Compass Charter Schools

Board Workshop

Date and Time

Saturday December 13, 2025 at 8:00 AM PST

Location

Location:
The Carson Doubletree
2 Civic Plaza Dr.
Carson, CA 90745
Mont Blanc Room

This meeting is available for public viewing as a webinar: https://compasscharters-org.zoom.us/j/81949864888

If you have special needs because of a disability or you require assistance or auxiliary aids to participate in the meeting, please contact the school's Executive Assistant via email at twrigley@cmpasscharters.org or call (805) 405-5898 at least twenty four (24) hours before the meeting. The school will use reasonable best efforts to accommodate your disability. This agenda is available for public inspection at the school's main office and at https://app2.boardontrack.com/public/vlrxGa/year.

Agenda

		Purpose	Presenter	Time
I.	**Opening Items**			**8:00 AM**
	Opening Items			
	A. Call the Meeting to Order		Thomas Arnett	1 m

	Purpose	Presenter	Time
B. Record Attendance		Tami Wrigley	2 m

II. Consent Items 8:03 AM

	Purpose	Presenter	Time
A. Consent Items	Vote	Thomas Arnett	2 m

Consent Items – Items under Consent Items will be voted on in one motion unless a member of the Board requests that an item be removed and voted on separately, in which case, the Board Chair will determine when it will be called and considered for action.

• Approval of the December 13, 2025 Meeting Agenda

III. Public Comment 8:05 AM

	Purpose	Presenter	Time
A. Public Comment	FYI	Thomas Arnett	10 m

Addressing the Board – Board meetings are meetings of the Board of Directors and will be held in a civil, orderly and respectful manner. All public comments or questions should be addressed to the Board through the Chair of the Board. To ensure an orderly meeting and an equal opportunity for each speaker, persons wishing to address the Board must complete a Speaker Request Card (https://forms.gle/wP1s15iB6xRSAEzP8) and submit it to Tami Wrigley. The Speaker Request Card must contain speaker name, contact number or email, and subject matter and submitted to the Executive Assistant to the Superintendent prior to the start of the meeting. Members of the public may address the Board on any matter within the Board's jurisdiction and have **two (2) minutes each** to do so. The total time of each subject will be fifteen (15) minutes, unless additional time is requested by a Board Member and approved by the Board.

The Board may not deliberate or take action on items that are not on the agenda. However, the Board may give direction to staff following a presentation. The Chair is in charge of the meeting and will maintain order, set the time limits for the speakers and the subject matter, and will have the prerogative to remove any person who is disruptive of the Board meeting. The Board of Directors may place limitations on the total time to be devoted to each topic if it finds that the numbers of speakers would impede the Board's ability to conduct its business in a timely manner. The Board of Directors may also allow for additional public comment and questions after reports and presentations if it deems necessary.

		Purpose	Presenter	Time
IV.	**Board Business**			**8:15 AM**
A.	Board Workshop	Discuss	Fred Van Vleck	225 m

Board Study Session on Leadership Styles and Board Protocols, facilitated by the National Center for Executive Leadership and School Board Development. The workshop will be led by Fred Van Vleck, Ed.D.

		Purpose	Presenter	Time
V.	**Break**			**12:00 PM**
A.	Lunch Break	FYI	Thomas Arnett	30 m

The board will break for lunch

		Purpose	Presenter	Time
VI.	**Board Business**			**12:30 PM**
A.	Continued Board Workshop	Discuss	Fred Van Vleck	210 m
VII.	**Closing Items**			**4:00 PM**
A.	Upcoming Meetings	FYI	Elizabeth Brenner	3 m

Tuesday, January 27, 2026 at 6:00 p.m.

		Purpose	Presenter	Time
B.	Adjourn Meeting	Vote	Thomas Arnett	1 m

Coversheet

Board Workshop

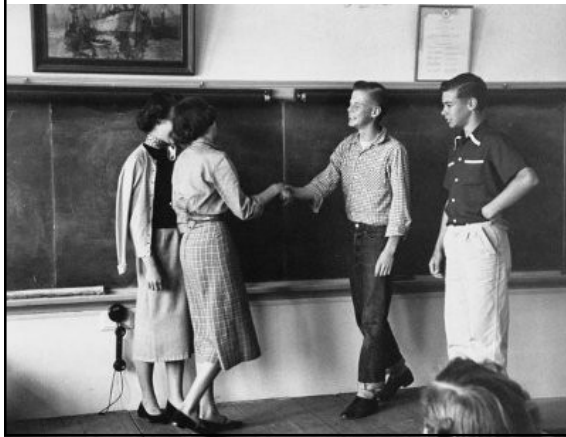|	
Section:	IV. Board Business
Item:	A. Board Workshop
Purpose:	Discuss
Submitted by:	
Related Material:	Board Copy of Presentation.pdf
	Rosenberg's Cheat Sheet (1)_Redacted_201807311446033321.pdf
	Day 1 - List of Objectives to Prioritize.pdf

1
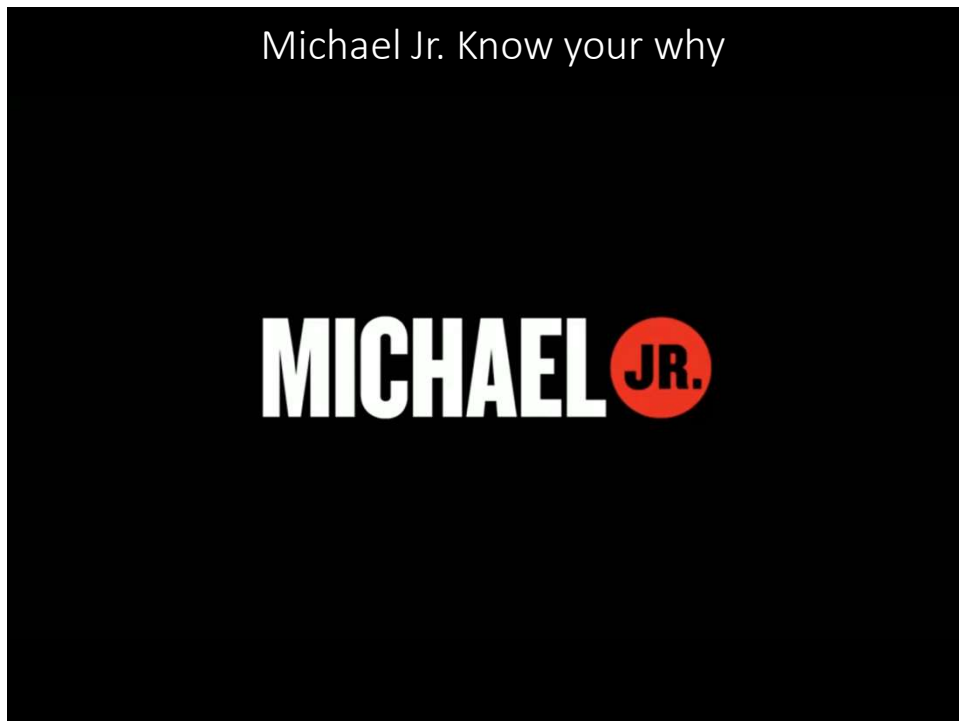
2

Introductions

- Please introduce yourself and answer the following:

1. How long have you been on the Board?
2. Why are you on the Board and what impact do you hope to have?
3. What do you hope to get out of today's governance workshop.

3

Not finance. Not strategy. Not technology. It is teamwork that remains the ultimate competitive advantage, both because it is so powerful and so rare.

-Patrick Lencioni

4

5

Individual Activity

- Please identify 5 people who are important to your success.
- Please identify 5 people who frustrate you the most.

Hint: You can have the same person in both categories!

6

COMMUNICATING EFFECTIVELY WITH OTHERS

- 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.

7

Be present and . . .

. . . Celebrate Differences!

SUPERIOR

No Behavioral style is superior to another!

8

OUR OPPORTUNITIES

- *Just for today*, think about the behaviors you typically exemplify toward working with others and leading others. *Start with you.*
- Continue to *seek first to understand.*
- Next, **if** you were to be asked, what is *one* **behavior** you could demonstrate you believe will *enhance your work relationships to ensure* colleagues will *thrive* and grow?

9

GOOD NEWS!

With some practice, and by ==consciously== observing people, you can quickly determine which factor(s) are most prominent within an individual.

10

11

12

GENERAL CHARACTERISTICS

- **DOMINANCE**
- Direct
- Results-oriented
- Strong-willed
- Forceful

- **INFLUENCE**
- Enthusiastic
- Optimistic
- High-spirited
- Lively

D   i

- **CONSCIENTIOUS**
- Analytical
- Reserved
- Private
- Systematic

C   S

STEADINESS
- Even-
  tempered
- Patient
- Humble
- Tactful
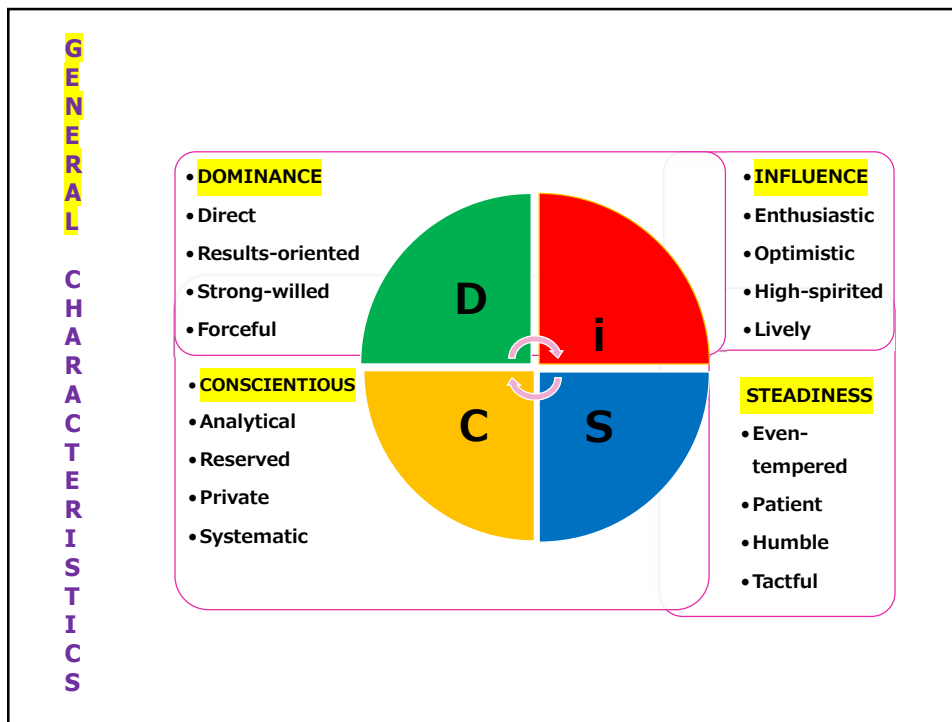
13

- People with a high **DOMINATE** factor (D) are task-focused, extroverted, and are geared to **enjoy a challenge.**

- They are **quick** decision-makers. They are at ease in leadership roles and are comfortable **taking risks.**

- Ds usually speak at a **rapid pace** and use a fair amount of hand gestures when communicating.

