



Acalanes Union High School District

Governance Handbook 2024-2025

Governing Board

Christopher Grove, President

Jennifer Chen, Clerk

Chris Severson

Nancy Kendzierski

Wendy Reicher

Student Board Member Arnav Misra

Superintendent

John Nickerson

The Governing Board has adopted the principles, protocols and procedures in this Governance Handbook to support effective governance and bring benefit to all students of the Acalanes Union High School District.



Table of Contents

I. Unity of Purpose Mission Shared Governance Team Core Values 3
II. Shared Understanding of Roles and Responsibilities 4
III. Board and Superintendent Governance Standards 7
IV. Governing Board Code of Ethics 9
V. District Goals - 2024-2027 10
VI. Governing Board Operational Procedures and Protocols 11
VII. Brown Act 22
VIII. Calendar of Annual Agenda Items - Template 23



I. UNITY OF PURPOSE

The Acalanes Union High School District Governing Board represents the community to ensure all the community's high school and transition students have access to a rigorous and comprehensive curriculum in a safe, supportive and inclusive educational environment. While the Board consists of five individual members representing the community and one student member, we acknowledge that realizing shared core values supports effective governance.

AUHSD Mission

We educate every student to excel and contribute in a global society.

Shared Governance Team Core Values

- **Excellence and Innovation**

In order to prepare all students for their post-secondary pursuits in a global society, we strive for excellence through data-driven and current best practice approaches to education and programming.

- **Integrity**

Ethical judgment, behavior, and conduct are central to all we do.

- **Equity**

Equity must be at the center of board decision making and vision for the District. We recognize that all do not start from the same place and we must acknowledge and make adjustments to imbalances. We lead by example by being openly engaged and reflective regarding our different social locations and identities and how that can contribute to implicit bias.

- **Curiosity**

Curiosity and openness is required for collaboration and growth. We model curiosity as we engage with each other and educational partners.

- **Fiscal Responsibility**

As stewards of a cherished community resource, we must align budgets to programmatic priorities, elevate fiscal responsibility and multi-year planning, and enhance revenues to meet programmatic and facilities needs.

- **Community**

In order to surround our students with a robust community of collaborators, we seek to work with diverse perspectives of parents, staff, and community members. All students benefit from active community engagement, giving them a sense of connection and belonging in a safe and inclusive learning environment.



II. SHARED UNDERSTANDING OF ROLES AND RESPONSIBILITIES

(Taken from Board Bylaw 9000: Role of the Board, last updated February 3, 2021)

The Governing Board is elected by the community to provide leadership and citizen oversight of the District's schools. The Board shall work with the Superintendent to fulfill its major roles, which include:

1. Establishing a long-term vision for the District
2. Establishing and maintaining a basic organizational structure for the District, including employment of the Superintendent and adoption of policies, curriculum, the budget and the collective bargaining agreements
3. Ensuring accountability to the local community, including personnel, programmatic and fiscal accountability and service as a judicial and appeals body as needed
4. Providing community leadership and advocacy at the local, state and national levels on behalf of children, District programs and public education.

Vision

The Board shall set the direction for the District by adopting a vision statement which defines the District's goals and priorities. The Board shall carry out its vision-setting role by identifying the strengths and needs of the District, developing and adopting a process for framing the vision, soliciting staff and community input as appropriate, ensuring that the adopted vision statement is implemented, and conducting a periodic review of the vision.

Superintendent Employment and Evaluation

The Board shall be solely responsible for employing the Superintendent and ensuring that they are the best match for the District based on needed abilities, traits and level of knowledge. When selecting a new superintendent, the Board shall ensure a smooth transition period; evaluate the District's current and long-term needs; plan and conduct a process for recruitment, screening and selection; and approve the Superintendent's employment contract. The Board shall regularly evaluate the Superintendent based on an evaluation system and performance objectives established by the Board and Superintendent.

General Hiring and Personnel Accountability

The Board shall adopt wage and salary schedules, and elect or reject employees at the recommendation of the Superintendent or designee. In order to have the best qualified people working at their maximum effectiveness, the Board shall hold the Superintendent responsible for overseeing the District's personnel system, developing effective hiring practices, creating a climate supportive of personnel and providing an effective framework for staff accountability.

Policy Adoption and Monitoring

The Board shall govern the schools by adopting policies that reflect the District's vision and the mandates of law. The Board shall establish a clear policy development process through which it may deliberate on issues, identify priorities, assign responsibilities, identify goals and courses of action, and review policy decisions.



The Board shall also adopt bylaws that promote cooperation, trust and teamwork among its members, give parameters to the Board's operation as a governing body, and ensure that its meetings proceed efficiently and in compliance with law.

Curriculum Adoption and Program Accountability

While the design and implementation of curriculum is primarily a staff responsibility, the Board's role is to adopt overall educational goals and standards, define the curriculum development process, specify graduation requirements, adopt the developed curriculum and ensure compliance with state and federal laws.

To ensure accountability to the community, the Board shall establish measurable benchmarks to assess the effectiveness of the District's educational programs in producing desired student achievement results. Based on these assessments, the Board shall direct the Superintendent or designee to take corrective actions as needed.

