

**Douglas County School District
Board of Trustees
Agenda for the Special Board Meeting of
Friday, November 14, 2025
8:00 AM
Airport Training Center
1126 Airport Road Building G-1
Minden, NV 89423**

Mission Statement

**We will inspire, empower, and prepare each learner to
achieve his/her life aspirations.**

Board Purpose

**The DCSD Board of Education will govern and oversee a
well-functioning school district where children and staff are
thriving!**

Board of Trustees

Yvonne Wagstaff, President

Melinda Gneiting, Vice President

Katherine Dickerson, Clerk

David Burns, Member

Susan Jansen, Member

Erinn Miller, Member

Markus Zinke, Member

DOUGLAS COUNTY SCHOOL DISTRICT
Information Concerning Board Policy and Procedures
For Communication with the Board of Trustees

The Douglas County School District (“DCSD”) welcomes visitors at our meetings and appreciate constructive suggestions and comments, which help to meet the educational needs of the District. The Board has a scheduled order of business to follow. The agenda has been available for study by the Members of the Board since published. The Board may only take action items agendized for possible action, unless it finds that the need to discuss or act upon an un-agendized item was truly unforeseen at the time the meeting agenda was posted, the matter requires immediate action, and is to be an emergency as defined by Nevada Revised Statutes.

The Board may act on the consent items with one motion unless a Trustee requests that a consent item be pulled for individual consideration, in which case the Chairperson of the Board will defer action on the particular consent item or items to the regular agenda for consideration separately.

Although each Trustee represents a geographical area of the District, Trustees are elected at large and, as such, represent all citizens of Douglas County. It is the desire of the Board to make decisions that in the best interests of the District. In making decisions, Members of the Board strive to meet the needs of every student enrolled in DCSD schools and will best serve the interests of the entire District.

Members of the Board of Trustees are responsible for exercising their public function in accordance with the requirements of applicable law and regulations, as well as Board Policies adopted by the Board of Trustees of DCSD.

If copies of the complete agenda (and supporting materials) are desired in advance, they may be obtained at the District Office on the Monday preceding a regular meeting of the Board. Please contact DCSD at 775-782-5134 or suptoffice@dcsd.k12.nv.us. Communication with the Board of Trustees as a unit may be either in writing, by personal appearance at a meeting of the Board, or by verbal communication through the District Superintendent.

Public Comment: During regular Board meetings, there will be a general period of public comment for any matter that is not specifically agendized for possible action, and on each item listed on the agenda for possible action.

The Board limits public comment to three minutes per commenter.

Written Communication: Written communication to the Board of Trustees, related to an action item on the agenda, can be emailed to the Board, the District Superintendent, or the Board Secretary, prior to the meeting. Although this communication will not be read during the meeting, it will be added to the minutes of the meeting upon request.

Personal Appearance at a Board Meeting: When an individual or group desires to communicate with the Board of Trustees by means of placing an item on the agenda, at a meeting of the Board, the District Superintendent shall be notified no later than 12:00 noon two weeks prior to the scheduled regular meeting, and the Board President and Superintendent, in their discretion, will determine whether the subject of the communication will be placed on the agenda. When a holiday observed by the District falls on a meeting date, the deadline shall be two weeks prior to the meeting.

- At the time of the meeting, the public can add their name to a sign-up sheet and they will be called upon during the allocated public comment time.
- The Board may set a reasonable time limit for each speaker and for answering questions.
- Extensive formal statements addressing specific items for consideration by the Board should be submitted in writing.

Although the Board may impose reasonable restrictions on the time, place and manner of public comments, it may not restrict comments based on viewpoint. No action may be taken on a matter raised during public comment that is unrelated to any agenda item.

Non-discrimination/Notice to Individuals with Disabilities: The Douglas County School District does not and shall not discriminate on the basis of race, color, religion (creed), gender, gender expression, age, national origin (ancestry), disability, marital status, sexual orientation, or military status, in any of its activities or operations. Members of the public who require special assistance or accommodations at a meeting of the Board of Trustees are asked to notify the District Administration at 1638 Mono Ave., Minden, Nevada 89423, or by calling 775-782-5134, so that such notification is received at least twenty-four hours prior to the meeting.

Revised 11/6/2025



Douglas County School District
Special Board Meeting
Airport Training Center
1126 Airport Road Building G-1
Minden, NV 89423
Friday, November 14, 2025
8:00 AM

AGENDA

1. Call to Order

A. Adoption of the Agenda, as submitted (*For Possible Action*) (*Public Comment will be taken prior to any action*)

Please Note: The Board reserves the right to (1) take items in a different order, (2) combine two or more Agenda items for consideration, and (3) to remove an item from the Agenda or delay discussion relating to an item on the Agenda at any time, in order to accomplish the business on the Agenda in the most efficient manner.

B. Pledge of Allegiance

2. Public Comment (*For Discussion Only*)

Comments will be accepted in person, or through virtual participation via email; suptoffice@dcsd.k12.nv.us no later than 12:30 p.m. the day of the meeting. Email for public comment must include the submitting party's full name. Email for public comment will be posted as a supplemental document and copies will be provided to the board members. The names of those who have provided virtual public comment will be read during public comment and the emails will be included in the record, but the virtual public comment will not be read during the meeting. Comments may be made by members of the public on any matter within the authority of this Board. Please note that public comment will be taken on items marked "for possible action" before action is taken on such items, and members of the public are encouraged to comment on such items at the time they are being considered. Although members of the Board may respond to questions and discuss issues raised during public comment, no action may be taken on such a matter until the matter is placed on an agenda for action at a meeting of the Board. In making public comment, speakers are asked to come to the table or podium, sign in, speak into the microphone, and identify themselves for the record. Commenters are instructed to limit their comments to no more than three (3) minutes, and not simply repeat comments made by others.

3. Board Handbook Review and Development (*Discussion and For Possible Action*)

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- **Topical Review of Board Handbook**
- **Trustee Input on Revisions**

4. Presenter: Dr. Tom Alsbury, Balanced Governance Solutions

The Board of Trustees will conduct a public review and discussion regarding the development and refinement of the Board Governance Handbook. This handbook is intended to articulate the roles, responsibilities, protocols, and ethical standards that guide the Board's operations and interactions with the Superintendent, staff, and community. The discussion may include consideration of best practices in governance, alignment with district strategic goals, and incorporation of feedback from prior or future board self-assessments.

Purpose: To ensure transparent and effective governance by establishing a clear, collaboratively developed framework that supports accountability, consistency, and public trust in board operations.

Action Requested: Board discussion and possible direction to staff regarding the structure, content, and timeline for development of the Governance Handbook. Public comment shall be allowed on this item prior to the Board taking any action.

5. Future Agenda Items (*For Discussion Only*)

Items specifically related to the Board Governance Handbook.

6. Adjournment

(*) Times are estimated. Items on the Agenda may be taken out of order. The Board of Trustees may combine two or more agenda items for consideration, and may remove an item from the agenda or delay discussion relating to an item on the agenda at any time. Generally speaking, the item will be heard no earlier than the time indicated.

If copies of the complete agenda (and supporting materials) are desired in advance, they may be obtained at the District Office on the Monday preceding a special meeting of the Board. Please contact the District Office at 775-782-5134 or Suptoffice@dcsd.k12.nv.us.

Notice to Individuals with Disabilities: Members of the public who require special assistance or accommodations are asked to notify the District Administration at 1638 Mono Avenue, Minden, Nevada, 89423, or by calling 782-5134, so that such notification is received at least twenty-four (24) hours prior to the meeting. In conformance with the Open Meeting Law, it is hereby noted that the agenda for the meeting of the Douglas County School Board of Trustees has been posted at the following locations:

Douglas County School District, Minden, NV

District website: www.dcsd.k12.nv.us

State of Nevada website: <https://notice.nv.gov>

4933-1064-2296, v. 1



Douglas County School Board Balanced Governance Training

November 14, 2025



Training Topics

- Handbook/Policy Review



Discussion Parameters 5 R's

- Respect: Civil discourse; no distractions
- Relationship: No presumptions of intent.
- Relevancy: Practice Balanced Governance
- Responsibility: Informed Oversight
- Rigor: Strategic Goal focused

The image features a dark, textured background with embossed Hebrew characters scattered across it. Several of these characters are replaced by glowing orange question marks, creating a sense of inquiry and uncertainty. The central text is white and clearly legible against the dark backdrop.

The Future of Local Board
Governance?

“The local school board, especially the elected kind, is an anachronism and an outrage....”

“We can no longer pretend it’s working well....”

“We need to.....put this dysfunctional arrangement out of its misery....”

Chester E. Finn Jr.,
President,
Thomas B. Fordham
Institute, 2014





Boards Impact Students

- Board members model for students.
- Board member behavior affects student learning.
- Board member coherence impacts community support.

Conclusion: Board behavior helps or hurts schools and communities



Perception is Reality

The public can't see intent, they
respond to visible practice.

School Governance Research



School Governance Research

- Alsbury (2003,2008)- Board instability impacts District performance.
- Delagardelle (2009-2013)- Board beliefs and values impact student performance [Blasko, 2016]
- Alsbury (2011, 2013)- Board National/International Studies
- Holman (2016)- Balanced Governance Effectiveness
- Blissett & Alsbury (2017)- Board ideological diversity promotes effectiveness.
- Miles (2024)- Balanced Governance Effectiveness on Superintendent Performance



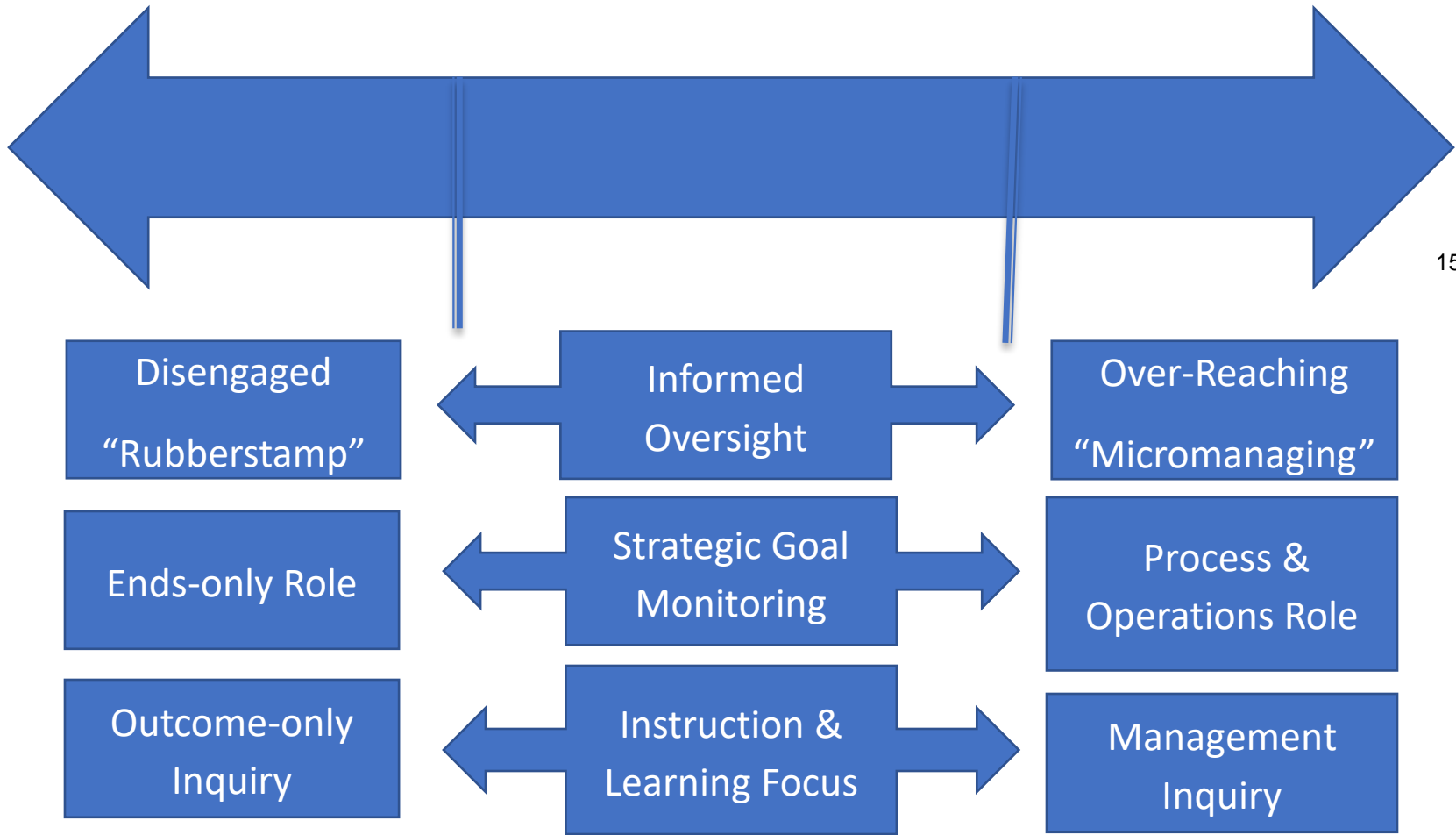
School Boards Now.....

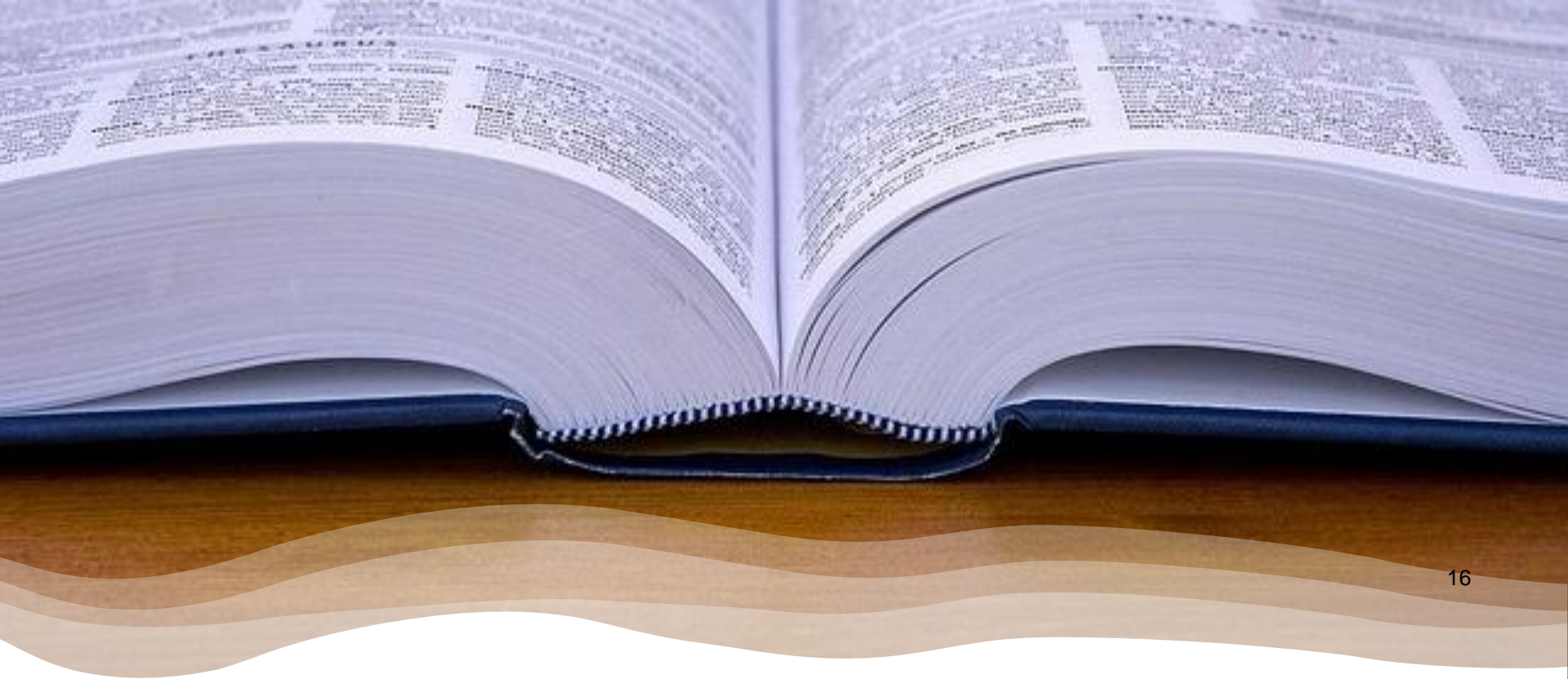


- Thomas Jefferson noted, if control of education was ceded to the Federal government then the purpose of schools would shift with the ***political agenda*** of every changing presidential administration.
- Therefore, the control of Education was placed at the local level where those most invested in the community interest could make decisions about the future of their schools apolitically.

Balanced Governance

Governance Continuum





Handbook Review

Handbook Characteristics

1. Does not replace policy. Include supplemental procedures & Appendices.
2. Written in easier to understand verbiage.
3. No substantive meanings or procedures altered from policy.
4. Current language and practice used with additions
5. Policy, Bylaw, & NRS references are included. Indicated if No Policy/Bylaw exists currently.



Review Process & Guidelines

Sectional Overview

- Do we want a section added or deleted?

Clarity

- Does language need to be added, removed, or clarified?

18

3. NO WORDSMITHING

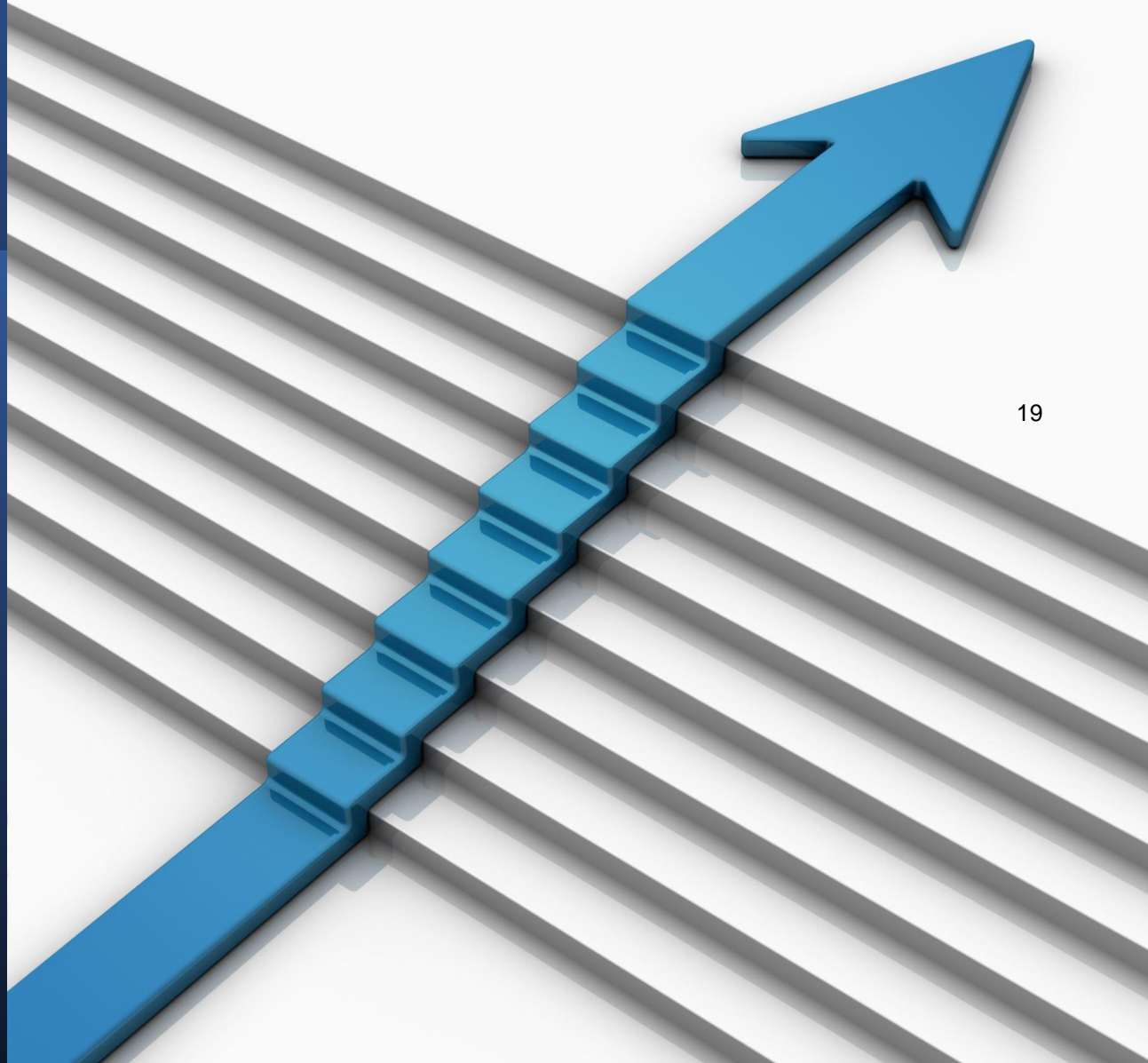
- Explain what is unclear.
- Explain what direction needs to be added.

Next Steps

The Handbook is revised and submitted as a 1st reading draft.

“Don’t let perfect be the enemy of good.”

Adopt and then do revise fine details as needed.





DCSD Policy Revision

Add Policy/Bylaw to provide Handbook Authority

Handbook Revision requires Board Action

District Strategic Goals

- Goal Revision Procedures (p.4)
- School Improvement Plans (p.4)
- Strategic Goals (p.5)
- Measurable indicators (p. 6)
- Outcome Strategies (p.6)



Board Organization

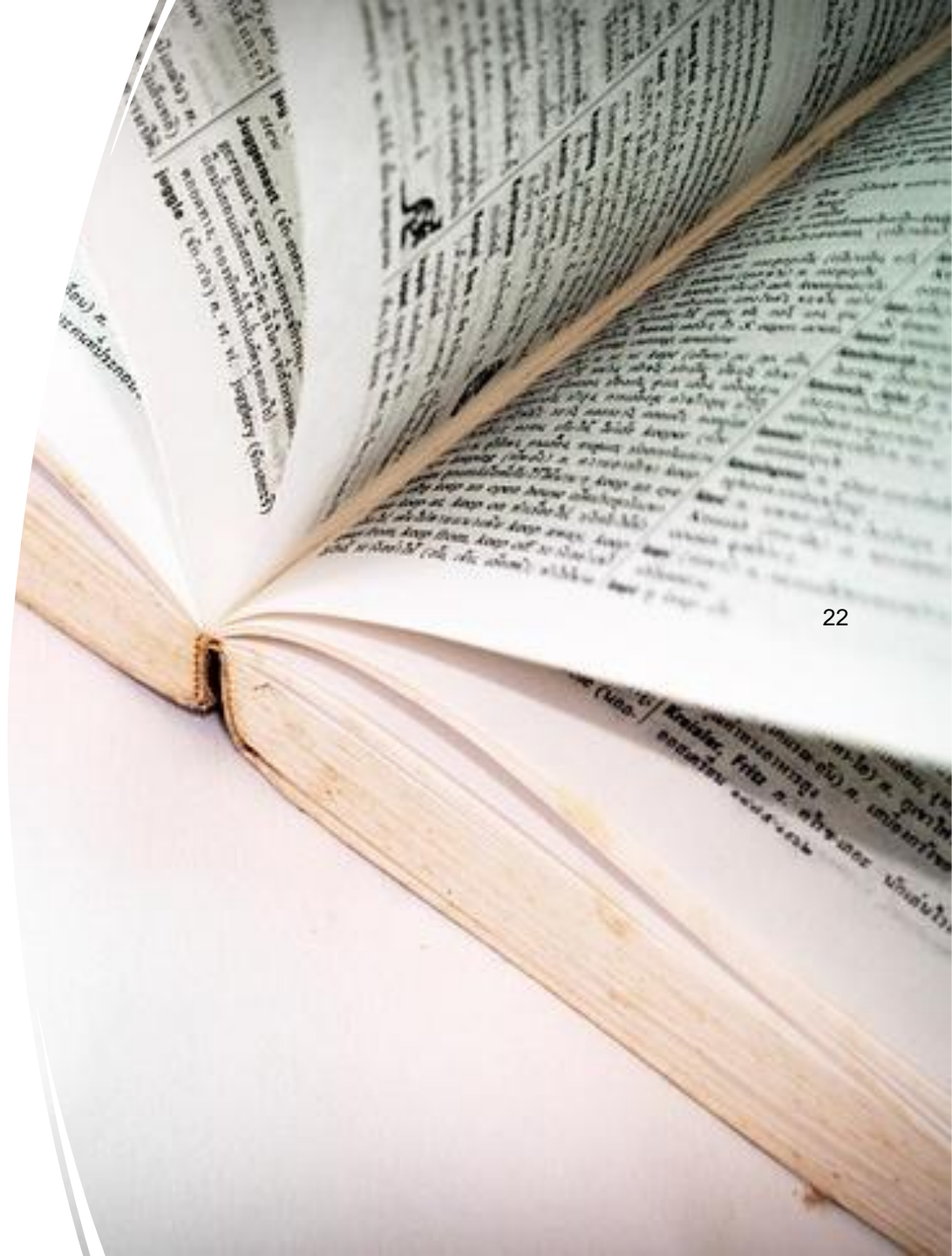
(p. 7)

Do we include/revise:

Election Preparation (p. 7)

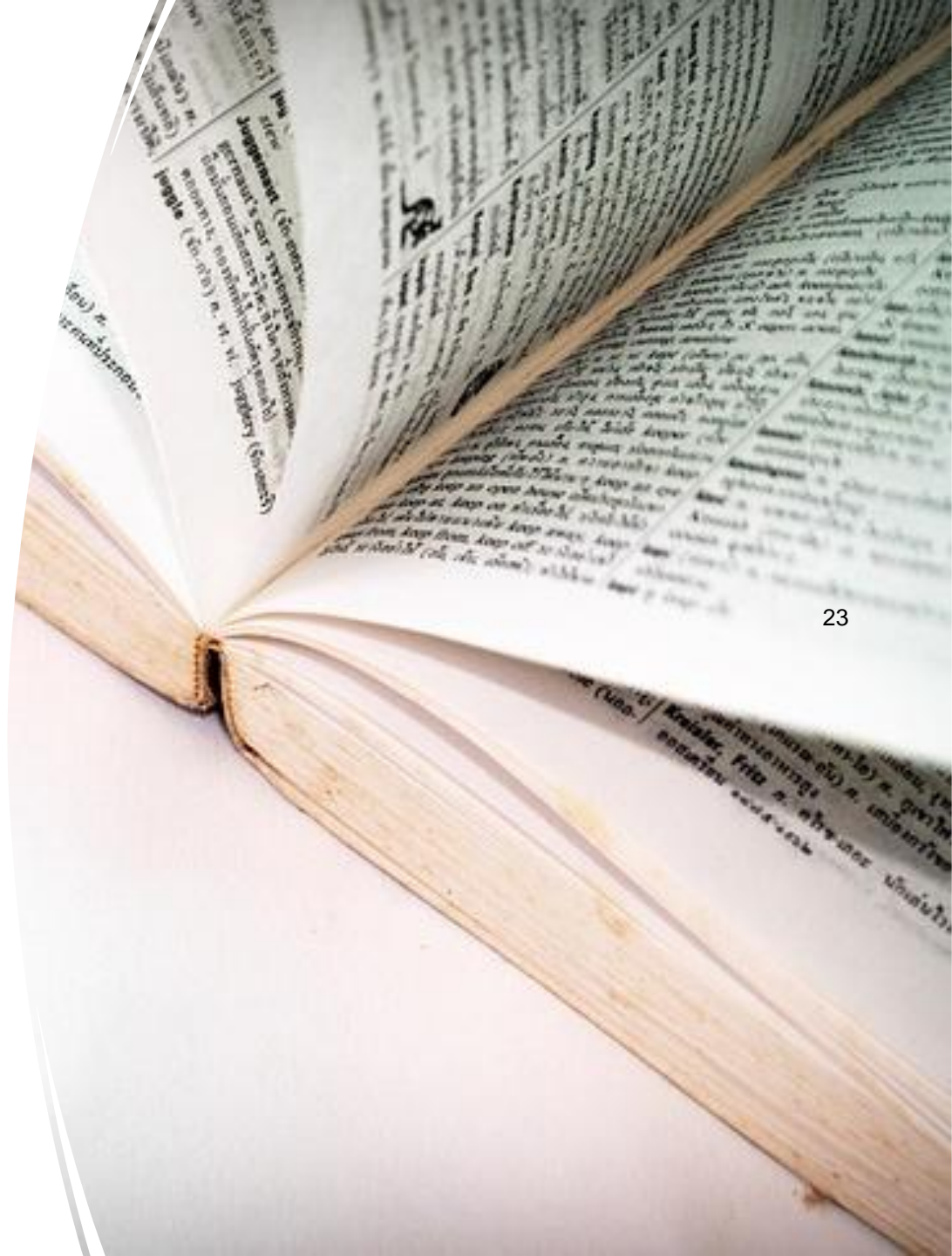
Appendix L: Code of Conduct
(p. 105)

Appendix M: Statement of
Assurances (p. 107)



Board Officers: President (p. 11)

- Review Item #12.
- Review Item #15.
- Review Item #16.