- **Being efficient** is important to them. They enjoy **competition** and sometimes a bit of conflict.

- These types of people are known for *taking the bull by the horns* and **generating results.**

14

- Those with a high INFLUENCE (i) factor are people-focused, extroverted, and tend to be very persuasive.

- They find it easy to generate a lot of excitement and enthusiasm for a person or cause they believe in.

- Is speak with a large amount of tonal variation, at a fast pace, and use large hand gestures.

- They are very outgoing and enjoy interacting with people. They play the role of cheerleader and generally have an optimistic view of life.

15

Individuals with a high Steadiness (S) factor are people-focused, introverted, and are excellent planners. They approach their work in a logical, stepwise fashion.

S's speak slowly and deliberately while using a limited number of hand gestures. They are calm, cool, and collected. They excel in creating structured environments and possess a high degree of patience. They are relatively low risk-takers and usually are very loyal to people and organizations. Uncomfortable with change.

16

People with a high conscientious (C) factor are task-focused, introverted, and tend to be perfectionists.

Cs speak using a limited amount of tonal variation, and even more limited hand gestures.

Generating quality work is a top priority. They have very high expectations for themselves and others.

Data is extremely important in their decision-making process. They tend to follow rules and *procedures by the book* and encourage others to do the same.

17

Examples of leaders.

- Focus on the bottom line when communicating with a person who has a strong D factor. *If a D asks you what time it is, tell them the time . . . do not tell them how to build a watch.*

- Ds like succinct information presented in a bulleted format. They also prefer that you stick to business.

- Offering too many details to Ds will frustrate them and ultimately break the communication cycle.

18

Begin the conversation with . . .
a social comment when communicating with a person
who has a strong, *I* factor.
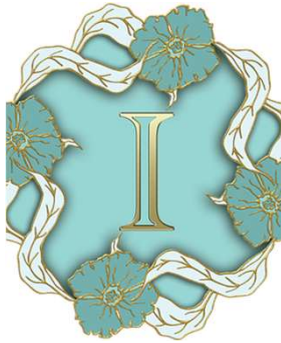
• **Is enjoy people** and a lot of social interaction. If an i asks you to join them for lunch, do it.

• **You will create instant rapport** with this person.

• **Is also appreciate an energetic and enthusiastic approach.** If you must address details, put them in writing.

• **Is have a tendency to be a bit disorganized.**

19

Proceed at a *slow* pace when communicating
with a person who has a strong S factor.

If an S says that (s)he needs **time to think** about something, give it to him. One of the fastest ways to lose rapport with an S is to rush her/him in the decision-making process.

Ss approach their work in a **very logical** manner that requires them to mentally work through all possible scenarios, and this takes time.

20

Pay extreme attention to details when communicating with a person who has a strong C factor.

- **If a C requests additional data from you, be prepared to deliver it in an organized manner.**
- **Cs are not interested in socializing in a work setting, so refrain from engaging in idle chitchat.**
- **After you have provided Cs with all of the data that you thought they could ever ask for, be prepared for them to ask you for more.**
- **Cs can never have too much data.**

21

EXAMPLES OF SITUATIONS
The Email

Recognize the way each style would write an email.

Ds will usually write no more than a **couple of lines,** getting right to the heart of the matter. They most likely will omit a formal greeting.

22

23

24

We Want More Data

Cs, like Ds will also get right **down to business.**

Yet they will either be asking for or providing you with much **more data.**

Cs feel very comfortable communicating via **email** because it gives them an easy way to keep track of who said what to whom and at what time.

25

How do you behave? . . .

On the next few slides, which examples most closely resemble your behavior?

26

26

GETTING ON A BUSY ELEVATOR

Voluntold

■ Walks up, gets on the elevator, pushes the button that closes the door.

■ Will get on the elevator. If it's crowded, will count the number of people and, if the number is over the limit, will make someone get off.

■ Lets others in, says *"Always room for one more"* . . . *"Come in, you're going to be late, we'll wait for you!*

■ Will wait in line, moving from one line to another seeking to determine the best line to be in, appearing unable to make a decision.

27

SHOPPING for GROCERIES

■ The impulse buyer. No list.

■ Knows staff, by name, and while talking with a staff member will ask for help in finding the items needed.

■ Is prepared, has a list and gets it done efficiently.

■ Would not even think of going shopping without coupons and a calculator.

28

ON THE **GOLF** COURSE

■ Spends more time in the club house talking than on the course.
■ Keeps score and plays strictly by the rules. They clean their clubs a lot too.
■ Golfs the same day, the same time, the same place, using the same clubs.
■. Watch out when they are driving the cart. They frequently *play through* groups of golfers.

29

COOKING A MEAL

■ Unable to cook without a timer and measuring cups.
■ Likes to cook for groups and has an extra place set at the table in case company stops by.
■ Unable to cook without a microwave.
■ Prepares a meal from scratch and rotates around a dozen standard recipes.

Voluntold

30

Next time you interact with others, **anticipate** how each style will **behave . . .**

at a team **meeting,**

working with **others,**

and in making **decisions.**

31

Meetings....how leaders react

Ds will want to cover the agenda items as quickly as possible so that they can end the meeting and do something else.

Ds usually have several projects running simultaneously.

32

Is will want the meeting to have a social component.

- **They might suggest,** *Let's get coffee and donuts; it will make the meeting more fun.*
- **Expect them to become excited and animated when topics are discussed that they feel strongly about.**
- **Is sometimes have a tendency to steer the meeting off track.**

33

Ss will support creating a detailed plan of action.

Ss may suggest that separate committees or subcommittees be formed to address specific issues.

Ss want to be sure that every possible outcome is examined.

34

Cs will make statements like, *our CAASPP scores are up 11.34% compared to last year.*

OR

How valid is this research, how old is it, and who conducted it?

You can count on **Cs** to be precise, accurate, and to question any ambiguities that they detect.

California Assessment of Student Performance and Progress

35

When 2 or more people come together to produce a combined effect greater than the sum of their separate effects.

Balanced leadership results in synergetic decision making!

36

Critical Ideas on Leading "Others"

S = Rescues others, need to hold S Responsible.

C = Need to define Perfection.

i = Close the Door.

D = Keep them Focused on the Mission or D will build their own Queen/Kingdom.

With this in mind, let's apply the learning in a different way.

37

YOU KNOW WHEN YOUR ___ IS TOO HIGH WHEN YOU . . .

· Are walking around a lake and decide to walk across it for a change of pace.

· Declare your front yard a sovereign nation and attempt to reach a foreign trade agreement on car imports.

· Feel the urge to direct traffic downtown at 5 p.m.

· Arrive at work at 8 a.m. and by 8:03 a.m. no one is speaking to you.

· Are honored as *Troublemaker of the Year.*

38

YOU KNOW WHEN YOUR ___ IS TOO HIGH WHEN YOU . . .

- **Leave a partial message on a friend's answering machine and need to call four times to leave the entire message.**

- **Offer to help an elderly person cross the street when the person is sitting on a front porch with no intention of moving.**

- **Feel like reading a book and invite five friends to come over to read it with you.**

- **Dial a wrong number and talk to the person who answers for half an hour anyway.**

GUESS

VOLUNTOLD TO READ ALOUD

39

YOU KNOW WHEN YOUR ___ IS TOO HIGH WHEN YOU . . .

- **Listen for 30 minutes to a telephone salesperson selling snow removal equipment; and you live in Florida.**

- **Even though you graduated from High School 25 years ago, you just saw your senior picture, and your hairstyle has not changed.**

- **Begin your summer vacation by reading all your insurance contracts.**

GUESS

VOLUNTOLD TO READ ALOUD

40

YOU KNOW WHEN YOUR ___ IS TOO HIGH WHEN YOU . . .

- Are so precise in your reasoning and data, in releasing a person of their duties, that they thank you for it and offer to take you out to lunch.
- Make a hobby out of checking the claims of laundry detergents.
- Form your own quality circle to improve the quality of cooking in your home.
- Run out of gas on purpose to find out exactly how far your car goes on a gallon of gas.

Guess

41

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.

Volunteer to read aloud.