Budget, Facilities and Fiscal Accountability

The Board shall adopt a sound, responsible budget that supports District goals and priorities. To guide the Superintendent or designee in development of the budget, the Board shall establish a budget calendar, budget process and spending priorities.

Recognizing that school facilities are a long-term obligation that impacts District budgets, the Board shall also ensure that a plan is in place to address the District's facility needs, including the funding, construction and maintenance of school facilities. The Board shall approve facility sites, funding sources and architectural and construction contracts.

The Board recognizes that it is accountable to the community for its budget and facilities decisions and for the District's fiscal integrity. The Board shall use accountability systems and processes in order to monitor the District's fiscal health.

Collective Bargaining

The Board is the legal representative of the District in negotiations with employee representatives. In carrying out the collective bargaining process, the Board shall set goals and guidelines for collective bargaining, select the bargaining team, maintain communications throughout the process and approve the negotiated contract.

Judicial and Appeals Body

In addition to establishing complaint procedures that ensure due process and facilitate the satisfactory resolution of issues, the Board may convene to serve as a judicial and appeals body in accordance with law, Board policies and negotiated agreements. The Board may delegate fact-finding or hearing responsibilities in appropriate cases but remains the final decision-maker in these proceedings.



Community Leadership

The Board shall build and maintain community awareness and support by actively involving parents/guardians, business and other community members in the schools and informing them about District programs, policies and issues.

Recognizing that the level of local, state and national support for education impacts the Board's ability to fulfill its responsibilities, the Board shall engage in advocacy on behalf of District schools. The Board shall ensure that the District has the capability to respond to emerging issues and a proactive communications plan for issues that are District priorities.



III. BOARD AND SUPERINTENDENT GOVERNANCE STANDARDS

(Adapted from Board Bylaw 9005: Governance Standards, last updated November 1, 2023)

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

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

1. Keep learning and achievement for all students as the primary focus.
2. Value, support and advocate for public education.
3. Recognize and respect differences of perspective and style on the Board and among staff, students, parents and the community.
4. Remain informed about the diverse range of student and family experiences and stay engaged with students, parents, staff and community members.
5. Evaluate areas of personal privilege and bias with humility, curiosity, and respect.
6. Learn about and consider systemic and historical realities which impact our students' experiences, including District policies that might do unintentional harm.
7. Act with dignity, and understand the implications of demeanor and behavior
8. Keep confidential matters confidential.
9. Participate in professional development and commit the time and energy necessary to be an informed and effective leader.
10. Review Board meeting materials prior to meetings and superintendent communications in a timely manner.
11. Understand the distinctions between Board and staff roles, and refrain from performing management functions that are the responsibility of the Superintendent and staff.
12. Understand that authority rests with the Board as a whole and not with individuals.

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

1. Keep the District focused on learning and achievement for all students.
2. Engage in dialog to establish a common vision.
3. Operate openly, with trust and integrity.
4. Govern in a dignified and professional manner, treating everyone with civility and respect.
5. Govern within Board-adopted bylaws, policies and procedures.
6. Take collective responsibility for the Board's performance.
7. Periodically evaluate the Board's effectiveness.



8. Ensure opportunities for the diverse range of views in the community to inform Board deliberations.

To support effective governance and Board culture, the superintendent must maintain leadership standards including (CSBA Superintendent Governance Standards)

1. Promote the success of all students and support the efforts of the Governing Board to keep the District focused on learning and achievement.
2. Value, advocate and support public education and all educational partners.
3. Recognize and respect the differences of perspective and style on the Board and among staff, students, parents and the community — and ensure that the diverse range of views inform board decisions.
4. Act with dignity, treat everyone with civility and respect, and understand the implications of demeanor and behavior.
5. Serve as a model for the value of lifelong learning and support the Board's continuous professional development.
6. Work with the Board as a "governance team" and assure collective responsibility for building a unity of purpose, communicating a common vision and creating a positive organizational culture.
7. Recognize that the board/superintendent governance relationship is supported by the management team in each District.
8. Understand the distinctions between board and staff roles, and respect the role of the Board as the representative of the community.
9. Understand that authority rests with the Board as a whole; provide guidance to the Board to assist in decision-making; and provide leadership based on the direction of the Board as a whole.
10. Communicate openly with trust and integrity including providing all members of the Board with equal access to information, and recognizing the importance of both responsive and anticipatory communications.
11. Accept leadership responsibility and accountability for implementing the vision, goals and policies of the District.



IV. GOVERNING BOARD CODE OF ETHICS

(Taken from Board Bylaw 9005: Governance Standards, last updated November 1, 2023)

In all actions as a school Board member, the primary responsibility is to every student at all schools in the District.

Board members must hold commitments to:

1. **The Community.** Each Board member is responsible to all residents of the District and not solely to those who elected them; nor solely to any organization to which they may belong, or which may have supported their election.
2. **Individuals.** Each Board member has a direct concern for every individual in the community. As an integral part of their duties, they represent the authority and responsibility of government. This authority must be exercised with as much care and concern for the least influential as for the most influential member of the community.
3. **Employees.** The Board member's actions may affect the capability of District employees to practice their trade or profession and should encourage their increasing competence and professional growth.
4. **Laws & Policies.** Each Board member must be aware of, and comply with, the State and Federal Constitutions, the Education Code of the State of California, other laws pertaining to public education, and the established policies of the District.
5. **Decision Making.** Each Board member is obliged by law to participate in decisions pertaining to education in the District. As an elected representative of the people, the Board member can neither relinquish nor delegate this responsibility to any other individual or group.
6. **Individual Feelings and Philosophy.** Every individual Board member has something to contribute to the governance of the Board.