Role of the President

- Ensure deliberation **protocols** are followed
- Ensure **all** members get a chance to share



Role of the Vice President

- Maintain the **integrity** of the parliamentary process
- Ensure Robert's **Rules** of Order are followed

Deliberation vs. Debate

Deliberation: focuses on finding **solutions** or reaching a quorum through **discussion**

Debate: Emphasizes presenting **opposing** viewpoints to **persuade** the group or **win** the argument.



Deliberation vs. Debate

Deliberation: focuses on finding solutions or reaching a quorum through discussion

~~**Debate:** Emphasizes presenting opposing viewpoints to persuade the group or win the argument.~~



Deliberation Rules

- Keep Robert's rules decorum:
 - Do not attack member's motives
 - Do not speak adversely about prior motions or remarks
 - Do not preface your remarks with a lead-in about another Trustee remarks
- "I agree with Trustee....."
- "I disagree with Trustee..."
- "I support Trustee..."
- "I do not support Trustee..."



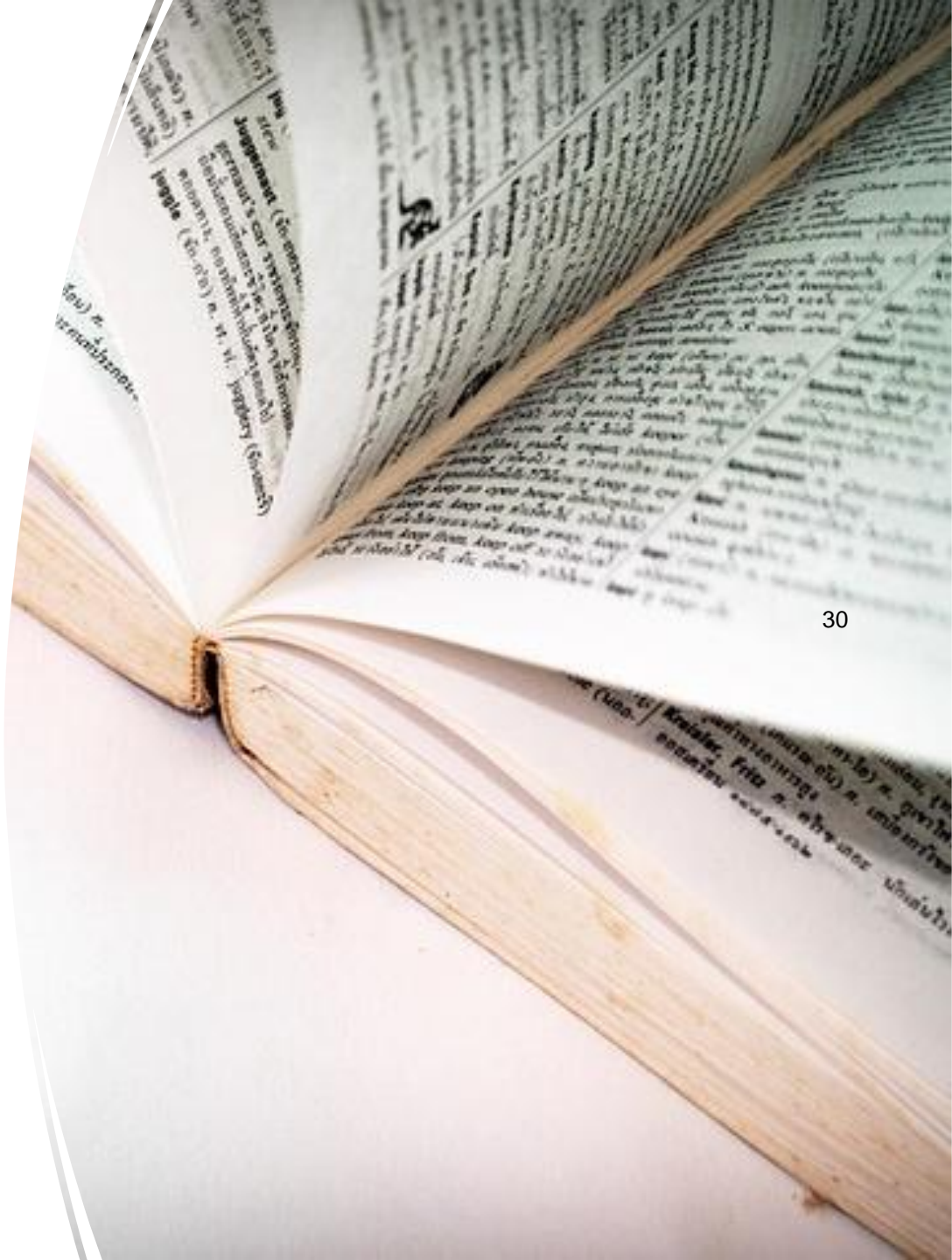
Board Officers: Clerk (p. 12)

- Note NRS requirements
- Appointment preferred.
- Add Secretary if a 3rd officer is desired.



Board Officers: Legislative Representative (p. 13)

Should we include this
position into policy?



Individual Trustee Duties

(p. 13)

Do you prefer these be
infused into other topical
section of the Handbook?

Any revisions needed?



Board Committees

(p. 17-18)

1. Committee Detail elements. Revision needed?
2. Citizen vs. Board Advisory Committee? Are both the same?
3. Committee Principals (p. 18). Revision needed?
4. Types of Committees (p. 19). Revision needed?



Board Committees

(p. 19-20)

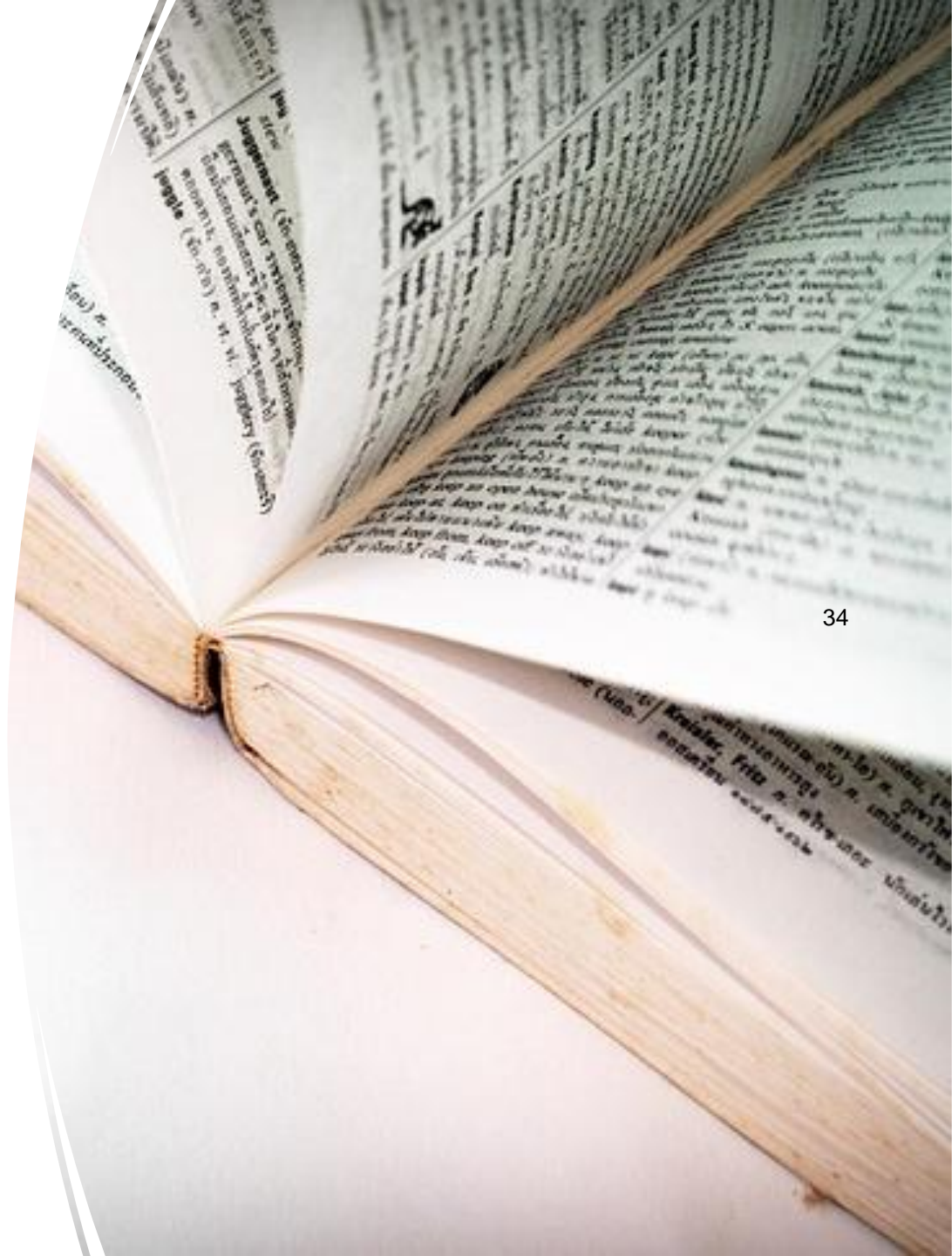
1. Community Committee Service: Add detail to policy or delete?
2. Liaison Service on Advisory Committee (p. 20). Add to policy?



Board Committees

(p. 119, Appendix P)

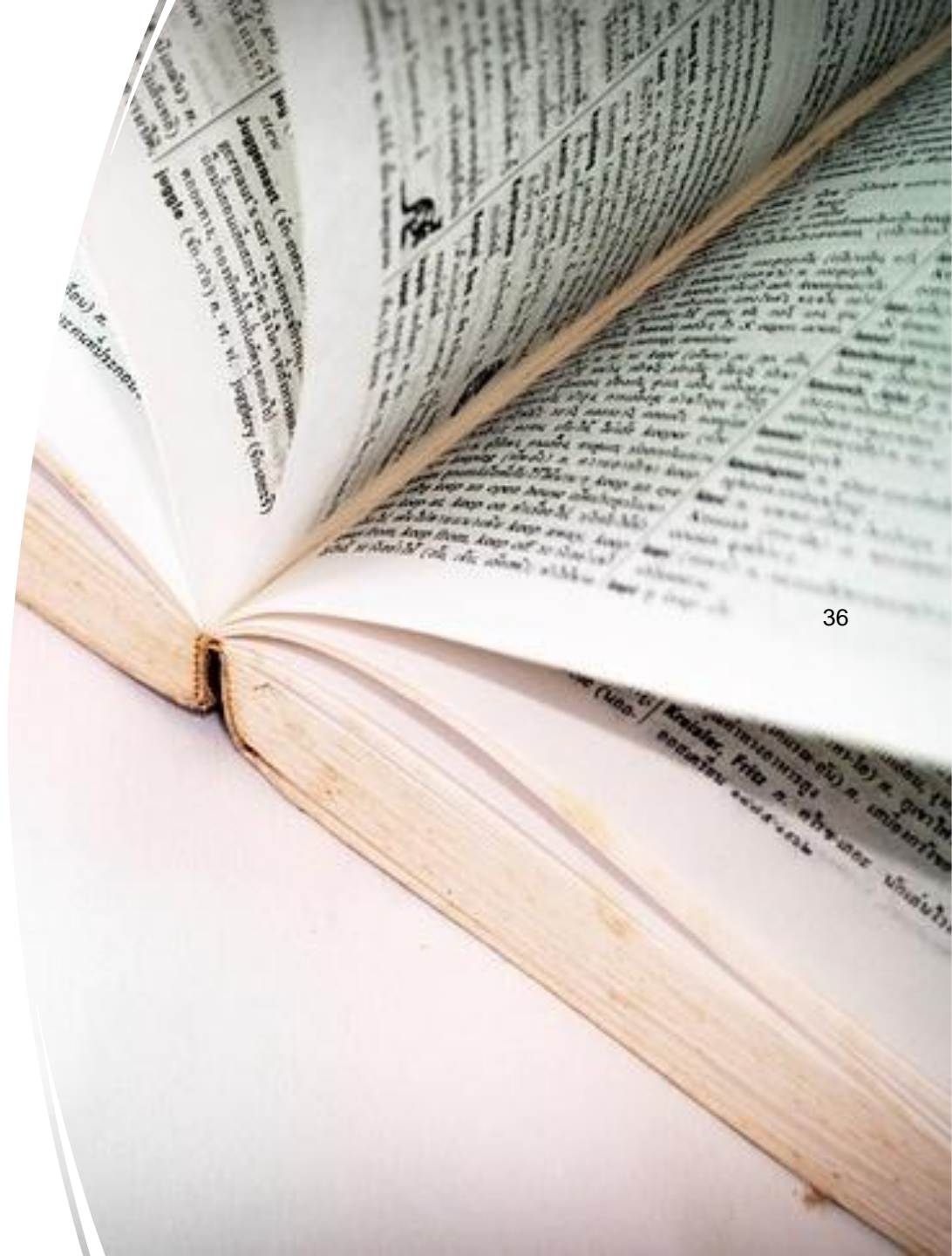
Need to list Douglas CSD
committees.





Goal Progress Monitoring and Reporting (p. 22-23)

1. Board Report Template.
Any revisions?



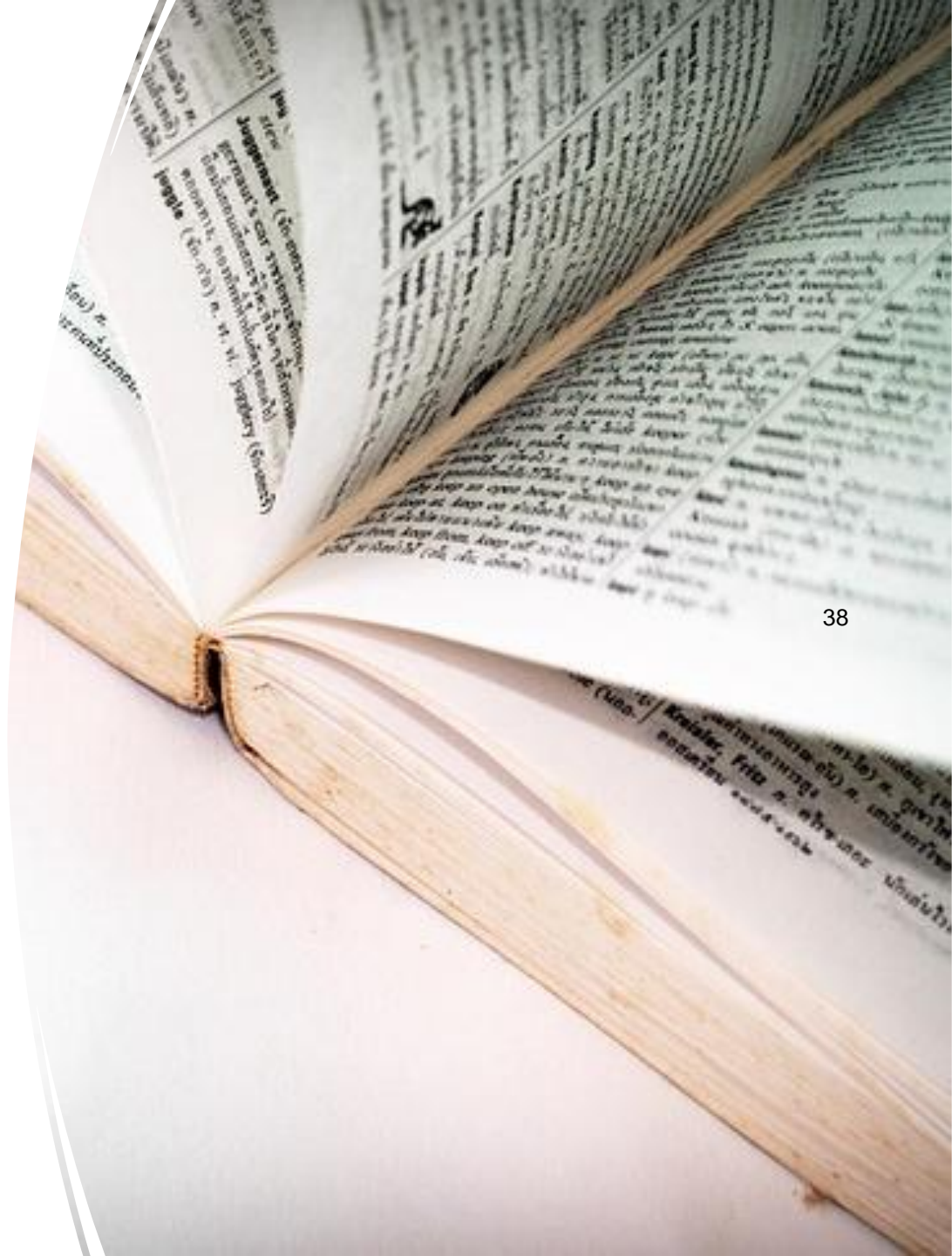
Goal Progress Monitoring and Reporting (p. 23)

1. Board Report Vetting
Protocols: Any revisions?



Goal Progress Monitoring and Reporting (p. 25)

1. Possible Board Responses: Add or delete any items?



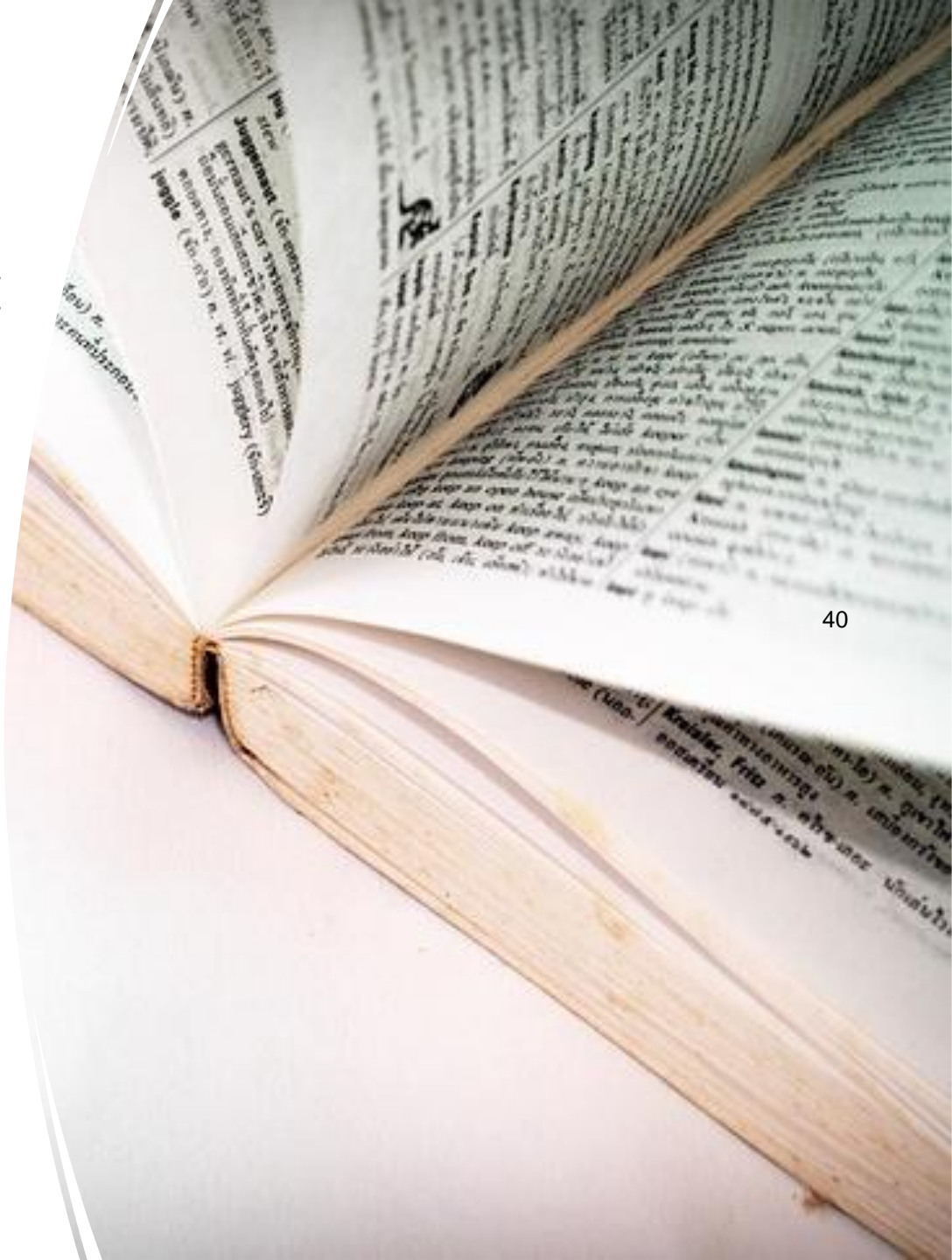
Goal Progress Monitoring and Reporting (p. 26)

1. Removing a Consent Agenda item: Modify or expand?



Board/Superintendent Relations (p. 28-30)

1. Request for information process (p. 28-29)
Revisions?
2. Request denial (p. 30)
Revisions?



Board/Superintendent Relations (p. 31-33)

1. Available Board Services.
Revise or delete?

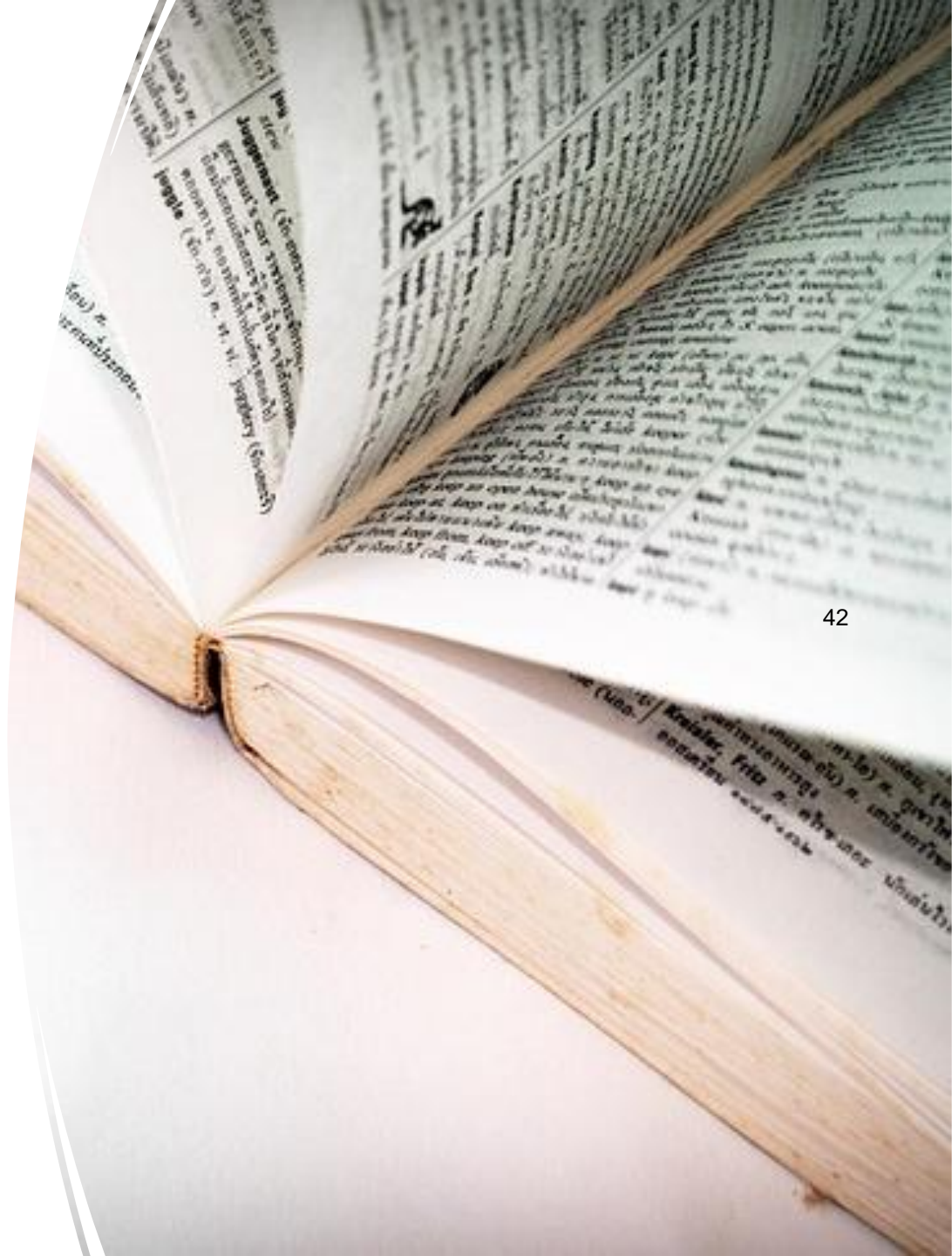


Governing Model & Practices

(p. 34-38)

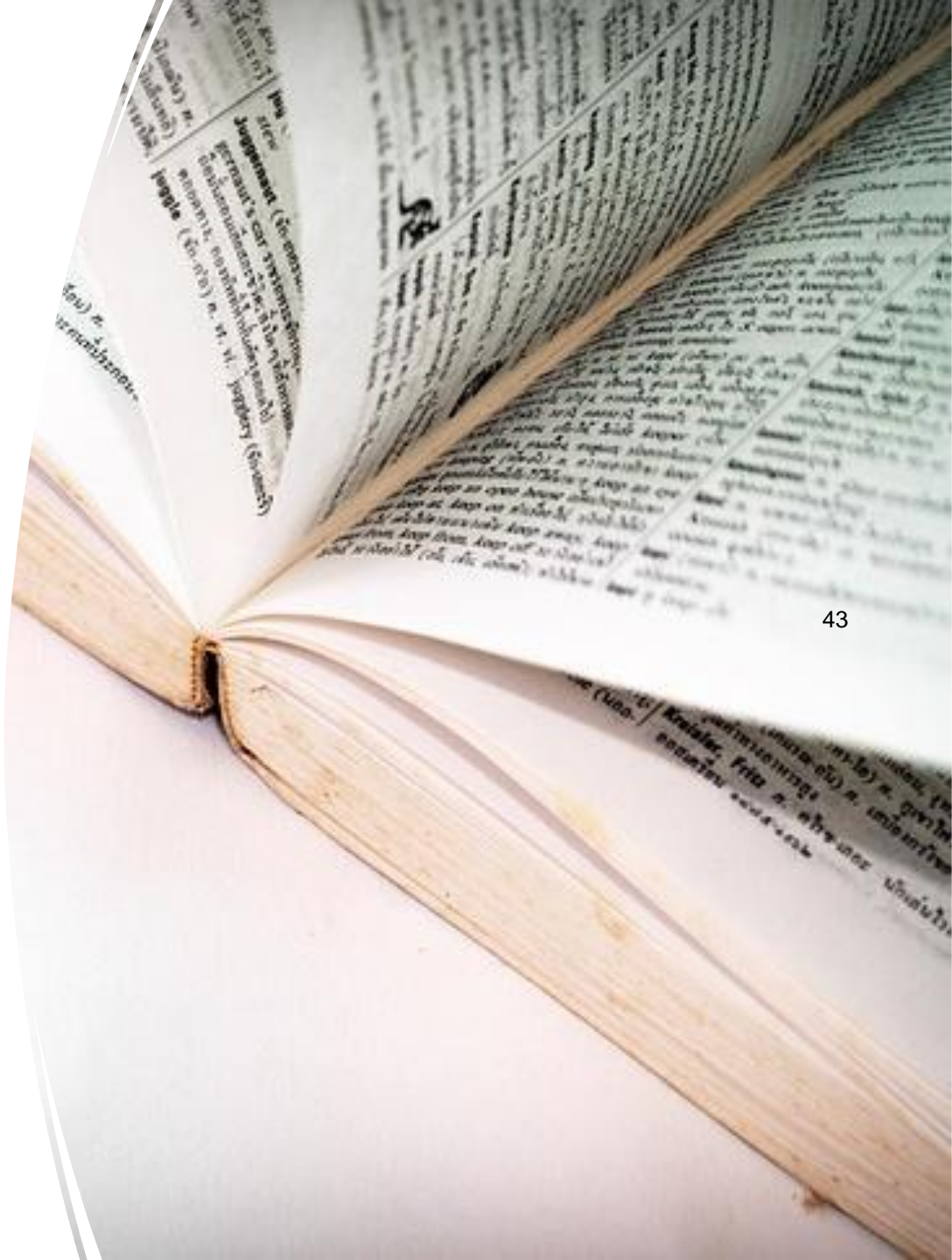
Add to the Statement of Assurances?

