

BOARD

AGENDA

7/12/18

Special Meeting

GEYSERVILLE UNIFIED SCHOOL DISTRICT
1300 Moody Lane, Geyserville, CA 95441

BOARD OF TRUSTEES SPECIAL MEETING AGENDA FOR THURSDAY, JULY 12, 2018 – 5:30 PM

Mission Statement

The mission of the Geyserville School District is to produce within a safe and caring environment, educated, compassionate citizens who achieve and perform at all levels of learning, are prepared to live fulfilling lives and contribute to their community and the world in which they live. Our well-qualified and caring faculty and staff challenge each student to his or her highest potential in this life long pursuit of learning, excellence and service to others.

6:00 p.m. Open Session - GEYSERVILLE INN BANQUET ROOM (Please note venue change.)

1.0 Opening and Roll Call

The Board convened to Open Session at _____ p.m.

Board Members	Present/Absent	District Staff	Present/Absent
Mrs. Lopez	_____	Ms. Bertolucci	_____
Mrs. Equitz	_____	Ms. McCullough	_____
Mr. Kalbfleisch	_____	Ms. Menicucci	_____
Ms. Felciano	_____	Ms. White	_____
Ms. Petersen	_____	Ms. McPhee	_____

Flag Salute Led By: _____

2.0 ADJUSTING AGENDA ITEMS

Prior to approving agenda, the Board may vote, either by determination of a two-thirds vote of the board or by a unanimous vote of those present, that there is a need to take immediate action on or make adjustment to an item and that such need for action came to the attention of the district subsequent to the agenda being posted.

2.1 Agenda Adjustment Items

Items on a posted agenda may only be tabled or have a change of order. No additions.

Motion: _____ Second: _____ Vote: _____

3.0 APPROVAL OF AGENDA

3.1 Agenda Approval

Motion: _____ Second: _____ Vote: _____

4.0 INFORMATION, DISCUSSION ITEMS, PUBLIC COMMENT & MESSAGES

4.1 Public Comment

Any member of the public in attendance and requesting to speak using a Board recognized format may address the Board regarding items not on the agenda. The Board will not respond or take action on these items. Each person or group making public comment will be limited to three minutes in addressing the Board.

4.2 Board Goal Setting and Governance Discussion

5.0 FOLLOW-UP & FUTURE AGENDA ITEMS

6.0 ADVANCE PLANNING - The next regular Board Meeting will be on Wednesday, August 8th, 2018, at 6:00 p.m.

Board meeting adjournment at _____ p.m.

**BOARD
PACKET**

7/12/18

Special Meeting



Geyserville Unified School District

EFFECTIVE GOVERNANCE SELF ASSESSMENT TOOL/WORKSHEET

Citizen oversight of local government is the cornerstone of democracy in the United States. The role of the trustees who sit on locally elected school boards is to ensure school districts are responsive to the values, beliefs and priorities of their communities. Boards fulfill this role by performing five major responsibilities. These are **setting direction for the district; establishing an effective and efficient structure; providing support; ensuring accountability; and demonstrating community leadership as advocates for students, the school district and public schools.**

Directions: It is important from time to time to review the governance team's protocols to determine their effectiveness and the extent to which they continue to address the needs of the governance team. For each item below, record an overall rating number with 1 representing least effective (poor) and 5 most effective (excellent).

1	POOR	Inconsistent or low quality practice of the majority of the Board or the Board as a whole.
2	FAIR	Practice somewhat exhibited by some members of the Board or the Board as a whole.
3	GOOD	Practice often exhibited by some members of the Board or the Board as a whole.
4	VERY GOOD	Consistent practice of the majority of the Board or the Board as a whole.
5	EXCELLENT	Consistent and high quality practice of the Board as a whole.

