

# DEHESA SCHOOL DISTRICT

LOCATION & TIME  
CLOSED SESSION - 6:00 p.m.  
Dehesa School – MPR

## SPECIAL GOVERNING BOARD MEETING

LOCATION & TIME -  
OPEN SESSION 6:00 p.m.  
Dehesa School - MPR

**WEDNESDAY, FEBRUARY 11, 2015**

### AGENDA

**Accommodations:** In compliance with the American with Disabilities Act 1990, if you need special assistance to participate in this meeting, please contact the office of the Superintendent at 619-444-2161. Notification of 48 hours prior to the meeting will enable the District to make reasonable arrangements to ensure accessibility to that meeting.

In compliance with Government Code section 54957.5, non-exempt writings that are distributed to a majority or all of the board in advance of a meeting, may be viewed at Dehesa School District, 4612 Dehesa Road, El Cajon, CA 92019, or at the scheduled meeting. In addition, if you would like a copy of any record related to an item on the agenda, please contact Sheila Cochran.

#### **I. Public Meeting**

- A. Call to Order and Establishing a Quorum
- B. Pledge of Allegiance
- C. Agenda Approval

#### **II. Special Governing Board Workshop**

- A. Board/Superintendent Roles and Responsibilities Workshop

#### **III. School Facilities Program - Discussion**

#### **IV. Closed Session**

- A. PUPIL PERSONNEL MATTERS: The Governing Board will recess to Closed Session to consider pupil personnel matters pursuant to Government Code Section 35146, 72122, and 48918
- B. PERSONNEL MATTERS: The Governing Board will recess to Closed Session to consider personnel matters pursuant to Government Code Section 54957
  - 1. Appointment, Employment, Evaluation of Performance, Discipline, Leaves, or Dismissal of a Public Employee
- C. NEGOTIATIONS: The Governing Board will recess to Closed Session to consider negotiations and related matters pursuant to Government Code 54957.
  - 1. Employee Organizations: DTA, CSEA, and Unrepresented Employees
- D. POTENTIAL LITIGATION: The Governing Board will recess to Closed Session to consider possible litigation pursuant to Government Code 54956.9 (b.)(1).
- E. REAL PROPERTY: The Governing Board will recess to Closed Session to consider real property pursuant to Government Code 54956.8 (b.)(1).

#### **V. Advanced Planning**

- A. Regular Meeting – Thursday, February 19, 2015 at 6:00 p.m. Closed Session/6:30 p.m. Open Session
- B. Agenda Items – Trustees may request placing items on the next agenda

#### **VI. Adjournment**

# Board/Supt Relationship Workshop

Dehesa SCHOOL DISTRICT

February 11, 2015

# Workshop Agenda:

- **NORMS for tonight** PPT
- **Presenter Background** PPT
- **Icebreaker Activity** PPT
- **CSBA Board/Supt content emphasis** PPT
- **Why do this workshop?** PPT
- **Governance Team defined** PPT
- **Research on effective Governance Teams** PPT
- **Quick reflection: How effective has Dehesa Governance Team been?** PPT

# Workshop Agenda:

- Two FUNDAMENTAL realities for Board members PPT
- BOARD ROLE defined PPT
- SUPT/PRINCIPAL ROLE defined PPT
- Admin v. Policy—examples Handout
- Admin v. Policy—small group exercise Handout
- Board/Supt PROTOCOLS (CSBA endorsed) Handout
  - What are they? Why?
  - Assessing past Dehesa protocols

## Overview of Workshop Agenda:

- Dehesa areas of Protocol Strength and Growth
- Evaluation of Tonight's Workshop

## Norms for Workshop:

- Turn off cell phones
- All Questions OK
- Listen Carefully
- OK to write on PPT notes and handouts
- OK to take individual potty break
- Maybe a short group break in one hour
- Inform presenter if you can't hear (lousy voice)
- Practice being a good Governance team member
- Be reflective

# Presenter Background: Thomas F. Bishop

- Supt—Jamul/Dulzura USD, 1986-1998
- Del Mar USD, 1998-2008
- Leadership Consultant for SDCOE, 2008 to present
- Speciality: Small School District Governance, Leadership, and Administration
- Speciality: Coaching Superintendents
- Districts: Alpine; Borrego Springs\*; Bonsall; Cardiff; Dehesa\*  
Jamul/Dulzura\*; Julian Elementary\* Mountain Empire;  
San Pasqual; Vallecitos\*; Warner Unified\*
- \*= Supt/Principal position

## Icebreaker Activity—making connections and constructing relationships

- Each Board member and the Supt/Principal will be asked to share some information with each other:
- 1. What was your **MOTIVATION** to become a Dehesa Board member or Supt/Principal? Why did you run for office or seek appointment? Why did you run or apply?
- 2. What is a “little known” fact about you? What is something in your personal history that no one in this room knows?