(p. 107, Appendix M)



Board Power & Superintendent Delegation (p. 38)

Revise/delete much of Bylaw 020?



Policy Development and Review (p. 40)

1. Policy revision procedures: Revise Bylaw 030?



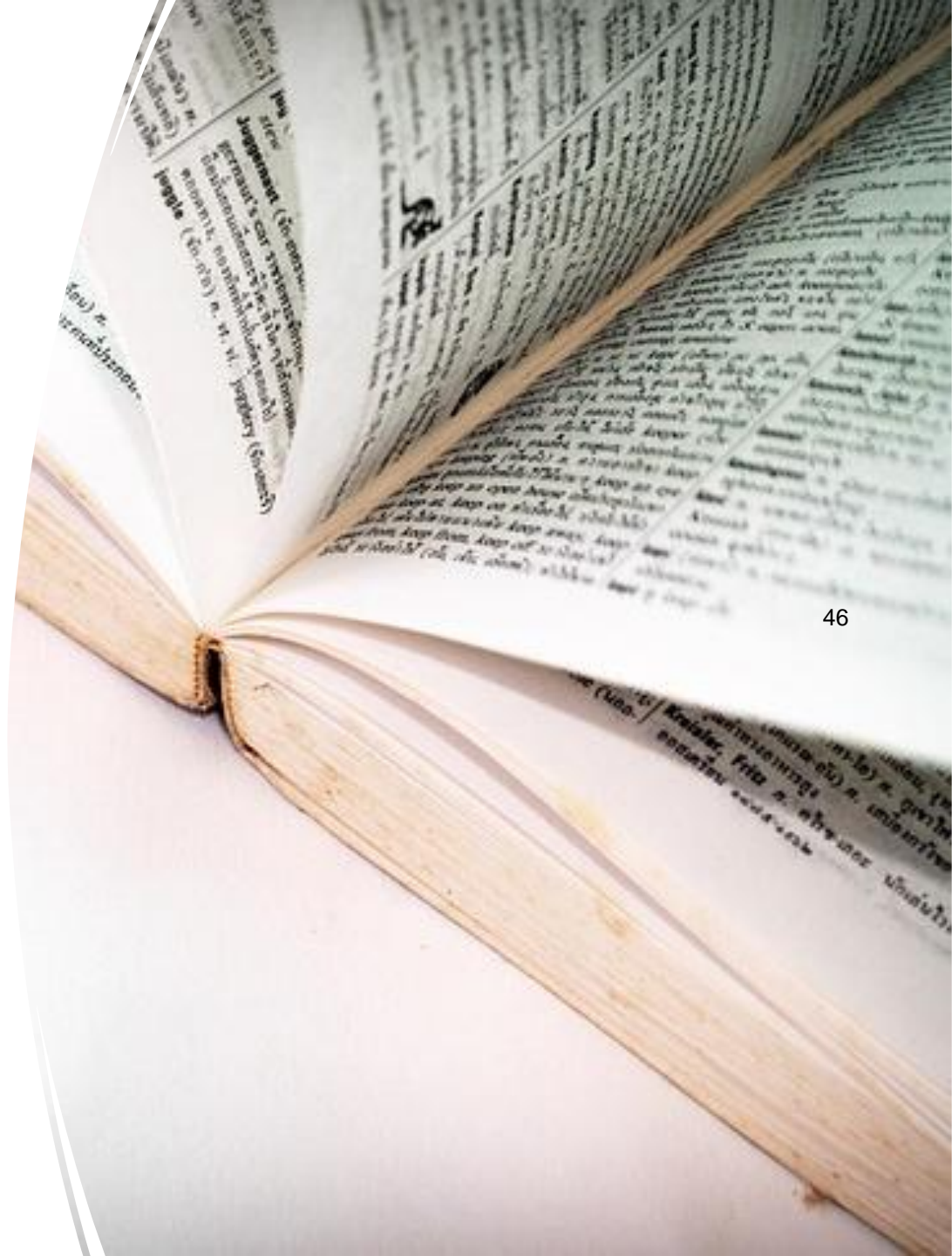
Principles of Operation (p. 43)

1. Revised Code of Conduct (Appendix P, p. 119)
2. Merging Bylaw 070 content into subject areas?



Principles of Operation (p. 43-44)

1. Progressive response protocols: Revision of Bylaw 070?



Principles of Operation (p. 44)

1. School/District Visitation Procedures: Procedure needed?



Principles of Operation (p. 45)

1. Trustee Visitation/Communication with District Personnel: Revisions?



Principles of Operation (p. 46)

1. Trustee Input on Management & Operations: Revision needed?



Board Communication

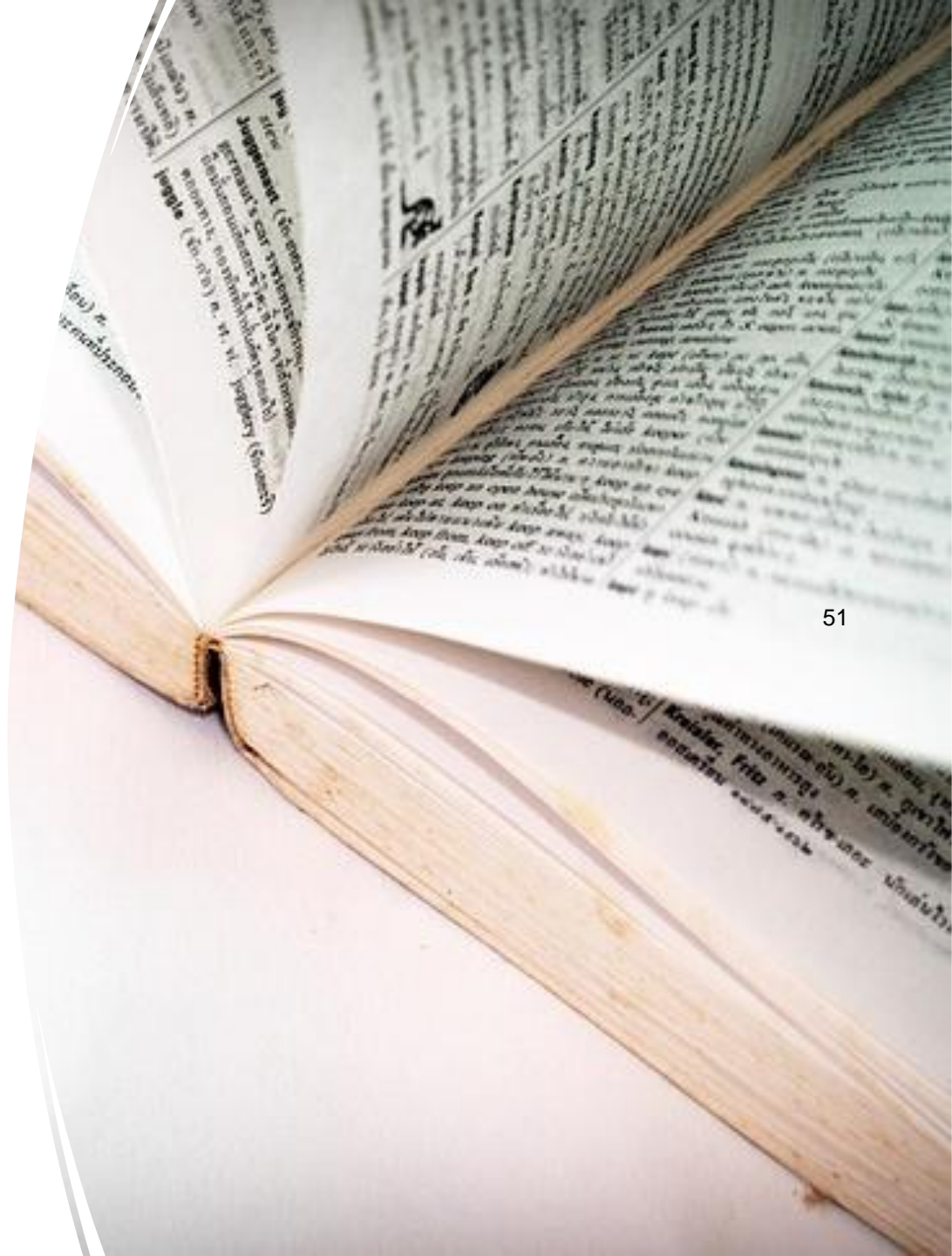
(p. 47-48)

-
1. Public communications:
Revision needed?
 2. Handling Complaints:
Revision needed?



Board Communication (p. 48)

1. Appropriate Board
Deliberations: Revision
needed?

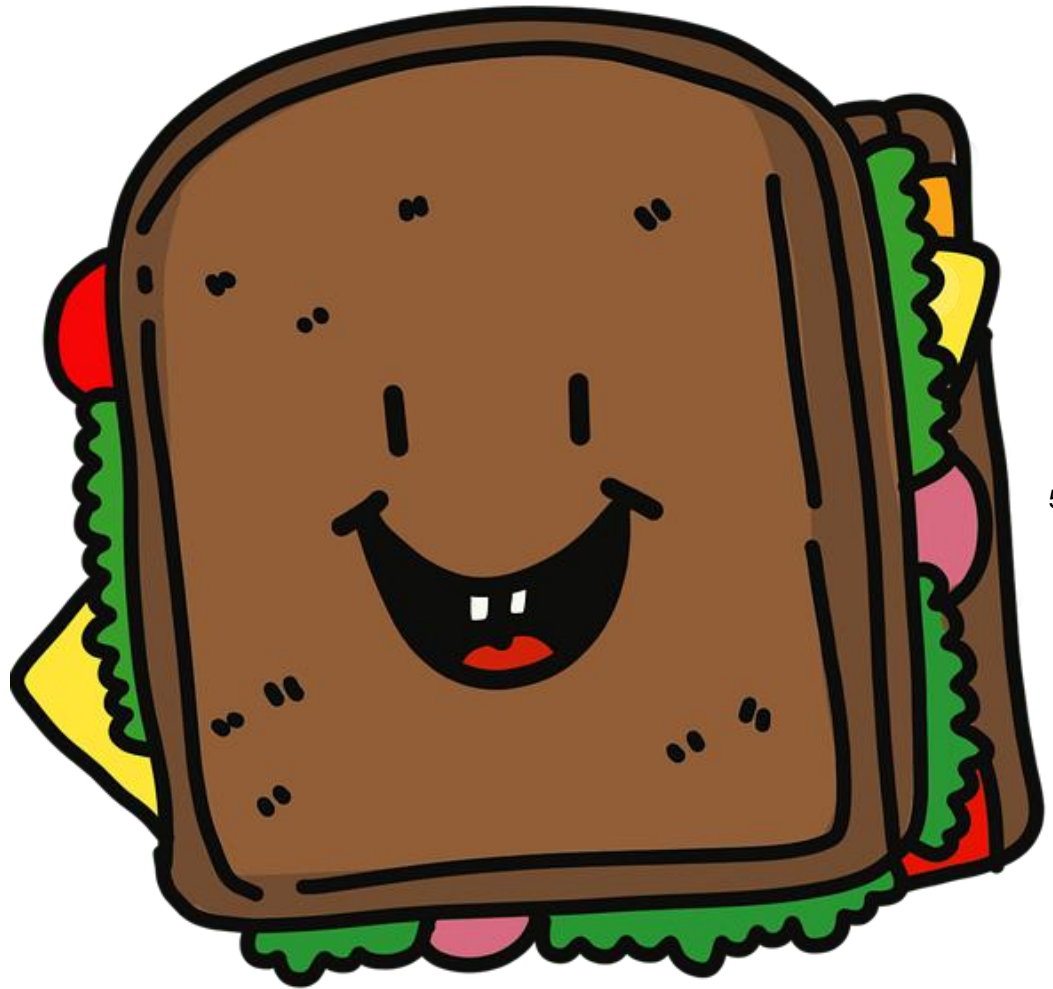


Use of Email and Social Media (p. 49-50)

Revision needed?



Lunch Break



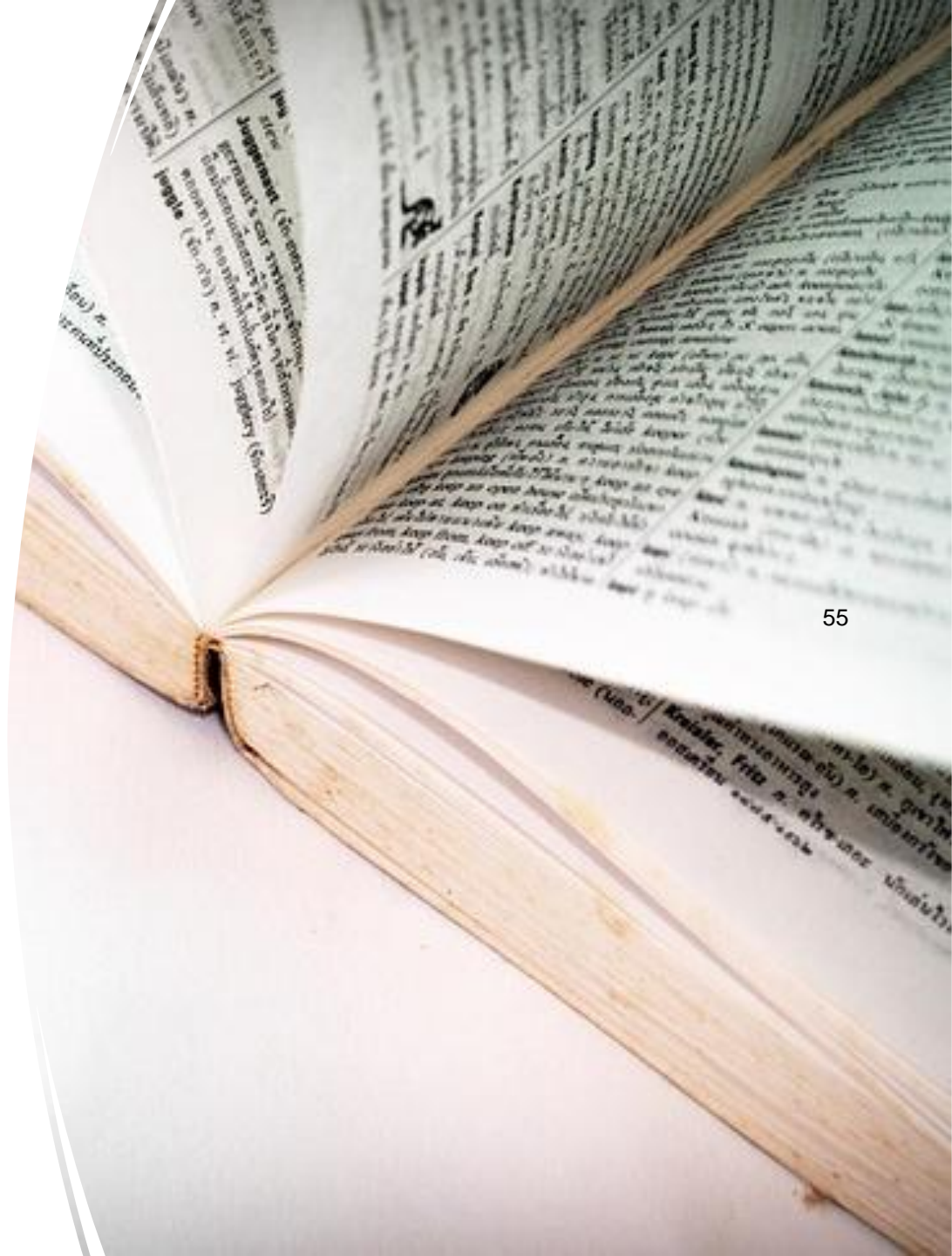
Board Meetings (p. 52)

1. Board Meeting Planning.
Revisions?



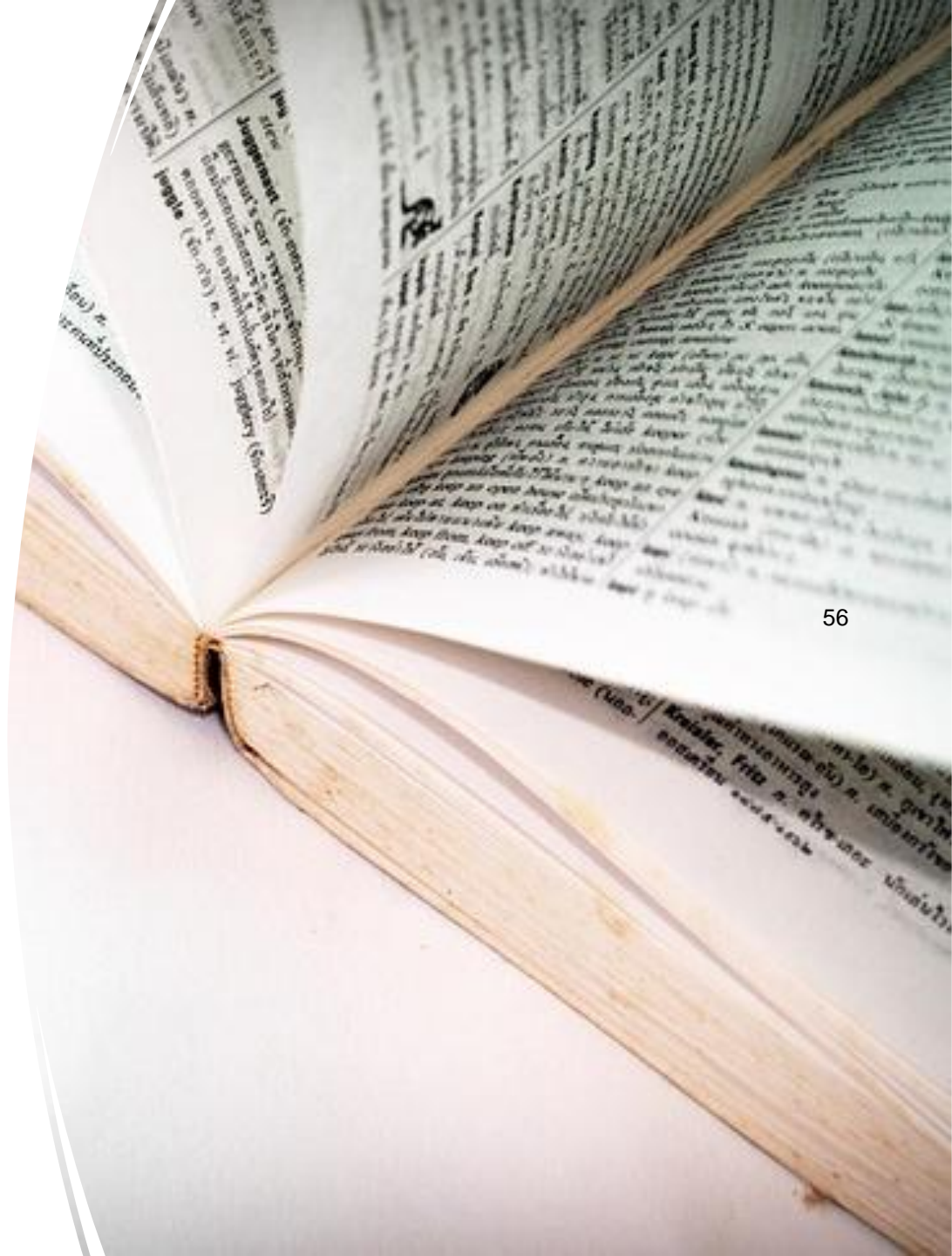
Board Meetings (p. 53)

1. Types of Meetings.
Revisions?



Board Meetings (p. 54)

1. Meeting Agenda Categories. Revision?



Parliamentary Procedures (p. 55)

1. Roberts Rules cheat sheet
(Appendix O, p. 114)



Board Meetings

(p. 55-58)

-
1. Construction of the Agenda Procedures.

Revisions?



Board Meetings

(p. 60-64)

Public Comment.

Revisions of Bylaw 060 to
before/after meeting
comments?



Board Growth and Development (p. 65)

1. New Trustee Orientation.
Revisions needed?
2. Board Development Opportunities.
Revisions needed?



Appendices (p. 67)

Any that need to be deleted or added?





Next Steps

1. Complete/Approve Handbook/revised Policies & Bylaws [TBD]
2. Board Evaluation [May-June 2026]



Balanced Governance

Thomas Alsbury, EdD
Northwest University

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Douglas County School District Board of Trustees Handbook

A PROCEDURAL GUIDE FOR THE DOUGLAS COUNTY SCHOOL DISTRICT
BOARD OF TRUSTEES

APPROVED BY THE DOUGLAS COUNTY BOARD OF TRUSTEES ON [PLACE DATE
HERE]

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DISTRICT STRATEGIC GOALS

Board of Trustees Vision

We will inspire, empower, and prepare each learner to achieve his/her life aspirations.

Goal Revision Procedures (No policy)

- The Superintendent reviews and proposes any revisions to the Vision statement and Performance Outcomes by October 1 each year.
 - Board members will be included and provide input at the beginning of the review process.
 - Community members will be provided opportunities for input within the review process.
- The Superintendent ensures the Vision statement aligns with and fulfills the Performance Outcomes.
- The Superintendent ensures that the Performance Outcomes are goal-oriented rather than activity-oriented.
- The Superintendent ensures that all Performance Outcomes identify measurable and accessible outcome data.
 - These data will be monitored formatively and summatively and be the focus of reports to the board.
- The Board of Trustees reviews and approves any revisions to the Vision statement and Strategic Goals annually by February.

SCHOOL IMPROVEMENT PLANS (No policy)

As per Nevada Statute, the Douglas County school district board of Trustees shall approve an annual plan for each school building that is part of a continuous focus on improving the student performance in the district.

School Improvement Plan Requirements

The annual school improvement plan shall:

1. Be data driven;
2. Include a process to continuously monitor, adjust, and update the plan;
3. Include an annual self-review process that includes active participation and input by building staff, students, families, parents, and community members;
4. At a minimum, include the following criteria that promote a positive impact on student learning:
 - a. **Support the Goal of Basic Education:** Nevada law requires providing students with the opportunity to become responsible citizens, to contribute to their own economic well-being and to that of their families and communities, and to enjoy productive and satisfying lives;
 - b. **Continuous Learner Improvement:** promoting continuous improvement of student achievement of the state learning goals and essential academic learning requirements;
 - c. **Nonacademic Student Learning/Growth:** These may include things like public speaking, leadership, interpersonal relationship skills, teamwork, self-confidence, and resiliency.

5. At a minimum address the following:
 - a. The characteristics of successful school including safe and supportive learning environments.
 - b. Educational equity factors.
 - c. The use of technology to facilitate instruction.
 - d. Parent, family, and community involvement.

Board Oversight Requirements

1. The annual school improvement plan must be reviewed and updated annually no later than October 1 each year.
2. The board of Trustees shall continuously monitor progress toward the goals by utilizing relevant data to measure growth.
 - o The progress shall be included in evaluations of the District Superintendent.
3. The plan shall be made available to the public and shall be posted on the school district website by August 1.
4. The Superintendent shall provide the Board with calendared progress reports on the School Improvement Plans (Appendix A).

Strategic Goals (No policy)

The Board identifies the following Strategic Goals and Objectives for 2022-2027.

Goal 1: Student Success with Opportunity & Access

Every classroom will provide equitable access to rigorous, relevant, and personalized learning opportunities. Each Douglas County School District graduate will be prepared for their life aspirations to include a college or career pathway.

Objective 1: Set high expectations and challenge students with rigorous, personalized, inclusive and blended learning experiences.

Objective 2: Foster a safe, positive, and trusting learner-centered environment.

Goal 2: Highly-Qualified Personnel

Recruit, retain, and develop high-qualified personnel

Objective 1: Provide a compensation package that is competitive with other school districts in the region.

Objective 2: Recruit and retain skilled and qualified candidates.

Objective 3: Provide support for new staff through a comprehensive induction program.

Objective 4: Provide professional learning opportunities tied directly to school and district improvement plans.

Goal 3: Operations Management

Create responsive, effective, and integrated operations to sustain district initiatives, enable continuous improvement of educational programs, and achieve organizational success.

Objective 1: Provide sound, responsible financial stewardship through the management and maintenance of adequate financial reserves.

Objective 2: Ensure the alignment of resources to meet district strategic goals.

- Objective 3: Increase support for educational programs and strategic goals by leveraging community and fiscal partnerships.
- Objective 4: Create effective and efficient operational procedures and systems responsive to the needs of our students, staff, and stakeholders.
- Objective 5: Maintain and improve facilities to provide high-quality and safe learning environments.

Goal 5: Community Engagement

Strengthen family, school, and community partnerships through clear and consistent communication. Provide meaningful feedback and input opportunities toward continuous improvement efforts.

- Objective 1: Schools and facilities will be safe and inviting places for families, staff, and the community
- Objective 2: Build relationships with families to strengthen understanding of state standards, student progress, and the importance of teachers and families working together.
- Objective 3: Coordinate with community stakeholders to support student growth and development.
- Objective 4: Highlight student achievements and school events through a multitude of media outlets.
- Objective 5: Create additional opportunities for students and staff to make a positive impact on the community.

MEASURABLE OUTCOME INDICATORS (No policy)

The Board will monitor the progress of the district towards its vision through measurable outcome indicators.

Measurable outcome indicators are:

- recommended by the Superintendent
- approved by the Board annually by October 1
- developed to fulfill the District Performance Objectives

OUTCOME STRATEGIES (No policy)

The Board will be informed of strategies and activities used to advance progress toward achieving the Performance Objectives.

Strategies and activities are:

- flexible and open to change throughout the school year
- vetted and approved by the Superintendent
- not required outcome criteria in the superintendent's evaluation
- not required for inclusion in board reports
- not the focus of board oversight

BOARD ORGANIZATION

Number of Members and Terms of Office *(Bylaw 040)*

1. The Board shall consist of seven Trustees (NRS 386.120[a]).
2. Board members shall hold office for terms of four years and until their successors are elected and qualified (NRS 186.160). Trustees are subject to a twelve-year term limit per State Constitution (Article 15, Section 3).
3. Before Trustees enter the duties of his/her office they shall take and subscribe to the oaths prescribed by statute and file a copy of the same with the Superintendent of Public Instruction (NRS 386.300).
4. Trustees shall not be financially interested directly or indirectly in any contract with or claim against the Board, except as provided by law (NRS 332.155, NRS 386.305).
5. Trustees shall be a qualified elector and possess the qualifications of residence within the school trustee election area of the county school district for the office for which he/she seeks election (NRS 386.240).