GOVERNANCE RESPONSIBILITIES

#	SETTING DIRECTION	1	2	3	4	5
1	Focus on student learning					
2	Ensure a long term vision for the local school system					
3	The vision reflects the consensus of the community, board and district staff as to what students need in order to achieve their highest potential					
4	Develop and adopt strategic goals and annual goals based on the District vision					
TOTAL						

#	ESTABLISH THE STRUCTURE	1	2	3	4	5
1	Employ the superintendent/principal					
2	Adopt and monitor a budget, aligned with District goals					
3	Oversee facilities issues					
4	Adopt curriculum as needed.					
5	Provide direction for and accept collective bargaining agreements					
TOTAL						

#	PROVIDE SUPPORT	1	2	3	4	5
1	Act with a professional demeanor that models the district's beliefs and vision					
2	Make decisions and provide resources that support mutually agreed upon priorities					
3	Uphold district policies the board has approved					
4	Ensure a positive personnel climate exists, publically recognize the achievement of staff					
5	Publicly recognize achievement of students					
6	Understand and commit the time required to be informed and effective					
TOTAL						

#	ENSURE ACCOUNTABILITY	1	2	3	4	5
1	Evaluate superintendent/principal					
2	Monitor student achievement and program effectiveness					
3	Monitor/Adjust Finances					
4	Monitor Collective Bargaining process					
5	Ensure well run and safe schools					
6	Evaluate the effectiveness of the governance team					
TOTAL						

#	DEMONSTRATE COMMUNITY LEADERSHIP	1	2	3	4	5
1	Speak with a common voice about district priorities, goals and issues					
2	Responsive and accessible to the community					
3	Educate the community about the issues facing the district and public education					
4	Advocate for students, district programs and public education to the public, and to local, state and national leaders					
TOTAL						

GOVERNANCE OPERATING PROTOCOLS

Please refer to the GUSD Governance Handbook for a complete description of each protocol and record an overall rating number for each protocol with 1 representing least effective (poor) and 5 most effective (Excellent).

#	PROTOCOL	1	2	3	4	5
1	Board member interaction with the public at board meetings					
2	Responding to Concerns from the Community					
3	Superintendent/Principal Evaluation					
TOTAL						



Geyserville Unified School District

GUSD Governance Handbook

Board of Trustees

Kim Petersen, Board President

Sara Lopez, Board Secretary

Mike Kalbfleisch, Board Member

Anna Felciano, Board Member

Laura Equitz, Board Member

Superintendent/Principal

Deborah Bertolucci

The Geyserville Unified School District Governance Handbook is a summary of the ongoing governance team's work on effective governance. This process involves discussions and reaching agreements on shared leadership roles, and operating protocols that enable the governance team to perform its responsibilities in the community. Annually the GUSD reviews and updates this Governance Handbook.

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ELEMENTS OF EFFECTIVE GOVERNANCE

Governance Efficacy—A Definition

“Governance efficacy is defined as the power of school boards, to change the face of education in their communities through positive and appropriate policymaking, equitable resource allocation and transparent accountability for all stakeholders.” — Dr. Abelardo Villarreal

Public education is vital to the health of communities. School board members are responsible for ensuring that a school district’s public education system is serving the needs of all students by providing equitable access to a high quality education.

Effective Governance Teams (Board of Trustees + Superintendent/Principal)

There are three dimensions to the effective governance of any organization. The GUSD Governance Handbook documents the governance responsibilities within these three dimensions.

1. **Governing as a unified team with a shared vision to lead and serve the community.**
2. **Governing within a shared understanding of roles and responsibilities.**
3. **Creating and sustaining a positive governance leadership culture and structure.**

I. A UNIFIED COMMITMENT TO LEAD & SERVE THE COMMUNITY

The foundation of effective governance is the common focus governing board members share that transcends individual differences to fulfill a greater purpose. A unity of purpose exists when the commitment to achieving these goals becomes the guiding principle for all trustees.

The focused efforts of Geyserville Unified School District are reflected in the District Mission, and District/LCAP goals adopted by the GUSD Board of Trustees.