## Workshop Content Emphasis—CSBA driven

- Major Content emphasis for tonight’s workshop is driven by California School Boards Association (CSBA) training, over past 15+ years. If the Dehesa Board attends only 1 Board training event per year, best training is CSBA “New Board Member” Workshop, which occurs in early December just before the CSBA Annual Conference. Comes to San Diego every 2-3 years.

\*Other content from Association of California School Administration (ACSA) and Small School District Association (SSDA)

## WHEN and WHY do this training?

- **WHEN:** Typically, when one or two Trustees are “new” OR
- Typically, when Supt is “new”.
- But no hard and fast rule---Alpine has done a
- variation of this training once a year for 4 years.
  
- **WHY?** To “ get the leaders on the same page” .
  
- To improve governance team effectiveness
  
- To understand WHO does WHAT
  
- To help Board and Supt be successful

## Governance Team defined:

- **BOARD OF TRUSTEES:** Elected/Appointed by community to serve as **POLICY MAKERS** of the school district
- **SUPT:** Appointed by Board to run the district on **DAY to DAY** basis, **AND** to provide Educational **LEADERSHIP** (Standards and Assessment; Supervision of Teaching Staff; Professional Development, etc) to school district and stakeholders

## CSBA/NSBA RESEARCH on Effective Governance Teams (over past 20+ years):

- BOARD and SUPT have UNITY of PURPOSE---stay focused
- on student achievement
- BOARD and SUPT agree and understand their separate roles, yet work well as a TEAM.
- BOARD and SUPT communicate a COMMON VISION
- BOARD and SUPT govern/lead within Board approved policies/rules/procedures/protocols.

## Research on Effective Governance teams (con't.)

- BOARD and SUPT lead in a PROFESSIONAL manner, treating all stakeholders with civility and respect
- BOARD and SUPT operate OPENLY
- BOARD and SUPT periodically assess Governance Team effectiveness---the Governance Team asks itself: “How are we doing as a TEAM?” Is there respect and trust between
- Governance Team members?

## REFLECTION: How effective has Dehesa Governance Team been in last 12-18 months?

- 1. Has Dehesa Gov. Team demonstrated UNITY of PURPOSE---  
been focused on students and student achievement?
- 2. Has Dehesa Gov. Team been working effectively as a TEAM?
- 3. Has the Dehesa Gov. Team communicated a COMMON

### VISION?

- 4. Has the Dehesa Gov. Team led through the use of Board approved policies/rules/protocols?

## Effectiveness REFLECTION: (con't):

- Has the Dehesa Gov. Team treated all stakeholders with respect? Always acted professionally? Always been respectful to each member of the Gov. Team?
- Has the Dehesa Gov. Team operated OPENLY?
- Has the Dehesa Gov. Team attempted to assess and improve its TEAM Effectiveness? Is tonight's workshop an effort to be
- Effective?

## Two Governance Team FUNDAMENTALS:

- 1A: TRUSTEES are elected to school board as INDIVIDUALS, but once elected, Trustees become part of ONE TEAM. Each member of the Board has NO INDIVIDUAL AUTHORITY, and the BOARD can exercise its power ONLY when it sits together as a whole board at a properly noticed meeting.
- 1B: The Board's job is NOT to run the district, but rather "to see that the District is well run"
- (see Governance Team triangle diagram handout)



## Two Gov. Team Fundamentals (con't):

- 2A. A Board meeting is a meeting of the Board HELD IN PUBLIC, not a public meeting UNLESS a public hearing (or forum) has been placed on the agenda. Board members make POLICY Decisions, NOT the public.
- 2B. Public Input at Board meetings is limited to “blue slip” policies (rules) which usually allow a member of the public to address the Board on an agenda item, as long as the member of the public has filled out a “blue slip”, usually prior to the start of the meeting. (See Ukiah Unified SD current blue slip policy).

