



Board 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

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Superintendent

Dan Frisella, Superintendent

Board Approved: June 21, 2023

Unity of Purpose, Roles and Responsibilities, Norms, Agreements

This handbook reflects the governance team's work on creation of a framework for effective governance in accordance with Board Bylaws. 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.

Building a Governance Team

In our District, the Board and Superintendent work together as a governance team. For a governance team to work together effectively, members need to: Maintain a common focus; agree on and govern within appropriate roles; create and sustain a positive governance culture and create a supportive structure for effective governance.

VISION

- *California's District of choice, preparing all students for success in college, career, and life*

MISSION

- *Provide quality educational opportunities for high school students in western Nevada County*

VALUES

- **QUALITY** teaching and learning
- **OPTIONS** for all students
- **RESPECT** and **INCLUSION**
- **HEALTHY** and **SAFE** environments
- **PARTNER** with students, families, and the community

What Do We Stand For?

We stand for:

- an exemplary learning environment for **all** students supported by a positive learning culture.
- a cohesive governance team that builds and sustains trust between students, staff, community and each other.
- systemic continuous school improvement.
- entrusting and empowering staff in executing Board direction.
- a clearly communicated and focused direction.
- creating and sustaining quality programs and facilities.
- the responsible stewardship of taxpayers' resources to keep the District fiscally solvent.
- decision-making that is student centered and prioritizes each students' success.
- the intentional allocation of resources, instruction and opportunities, according to need.

Roles and Responsibilities

Mutual agreements on the roles of the Board and Superintendent

The role of Trustees is to stay focused on the big picture while fulfilling these five responsibilities:

1. Set the direction.
2. Establish the structure.
3. Provide support.
4. Ensure accountability.
5. Serve as community leaders.

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

ROLES AND RESPONSIBILITIES

School Board trustees are the representatives of the people, elected to ensure that District schools educate students with consideration of state standards, education code, Board policies, current best practices in education, and the interests of the local community. The role of the School Board is to **govern** the school District.

The Superintendent is hired by the school Board to provide professional expertise in the day-to-day **management** of the District. The role of the Superintendent is to:

1. Work with the school Board to develop an effective governance leadership team.
2. Serve as the chief administrative officer for the school District.

The Board of Trustees:

Sets the direction for the District's schools by:

- Focusing on student learning.
- Assessing District needs.
- Generating, reviewing and revising direction-setting documents: (values, vision, priorities, strategic goals, measures of success)
- Ensuring an appropriate inclusive process is used to develop these documents.
- Ensuring that these documents are the driving force for all District efforts.

Establishes an effective and efficient structure for the school District by:

- Hiring and supporting the Superintendent.
- Setting policy for hiring of other personnel.
- Setting policies.
- Setting direction for and adopting curriculum.

- Establishing budget priorities and adopting the budget.
- Overseeing facilities issues.
- Providing direction for and voting to accept collective bargaining agreements.

Provides support through our behavior and actions by:

- Acting with a professional demeanor that models the District's values and vision.
- Making decisions and providing resources that support mutually agreed upon priorities and goals.
- Upholding Board approved District policies.
- Ensuring a positive personnel climate exists.
- Being knowledgeable about District efforts and able to explain them to the public.

Ensures accountability to the public by:

- Evaluating the Superintendent
- Monitoring, reviewing and revising policies
- Serving as a judicial and appeals body
- Monitoring student achievement and program effectiveness and requiring program changes as indicated
- Monitoring and adjusting District finances
- Reviewing facilities issues
- Monitoring the collective bargaining process

Acts as community leaders by:

- Speaking with a common voice about District priorities, goals and issues.
- Engaging and involving the community in District schools and activities.
- Communicating clear information about policies, programs and fiscal conditions of the District.
- Educating the community and the media about issues facing the District and public education.
- Advocating for students, District programs and public education to the general public, community, and local, state and national leaders.

Board Bylaw 9005: GOVERNANCE STANDARDS

The Board of Trustees believes that its primary responsibility is to act in the best interests of every student in the District. The Board also has major commitments to parents/guardians, all members of the community, employees, the state of California, laws pertaining to public education, and established policies of the District. To maximize Board effectiveness and public confidence in District governance, Board members are expected to govern responsibly and hold themselves to the highest standards of ethical conduct.