Election Preparation *(No policy)*

The Superintendent will provide all Trustee candidates:

- Public information about the school system and school programs
- A copy of the Board of Trustees Handbook
- A copy of the Governance Policy
- Attendance at any planned governance training session

Trustee Authority

The Board of Trustees as a whole group possess broad authority to adopt and enforce all necessary policies for the management and governance of the public schools (NRS 386.350).

School Board Members, as individuals, have no authority over school affairs or personnel, except as provided by law or as authorized by the Board.

The following guidelines apply:

1. All Trustees participate on an equal basis with other Members in all business transactions.
2. Official action by Board Members must occur at a duly called and legally conducted meeting.

Resignation *(Bylaw 040)*

Resignation of a Trustee must be submitted in writing to the Board President.

Resignation is required if the Board member:

- Ceases to be a permanent resident in the school district
- Ceases to be a registered voter of the district

The Board shall:

- Consider and accept the resignation at any duly convened regular or special meeting
- Recognize the resigning Trustee for their service to the District

Vacancies (Bylaw 040)

A School District Trustee holds office unless he or she:

- Dies
- Resigns as Trustee
- Ceases to be a permanent resident in the county (NRS 386.240)
- Is recalled and discharged from office

REPLACING A VACANCY (Bylaw 040)

In the case of a Trustee vacancy the remaining Trustees shall fill the vacancy by appointment (NRS 386.270). The Board will:

- Receive applications from any qualified persons seeking to fill the position after suitable public notice.
- The appointment is approved, by roll call vote, by a majority of the elected Trustees.
- Appointees must meet the legal requirements for school Trustees and serve until the next regularly scheduled board election.

Oath of Office (Bylaw 050)

The following oath of office is required to be administered to each School Board Trustee prior to the beginning of their term (NRS 386.300):

I [State your Name] do solemnly swear that I will support, protect, and defend the Constitution and government of the United States, and the constitution and government of the State of Nevada, against all enemies, whether domestic or foreign, and I will bear true faith, allegiance, and loyalty to the same, any ordinance, resolution, or law of any state notwithstanding, and that I will well and faithfully perform all the duties of Trustee, District [letter here], on which I am about to enter, so help me God.

- The County Clerk, or other appropriate County official shall administer the oath of office to any new Trustee who has not yet taken the oath.

Officer Elections (Bylaw 050)

Trustees at their first meeting in January:

1. Elect from among its voting members a President and a Vice-President to serve one-(1)-year terms.
2. Appoint a Board Clerk.
3. Elect replacements immediately if an officer can no longer serve.
4. Elect a temporary President if the President and Vice-President are absent at any meeting.
5. Elect a legislative representative in even-numbered years in June.

6. Use the following election process:
 - a. Call for nominations for president to serve during the ensuing year.
 - b. Without presentation or remarks from nominees, use secret ballots to elect a president (roll call vote).
 - c. Assumption of office by the new president.
 - d. Call for nominations for vice president to serve during the ensuing year.
 - e. Without presentation or remarks from nominees, use secret ballots to elect a vice president (roll call vote).

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BOARD OFFICERS

Annual Organization Meeting (Bylaw 050)

The Board shall organize at a regular meeting held in January (NRS 386.310). At the organization meeting:

1. The Board may acquire and maintain membership in such associations as State and National School Boards Associations and appoint a Trustee to serve as a representative on Association committees.
2. The Board shall designate appropriate newspaper(s) published in the District (or State) for all public printing (NRS 393.210).
3. The Board shall designate a day, place and time for regular meetings, which shall occur at least once per month (NRS 386.330).
4. The Board shall adopt bylaws, Board Handbook, and policies for its own operation.
5. The Board shall elect a President and Vice President and appoint a Clerk to the Board.

Election of Officers (Bylaw 050)

The current Board President will preside during the election for President.

- If the current Board President is seeking another term, she or he may choose to appoint another trustee to act as temporary chair during the election for President.

The newly-elected Board president will preside over the elections for Vice President and Clerk.

Election Process:

For each office:

1. The chair opens the floor for nominations.
2. Each Trustee that is nominated and seconded is a candidate for that office.
3. Where two or more candidates are nominated for an office, the Board may choose to ask the candidates to speak to why they desire to serve in that office.
4. The chair calls for a vote in the order of nomination.

Election of officers shall be by a majority vote of the full Board.

- Where no such majority exists on the first vote, a second vote shall be held between the two candidates who received the greatest number of votes.

Board Officer Term

Officers shall serve for one year or until their respective successors are elected and shall qualify.

1. In case any office of the Board becomes vacant, the Board shall fill the vacancy for the unexpired term with an election at the next regular board meeting.
2. The board may, for any reason with a majority vote, delay the election of officers to a later date.

President (Bylaw 050)

The Board elects a President during the annual organization meeting from its members for a one-(1)-year term or until their respective successors are elected and shall qualify.

- If a Board Member is unable to continue to serve as President, a replacement shall be elected immediately.
- In the absence of both the President and the Vice-President, the Board shall elect a temporary President.

Duties and Responsibilities. (No Policy)

The President:

1. Presides over all Board meetings and ensures the Board behaves consistently with its own rules.
2. When called upon, represents the Board to outside parties.
3. Ensures the Board complies with State statute and other State and Federal regulations in their operations and policies.
4. Ensures meeting discussions are focused on agenda items and within the Board's role and oversight responsibilities.
5. Avoids or minimizes information, which is neither for monitoring performance nor Board decisions.
6. Manages Board deliberation to be fair, respectful, open, thorough, timely, orderly, and specific to the issues on the Board Meeting Agenda.
7. Ensures deliberations are congruent with the Balanced Governance Individual Board Member Practices (See Appendix H).
8. Resolves conflicts between Trustees or between the Superintendent and Trustees using the Board Members' & Superintendent Progressive Response Protocols (See Appendices I and J).
9. Is responsible for ensuring the creation of the annual Board Report Schedule (**Appendix B**) by September 30th of each year.
10. Appoints Trustees to Board committees, community committees, and outside agencies as specified by statute, or as designated by **Policy 050**.
11. Sign all papers and documents as required by law or as authorized by action of the Board of School Trustees.
12. Leads the evaluation of the Superintendent as described in **Policy XXXX**: Superintendent Evaluation.
13. Represents the Board to outside parties in announcing Board-stated positions and in stating decisions and interpretations within the area delegated to her or him. The President may delegate this authority but remains accountable for its use.
14. Calls special meetings of the Board of Trustees whenever there is sufficient business to come before the Board or upon the written requests of three members of the Board, or with the concurrence of three members of the Board at a regular meeting and in accordance with the Nevada Open Meeting statute.
15. Ensures the delivery of Board-approved annual progress report to the public by the Superintendent (**Policy XXXX**).
16. Ensures Board members who fail to follow governance process policies, either during or outside of a Board meeting are addressed using the Board Members' &

Superintendent Progressive Response Protocols (See Appendix K).

17. Ensures Board members refrain from speaking individually to the media or posting public comment on social media regarding Board or District matters that are under policy or program deliberation, and prior to a discussion and vote by the Board. Individual Board members shall defer Board inquiries on such matters to the Board President, who shall prepare a statement speaking on behalf of the Board. The written statement shall include the vote count and may include reasons behind dissenting votes.
18. Closes Board meetings as prescribed by Nevada law.

President Rights & Limitations. (No Policy)

The President:

1. Has no authority to individually make decisions about policies created by the Board, or operations dictated by federal or state statute or contractual agreement.
2. Has no authority to supervise or direct the Superintendent.
3. Is permitted to participate in all Board meetings in a manner equal to all other Board members, including the right to participate in deliberation and to vote.

Vice-President (Bylaw 050)

The Board elects a Vice President during the annual organization meeting from its members for a one-(1)-year term.

- If a Board Member is unable to continue to serve as Vice-President, a replacement shall be elected immediately.
- The Vice President will assume the duties of the President until a new President is elected.

Duties and Responsibilities.

The Vice-President:

1. Presides at all Board meetings in the absence of the President.
2. Performs all of the duties of the President in case of the President's absence or disability.
3. Serves as President, if the President post is vacated, until the election of a new President.

Clerk (Bylaw 050)

The Board elects a Clerk or selects some other qualified person to serve as clerk (NRS 386.310).

Duties and Responsibilities (NRS 386.325). (No Policy)

The Clerk:

1. Keep the minutes and audio recordings or transcripts of all meetings and transactions of the Board of Trustees.
2. Draw all orders for the payment of money belonging to the school district.

Legislative Representative (No Policy)

The Board elects a Legislative Representative during the annual organization meeting and assumes office July 1 in an even year from its members for a two-(2)-year term.

Duties and Responsibilities. The Legislative Representative:

1. Serves as the board's liaison with the Nevada State School Trustees' Association Legislative Assembly.
2. Attends Nevada State School Trustees' Association Assemblies, conveying local views and concerns to that body and participating in the formulation of state legislative programs.
3. Monitors proposed school legislation and inform the board of the issues during the Board Member Reports section of the Board Meeting Agenda.

Duties and Responsibilities of Individual Trustees (No Policy)

The Douglas County School District Board of Trustees shall follow principles that enable it and its members to operate lawfully, efficiently, respectfully, and strategically focused on District progress toward the Strategic Goals to improve learning for all students.

Balanced Governance Approach

1. Board members shall strive to emulate the Balanced Governance Individual Board Member Practices (Appendix H).
2. Board member discussion should focus on the extent to which Board governance actions support Balanced Governance Standards (Appendix K).
3. Board members who fail to follow governance process policies, either during or outside of a Board meeting shall be addressed using the Board Members' & Superintendent Progressive Response Protocols (Appendices I & J).

Data-Driven Decision-making (No Policy)

1. Board members shall strive to make policy decisions based on information received from the Superintendent and staff that reflects the progress or the need for improvement toward the District Performance Outcomes and Goals.
 - To support this goal, the Superintendent or staff reports presented to the full Board during Board meetings shall, at a minimum, follow a Board Progress Monitoring and Reporting Protocols **(No Policy)**.

Consensus in Decision-making (No Policy)

1. Board members shall respect relationships with other members of the Board by:
 - Recognizing the integrity of predecessors and associates and the merit of their work.
 - Refusing to make statements or promises regarding voting on any matter that should properly come before the Board.
 - Respecting the right of others to their opinions and, while striving for consensus, supporting the majority rule principle.

Professional Communications Regarding Board Decisions (*No Policy*)

1. Board members and the Superintendent shall engage in professional public communications to respect and ensure an unobstructed process of Board deliberation and policy approval. This includes:
 - Suspending decision-making and public comment until proper analysis of data and Board discussion is concluded and a vote is cast.
 - Supporting the integrity of final Board decisions and supporting the implementation of those policy decisions while retaining the right to publicly share one's own reasons for voting against a particular policy or program.
 - Providing appropriate redirection through the proper personnel channels when approached by the public.
 - Public comments or inquiry directed to the Superintendent, regarding Board practices or actions, should be passed on to the Board President who may confer with the Board on such matters during a regular Board meeting, and when directed by the Board, respond on their behalf.

Professional Superintendent and Staff Interaction (*No Policy*)

1. Board members shall respect the authority of the Superintendent of Schools and the staff by:
 - Giving the Superintendent full administrative authority for properly discharging the professional duties of the position and by holding the Superintendent accountable for progress toward the District Strategic Goals.
 - Recognizing individual interactions between Trustees and employees of the Superintendent lack authority except when explicitly authorized by the Board.
 - Refraining from expressing individual judgments of performance of the Superintendent or employees of the Superintendent except as described in the Board Members' & Superintendent Progressive Response Protocols (Appendices I & J).
 - Acting only upon the recommendations of the Superintendent in matters of employment or dismissal of District personnel.
 - Excluding the Superintendent at regular and special meetings of the Board only when the contract, salary, and evaluation of the Superintendent are discussed.
 - Referring all complaints to the Superintendent and discussing such complaints at a regular meeting only after exhausting all other steps described in the Board Members' & Superintendent Progressive Response Protocols (Appendices I & J).
 - Providing an environment in which the Superintendent and staff may function effectively within the community and discharge their educational functions on a thoroughly professional basis.
 - Presenting any criticisms of any employee directly to the Superintendent.
 - Acting with mutual respect for other Trustees and the work of District employees by adhering to the guidelines when visiting individual schools

or school/District employees (See Board Handbook: Staff and School Visitation Protocols).

2. Concerns regarding school Board member/Superintendent communication or implementation of policy and procedures shall be addressed with the Superintendent through a Balanced Governance Progressive Response Protocols (Appendices I & J).
3. Board members shall refrain from individually and privately monitoring the implementation of policy, programs, or operation-processes.

Board Meeting Focus (No Policy)

1. Board members shall conduct effective and productive meetings focused on open dialogue and policy actions intended to check the progress and improve achievement of the District Vision and the District Strategic Goals.
2. Board members shall conduct their Board meetings in a professional manner with appropriate decorum through:
 - a. Well-attended meetings and well-prepared participants.
 - b. A well-planned agenda focused on the District Strategic Goals.
 - c. Keeping discussions centered on the agenda and staying focused on progress checking and discussion of the District Strategic Goals.
 - d. Balanced participation with everyone participating and no one dominating.
 - e. Sharing viewpoints in a clear, concise manner.
 - f. Accomplishing work in an atmosphere of trust and openness with respect and courtesy.
 - g. Monitoring policies to facilitate accountability and assurance of policy implementation fidelity.
 - h. Supporting the Superintendent's reasonable interpretation of applicable Board policies or further clarifying Board intention by revising the policies.
 - i. Making decisions based on information garnered from Superintendent and staff reports presented at Board meetings, additional information requested through the Superintendent, and family/community input.

Board Meeting Protocols (No Policy)

1. Board members shall recognize that authority rests only with the Board during official meetings and that the individual member has no legal status to bind the Board outside meetings as defined by the Open Meeting Law and the following provisions.
 - a. Except as otherwise provided by Nevada Statute, four members of the Board shall constitute a quorum.
 - b. No action of the Board shall be considered valid without the approval of a quorum of the Board.
 - c. A quorum of members shall only meet, deliberate, or vote regarding matters within the Board's jurisdiction in either an open meeting or a closed meeting in compliance with a specific statute.

- d. Members' interaction with the public, press, or other entities must recognize Board decisions and the inability of any member to speak for the Board.
- e. An agenda item which has previously been considered and decided by the Board within the past year may only be placed on the agenda for reconsideration by a Trustee who was on the prevailing side of the previous decision. A quorum of Trustees must vote to add the item to the agenda.

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BOARD COMMITTEES

Committees (*Bylaw 050*)

The Board may appoint members of the District Committees, Standing Committees, Temporary Committees, and the Expulsion Committee.

- The President may appoint such temporary committees as are deemed necessary from time to time.
- District, Standing, and Temporary Committees shall not have executive power but shall serve in an investigative and advisory capacity only, reporting all findings and recommendations to the Board for action.
- All members of the Board are eligible members of the Expulsion Committee.

Committee Detail (*No Policy*)

General guidelines include:

- The Board may create Board or Trustee Advisory committees as deemed necessary (*Policy 903*).
- Trustees are encouraged to serve on a variety of local and State community boards/committees.
- Trustees should serve only as an ex officio liaison to Board Advisory committees.
- Trustees should not serve on internal District committees responsible for the development of programs.
- Trustees should not serve on internal District committees whose recommendations that will later come to the Board for consideration and judgment. This includes committees that recommend the following:
 - Policy approval
 - Program or program materials approval
 - Personnel actions
 - Student disciplinary actions

Types of Committees

Citizens' Advisory Committees (*Policy 903*)

The Board recognizes the utility of citizens' advisory committees in keeping the Board and administration informed with regard to community opinion and in representing the community in the study of specific issues related to the operation and instruction in the schools of the District.

The Board authorizes the establishment of such citizens' advisory committees as may be necessary to comply with state and federal mandate. As the need arises, the Board shall form and support advisory committees on an ad hoc basis.

- Recommendations of advisory committees shall not reduce the responsibility of the Board, which shall retain sole discretion to accept, accept with modifications, or reject any such recommendations.
- Meetings of an advisory committee shall follow Open Meeting Laws and be open to the public.

BOARD ADVISORY COMMITTEES (No Policy)

These procedures apply to any group formed by Board action, whether or not it is called a committee and regardless of whether the group includes Board members.

- It does not apply to committees formed under the authority of the Superintendent.
- Groups or committees formed by the Board shall not include in their membership, members of current District staff, except as allowed in state law.

General Committee Principles (No Policy)

Board Advisory Committees:

1. Support the Board in doing its job, not to help or advise the staff.
 - Committees ordinarily shall assist the Board by preparing policy alternatives and implications for Board deliberation. In keeping with the Board's broader focus, Board committees shall normally not have direct dealings with current staff operations.
2. May not speak or act for the Board except when formally given such authority for specific and time-limited purposes.
 - Expectations and authority shall be carefully stated in order not to conflict with authority delegated to the Superintendent. Decisions made by a committee do not carry the authority of the Board unless it is a Board committee of the whole.
3. Cannot exercise authority over staff.
 - As the Superintendent works for the full Board, he or she shall not be required to obtain approval of a Board committee before taking executive action.
4. Shall avoid over-identification with organizational parts rather than the whole.
 - A Board committee that has helped the Board create policy on some topic will not be used to monitor organizational performance on that same subject.
5. Shall be used sparingly and ordinarily in an ad hoc capacity, with the exception of the Board Community Advisory Committee (Policy XX).
 - The Board shall approve the committee's objectives, determine a timeline, and allocate an appropriate budget. All committee meetings shall comply with Open Meeting Law requirements.
6. Shall be presided over by the committee President, who has the responsibility to:
 - determine meeting schedules,
 - approve agenda items,
 - facilitate the meeting,
 - direct discussion,
 - delegate assignments to committee members,
 - direct the budget to meet the objectives of the committee,
 - assign a facilitator in the absence of the President,
 - work with the President to keep the full Board informed of the committee's progress, and
 - assume the commonly accepted responsibility of the position.

7. Groups or committees formed that include family/community members should be comprised of membership that reflects the diversity of the Douglas County School District (SD) community.

DISTRICT COMMITTEE (No Policy)

District Committees are formed by the Superintendent for the purpose of operations and management of the District. As such, these internal District Committees should NOT include Douglas County School District Board of Trustees. This Committee shall take no action but only provide information and recommendations to the full Board.

TRUSTEE STANDING COMMITTEE (No Policy)

A Trustee Standing Committee (e.g. Audit Finance Committee) is formed by the Board of Trustees and shall include a liaison representative from the Douglas County School District Board of Trustee. This Committee shall take no action but only make recommendations to the full Board.

TRUSTEE TEMPORARY COMMITTEE (No Policy)

A Trustee Temporary Committee (e.g. Attendance Zone Advisory Committee) is formed by the Board of Trustees and shall include a liaison representative from the Douglas County School District Board of Trustee. This Committee shall take no action but only make recommendations to the full Board.

EXPULSION COMMITTEE (No Policy)

An Expulsion Committee is comprised of all members of the Douglas County School District Board of Trustee members and makes the final decision regarding student expulsion.

COMMUNITY COMMITTEES (No Policy)

One of the primary responsibilities of the Douglas County Board of Trustees is for each Trustee to:

- provide the community access to information about the decisions and programs of the Douglas County School District, and
- provide the Douglas County School district with advocacy among community and governmental entities that may benefit or further the goals of the Douglas County School District.

Trustees are encouraged to engage in Community Committee Service on boards, participate in meetings, or attend events sponsored by Douglas County community, institutional, and association entities.

Community Committee Service Defined

Community Committee Service is defined as any committee position, community/District liaison position, or participation in the activities of any association, organization, institute, business, non-profit, or special interest entity that could or does have direct or indirect influence on the District Performance Outcomes and Goals.

Community Committee Service Coordination

In order to best accommodate and strategically coordinate Trustee representation at as many Community meetings, functions, and events as possible the following procedures shall be employed by the Douglas County Board of Trustees:

1. The Superintendent shall provide a list of the important stakeholder associations, organizations, institutes, business, non-profit, and special interest entities to the Board at least annually.
2. Board members should review and adopt a yearly calendar identifying which Trustee(s) will participate in which stakeholder groups and events.
3. The Board shall endeavor to provide representation at most or all key stakeholder events and avoid duplication or exclusion of Trustee participation.
4. The Board shall endeavor to share duties of representation so that the same Trustee does not act as the exclusive Board representative to a stakeholder group.
5. The Trustee shall be responsible for influencing the stakeholder group to support or advance the District Performance Outcomes and Goals.
6. The Trustee shall be prepared to serve as the formal liaison for this stakeholder group to the Board and give periodic reports to the activities of the stakeholder group at a regular Board meeting.
 - These reports shall be delivered under the agenda item "Trustee Reports".
 - These reports shall focus on information relevant to supporting or advancing the District Performance Outcomes and Goals.

Liaison Service on Advisory Committees (No Policy)

The purpose of an Advisory Committees is to provide unbiased input from community members and external experts and stakeholders to the Board. As such, Advisory committees will typically include Trustees and school staff as ex-officio liaisons.

Role of the Liaison

The role of ex-officio liaison includes:

- Attendance at the Advisory Committee meetings
- Oversight of the Advisory Committee meetings
- Selection of the Advisory Committee President
- Selection of community members on the Advisory Committee.

The liaison role excludes:

- Trustees serving as a voting or nonvoting officer on the Advisory Committee.
- Staff member serving as a voting or nonvoting officer on the Advisory Committee.

Why Liaison Service only?

The intent of Trustees and school staff serving only as liaisons on selected Advisory committees is to:

1. Ensure Trustees and staff do not exercise undue influence on the Advisory committee's deliberations, input or recommendations.
2. Trustees or staff serving on an Advisory committee influences committee culture diminishing the likelihood that the Advisory Committee can provide unbiased input to the Board.

3. Ensure Trustees and staff do not exercise *individual* influence over the Advisory Committee.
 - Trustees should not exercise individual influence prematurely over items that will eventually come to the whole Board for discussion and decision-making.
4. Ensure Trustees and staff relations are not negatively affected by the appearance or presumption of the exercise of undue influence prematurely over items that will eventually come to the whole Board for discussion and decision-making.
5. Improve Trustee/community relations by avoiding the appearance that Trustees or staff exercised individual influence on the deliberations, input or recommendations of the Advisory committee.
 - This is also why Advisory Committee presentations to the Board should be led by the Advisory Committee President rather than a Trustee or staff member.

Committee Appointments (No Policy)

The Board President shall make appointments of Trustees to committees where appointment procedures are not otherwise delineated. These Include:

- Douglas County School District (SD) Board Advisory committees
- Boards/committees created by statute
- National or State School Board affiliates
- Local boards/committees on which the Board traditionally participates

General Committee Conditions (No Policy)

1. Committees created by the Board (See Appendix C) shall create and submit for Board approval a set of bylaws and a calendared Action Plan (See Appendix D).
2. For Board Committees, the Board is responsible for providing ongoing training congruent to Balanced Governance.
3. Individual Board members assigned to committees should report to the full Board as indicated by the annual Board meeting calendar (See Appendix B).
4. Trustees serving as liaisons should not overtly influence Advisory Committees to take a position on an issue that has not been officially decided by the Board.
5. Reports, recommendations or proposals from Advisory Committees should be provided at the regular Board meeting as calendered in Appendix B.
6. Trustees shall be reimbursed for reasonable expenses, as determined by the Superintendent, for required committee duties and responsibilities including travel to/from committee meetings and events, and training costs.

Goal Progress Monitoring and Reporting

Board Reports *(No Policy)*

Board members shall strive to make policy decisions based on data and reports:

- Received from the Superintendent and staff.
- Presented to the Board at regular Board meetings and calendared annually ***(No Policy)***.
- Made available to the public on the district webpage, to ensure transparency.

All Superintendent or staff reports provided or presented to the Board shall reflect the progress or the need for improvement by:

1. Identifying targeted needs.
2. Describing existing program effectiveness.
3. Analyzing data against targets and goals.
4. Indicating progress on some portion the District Goals and Objectives.
5. Describing processes and specific practices for improvement.

REPORT FOCUS *(No Policy)*

The report should be organized around District Strategic Goals and the corresponding pre-identified measurable outcomes. Specifically, the report should clearly identify:

- the goal(s) being addressed in the report,
- current actual outcome-based measure for each goal/target, or, if unavailable at time of progress report, the actual outcome-based interim measure being used to evaluate whether the goal is on track during the course of the implementation, and
- the timeline for monitoring and assessment of these particular goals.

REPORT TEMPLATE CONTENT *(No Policy)*

Board reports should be created based on a template provided by the Superintendent and including at a minimum the following sections:

1. Ensure that the report clearly identifies the link to the Board Vision and District Strategic Goals.
2. Ensure that measurable outcome criteria are included.
3. Ensure that specific data are identified that directly indicate Goal progress.
4. Ensure all results are disaggregated and reported in alignment with the Nevada School Performance Framework and other agreed upon groups of students.
5. Ensure that problems or challenges are specific, targeted, and clearly communicated in the Board meeting presentation as part of the Board review and oversight.
6. Ensure that new, revised, or existing program components and procedures, or elimination of programs or program components address specific identified problems or challenges.
7. Include modification and specific alternative pathways forward for programs that are not meeting expected progress forward.
8. Include any information that is unique or differentiated between Trustee districts.

9. Ensure any survey data included in the report came from surveys previously previewed and approved by the Board for the purpose of allowing feedback and input to ensure District-specific Goals and community interests are being measured.

Report Narrative *(No Policy)*

Each Board Report should include the following narrative to provide context to the data presented:

- What did the measures reveal?
- What were the greatest challenges to achieving desired outcomes?
- How are the strategies working?
- Are there any other key take-aways?

Report Summary *(No Policy)*

- Identify for the Board any significant next steps that the District will be taking to address goal progress and attainment.
- If any goal presented in the report is not making progress, present a timeline for reporting back to the Board about progress on these goals.
- Identify any recommendations to and/or request of the Board in support of goal progress and attainment.

Organization and Formatting *(No Policy)*

- Format reports to ensure clarity, focus on summary data that is clear to non-educators, include data of interest to the public and that conveys progress on District Strategic Goals.

Board Report Vetting Protocols *(No Policy)*

Each individual report should be prepared and submitted with sufficient time for the following report review and approval process:

- Step 1.** District staff complete the report using the prescribed report template and submits to the Superintendent or designee.
- Step 2.** Superintendent reviews and approves the report ensuring all report criteria are met.
- Step 3.** Trustees receive the report at least 8 business days prior to the Board meeting when the report is posted to the public.
- Step 4.** Trustees review the report and submit related questions and requests for additional information to the Board liaison at least 5 business days prior to the Board meeting. Trustees may provide additional questions/feedback and request additional information at the meeting as appropriate but should endeavor to present the majority of their initial concerns prior to the Board meeting.
- Step 5.** The Board liaison will compile similar report questions and requests into a document and send to the Superintendent. A copy will be sent to the Board President.
- Step 6.** The Superintendent and staff, as designated by the Superintendent, may make revisions and/or post additional reference materials.

Step 7. The Board President and Vice President shall remove the Board Report at the Board meeting if they believe the report does not comply to the Board Report Content requirements.

Board Report Frequency and Timeline *(No Policy)*

Formal reports to the Board shall adhere to the following timelines and according to the dates specified in the Board Report Schedule (See Appendix B).

Strategic Plans Goals

- One Board monitoring report shall be provided each year within 30 days of the State's release of the previous school year's school performance framework data.
- The report shall assess progress on each Strategic Plan goal.
- The report will be considered a formative report in all years except the final year of the plan, when it will be considered a summative report.