## The ROLE of the School Board:

- Board sets DIRECTION for (entire) school district through ADOPTION of Direction setting documents: Vision Statement; Annual District GOALS (should be adopted by August of each year); Strategic or Multiple Year Plans; and District Budget
- Board hires a Supt to run the District on the day to day basis
- (Board has only one employee—the Supt/Principal)
- Board approves Policies that will make the District successful and legal
- Board provides SUPPORT to the school district by:

## The Role of the School Board (con't):

- By providing necessary RESOURCES
- By following Board Policy/State Law
- By establishing Budget Priorities for Supt and staff
- By providing direction to collective bargaining process
- By voting to approve responsible collective bargaining agreements

## The Role of the School Board (con't):

- Board provides ACCOUNTABILITY to all stakeholders by:
- by EVALUATING its Supt ANNUALLY
- by reviewing/ revising/ approving Board policies (rules)
- by monitoring student achievements and program effectiveness, making improvements as necessary
- by monitoring and adjusting District's budget and funds
- by monitoring collective bargaining process

## The Role of the School Board (con't):

- Board provides **COMMUNITY LEADERSHIP** by:
- by **COMMUNICATING** to the public with a **COMMON VOICE** regarding district goals and programs
- by **COMMUNICATING** clear, accurate **INFORMATION** about Board priorities, district finances, and Board policies
- by **ADVOCATING** for the school district with community members, including local, county, state, and federal agencies

## The Role of the Superintendent:

- Supt oversees “Day to Day” operations, management, and leadership in the schools/depts. Supt is responsible to see that all Dehesa employees carry out their tasks effectively
- Supt supports and implements Board Goals and Policies
- Supt prepares and interprets District annual budget by:
  - by recommending and following an annual budget calendar
  - by administering/managing all Board approved budgets
  - by providing the Board/stakeholders with accurate and timely financial reports/data

## The Role of the Superintendent (con't):

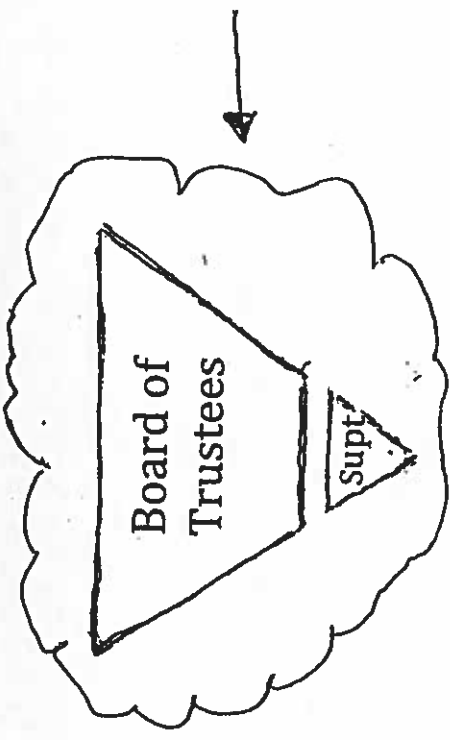
- Supt recommends INITIATIVES that will improve student success/achievement
- Supt administers HR/Personnel policies and practices, including collective bargaining agreements
- Supt recommends purchases of instructional materials, tools, and equipment
- Supt provides facility planning information and recommendations
- Supt/Principal evaluates all employees (certif/class/mgmt, etc)