The Board expects its members to work with each other and the Superintendent to ensure that a high-quality education is provided to each student. Each individual Board member shall:

1. Keep learning and achievement for all students as the primary focus
2. Value, support and advocate for public education
3. Recognize and respect differences of perspective and style on the Board and among staff, students, parents and the community
4. Act with dignity, and understand the implications of demeanor and behavior
5. Keep confidential matters confidential
6. Participate in professional development and commit the time and energy necessary to be an informed and effective leader
7. Understand the distinctions between Board and staff roles, and refrain from performing management functions that are the responsibility of the Superintendent and staff
8. Understand that authority rests with the Board as a whole and not with individuals

Board members also shall assume collective responsibility for building unity and creating a positive organizational culture. To operate effectively, the Board shall have a unity of purpose and:

1. Keep the District focused on learning and achievement for all students
2. Communicate a common vision
3. Operate openly, with trust and integrity
4. Govern in a dignified and professional manner, treating everyone with civility and respect
5. Govern within Board-adopted policies and procedures
6. Take collective responsibility for the Board's performance
7. Periodically evaluate its own effectiveness
8. Ensure opportunities for the diverse range of views in the community to inform Board deliberations

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 professional governance standards.

STUDENT-CENTERED

- ☐ Ensure all decisions made in best interest of students
- ☐ Recognize student achievement at Board meetings
- ☐ Prioritize academic success and achievement
- ☐ Recognize students as the #1 constituents
- ☐ Empower students to use existing platforms to be heard and explore additional platforms
- ☐ Monitor student progress
- ☐ Align agenda items to student outcomes

CIVILITY (internal/external)

- ☐ Model good citizenship
- ☐ Demonstrate active listening to understand, not just respond
- ☐ Practice method of delivery – aware/monitor tone
- ☐ Acknowledge for understanding before responding
- ☐ Respect dialogue
- ☐ Watch body language/tone/condescending behavior
- ☐ Exhibit professionalism in engagement
- ☐ Respect differing views and perspectives
- ☐ Be kind

RESPECT

- ☐ Assume good intentions
- ☐ Recognize each member has a voice
- ☐ Acknowledge experience and value of each member
- ☐ Commit to decision(s) of the team
- ☐ Respect the positions and expertise of the staff
- ☐ Be courteous at all times
- ☐ Create, build, and support a climate of trust
- ☐ Practice a culture of “no surprises”

PREPAREDNESS

- ☐ Thoroughly read Board packet
- ☐ Ask big questions to Superintendent ahead of time
- ☐ Stay informed of educational issues
- ☐ Be proactive instead of reactive
- ☐ Do homework and research on relative subjects

WILL OF THE BOARD

- ☐ Respect the final vote as the “Will of the Board”
- ☐ Speak as a united front regarding the “Will of the Board”
- ☐ Respect dissenting voters’ opinion
- ☐ Ensure opposing views don’t linger into future meetings

CONFIDENTIALITY

- ☐ Practice confidentiality from all closed sessions
- ☐ Respect the need to keep conversations confidential (when asked and when appropriate)

COMMUNICATION

- ☐ Model positive, respectful, and professional ways to communicate (i.e., through text, email, social media, in person, phone etc.)
- ☐ Respond in a timely manner
- ☐ Engage the community (all educational partners)
- ☐ Expect the Board President to be the Board’s spokesperson

TRANSPARENCY

- ☐ Bring issues forward when received
- ☐ Share accurate information regarding concerns
- ☐ Disclose information you may have that would impact a decision

SITE VISITS

- ☐ Notify Superintendent and Principal of intent to visit
- ☐ Provide an advance notice of 24-hours for classroom visit
- ☐ Practice a supportive purpose for site visits (i.e., review program, show support/appreciation, watch/learn)
- ☐ Display a District authorized identification badge and follow protocol by checking into the Administration Office

Governance Team Protocols

The following processes guide the operation of the governance team and determine how they do business. Protocols are the agreements that ensure that all members of the team are operating within their agreed upon roles.

The Goals of the Protocols

To refine and improve the effectiveness and efficiency of the District's governance team by clearly defining roles, relationships, and responsibilities, including communication and other protocols.

