



**LITTLEFIELD UNIFIED SCHOOL DISTRICT #9**  
**GOVERNING BOARD WORK SESSION**  
**Administrative Services Site**  
**3490 East Rio Virgin Road**  
**Wednesday, April 12, 2023**  
**9:00 A.M.**

**Mission Statement**

The Littlefield Unified School District is committed to excellence. Therefore, we are committed to providing opportunities for all students to learn and develop socially, emotionally, and academically. We are committed to providing resources to our students, parents and teachers in an ongoing effort to help students transition from childhood to adulthood.

1. CALL TO ORDER:

Board President Graham called the meeting to order at 9:00 a.m. Julie Bacon and Nick Buzan from ASBA were in attendance. There were no members of the public in attendance. Elementary Principal, Jeremy Clarke, and Business Manager, Kevin Boyer, were not in attendance.

2. ROLL CALL:

Sonny Graham, Board President  
John Reyes, Board Secretary  
Susan Burch, Board Member  
Patricia Schoppmann, Board Member  
Michael Fagnan, Board Member

Darlene McCauley, Superintendent/Principal  
Sheree Goessman, District Secretary

**DISCUSSION**

3. Discussion and training with Julie Bacon and Nick Buzan, Arizona School Boards Association, on Open Meeting Law.

ASBA facilitators Julie Bacon and Nick Buzan covered the following topics:

- Board member/superintendent roles & responsibilities
- The 8 Characteristics of Effective Boards
- The “B” section of the district policy manual that applies to board members
- Board self-evaluation
- Open Meeting Law (OML)
- Littlefield’s “Governing Board and Superintendent Communication Protocol” document

Director of Legal and Policy Services Nick Buzan reviewed components of Arizona’s Open



Meeting Law and the board discussed scenarios included in the presentation.

One area the board discussed was Call to the Public and the process currently used for that. The board will consider how to better inform the public of the limitations of this agenda item (their inability to respond) and the restrictions around the time allotted for each person using Call to the Public.

Please see the attached PowerPoint document for additional issues covered during this portion of the training.

4. Discussion and training with Julie Bacon and Nick Buzan, Arizona School Boards Association, on Roles and Responsibilities of the Governing Board.

### **Board and Superintendent Roles and Responsibilities:**

Some important foundational concepts to remember when developing board goals:

- **The board has one employee: the superintendent and the superintendent has one boss: the board (collectively).** This means that board members should not direct the actions of any other staff in the district and should work through the superintendent. It also means that the board supervises the superintendent. Individual board members do not have the authority to direct the superintendent without the will of the majority. While individual board members may make requests for information or suggestions, the superintendent has the authority to refer any projects or requests that may take significant time back to the board to determine if it is needed.
- **The board determines the “what” and the superintendent determines the “how.”** The board works to set the vision and values of the district and establishes key goals for the district, in consultation with the superintendent. The superintendent determines how to go about meeting these goals. In short, the board views things from the 30,000-foot level while the superintendent looks after the day-to-day.
- **The board and superintendent are the senior leadership team for the district and set the standard for positive, collaborative relationships.** The board/superintendent relationship suffers when one or the other tries to take over the responsibilities of the other. The team should work together to identify one another’s key values and leadership style, acknowledge others’ points of view even if you do not agree, and assume positive intent in all interactions.
- **Ultimately, the board is responsible for ensuring students are succeeding.** While success can be measured in many ways, effective boards ask questions to ensure that the policies, goals and budgets they adopt are being implemented in a way that supports students and outcomes.

### **8 Characteristics of Effective Boards**

The team reviewed, along with the facilitators, Dervarics and O’Brian’s 8 Characteristics of Effective Boards which is a list of characteristics demonstrated by boards that have been associated with student achievement.



1. Effective school boards commit to a vision of high expectations for student achievement and quality instruction and define clear goals toward that vision.
2. Effective school boards have strong shared beliefs and values about what is possible for students and their ability to learn, and of the system and its ability to teach all children at high levels.
3. Effective school boards are accountability-driven, spending less time on operational issues and more time focused on policies to improve student achievement.
4. Effective school boards have a collaborative relationship with staff and the community and establish a strong communications structure to inform and engage both internal and external stakeholders in setting and achieving district goals.
5. Effective boards are data savvy; they embrace and monitor data, even when the information is negative, and use it to drive continuous improvement.
6. Effective school boards align and sustain resources, such as professional development, to meet district goals.
7. Effective school boards lead as a united team with the superintendent, each from their respective roles, with strong collaboration and mutual trust.
8. Effective school boards take part in team development and training, sometimes with their superintendents, to build shared knowledge, values and commitments for their improvement efforts.

Each member was asked to identify characteristics they saw as strengths and opportunities for their board. Below is a list of the 8 characteristics followed by each board saw as their strengths and opportunities.

Strengths:

- Characteristic Numbers: 1, 2, 4, 6

Opportunities:

- Characteristic Numbers: 5, 7

The superintendent and board team discussed the strengths and opportunities they have for improvement.

### **Board Governance Policy**

The purpose and origination of the board policies were reviewed. The board was advised to be familiar with the “B” section of the policy manual as this is the policy that pertains to them. The team discussed the importance of adhering to policy to set an example for the students and staff of the district. The Code of Ethics for school board members was discussed and noted as policy BCA.