## The Role of the Superintendent (con't):

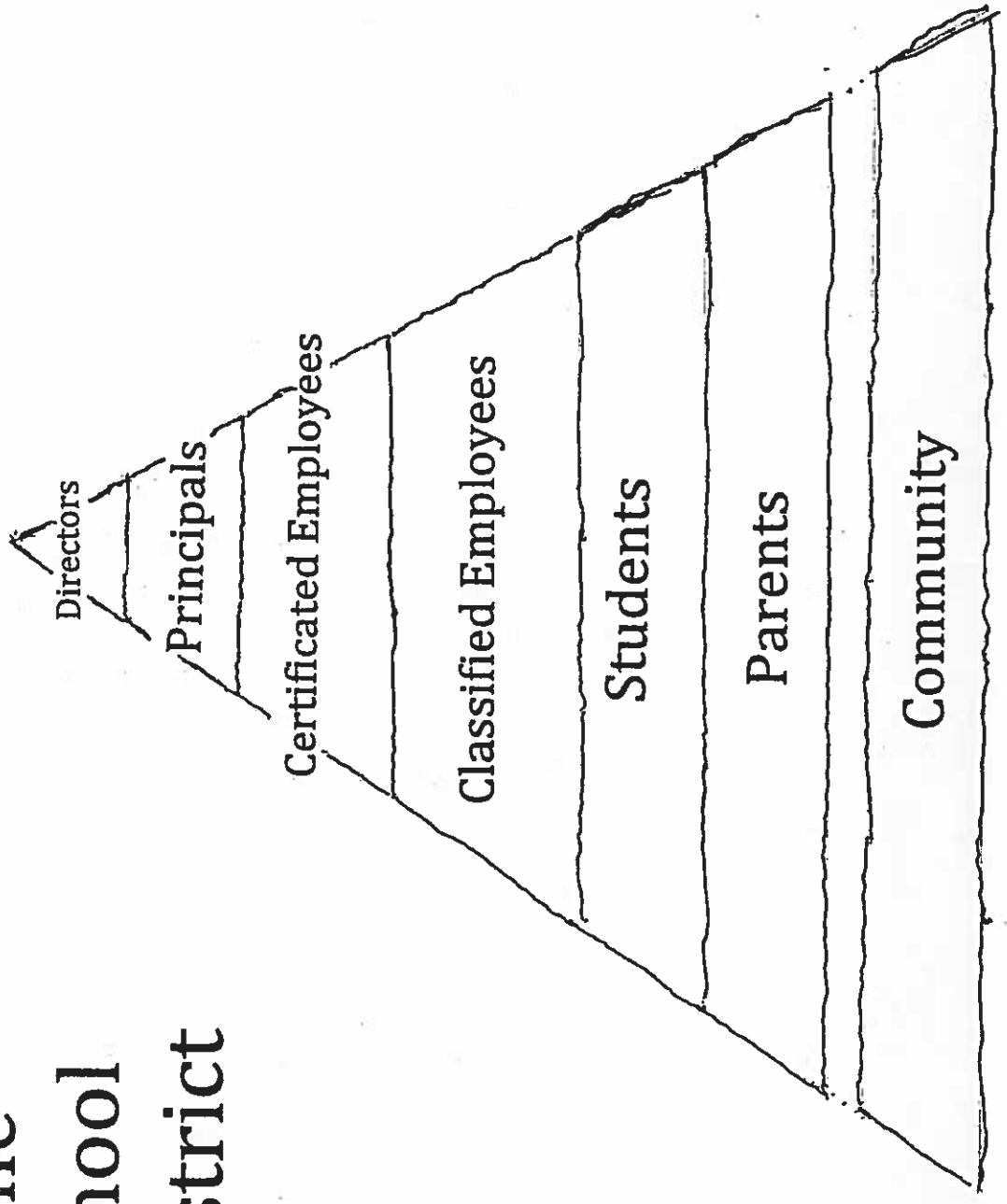
- The Supt provides an effective COMMUNICATION program to district personnel and the community



# The Governance Team



# The School District



**“ THERE IS NO SUBSTITUTE FOR  
TEAMWORK, WITHOUT WHICH THERE IS  
DISSIPATION OF KNOWLEDGE AND  
EFFORT; AND RESULTS ARE FAR FROM  
OPTIMUM”**

**W. EDWARD DEMING, PIONEER  
MANAGEMENT CONSULTANT**

**(Deming was hired by Toyota in Japan in  
the 1950s to improve manufacturing  
quality. By 1990, Toyota had become the  
best selling auto brand in world.)**

# Board/Supt Relationship Workshop

DEHESA SCHOOL DISTRICT  
February 11, 2015

*slide 1*

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- CSBA Board/Supt content emphasis PPT
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  - What are they? Why?
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*slide 3*

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- DeHesa areas of Protocol Strength and Growth
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*slide 4*

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*slide 5*

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**WHY?** To "get the leaders on the same page".