Understanding and acting upon these premises, each Board member shall:

1. Consider their position on the Board as a public trust and not use it for private advantage or personal gain.
2. Be constantly aware that they have no legal authority except when acting as a member of the Board. Board members shall present their concerns and concepts through the process of Board debate. If in the minority of any decision, they shall abide by and support the majority decision. When in the majority, they shall respect divergent opinions.
3. Encourage ideas and opinions from the residents of the District and endeavor to incorporate community views into the deliberations and decisions of the Board.
4. Devote sufficient time, thought, and study to proposed actions so as to be able to base decisions upon all available facts and vote in accordance with honest convictions, unswayed by partisan bias of any kind.
5. Remember that the basic functions of the Board are to establish the policies by which District schools are administered and to select the Superintendent or designee and staff who will implement those policies.
6. Promote and participate actively in a concerted program of timely exchange of information with all district residents, parents/guardians, employees and students.
7. Recognize that the deliberations of the Board in closed session may be disclosed or discussed in public only with Board approval.



V. DISTRICT GOALS – 2024-2027

(Local Control and Accountability Plan, June 2024)

Goal 1 – High Quality Programs

Ensure that every student has access to high-quality educational opportunities and attains college and career readiness.

The District is committed to ensuring that all District graduates are prepared for post-secondary opportunities, including community college, 4-year college, vocational training, and career options. For students in special service classes, AUHSD is committed to building their skills for independent living and employment. Through the core curriculum and a wide array of elective options, all students will have access to rigorous, engaging, and relevant courses of study; in addition, students will receive up-to-date, standards-aligned curricular materials. Beyond the traditional classroom, extra and co-curricular activities will allow students to pursue interests in the arts, athletics, STEM, community service, and other areas.

Goal 2 – Equity

Identify and implement policies and practices that eliminate opportunity gaps.

The District is committed to fostering high levels of academic achievement for all students; therefore, the District must implement policies and practices to address, and ultimately eliminate, opportunity gaps. Significant opportunity gaps exist for English language learners, students with disabilities, students from low-income backgrounds, Black / African-American students, and Hispanic students.

Goal 3 – School Climate and Culture

Provide safe, engaging, and inclusive classrooms and school sites that support the social-emotional growth of every student.

The District is committed to both the academic and social-emotional growth of every student. This growth will accelerate when students feel safe, engaged, and connected at their schools. The goal addresses the collective responsibility of the whole school community to create and sustain a positive campus climate. Staff, students, and parents/guardians must work together to ensure this type of environment.

Goal 4 - Staffing

Recruit, develop, and retain innovative, collaborative, and effective certificated, classified, and administrative staff who prioritize student well-being and success.

The District is committed to recruiting and maintaining a diverse staff, providing relevant and engaging professional development, and establishing a student-focused, culturally responsive professional culture that fosters inclusion, belonging and professional effectiveness.



VI. GOVERNING BOARD OPERATIONAL PROCEDURES AND PROTOCOLS

To ensure practices appropriate for the roles of Governing Board members and the Superintendent, the following operational procedures and protocols have been established. The procedures and protocols will be modified over time as needed to support effective governance, positive working relationships and high function of the Board.

Operational Procedures and Protocols

The operational procedures and protocols supplement and do not supplant AUHSD Board Policies, Administrative Regulations and Bylaws, and are intended to facilitate collaborative efforts toward effective governance.

Communication

(Parts taken from Board Bylaw 9010 Public Statements, last updated October 16, 2013)

The Governing Board recognizes the responsibility of Board members in their role as community leaders to participate in public discourse on matters of civic or community interest, including those involving the District, and their right to freely express their personal views.

However, to ensure communication of a consistent, unified message regarding District issues, Board members are expected to respect the authority of the Board to choose its representatives to communicate its positions and to abide by established protocols.

All public statements in the name of the Governing Board shall be issued by the Board president or, if appropriate, by the Superintendent or designee at the direction of the Board president. No individual Board member shall make public statements in the name of the Board. Additionally, the Board president will take the responsibility to respond to emails addressed to the full Board in order to avoid a serial meeting through responses. A majority of the Board shall not, outside of an authorized meeting, use a series of electronic communications of any kind, directly or through intermediaries, to discuss, deliberate, or take action on any item that is within the subject matter jurisdiction of the Board.

Once a Board decision has been reached, all Board members shall abide by that decision until it is amended or rescinded by subsequent Board action. When Board members express their opinions outside of the Board meeting, it is their responsibility to respect the democratic nature of Board decision-making and always identify personal viewpoints as such.

When speaking to community groups, members of the public, or the media, individual Board members should recognize that their statements may be perceived as reflecting the views and positions of the Board. Board members have a responsibility to identify personal viewpoints as such and not as the viewpoint of the Board.



