

# CENTER JOINT UNIFIED SCHOOL DISTRICT

www.centerusd.org

## Local Control Accountability Plan Goals:

1. All students will graduate college/career ready through high-quality instruction coupled with interventions and supports (Multi-Tiered System of Supports) that eliminate barriers to student success.
2. All educational partners will experience a school and district climate that is physically and emotionally safe and supportive.
3. All students will benefit from improved partnerships and communication with all educational partners.

## **BOARD OF TRUSTEES WORKSHOP**

**Center Joint Unified School District – Room 5  
8408 Watt Avenue, Antelope, CA 95843**

**Saturday, June 10, 2023 - 9:00 a.m.**

### **I. CALL TO ORDER & ROLL CALL - 9:00 a.m.**

### **II. FLAG SALUTE**

*In recognition of free speech and the following board agenda item, we welcome all and would like to note that saying the pledge of allegiance is not a requirement to participate in the business of this public board. If you do not say the pledge for religious, political, social, or personal reasons, you are most welcome here as an equal participant in the business of this board.*

### **III. ADOPTION OF AGENDA**

Action

### **IV. COMMENTS FROM THE AUDIENCE REGARDING ITEMS ON THE AGENDA**

Public  
Comments

### **V. BOARD WORKSHOP**

Governance

#### **A. Brown Act Update**

Discussion

The Board will receive an update and overview of the Brown Act from legal counsel.

Governance

#### **B. Governance Handbook**

Discussion/Action

The Board will review and update the CJUSD Governance Handbook.

*Note: If you need a disability-related modification or accommodation, including auxiliary aids or services, to participate in the public meeting, please contact the Superintendent's Office at (916) 338-6409 at least 48 hours before the scheduled Board meeting. [Government Code §54954.2] [Americans with Disabilities Act of 1990, §202.]*

*NOTICE: The agenda packet and supporting materials, including materials distributed less than 72 hours prior to the schedule meeting, can be viewed at Center Joint Unified School District, Superintendent's Office, located at 8408 Watt Avenue, Antelope, CA. For more information please call 916-338-6409.*

- VI. **ADVANCE PLANNING** Info
- a. **Future Meeting Dates:**
- i. *Regular Meeting: Wednesday, June 14, 2023 @ 6:00 p.m. - Board Room, CJUSD District Office Annex, 3243 Center Court Lane, Antelope, CA 95843 and/or Virtual*
- b. **Suggested Agenda Items:**
- VII. **ADJOURNMENT** Action

**CJUSD Mission:**

*Students will realize their dreams by developing communication skills, reasoning, integrity, and motivation through academic excellence, a well-rounded education, and being active citizens of our diverse community.*

# Agenda Item: V-A



## AGENDA ITEM

### **BOARD OF TRUSTEES**

*Nancy Anderson  
Howard Ballin  
Steven Bruno  
Delrae M. Pope  
Adrianna Sammons*

### **SUPERINTENDENT**

*Scott A. Loehr*

**MEETING DATE:** June 10, 2023

**TO:** Center Joint Unified School District Board of Trustees

**FROM:** Scott A. Loehr, Superintendent

**Initials:**

SL

**SUBJECT:** Brown Act Update

Action Item

Information Item

Attached Pages \_\_\_\_\_

### **BACKGROUND:**

The Board will receive an update and overview of the Brown Act from legal counsel.

### **RECOMMENDED BOARD ACTION:**

Information item only.

## Agenda Item: V-B



### AGENDA ITEM

**BOARD OF TRUSTEES**

*Nancy Anderson  
Howard Ballin  
Steven Bruno  
Delrae M. Pope  
Adrianna Sammons*

**SUPERINTENDENT**

*Scott A. Loehr*

**MEETING DATE:** June 10, 2023

**TO:** Center Joint Unified School District Board of Trustees

**FROM:** Scott A. Loehr, Superintendent

**Initials:**

SL

**SUBJECT:** Governance Handbook

**Action Item**

**Information Item**

**Attached Pages** 16

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**BACKGROUND:**

The Board will review and update the CJUSD Governance Handbook.

**RECOMMENDED BOARD ACTION:**

**Agenda Item: V-B**

The following pages contain the draft Board Handbook as was revised during the 2/5/2022 Board Workshop.

**Yellow highlights** = wording added to original document

~~Strikethroughs~~ = wording being removed from original document

**Green highlights** = sections to revisit



## **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**

Mrs. Delrae Pope, President  
Mrs. Nancy Anderson, Clerk  
Mr. Steven Bruno, Representative  
Mr. Howard Ballin, Member  
Mrs. Adrianna Sammons, Member

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### **Superintendent**

Scott Loehr

## **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, staff and the community.*

# Building a Governance Team Unity of Purpose

*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.