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*slide 9*

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*Rate 1-10*

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(see Governance Team triangle diagram handout)

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The ROLE of the School Board:

Board sets DIRECTION for (entire) school district through ADOPTION of Direction setting documents: Vision Statement; Annual District GOALS (should be adopted by August of each year); Strategic or Multiple Year Plans; and District Budget

Board hires a Supt to run the District on the day to day basis (Board has only one employee—the Supt/Principal)

Board approves Policies that will make the District successful and legal

Board provides SUPPORT to the school district by:

*slide 17*

The Role of the School Board (con't):

By providing necessary RESOURCES

By following Board Policy/State Law

By establishing Budget Priorities for Supt and staff

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*slide 18*

The Role of the School Board (con't):

Board provides ACCOUNTABILITY to all stakeholders by:

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*slide 19*

The Role of the School Board (con't):

Board provides COMMUNITY LEADERSHIP by:

by COMMUNICATING to the public with a COMMON VOICE regarding district goals and programs

by COMMUNICATING clear, accurate INFORMATION about Board priorities, district finances, and Board policies

by ADVOCATING for the school district with community members, including local, county, state, and federal agencies

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### The Role of the Superintendent:

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- Supt supports and implements Board Goals and Policies
- Supt prepares and interprets District annual budget by:
  - by recommending and following an annual budget calendar
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slide 21

### The Role of the Superintendent (con't):

- Supt recommends INITIATIVES that will improve student success/achievement
- Supt administers HR/Personnel policies and practices, including collective bargaining agreements
- Supt recommends purchases of instructional materials, tools, and equipment
- Supt provides facility planning information and recommendations
- Supt/Principal evaluates all employees (certif/class/mgmt, etc)

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### The Role of the Superintendent (con't):

- The Supt provides an effective COMMUNICATION program to district personnel and the community

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## Administration

v.

## Policy

Affects individuals

Affects entire organization

Supt responsibility

Board responsibility

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e.g. Evaluate a teacher

e.g. approve process and  
regs for parent complaints

e.g. Meet with a parent  
to discuss student  
discipline issue

e.g. establish promotion  
requirements

e.g. Send a teachers to  
technology conf.

e.g. adopt K-8 Science  
content standards

e.g. Call plumber to  
repair leaky sink

e.g. approve District budget

e.g. Decide what color  
to paint faculty  
restroom

e.g. Change daily starting  
and ending times

e.g. Suspend 7th grade  
student

e.g. Adopt student dress  
standards

e.g. Re-assign Bus Driver  
to Custodian Position

e.g. Adopt Annual Goals

Discussion--- Does Board or Supt make the  
Decision? Board=Policy, affects all.  
Supt= Admin, impacts some

1. Decision to shorten the 2015/2016 school year by 1 day. Policy (Board) or Admin(Supt)?
2. Decision to require 6<sup>th</sup> grade students to have 30 minutes of daily homework. Policy (Board) or Admin (Supt)?
3. Decision to invite 8<sup>th</sup> grade parents to learn about GUHSD options for 9<sup>th</sup> gr. Enrollment Policy (Board) or Admin(Supt)?
4. Decision to establish staff development budget for certificated teachers. Policy or Admin?
5. Decision which teacher will attend K-6 Math Standards training at SDCOE. Policy or Admin?
6. Decision to visit classrooms and observe teacher instruction for 60 minutes every school day. Policy or Admin?

7. Decision about the punishment for a student who throws wads of wet toilet paper that stick on student restroom ceiling. Policy or Admin?
8. Decision to cut back "Home to School" Transportation service. Policy or Admin?
9. Decision which grade level teachers will plan the March 2015 Assembly. Policy or Admin?
10. Decision to hire superior long- term sub to replace 4<sup>th</sup> grade teacher who resigned last week. Policy or Admin?
11. Decision to decrease certificated staffing by one position for 15/16 school year. Policy or Admin?
12. Decision to schedule 6 minimum days for parent conferences in 15/16 school year. Policy or Admin?
13. Decision to close school because flooding/ unsafe road conditions. Policy or Admin?

14. Decision to use the 14/15 classified salary schedule for the 15/16 school year.  
Policy or Admin?
15. Decision (in May 2015) to investigate unusual number of 7/8 grade students who were suspended in 2014/2015 school year.  
Policy or Admin?
16. Decision which staff members will attend IEP (Individual Education Plan) meeting for 1<sup>st</sup> grade student who doing poorly in academics. Policy or Admin?
17. Decision to offer summer enrichment program (on a fee basis), as well as a summer school program for students that did not meet grade level standards (no fee for eligible students).  
Policy or Admin?