### **Board Self-Evaluation**

The team reviewed the 5 pillars of board service included in ASBA’s board self-evaluation tool. The tool is now free to all member boards and is an excellent source of data for boards to consider when setting goals for its performance and professionalism.

5. Discussion and possible amendments to the Communication Protocol.



### **Governing Board and Superintendent Communication Protocol**

With facilitation, the board reviewed, discussed and suggested edits to their communication protocol document (see attached) which was developed in 2018 with the assistance of an ASBA trainer. Those changes included:

- Consider revising the district’s mission statement at a later date
- Revising item 4 (A) to remove the phrase “Littlefield community” to a more general statement. For example, it could be replaced with “the communities within the district.”
- Removing part of a sentence in item 4 (C). The phrase to be removed reads: “...and the Superintendent will strive to keep Board members informed of information they need to be aware as appropriate.”
- Remove item 4 (D) as it is referenced later in the document, item 13 (A)
- Change item 10 (A) to say “The Superintendent or their designee...”
- Add to item 10(A): The board will receive a mid-month update from the superintendent.
- A revision of item 11 (A-B). See below:
  - o Add: A. The board president will meet with the superintendent 8-10 days in advance of a regular meeting to review and approve the draft agenda.
  - o Add: B. A consent agenda will be used for items not requiring discussion.
  - o Add: C. Any board member may ask to have an item pulled from the consent agenda to allow for discussion or individual consideration. The board member will notify the superintendent at least 24 hours in advance of the meeting of the intention to pull an item off the consent agenda and what additional information may be required.
  - o Add: D. The superintendent will notify all board members of the intention to pull an item from consent, including which item is to be pulled.
- Change the structure of item 11 with current A becoming E and A. a becoming F, A. b becoming G, and B becoming H. because of the addition of the items immediately above.
- Change current 11, B to read: The board secretary tracks requests...(remove the phrase “It was recommended that...”)
- Change current 11, B to read: “The governing board will receive the agenda packet via Dropbox the Friday before board meetings. Each board member may elect to schedule a 1:1 meeting with the superintendent to review the packets and ask questions.
- Change the last bullet in item 12 Site Visits to read: “While visiting with teachers of their own family, board members will make it clear they are acting as family members, not board members.”
- Add B to item 12 that states: The superintendent will coordinate site visits for the board twice annually during the school year.
- Add to item 13, A at the end of the paragraph: Board members should refer to policies KE-KED for information about concerns and complaints related to the chain of command.
- Take item 13, B, ii and add it to item 13, A, a.

## **ADJOURNMENT**



The Work Session was adjourned at 2:30 p.m.

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Sonny Graham, Board President

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Darlene McCauley, Superintendent

Respectfully Submitted by:

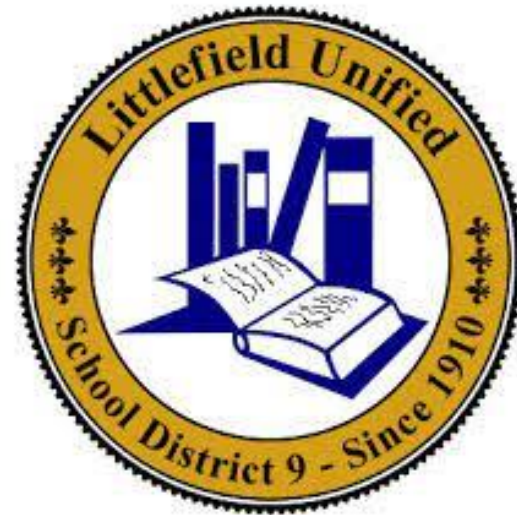
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Sheree Goessman, District Secretary



# Littlefield USD

April 12, 2023





# Agenda

- Setting the Stage
  - Creating a productive space
- Learn & Grow
  - Roles and Responsibilities
  - Open Meeting Law
  - Communication Protocols

# Setting the Stage

## 1. Introductions:

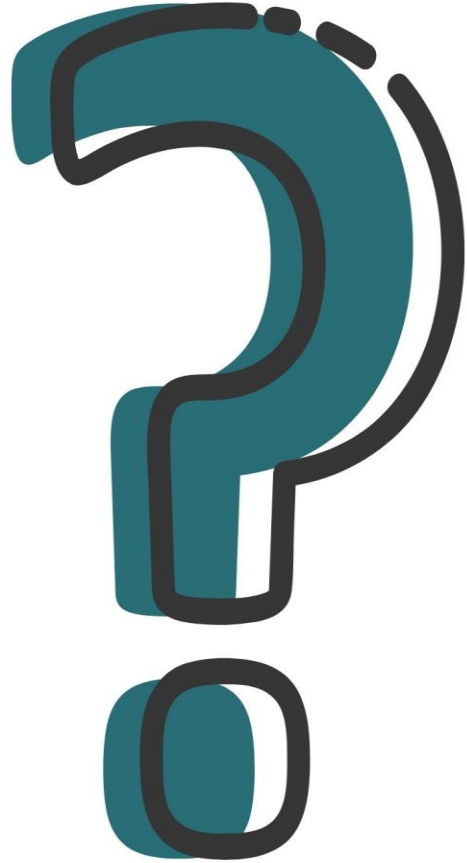
- Your name
- Years/months on the board
- Your experience in school as a student