To develop and maintain a positive working relationship with all Board Members and the Superintendent, and between individual Board Members.

Requesting Information from the Superintendent	
Principle	<ul style="list-style-type: none">• Critical to the ability of trustees to make informed decisions is timely access to information.• The Superintendent wants to be responsive to requests for information, maintain the focus on District priorities and balance the management of staff time.• This will provide clarity about the organizational structure for Trustees and Staff.
Protocol	<ul style="list-style-type: none">• Trustees will work through the Superintendent when asking questions or requesting additional information on Board meeting agenda items.• The Superintendent will ensure timely responses to requests and will provide the information or direct trustees to the correct source. As appropriate, the Superintendent will distribute answers to all trustees.• Each Board member will balance their request(s) for information against available staff time and resources to avoid unreasonably diverting resources from other staff efforts to achieve District Goals.• The Superintendent will inform the Board of pertinent activities of the District. If it is likely to be in the newspaper, the Board should know about it. The Superintendent will use email and or text to communicate routine matters to the Board on a regular basis.• During crisis situations, the Superintendent will send out an email or text alert and then attempt to reach Board members via telephone beginning with the Board president.

Role of the Board President	
Principle	<ul style="list-style-type: none">• The Board has an obligation to set an example of good government in action for the community.• The Board intends for meetings to proceed professionally, efficiently and effectively.

	<ul style="list-style-type: none"> • The Board president sets the tone and shapes the public's perception of the school Board. • Each Board member must have the opportunity to express their viewpoint during Board deliberation.
Protocol	<p>The role of the Board president is to:</p> <ul style="list-style-type: none"> • Confer with the Superintendent before the Board meeting to prepare, as necessary, for the Board meeting. • Facilitate the Board meeting, supporting the effective flow of the discussion and encouraging input from all trustees while staying on task, moving forward, and maintaining proper meeting decorum. • Model the tone and behavior the Board wishes to convey to the community. • Ensure, with the Superintendent, that there is appropriate follow-up and clarification of possible options following the Board meeting. • The Board president serves as the primary spokesperson for the Board.

Meetings as Strategic Leadership	
Principle	<ul style="list-style-type: none"> • The Board meeting is a meeting to conduct District business in public. • Well-run and efficient meetings model leadership, promote trust and confidence, and provide opportunities for evidence of the effectiveness of the Board in advancing the District's goals. • The governance team wants to demonstrate to the public that the Board maintains focus on the District's stated priorities and that discussion and deliberation are conducted with professionalism and respect. • The Board meeting provides opportunities to share educational philosophy among the governance team and with the community.
Protocol	<ul style="list-style-type: none"> • The Board will communicate how agenda topics link to District priorities and how actions link to the goals and strategies. • Staff reports will explicitly demonstrate the relationship to District goals. • Board members agree to share accountability for exercising judgment in prioritization of issues and items that most directly impact the District's stated priorities. • To provide informed input in its deliberations, Board members will strive to stay current on issues and trends in public education. • No less than annually, the Board will schedule study sessions and Board conversations linked to the District's strategic priorities. • The Board will schedule workshops as needed to review governance team agreements and processes.

Board Governance Self-Assessment	
Principle	<ul style="list-style-type: none"> • Conducting a governance self-evaluation demonstrates accountability to the community and the willingness of the governance team to strengthen and improve.
Protocol	<ul style="list-style-type: none"> • The Board supports continuous improvement through ongoing evaluation of governance effectiveness. • The governance self-assessment provides an opportunity to reflect, evaluate, prioritize and focus on strengthening the governance team. • The Board will participate in at least one workshop annually to review the governance goals, governance team agreements and processes, and to participate in a self-evaluation process. • The assessment process will align with assessment of progress on District goals and the Superintendent evaluation. • At the conclusion of the annual governance self-assessment, the Board will reach agreement on one to two governance goals/objectives that are directly linked to the District goals.