In addition, the Board encourages members who participate on social networking sites, blogs, or other discussion or informational sites to conduct themselves in a respectful, courteous, and professional manner and to model good behavior for District students and the community. Such electronic communications are subject to the same standards and protocols established for other forms of communication, and the disclosure requirements of the California Public Records Act may likewise apply to them.

Public record requests should be directed to the Superintendent. All communication, including personal text messaging and email accounts, are subject to California Public Records Act requests.

Site Visits

Governing Board members are encouraged to visit school sites and engage with school personnel and students. The District will arrange for collective Board site visits throughout the school year. In respect for the demands of school operations, additional individual or group site visits or meetings with site personnel in the capacity of a Board member should be arranged through the Superintendent.

Requesting Information from Staff

Governing Board members are encouraged to ask questions of staff to inform their governance. When questions are realized prior to Board meetings, members are encouraged to ask questions in advance so staff are prepared to provide robust answers and clarification.

When general questions are asked of staff by one Board member, the Superintendent may communicate the question and answer to all Board members to raise understanding of all.

Governing Board members may schedule meetings with District-level administrators directly or through the Superintendent.

Board Meeting Calendar

Regular meetings of the Board, unless not held due to insufficient need, shall be held on the first and third Wednesday of each month at 7:00 p.m., at the District Office unless otherwise posted. Regular meetings of the Board may be scheduled on the 2nd Wednesday of the month if one meeting is scheduled during the month and for compelling reasons related to the calendar. The Board will annually adopt a calendar of regular meetings at their Reorganization Meeting in December.

The Board President and Superintendent may schedule special or emergency meetings of the Board to address needs that cannot be met through the regular meeting schedule. They will consult with all Board members regarding availability to schedule with maximum attendance.

Teleconferencing may be used in special circumstances and will be done in accordance with Board Bylaws and current law.



Developing Meeting Agenda

The Board President and the Superintendent, as secretary to the Board, shall work together to develop the agenda for each regular and special meeting.

The Superintendent will maintain a schedule of annual agenda items required by statute and operations as well as routine items and updates to support Board oversight and governance.

A Board member or member of the public may request that a matter within the jurisdiction of the Board be placed on the agenda of a regular meeting. The request shall be in writing and be submitted to the Superintendent or designee with supporting documents and information, if any. The Board president and Superintendent determine on which meeting agenda the matter will be placed, based on the orderly and timely consideration of District business priorities.

The Board president and Superintendent shall decide whether a request is within the subject matter jurisdiction of the Board. Items not within the subject matter jurisdiction of the Board may not be placed on the agenda. In addition, the Board president and Superintendent shall determine if the item is merely a request for information or whether the issue is covered by an existing policy or administrative regulation before placing the item on the agenda.

The Board president and Superintendent shall decide whether an agenda item is appropriate for discussion in open or closed session, and whether the item should be an action item subject to Board vote, an information item that does not require immediate action, or a consent item that is routine in nature and for which no discussion is anticipated.

In order to promote efficient meetings, the Board may act upon more than one item by a single vote through the use of a consent agenda. Consent items shall be items of a routine nature or items for which no Board discussion is anticipated and for which the Superintendent recommends approval.

In accordance with law, the public has a right to comment on any consent item. At the request of any member of the Board or the Superintendent, any item on the consent agenda shall be removed and given individual consideration for action as a regular agenda item.

Public Comment

(Parts taken from Board Bylaw 9323 Meeting Conduct, last updated January 18, 2023)

Members of the public are encouraged to attend Board meetings and to address the Board concerning any item on the agenda or within the Board's jurisdiction. So as not to inhibit public participation, persons attending Board meetings shall not be required to sign in, complete a questionnaire, or otherwise provide their name or other information as a condition of attending the meeting.

The Board shall give members of the public an opportunity to address the Board on any item of



interest to the public that is within the subject matter jurisdiction of the Board, either before or during the Board's consideration of the item.

If the subject matter of the public comment is on the agenda, the Board will typically listen to the staff report or presentation on the item, ask clarifying questions, hear public comment, discuss, and then may act on the item.

If the subject matter is not on the agenda, the Board will not provide any substantive response to the comment. The Board President may direct the Superintendent to follow up with the member of the public and may request follow up to the Board.

Individual speakers shall be allowed three minutes to address the Board on each agenda or a non-agenda item. The Board shall limit the total time for public input on non-agendized items to 20 minutes and 20 minutes for each item on the agenda. The Board President is authorized to increase or decrease the time allowed for public comment, depending on the topic and the number of persons wishing to be heard. The Board President may limit the individual speakers to less than three minutes when the total time is projected in excess of the 20 minute allotment. The Board does not allow one member of the public to grant their time to another member of the public.

The Board shall not prohibit public criticism of its policies, procedures, programs, services, acts, or omissions. In addition, the Board may not prohibit public criticism of District employees or Board members. The Board President will make efforts to prevent public criticism or attacks aimed individually at the Student Board Member.

Whenever a member of the public makes a complaint or levies charges against an employee, the Board president shall inform the complainant that if they wish to pursue the matter, they may utilize the applicable District complaint procedure and shall refer the complainant to the Superintendent.