## 2. Training Norms and Expectations

- Be truthful and honest
- Actively listen without judgment; seek to understand the perspective of others
- Actively participate- Everyone brings value
- Ask clarifying questions when something does not make sense, or you are uncertain of what is being said. Remember:
  - Assume positive intent of others. We are all here to do good.
  - Be respectful in your tone and manner



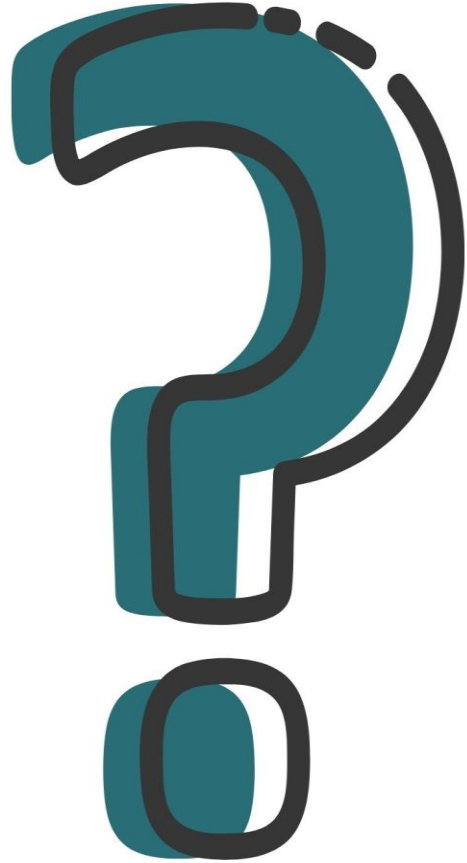




Q: How many bosses  
does the  
superintendent have?

**A: ONE**

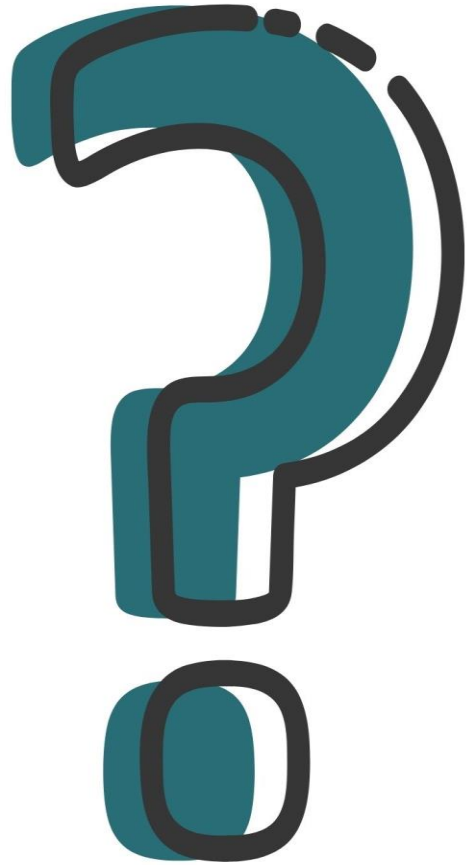




Q: What is the authority of an individual board member?

**A: NONE. Or, at least no more than any other citizen.**





Q: What is the authority of the governing board as a whole?

A: A LOT





# Title 15: Arizona's Education Code



- Because governing boards are political subdivisions of the state, they only have powers that are granted to them by statute, either expressed or implied



- Two Main Statutes for Governing Board Responsibilities: 15-341 and 15-342

15-341-mandatory: a list of things governing boards MUST do

15-342-permissive: a list of things governing boards CAN do

See Board Policy BBA & BBAA

# Most Duties in 15-341 and 15-342 are Delegable!!

- While a governing board has oversight function, day to day operations of the district and the requirements of statute are taken care of by district personnel
- The only duties that are clearly ***not*** delegable to district personnel are:
  - Approving policy
  - Passing a budget
  - Hiring, firing and evaluating the superintendent

*Note:* For all other staff, boards oversee the system process, not the people in the process



# Roles and Responsibilities

## **BOARD-** Role is to **Govern**

- Hiring and performance management functions for the superintendent
- With support of district staff
  - Sets direction and policy
  - Approves budget
  - Monitors progress toward set goals

*Accountable to the community*



# Roles and Responsibilities

## **SUPERINTENDENT-** Role is to **Manage**

- Oversees the day-to-day operations of the district
- Implements policies and establish plan(s) to meet goals set by the board

*Accountable to the board*

**Governance Team**

**WHAT**

Beliefs  
Vision  
Priorities  
Policies



Strategies  
Tactics  
Techniques

**Administration,  
Teachers & Staff**

**HOW**

Strategic Goals & Success Indicators





# Board/Superintendent Relationships



- ✓ School systems suffer when either attempts to overtake the responsibilities of the other.
- ✓ Involvement with administration and operation functions distracts from essential functions of planning, policy development and promotion.  
(Inform vs. Involve)