Board Deliberation and Motions on Agenda Action Items	
Principle	<ul style="list-style-type: none"> • The tenets of parliamentary procedure help ensure the orderly conduct of Board meetings. • Establishing clear and simple rules leads to wider understanding and participation, fostering a healthier exchange of ideas. • Motions are the vehicles for orderly decision making by the Board.
Protocol	<ul style="list-style-type: none"> • The Board president will introduce the agenda item and present the opportunity for the Superintendent and staff to report on the issue at hand and to provide staff recommendations. • The Board president will open the item for discussion so that Board members may exchange thoughts or ask the Superintendent and staff for further clarification if necessary. • Members of the public will be afforded the right to address the Board before consideration of the item or during public comment for non agendized items. (Gov Code 54954.3) • The Board president will call for a motion. A Board member may act by saying "I move that..." • Another Board member may second the motion by saying "I second the motion" • The Board president will state, for the record, who made the motion and second, and ask if any further discussion by the Board is necessary. • The Board president will call for a vote saying "All in favor please respond by saying aye." "Any opposed please respond by saying no." • The Board president announces the result of the vote and clarifies Board direction for the Superintendent and the record keeper. • The Consent agenda and Board resolutions shall be voted on by "roll call vote".

Amended Motions and Substitute Motions	
Principle	<ul style="list-style-type: none"> • A “motion” is a formal proposal put before the Board by a member of the Board. • Any motion can be amended before Board consideration. • There can be multiple motions on the floor at the same time. • A recommendation to amend a motion can be made by any member of the Board.
Protocol	<ul style="list-style-type: none"> • When a Board member recommends amending a motion on the floor, if the maker and the person who seconded the motion accept the amendment, it now becomes the pending motion on the floor. • If a recommended amendment is not accepted by the maker of the motion and person who seconded it, the person proposing the amendment must make a “substitute” motion and it must be seconded before the Board can consider it. A substitute motion is a second motion separate from the first motion. • When multiple motions exist simultaneously, the Board should first consider the last motion made that is seconded. If this motion passes the action is final for this topic and the previous motion(s) becomes moot. If the motion fails, the motion made prior to the failed motion then becomes the pending motion for consideration by the Board. The first motion made is the last to be considered. • Substitute motions shall be limited to three to avoid confusion and unwieldy conversations.

Abstaining and “No” Votes	
Principle	<ul style="list-style-type: none"> • Voting on matters of business that come before the Board is an important duty for school Board members. • Whenever possible, Board members are encouraged to take a stand and cast a vote. • Each trustee respects the right of other trustees to vote “no” on an issue. • Occasionally a member may find the need to abstain from voting on a matter.
Protocol	<ul style="list-style-type: none"> • As a courtesy to the Board, members should attempt to clarify their intended vote either during deliberation or before casting the vote. • An abstention is considered as a “not voting,” which means that it’s neither a vote in favor nor a vote against the motion being made. • When a member abstains, their abstention shall not be counted for purposes of determining whether a majority of the membership of the Board has taken action. • A member may abstain if they feel that there is insufficient information to vote on a motion, however that member should move that the item be tabled for lack of information and request the item be placed on a subsequent agenda. If there is no second on their motion to table or if the motion does not pass, the member may abstain from a vote. • A member may abstain when a conflict arises. If the conflict is on a consent item, the member should pull the item from the consent

	<p>agenda and disclose the conflict. This allows the member to vote on the remaining consent agenda.</p> <ul style="list-style-type: none"> • A member may abstain from voting to approve a previous meeting's minutes if the member was absent at the meeting.
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Board Meeting Agenda Consent Agenda	
Principle	<ul style="list-style-type: none"> • A consent agenda allows the Board to approve items together without discussion or individual motions. • Consent agendas help streamline meetings by allowing procedural decisions that are likely to be noncontroversial to be made through a single motion.
Protocol	<ul style="list-style-type: none"> • Board members can request an item be pulled from the consent agenda for individual consideration. • Typical reasons to remove an item from the consent agenda are; to discuss the item, to query the item, or to register a vote against the item. • Ideally requests to remove an item from the consent agenda and the reason for the request should be made during approval of the agenda. Items may also be removed when the consent agenda is considered by the Board. • Consent items should include, but are not limited to; approval of minutes, field trips, conference requests, inter-District transfers, volunteers, personnel, etc. • An agenda item "Items removed From The Consent Agenda" will follow the consent item on the agenda to facilitate consideration of removed items.