42
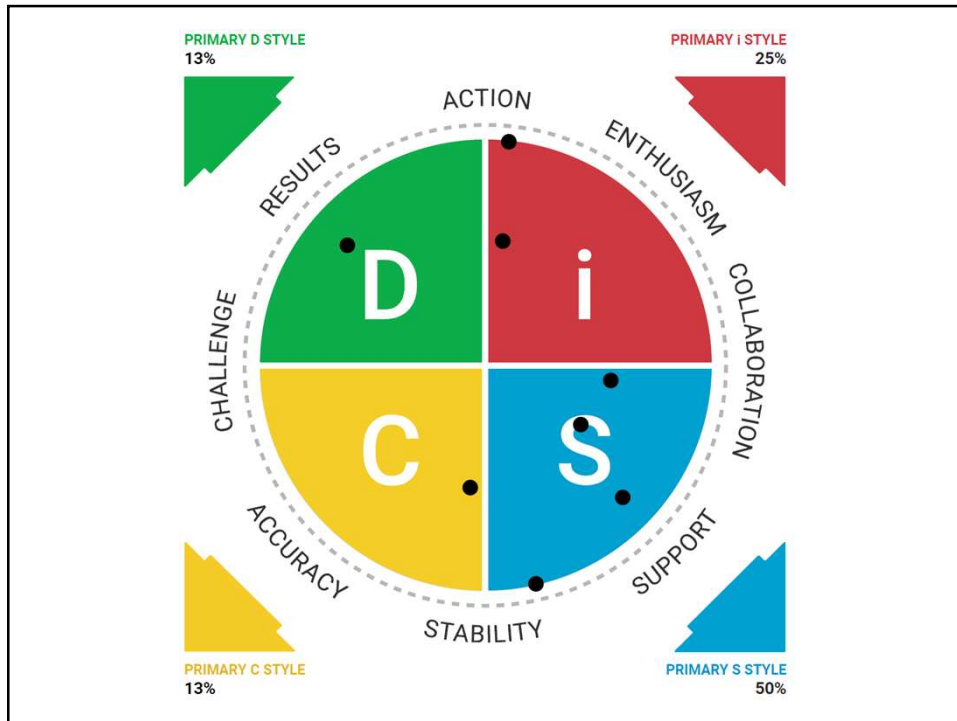
43

GROUP CULTURE REPORT:
The So What Questions

1. What **conclusions** do you draw from your **culture percentages** when compared to **average percentages** that represent over 1 million DiSC reports?

2. If this were the Team you were leading or working with, what would be the greatest challenge?

44
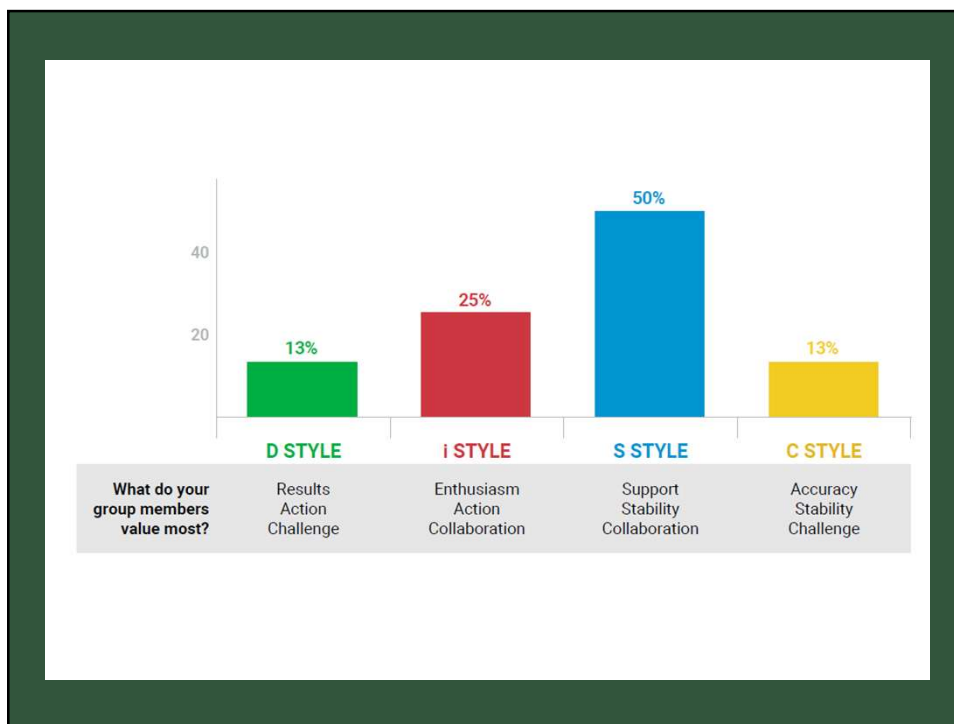
45

The S culture offers benefits and challenges for people with each of the four DiSC® styles.

D **PEOPLE IN THE D REGION**
13% of your group

People in the D region strive to get results in this culture. Their preference for action may cause them to make bold decisions and take daring risks. Such adventurous behavior can benefit the organization, which otherwise may struggle to move forward decisively. However, their assertive behavior may be seen as rude or pushy. People in the D region, on the other hand, may feel that the environment is too "touchy-feely." Further, the calm, orderly culture often seems dull to them, and they may look elsewhere for challenges.

i **PEOPLE IN THE i REGION**
25% of your group

People in the i region tend to supply much of the excitement in this culture. They can bring enthusiasm to projects and coordinate the social activities that bond colleagues and build a sense of community. Others, however, may get frustrated that they aren't as organized and reliable in their habits as the culture expects. At the same time, people in the i region are likely to become bored at the laidback atmosphere that this culture encourages.

S **PEOPLE IN THE S REGION**
50% of your group

People in the S region tend to appreciate the comforting routine that this culture provides. They're likely to respond well to the security of the environment, and they may look forward to the collaboration that is a large part of this culture. The organization can come to depend upon their loyalty and follow-through. However, they may not be challenged to improve their performance, accept new responsibilities, take chances, or make major changes.

C **PEOPLE IN THE C REGION**
13% of your group

People in the C region tend to appreciate the fact that precision and analytical skills are respected in this culture. They seldom feel pressure to rush through projects in this environment, and they're likely to appreciate its methodical approach. They get the opportunity to benefit the organization by ensuring refined and accurate outcomes. However, they may be seen as too cold. People in the C region, in turn, may feel that the group is too sensitive and accommodating when making decisions.

46

ISSUES TO CONSIDER

If you have an S culture, your group may want to consider the following questions:

- How do people who aren't in the S region feel about this culture? What are their frustrations and challenges?
- How does the group listen to those in the other regions?
- How do people in the S region respond to those who don't share their style?
- How open is your culture to the D, i, and C styles? How do they bring balance to your group?
  - Do people in the D region feel that the group moves too slowly and that people are too sensitive?
  - Do people in the i region feel like they have enough excitement?
  - Do people in the C region feel that the group makes decisions based on people's feelings rather than facts?

47

DiSC Personality Types: Distribution Percentages

Although distributions may vary slightly across sample groups (e.g., by culture, industry, or role), Wiley's general research provides **approximate population distribution** across the four primary DiSC styles:

DiSC Style	Description	Approximate % of People
D – Dominance	Direct, results-oriented, competitive	10–15%
i – Influence	Outgoing, enthusiastic, persuasive	25–30%
S – Steadiness	Cooperative, dependable, accommodating	30–35%
C – Conscientiousness	Analytical, precise, systematic	20–25%

48

NEXT STEPS . . . LET'S PRACTICE . . .

- Please **focus on one** individual that is challenging to lead (refer to your notes).
  - Based on what you have learned in this initial training, what would you say is the **predominate** leadership style (D, i, S, C) of the identified person?
  - *Why* do you perceive this leadership style as being the individual's predominate style?
  - How might you approach this individual, reflecting on the teaching in this workshop?

49

49

Board Protocols

50

51
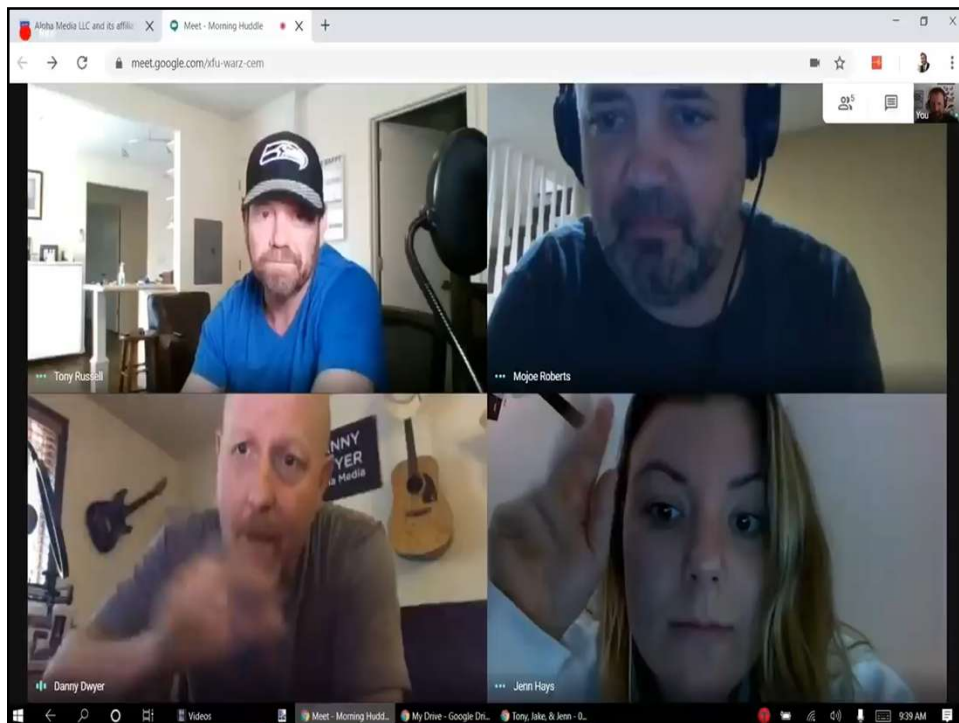
52

What's The Big Deal – Protocols?

53

"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

54

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 Charter policy. Ideally, it also strengthens the team!