District Overview

The Geyserville Unified School District is composed of three schools at two sites and approximately 260 students. The Geyserville Elementary School serves students in grades K-5, the Geyserville New Tech Academy serves students in grades 6-12, and Buena Vista Continuation High School. The District also supports a Boys & Girls Club facility located at the elementary site, with an after-school program.

Geyserville Unified School District Mission Statement

The mission of the Geyserville School District is to produce within a safe and caring environment, educated, compassionate citizens who achieve and perform at all levels of learning, are prepared to live fulfilling lives and contribute to their community and the world in which they live. Our well-qualified and caring faculty and staff challenge each student to his or her highest potential in this life long pursuit of learning, excellence and service to others.

LCAP Priorities 2017-2018

Goal 1: Provide safe and secure school environments

1. General maintenance and operations
2. Supervision
3. Emotional support
4. Safe school culture
5. 21st century furniture

Goal 2: increase student achievement

1. Technology
2. Highly qualified staff
3. Instructional materials
4. Staff development
5. English Language Development (ELD)
6. Instructional support
7. Data analysis
8. Student writing

Goal 3: Increase student engagement

1. Visual and performing arts
2. Sports
3. CTE Courses
4. Engaging and rigorous experiences

Goal 4: Increase parent involvement

1. Family events
2. Communication to families
3. Community outreach

II. SHARED UNDERSTANDING OF ROLES AND RESPONSIBILITIES

The second essential element of effective governance is defining roles and responsibilities and working with leadership, commitment and passion within those agreed upon roles.

The Geyserville Unified School Board members are elected by the community and serve four-year terms.

CSBA Defined Responsibilities and Description

Set the Direction	<ul style="list-style-type: none"> • Ensure a long term vision for the local school system • The vision reflects the consensus of the community, board and district staff as to what students need in order to achieve their highest potential • Strategic goals based upon that vision are developed and adopted
Establish Structure	<ul style="list-style-type: none"> • Employ the superintendent/principal • Oversee the development of and adoption of policies • Adopt curriculum as needed • Establish budget priorities, adopt the budget, and overseeing facilities issues • Provide direction for and accept collective bargaining agreements
Provide Support	<ul style="list-style-type: none"> • Act with a professional demeanor that models the district's beliefs and vision • Make decisions and provide resources that support mutually agreed upon priorities • Uphold district policies the board has approved • Ensure a positive personnel climate exists • Understand and commit the time required to be informed and effective
Ensure Accountability	<ul style="list-style-type: none"> • Evaluate the superintendent/principal • Monitor student achievement and program effectiveness • Monitor/adjust district finances • Monitor the collective bargaining process • Ensure well run and safe schools • Evaluate the effectiveness of the governance team
Provide Community Leadership	<ul style="list-style-type: none"> • Knowledgeable about community needs and trends and emerging issues that impact public education • Responsive and accessible to the community • Speak with a common voice about district priorities, goals and issues • Educate the community about the issues facing the district and public education • Advocate for students, district programs and public education to the public, and to local, state and national leaders

III. GOVERNANCE LEADERSHIP – STRUCTURE AND PROCESS

Exceptional boards make governance intentional and invest in organizational structures, practices and policies that can be thoughtfully adapted to changing circumstances.

Protocols are tools to strengthen the capacity of the board to engage in a constructive relationship with the superintendent/principal and staff– one that is grounded in a mutual understanding of the respective roles and responsibilities. Explicit protocols, agreed to and upheld by the board and superintendent/principal provide transparency and stability in the governance relationship as the board carries out its role. The following protocols were developed to support and promote the effectiveness of the governance team and may be modified over time as needed.

Protocols to Facilitate Governance Leadership

Protocol	Board member interaction with the public at board meetings
Rationale	<ul style="list-style-type: none"> • Citizen input is important. The Board of Education’s primary responsibility is to act and make decisions in the best interests of every student in the district. • Before taking action, it is helpful for the Board to hear from the public and consider the range of views in the community on a particular issue. • The school board recognizes the value of participation by the public in deliberations and decisions on school district matters. At the same time, the school board recognizes the importance of conducting orderly and efficient proceedings, with opportunity for expression of all participants’ respective views.
Protocol	<ul style="list-style-type: none"> • The board president acts as facilitator to focus the dialogue and manage the input. • The board president will remind the public of the purpose of the meeting, to conduct the district business in public. The president will outline the guidelines for public input and highlight that these guidelines are listed on the board meeting agenda. • The board president will thank the public for bringing this issue to the board.

