goals To-Date</p>				
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Eureka City Schools

Superintendent Evaluation Process

Board Date	Task
By the first meeting in March	Superintendent submits goals to Board for approval.
September	Superintendent provides Board with report on progress toward meeting goals.
December	Superintendent will provide the Board with a report on the status of that year's goals to date. The evaluation document will also be distributed to the Board at this meeting, along with a bulleted summary, provided by the Superintendent, of how the Superintendent has met or made progress toward each of the evaluation criteria.
First meeting January	Board members will submit their individual evaluation documents to the Board President or the Executive Assistant to the Superintendent on the Board President's behalf.
Between first and special meeting January	Board President will work with the Executive Assistant to the Superintendent to compile a composite, draft evaluation.
Special meeting January for evaluation	Board will meet in closed session to discuss and finalize the evaluation document. During the Special meeting, the Board will meet with the Superintendent in closed session to present the finalized evaluation document.

(Governance Handbook: Superintendent Evaluation Process)



Eureka City Schools

Board Governance Protocols

Leadership Responsibility and Roles of the Board

The only authority to direct actions rests with the quorum of the Board sitting at the Board table. A majority of the entire Board sets direction.

No individual member of the Board, by virtue of holding office, shall exercise any administrative or investigatory responsibility with respect to the schools; nor as an individual, command the services of any employee. Board members are to channel their requests and/or concerns directly to the Superintendent (or if necessary through the Board President). (Board Bylaws 9000, 9200 and 9300)

This protocol does not imply, to either the staff or to individual Board members, a censoring of any private and informal conversations.

When a complaint is made to an individual Board member, the member is encouraged to listen carefully to the concerns expressed. The Board member shall notify the Superintendent of the complaint.

The Board member will recommend the complainant contact the most appropriate staff member making sure the complainant understands the appropriate order of who to contact (teacher, then principal, then District staff).

If the complainant is not satisfied with the action taken by the appropriate staff member, the complainant should contact the Superintendent.

When interacting with the public or in communicating through social media, Board members will hold to the highest level of professional conduct, including emphasizing the positive aspects of the District.

When attending District Graduation/Promotions Board members shall wear business professional attire. Business professional attire includes dress shoes, skirts, dresses, pantsuits, blazers with a tie or suit with a tie.

The Board's Role and Relationship with the Staff and Community

As a professional courtesy, Board members are encouraged to notify the Superintendent that they will be visiting a school or department. The Board member may provide input to the Superintendent on issues or concerns that may arise from such a visit. The Superintendent will ensure that principals and teachers know that a teacher does not need to interrupt his/her lesson when a visitor is in his/her classroom.

During formal instructional site visits, the role of the individual Board member shall be as observers and they shall not actively participate in the end-of-visit group discussions.

Management staff are directed to relay requests from Board members to the Superintendent to ensure that appropriate information is provided to all Board members. This protocol does not imply a censoring of any private and informal conversations.

Board Meetings and the Agenda

Public Input

Meetings will be conducted in such a way as to allow the public to provide input in the time allotted to ensure that multiple voices of the community inform Board deliberations; however, when the Board deliberates, it will be a time for the Board to listen and learn from each other, taking public input into consideration without re-engaging the public.

Board meetings are held in public to provide the opportunity for the community to observe Board deliberation. Unless agendaized, as such, they are not open-forum town hall meetings.

The Governing Board will strive for brevity in deliberations, keeping remarks brief and to the point so that all opinions can be expressed and meetings can be efficient. Addressing each agenda item the Board shall normally adhere to the following process:

- ❖ Staff Presentation/addressing questions from the Board
- ❖ Input from the Community
- ❖ Board Discussion and Deliberation – Public comment will not be taken at this time

Staff members, when presenting items to the Board at a regular Board meeting, are to provide appropriate back-up material for the Board to review prior to the Board meeting. If it is necessary to provide a presentation to the Board, presentations are to be limited to not more than 10 minutes unless prior approval of the Board President.

Scheduling of Board Meetings

The Board agrees to make every effort to ensure the location, frequency, day of the week, and the beginning and ending times of Board meetings facilitate maximum participation by the Board, staff, and the community.

Normally, Board meetings will be held every three weeks on Thursday with the regular meeting beginning at 6:30 p.m. Each Board meeting will begin with Closed Session. Study Sessions may be scheduled at the discretion of the Board. A special Board meeting may be called by the Superintendent, or upon the request of three Board members.