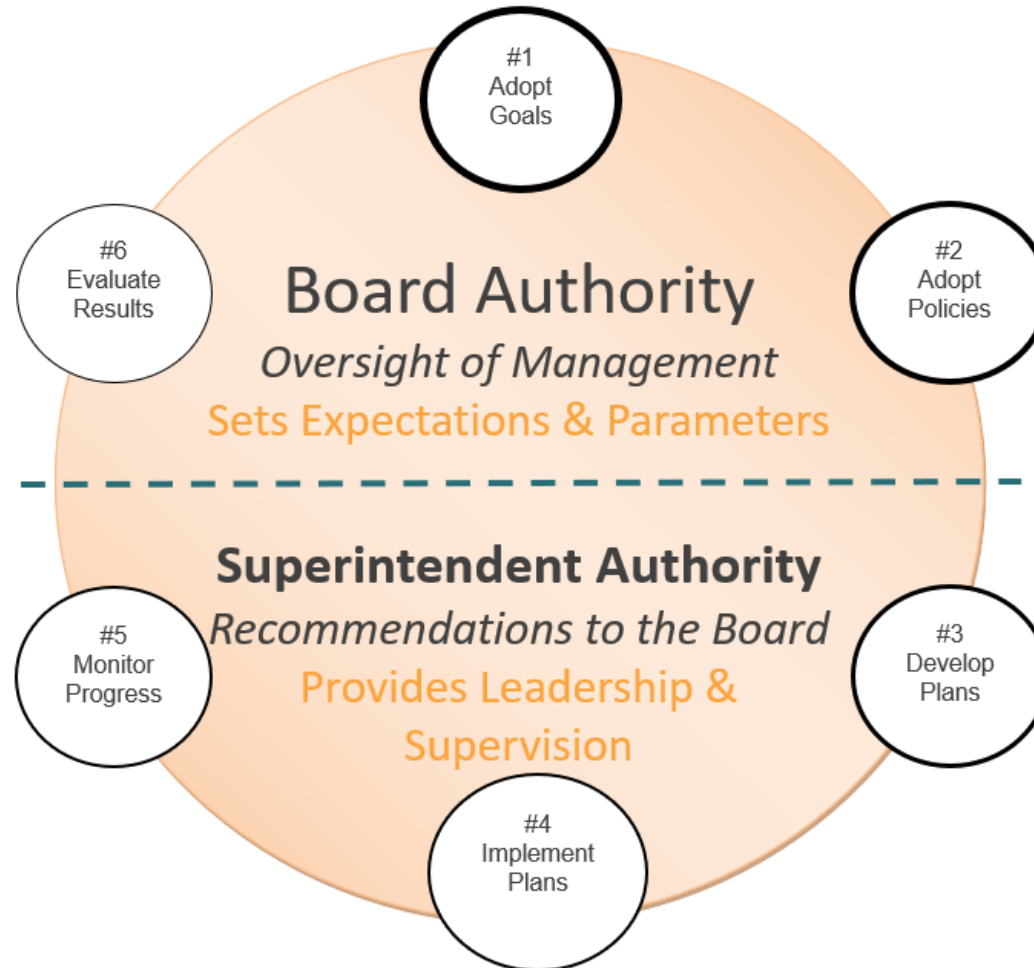
Communication protocols or understanding one another's team member style can help!

# Fostering Positive Relationships



- Assume positive intent
- Acknowledge other points of view, even if you disagree
- Identify each other's key values and leadership styles to enhance understanding and communication
- Build up “relationship capital” through positive interactions
- Create opportunities to communicate

# The PRIMARY Responsibility of Every School Board is Student Achievement



# Oversight or Overstep?


A board member comes in to meet with the superintendent. The board member is adamant the district adopt a new math curriculum. His brother is a teacher in a nearby district and has told the member about the great materials in the curriculum. The member has lots of information about the textbooks and materials and would like to share it with the whole board for approval at the next meeting.

# Oversight or Overstep?

During a board meeting, several members have questions about expenditures that were in the budget they approved, including the purchase of new technology for the high school. Board members are curious about how the money was spent and they want to make sure teachers are receiving professional development on the new technology, so they know how to utilize the materials in their classrooms.



# 8 Characteristics of Effective Boards



Dervarics, C, O'Brian, E (January 28, 2011). "Eight Characteristics of Effective School Boards."

- Center for Public Education.

- Review of various studies on board operations and impact on schools

Findings: Districts where school boards demonstrated certain characteristics saw better student achievement

# Self-Reflect...

As we review the characteristics, think  
about as a board...

What are our strengths?  
What are our opportunities?





# 8 Characteristics of Effective Boards

1. Effective school boards commit to a vision of high expectations for student achievement and quality instruction and define clear goals toward that vision.

➤ *“Effective boards make sure these goals remain the district’s top priorities and that nothing else detracts from them.”*

ASBA Pillar: **Vision**

# 8 Characteristics of Effective Boards

2. Effective school boards have strong shared beliefs and values about what is possible for students and their ability to learn, and of the system and its ability to teach all children at high levels.

➤ *“In high-achieving districts, poverty, lack of parental involvement and other factors were described as challenges to be overcome, not as excuses.”*

ASBA Pillar: **Vision**



# 8 Characteristics of Effective Boards

3. Effective school boards are accountability driven, spending less time on operational issues and more time focused on policies to improve student achievement.