**WHY PROTOCOLS? WHAT ARE PROTOCOLS?  
HOW DO THEY WORK?**

**PROTOCOLS** are **AGREEMENTS** about **HOW TEAM MEMBERS** will **BEHAVE** with each other.

**WHY?** NSBA and CSBA recommends adoption of **EXPLICIT PROTOCOLS** because they help the two branches of the local school district to **WORK TOGETHER**---improving organizational effectiveness, customer satisfaction, and build a positive leadership culture.

**PROTOCOLS** are **BEHAVIORS** or ground rules that are measureable

- Protocols provide the team with safety so that team members can express opinions safely.
- Protocols protect team members from accusations and wrong assumptions.
- Creating protocols together elicits behaviors rooted in respect.
- Protocols allow for challenge of ideas, not people.
- Protocols build **TRUST**, one discussion at a Time.

Some sample (possible) protocols in area of  
RESPECT:

A. We VALUE and BUILD ON EACH OTHER'S  
IDEAS and OPINIONS. Score # \_\_\_\_

SCORE: 1 2 3 4 5 6 7 8 9 10

1: Over the past year, we NEVER did this.

5: Over the past year, we did this some of the  
time.

10: Over the past year, we ALWAYS did this.

B. We recognize, accept, and value differences  
of opinion and style from Governance Team  
members. Score # \_\_\_\_

1. Over the past year, we NEVER did this.

5. Over the past year, we did this some of  
the time.

10. Over the past year, we ALWAYS did this.

C. We listen actively when others are speaking. Scale #\_\_\_\_

- 1. Over the past year, we NEVER did this.
- 5. Over the past year, we did this some of the time.
- 10. Over the past year, we ALWAYS do this.

D. We value and build on each other's ideas and opinions. Scale #\_\_\_\_

- 1. Over the past year, we NEVER did this.
- 5. Over the past year, we did this some of the time.
- 10. Over the past year, we ALWAYS did this.

E. We extend courtesy and kindness to each other. Scale # \_\_\_\_

- 1. Over the past year, we NEVER did this.
- 5. Over the past year, we did this some of the time.
- 10. Over the past year, we ALWAYS did this

F. We recognize and value the different roles of the Board members and the Supt.

Score # \_\_\_\_

1. Over the past year, we NEVER did this.

5. Over the past year, we did this some of the time.

10. Over the past year, we ALWAYS did this.

G. We treat everyone who comes before the Board with respect. Score # \_\_\_\_

1. Over the past year, we NEVER did this.

5. Over the past year, we did this some of the time.

10. Over the past year, we ALWAYS did this.

H. We agree to disagree, agreeably. Score# \_\_\_\_

1. Over the past year, we NEVER did this.

5. Over the past year, we did this some of the time.

10. Over the past year, we ALWAYS did this.



I. We support the Board's final decision, even if we disagree with it. Score# \_\_\_

1. Over the past year, we NEVER did this.

5. Over the past year, we did this some of the time.

10. Over the past year, we ALWAYS did this

J. We give feedback to each other respectfully  
Score: \_\_\_

1. Over the past year, we NEVER did this.

5. Over the past year, this did this some of the time.

10. Over the past year, we ALWAYS did this

Sample (possible) protocols in the area  
Of COMMUNICATION:

K. We will communicate with each other so all governance team members have the same information by:

**K1: The Supt will distribute information equally to all Board members. Score: \_\_**

1. Over the past year, we NEVER did this.
5. Over the past year, we did this some of the time.
10. Over the past year, we ALWAYS did this.

**K2: The Supt will answer Board packet agenda questions before Board meetings. Score: \_\_**

1. Over the past year, this NEVER happened.
5. Over the past year, this happened some of the time.
10. Over the past year, this ALWAYS happened.

**K3: When one Board member asks a question to Supt/Staff, all Board members receive the answer/information. Score: \_\_**

- 1. Over the past year, this NEVER happened.
- 5. Over the past year, this happened some of the time.
- 10. Over the past year, this ALWAYS happened

**K4: Board members let the Supt know the questions that will be asked during the Board meeting. Score: \_\_**

- 1. In the past year, this NEVER happened
- 5. In the past year, this happened some of the time.
- 10. In the past year, this ALWAYS happened.