Protocol	Responding to Concerns from the Community
Rationale	<ul style="list-style-type: none"> • Board members want to be accessible, consistent, and fair in dealings with complaints and concerns from staff and the community. • The board values open communication and timely resolution of issues. • Hearing concerns provides the opportunity to educate the public about how the board does its business and to confirm that the board does not handle the day-to-day business of the district. • Board members will strive to ensure a community member or staff member feels heard and empowered with next steps.
Protocol	<ul style="list-style-type: none"> • When approached with an issue or concern that is outside of the formal complaint process, trustees agree: <ul style="list-style-type: none"> • To listen openly, being careful to remain neutral. • To remind staff and the community that no individual trustee has the authority to resolve the issue. • To encourage addressing the concern with the person who can most directly help them, e.g. teacher, principal, superintendent. Board members will strive to eliminate fear of retribution. • As appropriate, a trustee will explain the district complaint or grievance process. • Trustees will share the issue or concern with the superintendent/principal, as appropriate. • The superintendent/principal may provide board members with key talking points regarding topics that may concern community members.

Protocol	Superintendent/Principal Evaluation
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| Rationale | <ul style="list-style-type: none">• The superintendent/principal evaluation is an essential leadership tool to focus and align all district efforts and promote open and two-way communication between the board and the superintendent/principal.• The evaluation process must be clear and fair. It should be goal based, data driven, and collaborative. The evaluation supports growth of the superintendent/principal and sustained improvement for the district. |
|------------------|---|

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| Protocol | <ul style="list-style-type: none">• Annually the board will conduct a formal evaluation of the superintendent/principal in order to assess her effectiveness in leading the district toward established goals.• The superintendent/principal will prepare a summary report on progress for board review. Using an agreed upon evaluation tool, each trustee will independently complete the evaluation form. The board will meet in closed session to discuss and develop one consensus evaluation document. |
|-----------------|---|

The evaluation timeline is as follows:

- August: Agree on priority areas with the superintendent/principal, set goals for the coming year that the governance team believes will reasonably move the district toward its long-range vision.
- January: The board will schedule a mid year review of the superintendent/principal to reflect on preliminary results and make any adjustments to the District direction.
- By May of each year the board will complete the superintendent/principal evaluation.

GOVERNANCE TEAM PROTOCOLS

The Board of Education for the Geyserville Unified School District 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.

To provide a high quality educational program for all students, to effectively plan for the future and to meet district challenges, the Board and Superintendent must function together as a governance leadership team. Agreed upon operating procedures, or protocols, support consistent behaviors and actions among team members. The purpose of the Geyserville Unified Governance Handbook and protocols is to ensure a positive and productive working relationship among board members, the superintendent, district staff, students, and the community. The protocols were developed for and by the members of the governance team, and may be modified over time as needed.

We have reviewed and agree to follow the governance team protocols in order to support a positive and productive working relationship among the Geyserville Unified School District Board of Education, staff, students and the community. We shall renew this agreement at each Annual Organizational Meeting of the Board of Education.

Affirmed on this _____ Day of _____, 2017

Kim Petersen, Board President

Sara Lopez, Board Secretary

Mike Kalbfleisch, Trustee

Anna Felciano, Trustee

Laura Equitz, Trustee

Superintendent/Principal

Appendix A

EFFECTIVE GOVERNANCE¹

Utilizing effective governance techniques, private citizens, once elected to school boards, work with the superintendent to keep all district efforts focused on student learning. Effective governance tenets encompass the basic characteristics and behaviors that enable governance team members to effectively create a climate for excellence in a school district.