55
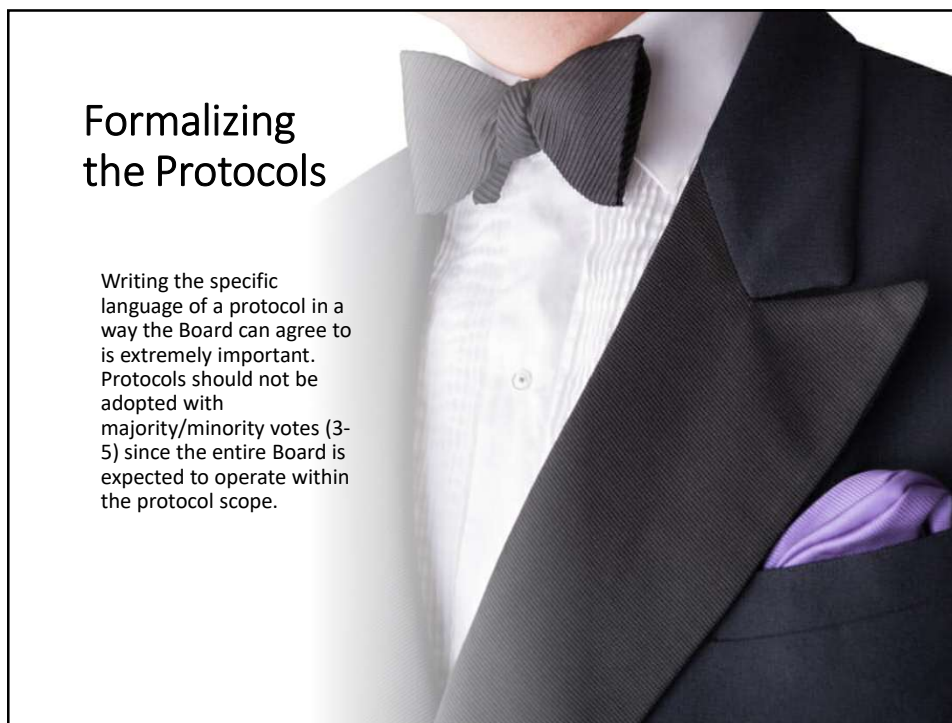
Formalizing the Protocols

Writing the specific language of a protocol in a way the Board can agree to is extremely important. Protocols should not be adopted with majority/minority votes (3-5) since the entire Board is expected to operate within the protocol scope.

56
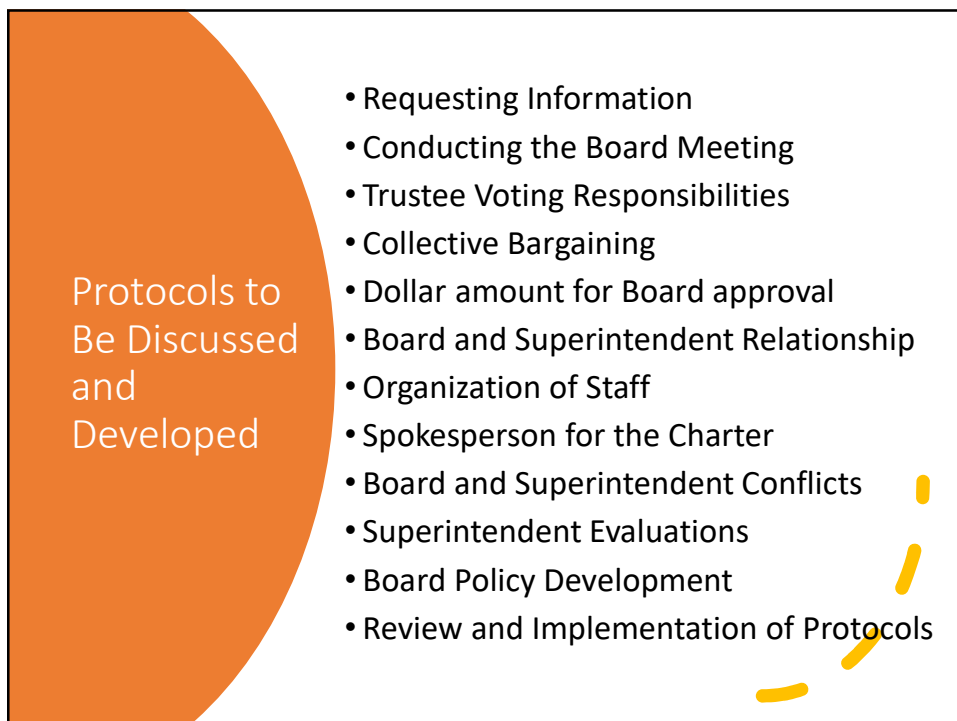
Protocols to Be Discussed and Developed

- 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

57

Protocols to Be Discussed and Developed

- Requesting Information
- Conducting the Board Meeting
- Trustee Voting Responsibilities
- Collective Bargaining
- Dollar amount for Board approval
- Board and Superintendent Relationship
- Organization of Staff
- Spokesperson for the Charter
- Board and Superintendent Conflicts
- Superintendent Evaluations
- Board Policy Development
- Review and Implementation of Protocols

58

59

60

Discordant Note
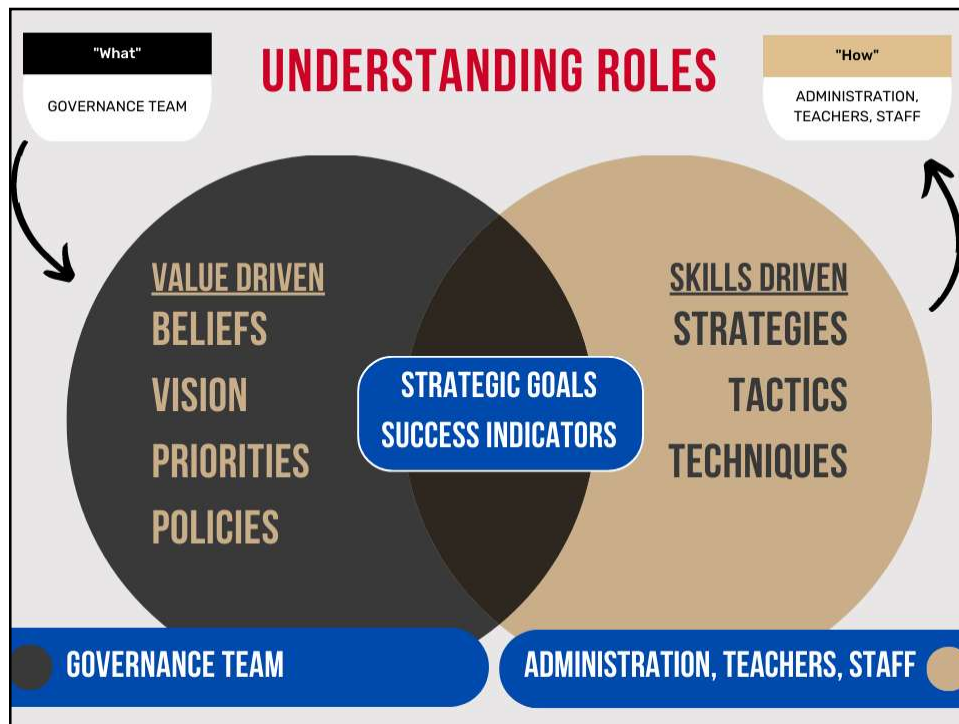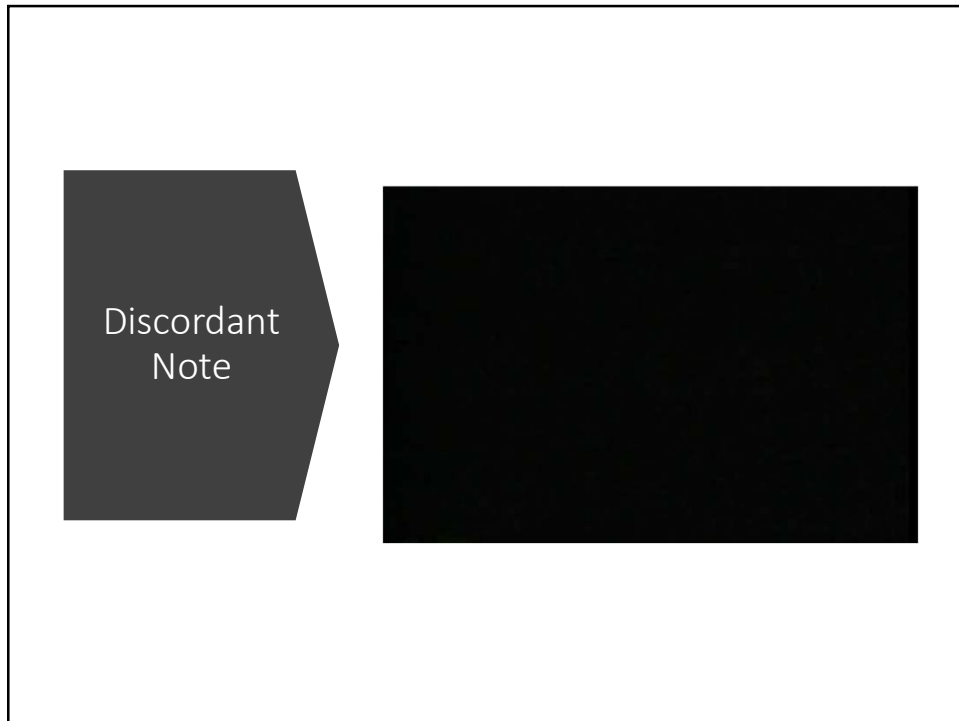
61

"Music Program"

- Issues?
- Board Awareness
- Responsibility to communicate with parents
- Aware of the decisions made
- Awareness of the music program