➤ *...high-performing boards focused on establishing a vision supported by policies that targeted student achievement. Poor governance was characterized by factors such as micro-management by the board.*

ASBA Pillar: Structure



# 8 Characteristics of Effective Boards

4. Effective school boards have a collaborative relationship with staff and the community and establish a strong communications structure to inform and engage both internal and external stakeholders in setting and achieving district goals.

➤ *In high-achieving districts, school board members could provide specific examples of how they connected and listened to the community, and school board members received information from many different sources, including the superintendent, curriculum director, principals and teachers.*

ASBA Pillar: **Advocacy**

# 8 Characteristics of Effective Boards

5. Effective boards are data savvy; they embrace and monitor data, even when the information is negative, and use it to drive continuous improvement.

➤ *High-achieving districts identified specific student needs through data, and justified decisions based on that data. Board members regularly sought such data and were not shy about discussing it, even if it was negative*

ASBA Pillar: **Accountability**



# 8 Characteristics of Effective Boards

6. Effective school boards align and sustain resources, such as professional development, to meet district goals.

➤ *“To this end, the successful boards supported extensive professional development programs for administrators and teachers, even during times of [fiscal] restraint.”*

ASBA Pillar: Structure



# 8 Characteristics of Effective Boards

7. Effective school boards lead as a united team with the superintendent, each from their respective roles, with strong collaboration and mutual trust.

➤ *In successful districts, boards defined an initial vision for the district and sought a superintendent who matched this vision.*

ASBA Pillar: Conduct and Ethics

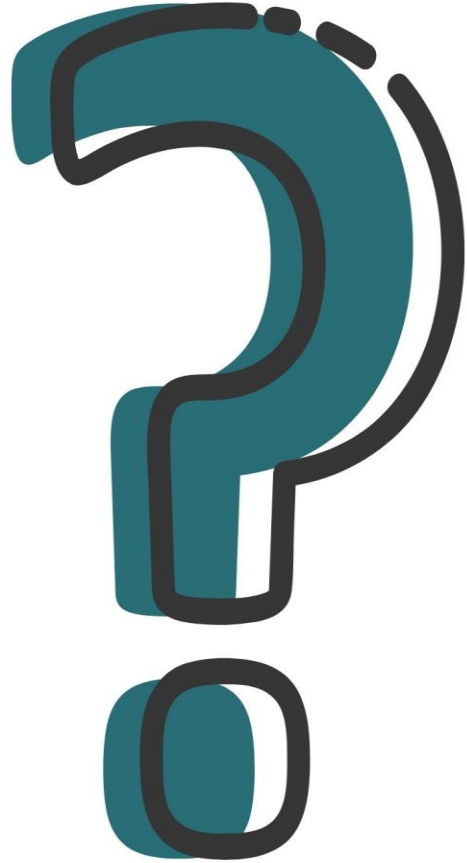
# 8 Characteristics of Effective Boards

8. Effective school boards take part in team development and training, sometimes with their superintendents, to build shared knowledge, values and commitments for their improvement efforts.

➤ *High-achieving districts had formal, deliberate training for new board members. They also often gathered to discuss specific topics. Low-achieving districts had board members who said they did not learn together except when the superintendent or other staff members made presentations of data.*

ASBA Pillar: **Accountability**





# Discussion

1. What are our strengths?
2. What are our opportunities?





# Policy

# Board Policy

## What are board policies?

- Board policies are the “law of the land” for districts. They are the rules under which the district operates, including the governing board.

## Where does policy come from?

- District policy is based on various laws.
- ASBA policy services provides model policy, based on compliance with law, for districts to adopt.
- Districts can alter language to fit their communities. Changes to policy should be reviewed by your legal counsel .
- Once a district adopts policy, it is their district policy, regardless of who provided the language.

# Policy: Board Governance

- BAA- Evaluation of School Board/Board Self-Evaluation
- BBA- Board Powers and Responsibilities
- BBAA- Board Member Authority and Responsibilities
- BDA- Board Organizational Meeting
- BHC-Board Communications with Staff
- BHD-Board Communications with Public

# ASBA Code of Ethics

## BCA: Code of Ethics for School Board Members

- These are your promises to the community and each other.

## Key Points

- Because there is very little recourse for board members who are “behaving badly,” adherence to policy and agreed upon norms is important.
- This takes individual integrity and team collaboration
- ASBA is not the “boss” of school districts. You are our members, and we are here to support your operations.

**“Remember always that my first and greatest concern must be the educational welfare of the students attending the public schools”**



# Board Self-Evaluation

# Board Self-Evaluation: 5 Pillars of Board Service

The ASBA self-evaluation tool addresses the following 5 Pillars which have been shown to be correlated with effective boards:

**1. Conduct & Ethics:** Provide responsible school district governance

**2. Vision:** Set high expectations for students and plans to meet expectations

# Board Self-Evaluation: 5 Pillars of Board Service

**3. Structure:** Create conditions, district-wide, for student and staff success

**4. Accountability:** Hold district accountable for meeting student learning expectations

**5. Advocacy:** Engage local community and represent the values and expectations they hold





TIME FOR  
A BREAK

*Roll*  
**THE DICE**



# FAQ - OML

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Nick Buzan, Director of Legal and Policy Services

Arizona School Boards Association

April 2023



# Call to the Public

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- **Rule:** A.R.S. 38-431.01 (H)

- A public body may make an open call to the public during a public meeting, subject to reasonable time, place and manner restrictions, to allow individuals to address the public body on any issue within the jurisdiction of the public body. At the conclusion of an open call to the public, individual members of the public body may respond to criticism made by those who have addressed the public body, may ask staff to review a matter or may ask that a matter be put on a future agenda. However, members of the public body shall not discuss or take legal action on matters raised during an open call to the public unless matters are properly noticed for discussion and legal action.