Visiting Schools and Attending School Events	
Principle	<ul style="list-style-type: none"> • The Board wants to be informed about instructional practices, and the needs of students and staff with regard to school programs. • The Board respects the busy schedule of staff and the anxiety that can be created by well-meaning, but unannounced visits to schools. • Board members are encouraged to visit schools and attend school events.
Protocol	<ul style="list-style-type: none"> • As a professional courtesy, trustees will notify the Superintendent and principal of school visits. • Trustees requesting a meeting with school staff or administration will schedule this meeting through the Superintendent. • The Superintendent will ensure that staff is aware of the process and protocols for trustees visiting classrooms. • Trustees will display a District authorized identification badge and check in with the Administration office when visiting a school site.

Designated Spokesperson	
Principle	<ul style="list-style-type: none"> It is essential that important and accurate information be communicated to members of the Board and the staff and the community, in as timely a fashion as possible. The governance team recognizes that some situations have legal or other considerations that may place restrictions on what may be told to the media or public.
Protocol	<ul style="list-style-type: none"> The governance team commits to speaking with one voice. The designated spokesperson will vary depending on the issue or situation: <ul style="list-style-type: none"> Crisis/Disaster: The Superintendent is the primary spokesperson and may involve the Board president at their discretion. Meeting Information (e.g. Board meetings, agenda items, study sessions): The Board president and the Superintendent will serve as primary spokespersons or may choose a designee. Core Values /Vision / District Priorities / General District Information: All governance team members may serve as spokespersons utilizing developed and agreed upon key messages. Board Members and the Superintendent shall inform each other of contacts with education and/or governmental officials outside the District who have made contact regarding District related matters. <p><i>For requests via email:</i></p> <ul style="list-style-type: none"> If a trustee receives an email request from a member of the public, the trustee will respond and copy the Board president and Superintendent on the response. If the request is sent to the Superintendent, they will copy the answer to all trustees. If the email is sent to some or all trustees, trustees will refer the request to the Board president with a copy to the Superintendent (if the Superintendent is not already copied). The Board president or Superintendent will agree on which of them will respond, copying all trustees. <p><i>For requests from the media:</i></p> <ul style="list-style-type: none"> A trustee will direct a request from the media to the Board president or the Superintendent. The Board Vice President will perform the role of the Board president if the Board president is unavailable for an extended period.

Handling Community or Staff Concerns, Suggestions, and/or Complaints	
Principle	<ul style="list-style-type: none"> Board members want to be accessible, responsive, consistent and fair in dealings with complaints and concerns from staff and the community. The Board values open communication and timely resolution of issues.

	<ul style="list-style-type: none"> • Board members may take receiving complaints as an opportunity to explain the role of trustees. • Board members understand they do not have the authority to resolve complaints as individual members of the governing body.
Protocol	<p>When approached with an issue or concern, trustees agree to:</p> <ul style="list-style-type: none"> • Listen openly, being careful to remain neutral. • Remind staff and members of the community that no individual trustee has the authority to solve the issue/concern. • Encourage addressing this with the person who can most directly help with their concern, e.g. teacher, principal, Superintendent. • As appropriate, explain the District complaint or grievance process. • Trustees will notify the Superintendent of the issue or concern, as appropriate. • Suggestions or ideas related to operations matters given to Board members will be referred to the Superintendent. The Superintendent will make a judgment as to how to respond and the Board member and the Superintendent will inform the other Board members. • If the idea/suggestion is an operational matter that may be implemented, all Board members will be informed prior to implementation.

Collective Bargaining	
Principle	Board members involvement in the collective bargaining process ensures that the District is represented well by those selected to negotiate on behalf of the Board and the community, while also ensuring that the ethical, fiscal and educational goals of the NJUHSD community are represented in the actions taken throughout the collective bargaining process.
Protocol	<p>To achieve this, Board members should:</p> <ul style="list-style-type: none"> • Participate by providing direction and guidance to those selected to represent the Board (District Negotiating Team). Board members will not participate in the individual negotiation sessions, either directly (at the table) or indirectly (observing the District's negotiation team). • Create the most positive environment possible to support the negotiation process; (e.g., Superintendent will endeavor to hold regular monthly employee/employer relations (ERR) meetings with each union's lead Negotiator and President). Superintendent and management team members shall endeavor to hold regular meetings to maintain consistent positive communication. • 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. • Expect, as the representative of the Board, that the Superintendent will recommend, for approval of the Board, the Chief Negotiator and the members of each of the District's negotiation teams.