62
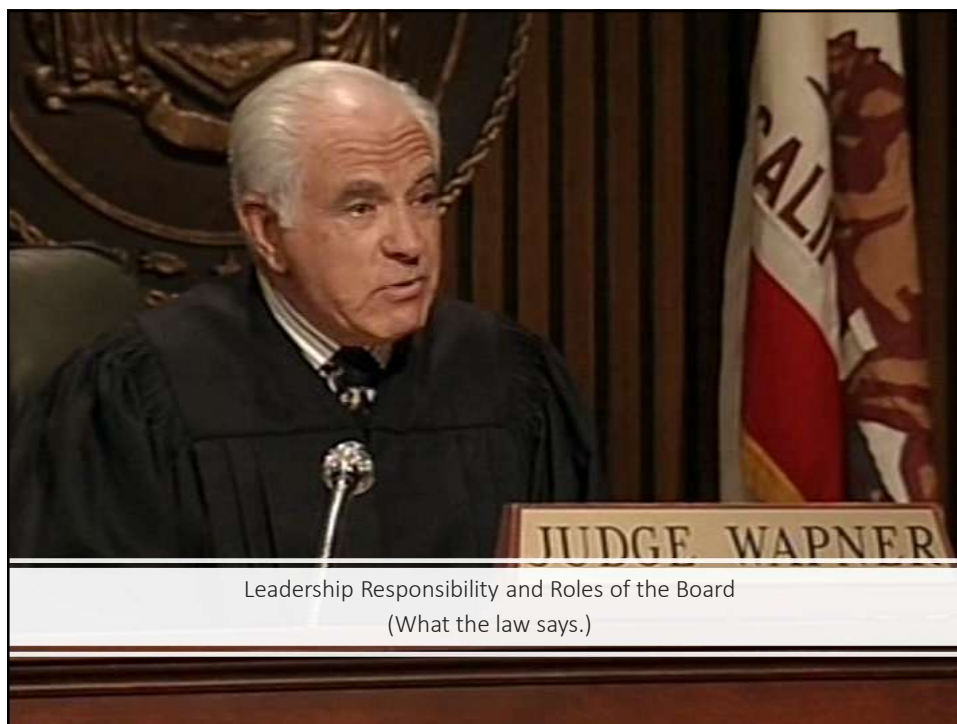
Leadership Responsibility and Roles of the Board
(What the law says.)

63

Leadership Responsibility and Roles of the Board

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

64

Customer Complaint

65

Customer Complaint to Board Member

Issues?
- Board member spoke directly to staff member
- Told community member that HE would do what he could.
- Board member asked for status report, assuming that the status must change.
- Why the delay?

66

Leadership Responsibility and Roles of the Board

- How do trustees respond to concerns in public? (Trustees do not have authority as individuals!)
- Principles
  - Openness to public comments
  - Respect and kindness towards everyone
  - Listen for understanding
  - How to re-direct
  - What to report to your Superintendent

  …**remembering that only one side of the story is being presented**

67

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.

To be effective representatives of the Board and Charter, members will:

- Always behave in a manner that reflects positively on the Charter.
- Refrain from obligating the Board and/or administration by actual speech or implication, unless authorized to do so by the Board.
- Represent the Board at various school events, particularly those held at specific sites assigned annually on a rotating basis.
- Refer any concerns, questions, or comments to the Superintendent as specified in the protocol on Responding to Concerns.
- Reinforce with the community the key messages agreed upon by the Board.

68

Leadership Responsibility and Roles of the Board

Responsibilities of Individual Board Members

- Attend all board and committee meetings and functions, such as special events.
- Be informed about the organization's mission, services, policies, and programs.
- Review agenda and supporting materials before board and committee meetings.
- Serve on committees or task forces and offer to take on special assignments.
- Inform others about the Charter.
- Follow conflict-of-interest and confidentiality policies.
- Refrain from making special requests of the staff.
- Assist the board in carrying out its fiduciary responsibilities, such as reviewing the annual budget and audit.

69

Leadership Responsibility and Roles of the Board

- In responding to concerns regarding the work of the Charter, Board members will:
  - *Receive* the information, **remembering that only one side of the story is being presented (listening)**
  - *Repeat* the information – paraphrase to ensure understanding
  - *Remind* the individual that a Board member has no authority as an individual and share the appropriate line of command and process to follow to address their concern.
  - *Re-Direct* – Thank them for sharing their thoughts and refer them to the appropriate staff member and, if necessary, encourage them to initiate the formal complaint process.
  - *Report* – Promptly, inform the Superintendent, with the Superintendent appropriately responding to the individual and/or Board member.

70

Leadership Responsibilities of the Board

As a Board, we recognize that 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(and, if **necessary**, through the Board Chair).

71

Leadership Responsibility and Roles of the Board

Anonymous Complaints:
As a standard practice, the Board and Superintendent do not consider anonymous complaints unless they involve a safety concern. If an anonymous complaint is received by the Superintendent's office or Board, the Superintendent will evaluate the matter on a case-by-case basis. The Superintendent may consult with the Board President to determine the appropriate course of action.

72

"Office Visit"

73

"Office Visit"

- What possible effects could Andy's actions have on the Charter?
- Did Andy violate an ethical tenet? If so, what?
- Who should rein Andy in? How?

74

"Fix It"

75

"Fix It!"

What are some possible problems that Andy's actions can have on the Superintendent?

What should have Andy told Jill?

76

Board Meetings
and the
Agenda

77

Board Meetings and the Agenda

How do we deliberate?

Principles: Purpose of deliberation is to …

Reflect on the impact on students!

Express different points of view

Voice community questions and interests

Reflect on values, mission, vision and priorities

Be informed by each other and demonstrate   understanding

78

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 re-engaging the public.

79

Board Meetings and the Agenda

- Board meetings will be scheduled as follow:

• September meeting, on the 3rd or 4th week

• December meeting, on the 1st or 2nd week

• January meeting, the 4th week

• March meeting, in the middle of the month

• May meeting, the 3rd week of the month

• June meeting, the 3rd or 4th week of the month, but not on Father's Day weekend.

. Each Board meeting will begin with Closed Session (with dinner provided to the Board) at 5:00 pm. The Regular Public Meeting will begin at 6:00 pm. Study Sessions may be scheduled and shall be scheduled at the discretion of the Board.

80

Board Meetings and the Agenda

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.

81

Board Meetings and the Agenda

The Board values community involvement and desires that the community is informed about information discussed, deliberated on and when action taken during regular Board meetings. As such, all _regular_ (not special, study sessions or emergency) Board meetings will be live streamed, recorded and archived for live and future viewing. Public comment will be taken from in person attendees only.

82

Board Meetings and the Agenda

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

83

Board Meetings and the Agenda

With staff support, the Superintendent 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. Before the Board Meeting, the Board President and the Superintendent will discuss the contents of the agenda and the process that will be followed at the meeting.

84

Board Meetings and the Agenda

The President of the Board may choose to have the Superintendent be a direct resource, requiring the Superintendent to sit next to the Board President. On the other hand, the Board President may choose to have the Superintendent be an indirect resource and, thus, the Superintendent would sit at the dais but away from the President and on one end of the Board.

85

Board Meetings and the Agenda

The Superintendent and Board believe the need for information and/or clarification on agenda items is best accomplished by the submission of written questions/requests for such ahead of meetings. This will allow for in-depth consideration of items without unduly lengthening the meeting time.

86

Board Meetings and the Agenda

Board Members will make every effort to submit, before the meeting, questions they intend to ask so that the Superintendent and Charter staff can prepare to answer Board members' questions at Board meetings.

When an individual Board member requests information, that information will be provided to all Board members.

If unforeseen questions arise during the meeting, Trustees will acknowledge their question or comment as spontaneous and that they understand that staff may not have the information on hand to answer the question.

87

Board Meetings and the Agenda

Any request of the staff by an individual Board Member, which will take more than 30 minutes to fulfill, must be made by the majority of the Board so as not to detract staff from focused efforts that are meant to move the Charter toward achieving the year's goals.

88

Steps to Consider in a disruptive meeting

- **Respectfully address the disruptive behavior**
  - Ask the member to refocus and participate constructively.
- **Provide a clear warning**
  - Explain that continued disruptions may result in dismissal from the meeting.
- **Call for a brief recess**
  - Take a 5-minute break to allow for de-escalation.
- **If necessary, ask the member to leave**
  - If disruptions continue, direct the individual to exit the meeting.
- **Limit public attendance if disruptions persist**
  - If the disruption involves multiple attendees, dismiss the public while allowing press to remain.
- **Adjourn and reschedule if needed**
  - If order cannot be restored, adjourn the meeting to a future date and time.

89

Board Meetings and the Agenda

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

90

"After the Game"

91

"After the Game"

- Have you ever been in a similar situation and what should have the Board members done differently?
- Can or should Board members travel to a game together or sit together?

92

Intent of the Brown Act

The people of this State do not yield their sovereignty to the agencies which serve them. The people, in delegating authority, do not give their public servants the right to decide what is good for the people to know and what is good for them not to know. The people insist on remaining informed so that they may retain control over the instruments they have created.

The Ralph M. Brown Act, Gov. Code, § 54950

93

Intent of the Brown Act

- To keep the public informed of the actions, debates and views of locally elected representatives; and

- To provide the procedural framework for local legislators to meet, debate, act and listen collectively to their constituents.

94

Applicability

- Act applies to a "member of the legislative body of a local agency" which includes "[a]ny person **elected** to serve as a member of a legislative body who has not yet assumed the duties of office ..."

- Once elected, **officials are expected to know** the requirements of the Brown Act, even before taking office.

- (Government Code § 54952.1.)

95

What is/is not a Meeting?

- **Note**:
  - For any exclusion to apply, Board members **must not discuss topics** within the subject matter of the Charter "other than as part of the scheduled program."

For any exclusion to apply, Board members must not discuss topics within the subject matter of the district "other than as part of the scheduled program."

96

Non-Agenda Items

- Board may also:
  - Ask for clarification
  - Make a brief announcement or brief report of activity
  - Request staff to "report back" or place item on future agenda
  - "Briefly respond to statements made or questions posed by persons exercising their public testimony rights" (Gov. Code § 54954.2.)