(Emphasis added).

# Call to the Public

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- **Issue:** Is a public body required to make a call to the public?
- **Sub-issue:** What is a public body? "Public body" means the legislature, all boards and commissions of this state or political subdivisions . . . .  
A.R.S. 38-431(6).

# Call to the Public

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- **Answer:** No.
- **Sub-issue answer:** public body also includes advisory committees or subcommittees of, or appointed by, the public body.



# Public Body, Instrumentalities and Advisory Committees

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- **Rule:** A.R.S. 38-431
  - 6. "Public body" means the legislature, all boards and commissions of this state or political subdivisions, all multimember governing bodies of departments, agencies, institutions and instrumentalities of this state or political subdivisions, including without limitation all corporations and other instrumentalities whose boards of directors are appointed or elected by this state or a political subdivision. Public body includes all quasi-judicial bodies and all standing, special or advisory committees or subcommittees of, or appointed by, the public body.
  - (Emphasis added).

# Instrumentality of the Board

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- **Issue:** When is a committee a board committee subject to open meeting law?

**Hypothetical:** The Board authorizes the superintendent to create a committee for the express intent of advising the Board on the hot button issue of teacher housing. The committee consists of one board member, seven staff (7) members, and one (1) community member. The team meets in the fall, the Board adopts their recommendation in December, and the Board discusses their recommendations at a meeting in April.



# Call to the Public

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- **Any exceptions to the call to the public rule?**
  - Statutes sometimes require “public hearings” to process certain legal matters. See A.R.S. 15-901.08(B).
  - **Does open meeting law apply to these special type of required hearings?**

# Call to the Public

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- **Rule:** A.R.S. 38-431.01 (H)

- A public body may make an open call to the public during a public meeting, subject to reasonable time, place and manner restrictions, to allow individuals to address the public body on any issue within the jurisdiction of the public body. At the conclusion of an open call to the public, individual members of the public body may respond to criticism made by those who have addressed the public body, may ask staff to review a matter or may ask that a matter be put on a future agenda. However, members of the public body shall not discuss or take legal action on matters raised during an open call to the public unless matters are properly noticed for discussion and legal action.

(Emphasis added).

# Call to the Public

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- **Issue:** what type of restrictions may the public body require during the call to the public?
  - **Sub-issue:** may the public body impose content-based restrictions?



# Call to the Public

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- **Answer:** reasonable time, place or manner restrictions
  - **Sub-issue:** may the public body impose content-based restrictions?

# Call to the Public

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- **Hypothetical Facts:**
  - **Board President seeks to obtain public comment on a specific issue—rodeo days. To end or not to end. BP tells public, any comment not related to rodeo days will be cut off. This meeting is about rodeo days. “Heck, we only did one agenda item for this purpose.” During meeting, BP cuts off numerous speakers that hoped to discuss that other less controversial subject---Sean Miller back at Xavier.**

# Call to the Public

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- **Answer: No.**
  - The open call to the public allows **“individuals to address the public body on any issue within the jurisdiction of the public body.”**



# Call to the Public

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- **Rule:** A.R.S. 38-431.01 (H)

- A public body may make an open call to the public during a public meeting, subject to reasonable time, place and manner restrictions, to allow individuals to address the public body on any issue within the jurisdiction of the public body. At the conclusion of an open call to the public, individual members of the public body may respond to criticism made by those who have addressed the public body, may ask staff to review a matter or may ask that a matter be put on a future agenda. However, members of the public body shall not discuss or take legal action on matters raised during an open call to the public unless matters are properly noticed for discussion and legal action.

(Emphasis added).

# Call to the Public

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- **Issue:** who may respond to the public comments, what and when?
  - **Sub-issue:** may the board create a policy to preclude individual members from responding to the public?



# Call to the Public

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- **Hypothetical:** Public commenter venomously berates board decision not to rehire their favorite teacher. Board member (Uncle of teacher) interrupts commenter during the speech and says “nuh uh”. Board President admonishes board member and tells the board member that the Board will not be dialoguing with the public during this comment period.

# Call to the Public

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- **Answer:** Individual Board Members may respond, at the conclusion. Limited response.
- **Sub-issue answer:** No.

# Meeting

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- **Rule:** A.R.S. 38-431 (4)
  - Meeting: (a) means the gathering, in person or through technological devices, of a quorum of the members of a public body at which they discuss, propose or take legal action, including any deliberations by a quorum with respect to that action.

(Emphasis added).



# What is a Meeting?

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- 38-431(4)(b) Meeting includes:
  - One-way electronic communication by one member of the public body proposing legal action to a quorum of members
  - An exchange of electronic communications among a quorum of members of the public body that involves discussion, deliberation or the taking of legal action concerning a matter likely to come before the public body for action.