Other Long-term Plan goals

This would include, at a minimum, reports added by agreement between the consensus of the Board and the Superintendent, and reports required by the state legislature and the State board of Education.

- The Equity and Accountability commitments and annual goals/target measures shall be included as an annual progress monitoring report.
- One formal summative progress monitoring report reflecting school performance on the Nevada School Performance Framework.

Additional Reports

It is not uncommon for the District to present to the Board a variety of reports that are required by state statute and/or that support transparency and accountability for District operations, but that do not directly monitor progress in the District toward Strategic goals.

- Reports of this type (e.g. field trips, construction progress or change orders, budget updates, etc.) shall generally be included as a Consent Agenda item.
- At least annually the Superintendent will provide the Board with a demographics and enrollment report.
- Note that state, federal, and other legally and contractually (e.g., for grants) required reports not listed under the above list of reports shall first comply with any relevant mandated reporting requirements and shall then address relevant aspects of reporting from this policy, as determined appropriate by the Superintendent, in consultation with the Board.
- The Superintendent will enumerate and maintain a list of all legally required reports and timeline requirements.

Board Response to Board Reports *(No Policy)*

For all reports submitted to the Board, whether in the consent agenda in writing only, or presented in writing and discussed during a Board meeting, the Board must vote on whether to accept the report as fulfilling the given monitoring and reporting requirement established for that goal.

Note that acceptance of the report does not indicate approval of any requests or recommendations to the Board presented within the report, nor does it indicate the Board's approval of the progress on the work itself.

Specifically, the Board should consider the following options:

- A. The Board accepts the report as presented.
- B. The Board accepts the report as presented and requests some additional information be provided at a future time or in a later planned report.
- C. The Board does not accept the report until additional information is provided and accepted by the Board.

Consent Agenda Reports

- If a report is presented only in the consent agenda, and is not presented separately for further discussion, Board passing of the consent agenda will imply that the Board accepts any reports contained within it.
- Any reports explicitly removed from the consent agenda or also included on the Board agenda for additional presentation/discussion will not be considered accepted by the Board as part of the consent agenda approval.

Possible Board Response

In addition, once a report is submitted to the Board, the following actions may ensue:

Request Compliance with Reporting and Monitoring Requirements.

1. Prior to the Board meeting, if a Trustee finds that any of the reporting requirements are not met in a given report, that Trustee should inform the Board President of their concerns.
 - a. The Board President should communicate any such concerns to the Superintendent. The Board President and Superintendent should attempt to come to consensus on any revisions needed for the item to be included at the upcoming Board meeting.
 - b. If the Board President or Superintendent believe that adequate revisions have not been completed in a timely fashion, the Report should be removed from the meeting agenda.
2. If, at the start of a Board meeting, a Trustee is concerned that a report does not meet the reporting requirements, during the approval of the agenda at the relevant Board meeting, a Trustee may make a motion that a report be removed from the agenda for that meeting and be brought back when all reporting requirements are met. If seconded, the Board would vote to remove that report from the agenda.

Remove an Item from the Consent Agenda.

1. If a Trustee would like further discussion and/or a separate vote to consider acceptance of a report in the consent agenda, the Trustee should request to have that item removed from the consent agenda for separate consideration.
 - a. Such a request may be made prior to a Board meeting, or at the agenda approval or consent agenda portions of the Board meeting.
 - b. When possible, as described in section one above, Trustees should raise their questions about reports to the Board President prior to the relevant Board meeting.

Ask Clarifying Questions.

1. The Board may ask questions of clarification of the Superintendent and/or his designated staff members to better understand the content of the report, and most importantly, the impact of the work on students, staff, families, District culture, and desired outcomes.
 - a. When possible, Trustees should submit clarifying questions to the Superintendent prior to the Board meeting.
 - b. Additional time during the Board meeting may or may not be available for clarifying questions during that item's time on the agenda.

Provide Feedback to the Superintendent.

1. The Board may express, to the Superintendent, their individual satisfactions, concerns, and/or feedback about the work in the report.
 - a. All feedback provided by individual Trustees may be considered by the Superintendent and the staff based on its merits. However, such feedback is not considered direction from the Board unless otherwise explicitly indicated, formally or informally, during the discussion.
 - b. Such feedback may be provided to the Superintendent prior to or following the Board meeting and sometimes, time allowing, during the discussion of that agenda item during the Board meeting.

Request Additional Information.

1. The Board may request additional data or information from the Superintendent to be in compliance with reporting requirements, to provide greater clarity and/or to better help inform Board decisions.
 - a. Such requests should be made in consultation with the Superintendent outside the regular Board meeting and should not unreasonably detract from the execution of the work to support students.
 - b. The Superintendent should make clear to the Board the implications of their request is such requests will require significant time, effort, or expense to the District so that the Board can prioritize its requests accordingly.
 - c. When possible, such requests should be made of the Superintendent by Trustees prior to Board meeting.
 - d. Additional time during the Board meeting may or may not be available for clarifying questions during that item's time on the agenda.

Establish a Follow-up Timeline.

1. If the Board does not accept a particular report, the Board or the Board President on behalf of the Board, should consult with Superintendent to determine a timeline for an updated report.
 - a. They should also agree on whether the follow up report will be written only (and included in consent agenda) or will be written and will be discussed during a future Board meeting.
 - b. The Board should also establish a follow up timeline with the Superintendent for receiving any additional follow up data or information. Generally, such timelines will be discussed and determined during Board meetings. However, when the Board President and Superintendent are aware of follow up needs prior to the Board meeting, they should consult with each other to agree on a timeline to propose at the Board meeting.

Additional Reporting Requirements (No Policy)

In addition to the reporting above, the District will ensure that reports to the Board that monitor progress on District Strategic Goals are:

- posted with Board meeting materials,
- made available on the District website in a way that community members may reasonably locate and access them, and
- reported annually in a news release to the local media.

BOARD/SUPERINTENDENT RELATIONS

RIGHT TO KNOW (Bylaw 040)

No Board Trustee shall be denied facts or materials required for the proper performance of the duties of his/her office. If, in the opinion of the Superintendent, a Board Trustee's request for facts and information is administratively unreasonable, the Superintendent may withhold said facts or materials until a ruling is made by the Board. This policy shall be enforced using the following procedures and protocols.

UNITY OF CONTROL (No policy)

The goal of these procedures is to balance providing ready access of information to the Board and the community while avoiding requests by individual Trustees that expend significant district resources and may not be supported by the majority of the Board.

Individual Board Member Requests (No Policy)

Individual Trustee requests for **significant** information should focus on information needed for monitoring progress on strategic goals with a focus on student learning goals rather than operations and management issues.

Accordingly:

1. Decisions or directives of individual Board members, officers, or committees are not binding on the Superintendent except when the Board has specifically authorized such exercise of authority.
2. The Superintendent is the Board's only link to operational management and conduct so that all authority and accountability of staff, as far as the Board is concerned, is considered the authority and accountability of the Superintendent.
3. The Board may communicate with but shall not give instructions or request actions from persons who report directly or indirectly to the Superintendent.

Board Member Requests for Information (No Policy)

1. Request for information shall be made through the Board Liaison following the Request of Information Process described below.
2. Trustees shall redirect staff, individuals, and groups in the community to seek information using the available systems starting at the most directly connected entry point based on the information they desire (e.g. teacher/staff, then principal, then Association Superintendent...)
3. In cases where Board members or committees request significant reports, information, assistance or employee action without explicit Board approval, the Superintendent shall obtain Board approval when such requests, in the Superintendent's opinion, have already been provided, are outside the

proper authority or role of the requester, or require a material amount of staff time or funds to fulfill.

4. In cases where a Trustee requests from an employee, significant reports, information, assistance or employee action without explicit Superintendent approval, the employee is directed to report the request to the Superintendent or the Board Liaison, and proceed as follows:
 - a. The Board Liaison shall request that the Trustee(s) complete the Information Request Form.
 - b. If the request comes from a member of any Board sanctioned committee, the Board Liaison will request the form to be filled out by the committee's chair.
 - c. If the Superintendent does not agree with the request of an individual Board member to create reports or commit employee time and energy, the Board member has the option to accept that decision; follow the Progressive Response Protocols (See Appendix J), or Board Meeting Action outlined below.

Types of Information Requested (No Policy)

It is possible that a Trustee may want to ask a staff member for simple or **insignificant** information just as any community may ask. This may be defined as information that is available and readily accessible to the public and can be provided in 10 minutes or less.

In cases where the information would require **significante** time or resources, the staff member should seek direction from the Superintendent or the Board liaison on whether to redirect time and resources to provide the requested information or action.

The staff member determines whether the information requested is significant or insignificant.

Significant information requested should follow the Request for Information Process outlined below. This will allow the Board President and Superintendent to monitor the quantity and nature of Trustee requests for information to avoid duplication of requests and monitor staff work capacity needs.

Request for Information Process (No Policy)

In order for a Trustee, Trustees, or committees to request reports, significant information, assistance or employee action, the request should be made **directly to the Board Liaison**.

1. The Board Liaison shall copy the request for information to the Superintendent and Board President.
2. Within 5 business days, the Superintendent can accommodate the request or decline the request if, in the Superintendent's opinion, the

information:

- has already been provided,
- is outside the proper authority or role of the requester, or
- requires a material amount of staff time or funds to fulfill.
- If the Superintendent declines the request for information, the following shall occur in the sequence listed:
 - i. The Superintendent informs the Board Liaison including the reason(s) for declining.
 - ii. The Board Liaison shall then forward the declination and the reasons listed to the requesting Trustee(s) and send a copy to the Board President.

Protocols when a Request for Information Declined (*No Policy*)

If a request for information is declined, the Trustee has the following options in response to the declination:

1. The Trustee can accept the decision to decline
2. The Trustee can pursue a reversal of the Superintendent's decision through the *Progressive Response Protocols*.
 - a. Trustees(s) making the request shall meet individually with the Superintendent and Board liaison to discuss the request.
 - b. If not satisfied, the Trustee(s) shall meet to discuss the request with the Board President, Board liaison, and Superintendent together
 - c. If the Board President is the requestor, the Superintendent can select another Board member to include in the meeting to discuss the request.
3. After the Trustee completes the Progressive Response Protocols, when the request for information is still denied the Trustee can request *Board Meeting Action* on a request of information governed by the following protocols:
 - a. The request for information shall be listed as a potential Action Item on the next scheduled Board meeting.
 - b. The scope of the agenda item shall be limited to discussion of whether or not the request for information should be granted.
 - c. All Trustees shall be provided the Request for Information form.
 - d. All Trustees shall be provided with the declination explanation from the Superintendent.
 - e. The Board meeting discussion shall allow for the Superintendent to address reasons for the declination of the request.
 - f. The Board discussion shall allow the requesting Trustees(s) to provide further details for items included on the *Information Request Form* categories only.
 - g. The Request for Information can be authorized by a majority vote of the Board of Trustees.

Available Board Services & Information *(No Policy)*

The following Services and information are offered to the Board by Board Services staff. The below is not all inclusive.

- A. District Information (helpful to families/community, etc.)
 The following can be automatically sent to Trustee's individual e-mail lists without Trustee approval each time (after first approval):
1. The Week Ahead (weekly publication sent from the Communications Office).
 2. Information regarding vacancies on Board committees (as necessary and applicable).
 3. Information regarding upcoming special Board events (community linkage meetings, town halls, etc.).
 4. Fast Facts (each time it is updated).
 5. Link to the annual Back to School Reporter.
 6. Link to District Locator Maps.
- B. Monthly Family and Constituent Meetings
1. Have secretary call to secure a host school within the Trustee's individual district.
 2. Contact presenters, as requested.
 3. Offer suggestions for topics.
 4. Prepare meeting agenda.
 5. Prepare and send ParentLink message.
 6. Work with the Communications Office for news release.
 7. Post meeting agenda on Trustee's individual Web page.
- C. Have secretary attend meeting
1. Prepare sign-in sheets and maintain database of contact information.
 2. Have secretary prepare minutes of meetings and send out to families/constituents, principals and others, as requested (after Trustee approval).
 3. Post minutes on the Trustee's individual Web page.
 4. Schedule a Web-based family and/or town hall meeting.
 5. Schedule a phone and/or town hall meeting.
- D. Town Hall Meeting (Community Linkage, 3 or fewer Trustees, held 1-3 times per year)
1. This is a meeting with a target audience within the Trustee's individual district (not an official Board meeting).
 2. Preparation as above (monthly family and constituent meetings).
- E. Individual Monthly Newsletters
1. Prepare monthly newsletters.
 2. Use the second page that is provided each month.
 3. Use the additional information page that is provided each month.
- F. Contact Families/Constituents
1. Contact families/constituents with answers or responses from Trustees or District staff, as requested.
 2. Schedule meetings with Trustees and families/constituents.

3. Assists Trustees with preparation of meetings (documents, research, etc.)
 4. Prep room prior to meeting.
 5. Contact schools on behalf of Trustee for family/constituent concerns.
- G. Contact Elected Officials
1. Contact elected officials, as requested.
 2. Schedule meetings with invited parties.
 3. Assist Trustees with preparation of meetings (documents, research, etc.)
 4. Prep room prior to meeting.
- H. Translation Services
1. Make arrangements for District interpreters at meetings and/or events, when necessary.
 2. Make arrangements with District translators for document translation.
- I. Miscellaneous
1. Agenda Review Meetings
 - a. On a rotating basis, a Trustee will be scheduled to meet with the Board President and Superintendent to review regular meeting agendas prior to the meeting.
 2. Board Meetings
 - a. Schedule meetings as necessary.
 - b. Prepare meeting agenda, including distribution.
 3. Board meeting minutes
 - a. Receive an electronic copy of Board meeting minutes prior to placement on a meeting agenda.
- J. Calendar
1. Assigned secretary will maintain Trustee calendar on InterAct or other calendars.
- K. Certificates/Proclamations
1. Assigned secretary will prepare a certificate/proclamation at Trustee's request.
- L. Conference Calls
1. Conference calls with numerous attendees can be arranged by any Board Office staff member.
- M. Conference Room Availability
1. Trustees have an assigned conference room in the Administrative Center and the Education Center for meetings (contact Board Office staff to reserve).
 2. Meeting locations can also be arranged at other District venues.
- N. Correspondence
1. Assigned secretary will prepare correspondence to families/constituents or others relating to School Board business, as requested.
 2. Assigned secretary will reply to invitations.
- O. Electronic Storage
1. Electronic storage of any official school business document(s) is available.
- P. Events (local)

1. Assigned secretary will RSVP to events.
2. Prepare map to event via Google or MapQuest, upon request.
3. Arrange for parking at events, upon request.
4. Request a Speaking Engagement Request be sent in advance of an event.

Q. Event Planning

1. Plan for Oath of Office meeting.
2. Prepare invitation, create mail list and send invitations out.
3. Arrange for refreshments.
4. Arrange for student entertainment and ROTC.
5. AZAC Luncheon.
6. Plan luncheon.
7. Prepare invitation; invite commission, Trustees, Superintendent, and staff.

R. Graphics

1. Order business cards.
2. Create newsletter templates.
3. Create signs for meetings.
4. Other items as requested.

S. Governance Manual Updates

1. Update manual when requested.

T. InterAct

1. Training.
2. Customize InterAct desktop (could include, but not limited to, icons for phone messages, urgent e-mails, office mail, etc.).

U. List of Trustee School Information

1. This list will have names of the individual Trustee's schools, principals, and phone numbers. Also, includes names of school associate superintendents, performance zones, and their phone numbers. This will be kept up-to-date.

V. Mail

1. Assigned secretary will open and process mail from USPS and District offices.

W. Media

1. Request District photographer for various individual Trustee events.
2. Request District photographer at events of full Board.
3. Work with Communications Office for news releases, Web postings, and media requests.

X. Mileage

1. Preparation of monthly mileage expense forms.

BOARD GOVERNANCE ROLES & RESPONSIBILITIES

School Board Role *(No policy)*

The Board fulfills its mission as the governing oversight body by:

- policy adoption,
- assuring policy implementation fidelity by monitoring data presented in Board Reports.
- Board Trustees have no authority as individuals and do not severally possess the powers that reside in the Board of Trustees except when and as expressly authorized by the Board (**Bylaw 020**).
- The Board has no powers when not in session, except for such powers as may be delegated by the Board to a committee thereof (**Bylaw 020**).

Superintendent Role *(No policy)*

Board members shall respect the authority of the Superintendent of Schools and the staff by:

1. Giving the Superintendent full administrative authority for properly discharging the professional duties of the position and by holding the Superintendent accountable for progress toward the Board Vision and Strategic Goals.
2. Recognizing individual interactions with employees of the Superintendent lack authority except when explicitly authorized by the Board.
3. Refraining from expressing individual judgments of performance of the Superintendent or employees of the Superintendent.
4. Acting only upon the recommendations of the Superintendent in matters of employment or dismissal of District personnel.
5. Referring all complaints to the Superintendent or his/her designee and discussing such complaints at a regular meeting only after exhausting all other steps described in the Balanced Governance™ Progressive Response Protocols (See Appendix I).

Governing Model & Practices *(No policy)*

Board members, with the assistance of the Superintendent, shall endeavor to govern using the Balanced Governance approach. Accordingly, the Board shall:

1. Practice Balanced Governance, by cultivating and enforcing a balance between the oversight role of the Board and the administrative role of the Superintendent.
2. Use its' knowledge of community needs and interests in initiating and requesting new policy and policy revision and when considering policy approval.

3. Focus their efforts on checking the District's progress on the District Vision and Strategic Goals rather than on management inquiries.
4. Consistently use relevant data and expertise provided by the Superintendent in initiating and requesting new policy and policy revision and in consideration of policy approval.
5. Honor diverse viewpoints from the families/community and staff but not substitute individual expertise or interest for the judgement of the Board, although the expertise of individual members may be used to enhance the understanding of the Board as a body.
6. Govern the organization with ***informed oversight*** through the careful establishment of broadly written policies reflecting the needs of the District's students and the families'/community's values and perspectives. The Board's major policy focus shall be on addressing:
 - a. Locally-defined needs and issues.
 - b. Meeting the educational interests of ***all*** students.
 - c. Supporting progress toward the Board Vision and Strategic Goals.
 - d. Improve learning for all students.

In order to provide ***informed oversight***, the Superintendent shall ensure that the Board is knowledgeable of administrative and programmatic means of attaining those effects, but the Board shall delegate the implementation of policy and procedures to the Superintendent. By doing so, the Board shall maintain a balanced role with the Superintendent.

7. Receive information from the Superintendent which reflects the progress or the need for improvement toward the Board Vision and Strategic Goals. This is achieved through the Goal Progress Monitoring and Reporting procedures (***Appendix J***).
8. Request significant information data or reports, report family/community or staff complaints or concerns, and request substantive staff assistance exclusively through the Superintendent or the Superintendent's Liaison to the Board of Trustees.
 - a. The choice between contacting the Superintendent directly or the Superintendent's Liaison to the Board of Trustees, shall be determined by the Board member.
 - b. The Board shall hold the Superintendent responsible for acting on and communicating timely updates to Board members regarding significant or problematic requests for information or reports of family/community or staff concerns.
9. Address concerns regarding Board/Superintendent communication, the timely implementation of policy and procedures, or responses to the staff and

families/community regarding a Board-reported concern through the Balanced Governance™ Progressive Response Protocols (See Appendix J).

10. Govern with excellence in matters such as attendance, preparation for meetings, policymaking principles, respect of roles, adherence to the Balanced Governance™ Standards and personal adherence to the Balanced Governance™ Individual Board Member Practices.
11. Observe the Balanced governance Standards and Practices scrupulously while they are in force.
 - a. Board members who fail to follow governance policies, either during or outside of a Board meeting, shall be addressed using the Balanced Governance™ Progressive Response Protocols (See Appendix J).
12. Participate in Board member orientations before the new member's first Board meeting. Seated Board members shall receive on-going, annual training in Balanced Governance.
13. Conduct a Balanced governance Comprehensive Board Evaluation including self-assessments in Standards and Practices, and observational evaluation at least biannually.

Balanced Governance Standards *(No policy)*

The following Balanced Governance Standards and indicators are further described and delineated in Appendix K.

1. **Vision-Directed Planning.** The Board engages communities and staff in the development of a shared vision focused on student learning. The Board ensures that the vision is the foundation of the mission and strategic goals that direct board policy-making, planning, resource allocation and activities.
2. **Community Engagement.** The Board recognizes that all members of the community are stakeholders in the success of their schools. The Board engages the community using a reciprocal advocacy process that creates and sustains meaningful conversations, systems connections, and feedback loops across the breadth of their community. The Board supports collaborative partnerships and new types and levels of community participation in schools.
3. **Effective Leadership.** The Board practices and supports leadership that is proactive, integrated, and distributed. The Board establishes focus, direction, and expectations that foster student learning. Across the education system, the board ensures the development and implementation of collaborative leadership models and practices guided by student learning goals. Within the district, the board ensures the alignment of authority and responsibility so that decisions can be made at levels closest to implementation.

4. **Accountability.** The Board holds high expectations for the learning of each and every student and holds themselves and their organizations accountable for reaching those results. The Board provides strategic direction in the development of the District's mission, vision, and goals. The Board adopts policy and resources that align with the District's strategic vision and goals. The Board monitors and holds accountable the superintendent to implement the District's strategic vision and goals.
5. **Using Data for Continuous Improvement.** The Board uses meaningful quality data and information, from multiple sources and in various formats, to identify areas for improvement, set priorities, and monitor improvement efforts. At the same time, they support even better ways to do things the organization is already doing well.
6. **Cultural Responsiveness.** The Board recognizes cultural diversity in its many facets. The Board develops an understanding of this diversity and applies perspectives responsive to the cultures in their community in policy and program approvals. Supports effective community engagement and expectancy strategies to build on the strengths of a community's cultural diversity.
7. **Culture & Climate.** Board creates a climate of expectations that all students can learn at their highest level. Board supports policy and procedures that fosters a positive and safe learning environment. The board models professional relationships and a culture of mutual respect with staff and community. The board models and establishes an organizational culture of service.
8. **Learning Organization.** The Board ensures the District functions as a self-renewing professional community that supports reflection, discovery, learning, improvement, and success by staff at all levels. The Board encourages professional development that empowers staff and nurtures leadership capabilities across the organization.
9. **Systems Thinking.** The Board practices and supports systems thinking in its deliberation and approval of policy, programs, and procedures. The Board practices an integrated view of education within and across systems and levels (e.g. K-12, ESD, community college, and university). The Board seeks out collaborative local, state, and national partnerships, coordinated programs, and shared resource models to improve student learning.
10. **Innovation and Creativity.** The Board encourages innovation and creativity as assets to the process of development and change, leading to new types of thinking and better ways of meeting student needs. The Board supports innovation and creativity that supports district vision, values, and goals throughout the organization; engages collaborative partnerships; and encourages dialogue, new ideas, and differing perspectives.

11. **Board Member Conduct, Ethics, and Relationship with Superintendent.** The Board recognizes that it is essential to have a clear, mutual understanding of the respective roles and responsibilities of the Board and the Superintendent. The Board supports and practices team building as an essential part of this relationship.
12. **Budgeting and Financial Accountability.** The Board ensures that strategic educational goals of schools are translated into reality through effective alignment with the budget and making sure the school district is fiscally sound. The Board utilizes fiscal resources based on student needs and district policy and strategic learning goals.

Board Power & Superintendent Delegation (Bylaw 030)

While state law tasks the Board with authority to direct every aspect of the school operations and management (**NRS 386.350**) the Douglas County School Board elects to hire a Superintendent and defines and fixes the powers and duties of the Superintendent (**NRS 391.110**). These powers and duties includes all operations and management aspects of the organization.

The Board shall hold the Superintendent responsible for carrying out its policies within established guidelines and for keeping the Board informed expeditiously about school operations. The administrative staff shall report directly to the Superintendent and not to the Board (**Bylaw 030**).

Board Responsibilities (No policy)

Specific responsibilities of the Douglas County School District Board of Trustees are those that ensure appropriate District progress toward the District Vision and Strategic Goals.

Items not listed are explicitly NOT the responsibility of the Board but the responsibility of the Superintendent. Board responsibilities include the following:

1. Exercise **informed oversight** for the achievement of the District Vision and Strategic Goals focused on improved learning for all students.
2. Retain responsibility for family/community engagement and dialogue relevant to Douglas County School District (DCSD) stakeholders including, but not limited to, reporting progress on the Board Vision and Strategic Goals.
3. Develop written governing policies that shall address:
 - a. Monitoring progress on educational outcomes.
 - b. Balanced Governance™ Standards and Practices.
 - c. Board/Superintendent Roles.
4. Approve all DCSD policies and regulations.

5. Assure successful Superintendent performance by monitoring performance based on achievement of the Board Vision and Strategic Goals.
6. Make final decisions related to capital programs and collective bargaining agreements.
7. Review and approve items of significant increased expenditure prior to the District agreeing to conditions in the collective bargaining negotiation process.
8. Participate in such additional activities and family/community committees as are necessary to carry out the business of the Board.

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POLICY DEVELOPMENT AND REVIEW

POLICY FUNCTIONS *(Bylaw 030)*

The Board shall exercise its rule-making power by adopting bylaws and policies for the organization and operation of the school district.

POLICY REVISION GUIDELINES *(Revision of Bylaw 030)*

The Board serves to initiate and request new policy and policy revision and is the sole policy approving body. The Superintendent is also authorized to recommend new policy or policy revision. In accordance with its Board Balanced Governance™ model, the Board shall adopt general policies and regulations that provide authorization and guidelines for the Board and Superintendent to take action. The implementation of such policies is an administrative function of the Superintendent.

1. The Board shall review its policies on an annual schedule to ensure policy intent is clear and results are achievable by the organization (See Appendix E).
2. All District policies and regulations, as well as the policies of the Board, shall be approved under a process compliant with **NRS 386.365**.
3. Any Board member or the Superintendent may ask for policies and regulations to be revised or developed. Policies will be developed upon approval of the whole Board. Generally, the Board shall request and direct the development of new policy wording and revision to the Superintendent or appropriate designee. All new or revised policy remain as drafts until reviewed and approved by the whole Board.
4. In accordance with its governance model, the Board delegates to the Superintendent the function of formulating administrative rules and District procedures designed to interpret and carry out District policies and regulations, including the policies of the Board. The administrative rules and procedures will specify required actions and detail the arrangements under which the District will operate. These rules and procedures must be consistent with the policies adopted by the Board.

Policy Revision *(Bylaw 030)*

Bylaws and policies may be adopted, amended and repealed by a majority vote of the full Board at any meeting of the Board.

Proposed new policies and proposed changes in existing policies shall be presented in writing for reading and discussion at a regular or special Board meeting. Bylaws or policies to be adopted by the Board shall have been furnished to Trustees one month or a time span encompassing at least two Board meetings prior to the meeting at which it will be formally adopted.

Policy Revision Procedures (*Revision of Bylaw 030*)

1. Proposed new policies and proposed changes in existing policies shall undergo a minimum of two (2) readings in the following manner:
 - a. At a regular or special Board meeting the proposed new or amended policy shall be presented in writing for a first reading and discussion.
 - b. At a subsequent regular or special Board meeting, at least 2 weeks later, the proposed new or amended policy shall be presented in writing for a second reading and discussion.
 - c. The final vote for adoption shall take place not earlier than at the second reading of the particular policy.
2. Although approval of a new or amended policy requires a minimum of two (2) readings, temporary approval may be granted by the Board in lieu of formal policy to meet emergency conditions or special events which will take place before formal action can be taken.
3. All new or amended policies shall become effective upon adoption, unless a specific effective date is provided in the motion for adoption.
4. Policies as adopted or amended shall be made a part of the minutes of the meeting at which action was taken and shall also be included in the District's policy manual.

Administration Action in Absence of Policy (*Bylaw 030*)

In cases where action must be taken before the next board meeting and where the Board has provided no policies or guides for administrative actions, the Superintendent shall have to power to act.

- His or her decisions, however, shall be subject to review by action of the Board at its next regular meeting.
- It shall be the duty of the Superintendent to inform the Board of such action and the need for policy.