	<ul style="list-style-type: none"> • Encourage open communication to all those impacted by negotiations, within allowed parameters. • Expect, while the negotiation process is taking place, that the Superintendent will be available to address the challenges related to the District. As the representative of the Board, the Superintendent will guide the development of the bargaining strategy and will be primarily responsible for facilitating the collective bargaining process.
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Confidentiality	
Principle	<ul style="list-style-type: none"> • Confidentiality is vital to the health of our organization. • The governing Board recognizes the importance of maintaining the confidentiality of information acquired as part of a Board member's official duties. • The responsibility of the Board includes being privy to closed sessions or confidential information about District litigation, personnel, negotiations, Superintendent evaluation, or other issues permitted under the Brown Act.
Protocol	<ul style="list-style-type: none"> • If we inadvertently or accidentally violate a confidential issue, we will take immediate responsibility for our action. • Confidential items will be reserved for full Board discussion.

Governance Norms / Board Conduct	
Principle	<ul style="list-style-type: none"> • We recognize that insinuation and rumors can be false and may damage relationships.
Protocol	<ul style="list-style-type: none"> • If a member of the Governance Team hears disturbing information that has supposedly come from another member of the Governance Team, we will act immediately to identify the issue and address the concern with the person or persons involved. Board members take it to the source of the issue for resolution. • Board members do not seek or accept any special or favored treatment for their children, family or friends. Members expect equal and respectful treatment of all people, and will model this behavior at all times.

Personnel - Employment References	
Principle	<ul style="list-style-type: none"> • Occasionally, the Superintendent and/or Board members will receive requests for employment references, letters of recommendation, or information about the reasons for separation. • It is imperative that responses to such requests come from person(s) with firsthand knowledge of the employee's professional qualifications or work performance.

	<ul style="list-style-type: none"> The Board only employs and regularly evaluates the Superintendent. All other District employees are employed and evaluated by the Superintendent and their designees.
Protocol	<ul style="list-style-type: none"> For the purpose of consistency, the District's Board of Trustees and its members will defer all requests for employment references, letters of recommendation, or information about the reasons for separation to the Superintendent, unless the request relates to a current or former Superintendent.

Newly Elected Board Member Resources	
Principle	<ul style="list-style-type: none"> Newly elected members to the Board of Trustees will likely be unfamiliar with state open meeting laws, meeting procedural policies, Board bylaws, the District budget, goals, and other District related issues. The governance team wants to provide all the tools necessary to help new Board members reach their potential to be productive and effective members of the team. Having resources related to Board meeting procedure and pertinent District information will help prepare new Board members for their first Board meeting and facilitate integration into the governance team.
Protocol	<p>Newly elected Board members will receive the following resources upon election and prior to their first Board meeting:</p> <ul style="list-style-type: none"> Brown Act Handbook, Governance Handbook and Governance Calendar, Annual Board Meeting Calendar, Board Bylaws/Policies, and CSBA Professional Governance Standards. Discussion of pending litigation and critical issues. Review of major programs and projects. Local Control and Accountability Plan, District Information Resource The governance team will schedule an orientation workshop meeting as soon as possible to be held with new Board member(s).

Board Member Training	
Principle	<ul style="list-style-type: none"> The Governing Board understands the critical role school governance training and education play in promoting student achievement and providing effective leadership in Nevada County. School Districts face unique challenges and the Governing Board is best positioned to address these challenges when members of the Board develop common knowledge related to key education issues. Individual Governing Board members understand that annual re-organization provides opportunities for them to serve as Board President, Vice president, Clerk, and representative to the Nevada County Superintendent of Schools. Proactively receiving training for such appointments better prepares Board members for filling these important positions.