Disruption to Meetings

(Parts taken from Board Bylaw 9323 Meeting Conduct, last updated January 18, 2023)

The Board President shall not permit actual disruption of Board meetings. Actual disruption by an individual or group or any conduct or statements that threaten the safety of any person(s) at the meeting shall be grounds for the president to terminate the privilege of addressing the Board and remove the individual from the meeting.

Prior to removal, the individual shall be warned that their behavior is disrupting the meeting and that failure to cease the disruptive behavior may result in removal. If, after being warned, the individual does not promptly cease the disruptive behavior, the Board president, or designee, may then remove the individual from the meeting. (Government Code 54957.95)

When an individual's behavior constitutes the use of force or a true threat of force, the individual shall be removed from a Board meeting without a warning. (Government Code 54957.95)



Disrupting means engaging in behavior during a Board meeting that actually disrupts, disturbs, impedes, or renders infeasible the orderly conduct of the meeting and includes, but is not limited to, a failure to comply with reasonable and lawful regulations adopted by a legislative body pursuant to Section 54954.3 or any other law, or engaging in behavior that constitutes use of force or a true threat of force. (Government Code 54957.95)

True threat of force means a threat that has sufficient indicia of intent and seriousness, that a reasonable observer would perceive it to be an actual threat to use force by the person making the threat. (Government Code 54957.95)

Additionally, the Board President may order the room cleared if necessary. In this case, members of the media not participating in the disturbance shall be allowed to remain, and individuals not participating in such disturbances may be allowed to remain at the discretion of the Board President. When the room is ordered cleared due to a disturbance, further Board proceedings shall concern only matters appearing on the agenda. (Government Code 54957.9)

When disruptive conduct occurs, the Board may decide to recess the meeting to help restore order, or if removing the disruptive individual(s) or clearing the room is infeasible, move the meeting to another location. The Board may direct the Superintendent or designee to contact local law enforcement as necessary.

Safety Procedures

The Superintendent will review all safety procedures with new Governing Board members and will annually review essential responses to emergency situations with all Governing Board members, including Board response to Board meeting disruptions, intruders, earthquakes, power failure, and fire. Governing Board members with general or specific safety concerns should contact the Superintendent. Board meetings will be proactively canceled and rescheduled if there is a significant safety concern.

Closed Session

The Governing Board may hold closed sessions only for purposes identified in law, including personnel matters, negotiations and collective bargaining, student matters, security matters, and pending and potential litigation. The Board shall disclose in open meeting the items to be discussed in closed session.

In accordance with law, a Board member shall not disclose confidential information received in a closed session unless the Board authorizes the disclosure of that information. (Government Code 54963) Governing Board members may be personally liable if they violate Government Code 54963. Consequences can include removal from office, civil lawsuit, injunctive relief, criminal liability, and written and verbal censure.



Board Meeting Management and Effective Deliberations

Effective Board meeting management is key to ensuring productive discussions and informed decision-making. Meetings will be structured with clear agendas and relevant materials will be provided to the Board as early as possible to allow for focused deliberations. Governing Board members are encouraged to engage thoughtfully, listen actively, and respect diverse viewpoints to foster a collaborative environment. The Board President will actively facilitate Board discussion ensuring all Board members have uninterrupted opportunities for questioning and expression. Board deliberations should be fact-based, with all members participating openly, and decisions made in alignment with Board core values. Open exchange of differing perspectives and ideas is encouraged to foster deeper analysis and well-rounded and thoughtful outcomes.

Role of the Board President

(Taken from Board Bylaw 9121 President, last updated September 6, 2017)

The Governing Board shall elect a president from among its members to provide leadership on behalf of the governance team and the educational community it serves.

To ensure that Board meetings are conducted in an efficient, transparent, and orderly manner, the president shall:

1. Call such meetings of the Board, both regularly scheduled and special meetings, as they may deem necessary, giving notice as required by law;
2. Consult with the Superintendent or designee on the preparation of Board meeting agendas;
3. Call the meeting to order at the appointed time and preside over the meeting;
4. Announce the business to come before the Board in its proper order;
5. Enforce the Board's bylaws related to the conduct of meetings and help ensure compliance with applicable requirements of the Brown Act;
6. Recognize persons who desire to speak, and protect the speaker who has the floor from disturbance or interference;
7. Facilitate the Board's effective deliberation, ensuring that each Board member has an opportunity to participate in the deliberation and that the discussion remains focused;
8. Explain what the effect of a motion would be if it is not clear to every member;
9. Restrict discussion to the question when a motion is before the Board;
10. Rule on parliamentary procedure;
11. Put motions to a vote, and state clearly the results of the vote.

The Board president shall have all the rights of any member of the Board, including the right to move, second, discuss, and vote on all questions before the Board.

The Board President shall also perform other duties as directed by law, State Department of Education regulations and the Board, including the duty to:

1. Sign all instruments, acts, orders, and resolutions necessary to comply with legal requirements and carry out the will of the Board;
2. Appoint and disband all committees, subject to Board approval;



3. Confer with the Superintendent or designee on crucial matters which may occur between Board meetings;
4. Be responsible for the orderly conduct of all Board meetings;
5. Facilitate the Board's advocacy efforts to build support within the local community and at the state and national levels.