## What do we as a governance team want to accomplish? What do we stand for?

- Our shared purpose is to have the best learning environment for all students **and to support the vision, mission and goals of the district.** (Appendix A)
- We want to improve the District through shared commitment and trust between students and parents, district and school staff, and the **greater** community.
- We will adhere to our respective roles and responsibilities as district leadership (Superintendent) and Board members in an effort to work productively toward the District's shared mission and vision.
- We want to be a team with a common focused direction, a catalyst for the focused efforts of employees, and for community to see evidence of this focused direction.
- We want to be partners with the staff in positive change.
- We want to oversee the continued development of an excellent program and first-rate facilities, making sure we continue to improve ~~—never resting on our laurels.~~
- We want to ~~perpetuate a legacy of~~ **exemplify a** positive culture.
- **We stand for equity and the improvement of outcomes for all students and to providing the necessary strategies to meet the needs of each and every student.**



## Roles and Responsibilities

*Mutually agreed roles of Board members and the 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:~~

- We setting the direction.
- We establishing the structure.
- We provideing support.
- We ensureing accountability.
- We acting as community leaders.

**\*Possibly have the following as an appendix; Board email ideas on the remainder of this page and come back to this\***

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

- Establishing District 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.

# 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 –

~~Question—are additional norms needed to address virtual meeting format—  
agreeing to follow proper web meeting etiquette/ use existing language from  
CSBA, other organization/business group?~~

~~Cameras on/Cameras off, eating/drinking on camera, spotty wifi/internet connection,  
family use of other devices consuming bandwidth, pets kids in/out of camera range  
(allowing flexibility for life circumstances), need for breaks~~

- Focus on students' best interests ~~—on what's best for the students! And it is the touchstone that allows us to have our differences.~~
- Keep from taking disagreements personally (individuality is embraced and respected **diversity of opinion**).
- To show respect **and courtesy** (never dismiss/devalue others).
- Make a commitment to **Participate in** effective deliberation, each listening openly while everyone is allowed to express his or her point of view.
- Make a commitment to open **and honest** communication and honesty.

- Commit **Dedicate** the time necessary to govern effectively. ~~This means being there, being knowledgeable and prepared, participating, understanding the full scope of being a Board Member and being willing to take on all the responsibilities involved.~~
- Be collaborative.
- Maintain confidentiality in an effort to foster trust.
- ~~Leverage historical experiences as opportunities to learn and apply newfound knowledge to present and future work.~~
- **Be present, minimize distractions, and participate fully in the meeting**

~~**AND ABOVE ALL**~~

# Board Governance Protocols

## Leadership Responsibility and Roles of the Board

Board members carry authority only as Board, not as individuals. Individuals can request action by bringing up a new idea, explaining their interest in a particular course of action and working to get a Board majority to support moving in that direction. When a majority of the Board, sitting in a formal meeting, requests action, that request should be made in the context of the intended results (what is to be accomplished), not the methods used to achieve those results. Normally, requests from Board members shall be communicated through the **President and/or** Superintendent.

In order to be effective representatives of the Board and District, all members will:

- Act at all times in a manner that reflects positively on the District;
- Refrain from obligating the District by speech or implication, unless authorized to do so by the Board;
- Represent the Board at various school events, **when appropriate** ~~particularly those held at specific sites assigned to members annually on a rotating basis;~~
- Refer any concerns, questions, or comments to the Superintendent; and,
- Reinforce with the community the key messages agreed upon by the Board.

~~Whenever possible, the Board shall act as a “whole.” With this in mind, the Board believes that all committees shall have a direct and valuable impact on the District and that, annually, each Committee shall be considered.~~

In responding to stakeholder concerns regarding the work of the District, Board members will make an effort as appropriate to:

- *Receive* the information, remembering that only one side of the story is being presented (listening).
- *Repeat* the information – paraphrase to ensure understanding.
- *Remind* those voicing concern(s) that Board members have no authority as an individual and share with the appropriate line of command and process to address concern(s).
- *Re-Direct* – Thank those voicing concern(s) for sharing their thoughts and refer them to the appropriate staff member or process.
- *Report* – In a timely manner, inform the Superintendent.

When interacting with the public and their constituents, Board members will hold themselves to the highest level of professional and ethical conduct.

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

~~With the approval of the Superintendent, Board members may be observers on the interview of individual staff members. The Superintendent will consider the impact of Board member presence on the interview process, prior to making a hiring decision.~~

When visiting Schools or Departments as a Board member, as a professional courtesy, Board members shall make arrangements with the Site and Department in advance and shall be respectful of their impact on regular activities. Board members shall provide advance notification to the Superintendent of such visits.

At no time, while visiting schools shall a member interfere with school administration, instructional or pupil support activities, or involve him or herself in personnel issues, student records, or union activities.

To assist in this matter, the Superintendent will ensure that principals, teachers and other staff that know that their normal activities should in no way be necessarily disrupted should a Board member visit the school site (e.g., a teacher does not need to interrupt his/her lesson when a Board member visits his/her classroom).

Board members, when requesting information from staff, ~~shall also notify the Superintendent~~ shall make requests through the Superintendent.