	<ul style="list-style-type: none"> • A strong understanding of the role of the governing Board by its members promotes a unity of purpose within the governance team. This ultimately leads to the effective, results-driven direction necessary for the school District to achieve its established vision and goals and maintain its standard of excellence.
Protocol	<p>The annual budget will contain adequate funding for Board member training, taking into consideration that budgets in election years may require additional funding to accommodate new Board members. Board members shall continuously participate in educational opportunities designed to assist them in understanding the principles of effective governance, including, but not limited to:</p> <ul style="list-style-type: none"> • CSBA <ul style="list-style-type: none"> ○ New and First term Board Members ○ Board President ○ Masters In Governance • SSDA Governance Team Trainings • Nevada County Superintendent of Schools Workshops • Required Upon Election/Appointment And Every Two Years Under CA Law <ul style="list-style-type: none"> ○ Brown Act ○ AB1234 Ethics and Conflict of Interest

Establishing Multi - Year Goals	
Principle	<ul style="list-style-type: none"> • Establishing District multi-year and annual goals is critical to a forward thinking, proactive Board that is committed to continuous learning. • Important to the work of the Board is the ability to track progress over multiple years. • Critical to governance work is data driven decision-making that promotes clarity of direction, focus and alignment. Setting goals ensures that the work of the District is focused. • We recognize the value and importance of a comprehensive and formal evaluation process for the Superintendent. • We recognize that the Board has only one employee: The Superintendent. We value the chain of command for our District.
Protocol	<ul style="list-style-type: none"> • The annual goal setting process is linked to the District mission and the Superintendent evaluation and will follow an established calendar. • We agree to abide by all contract terms and will conduct a formal evaluation of the Superintendent each year. • June - review past year accomplishments and status of goals. • June-August - set annual goals based on Board Priorities and the District LCAP, and establish a schedule of progress reporting for the coming school year. The Board will annually evaluate the Superintendent based upon mutually agreed upon goals set.

Managing a Board Meeting / Board Meeting Organization	
Principle	<ul style="list-style-type: none"> • We understand and agree that Board meetings are meetings of the Board held in public, not open forum town hall meetings. We will keep this in mind as we conduct our meetings, allowing the public to provide input at the time allotted to ensure that multiple voices of the community are heard. We will consistently abide by our formal agreements and protocols in relation to this issue so that all persons are treated fairly and equally. • Regular and special Board meetings are scheduled to accomplish Board business, transfer information, and hold discussions about Board business in an effective and timely manner. • The only authority to direct action rests with the full Board sitting at the Board table. A majority vote sets such direction.
Protocol	<ul style="list-style-type: none"> • Robert's Rules of Order Newly Revised will be used as a guide for Board meeting operations, decision-making, and facilitating Board action. • Recognizing that the Board has been elected to conduct challenging conversations in public, members agree to discuss the issues in an atmosphere of mutual respect. • Debate should only occur between Board members. The Board will not respond to questions or statements made by members of the audience. Only the chair will respond to public comment during the meeting and only if warranted. • If possible, Board members are asked to discuss questions and/or concerns related to Board agenda items with the Superintendent in their 1:1 scheduled meetings. Newly arising questions and/or concerns should be communicated no later than the day before the Board meeting to provide adequate preparation time. • Any member of a Governance Team, employee, or member of the public has a right to request items be placed on the agenda. Final Board meeting agendas will be set by the Board president and the Superintendent. • If the Governance Team wants to consider an item for action, it will be returned for further action. If additional research is needed, the Governance Team will direct it. • Sufficient time will be provided for Board meetings to support discussions and decision-making on complex issues and recommendations. • The Board will stay on task by following the agenda. • The Board will avoid making comments that put down, exclude, or are inside jokes. • Except for Board/District business, or emergency and /or family necessity, use of electronic devices is discouraged.



We have reviewed and hereby agree to abide by and institutionalize the aforementioned governance team standards and protocols in order to support a positive and productive working relationship among the Nevada Joint Union High School District Board of Trustees, Superintendent, staff, students and the community. We shall renew this agreement at each Annual Organizational Meeting of the Board of Education.

Affirmed on this 21st day of June, 2023

DuWaine Ganskie, Board President

Wendy Willoughby, Vice President

Olivia Pritchett, Clerk of the Board

Ken Johnson, Trustee

Geoffrey Nelson, Trustee

Dan Frisella, Superintendent