Suspension of Policies (*Bylaw 030*)

Under circumstances which require a waiver of a policy, policy may be suspended by a majority vote of the members present.

- In order to suspend a policy, all Trustees must have received written notice of the meeting which included a proposal to suspend the policies with an explanation of the purpose of such proposed suspension.
- If such a proposal is not made in writing in advance of the meeting, the policies may only be suspended by a unanimous vote of all Trustees present.

Policy Access (*Bylaw 030*)

The Superintendent shall develop and maintain a current policy manual which contains the policies of the District.

- Each administrator, as well as staff, students and other residents, shall have ready access to the manual.
- All policies shall be available online on the District web page.

Administrative Regulations (Bylaw 030)

The Superintendent shall make available regulations to implement the policies of the Board and state law and regulations.

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PRINCIPLES OF OPERATIONS

BOARD MEMBERS' CODE OF CONDUCT *(Bylaw 070 revision)*

The Board commits itself and its members to professional and effective conduct, including speaking with one voice, proper use of authority, and appropriate decorum when acting as Board members. In such conduct, Board members shall fulfill the responsibilities as set forth in the Oath of Office (Appendix A) and in the signed Code of Conduct (Appendix P).

Effective Board Member Characteristics

Board members shall honor the high responsibility the governance position demands, and practice Board beliefs and actions that support increased stability on the Board, improve satisfaction from families and the community, and a climate for improved student learning.

- This includes Board members following the 10 Balanced Governance Individual Board Member Practices detailed in Appendix H.

BOARD MEMBERS' & SUPERINTENDENT PROGRESSIVE RESPONSE PROTOCOLS *(Bylaw 070 revision)*

Board members and the Superintendent shall strive to adhere to the governance policies of the Douglas County School District regarding how to deal with disagreements of policy and governance applications, or infractions of said governance policies. If disagreements or failure to practice governance policies occur among Board members, the following protocols shall be employed:

Board Member/Board Member Conflict

Board members who fail to follow governance process policies, either during or outside of a Board meeting shall be addressed using the Balanced Governance Progressive Response Protocols listed below and provided in Appendix I:

1. Board member(s) with a concern about another Board member shall report the concern to the Board President privately.
2. The Board President shall meet with the offending Board member and remind them of their commitment to follow governing policies and protocols.
3. If this is ineffective, the Board President and one other Board Member shall meet with the offending Board member, remind them of their commitment to follow governing policies and protocols, and ask them to honor their commitment through appropriate action.
4. If this is ineffective, the Board President, during a public Board meeting, shall remind the offending Board member of their commitment to follow governing policies and protocols, and ask them to honor their commitment through appropriate action.

5. If this is ineffective, the Board President shall engage in informal censure of the offending Board member through interrupting ensuing infractions in Board meetings and making formal public statements both during the Board meeting and outside the Board meeting as needed, to distance the Board's position from the infracting Board member' position or statements.
6. In the event that the Board President fails to follow governance policies and processes, the Board Vice President will engage the Balanced Governance™ Progressive Response process listed above in items 1-4. If these steps are ineffective, the Board Vice President may entertain a recall vote of the seated Board President. By a two-thirds super-majority, the seated President can be removed. The Board Vice President shall assume the role of Board President and employ the Balanced Governance™ Progressive Response process item 5, if necessary.

Board member/Superintendent Conflict

Concerns regarding school Board member/Superintendent communication or implementation of policy and procedures shall be addressed with the Superintendent through the Balanced Governance Progressive Response Protocols listed below and provided in Appendix J:

1. First meet individually with the Superintendent to address and resolve any concern.
2. If this is not successful, the Board member shall meet to discuss the issue with the Board President and Superintendent together.
3. If still not resolved, the Board member can require the issue to be added to the next Board agenda for discussion and action.
 - a. Note that the Board meeting discussion should include only the information requested or the concern reported, and recommendations for actions on the part of the Board to resolve the issue.
4. Finally, the Board should address concerns over Superintendent response or action only through the formal Superintendent evaluation.

BOARD MEMBER STAFF COMMUNICATION & SCHOOL VISITATION (No policy)

As an elected Trustee for the Douglas County School District, mutual respect for other Trustees and the work of District employees is a priority. Trustees shall adhere to the following guidelines when visiting individual schools or school/District employees.

School/District Visitation Procedures

1. Respect fellow Trustees by not visiting schools outside of your District. If you are invited by the principal or school personnel, do not respond in the positive unless you have a verbal or written approval from your fellow Trustee.

2. Respect the work that the administrative, licensed, and support staff must complete on a daily basis in order to increase student learning and meet the goals identified in the Strategic Imperatives. Dropping in at a school campus is a distraction from the work our employees are paid to do. Surprise visits disrupt schedules and instruction. Call before you visit a school in your District. If the principal or administrative staff is not available, ask to schedule a time for a visit.
3. If the principal or administrative team members are not available or say that this is not a good time, respect their decision and ask to schedule a better time. Walking the building without an administrator would be considered a disruption to the learning environment. DCSD has hired them to be in charge of the building. If there is an issue, contact the Superintendent's Liaison to the Board of Trustees or the Superintendent.
4. It is imperative when dealing with employees that an appropriate and professional behavior is required. Opportunities for training will be provided to you.
5. In the case of school visitation or visitation of a faculty or staff, Board members:
 - a. Shall only visit school sites during school hours after making an appointment in advance with the school principal. In most cases, the school should be given 24-hour notice prior to a visit during school hours.
 - b. May visit school sites to attend any and all after-school events and performances at their discretion.
 - c. Shall make an appointment in advance to meet with District staff.
 - d. Who believe an emergency warrants a more immediate meeting or visit shall first clear the visit with the Superintendent.
 - e. Who are parents or guardians of a student attending a school shall not be restricted by these guidelines but shall follow school processes required by all other family/community members regarding school appointments and visits. The Board member shall endeavor to represent themselves only in their parental role for such visits and meetings and not as a Board member.

Trustee Visitation/Communication with District Personnel

1. Central office staff members have very difficult jobs to accomplish. The Superintendent holds them accountable for the work that must be done. If you are in the building, please be respectful of their time and work. A quick hello is appropriate but sitting down for a social or work discussion may be prohibiting them from the work that is needed to be completed. If a lengthy conversation is needed, please set up a time for a meeting or phone call if you have specific concerns or issues.

Trustee Input on Management & Operations

1. As a Trustee, there may be information shared that is in the planning stages. It is not your role to go to school locations or departments/divisions and tell them what may or may not happen. That is the role of the Superintendent or the staff. If confidential information is not kept confidential, details of the work will not be shared with you unless it is in a formal setting. This is a violation of the governance policies of the Trustees.
2. If you have ideas that can help with attaining goals in the Strategic Imperatives or improving work in DCSD, please discuss them with the Superintendent. It will be the best avenue for being able to talk through the idea.

Social Posting of Events

Social network posts, videos, and pictures are a delicate issue. Media releases must be on file for every student. If a signed media release is not ensured, pictures must not be posted. Refrain from talking for streaming purposes during formal events and presentations.

BOARD COMMUNICATIONS

BOARD PUBLIC COMMUNICATION *(Revision Bylaw 070)*

Board Trustees and the Superintendent shall engage in professional public communications to respect and ensure an unobstructed process of whole-Board deliberation and policy approval. This includes:

1. Suspending decision-making and public comment until proper analysis of data and whole-Board discussion is concluded and a vote is cast.
2. Supporting the integrity of final Board decisions and supporting the implementation of those policy decisions while retaining the right to publicly share one's own reasons for voting against a particular policy or program.
 - a. If a Trustee is speaking as an individual they should use agreed upon disclaimers prior to sharing.
3. Board Trustees will avoid reference to confidential information about employees, students, or other matters in e-mail communications, because of the risk of improper disclosure. Board Trustees will comply with the same standards as school employees with regard to confidential information including FERPA and HIPP law.
4. Providing appropriate deference when approached by the public. For example, Board Trustees approached with inquiries about District issues should defer without comment to the Superintendent or their designee, who will speak for the District.
5. Refraining from speaking individually to the media or posting public comment on social media regarding Board or District matters that are under policy or program deliberation, and prior to a discussion and vote by the Board.
 - a. Individual Board members shall defer Board inquiries on such matters to the Board President, who shall prepare a statement speaking on behalf of the whole Board. The written statement shall include the vote count and the reasons behind dissenting votes.
 - b. Inquiries regarding Board practices or actions, should be deferred without comment to the Board President who will confer with the whole Board on such matters during a regular Board meeting, and when directed by the whole Board, respond on their behalf.

Handling Complaints *(Revision Bylaw 070)*

The Douglas County School District promotes a culture that is welcoming and open, defined by mutual respect and shared responsibility, and treats parents, staff, students, and citizens with respect and dignity.

The district is committed to resolving concerns and complaints about school and

district programs, policies, procedures, actions, and decisions of employees in an effective, efficient, and timely manner by initiating the complaint with the person(s) who is the closest level of authority able to resolve the matter.

While speakers may offer objective criticism of operations and programs, the board will not hear personal complaints concerning district personnel nor against any person connected with the school system. To do so could expose the board to a charge of being party to slander and would prejudice any necessity to act as the final review of administrative recommendations regarding the matter.

1. If a complaint is received from parents, students, or community members the Trustee shall refer that person to the Board liaison.
2. If a complaint is received from a staff member the Trustee shall refer the staff to their association representative and to the complaint process which can be explained by the association representative and/or the Human Resource department.
3. If the Trustee would like follow-up on the handling of the complaint, the Trustee can request such follow-up through the Board Liaison who will confer with the administrator handling the complaint and update the Trustees on the outcome. However, confidential information pertaining to staff and students shall not be disclosed.

Appropriate Board Deliberations (*Revision Bylaw 070*)

Board members and the Superintendent shall engage in professional public communications to respect and ensure an unobstructed process of whole-Board deliberation and policy approval. This includes:

1. Suspending decision-making and public comment until proper analysis of data and whole-Board discussion is concluded and a vote is cast.
2. Supporting the integrity of final Board decisions and supporting the implementation of those policy decisions while retaining the right to publicly share one's own reasons for voting against a particular policy or program.
3. Refraining from speaking individually to the media or posting public comment on social media regarding Board or District matters that are under policy or program deliberation, and prior to a discussion and vote by the Board.
 - a. Individual Board members shall defer Board inquiries on such matters to the Board President, who shall prepare a statement speaking on behalf of the whole Board. The written statement shall include the vote count and the reasons behind dissenting votes.
2. Board members who fail to follow governance process policies, either during or outside of a Board meeting shall be addressed using the Balanced Governance™ Progressive Response Protocols (See Appendix I).

Use of Email and Social Media (No policy)

Use of electronic mail (e-mail), social media posting, social media messaging, and text messaging, by Trustees will conform to the same standards of judgment, propriety, and ethics as other forms of school board-related communication.

Trustees will comply with the following guidelines when using e-mail and social media in the conduct of Board responsibilities:

1. The Board will not use e-mail, communications via social media, or other electronic communications as a substitute for deliberations or voting at Board meetings or for other communications or business properly confined to Board meetings.
 - “Deliberation” is defined as the receipt or exchange of information or opinion relating to a decision but shall not include informal or impromptu discussions of a general nature which do not specifically relate to a matter then pending before the public agency for decision.
2. Trustees will not use social media or post during public Board meetings.
 - To comply to the intent of the Open Public Meeting Law, Trustees are obligated to deliberate in public and are not legally allowed to engage in chain communication between other Trustees to negotiate or influence voting decisions or hide what are intended to be public.
 - To avoid breaking Open Meeting Law, Trustees should not use any messaging platforms such as texting or reading messages received during the meetings to negotiate or influence decisions.
3. E-mail, e-mail attachments and social media posts received or prepared for use in Board business or containing information relating to Board business (regardless of whether sent or received on a school owned computer or personally owned computer) are generally regarded as public records, which may be inspected by any person upon request, unless otherwise made confidential by law.
4. Individual postings made to social media sites should be considered carefully in light of how they would reflect on the Trustee, the full Board, and the District.
 - Opinions expressed by Trustees on a social networking website have the potential to be disseminated far beyond the Trustee’s desire or intention and typically undermine the public perception of fitness of the individual to serve students’ interest.
5. Individual Board member postings are an act of the individual and are not an act of the Board.
 - Trustees should realize that communications, social posting, media remarks, or media releases that do not reflect the decisions by the

whole Board are not sanctioned by the whole Board and are disparaging toward Board members Trustees or district personnel run counter to this policy. This is necessary to let the public know that the individual Trustee was not speaking on behalf of the Board.

6. Trustees should use their own best judgment for their own individual communications.
 - The Board President is primarily responsible for engaging the Progressive Responses Protocols (See Appendix I) if they believe communications are incongruous to descriptions in this policy, although any Trustee can use these protocols to address communication they believe run counter to this policy.
 - Responses to communication that is incongruous to this policy should result in the Board President or other Board members Trustees engaging the Progressive Response Protocols (See Appendix I).
 - If unsuccessful, the policy supports considering the use informal censure of the Trustee as a last resort.

President as Spokesperson for Board Decisions (Revision Bylaw 070)

Trustees shall refrain from speaking individually to the media or posting public comments on social media regarding Board or District matters that are under policy or program deliberation, and prior to a decision and vote by the Board.

1. When responding to media inquiries regarding inquiries on decisions made by the Board, individual Trustees shall defer responses regarding the full Board to the Board President, who shall confer with the Executive officers and upon their approval prepare a statement speaking on their behalf.
 - The written statement shall include the vote count and the reasons behind the dissenting votes.
 - This does not prevent individual Trustees from speaking individually about their own vote on an issue after it has been decided. When doing so, Trustees are encouraged to speak to the media with support through established media best practices.
2. The Board President represents the Board to outside parties in announcing Board- stated positions and in stating decisions and interpretations within the area delegated to her or him.
3. The Board President shall remind Trustees to refrain from speaking individually regarding Board or District matters that are under policy or program deliberation, and prior to a discussion and vote by the Board.
 - This could be viewed as chain communication to influence the public and other Trustees to vote with an individual Trustee and thus infract Open Public Meeting Law.

4. The Board President shall only speak on behalf of the whole Board when directed to do so by a vote of the Executive Officers.
 - The Board President shall not speak on behalf of the Board on issues that have not be voted upon or have not been discussed.
 - The Board President's personal opinions shall not be represented as the position of the whole Board. Individual opinion from the Board President should be clearly designated as such.

Community Engagement (Revision Bylaw 070)

Board members shall meet responsibilities to the community by:

1. Attempting to appraise fairly both the present and future educational needs of the family/community.
2. Engaging in proactive and on-going dialogue with the family/community. This shall be achieved by:
 - a. Structured and intentional assignment of Board members to serve on or attend meetings and events held by external stakeholders throughout the District.
 - b. External committee service should be planned during a Board work session at least annually. Board members shall report briefly on relevant and significant issues raised by external entities during a scheduled time at each Board meeting.

BOARD MEETINGS

BOARD MEETING PLANNING (No Policy)

To accomplish its job with a governance style consistent with Board policies, the Board shall spend a majority of Board meeting time focused on oversight and progress monitoring of the Board Vision and Strategic goals.

Accordingly, the Superintendent shall assist the Board in the following:

1. Prepare an annual Board Report Schedule (Appendix B).
2. Plan for one Work Session meeting and two Regular Board meetings each month.
 - a. The Board Work Session meeting is a public meeting complying to Open Meeting statutes and focuses on the work of the Board. This meeting should be for the Board to discuss pertinent issues, policy review and training that is needed to support the Board in their work. In addition, Board members will provide committee reports or engage in tasks related to self-evaluations, as needed.
3. Work in conjunction with the Board to develop or re-evaluate the District's strategic plan by engaging in:
 - a. An annual review of the formally adopted metrics outlined within the Annual Monitoring Report.
 - b. Research, utilizing various stakeholder groups or methods to gain public input, including external stakeholder committees.
4. Training on the current governance model will be scheduled during Board Work Sessions or Board Retreats.
5. Allow the Board to attend to consent agenda items as expeditiously as possible. Board members are expected to attend the Trustee briefings as scheduled and ask clarifying questions regarding consent agenda items at the briefings.
6. The order of business shall be reflected on the agenda. The use of proxy votes shall not be permitted.

Effective Board Meetings (Revision of Bylaw 060)

Board members shall conduct effective and productive meetings focused on open dialogue and policy actions intended to check the progress and improve achievement of the Board Vision and Strategic Goals. Board members shall conduct their Board meetings in a professional manner with appropriate decorum through:

1. Well-attended meetings and well-prepared participants.
2. A well-planned agenda that is focused on progress checking and discussion of the Board Vision and Strategic Goals.

3. Keeping discussions centered on the agenda and staying focused on progress checking and discussion of the Board Vision and Strategic Goals.
4. Balanced participation with everyone participating and no one dominating.
5. Sharing viewpoints in a clear, concise manner.
6. Accomplishing work in an atmosphere of trust and openness with respect and courtesy.
7. Monitoring policies to facilitate accountability and assurance of policy implementation fidelity.
8. Supporting the Superintendent's reasonable interpretation of applicable Board policies or further clarifying Board intention by revising the policies.
9. Making decisions based on information garnered from Superintendent and staff reports presented at Board meetings, additional information requested through the Superintendent, and family/community input.

No Individual Board Authority (*Revision of Bylaw 060*)

Board members shall recognize that authority rests only with the Board during official meetings and that the individual member has no legal status to bind the Board outside meetings as defined by the Open Meeting Law.

1. Except as otherwise provided by NRS, four voting members of the Board shall constitute a quorum
2. No action of the Board shall be considered valid without the approval of a quorum of the Board.
3. A quorum of members shall only meet, deliberate, or vote regarding matters within the Board's jurisdiction in either an open meeting or a closed meeting in compliance with a specific statute.
4. Members' interaction with the public, press, or other entities must recognize Board decisions and the inability of any member to speak for the Board except to support Board decisions.

Types of Meetings (*Revision of Bylaw 060*)

The Board must meet at least once each month and may act as a group only within the confines of a meeting that complies with the requirements of the Nevada Open Meeting Law. Accordingly, the Board shall hold:

1. A regular meeting at least once each month, at such time and place as the Board shall determine. The general practice of the Board is to meet regularly in meetings convened on the second and fourth Thursday.
2. Recessed/reconvened meetings at the discretion of the Board, since any legal meetings may be recessed to a specific time and place. Only items on the agenda of the meeting recessed may be acted upon at the recessed meeting.
3. Special meetings that may be called by the President or shall be called at the written requests of three members of the Board at any time, as provided for in **NRS 386.330** and **NRS Chapter 241**, or with the concurrence of three members of the Board at a regular meeting. The time and date of a special meeting may be set during a regularly convened Board meeting. Only those items contained in the Notice of the Special Meeting may be discussed and/or acted upon at the special meeting.
 - If the majority of the Board feels there was not sufficient business to come to the Board, items listed on the agenda can be deleted at the meeting during the Adoption of the Agenda.
4. An organization meeting will take place at the first meeting in January. The Board meets and organizes by electing from its members a President, a Vice President, and a Clerk. Law requires the positions of President and Clerk.
5. Closed sessions as needed or requested by staff with the exception of expulsion review board hearings. A closed session must appear as an agenda item and be publicly noticed as required by **NRS Chapter 241**.
6. Meetings with legal counsel employed or retained by the Board as needed regarding potential or existing litigation involving a matter over which the Board has supervision, control, jurisdiction or advisory power, and to deliberate toward a decision on the matter (**NRS 241.015**).

Regular Board Meeting Agenda Categories (No Policy)

The Regular Board meeting shall be for conducting general business and goal progress monitoring of the Board Vision and Strategic goals. Agenda items in the Regular meeting should include:

- i. Adoption of the Agenda
- ii. Public Comment on Items Listed on the Agenda
- iii. Consent Agenda
- iv. Board Strategic Goal Monitoring Reports
- v. Discussion Items
- vi. Action Items
- vii. Superintendent Communication (*as needed)

- viii. Information Items
- ix. Public Comment Period on Items Not Listed as Action Items on the Agenda
- x. Upcoming Meetings & Adjourn

*The superintendent communication is optional. The report shall be provided only if requested by the Superintendent and approved by the Board President and Vice President. The report shall be for information only and the content of the report shall not contain items that are required to be noticed under Nevada's Open Meeting Law.

Use of Parliamentary Procedure (*Revision of Bylaw 060*)

The Board shall follow parliamentary procedures utilizing Roberts Rules of Order. The full Board will receive training in Roberts Rules of Order annually.

CONSTRUCTION OF THE AGENDA (*Revision of Bylaw 060*)

The Board shall prepare an agenda for all regular and special Board meetings and ensure that copies are provided as required by the Open Meeting Law. Reference materials shall be provided with sufficient time to allow Board members to carefully review the contents and seek additional clarification prior to board meetings. In preparing the agenda, the following procedures shall be followed.

1. The Board agenda shall be set annually as described in the Board Report Schedule policy.
2. It is the intention of the Board to plan and prioritize the agenda to focus on deliberation and policy approval related to Board Vision and Strategic goals.
3. The Board shall focus the majority of Board meeting agenda on goal progress monitoring rather than deliberation of operations and management topics. To ensure depth of deliberation, the Board agenda shall attempt to focus on no more than 2-3 substantive topics within each Board meeting, as calendared in the Board Report Schedule (Appendix B).

Adding an Agenda Item

The Report timeline shown in the Board Report Schedule policy is the starting point for the creation of the Board agenda. Additional items are added by Board members through the following procedures:

1. Agenda items shall be submitted in writing to the Board President and Board Office. The following guidelines should be followed by Trustees if requesting an item be added to a Board agenda:
 - a. The agenda item should align with the Board Vision and District Mission, Strategic goals, or Annual Plan goals.
 - b. The agenda item should align with the scope of the Board and be focused on progress monitoring of District Goals and not issues of management and operations.

2. A Trustee's request for adding an agenda item shall be submitted to the Board Office and Board President at least 14 business days prior to a board meeting.
3. Items submitted by the deadline shall be reviewed by the Board President, Vice President, and the Superintendent.
4. If approved, the item is placed on the draft agenda of the upcoming Board meeting. The Superintendent has the discretion to identify the amount of time required for the staff to prepare to address the item requested for the agenda.
5. Items submitted outside the 14 day deadline due to an emergency or time sensitive circumstance shall be reviewed and may be placed on the next board meeting agenda if agreed upon by the Board President, Vice President, and Superintendent.
6. The Board President, Vice President, and Superintendent will determine if the decision to include the agenda item needs to go to a full Board vote.
7. If a requested agenda item is declined, the Board President shall notify the submitting Trustees(s) and share the reasons for the decline.

Appealing a Declined Request for an Agenda Item

If a request for adding an agenda item is denied, and the requesting Trustee wishes to appeal that decision, the following process is available:

1. The proposed item shall be listed as an "Item for Possible Inclusion on the Next Available Agenda" under the Adoption of the Agenda section of the Board. The requesting Trustee may move that the requested agenda item, be included at the next available Trustee meeting.
2. In making such a motion, the requesting Trustee shall share at the Board meeting the reasoning for their request to add the agenda item.
3. The Board meeting discussion shall allow for the Superintendent or Board President to address reasons for the declination of the request.
4. If the motion is approved by a majority of the Board, the item shall appear on the next available agenda.

Deleting an Item from the Agenda

Any Trustee who wishes to delete any item from the agenda may make a motion to do so during the Adoption of the Agenda section of the Board meeting.

Creating and Posting an Agenda

The Agenda shall be produced using the following procedure:

1. At least 10 business days prior to a meeting, the Board Office creates a draft agenda.
2. Eight business days prior to a meeting, a draft copy of the agenda (only) is emailed to Trustees and Board Counsel for review.
3. Trustees have 24 hours to respond to any questions or concerns with items on the draft agenda.
4. Seven business days prior to the meeting, an Agenda Review Meeting takes place with the Board President, Vice President, and Superintendent to review the draft agenda. After the Agenda Review Meeting, a recap of the meeting is sent out to all Trustees.
5. Eight days prior to a meeting, the agenda and supporting reference documents are posted and are available to Trustees and the public, with the exception of the Personnel Report.

Agenda Addendum

Because the agenda is printed in advance, occasionally it will be necessary to prepare an addendum. Addendum usage, however, should be as minimal as possible.

1. Addendum will only be used when the item is operationally necessary as mutually determined by the Board President and Superintendent. Addenda with reference materials will be distributed to Board members when the addendum is posted.
2. All items placed on the agenda shall be referenced to a Board policy or, whenever appropriate, to the Board Vision and District Mission, Strategic goals and Annual Plan goals unless the items appear on the consent portion of the agenda.

Consent Agenda

Items that appear on the consent agenda are routine in nature and include expenditures, contracts and reports customarily approved by the Board without discussion and for items delegated to the Superintendent yet required by law or contract to be Board approved.

1. A board member who wishes to discuss an item on the consent agenda separately shall first make reasonable efforts to contact the Superintendent to answer questions and resolve concerns.
2. If the board member's concern is not addressed, the Board member may make a motion and must receive majority Board approval to take that item separately from the consent agenda.
 - a. A motion to remove a consent agenda item for further discussion shall

include why the Trustee is making the motion and what attempts were made to resolve the concerns before the meeting.

CLOSED SESSION OF THE BOARD (*Revision of Bylaw 060*)

Closed sessions of a Board meeting or Board committee may be conducted only to deliberate (a) A natural person's character, alleged misconduct, professional competence, or physical or mental health; (b) Matters permitted by the provisions of **NRS 288.220** relating to negotiations; (c) Matters permitted by the provisions of **NRS 392.467** relating to student discipline; or (d) Matters permitted by **NRS 241.020** and other express statutory exceptions permitting closed sessions. Accordingly, all closed sessions of the Board shall comport with the following:

1. All meetings of the Board of School Trustees and committees of the Board shall be conducted in compliance with the requirements of **NRS Chapter 241, et seq.**, the Nevada Open Meeting Law. Any question regarding open meeting compliance shall be immediately brought to the attention of Board counsel.
2. Prior to conducting a meeting in closed session, a person requesting a closed session shall:
 - a. Inform the President of the Board regarding the reason for and the scope of the requested closed session, and ascertain from Board Counsel whether the proposed reason and scope comply with the Open Meeting Law;
 - b. If in accordance with the Open Meeting Law, submit an agenda item for open meeting discussion or action in a timely manner; and
 - c. Make or propose a motion, in accordance with **NRS 241.030**, to close the meeting. A motion to close the meeting must state the business to be considered and the statutory authority under which the meeting will be closed (e.g., "I move that the Board recess to closed session pursuant to **NRS 241.030**(1) to consider a matter involving professional competency of a school district employee").
3. All Board meetings conducted in closed sessions shall be recorded.
 - a. Minutes may be released only as provided by statute or court order, or with the prior approval of the Board President and Board counsel, when the Board determines that the matters discussed no longer require confidentiality, and the person whose character, conduct, competence, or health was discussed has consented to such release.
 - b. The person discussed is entitled to a copy of that portion of the minutes relating to him/her upon request, whether or not the minutes become public records.
4. No voting or objective and collective expression of a decision is permitted while in closed session unless such vote or expression is within one of the following enumerated statutory exceptions:

- a. Negotiations (**NRS 288.220**)
 - b. Student discipline (**NRS 392.467**)
 - c. Other express statutory exception (**NRS 241.020**) and complies with Board voting procedures.
5. Board counsel is authorized to interrupt and to stop Board deliberations at any time to ensure compliance with the Open Meeting Law.
 6. When a dispute arises regarding the scope of closed session, the Board shall consult Board counsel who shall determine and advise the Board whether deliberations are within an enumerated exception.
 - a. If a dispute is determined not to fall within an enumerated exception by Board counsel, the closed session of the Board shall terminate and the Board shall reconvene and resolve the dispute in open session.