# What is a meeting?

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- Series of one-on-one discussions intended to lead to an agreement among a quorum of members may violate the OML
- Superintendents can give board members information about management decisions but cannot secure approval for a proposed decision outside of a public meeting

# When OML is not violated

not a violation of this article if a member of a public body expresses an opinion or discusses an issue with the public either at a venue other than at a meeting that is subject to this article, personally, through the media or other form of public broadcast communication or through technological means if:

1. The opinion or discussion is not principally directed at or directly given to another member of the public body.
2. There is no concerted plan to engage in collective deliberation to take legal action



# Determining Intent

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- Investigators look for intent.
- AG or CA will review complaints and determine whether there is enough to investigate.
- Intent can be inferred.



TIME FOR  
A BREAK



THIS  
OR  
THAT





# Communication Protocols

# Communication Policy

**"GOOD  
COMMUNICATION  
IS THE BRIDGE  
BETWEEN  
CONFUSION AND  
CLARITY"**

-Nat Turner

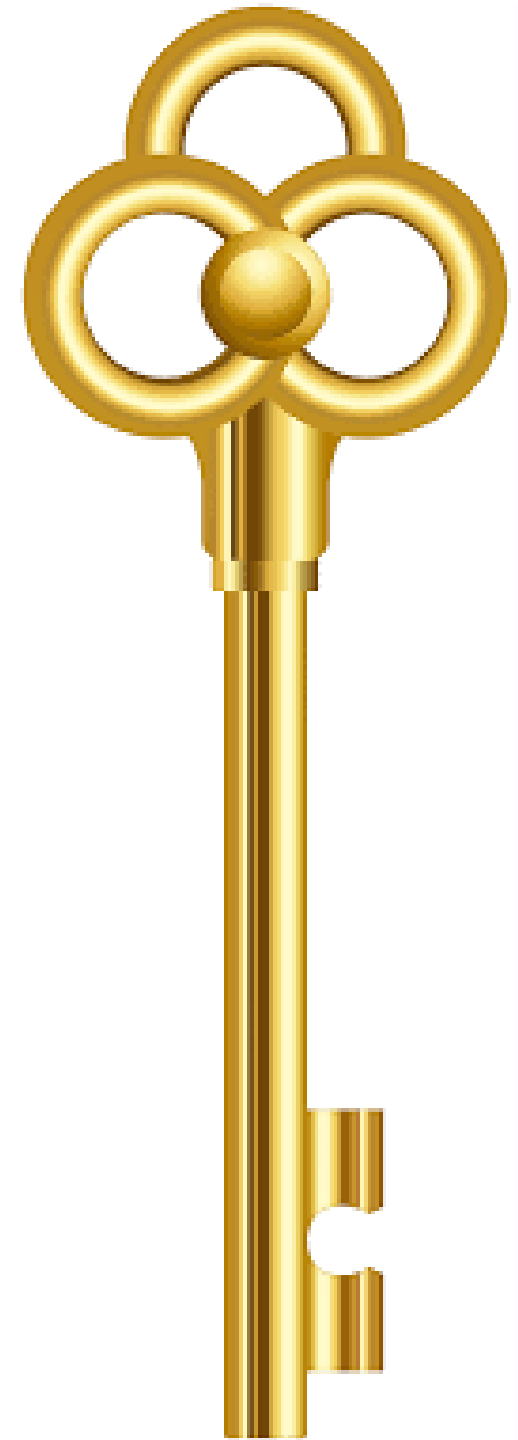
- ✓ **BHC ©**  
BOARD COMMUNICATIONS WITH STAFF MEMBERS
- ✓ **BHD ©**  
BOARD COMMUNICATIONS WITH THE PUBLIC
- ✓ **KE ©**  
PUBLIC CONCERNS AND COMPLAINTS
- ✓ **KEB ©**  
PUBLIC CONCERNS AND COMPLAINTS ABOUT PERSONNEL

# Communication is Key

## Documented and agreed upon communication protocols:

- Build trust
- Promote mutual understanding
- Foster collaboration
- Reduce non-productive conflict

*From NSBA's Key Works of School Boards, 2015*



# Board-Superintendent Communication

1. Receive regular communication from the superintendent: How often?
2. Regular communication includes what items and in what time frames?

Weekly: \_\_\_\_\_

Monthly: \_\_\_\_\_

Quarterly: \_\_\_\_\_

3. Have access to the same information:

- One member's request for additional information results in all members receiving or having the same access to the information.
- Special communications are done for all board members.



# Board-Superintendent Communication

## Shared Agreements:

- The superintendent and board members will treat each other and staff with respect.
- Superintendent will acknowledge receipt of feedback shared by board members and confirm issue will be addressed.
- Superintendent will respect and acknowledge the perspective of board members as representatives of the community.
- Support, not surprises!



# Emergency Communication

1. What constitutes an emergency for your district?
2. Are there “levels” of emergency you would like to define?
  - a. Based on the level of emergency, your communication may look different.



# Emergency Communication

## OUR BOARD EXPECTS TO:

1. Be notified (by \_\_\_\_\_) as soon as possible for
  - a. School emergency (lock down, fire, ...)
  - b. Student emergency (arrest, injury, death)
  - c. Staff emergency (arrest, injury, death)
2. Know who \_\_\_\_\_ to contact when the Superintendent cannot be reached during an emergency and if the designated staff member will have the authority to make decisions in the superintendent's absence.