97

Meetings – Public Rights

- Right to comment:
  - Agenda must provide opportunity for public comment
    - Before or during consideration of item
  - Public comment must be allowed on any other matter under the Board's jurisdiction
- Board may place reasonable time limitations on particular topics or speakers
- At special meetings, the public only has the right to address agenda items

98

Violations

- Consequences for violation of the Brown Act:
  - Criminal liability exists if there is "intent to deprive public"
  - (Gov. Code, § 54959)
  - Public can sue to stop violation of Act
  - Declaratory relief regarding past violation of the Act
  - Payment of attorneys' fees
  - Voiding of action taken in violation of the Act
  - Court may order taping of closed session

99

**TOP 10 BROWN ACT
MISTAKES**

100

Number 10

Not Maintaining Proper Meeting Minutes
1. **Mistake:** Failing to record or inadequately documenting meeting minutes that reflect board actions and decisions.
2. **Explanation:** Meeting minutes must be publicly available and include a clear record of actions taken, including motions and votes.

101

Number 9

Not Including Sufficient Information in the Agenda
1. **Mistake:** Providing vague or incomplete agenda descriptions that fail to inform the public about the items being discussed.
2. **Explanation:** The agenda must clearly state each item to be discussed, including a brief description of the subject matter, so the public can understand and prepare to comment

102

Number 8

Violating the Open Meeting Requirement
1. **Mistake:** Conducting board discussions or decisions outside of public meetings (e.g., via email, text, or informal gatherings).
2. **Explanation:** The Brown Act mandates that all board business must be discussed in public meetings, ensuring transparency and public participation.

103

Number 7

Not allowing Public Comment and/or discussing Non-Agenda Items During Public Comment
1. **Mistake:** Allowing discussions on issues that are not listed on the agenda during the public comment period.
2. **Explanation:** The Brown Act limits public comment to items on the agenda, although public comments on non-agenda items are allowed during designated periods.

104

Number 6

Serial Meetings or "Backdoor" Conversations

1. **Mistake:** A majority of board members engaging in serial meetings (i.e., discussing board matters one-on-one, then with others in sequence).
2. **Explanation:** Even indirect discussions among board members outside of a meeting can violate the Brown Act's prohibition on serial meetings, which prevents any collective decision-making outside of public forums.

105

Number 5

1. **Cutting Off Negative Comments About Staff**

- **Mistake:** Interrupting or cutting off public comments that are critical of staff members or making it difficult for the public to express concerns about personnel issues.

- **Explanation:** The Brown Act ensures the public's right to speak at board meetings, including negative comments, as long as they do not violate the rules of decorum. Board members should not limit public comment merely because it is critical of staff, but they should intervene if the comment violates laws such as defamation, harassment, or if it pertains to personnel matters that should be discussed in closed session.

Not Setting a Time Limit on Public Comment

- **Mistake:** Allowing public comments to continue indefinitely without establishing time limits, causing meetings to run excessively long.

- **Explanation:** The Brown Act allows the board to set reasonable time limits for each speaker during public comment periods to ensure that everyone has a fair opportunity to speak and that meetings remain orderly and efficient.

106

Number 4

Staff Present for Student Expulsions/Failure to Notify Parent

- **Mistake:** If someone representing the Charter is present, the parent also has the right to be present
- **Explanation:** The Board is acting in their judicial role, and the Superintendent is representing the Charter. This is a common cause for the County Board to overturn an expulsion.

107

Number 3

Improper Closed Session Discussions
1. **Mistake:** Discussing non-authorized issues in a closed session or failing to disclose certain actions after a closed session or using closed sessions for purposes that are not explicitly permitted under the Brown Act, such as general strategy discussions or personal matters.
2. **Explanation:** Closed sessions are strictly limited to specific topics like personnel issues, litigation, and labor negotiations. Any actions taken must be publicly reported. Any misuse can expose the board to legal challenges.

108

Number 2

Refusing to Cure Violations

- **Mistake:** Refusing to "cure and correct" a violation when it is identified or challenged.

- **Explanation:** Under the Brown Act, if a board's action is challenged as being in violation of the Act, the board must be given the opportunity to "cure and correct" the violation. This means the board must take corrective action to fix any improper meeting or decision-making process. If a violation is not addressed within 30 days, it could lead to legal challenges and potential invalidation of actions taken. Refusing to cure a violation or failing to respond to a written notice can expose the board to legal risks, including lawsuits and invalidation of board decisions.

109

Number 1

Not Having Board Protocols

- **Mistake:** Failing to establish clear Board protocols for conducting meetings and decision-making processes.

- **Explanation:** The Brown Act requires that school boards operate in a manner that ensures transparency, fairness, and public participation. While the Act sets the basic legal framework for public meetings, boards should establish their own protocols to ensure consistency and clarity in how meetings are conducted, including guidelines for decorum, addressing public comments, and decision-making procedures. Without clear protocols, boards may risk violating the Brown Act by inadvertently allowing improper actions, such as not allowing sufficient public input, or failing to address items in the proper order. Board protocols also help ensure that all members and the public understand how business will be conducted, reducing confusion and promoting smoother, more efficient meetings.

110

Board Meetings and the Agenda

Public Participation

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.

In general, citizens and residents wishing to "dialogue" with members will 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 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.

If a Board 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 to clarify or to correct.** Any further discussion should be agendized.

111

Board Meetings and the Agenda

Public Comment:

Time limits, generally 3 minutes per speaker and, 20 minutes per subject will be imposed by the Board President.

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

112

Board Meetings and the Agenda

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 affecting pupils, employees, or services provided by the Charter. 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.

113

Board Meetings and the Agenda

Board members shall maintain the confidentiality of Closed Session and shall not release confidential information unless the release of said information is directed by the action of the Board. Further discussion should not occur outside of Closed Session.

114

Board Meetings and the Agenda

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

115

Board Meetings and the Agenda

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:

1. Input from the Community
2. Staff Presentation/addressing questions from the Board (Staff members, when presenting items to the Board, are to provide appropriate back-up material for the Board to review before 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 President is received.)
3. Board Discussion and Deliberation

116

"Coffee Break"

117

"Coffee Break"

• Ethically, what did Andy do wrong?
• How could Andy's actions impact future discussions that are held in Closed Sessions?

118

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.

119

"I Love Technology"

120

"I Love Technology"

- How has technology changed how the Board communicates to one another and to the public?
- Should a Board member express their point of views regarding the Charter through social media (e.g. Facebook, Twitter)

121

Board Meetings and the Agenda

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."

122

Board Meetings and the Agenda

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

- Electronic Devices will be set for 'silent' or vibrate.
- Trustees will be discreet in checking cell phones if necessary.
- When meeting virtually, whenever possible, Trustee's cameras will be on during the meeting.

123

Board Meetings and the Agenda

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, their abstention shall not be counted for purposes of determining whether a majority of the membership of the Board has taken action

124

Board Meetings and the Agenda

Abstentions are most appropriate in cases where there is a personal relationship between a litigant and a Board Member (perception of bias), a decision that financially impacts the Board Member or their immediate family (legal conflict), or a personal connection to the Board Member that may bias a decision on discipline.

When abstaining because there may be a perception of bias, the Board Member is encouraged to state the bias.

When an actual legal conflict of interest exists, the Board Member must publicly declare the conflict and recuse themself from voting at all.

When a Board Member abstains, their abstention shall not be counted for purposes of determining whether a majority of the membership of the Board has taken action

125

Media Madness (Take 1)
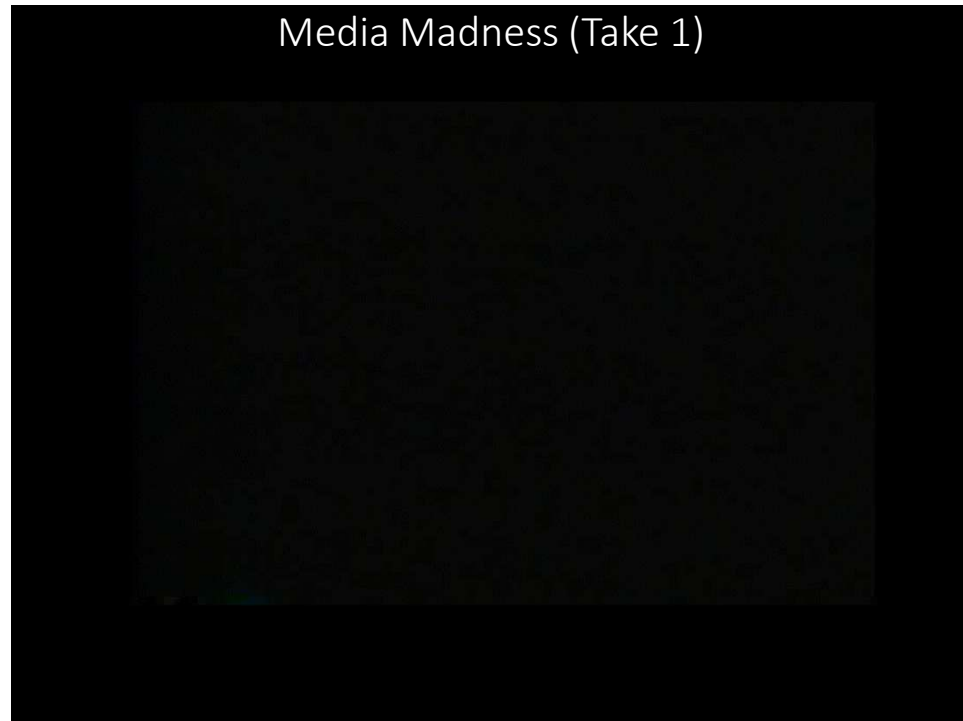
126

"Media Madness"

- Attacking fellow team members
- Use the media and creating controversy to pressure fellow Board members.
- Board members are "wishie/washie" when they don't agree with the Board member.
- Only one with good sense.

127

Board Meetings and the Agenda

Board members will model professional behavior by being polite and respectful of the points of view held by their fellow Governance Team members. The Governance Team will address one another by their first name.

128

Board Meetings and the Agenda

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

129

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.

130

Board Meetings and the Agenda

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

The protocol for recording the votes of the individual Board members shall follow the rotation established by the Board.

131

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 **3 of 5 members** of the 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.