Student Participation

The Board encourages the Superintendent to coordinate student presentations to the Board. Minimally, at regular board meetings the flag salute will be led by students from a selected school site. These students will also have the opportunity to share information about their school or make a short presentation to the Board.

Agenda

The Superintendent, with the support of staff, will create each Board agenda. The Superintendent will send the agenda via email to all trustees at least six days prior to the date of the Board meeting.

Trustees will submit requests for adding agenda items to the Superintendent at least seven days prior to the day of the Board meeting.

The Board President, Clerk, and the Superintendent will discuss the contents of the agenda and the process that will be followed at the meeting in advance of the Board meeting.

The design and order of the agenda may only be altered with the approval of the Board.

Decisions of the Board

Governance Team members are reminded that policy and decisions reserved to the Board must be made as a Board. Except where otherwise indicated in the Education or Government Codes, a majority consists of three of five members of the five member Board voting for an item. Once the decision has been made, it becomes the decision of “the Board.”

Under the concept of majority rule, each member is compelled to support the successful implementation of a policy decision, program, or procedure even when he or she does not agree with the decision.

If a member of the Governance Team cannot support the decision of the Board because it offends a moral/personal code, the member is expected, at a minimum, to refrain from undermining the decision or directive. However, the decision of the “Board” should be considered final.

Clerk's Comments to be Made Prior to "Public Comment on Non-Agenda Items"

- Public Comment is the time designated on the agenda when members of the public may bring before the Board matters that are not listed on the agenda.
- Because of the Brown Act, no action or significant discussion can take place on issues that have not been properly noticed and listed on the agenda
- Time for public comment for items on the agenda will be allowed after the staff report on the item. Presentation for items listed on the agenda will be as follows:
 - Staff Presentation
 - Public Comment
 - Board Deliberation
- Each speaker is allowed 3 minutes to speak. There is a 3-minute timer on the podium. When the light turns yellow, you have one minute left. When the light turns red your time is up, and we ask that you conclude and allow the next speaker their time at the podium. The Board shall limit the total time for public input on each item to 20 minutes. Gifting of a speaker's 3 minutes to extend another speaker's time will not be allowed.

Board Members Report Agenda Item

- Board Members may report "Ex-Parte communications (phone calls, emails, letters, meetings, conversations) received
- Board members may report on school and district visitations
- Board members may report on school events
- Board members may report on professional development attended
- Board members may request items be placed on a future agenda

Board Member Participation on Committees

- County School District Organization
- Joint City and County Meeting (2 members)
- 2+2 City of Eureka and Eureka City Schools (President and Clerk)

The Board will make every effort to submit, prior to the meeting, questions they intend to ask so that the Superintendent and district staff has the opportunity to prepare to answer Board members' questions at Board meetings.

When an individual Board member requests information for the meeting, that information will be provided to all Board members. If unforeseen questions arise during the meeting, Board members will acknowledge their question or comment as

spontaneous and that they understand staff may not have the information on hand to answer the question.

Training and Informational Request by Board Members

Board member requests for informational items or training requiring more than 30 minutes of staff time to prepare/present must be requested by a majority of the Board, so not to distract staff from focused efforts. After voting, informational items or training can be brought as a Study Session item or a Discussion item at a future Board meeting.

The Brown Act

Individual Board members are expected to self-monitor compliance to the Brown Act, including limiting Closed Session to the Closed Session agenda item(s).

The use of email communication is subject to the Brown Act. When using email, the Superintendent shall forward questions and answers to all Board members. When responding, Board members shall not “reply to all.”

Board members will read the information provided to them and commit to ongoing professional development and training.

In serving the community, each Board member has the obligation to vote on each item presented to the Board. Abstention from voting will normally take place when required by law due to a potential conflict of interest. When abstaining, the rationale for abstention shall be stated.

Majority Vote to Set the Direction

As Board members, we are committed to the democratic process. We agree to engage in give-and-take discussion but ultimately to accept the decision of the Board majority. We will allow the decision of the full Board to be implemented even if it is contrary to our original position. Once a direction is set by a majority of the Board, we will not undermine the decision or seek to divide the community.

Each Board member respects the right of other Board members to vote in the minority position. If voting the minority, as a courtesy to the team, each Board member agrees to explain the reason for their minority vote, either during deliberation or before casting the vote.

Upon the request of an individual Board member, a roll call vote will be provided.