## THE BOARD SHOULD HAVE AN UNDERSTANDING OF:

- a. Emergency management plans
- b. Under what circumstances would an emergency board meeting be called
- c. How board members will be contacted/notified about an emergency meeting





# Superintendent-Board Communication

1. Questions regarding district operations and/or concerns or feedback received should be directed to \_\_\_\_\_.

# Superintendent-Board Communication

## Shared Agreements:

- The superintendent and board members will be respectful toward staff and board members should be respectful of staff's time.
- Direction is only given at board meetings when a majority of the board votes to give direction.
- Board members will remain impartial and share both positive and negative feedback about the district with the superintendent.
- Board members will reserve judgement and refrain from investigating concerns instead deferring to chain of command.
- Support, not surprises!



# Board Agenda Agreements

## Current Board Agenda Items:

- The board president will meet with the superintendent \_\_\_\_\_ days in advance of the meeting to review and approve the draft agenda.
- A consent agenda \_\_\_\_\_ (will or will not) be used for items not requiring discussion.
- Any board member may ask to have an item pulled from the consent agenda to allow for discussion or individual consideration. The board member will notify the superintendent \_\_\_\_\_ days in advance of the meeting of the intent to pull an item off of consent and what additional information may be required.
- Pulled consent items will be discussed \_\_\_\_\_ (where?) on the agenda.

# Board Agenda Agreements

## Future Board Agenda Items:

1. While the board president and superintendent work together to create board agendas, all board members are afforded the opportunity to request agenda items.
2. When requesting agenda items, the focus of board meetings will be board work and not administrative/staff work.
  - a. Is the item to celebrate a success?
  - b. Is the item a policy decision?
  - c. Is the item something that requires board action?
  - d. Is the item needed to ensure accountability?
3. How, to whom and when will requests for future agenda items be made?
4. Requested agenda items will be tracked by \_\_\_\_\_ (who) and \_\_\_\_\_(how).
5. If there is concern about the timeliness or relevancy of a requested agenda item, the superintendent or member of the board may request to have the item come before the board for a vote regarding its inclusion on a future agenda.



# Board Member Meeting Preparation Agreements

1. Board members will call \_\_\_\_\_ (who) with questions about agenda items or supporting materials at least \_\_\_\_\_ (days, hours) before the scheduled board meeting.
2. Board members will come to the meeting prepared to discuss items on the agenda.
3. Board members will notify the superintendent before the meeting about positive and negative comments received from the community on specific agenda items.
4. Board members will give the superintendent time to research clarifying questions about agenda items.



# During the Meeting Agreements

1. The board president will ensure that only one person speaks at a time and that each member has an equal opportunity to participate.
2. Board members will model the behaviors expected of students, staff and community members.
3. Procedures for public comment are clear and available at the meeting site.
4. Only the board president will respond to public comment during the meeting.
  - a. The board president may recognize the superintendent for factual information.
  - b. The board president may recognize a board member to respond to a personal attack.





# During the Meeting Agreements

5. The superintendent will provide clarifying information to board member questions.
6. Issues, not people, will be discussed during meetings.
7. Members will listen respectfully to each other and staff (no side conversations).
8. Monitor for compliance with law (OML) and policy:
  - a. Superintendent, board administrative assistant, and all board members have responsibility.
  - b. Use “point of order” to interrupt and get meeting back on track.
9. Members will refrain from making long, unnecessary speeches, that do not move discussion forward.



# After the Meeting Agreements

1. Board members and staff will support (not undermine) the decision of the board.
2. Board members and staff will abide by confidentiality laws of executive sessions.
3. The superintendent will ensure that all documents, records, reports, etc., are processed and maintained in accordance with applicable laws, regulations, policies, etc.



# Site Visit Agreements

1. Board members are encouraged to attend as many school events (sporting events, fine arts events, community events) as a spectator as their time permits.
2. Board members wishing to visit a school will:
  - a. Check with the \_\_\_\_\_(Superintendent, Principal, Board secretary, ...) about the best time to visit
  - b. Follow campus guidelines for visitors (sign in, guest badge, escort, etc.)
  - c. Respect staff time and allow staff to perform their duties
  - d. Not evaluate staff
  - e. Not give direction to any staff or students
  - f. Not accept gifts (other than nominal tokens) or favors from any district employee
3. When visiting with teachers of their own children, board members will make it clear that they are acting as parents rather than board members.
4. If a board member observes an issue on a campus that needs administrative follow-up, the concerns will be communicated to \_\_\_\_\_.



# Board and Community Communications

1. Board members will serve as ambassadors for their district, emphasizing the positive aspects of the district.
2. If board members attend community meetings, the superintendent's office should be notified so that the events can be properly noticed.
3. Complaints received from staff or the community will be directed through the appropriate chain of command, per board policy KE and KEB and shared with the superintendent.

## THE BOARD RECOGNIZES:

- a. IT is the last stop in the complaint process.
- b. Individual Board members have no authority to solve problems.
- c. Individual board members can confirm with the superintendent that complaints are addressed.



Thank you!

# Questions?

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