When the president is absent or disabled, the Board clerk shall perform the president's duties. Should the president resign, the Board will elect a new president. When both the president and clerk are absent or disabled, a president pro tempore will perform the president's duties. The president pro tempore will be the Board member in attendance with the longest term of service on the Board (and in the event of a tie, the president pro tempore will be determined by lot).

Handling Community or Staff Concerns or Complaints

The Governing Board places trust in its employees and desires to support their actions in such a manner that employees are free from unwarranted criticism and complaints.

The Board accepts responsibility for providing a means by which the public can hold employees accountable for their actions. The Board desires that complaints be resolved expeditiously without disrupting the educational process. The Board recognizes the necessity to protect the rights of its employees and to afford employees every opportunity to respond to the complaint.

Criticism against an employee or District program initially made to a Board member or at a Board meeting will be referred to the Superintendent who will direct the complaint to the appropriate employee for consideration and action according to administrative regulations. As appropriate, complaints can be referred back to the lowest level, i.e., complaints regarding a teacher's curriculum should be addressed initially with the teacher.

Individual Board members do not have authority to resolve complaints. If approached directly with a complaint, Board members will refer the complainant to the Superintendent or designee, with appropriate acknowledgement that the complaint will receive proper consideration.

Complaint Procedures

The Superintendent or designee shall develop regulations, which permit the public to submit complaints against District employees in an appropriate manner. These regulations shall assure a complete and fair hearing of complaints and shall protect the rights of all involved parties. Such regulations shall be readily accessible to the public.

When a complaint is made, the Superintendent or designee shall determine whether it should be resolved by the District's process for complaints concerning personnel and/or other District procedures. Any complaint of child abuse or neglect alleged against a District employee shall be reported to the appropriate local agencies in accordance with law and BP 5141.4 - Child Abuse Prevention and Reporting. Any complaint alleging that an employee engaged in unlawful discrimination (such as discriminatory harassment, intimidation, or bullying) in District programs and



activities shall be filed in accordance with BP/AR 1312.3 - Uniform Complaint Procedures. Any complaint by an employee, job applicant, volunteer, intern, or independent contractor alleging unlawful discrimination or harassment by an employee shall be filed in accordance with AR 4030 - Nondiscrimination in Employment.

The District does not accept anonymous complaints for formal complaint investigation except for those circumstances when the law requires investigation of such complaints. The District will address anonymous tips submitted through the Say Something system and complaints that impact wellbeing and safety of students.

If a complainant requests confidentiality, the Superintendent or designee shall inform the complainant that the request may limit the District's ability to investigate the employee's conduct or take other necessary action. However, the Superintendent or designee shall take all reasonable steps to investigate and resolve the complaint without divulging the complainant's identity.

Ad-Hoc Committees

Ad-hoc committees are used by the Governing Board to address specific issues or tasks that require focused attention and expertise, beyond what can be effectively managed during a regular Board meeting. These temporary committees allow for in-depth experience, research, analysis, and discussion on particular matters. Ad-hoc committees do not make decisions for the District, but might make recommendations to the greater Board. The approach promotes efficiency, develops Board member expertise, and allows the Board to address issues in a timely and effective manner.

Ad-hoc committees will sometimes consult with staff on special projects and sometimes join staff or parent work groups and committees.

Ad-hoc committees of the Board are appointed by the Board President.

Board Liaison Assignments

Board members are assigned liaison positions to District schools and community groups. School liaisons, at a minimum, attend Back-to-School Night, Open House and Commencement.

Board members serving as liaisons to community groups play a vital role in fostering open communication and building strong relationships between the Governing Board and the broader community. This role promotes transparency, trust, and collaboration, as Board members are able to share important updates, gather feedback, and clarify board actions with community groups. By acting as a bridge between the Board and the community, liaisons help ensure that the Board remains responsive and accountable to those it serves.

Liaison assignments include ONE Orinda, Lafayette Partners in Education, Moraga Education Foundation, Walnut Creek Education Foundation, Walamorinda Board Presidents, Lamorinda Bus Agency, Las Trampas Creek Legislative Team, Lafayette Community Liaison Meeting, Moraga Liaison Meeting, Orinda Mayor's Meeting & Walnut Creek Education Committee.



Coordinating Council

The AUHSD Coordinating Council typically meets at 6:00 p.m. on the last Monday of each month and is composed of the District Executive Cabinet, AHS, CHS, LLHS and MHS parent and educational foundation leadership, ACIS parent leadership, and members of the Governing Board. It provides a conduit for District and parent-leadership communication, an opportunity to problem solve and collaboratively achieve common practical tasks and challenges, and a forum to share innovative and successful practices.

Governing Board members rotate through attendance with two members attending each meeting.

Student Board Member

(Taken from Board Bylaw 9150 Student Board Members, last updated January 18, 2023)

The Governing Board believes it is important to seek out and consider students' ideas, viewpoints and reactions to the educational program. In order to provide student input and involvement, the Board shall include one student Board member selected in accordance with procedures approved by the Board. The term of student Board members shall be one year, commencing on July 1 and ending on June 30.