Working as a group, board members and the superintendent leverage the efforts of the professional staff by setting a direction for the district reflective of the community's wishes for its children, by creating a supportive framework for action in the district, by holding the system accountable through mutually agreed upon mechanisms, by providing support to students and staff through behaviors and actions, and by demonstrating community leadership on behalf of children, district schools and public education. When this is done effectively, the chances of a climate for excellence being created in which students thrive increases dramatically.

Whether in the boardroom, out in the community or at home, board members are always trustees for the district. The integrity of the school district's educational program is dependent upon the responsible and professional manner in which each board member, and the board collectively, fulfills governance roles and responsibilities with the superintendent. The demeanor of governance team members sends an important message to the public.

¹Source: California School Boards Association

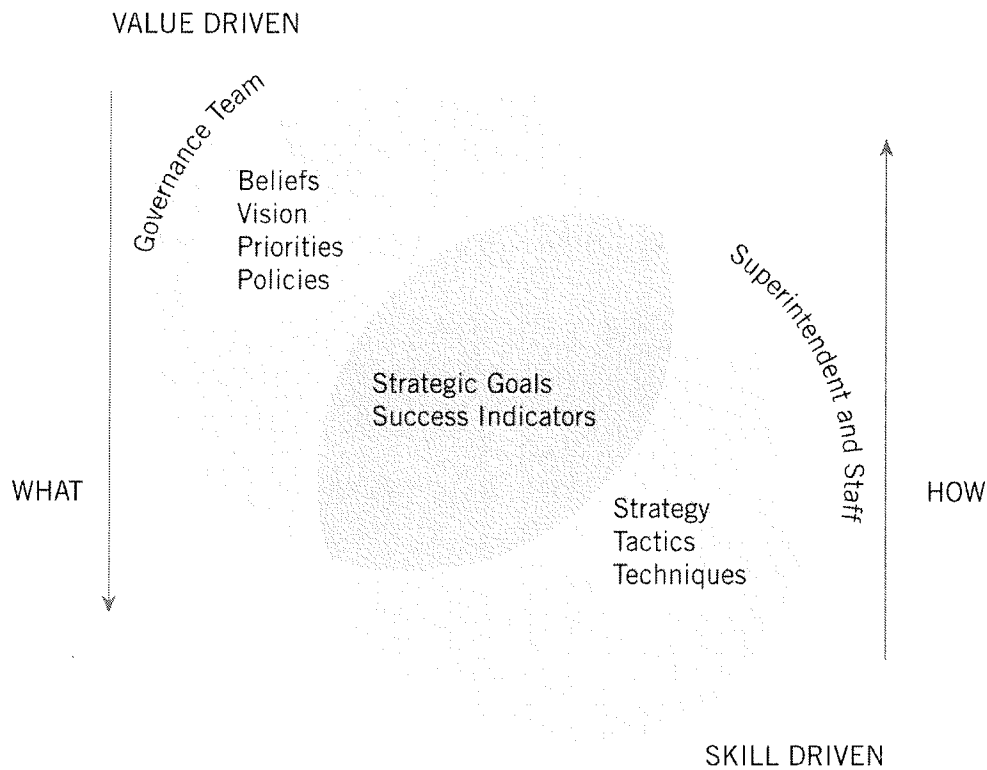
Appendix B

EFFECTIVE GOVERNANCE TEAMS ²

Effective teams value and respect their essential roles, reach mutual agreement on the roles of the board and superintendent, and strive to operate within them.

The community elects school board members to set and monitor the direction of the school district, and the district superintendent will translate all efforts into action. Boards and superintendents work together to ensure a district has effective leadership. There are important distinctions to be made between the board’s role and that of the superintendent and staff. The role of the school board is not to run the schools, but to see that the schools are well run. It is therefore vital that the board and superintendent have a respectful and productive working relationship based on trust and open communications.

UNDERSTANDING GOVERNANCE ROLES



² Source: California School Boards Association