~~Management staff are directed to relay requests from Board members to the Superintendent to ensure that appropriate information is provided to all Board members.~~

### **Board Meetings and the Agenda**

Meetings of the Board are held in public, but are not open-forum town hall meetings. 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 Trustees to listen and learn from each other, taking public input into consideration without reengaging the public.

Board meetings will be ~~on Wednesdays at three-week intervals. Board meetings may begin with Closed Session. The Regular Public Meeting will begin at 7:00 pm. Study Sessions shall be scheduled at the discretion of the Board.~~ held at 6:00 p.m. (with Closed Session starting at 5:00 or 5:30 p.m.) on the third Wednesday each month, with special meetings to be held on the first Wednesdays, whenever possible. Meetings will continue to be held in the District Board Room.

The design of the Board agenda will follow the historical structure utilized by the Board. ~~The design of the agenda may only be altered with the approval of the Board.~~ **When necessary or appropriate, the structure may be reorganized by consultation between the Superintendent and Board President.**

The Superintendent and President, with the support of staff, will create each Board Agenda. In advance of the preparation of the Board Agenda, Board members may request items to be placed on the agenda. The Board President 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.

**Chart of Policy Revision Process** **REVISIT THIS BOX**

**Step 1 – CSBA Policy Update Packet**

- District receives policy update packet from CSBA

**Step 2 – Distribution of Policies for Board Review**

- District staff member (e.g., administrative assistant) distributes policies for review and comments.

**Step 3 – Superintendent Review of Recommended Policy Changes**

- Superintendent and staff provide to the Board at Board Meeting 1 (Step 4), with appropriate comments and edits. Whenever possible, the Board Policies shall be provided to the Board at least 7 days in advance of the meeting.

**Step 4 – Board Meeting 1**

- The Original Packet of Updated Policies, with comments from the Staff is placed on the Board Agenda (Board Meeting 1), under Reports and Information, and is considered as First Reading by the Board. Board members may discuss the policies presented. If there are policies that are of concern, the policies shall be returned through the process.

**Step 5 – Board Meeting 2**

- The policies will be presented to the Board for approval under the Consent Agenda.

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

When an individual Board member requests information for an upcoming Board meeting, that information will be provided to all Board members. If questions are posed that were not submitted prior to the meeting, Trustees will acknowledge their question(s) as spontaneous and that they understand that staff may not have the information on hand to provide sufficient answer(s).

Individual Board members are expected to self-monitor compliance to Public Meeting laws, including limiting Closed Session to the legally appropriate agenda item(s).

Board members need equal access to information, and to operate within the boundaries established within the Public Meeting law.

The use of email and social communication is subject to the Public Meeting Law. The Superintendent shall forward questions and answers to all Board members. Board members, when responding, may not "reply to all."

In an effort to maintain a culture of professionalism, stay focused, while respecting the need to be available to family members, during meetings Trustees will: – Set cell phones to 'silent' or 'vibrate' mode; and, – Be discreet when checking devices. **LEFT OFF HERE**

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.

Board members will review the information provided to them and be open to ongoing professional development and training.



The Board believes that when no legal reason exists of a conflict of interest, its members have a duty to vote on issues before them.

When a member abstains, his/her abstention shall not be counted for purposes of determining whether a majority of the membership of the Board has taken action.

Board members will model professional behavior by being polite and respectful of the points of view held by their fellow Governance Team members.

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.

The governance team 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; ■ Obtaining input from the community; and,
- Engaging in Board discussion and deliberation.

Since the Public Meeting Law (Brown Act) expressly prohibits discussion leading to action from being conducted unless agendaized, Governance Team members are strongly encouraged to refrain from engaging members of the public in dialogue about issues not on the agenda.

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.

As a result of a comment under public communication, a Trustee may ask that a matter be addressed, with or without a follow-up report to the Board.

## **The Board's Role in Collective Bargaining**

### **The Board's involvement in the Collective Bargaining process 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;
- Believe in open and regular communications with each of our associations and, accordingly, that a section of each Board meeting agenda will be set aside to hear the issues and concerns of the bargaining units;
- Establish the bargaining approach to be utilized by its negotiation team;
- Set the District's collective bargaining parameters for its negotiation team;
- Expect, as the representative of the Board, that the Superintendent will ensure that the Board, collectively and individually, is informed on the issues and strategies implemented within the collective bargaining process; and,
- Assign the Superintendent or designee as 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 or unexpected personnel changes or disciplinary issues
- serious illness or death of a student or a staff member
- legal or liability concerns
- notable achievements

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

As the norm, the Superintendent speaks on behalf of the Board. The Board President is authorized to speak on behalf of the Board, when necessary.

The Superintendent will inform the Board when media contacts the Superintendent.

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 involved in the conflict and will not include 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 not later than September 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, not later than the first Board meeting in September. The evaluation process and instrument is designed to bring about the collective view of the Board. Thus, 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 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, or every four years, a special study session will be called for the purpose of reviewing/updating of the governance protocols of the Board.