The Board wishes to maintain a culture of professionalism, stay focused, and respect the need of Board members to be available to their families:

- Cell phones will be set for 'silent' or vibrate
- Board members will be discreet in checking cell phones if necessary

Board President and Clerk

Recognizing that the community elects leaders to serve as Board members, it is assumed that each Board member has the ability to serve as Board President. Unless there are extraordinary circumstances, the protocol to be used to elect the officers of the Board will follow a seniority rotation into the leadership roles of the Board. Seniority is determined by the year in which an individual is elected or appointed. If multiple new members are elected in the same year, then lots shall be drawn to establish seniority. Due to personal circumstances, a Board member who is next in line to serve as Clerk or President may elect not to rotate into the Clerk/President position at an organizational meeting. If this occurs, the member would revert to become the last member in the order of succession.

New Board Members (Elected or Appointed)

As a soon as possible, an administrative orientation by the Superintendent and senior staff will be provided to new members of the Board. Training may be provided by County and State organizations, consultants, or led by staff. The training shall, whenever possible, take place prior to first Board meeting of the new Board member.

The orientation is intended to be a conversation and overview of the things members need to know immediately. Questions will be answered, and the Board meeting structure, CEO contract, CEO objectives, Board policies, overview of the services and programs, and the major challenges being faced will be outlined and discussed.

Each orientation may be slightly different depending upon the needs and interests of the incoming members and the major issues before the Board.

The Board's Role in Collective Bargaining

Board members will be actively involved in the collective bargaining process to ensure that the District is represented well by those selected to negotiate on behalf of the Board and the Community. The involvement of the Board will be to:

- Ensure that the ethical, fiscal, and educational goals of the Community are represented in the actions taken throughout the collective bargaining process
- Participate by providing direction and guidance to those selected to represent the Board (District Negotiation Team)
- Board members do not attend at the table negotiations
- The Board believes the collective bargaining process shall be as transparent as possible. Accordingly, the Board recommends both the district and the associations agree to broadcast negotiations via closed circuit video for both the Board and the association members
- Establish the bargaining approach to be utilized by its negotiation team
- Set the District's collective bargaining parameters for its negotiation team
- Expect that as the representative of the Board, the Superintendent will ensure the Board, collectively and individually, is informed on the issues and strategies implemented within the collective bargaining process
- The Superintendent is the Collective Bargaining Spokesperson for the Board

The Board's Relationship with the Superintendent

The Board will commit to work through and with the Superintendent on issues regarding the running of the District. The Superintendent will inform the Board as soon as possible of:

- ✓ serious safety concerns
- ✓ serious disciplinary action
- ✓ serious/unexpected personnel changes or disciplinary issues
- ✓ serious illness or death of a student, a staff member, or members of the staff's immediate family
- ✓ legal or liability concerns
- ✓ notable achievements

In all matters, the Board and Superintendent are expected to protect confidential information.

It is the Superintendent's responsibility to organize the staff in the manner that best serves the needs of the District. As a professional courtesy, the Superintendent shall provide appropriate notice to the Board in advance of action being taken.

The Board designates the Superintendent as the official spokesperson for the district. As appropriate, the Superintendent will inform the Board of media coverage for certain events and issues.

All conflicts between the Superintendent and the Board will be handled in Closed Session, with the Superintendent being in attendance, when appropriate and necessary. Conflicts between individual Board members and/or the Superintendent will be addressed privately between those who hold the conflict and will not involve other members of the Board or the public (community, staff, media etc.).

The Board commits to complete an annual evaluation of the Superintendent. The Board will set aside at least one special meeting in January for the purpose of completing the annual evaluation of the Superintendent. In consultation with the Superintendent, the evaluation process and associated documents will be developed and approved by the Board no later than the first Board meeting in January. The evaluation process and instrument is designed to bring about the collective view of the Board; and, therefore, the evaluation will reflect the majority view of the Board as a whole.

The Ongoing Implementation of Board Approved Protocols

Within 90 days of the election/appointment of a new Board member, a Study Session will be held for the purpose of reviewing/updating the Governance Protocols of the Board.

Upon the request of two or more Board members, a special Study Session will be called for the purpose of reviewing /updating the Governance Protocols of the Board.

What do we do when someone violates one of the protocols?

Principles/Assumptions

- We should expect that we will make mistakes
- Self-monitoring our own behavior can be very difficult
- Behavior in conflict with agreements erodes trust
- Behavior that is not challenged is condoned
- Confronting another team member can:
 - ✓ Be difficult, and if done poorly, it can be damaging
 - ✓ If done correctly, it demonstrates the Board is a highly functional team!