**K5: All Board members receive "Bad News"  
From the SUPT in a timely manner. Score: \_\_**

- 1. In the past year, this NEVER happened.**
- 5. In the past year, this happened some of the time.**
- 10. In the past year, this ALWAYS happened.**

**Some sample (possible) protocols in the area of  
"Following Board Policy and State Law and Regs".**

**L1: We follow Board policy when we get  
complaints from staff or the community.  
Score: \_\_**

- 1. In the past year, this NEVER happened.**
- 5. In the past year, this happened some of the time.**
- 10. In the past year, this ALWAYS happened.**

L2: Time and the agenda at our Board  
are well managed so that we spend  
high quality time on our top priorities.  
Score: \_\_\_\_

- 1. In the past year, this NEVER happened
- 5. In the past year, this happened some of  
the time.
- 10. In the past year, this ALWAYS  
happened.

L3: We follow the Brown Act requirements.  
Score: \_\_\_\_

- 1. In the past year, this NEVER happened.
- 5. In the past year, this happened most of  
the time
- 10. In the past year, this ALWAYS  
happened

L4: We keep ALL closed session conversations  
absolutely confidential. Score: \_\_\_\_

1. In the past year, this NEVER happened
5. In the past year, this happened some of the time.
10. In the past year, this ALWAYS happened.

L5: We strive for consensus. Score: \_\_\_

1. In the past year, this NEVER happened.
5. In the past year, this happened some of the time.
10. In the past year, this ALWAYS happened

## PROTOCOLS for BUILDING and SUSTAINING: TRUST among Board members and the Supt:

Building and sustaining TRUST among members of the Governance Team requires that we take time to develop RELATIONSHIPS with each other and that we recognize that EACH have different opinions and styles. TRUST requires constant nurturing and energy, and the acceptance of honest mistakes.

Of the following Trust Statements, which are the 5 most important for the DeHesa Governance Team right now? (Feb, 2015)

Circle your top 5—most important to your team right now

1. Trust is built one respectful question and one respectful answer at a time.
2. Trust is built by listening completely to someone's idea, before jumping in with a response.
3. Trust is built by a governance team by making certain that each member of the team has a chance to speak on an issue.

4. Trust is built by team members who value the opinions and thinking of all the members of the team.
5. Trust develops when debate/deliberation never result in personal attacks.
6. Trust grows when you ask someone to keep a confidence and the confidence is kept.
7. Trust is harmed when a member of a governance team tries to embarrass another member of the team.
8. Trust is developed when a governance team makes certain that all of its members are ready to go forward.
9. Trust is built when your words and looks are congruent.
10. Trust is built when governance team members don't use surprises to put team members on the spot.
11. Trust is built when governance team members select words carefully and avoid hurtful derogatory remarks.
12. Trust is built when you have a foundation of respect, can be honest, can give and take, and can receive feedback as part of developing a relationship.
13. Trust is something that takes time to develop; you can't get it on demand and it gets lost much faster than it is found.
14. Trust grows when honest mistakes are accepted as part of being human, and people aren't punished for taking a risk.



15. Trust can be fragile, particularly in new groups and it needs protocols (norms) to get it started. Someone must reach out to a new member of the group.
16. Trust is built among governance team members when decisions are based on principle, not self-interest.
17. Trust is a fundamental bond that takes consistent energy to institutionalize, takes time to establish, and essential to any team's unity of purpose.

What might be a TRUST protocol (measureable behavior) for the DeHesa governance team??

## Phrases That May Enhance Deliberation

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### *"Change the Language, Change the Team"*

"I hear two ideas being presented here. Maybe if we took them one at a time we could better discuss them."

"I'm noticing we have a number of questions about this issue. Maybe we need more information. Could this come back to us on our next agenda?"

"I agree with Mario when he says \_\_\_\_\_, but I would like to add something that's important to me."

"I think maybe we aren't really saying different things, can somebody summarize what he or she is hearing."

"I think there is quite a bit of common ground here. Maybe we can take a moment and identify the things we agree on."

"I understand how strongly you feel about this issue, Helen. My concern is that \_\_\_\_\_. I wonder if there is a way for the staff to address my concern, yet achieve the result you would like."