132

Board Meetings and the Agenda

Whenever Board members are appointed or elected to serve on the Board, the Superintendent shall administer the Oath Office at a meeting of the Board.

133

Board Meetings and the Agenda

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 practice 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. If multiple members are elected in the same year, then the greater number of votes received in the election establishes seniority. Due to personal circumstances (e.g., medical reasons), a Board member who is next in line to serve as Clerk, Vice President, or President, may elect not to rotate into the Clerk, Vice President, or President position at an organizational meeting. If this occurs, (due to medical reasons) the member would remain in the order of succession with future first right of refusal. The rotation will start with the current Vice President rotating into the President role, the Clerk into the Vice President role, and the next senior Trustee into the Clerk role.

134

Board Meetings and the Agenda

Chart of Policy Revision Process –

Step 1
- Charter Receives Policy Update Packet from the Chater's attorney.

Step 2
- Administrative Assistant Prints Policies for Superintendent Review and Comments. The Superintendent will work with staff for appropriate review and comments.

Step 3
- Superintendent Reviews Updated Recommended Policy Changes Superintendent provides to the Board at Board Meeting 1 appropriate comments and edits.

Step 4 - Board Meeting 1
- The Packet of Updated Policies comments from the Superintendent, is placed on the Board Agenda (Board Meeting 1), under Reports and Information, and is considered as First

135

Board Meetings and the Agenda

Step 5 – Board Meeting 1

If a Board member or Community Member would like to discuss one or more of the policies provided, they will request specific said policies be pulled for discussion at the next Board Meeting (Board Meeting 2) and placed under the Action Section of the Agenda.

The polices presented to the Board, on which they have no concerns or questions, will be placed under the Consent Agenda (Second Reading and for Approval) at the next Board Meeting (Board Meeting 2) for action

Step 6 - Board Meeting 2
- The policies requested by individual Board members to be discussed shall be place under the Action Section of the Board Agenda (Second Reading and Approval) Discussion will take place prior to a motion to approve said policies.

136

Board Meetings and the Agenda

The Governing Board recognizes the importance of developing a system of internal control procedures in order to help fulfill its obligation to monitor and safeguard Charter resources and to ensure that invoices are paid expeditiously. The warrant process protocol is as follows:

Step 1 - The Board shall receive, via email, each warrant register.

Step 2 - Each Board member shall review the warrant register, within 72 hours of receipt.

Step 3 - Each Board member shall communicate, via email, to the Superintendent the warrants that are of concern. Said warrants shall be held by the Superintendent and placed under a separate action item for the next Board meeting.

Step 4 - Staff will mail the remaining (not held) warrants to each vendor, in advance of the next Board meeting. Said register of "not held warrants" shall be placed and formally approved under the Consent Agenda of the next Board meeting.

As a general practice, any non routine expense in excess of $75,000, shall be approved by the Board in a separate agenda item from the warrants.

137

Board Meetings and the Agenda

Any non-routine expense in excess of $75,000, shall be pre-approved by the Board prior to the Superintendent committing the Charter to the Expense.

138

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

139

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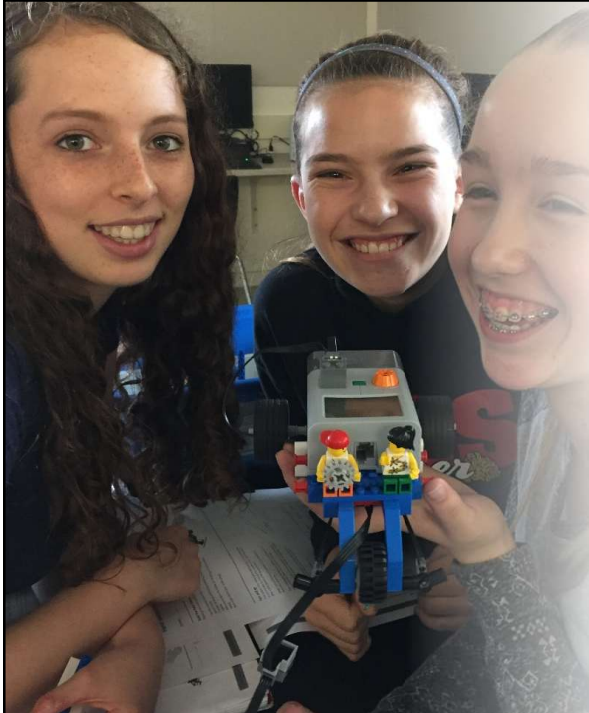
Board members will be actively involved in the Charter through observations and individual stakeholder engagement. The involvement of individual Board members on committees shall only be on external committees and by official appointment by the Board. (An example of a Board Committee would be a 2+2+2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

140

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

When interacting with the public and their constituents, Board members will hold to the highest level of professional and ethical conduct, including emphasizing the positive aspects of the Charter.

141

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

- Why do we visit schools?
- Principles
  - Provide support and encouragement
  - Professional courtesy to leadership
  - Demonstrate interest in and support for the work of the students and staff

142

"School Play"

143

"School Play"

- Does Andy have the right to speak to Ms. Johnson regarding his concerns for his daughter

- What did Andy do wrong?

- How would you suggest Andy handle the problem, if he asked you?

144

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

- When individually visiting schools or departments in your capacity as a Board member, as a professional courtesy, Board members are encouraged to notify the Superintendent that they will be visiting a school or department and may provide input to the Superintendent on issues or concerns that may arise from such a visit.

- At no time, while visiting schools shall a member make promises, either overt or implied, interfere with administration, or involve him or herself in personnel issues, student records, or union activities.

- To assist in this matter, 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.

145

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

Board members shall not request any information from staff beyond that which would be provided to any regular community member. Staff members are directed to relay requests from Board members to their supervisor to ensure that appropriate information is provided to all Board members.

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.

146

73

The Board's Role
Collective Bargaining

147

The Board's Role in Collective Bargaining

Board members will be actively involved in the collective bargaining process to ensure that the Charter 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 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 (Charter Negotiation Team). Board members do not attend at-the-table negotiations. AND The Board believes that the collective bargaining process shall be as transparent as possible. Accordingly, the Board recommends the Charter and the associations agree to broadcast negotiations, via virtual technology, for both the Board and the association members.

148

The Board's Role in Collective Bargaining

- Establish the bargaining approach to be utilized by its negotiation team;
- Set the Charter'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.
- The Superintendent is the Collective Bargaining Spokesperson for the Board.

149

The Board's Relationship with the Superintendent

150

151

152

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 Charter. 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 member's immediate family
- ✓ legal or liability concerns
- ✓ notable achievements

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

153

The Board's Relationship with the Superintendent

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

154

The Board's Relationship with the Superintendent

It is the Superintendent's responsibility to work with and be the primary contact for the Charter's attorney. Board members will work with the Superintendent with any legal questions.

Individual Board members will only contact the Charter's attorney with the authority of the majority of the Board. In the case of a serious or legal concern about the Superintendent's actions, the Board President may contact the Charter's attorney.

155

The Board's Relationship with the Superintendent

The Board recognizes the success of the Superintendent is critical to the success of students and the Charter. As such, the Board believes the Superintendent should have an experienced professional mentor/advisor who is not affiliated with the Charter.

156

The Board's Relationship with the Superintendent

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.

157

The Board's Relationship with 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 who hold the conflict and will not involve other members of the Board or the public (community, staff, media etc.).

158

79

"Fine Job"

159

"Fine Job!"

What criteria should the Board use to determine the Superintendent's job performance?

If "every teacher likes him" a good reason to extend the Superintendent's contract?

160

161

162

Setting the Course: The Road Map
LCAP or Local Control – A Choice

A Strategic Plan, adopted by the Board of Trustees, is the management plan for the Charter.

*The Plan is developed in collaboration with stakeholder groups within the Charter. An effective Strategic Plan is a **political, accountability, compliance, and inspirational document** that serves three main purposes.*

1) First, the plan engages stakeholders and provides accountability and the Board's **political** direction in addressing the Charter's vision, mission, ranked objectives, metrics, expected annual outcomes, and actions.

2) Second, the Strategic Plan provides the source document used in addressing State and Federal **compliance** requirements.

3) Lastly, the Strategic Plan, with action taken by the Board in the ranking of the objectives, provides clarity **and inspiration** to the Superintendent and staff in addressing the priorities of the Board and community.

163

The Board's Relationship with the Superintendent

The Board commits to complete an annual evaluation of the Superintendent. The Board will set aside at least one special meeting in October 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 November.

164

Evaluation and Objectives

Sample Objectives

Sample Board Evaluation

Please pull out the Superintendent's contract, objectives and her evaluation tool.

165

The Board's Relationship with the Superintendent

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. To better attain this majority view, the Board will work with a professional from outside the Charter to facilitate the evaluation process and the composing of the Superintendent's evaluation.

166

The Ongoing Implementation of Board Approved Protocols

IMPLEMENTATION

167

CODE COMPLIANCE

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!

168

The Ongoing Implementation of Board Approved Protocols

New Board Members (Elected or Appointed)

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 thing's members need to know immediately. Questions will be answered, and the Board meeting structure, Superintendent contract, Superintendent 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 on the needs and interests of the incoming members and the major issues before the Board.

169

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.

170

Fred Van Vleck, Ed.D.
Chief Executive Officer
fvanvleck@nationalleadership.net
Phone: 707-599-0032
nationalleadership.net

171

ROSENBERG'S RULES OF ORDER CHEAT SHEET

To:	You say:	Interrupt Speaker	Second Needed	Debatable	Amendable	Vote Needed
Adjourn *not required at end of agenda*	"I move that we adjourn"	No	Yes	No	No	Majority
Recess	"I move that we recess until..."	No	Yes	No	Yes	Majority
Complain about noise, room temp., etc.	"Point of privilege" *not to be used to insert unagendized items into meeting*	Yes	No	No	No	Chair Decides
Suspend further consideration of something	"I move that we table it"	No	Yes	No	No	Majority
End debate *"Call to question"*	"I move the previous question"	No	Yes	No	No	2/3
Postpone consideration of something	"I move we postpone this matter until..."	No	Yes	Yes	Yes	Majority
Amend a motion *council often uses the "friendly amendment"*	"I move that this motion be amended by..." *"I'd like to suggest a friendly amendment." Must be approved by mover and seconder.*	No	Yes	Yes	Yes	Majority
Introduce business (a primary motion) *only on agendized items. No new businesses can be added by motion due to Brown Act*	"I move that..."	No	Yes	Yes	Yes	Majority

The above listed motions and points are listed in established order of precedence. When any one of them is pending, you may not introduce another that is listed below, but you may introduce another that is listed above it.