The student Board member shall have the right to attend all Board meetings except closed sessions and shall be seated with regular Board members and recognized at meetings as full members. The student Board member may cast preferential votes on all matters except those subject to closed session discussion. Preferential votes shall be cast prior to the official Board vote and shall not affect the final numerical outcome of a vote. Preferential votes shall be recorded only in the Board meeting minutes.

The student Board member may make motions that may be acted upon by the Board, except on matters dealing with employer-employee relations pursuant to Government Code 3540-3549.3. The student Board member shall not be considered members of a legislative body for purposes of the Brown Act and shall be invited to attend functions of the Board, such as forums, meetings with students and parents/guardians, and other general assemblies.

New Board Member Orientation

New Board members will participate in a comprehensive orientation process to enable them to understand the Board's functions, policies, procedures, protocols and agreed-upon governance standards. The superintendent will facilitate the orientation process and will highlight the AUHSD Local Control and Accountability Plan and Governance Handbook. New Board members will also engage school site visits and meetings with District department leads, including leads of Educational Services, Student Services, Special Education, Human Resources and Business Services.

New Board members will receive information regarding the Brown Act and the CSBA publication "Call To Order," a comprehensive resource for Board and Board meeting structures, as well as



parliamentary procedures. New Board members will be encouraged to attend the CSBA new board member orientation program in December.

The superintendent will facilitate the scheduling of a meeting between the Board president and new Board members.

AB 2158 Ethics Training

California's conflict of interest laws are based on the belief that the duties of public office demand absolute loyalty of the individual who holds that office. The purpose of the conflict-of-interest laws are to eliminate temptation, avoid the appearance of impropriety, and limit the possibility of improper personal influence on a public officer's decision. AB 2158 amends the Government Code and requires school board members to complete ethics training every two years during their term. Importantly, unlike other local agency officials, board members are subject to the ethics training requirement whether or not the member receives any type of compensation, salary, stipend or reimbursement for actual and necessary expenses incurred in the performance of official duties. (Gov. Code § 53234.)

The law is effective January 1, 2025, and sitting Board members must fulfill the training requirement prior to January 1, 2026. Subsequently, Board members must complete the training every two years. The Superintendent will arrange for the training and the District will cover the costs of the program.

Ongoing Professional Development

(Taken from Board Bylaw 9240 Board Training, last updated August 21, 2024)

The Governing Board believes that the Board's ability to effectively and responsibly govern the District is essential to promoting student achievement, building positive community relations, and protecting the public interest in District schools. Board members shall be provided sufficient opportunities for professional development that helps them understand their responsibilities, stay abreast of new developments in education, and develop boardsmanship skills.

The Board and/or the Superintendent or designee shall provide an orientation to newly elected or appointed Board members which includes comprehensive information regarding Board roles, policies, and procedures and the District's vision and goals, operations, and current challenges. The AUHSD Governance Handbook will provide a foundation for the orientation.

Throughout their first term, Board members shall continue to participate in additional educational opportunities designed to assist them in understanding the principles of effective governance, including, but not limited to, information on school finance and budgets, student achievement and assessment, labor relations, community relations, program evaluation, open meeting laws (the Brown Act), conflict of interest laws, and other topics necessary to govern effectively and in compliance with law.

All Board members shall engage in training focused on diversity, equity, inclusion, and belonging no



less frequently than every two years in consistent support of Board policies, administrative regulations and the AUHSD Local Control and Accountability Plan goals, actions and plan. Training shall be interactive and specific to the role of Board members in supporting the District's goals on diversity, equity, inclusion, and belonging. The training may include concepts of implicit bias, antiracism, disability, LGBTQIA+ students, social emotional learning, culturally relevant teaching, or other topics related to policies, regulations and District goals and plans.

All Board members shall engage in ethics training every two years to fulfill the requirements of Assembly Bill 2158. The training will be designed to reinforce Board member understanding of the various ethical responsibilities of board members imposed by California law, including financial conflicts of interest, gifts and Form 700 reporting, general conflicts of interest and ethical dilemmas. Specifically, the training will cover the core content outlined in Government Code section 53234(d) and California Code of Regulations title 2, section 18371.

Effective in 2015, all District employees must be trained annually regarding their responsibilities as mandated reporters of child abuse and neglect. While not mandated reporters by law nor employees of the District, the Board values the mandated reporting training program and will participate in the training provided to District employees at least every two years.

Funds for board training shall be budgeted annually for the Board. In selecting appropriate activities, the Board and/or individual Board members shall consider activities that are aligned with the District's vision and goals and the needs of the Board or individual member to obtain specific knowledge and skills.

Board members may attend a conference or similar public gathering with other Board members and/or with the Superintendent or designee in order to develop common knowledge and understanding of an issue or engage in team-building exercises. In such cases, a majority of the Board members shall not discuss among themselves, other than as part of the scheduled program, business of a specified nature that is within the District's jurisdiction, so as not to violate the Brown Act open meeting laws pursuant to Government Code 54952.2.

Board members are encouraged to report to the Board, orally or in writing, on the board training activities they attend, for the purpose of sharing the acquired knowledge or skills with the full Board and enlarging the benefit of the activity to the Board and District.