"You know, what Jim just said was \_\_\_\_\_. I think that's good. What if we took it one step further and \_\_\_\_\_."

"I agree that we need to make this decision. These are the three issues I need to have addressed (or questions I need to have answered) to make a final decision work for me."

"As I see it, there are four possible approaches. Can we talk for a minute about each one before we come to a decision."

"We haven't really heard any alternatives besides these two. I think there may be other ways to look at this and I would like to say early on that if possible I'd like us to take more time so the staff can present us with more alternatives and we can explore them before we vote on this issue."

"I'd like to piggyback on what Maria just said."

"Can I build on that idea of John's and start to take a stab at a motion we might all be able to support."



# Ukiah Unified School District

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**May 14, 2013 05:30 PM**  
**Regular Board Meeting**  
 Boardroom  
 925 N State St.  
 Ukiah, CA 95482



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**▼ Preliminary Information**

**Open Session 5:30 pm; Closed Session 5:31 pm; Open Session 6:30 pm**

Welcome to the meeting of the Ukiah District Board of Education. Individuals wishing to speak must submit a UUSD Public Comment form to the Executive Assistant to the Board prior to the beginning of public comment. No one will be recognized without submitting the request form in advance. Each speaker is to keep his/her remarks to a maximum of 3 minutes, to state his/her issue clearly, and to provide any written backup. Fifteen (15) minutes are reserved for members of the public to address the Board on items not listed on the agenda and within the jurisdiction of the Board of Education. If you wish to submit written comments, please provide 18 copies to the Executive Assistant to the Board. The Board cannot dialogue on any issues brought before it by the public that have not been previously agendized, but may refer these items to staff for response and/or placement on future agendas.

- (D) Discussion Item
- (V) Can Vote
- (C) Consent Item

← NOTE

NOTE →

**PLEASE TURN OFF OR SILENCE ALL ELECTRONIC DEVICES**

**▼ A. OPENING ITEMS (5:30 PM)**

1. Call to Order
2. Roll Call
3. Public Comment Regarding Closed Session Items

**▼ B. CLOSED SESSION (5:31 PM)**

1. Public Employee Discipline/Dismissal/Release (GC 54957)
2. Hearing to Consider/Deliberations Regarding the Expulsion of Student(s) (EC 48918(c))
3. Conference with legal counsel regarding anticipated litigation - Significant exposure to litigation pursuant to GC 54956.9(b): 2 cases
4. Conference with labor negotiator (GC 54957.6): Negotiator: Troy Sherman, Doug Freifeld. Employee Organizations: Ukiah Teachers' Assn. (UTA) and California School Employees' Assn. (CSEA)
5. Public Employee Employment (GC 54957): Paraprofessional, Maintenance/Operations, Transportation, and other Classified unit positions; Certificated unit positions; Confidential positions; Management positions; Co-Curricular/Extra Duty positions.
6. Conference with legal counsel regarding existing litigation (GC 54956.9) - Superior Court

P (25)

# YOUR SCHOOL DISTRICT BOARD OF TRUSTEES MEETING EVALUATION

*Directions: Please complete each item. If you check "Needs Improvement" please include suggestions for improvement.*

Adequate	Needs Improvement	
_____	_____	Our meeting was businesslike and we functioned as a team.
_____	_____	Discussions were cordial and not dominated by one or two members.
_____	_____	If disagreements occurred, we were not disagreeable with each other.
_____	_____	We discussed policy issues rather than daily management issues.
_____	_____	All members were prepared and had done their "homework"
_____	_____	All members contributed to the success of the meeting.
_____	_____	Materials presented by staff were well organized and provided adequate information.
_____	_____	We dealt successfully with controversial items.
_____	_____	We attempted to develop solutions acceptable to all members.
_____	_____	All members were in attendance and on time.
_____	_____	Members refrained from inflammatory comments.
_____	_____	Members used district's "no-secrets, no-surprises" policy.

**My suggestion for improving our next meeting is:**

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**Board/Supt WORKSHOP**

**DeHesa SCHOOL DISTRICT**

**February 11, 2015**

**1. WHAT was of value to you today? (Ideas, practices, concepts, definitions, discussions etc.)**

**2. How might this workshop be improved?**