OPEN MEETING LAW (No Policy)

In compliance with Nevada Open Meeting Laws the Douglas County Board of Trustees shall ensure the following are followed:

Proper Notification of Meetings

1. Regular Meeting Agendas: A forty-eight (48) hour agenda notice shall be required in advance of each regular meeting.
 - a. Notices and agendas must be posted in a prominent place at the principal office of the District, or if no such office exists, at the building where the meeting is to be held.
2. Special Meeting Agendas: Special meetings require a twenty-four (24) hour meeting and agenda notice.
 - a. The agenda notice shall include at a minimum the meeting date, time, and place.
 - b. The Board secretary or his or her designee shall maintain a list of the news media requesting notification of meetings and shall make a good faith effort to provide advance notification to them of the time and place of each meeting.

The Open Public Meetings Act does not apply to certain board activities and public notice is not required prior to holding a closed session for any of the following purposes:

1. Consideration of a quasi-judicial matter between named parties as distinguished from a matter having a general effect on the public or a class or group; or
2. Collective bargaining sessions with employee organizations or professional negotiations with an employee, including contract negotiations, grievance meetings, and discussions relating to the interpretation or application of a labor agreement, or when the board is planning or adopting the strategy or position to

be taken during the course of collective bargaining, professional negotiations, or grievance or mediation proceedings, or reviewing the proposals made in the negotiations or proceedings while in progress while in progress.

Regular Meeting Minutes

1. The Clerk shall keep written minutes of all open Board meetings, which shall be signed by the President. The minutes shall include:
 - The date, time, and place of the meeting;
 - The presiding officer;
 - Board Members in attendance;
 - Items discussed during the meeting and the results of any voting that may have occurred.
 - Action to recess for executive session with a general statement of the purpose; and
 - Time of adjournment.
2. Unofficial minutes shall be delivered to board members in advance of the next regularly scheduled meeting of the board and shall also be available to other interested citizens.

Minutes of Executive Session

The secretary shall keep written minutes of executive session. Said minutes shall be limited to a specific reference to the Nevada code subsection authorizing the executive session and sufficient detail to provide the general subject matter to identify the purpose and topic of the executive session.

- The roll call vote to go into executive session shall be recorded in the minutes.
- The minutes shall not contain information that would compromise the purpose of going into executive session.

Quorum

No business shall be transacted at any meeting of the Board unless a quorum of the Members is present.

- A majority of the full membership of the Board shall constitute a quorum, a majority of the quorum may pass a resolution.

PUBLIC COMMENT *(Revision of Policy 902)*

The Board of School Trustees encourages and values public input. To create a safe and welcoming environment at Board meetings, conducive for Board business and public comment, everyone is expected to be respectful and civil.

General Guidelines

1. The Board requires that individuals conduct themselves professionally and that their behavior and comments remain civil and courteous.
2. Public comment is meant to allow members of the public to address the Board,

not each other. Comments are to be directed to the Board as a whole and not addressing other members in the audience.

3. Personal attacks against individual members will not be allowed.
4. Personal issues raised during public comment may be addressed on a case-by-case basis by the Superintendent or designated staff at a later time.
5. To maintain consistent and fair practices, members of the Board will not address individual public comments.

Alternative Ways Communicate

In order to be responsive to specific public concerns, the Board encourages the public to first address their concerns with the staff member closest to the situation, in an effort to have their concerns addressed as quickly as possible.

1. Individuals whose concerns remain unaddressed through this method should contact the Board member who represents them. This will allow the Board member to ensure a staff member responds to their inquiry.
2. In order to honor the seriousness of individual concerns, the Board will ask the Superintendent to report back to the individual Board member on the outcome of the issue in a timely manner.
3. Personnel, labor negotiations, student discipline, and other sensitive matters shall be reported to the Board in a closed session per NRS 241.015(3)(b)(2) and 288.220.
4. Board members who believe the Superintendent has not reported back to them in a timely manner or with an acceptable response regarding the complaint or concern shall address their concern using the Balanced Governance™ Progressive Response Protocols (Appendix J).
5. To better engage with individuals and the community, the Board may host community engagement opportunities outside of the Board room setting.

Public Comment Procedures

Public comment may be exercised in the following way (**NRS 241.020**):

1. There will be a public comment period offered for individuals wishing to speak on matters within the jurisdiction of the Board but not listed as an action item on the agenda.
 - This public comment period will be immediately prior to the adjournment of the meeting.
 - Each individual wishing to speak during this period will be given 3 minutes to address the Board.
 - The public should be aware that the Board is unable, by law, to deliberate or take action on items not listed on the agenda.

- In an effort to be fair and consistent, Board members will refrain from addressing individual public commenters.
2. In addition to the public comment period on non-action items, members of the public are permitted to provide public comment on any agenda item requiring Board action.
 - Public comment on these items will be held at the beginning of the Board meeting.
 - Customarily, speakers will be called in the order in which they signed up to speak.
 - To minimize distractions, no additional speakers may sign up once the Board President has introduced the agenda item.
 - Speakers will be given 3 minutes to address the Board and shall remain on topic.
 - The consent agenda is considered a single action item with a 3-minute speaking limit per individual, no matter how many sub-items the individual wishes to comment on.
 - Extended comments can be submitted to the Board in writing and will be attached to the agenda item for which they are received.
 3. The public is encouraged to refer to the Board agenda for instructions on how to sign up to speak during public comment.
 - Members of the public requiring special assistance or a reasonable accommodation at the meeting, including translators for Spanish and other languages, are required to contact the Board Office at least 24 hours in advance of the meeting so that reasonable accommodations may be made. Staff will do its best to reasonably accommodate any same day requests but cannot guarantee the availability of a specific accommodation.
 4. The Board reserves the right to waive or alter this procedure if in the opinion of the Board, it is warranted by the circumstances of any particular meeting.
 - In the event that extenuating circumstances exist, the Board President in consultation with Board Counsel, may modify this procedure as needed. This includes assessing the level of public interest for specific topics and making a reasonable interpretation of the time limits for individual speakers based on time, place, and manner (***NRS 241.020(3)(d)(7)***).
 5. At each meeting, the President may read speaker guidelines prior to receiving public input.

Meeting Decorum (*Revision of Bylaw 060*)

The Board meeting is a place to conduct District business, not an open forum. Please observe the following rules while in attendance.

1. No heckling of speakers or shouting from the audience.

2. No signs greater than 18 inches x 24 inches in the meeting.
3. No personal cell phone calls in the Board room.
4. While exiting the room do so quietly.

Failure to follow these rules by an individual or group is grounds for an attendee or group of attendees being asked to leave the meeting.

NRS 241.030(4)(a). Examples of disruptive conduct include, without limitation, yelling, stomping of feet, whistles, applause, heckling, name calling, use of profanity, personal attacks, physical intimidation, threatening use of physical force, assault, batter, or any other acts intended to impede the meeting or infringe on the rights of staff or meeting participants.

Guidelines for Public Comments *(Revision of Bylaw 060)*

1. Speakers may not use racial slurs, personal insults, threats, or other inappropriate language during their public comment period.
2. Speakers should address the Board as a whole and not individual Board members, members of DCSD staff, or members of the public.
3. Speakers must remain on the topic they signed up to speak on and will be reminded or asked to do so should they get off-topic. If they still do not get back on the topic to be addressed at the time, they will be asked to sit down and wait for the appropriate action item or non-action item comment period of the meeting.
4. One public comment on non-agenda items per individual, per meeting.
5. No individual may sign up for another individual without the express or implied authority to do so.
6. No individual may yield their time to another individual.
7. No individual may speak on behalf of individuals without the express or implied authority to do so.

The Board President may:

1. Call a speaker to order if their statement exceeds their time limit, is abusive, inappropriate, obscene, or disrupts the business of the Board.
2. Request the speaker to leave the meeting if they refuse to come to order.
3. Request the assistance of security or law enforcement to remove a disorderly speaker from the meeting.

Disorderly conduct *(Revision of Bylaw 060)*

Disorderly conduct from speakers and members of the public shall result in additional consequences for each infraction:

1. Removal from the meeting and/or trespassing – 30 days
2. Removal from the meeting and/or trespassing – 60 days
3. Removal from the meeting and/or trespassing – 180 days

In an effort to keep all participants safe, attendees are directed to obey all lawful orders issued by DCSD Police Services or other security personnel, which may

include being directed to remain or move to a specific area or location, lower voices for safety reasons or other safety related commands. Willfully disturbing a public meeting or interfering with the conduct of official business in a public building are unlawful and may subject the violator to citation or arrest.

DRAFT

BOARD GROWTH AND DEVELOPMENT

NEW TRUSTEE ORIENTATION (*Policy 040*)

The Board believes that the preparation of each Trustee for the performance of Board duties is essential to the effectiveness of the Board's functioning. The Board shall encourage each new Trustee to:

- understand the functions of the Board
- acquire knowledge of matters related to the operation of the schools
- learn Board procedures

Accordingly, the Board shall give to each new Trustee:

- a copy of the Board policy manual
- a copy of the Board Handbook
- the NRS Section affecting education
- each current negotiated agreement
- Trustee bylaws
- School Board Code of Conduct

Each new Trustee shall also be invited to meet with the Superintendent and Board President to discuss Board functions, policy, and procedure.

BOARD DEVELOPMENT OPPORTUNITIES (*No Policy*)

Board members shall receive on-going, annual training assessments in effective governance. All training sessions shall be provided by appropriate personnel trained in the Balanced Governance™ model. Board professional development shall include:

1. Annual Board self-assessment including the Balanced Governance™ Board Standards and the Balanced Governance™ Individual Board Member Practices.
2. Regular external Board evaluation including the Balanced Governance™ Board Standards, the Balanced Governance™ Individual Board-Member Practices, and Balanced Governance™ Effective Board Meeting Elements (meeting length, number of scheduled topics, time management, item typology and discussion categories, direct vs. supporting instructional topics, goal monitoring vs. management inquiry, and bridging vs. bonding).
3. Required orientation training in Balanced Governance™ for new Board members.
4. Periodic formative Board observation and evaluation including the Balanced Governance™ Board Standards and the Balanced Governance™ Individual Board Member Practices.
5. Embed Board member relationship-building opportunities into all Board member training.

6. Embed opportunities for social dialogue and relationship building during Board work sessions.

Professional Development Requirements (No Policy)

In accordance with NRS Chapter 386, each person who is elected or appointed to serve as a member of the Board of Trustees of a school district shall complete training for professional development during the first and third year of the term of the member which must include not less than six hours of instruction covering;

1. Laws relating to public records, including without limitation, the provisions of NRS Chapter 239.
2. Open Meeting Law, including, without limitation, the provisions of NRS Chapter 241.
3. Local government employee-management relations, including, without limitation, the provisions of NRS Chapter 288.
4. The system of K-12 public education in this State, including, without limitation, the provision of NRS Title 24.
5. Local government ethics including, without limitations, the provisions of NRS Chapter 281A.
6. The manner in which to identify and prevent violence in public schools, including, without limitation, sexual violence.
7. Financial management including, without limitation, information concerning oversight, accountability and audits.
8. The fiduciary duties of a member of the Board of Trustees of a school district, including, without limitation, the provision of NRS Chapter 386, and
9. Laws relating to employment and contracts.
 - A member of the Board shall provide written certification of completion of the training required to the Clerk of the Board.
 - If a member fails to complete the training or to provide the written certification of completion, the Clerk must post notice of such noncompliance in a conspicuous manner on the Board of Trustee Website (DCSD.net/trustees). The Clerk must also provide written notice of the noncompliance to the other members of the Board.
 - The Clerk of the Board shall assist each member of the Board as necessary to complete the training required.

Appendix A

State of Nevada)
 §
 County of Douglas)

OATH OF OFFICE

I, _____, do solemnly swear that I will support, protect, and defend the Constitution and government of the United States, and the constitution and government of the State of Nevada, against all enemies, whether domestic or foreign, and I will bear true faith, allegiance, and loyalty to the same, any ordinance, resolution, or law of any state notwithstanding, and that I will well and faithfully perform all the duties of Trustee, District [letter here], on which I am about to enter, so help me God.

Subscribed and sworn before me this _____ day of _____, 20____

Witness
 Douglas County School District

Appendix B

Board Report Calendar

In an effort to establish a balanced form of governance, the board requires process information to make good policy decisions and oversight. The board desires to follow a model of Balanced Governance that focuses the board’s efforts on the monitoring of progress on District’s goals. This shall be accomplished through the focus of Board meetings on Annual Monitoring Board Reports developed and delivered to the Trustees at regular Board meetings by the Superintendent and staff, as designated in the Annual Monitoring Board Report timeline below. It is understood that the Annual Board Report Schedule may need to be revised by the Superintendent as circumstances determine.

	JAN		FEB		MAR		APR		MAY		JUN		JUL		AUG		SEP		OCT		NOV		DEC	
<i>Regular Board Meeting of each month:</i>	1st	2nd	1st	2nd	1st	2nd	1st	2nd	1st	2nd	1st	2nd	1st	2nd	1st	2nd	1st	2nd	1st	2nd	1st	2nd	1st	2nd
Key Performance Indicator Scorecard (State of the Schools)	X																							
Priority Areas, Objectives, and Measures																								
SS-1: Student Success Priority Area 1: Student Achievement																								
SS-1(A): English language arts																								
<i>SBAC ELA proficiency in grades 3–5</i>																								
<i>SBAC ELA proficiency in grades 6–8</i>																								
<i>ACT ELA proficiency in grade 11</i>																								
SS-1(B): Grade 3 reading																								
<i>SBAC ELA proficiency in grade 3</i>																								
SS-1(C): Mathematics																								
<i>SBAC mathematics proficiency in grades 3–5</i>																								
<i>SBAC mathematics proficiency in grades 6–8</i>																								
<i>ACT mathematics proficiency in grade 11</i>																								
SS-1(D): Science																								
<i>CRT science proficiency in grade 5</i>																								
<i>CRT science proficiency in grade 8</i>																								
<i>CRT science proficiency in grade 10</i>																								
SS-1(E): Graduation rate																								
<i>Four-year high school graduation rate</i>																								
SS-2: Student Success Priority Area 2: Decrease student proficiency gaps in English language arts, mathematics, and science																								
SS-2(A): Proficiency gaps in English language arts																								
<i>Gap between highest and lowest performing subgroups in SBAC ELA proficiency in grades 3–5</i>																								
<i>Gap between highest and lowest performing subgroups in Nevada Criterion Referenced Test in SBAC ELA (reading) proficiency in grade 3</i>																								
<i>Gap between highest and lowest performing subgroups in SBAC ELA proficiency in grades 6-8</i>																								
<i>Gap between highest and lowest performing subgroups in ACT ELA Proficiency by subgroup in grade 11</i>																								

PCS-1: Parent and Community Support Priority Area 1: Leverage internal resources to help parents/guardians support student achievement and attendance																							
PCS-1(A): University of Family Learning Workshops																							
<ul style="list-style-type: none"> Evening events (per year) through the mobile University of Family Learning "On the Go" Participants per month at the evening University of Family Learning "On the Go" Saturday mini-conferences held each year, serving at least 800 parents a year total Parents annually provided with University of Family Learning Attendance Matters classes Local employers engaged in a partnership to provide on-site training to employees on monitoring their child's Infinite Campus (attendance, grades, and discipline) and on other services provided by the District Parents engaged in training in employee dining rooms and trainings at their place of employment 																							
Priority Areas, Objectives, and Measures																							
Regular Board Meeting of each month:																							
	JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG	SEP	OCT	NOV	DEC											
	1st	2nd	1st	2nd	1st	2nd	1st	2nd	1st	2nd	1st	2nd	1st	2nd									
PCS-1(B): Family Engagement training																							
<ul style="list-style-type: none"> Schools receiving professional development on NEPF Family Engagement standards 																							
PCS-2: Parent and Community Support Priority Area 2: Secure strategic external resources and community partners																							
PCS-2(A): External partnerships																							
<ul style="list-style-type: none"> New community mentors trained to support students Schools adopted by partners and aligned with strategic plan Schools trained to improve customer service New major community partnerships to support the strategic plan 																							
PCS-3: Parent and Community Support Priority Area 3: Improve trust in and perception of the Douglas County School District																							
PCS-3(A): Messaging and support of schools																							
<ul style="list-style-type: none"> Schools with an effective school marketing plan 																							
PCS-3(B): Strategic media partnerships																							
<ul style="list-style-type: none"> Positive news stories each year 																							
PCS-3(C): National media presence																							
<ul style="list-style-type: none"> News stories and articles in national publications each year 																							
PCS-3(D): Social media engagement																							
<ul style="list-style-type: none"> Social media followers 																							
PCS-3(E): Perception of the District																							
<ul style="list-style-type: none"> Parent respondents indicating "agree" or "strongly agree" on the districtwide survey item stating, "The Douglas County School District is transparent and open about how it operates." Staff respondents indicating "agree" or "strongly agree" on the districtwide survey item stating, "The Douglas County School District is transparent and open about how it operates." 																							
Number of Objectives presented at each regular meeting of the Board of School Trustees:																							
	3	0	2	3	4	0	1	3	0	1	4	4	n/a	5	8	7	7	3	0	10	0	15	n/a

Appendix C

COMMITTEE DETAIL

The Douglas County School District Board of Trustees endeavors to serve on community committees representing as many District stakeholders as possible. As supported by Balanced Governance, Board Trustees should not serve on internal District committees in the development of programs, or contractual, personnel, or student disciplinary matters that will later come to the Board for consideration and judgment.

COMMITTEE NAME	TRUSTEE ROLE	PURPOSE
Audit Review Committee (Policy XXXX)	1 Trustee as a liaison	<p>School Board role: The Board President shall appoint 1 Trustee as a liaison to the committee.</p> <p>Trustee role: Appoint a President to the committee. The President is neither a Trustee nor a school district employee. The Trustee shall attend the meetings as an ex-officio member but not serve on the committee board.</p> <p>Committee President role: The President shall:</p> <ol style="list-style-type: none"> 1. Select all other members of the committee. The Trustee shall have the option of recommending members to serve on the committee. Committee members shall have expertise in financial operations. Committee members shall not be school district employees. Report members of the Committee to the School Board. 2. Present to the School Board, at a Board meeting, at least annually to report findings, and make recommendations regarding all District fiscal operations and to address audit findings. <p>Superintendent role: Appoint one or more school officials to serve as ex officio attendees at the Committee meetings for the purpose of securing and providing information, reports, and data requested by the Committee and necessary to achieve the purpose and goals as outlined in their bylaws.</p> <p>Time commitment: A minimum of four meetings per year.</p> <p>Purpose of committee: Review the audit report and advise the Board in strengthening accountability for stewardship and efficient use of public funds; provide a communication link between the external and internal auditors and the Board; enhance transparency of the District's financial operations; and improve public trust in the honesty and integrity of its public officials.</p>

COMMITTEE NAME	TRUSTEE ROLE	PURPOSE
Board Community Advisory Committee	1 Trustee as liaison All other Trustees attend on a rotating basis	<p>School Board role:</p> <ol style="list-style-type: none"> 1. The Board President shall appoint 1 Trustee as a liaison to the committee. 2. The Board President shall provide a calendar indicating which additional Trustee will attend all Committee meetings. <p>Trustee Liaison role:</p> <ol style="list-style-type: none"> 1. Appoint a President to the committee. The President is neither a Trustee nor a school district employee. The Trustee shall attend all meetings as an ex-officio member but not serve on the committee board. 2. Solicit two or three community members from each Trustee to serve on the committee. Committee members shall not be school district employees. <p>Trustee Attendee role:</p> <ol style="list-style-type: none"> 1. The Trustee shall attend the Committee meeting on the month assigned, as indicated on the Calendar of attendance provided by the Board President. 2. The Trustee shall serve as an ex-officio member but not serve on the committee board. <p>Committee President role: The community Committee President shall:</p> <ol style="list-style-type: none"> 1. Contact and appoint the 10-15 community members and up to 6 community leaders, selected by the School Board to the committee. 2. Present to the School Board, at Board meetings, quarterly (See Policy 1260P) to provide community input and make recommendations regarding all the purpose delineated below. <p>Superintendent role: Appoint one or more school officials to serve as ex officio attendees at the Committee meetings for the purpose of securing and providing information, reports, and data requested by the Committee and necessary to achieve the purpose and goals as outlined in their bylaws.</p> <p>Time commitment: Attend meetings held at least monthly September-June.</p> <p>Purpose of committee:</p> <ol style="list-style-type: none"> 1. Identify common needs and goals among all those invested in the district (parents and community). 2. Provide feedback and insight from the parent's perspective on school process, policies and initiatives to ensure that the needs of parents, students and their families are included as decisions that are made in the district. 3. Address existing and emerging issues expressed by parents at the school they represent.

		<ol style="list-style-type: none">4. Serve as an advisory body that makes recommendations to the Board of Trustees on opportunities for parent and student involvement, as well as on a variety of topics such as preparation for college, career and citizenship, needs of students, and system improvement ideas.5. Facilitate communication between and among the parents and parent organizations from all district schools.6. Serve as a forum for sharing innovations for consideration by the district.7. Assist the School Board in enacting its Purpose, Mission and Vision.8. Provide input to the Board on Attendance Zone boundaries.9. Provide input to the Board on District boundaries.
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Appendix D

Bylaws Example

The following are examples of Bylaws for Advisory Committees. These are examples only and are intended to use as a guide and are optional. Advisory Committees are encouraged to develop their own bylaws to fulfill the intended purpose of their committee as delineated and directed by the Board of Trustees to meet the local needs.

Douglas County School District Audit Review Committee Bylaws

The Douglas County School District (District) Board of Trustees (Board) formed the Audit Review Committee (Committee) to advise the Board in the following areas:

- Strengthening accountability for the stewardship and efficient use of public funds
- Providing a communication link between the external and internal auditors and the Board
- Enhancing transparency of the District's financial operations
- Improving public trust in the honesty and integrity of its public officials

Membership

The membership of the Committee shall consist of 1 Trustee Liaison and 1 Committee Chair appointed by the School Board. The Committee Chair should not be a Trustee. Four Community members shall be appointed by the community Chair.

Committee members shall serve without compensation for renewable staggered two-year terms. Terms will begin on July 1 of each year. The Committee Chair shall not serve more than a two-year consecutive term. The Committee Chair may remove Committee members at any time or without cause.

In order to stagger terms of service after the first two-years of the Committee's existence, and if none or only one of the charter members opt to resign from the Committee, members who wish to continue serving will be asked to commit to either a one- or two-year extension of service. If two or three of the five members volunteer for one additional year only, then staggered terms will commence upon the expiration of their service. If no Committee members volunteer for a one-year extension, then two of the five members will be identified for a one-year extension through a random selection process.

When a vacancy occurs on the Committee, the Board Trustee liaison to the Committee will be invited to submit names of candidates to fill the vacancy. The Committee President will select a new committee member(s) at a public meeting. Members of the public who wish to apply to the Committee must submit an application and resume to the Committee Chair for consideration. The Board Trustee liaison and Committee Chair will review the applications and present qualified applicants for vacant positions to the Board at which time they will select a new committee member at a public meeting.

Due to the complexity of the Committee's charge, it is essential that members attend meetings on a regular basis. After two absences within the District's fiscal year, the Chair will report in writing the excused or unexcused absences to the Trustee liaison and may present to the Trustee liaison a recommendation to replace that Committee appointment.

Each Committee member shall, in the judgment of the Committee Chair and Trustee liaison, meet the following criteria:

- **Independence:** Committee members shall not be employees or contractors of the District, nor shall any members of the member's household, or any person who is related to the member by blood, adoption or marriage within the third degree of consanguinity or affinity, be employees or contractors of the District. Members shall adhere to the laws of the State of Nevada governing conflicts of interest and ethics relating to public officers. Committee members shall not be currently or previously employed by the District or provide goods or services contractually to the District within the past 2 years.
- **Financial Expertise:** Each Committee member shall be a financial expert who possesses the experience and skills necessary to understand complex and technical financial reporting issues with credentials from one or more of the following areas: Business finance, legal, accounting, auditing, and government and/or corporate finance. One member must have professional expertise in governmental accounting.
- **Good Faith:** Members of the Committee shall perform their duties in good faith, in a manner they reasonably believe to be in the best interests of the Committee and the District with such care as a generally prudent person in a similar position would use under similar circumstances. Members of the committee will act in a manner consistent with the mission and policy of the district.

Operations

Committee meetings are governed by District policy and the laws of the State of Nevada including the Open Meeting Law. It is expected that the Committee will meet 4 times a year including an annual meeting with the Board of School Trustees and staff.

Additional meetings may be scheduled by the Committee Chair. In the absence of the Committee Chair, a majority of the Committee members present may appoint a Committee member to preside at the meeting. A quorum constitutes a simple majority of currently appointed membership and meetings will not be conducted unless a quorum is present. Decisions will be made by majority vote of the currently appointed membership.

Communications

The Committee shall report its activities and recommendations to the Board on a regular basis. The Committee shall maintain open and free communications with the board, administration, internal auditors, and the independent auditor.

Education

Applicants and new Committee members shall receive an appropriate orientation briefing including principles of Balanced Governance. The District shall provide Committee members with educational resources related to current District accounting topics, principals, and procedures.

Responsibilities

The Audit Review Committee Responsibilities Calendar defines the Committee specific responsibilities.

Limitations of Committee Authority and Responsibilities

The Committee is a recommending body to the Board, administration, and auditors. The Committee has no policy making authority and no administrative authority. Any recommendations it makes shall not substitute for any required review and acceptance by the Board. The annual audit report prepared by the independent auditor shall not be deemed final until accepted by resolution by the Board.

The Committee shall not consider the alleged misconduct or professional conduct of a person. Any such issues shall be directly referred to the Superintendent, who shall inform the Board. Issues involving the alleged misconduct or professional conduct of the Superintendent shall be directly referred to the Board President. The parameters of the Committee's responsibilities are defined by the Audit Review Committee Responsibilities Calendar. It is not the responsibility or duty of the Committee to plan or conduct audits, to determine that the financial statements are complete, accurate and in accordance with generally accepted accounting principles, or to assure compliance with laws, regulations, and policies.

This calendar is an example only and not intended for inclusive adoption. The Advisory Committee should develop its' own calendar to fulfill the intended purpose of their committee as delineated and directed by the Board of Trustees to meet the local needs.

Douglas County School District Audit Review Committee Responsibilities Calendar

	Responsibility	Q1	Q2	Q3	Q4	As Req'd
	Trustee Relationship					
1.	Report to the Board on the following issues: a. Issues regarding the quality or integrity of the District's financial statements. b. District's internal controls and compliance programs. c. Independence, qualifications, and performance of the independent auditor. d. Performance of the internal audit function.	*				
2.	Make a recommendation to the Board on accepting the annual audit reports.	*				
3.	Recommend appointment or replacement of the independent auditor and recommend terms of appointment including compensation.	*				
4.	At the Board's request, review other reports prior to submission to public sector entities.					*
5.	Make procedure and practice improvement recommendations to the Board for financial reporting, internal control, and compliance issues.					*
	Financial Reporting, Internal Control, and Compliance Matters					
6.	Upon release of the audited financial report, review and discuss with the Administration, Internal Audit, and the Independent Auditor financial reporting, risk and internal control and compliance matters.	*				
	Responsibility					
7.	Review and discuss with the Administration, Internal Auditor, and the Independent Auditor the coordination of audits among internal auditor, independent auditor, and administration to achieve the following audit objectives: a. Completeness of coverage. b. Reduction of redundant efforts. c. Effective use of audit resources.		*			
	Independent Auditor Matters					
8.	Review the performance of the independent auditor.	*				
9.	Review the rotation of audit partners so neither the lead or reviewing audit partner perform audit services for the district for more than five consecutive years.	*				

	Responsibility					
10.	Review and discuss the qualifications and experience of the senior members of the independent auditor's team.	*				
11.	Meet with independent auditor independently from administration and internal auditors.	*				*
	Internal Audit Matters					
12.	Meet with internal auditor Trustee independently from administration and independent auditor.	*				*
13.	Discuss internal audit's compliance with the Institute for Internal Auditor's Standards for the Professional Practice of Internal Auditing.		*			
	Administrative Matters					
14.	Review and make recommendations for internal audit's annual audit plan and significant changes to the plan.		*			
15.	Review internal auditor's budget, staffing, and qualification standards for internal audit's personnel.		*			
16.	Review internal audit's summary of audits completed and the administration's responses.		*			
17.	Review governance and financial internal control practices and procedures and the cost/benefit of these practices and procedures. Review financial governance monitoring reports.			*		*
18.	Review and recommend procedures and practices for the receipt, retention, and treatment of complaints received by the District regarding accounting, internal controls, or auditing matters.				*	
19.	Review the control environment; including assignment of authority and responsibility as prescribed by the International Standards for Professional Practice of Internal Auditing.				*	
20.	Review and recommend procedures and practices for the confidential anonymous submissions by employees of concerns with regards to auditing, accounting, or internal control matters.				*	
21.	Review significant complaints regarding accounting, internal controls, or auditing matters.	*	*	*	*	*

Appendix E

BOARD POLICY REVIEW CYCLE

The Board shall review selected District policies every three months as follows:

1000 Series: March 20XX

2000 Series: June 20XX

3000 Series: September 20XX

4000 Series: December 20XX

5000 Series: March 20XX

6000 Series: June 20XX

7000 Series: September 20XX

8000 Series: December 20XX

9000 Series: March 20XX

The Board Policy Review Committee may recommend changes to the policy review cycle in order to best meet District needs.