VII. BROWN ACT

[The Ralph M. Brown Act](#), also known as California's open meeting law, ensures that meetings of local government bodies, including school district governing boards, are conducted openly and transparently. The Act mandates that agendas must be posted in advance, deliberations and decisions must be made in public, and the public has the right to attend and participate in meetings. Closed sessions are permitted only under specific circumstances, such as personnel or legal matters.

Understanding the Brown Act is crucial for governing boards because it fosters accountability and trust between the board and the community. It ensures that board actions are conducted openly and that community members have access to the decision-making process. Violations of the Act can result in legal consequences and erode public confidence. By adhering to the Brown Act, school boards maintain transparency, engage the public effectively, and uphold the principles of good governance.

A critical component of the Brown Act is the regulation against gatherings where a quorum of the board is present outside of a publicly noticed meeting. A quorum, which constitutes the majority of the board, cannot engage in discussions or make decisions related to District business outside of a properly noticed public meeting. Even if the gathering is informal—such as a social event—if a majority of board members discuss board business, it constitutes a violation of the Brown Act.

Serial meetings are prohibited as they can create a “meeting” of a quorum of the Governing Board. A serial meeting occurs when a majority of board members communicate, either directly or through intermediaries, outside of a public meeting to discuss, deliberate, or make decisions on issues within their jurisdiction. This includes emails, phone calls, or informal gatherings. Serial meetings undermine the Act’s core principle of transparency by excluding the public from board discussions.

Training regarding the Brown Act will be provided for new Board members.

AUHSD GOVERNING BOARD MEETING ANNUAL AGENDA ITEMS

BOARD DATE	August #1	August #2	Sept	Oct	Nov #1	Nov #2	Dec #1	January	Feb #1	Feb #2	March #1	March #2	April	May #1	May #2	June #1
HS Highlight																
Supt:	Conflict of Interest Code Revisions - Res(even yrs and for new positions)		Annual Review BP6145-Extra & Co-curric BP5116.1 Intra attendance			Schedule Annual Organizational Meeting (A)	Oaths of Office	Honor Outgoing President	LCAP Midyear Review (I)	LCAP Development (I)	School Year Calendar (A)		LCAP Development (I)	Teacher Apprec Week	LCAP Public Hearing (PH)	LCAP Plan (A)
	Governance Handbook Review (A)	Su Stauffer Recognition				Interdistrict Transfer Update w/ Admin Services(every other yr in even yr)	Annual Reorganization (A)			CSBA Delegate Assembly Election (A)		Academic Calendar (A)	Classified Employee Week	Outgoing Student Board Member and Reps	CA School Dashboard: Local Indicators (A)	
							Call for CSBA Delegate Nominations (A)							Education Foundation Presentation (R) (as needed)	Incoming Student Board Member and Reps	CA School Dashboard: Local Indicators (A) Call for GB Election and Specifications of the Election Order (Res) Annual Board Compensation Superintendent Contracts (A)
Bus Svcs:	Revolving Cash Accts Resolution (Res)		Budget Revisions (A)	Budget Revisions (A)	CBEDS/ Enrollment Projections (I)		1st Interim Budget & Budget Rev	Gov Budget Upd		Measure G & A Citizens Oversight Rpt	2nd Interim Budget & Budget Rev	Measure E Annual Rpt	Revised Enrollment Proj (I)		May Revise/State Budget Update	Budget Adoption (A)
	Prop 28 Annual Report (A)		Unaudited Actuals (A)	Title IX Report- Athletics (R)	Food Service and Safety Report (I)	IPM Report (C)		District Financial Audit (A)				Transportation Service Plan (C) - annual rqmt	Developer Fee Resolution (Res)		Balance Excess Min Reserve (PH)	Balance Excess Min Reserve (A)
	Annual Review Named Facilities (R/A)		Adoption of GANN Limit (Res)	Capital Facilities 5 yr Modernization Plan (A)			Develeper Fee Report	Annual and 5 yr Developer Fee Rpt (Res/R)							Budget Proposal Public Hearing (PH)	Education Protection Acct (Res) (annual)
	45-Day Budget Revision as Applicable (A)		Enrollment Update (R)	Deferred Maintenance Plan (A)			OPEB Actuarial Report	District Financial Audit (A)					Measure G& A Rpt			Annual Destruction of Records (C)
Consultant Contracts (C)																
			Prop 28 Expenditure Report (A)		Measure E Qtrly (C) (suspended)		Certificate of Signatures (Res)	Measure E Qtrly (C) (suspended)								Legal Svcs Contracts (C)
			Williams Qtrly (C)		Williams Qtrly (C)			Williams Qtrly (C)						Williams Qtrly (C)		
Ed Svcs:	Challenge Success Survey Rpt (even years)		Sufficiency of Instructional Materials - Res/PH		Assessment Rpt -Part I (R)	Assessment Rpt -Part II (R)	New Course Proposals	Course Catalog (A)	Racial Equity Dashboard		ELL and DELAC Update (R)		Technology Plan - Annual Review & Update	ELL and DLAC Report		Consolidated Application
			CTE 3 year update			ACIS Report		School Accountability Report Card Approval (C)						Single Plan for Student Achievement (A)		
																CA School Dashboard: Local Indicators (A)