To:	You say:	Interrupt Speaker	Second Needed	Debatable	Amendable	Vote Needed
Object to procedure or personal affront *Generally, a point of order must be raised at the time the rules are broken or else it would be too late*	"Point of order"	Yes	No	No	No	Chair decides
Request information	"Point of information"	Yes	No	No	No	None
Ask for vote by actual count to verify voice vote	"I call for a division of the house" *this is a physical dividing by vote, so you stand to vote Aye or move to one side of the room.*	Must be done before new motion	No	No	No	None unless someone objects
Object to considering some undiplomatic or improper matter *This would mostly be used if someone is making a motion that would violate the Brown Act or is irrelevant to the agendized topics.*	"I object to consideration of this question"	Yes	No	No	No	2/3
Take up matter previously tabled *you can't do this unless the item is agendized, in which case, this motion is not needed. you will not need this.*	"I move we take from the table..."	Yes	Yes	No	No	Majority
Reconsider something already disposed of *Only a member of the prevailing side can make a motion to reconsider.*	"I move we now (or later) reconsider our action relative to..." *must be made at the meeting, or notice given to the clerk within 3 days of the meeting.*	Yes	Yes	Only if original motion was debatable	No	Majority
Consider something out of its scheduled order	"I move we suspend the rules and consider..." *the City Council Chair will often do this without a vote. Generally do this at Orders of the Day*	No	Yes	No	No	2/3
Vote on a ruling by the Chair	"I appeal the Chair's decision"	Yes	Yes	Yes	No	Majority

The motions, points and proposals listed above have no established order of preference; any of them may be introduced at any time except when meeting is considering one of the top three matters listed from the first chart (Motion to Adjourn, Recess or Point of Privilege).

Page 1 of 4

PROCEDURE FOR HANDLING A MAIN MOTION

NOTE: Nothing goes to discussion without a motion being on the floor.

Obtaining and assigning the floor

A member raises hand when no one else has the floor
- The chair recognizes the member by name

In the City Council, staff presentation, public comment and Council discussion occur without a motion on the floor. You can discuss the item without a motion. Because the Brown Act requirements are so clear as to what is being discussed, this RRO rule is not needed.

How the Motion is Brought Before the Assembly

- The member makes the motion: *I move that (or "to")* ... and resumes his seat.
- Another member seconds the motion: *I second the motion* or *I second it* or *second*.
- The chair states the motion: *It is moved and seconded that ... Are you ready for the question?*

Consideration of the Motion

1. Members can debate the motion.
2. Before speaking in debate, members obtain the floor.
3. The maker of the motion has first right to the floor if he claims it properly
4. Debate must be confined to the merits of the motion.
5. Debate can be closed only by order of the assembly (2/3 vote) or by the chair if no one seeks the floor for further debate.

The chair puts the motion to a vote

1. The chair asks: *Are you ready for the question?* If no one rises to claim the floor, the chair proceeds to take the vote.
2. The chair says: *The question is on the adoption of the motion that ... As many as are in favor, say 'Aye'.* (Pause for response.) *Those opposed, say 'Nay'.* (Pause for response.) *Those abstained please say 'Aye'.*

The chair announces the result of the vote.

1. *The ayes have it, the motion carries, and ...* (indicating the effect of the vote) or
2. *The nays have it and the motion fails*

WHEN DEBATING YOUR MOTIONS

1. Listen to the other side
2. Focus on issues, not personalities
3. Avoid questioning motives
4. Be polite

Page 2 of 4

HOW TO ACCOMPLISH WHAT YOU WANT TO DO IN MEETINGS

MAIN MOTION

You want to propose a new idea or action for the group.
- After recognition, make a main motion.
- Member: "Madame Chairman, I move that _____."

AMENDING A MOTION
You can also ask for a friendly amendment which is less formal and most often used by the City Council. Both Mover and Seconder must concur.

You want to change some of the wording that is being discussed.
- After recognition, "Madame Chairman, I move that the motion be amended by adding the following words _____."
- After recognition, "Madame Chairman, I move that the motion be amended by striking out the following words _____."
- After recognition, "Madame Chairman, I move that the motion be amended by striking out the following words, _____, and adding in their place the following words _____."

REFER TO A COMMITTEE

You feel that an idea or proposal being discussed needs more study and investigation.
- After recognition, "Madame Chairman, I move that the question be referred to a committee made up of members Smith, Jones and Brown."

POSTPONE DEFINITELY

You want the membership to have more time to consider the question under discussion and you want to postpone it to a definite time or day, and have it come up for further consideration.
- After recognition, "Madame Chairman, I move to postpone the question until _____."

PREVIOUS QUESTION
The City Council often says "Call to Question."

You think discussion has gone on for too long and you want to stop discussion and vote.
- After recognition, "Madam President, I move the previous question."

LIMIT DEBATE

You think discussion is getting long, but you want to give a reasonable length of time for consideration of the question.
- After recognition, "Madam President, I move to limit discussion to two minutes per speaker." In the City of San Jose, the Chair has this discretion without a motion being needed.

Page 3 of 4

RECESS

You want to take a break for a while.

- After recognition, "Madame Moderator, I move to recess for ten minutes."

ADJOURNMENT   once the agenda items have been completed, the Chair may adjourn without a motion.

You want the meeting to end.

- After recognition, "Madame Chairman, I move to adjourn."

PERMISSION TO WITHDRAW A MOTION
in San Jose, you can just state "I withdraw my motion." No permission is needed.

You have made a motion and after discussion, are sorry you made it.

- After recognition, "Madam President, I ask permission to withdraw my motion."

POINT OF PERSONAL PRIVILEGE
this is not to add new items to the meeting, but to respond to an urgent, usually environmental, situation.
The noise outside the meeting has become so great that you are having trouble hearing.

- Without recognition, "Point of personal privilege."
- Chairman: "State your point."
- Member: "There is too much noise, I can't hear."

POINT OF INFORMATION

You are wondering about some of the facts under discussion, such as the balance in the treasury when expenditures are being discussed.

- Without recognition, "Point of information."

RRO is used to facilitate a meeting, not to stop discussion. Brown Act and State law take precedence over RRO. If motion to accept the agenda is missed, it does not negate the actions taken at the meeting.

Page 4 of 4

National Center Ranked Objectives

Name of Individual (Please print your name) _____

Prioritize 1 - 20	Objective	Task
	Alternative and Optional Programs	*Options within the charter school which allow for families and students to select programs which best fit their needs. Examples would include diverse academy options, summer school, and after school enrichment/tutoring options, as well as before-and-after school care.*
	Career and Technical Education	*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.*
	Clean, Safe, Functional and Attractive Classrooms, Facilities and Grounds	*Facilities maintained in good repair that are clean, safe, functional, and attractive.*
	Community Outreach and Partnerships	*Community involvement in providing support to the charter or academy level. Examples of such involvement include governmental partnerships, grant development, political action committees, Charter educational foundations, and community sponsored clubs and activities for students and families.*
	English Language Arts	*Knowledge of, and appreciation for literature and the language; skills of speaking, reading, listening, spelling, and composition. Mastery of the California Common Core Standards for English Language Arts.*
	Family Engagement	*Promotion of families in participation, input, and involvement in the activities and decision-making taking place at the charter and academy levels.*
	Human Resources and Talent Development	*Ensuring teachers and staff are recruited, appropriately assigned, and fully credentialed/licensed for the areas in which they are employed. Ensuring the school provides competitive wages and benefits to attract and retain highly qualified employees. Providing meaningful coaching and evaluation systems which assist staff in developing stronger skills.*
	Mathematics	*Concepts, operational skills, and problem solving in the area of mathematics and numeracy. Mastery of the California Common Core Standards for Mathematics.*
	Mental and Social-Emotional Wellness	*The full realization of one's mental, and social-emotional potential, which is attuned to wellness attitudes and practices. Instruction focuses on the principles and practices of individual, family, community health.*
	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.*
	New and Modernized 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, maintenance equipment, and copiers, etc.*

	Physical Education	*Emphasis on physical activities for students that may be conducive to health and vigor of body and mind. Mastery of Physical Education standards and related coursework.*
	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) land 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.
	Science	*Life and physical science, including biology, chemistry, physics, and earth science with emphasis on the processes of experimental inquiry and on the place of humans in the ecological systems and the wise use of natural resources. Mastery of the California Next Generation Science Standards.*
	Social Science	*Foundation for understanding the history, resources, development, and government of California and 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. Mastery of the California Social Science Standards.*
	Student Decision Making & Behavior	*The process of making age-appropriate decisions by setting goals, gathering information, and assessing and selecting alternative choices, which result in logical and socially acceptable actions. Student decision making is demonstrated through the analysis of student attendance, suspension and expulsion rates, and by the surveying the level of connectedness to the school as demonstrated by each student.*
	Student 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 required coursework provided by the school. Examples of such activities include clubs, athletic teams, artistic performances, and leadership involvement.*
	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, Elementary School to Middle/Junior High School, Middle/Junior High School to High School, and High School to College or Career.*
	Visual and Performing Arts	*Instruction in the subjects of dance, music, theatre, and visual arts, aimed at the development of aesthetic appreciation and technical skills and training of creative expression. Opportunities to perform for audiences and demonstrate skills in diverse art forms.*
	World Languages	*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. Mastery of the California World Language standards and diverse opportunities to earn the State Seal of Biliteracy.*