Appendix F

Board Self Assessment Description

The following is a detailed description and instruction for use of the tool to be used by the board during its Board Self Assessment in each regular Board meeting. The Board Self Assessment is intended to allow the Board to regularly assess its proficiency in the practice of Balanced Governance protocols and procedures.

Balanced Governance Self Assessment Tool (with Descriptions)

General Meeting Processes: Rate the following regarding Board Meeting Focus:

1. **Goal Progress Checking:** Circle the % of time the Board spent focused on checking progress on Board educational goals?

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

2. **Financial and Operational Oversight:** Circle the % of time the Board spent on financial and operational oversight?

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

3. **Board Linkages to Community and Staff:** Circle the % of time the Board spent focused on Board linkages to community and staff?

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

4. **Direct versus Supportive Instructional Topics:** Circle the % of time the Board spent focused on Direct Instructional Topics?

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

Direct versus Supportive Instructional Topics

Topics that were either scheduled, or time-consuming topics that emerged during discussion periods, were analyzed. These topics were categorized based on whether they were considered a *direct instructional topic* versus a *supportive instructional topic*. Defining direct and supportive categories: In general, a *direct instructional topic* is one that *directly impacts* student achievement, like a new instructional method or improved curricular content. A *supportive instructional topic* is one that plays more of a supportive role to improve instruction, like starting a new scheduling system, or improving community access to student progress data. Both direct and supportive topics are called instructional because, they both impact instructional improvement and consequently student achievement gains. However, it is instructive to distinguish between the two because high performing boards tend to focus more on topics that directly influence student improvement.

5. **Goal Monitoring versus Management Inquiry:** Circle the % of time the Board spent focused on Management Inquiry?

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

Goal Monitoring & Management Inquiry

Board meetings involve opportunity for comments, inquiries, and discussions from school board members. Comments, questions, and discussion in board meeting tend to focus either on Goal Monitoring or Management Inquiry.

Goal monitoring is described as comments, questions, or requests for reports that focus on the following:

- Describing measurable goals from the Strategic Plan.
- Describing program details only to show how the program will reasonably meet the stated goals and/or explain the alignment of new programs on existing programs.
- Describing current performance outcomes in a way that is understandable and in adequate detail to monitor progress.
- Comparing a goal to the actual performance outcome so that gaps are evident.
- Describing program detail only to explain the reason for the gap between the goal and the performance outcome.
- Providing alternative or revised programs. Providing program details only to show how the new program or revision will improve on the outcomes.

Management inquiry is described as comments, questions, or requests for reports that focus on the following:

- Describing general program details not linked to measuring goal progress.
- Describing general program details for the purpose of general interest.
- Describing general program details for the purpose of responding to an external critic or inquiry.
- Describing general program details for the purpose of supporting a personal special interest.
- Describing general program details for the purpose of gathering evidence against someone else's personal special interest.
- Describing general program details for the purpose of critiquing or giving advice on program implementation.
- Giving critique or advice on program implementation to any staff other than the Superintendent.

High-performing boards spend 70% their time serving in their oversight role and thus questioning and discussing Goal Monitoring. In order to do this, they insist that staff reports include data and program information relevant to strategic educational goals.

6. **Bonding:** The Board practiced positive Bonding during the Board meeting?
 _____ Strongly Agree _____ Agree _____ Disagree _____ Strongly Disagree
7. **Bridging:** The Board practiced positive Bridging during the Board meeting?
 _____ Strongly Agree _____ Agree _____ Disagree _____ Strongly Disagree

Critical Relationships: Bridging and Bonding

In studies of effective board leadership among all kinds of organizational boards, findings emphasize the need for the board to gain social capital with the community they serve. The study of “network connections” among individuals, groups and organizations is critical to gaining support and stability. Most people understand that strong relationships help minimize conflict and enhance collaboration and support for organizational goals.

One facet of networking that is often missed by boards is what might be described as internal ties. Internal relationships among board members, as well as external relationships among community stakeholders are both critical in determining overall board stability and effectiveness. Results indicate that a school board’s effectiveness in accomplishing formal objectives is an inherently combined result of the degree of bonding within the group—influencing trust, cooperation, and reputation among members—and the degree of bridging with stakeholders on the outside—fostering the group’s creativity, diversity, and capability.

Bonding: Internal Ties

Internal dysfunction undermines productivity and aggravates turnover on school boards. High levels of bonding in groups charged with formal governance perpetuate a civic culture that enables efficient decision-making, mutual accountability and consensus. Conversely, in boards with low levels of bonding, members may function as delegates of special interests in the community rather than Trustees charged with pursuing common goals that reflect shared interests. Therefore, cultivating bonding within the board plays a considerable role in facilitating educational progress. High bonding boards tend to be more effective not only in representing and implementing community preferences, but in communicating the needs and goals of the schools to the community when necessary. Finally, bonding lowers the risk of divisive power struggles and enhances the ability to develop common beliefs about objectives. Despite the importance of bonding, studies indicate that over-reliance on strong internal ties may result in conformity to a degree that is counterproductive.

Bonding incidents were measured by interactions between board members that confirmed and demonstrated openness, honesty, frequency, and willingness in information sharing. Relational aspects include acknowledging others viewpoints and team spirit. Cognitive aspects of bonding focus on shared vision, including similarity of views concerning the district’s purpose and the degree of equal participation in board processes.

Bridging: External Ties

For school boards, bridging is important in forming alliances, managing uncertainty, and securing legitimacy in the eyes of external stakeholders. Strong relations between school board members and state and federal agencies facilitate the transmission of ideas to reconcile competing policy priorities. They are instrumental in securing financial and political support as well. Frequent interactions with local, state, and federal officials also help align education with other services, such as health, housing, and transportation. Finally, board member ties to businesses and universities are often beneficial, as a source of innovative strategies for school organization, financial support, and curricular adjustment and career choices for students. Likewise, the board's interactions with universities tend to be valuable in terms of new ideas for educational practices, academic progress, and teacher and staff development.

8. **Board Tracking and Reporting Protocols:** Reports submitted to Trustees or reported during the Board meeting followed the tracking and reporting protocols?
 _____ Strongly Agree _____ Agree _____ Disagree _____ Strongly Disagree

Board Progress Monitoring and Reporting Protocols

All Superintendent or staff reports presented to the full Board during Board meetings shall, at a minimum, follow the Board Progress Monitoring and Reporting Protocols (Policy 1260 & 1260P)

9. **Meeting Efficiency:** The President managed the Board meeting effectively and efficiently?
 _____ Strongly Agree _____ Agree _____ Disagree _____ Strongly Disagree

Balanced Governance Board Member Characteristics

The following provides descriptors of each of the following 10 Balanced Governance Individual Board Member Characteristics linked to effective Board performance.

1. **Individual Board Member Characteristic #1: Role Boundary** - Circle the number on the continuum indicating your practice in this Board meeting.

Disengaged 1 2 3 4 5 6 7 8 9 10 **Over-Reaching**

Individual Board Member Characteristic #1: Role Boundary

This characteristics refers to whether a board member practices the role of **Disengaged** board member (also called "rubberstamping") or **Over-reaching** board member (also called micromanagement).

Practical Description

A board member is Disengaged if they believe their only role is to hire effective school leaders and then follow whatever these leaders recommend. They do not believe they need to understand what programs or processes are being used in the schools; they only need to set outcome goals (i.e. student test results) for the school to reach.

A board member is Over-Reaching if they believe they need to personally check to see if leaders are doing their job. These board members will go into individual schools to give direction to building leaders or teachers. These board members insist on giving directions on how to run the management and operations of the school.

Most board members operate somewhere between these two extremes. The perfect practice is a score of “5” indicating Balanced Governance.

2. **Individual Board Member Characteristic #2: Role Orientation** - Please place your mark on the continuum indicating your practice in this Board meeting.

Open Dialogue 1 2 3 4 5 6 7 8 **Open Debate** 9 10

Individual Board Member Characteristic #2: Role Orientation

This characteristic refers to whether a board member practices and encourages **Trustee** or **Delegate Role Orientation**.

Practical Description

A board member practicing the **Trustee Role** engages in open dialogue focused on general interests and welcomes various viewpoints. They are comfortable with differences of opinion, and advocates for their constituents' viewpoints. Once a decision is made by the whole board, they expect all board members to uphold the decision. They value board teamwork over actions; and language that minimize antagonism or polarization of other board members.

A board member practicing the **Delegate Role** sometimes engages in polarizing debate focused on single interests and minimizes other viewpoints. They value individual viewpoint over collective consensus. If a board member disagrees with a decision made by the full board they do not support the decision and may encourage advocacy to overturn the policy or program among selected constituents. They value speaking on behalf of vocal special interests over board teamwork.

Most board members operate somewhere between these two extremes. The perfect practice is a score of “1” indicating Open Dialogue.

3. **Individual Board Member Characteristic #3: Advocacy Focus**: Circle the number on the continuum indicating your practice in this Board meeting.

Holds an Interest 1 2 3 4 5 6 7 8 **Holds a Position** 9 10

Individual Board Member Characteristic #3: Advocacy Focus

This characteristic refers to whether a board member usually focuses on holding a Position or holding an Interest.

Practical Description

A board member who holds a **Position** usually polarizes people by identifying "friends" versus "enemies". Positions usually take the form of labels (e.g. liberal or conservative; Republican or Democrat). For example, a board member might describe themselves as being on the board primarily to represent and protect students of a certain race or ethnicity.

A board member who holds an **Interest** is usually seeking to understand the multiple and varied positions of district constituents, but then seeks a solution that addresses the common interest. For example, a board member might describe themselves as being on the board to represent the needs of any and all students who are in need of assistance, regardless of race or ethnicity.

Most board members operate somewhere between these two extremes. The perfect practice is a score of "1" indicating Interest Focused.

4. **Individual Board Member Characteristic #4: Student Concern Focus:** Circle the number on the continuum indicating your practice in this Board meeting.

Broad Focus	Targeted Focus
1 2 3 4 5 6 7 8 9 10	

Individual Board Member Characteristic #4: Student Concern Focus

This characteristic refers to whether a board member usually supports a **broad** focus or a **targeted** focus on student concerns.

Practical Description

A board member who practices a **broad** focus on student concerns avoids advocating for only certain groups of students. They also avoid advocating for only specific needs. A board member with a broad focus advocates on behalf of all students and all educational issues that might arise.

A board member who practices a **targeted** focus on student concerns primarily advocates for certain groups of students, based on their race, ethnicity, gender, or educational need (e.g. Special Education, ELL).

Most board members operate somewhere between these two extremes. The perfect practice is a score of "1" indicating Broad Focus.

5. **Individual Board Member Characteristic #5: Solution Focus:** Circle the number on the continuum indicating your practice in this Board meeting.

Local Contextual Solution **Standardized Solution**
 1 2 3 4 5 6 7 8 9 10

Individual Board Member Characteristic #5: Solution Focus

This characteristic refers to whether a board member usually supports a **standardized** or a **local contextual** solution to meet the needs of students.

Practical Description

A board member who practices a **standardized** approach tends to look for "common", "best practices" or one-size-fits-all programs and curriculum to solve student needs. They believe that the local needs are not unique and therefore standard solutions that work in other districts should work in their district.

A board member who practices a **local contextual** approach tends to look for unique, innovative, and locally created programs and curriculum to solve student needs. They believe that the local needs are unique and changing and therefore standard solutions that work in other districts may not work in their district.

Most board members operate somewhere between these two extremes. The perfect practice is a score of "1" indicating Local Contextual Solutions.

6. **Individual Board Member Characteristic #6: Exercise of Authority:** Circle the number on the continuum indicating your practice in this Board meeting.

Collective Authority **Individual Authority**
 1 2 3 4 5 6 7 8 9 10

Individual Board Member Characteristic #6: Exercise of Authority

This characteristic refers to whether a board member acts in a way that suggests they believe they possess either **individual authority** or **collective authority**.

Practical Description

A board member who believes they possess **individual authority** may communicate directives to individual school leaders or employees. They may visit schools for the purpose of monitoring, evaluating, and redirecting operations, processes, or individual employee performance.

A board member who believes they possess only **collective authority** understands they have no official authority outside of the school board as a whole. They avoid communicating directives to individual school leaders or employees. Their visits to schools are unobtrusive, informational, and as a part of established school activities (e.g. sports, open house, concerts). They do not visit schools for the purpose of monitoring, evaluating, and redirecting operations, processes, or individual employee performance.

Most board members operate somewhere between these two extremes. The perfect practice is a score of “1” indicating Local Collective Authority.

7. **Individual Board Member Characteristic #7: Use of Voice:** Circle the number on the continuum indicating your practice in this Board meeting.

Hear & Understand		Tell & Sell							
1	2	3	4	5	6	7	8	9	10

Individual Board Member Characteristic #7: Use of Voice

This characteristic refers to whether a board member uses their voice to **Tell and Sell** their position or to **Hear and Understand** broad interests.

Practical Description

A board member who uses their voice to **Tell and Sell** their position sees their job on the board as a voice for their constituents and special interests. They tend to over-talk to promote their own positions and treat communication like a form of competition. They tend to use combative language and are not a good listener. They seek to be heard rather than to find reconciliation.

A board member who uses their voice to **Hear and Understand** sees their job on the board as a voice to ensure that all interests are heard. They tend to ensure that every board member is heard and treats communication as an opportunity to hear all viewpoints. They tend to practice and promote civil discourse and are a good listener. They seek to discover shared resolutions and reconciliation.

Most board members operate somewhere between these two extremes. The perfect practice is a score of “1” indicating Hear and Understand.

8. **Individual Board Member Characteristic #8: Use of Power:** Circle the number on the continuum indicating your practice in this Board meeting.

Power With		Power Over							
1	2	3	4	5	6	7	8	9	10

Individual Board Member Characteristic #8: Use of Power

This characteristic refers to whether a board member exercises their authority on the board using **Power Over** versus **Power With** approaches.

Practical Description

A board member who uses **Power Over** acts in a way to push forward their own position or agenda and is not interested in finding a solution that meets multiple interests. They tend to use threat or reward to leverage other board members to side with their position.

Practical Description

A board member who serves on the board for ***Altruistic*** reasons appears motivated by their desire to serve the community, fulfill their democratic responsibility to society, or to help improve the education for all students in the community.

A board member who serves on the board for ***Personal*** reasons appears motivated by their desire for personal ego or prestige. They may serve because of a personal need for involvement, to correct a personal concern, to replace a particular school employee, or as a stepping-stone to a higher political office.

Most board members operate somewhere between these two extremes. The perfect practice is a score of "1" indicating Altruistic Reasons.

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Appendix G

Board Self Assessment Tool

Balanced Governance Self Assessment

Date of Meeting:

Balanced Governance Effective Board Meeting Criteria

Respond to Questions 1-9 regarding effective Board meeting focus and processes.

1. **Goal Progress Checking:** Circle the % of time the Board spent focused on reports, discussion, and action on checking progress on educational goals? (Ideal: 70%)
 0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

2. **Financial and Operational Oversight:** Circle the % of time the Board spent focused on financial and operational oversight? (Ideal: 15%)
 0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

3. **Board Linkages to Community and Staff:** Circle the % of time the Board spent focused on Board linkages to community and staff? (Ideal: 15%)
 0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

4. **Direct versus Supportive Instructional Topics:** Circle the % of time the Board spent focused on Direct Instructional Topics? (Ideal: 70%)
 0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

5. **Goal Monitoring versus Management Inquiry:** Circle the % of time the Board spent focused on Management Inquiry? (Ideal: 15%)
 0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

6. **Bonding:** The Board practiced positive Bonding during the Board meeting?
 _____ Strongly Agree _____ Agree _____ Disagree _____ Strongly Disagree

7. **Bridging:** The Board practiced positive Bridging during the Board meeting?
 _____ Strongly Agree _____ Agree _____ Disagree _____ Strongly Disagree

8. **Board Tracking and Reporting Protocols:** Reports submitted to Trustees or reported during the Board meeting followed the tracking and reporting protocols?
 _____ Strongly Agree _____ Agree _____ Disagree _____ Strongly Disagree

9. **Meeting Efficiency:** The President managed the Board meeting effectively and efficiently?
 _____ Strongly Agree _____ Agree _____ Disagree _____ Strongly Disagree

Balanced Governance Individual Board Member Characteristics

For Questions 10-19 below, circle the number on the continuum indicating your practice in this Board meeting for each of the Individual Board Member Characteristics:

10. Individual Board Member Characteristic #1: **Role Boundary** (Ideal: #5)
 Disengaged 1 2 3 4 5 6 7 8 9 10 Over-Reaching
11. Individual Board Member Characteristic #2: **Role Orientation** (Ideal: #1)
 Trustee 1 2 3 4 5 6 7 8 9 10 Delegate
12. Individual Board Member Characteristic #3: **Advocacy Focus** (Ideal: #1)
 Holds an Interest 1 2 3 4 5 6 7 8 9 10 Holds a Position
13. Individual Board Member Characteristic #4: **Student Concern Focus** (Ideal: #1)
 Broad Focus 1 2 3 4 5 6 7 8 9 10 Targeted Focus
14. Individual Board Member Characteristic #5: **Solution Focus** (Ideal: #1)
 Local Contextual Solution 1 2 3 4 5 6 7 8 9 10 Standardized Solution
15. Individual Board Member Characteristic #6: **Exercise of Authority** (Ideal: #1)
 Collective Authority 1 2 3 4 5 6 7 8 9 10 Individual Authority
16. Individual Board Member Characteristic #7: **Use of Voice** (Ideal: #1)
 Hear & Understand 1 2 3 4 5 6 7 8 9 10 Tell & Sell
17. Individual Board Member Characteristic #8: **Use of Power** (Ideal: #1)
 Power With 1 2 3 4 5 6 7 8 9 10 Power Over
18. Individual Board Member Characteristic #9: **Decision-making Style** (Ideal: #1)
 Collaborative Decision-making 1 2 3 4 5 6 7 8 9 10 Individual Decision-making
19. Individual Board Member Characteristic #10: **Motivation for Service** (Ideal: #1)
 Altruistic Reasons 1 2 3 4 5 6 7 8 9 10 Personal Reasons

Comments:

Appendix H

Balanced Governance Individual Board Member Characteristics Of Highly Effective Boards

1. **Balanced Governance Individual Board Member Characteristic #1- Role Boundaries:** Board members practice balanced governance through the role of **informed oversight**. They avoid operating through either micromanagement (over-reach into operations) or disengagement (rubberstamping of administration proposals).
2. **Balanced Governance Individual Board Member Characteristic #2- Role Orientation:** A board member practicing the **Trustee Role** engages in open dialogue focused on general interests and welcomes various viewpoints. A board member practicing the **Delegate Role** sometimes engages in polarizing debate focused on single interests and minimizes other viewpoints.
3. **Balanced Governance Individual Board Member Characteristic #3- Advocacy Focus:** Board members focus on common **interests** by seeking to understand the multiple and varied positions of all District constituencies but supporting shared, mutually beneficial solutions that can be applied to many students and achieved through various means. Board members avoid taking political or ideological **positions** that often polarize constituent views.
4. **Balanced Governance Individual Board Member Characteristic #4- Student Concern Focus:** Board members shall support a **broad focus** regarding student concerns. Board members insure that *all* students are afforded opportunities to succeed. Board members avoid a targeted focus on providing opportunity for single groups of students.
5. **Balanced Governance Individual Board Member Characteristic #5- Solution Focused:** Board members will ensure that their deliberations, requests, and reports are focused on solutions to improve student learning. Board members make decisions based on an understanding that the local school district and each school have unique and shifting needs; often requiring **locally developed, innovative solutions**. Board members avoid promotion of standardized, one-size-fits-all programs and focuses on designed solutions and programs that fit the unique need of each school as supported by diverse evidence of student learning.
6. **Balanced Governance Individual Board Member Characteristic #6- Exercise of Influence:** Board members understand and commit to practices supporting the understanding that **no individual authority** is granted. Power and authority rests in the school board as a group only.

7. **Balanced Governance Individual Board Member Characteristic #7** - Use of Voice: Board members use their voice to seek to **hear and understand** each other's interests and support mutually beneficial resolution and reconciliation. Board members avoid actions to tell and sell their position.
8. **Balanced Governance Individual Board Member Characteristic #8** - Use of Power: Board members use **power with** practices to ensure that all voices are heard, collaborative processes are followed, and mutually-beneficial solutions are employed. Board members avoid using power over practices designed to promote only their own solutions or further their own special interests.
9. **Balanced Governance Individual Board Member Characteristic #9** - Decision-making Style: Board members seek to **collaboratively** evaluate data and, through consensus, confirm issues and needs and adopt proposed policy and solutions that fit the stated needs and district goals.
10. **Balanced Governance Individual Board Member Characteristic #10** - Board members serve and act on the Board in a manner reflecting **altruistic service**: to serve the family/community at large and meet the needs of all students. Board members avoid fulfilling personal agendas regarding policy, program, or personnel.

Appendix I

Balanced Governance Progressive Response Protocols

Board Member/Board Member Conflict

Board members who fail to follow governance process policies, either during or outside of a Board meeting shall be addressed using the Balanced Governance Progressive Response Protocols:

1. Board member(s) with a concern about another Board member shall report the concern to the Board President privately.
2. The Board President shall meet with the offending Board member and remind them of their commitment to follow governing policies and protocols.
3. If this is ineffective, the Board President and one other Board Member shall meet with the offending Board member, remind them of their commitment to follow governing policies and protocols, and ask them to honor their commitment through appropriate action.
4. If this is ineffective, the Board President, during a public Board meeting, shall remind the offending Board member of their commitment to follow governing policies and protocols, and ask them to honor their commitment through appropriate action.
5. If this is ineffective, the Board President shall engage in informal censure of the offending Board member through interrupting ensuing infractions in Board meetings and making formal public statements both during the Board meeting and outside the Board meeting as needed, to distance the Board's position from the infracting Board member' position or statements.
6. In the event that the Board President fails to follow governance policies and processes, the Board Vice President will engage the Balanced Governance™ Progressive Response process listed above in items i-iv. If these steps are ineffective, the Board Vice President may entertain a recall vote of the seated Board President. By a two-thirds super-majority, the seated President can be removed. The Board Vice President shall assume the role of Board President and employ the Balanced Governance™ Progressive Response process item v, if necessary.

Appendix J

Balanced Governance Progressive Response Protocols

Board member/Superintendent Conflict

Concerns regarding school Board member/Superintendent communication or implementation of policy and procedures shall be addressed with the Superintendent through the Balanced Governance Progressive Response Protocols:

1. First meet individually with the Superintendent to address and resolve any concern.
2. If this is not successful, the Board member shall meet to discuss the issue with the Board President and Superintendent together.
3. If still not resolved, the Board member can require the issue to be added to the next Board agenda for discussion and action.
 - a. Note that the Board meeting discussion should include only the information requested or the concern reported, and recommendations for actions on the part of the Board to resolve the issue.
4. Finally, the Board should address concerns over Superintendent response or action only through the formal Superintendent evaluation.

Appendix K

BALANCED GOVERNANCE STANDARDS

Indicate the level of performance reached by your board for the following Standards and indicators of highly effective school boards. Identify the level of performance in one of four categories: Unsatisfactory, Basic, Proficient, or Distinguished.

Vision-Directed Planning. The Board engages communities and staff in the development of a shared vision focused on student learning. The Board ensures that the vision is the foundation of the mission and strategic goals that direct board policy-making, planning, resource allocation and activities.

Indicators for this element are:

1. The board collaborates with the community to articulate core values and beliefs for the district.
2. Board members can clearly articulate the vision and strategic goals of the district.
3. The board collaborated with the Superintendent to develop long-range strategic goals for improving student learning.
4. The board regularly monitors the progress of strategic goals focused on improving student learning.
5. The board adopted a budget that aligned resources to the District vision and strategic goals.
6. The board establishes and models a culture of high expectations for all students.
7. The board promotes a vision and expectation for excellence beyond the present performance.

Community Engagement. The Board recognizes that all members of the community are stakeholders in the success of their schools. The Board engages the community using a reciprocal advocacy process that creates and sustains meaningful conversations, systems connections, and feedback loops across the breadth of their community. The Board supports collaborative partnerships and new types and levels of community participation in schools.

Indicators for this element are:

1. The board promotes practices that solicit input and involvement from all segments of the community.
2. The board collaboratively develops vision and goals with input from staff, parents, students and the broader community.
3. The board recognizes and celebrates the contributions of school community members to school improvement efforts.
4. The board is responsive and respectful to community inquiry and feedback.
5. The board advocates for public policy that supports education through relationships with community leaders, city and county government officials and state legislators.

Effective Leadership. The Board practices and supports leadership that is proactive, integrated, and distributed. The Board establishes focus, direction, and expectations that foster student learning. Across the education system, the board ensures the development and implementation of collaborative leadership models and practices guided by student learning goals. Within the district, the board ensures the alignment of authority and responsibility so that decisions can be made at levels closest to implementation.

Indicators for this element are:

1. Board members are visible in the community.
2. Board members develop professional community relationships to improve student learning and opportunities for students.
3. Board activities, analysis and decision-making are aligned to vision and strategic goals.
4. The board solicits input from multiple sources to assist in making informed decisions.
5. The board establishes and sustains relationships with community leaders, city and county government officials, and state legislators.
6. Board members model an empowering leadership style.
7. The board enacts strategic goals and policies to define hiring practices that ensure employees fit into the culture and core values of the district.
8. Board members promote change through dialogue and collaboration.
9. Board members understand and are knowledgeable about school improvement initiatives and their role in supporting those initiatives.

Accountability. The Board holds high expectations for the learning of each and every student and holds themselves and their organizations accountable for reaching those results. The Board provides strategic direction in the development of the District's mission, vision, and goals. The Board adopts policy and resources that align with the District's strategic vision and goals. The Board monitors and holds accountable the superintendent to implement the District's strategic vision and goals.

Indicators for this element are:

1. The board ensures funding to implement accountability measures.
2. The board regularly reflects on its performance and makes substantive change based on the results of a self-evaluation.
3. The board models a culture of high expectations throughout the district.
4. The board's priority and focus are on student learning and student success in alignment with the District's strategic goals.
5. The board ensures the budget aligns resources based on student learning priorities.
6. The board supports rewards, consequences, and recognition systems to encourage advancement of the District's strategic goals.
7. Disaggregated student results and growth are measured against expectations set by District strategic goals.
8. The board conducts an effective superintendent evaluation focused on monitoring progress on the District's strategic goals.

9. The board regularly establishes performance goals for itself.
10. The board ensures the superintendent and staff clearly understand their roles and responsibilities in creating and supporting a culture of high expectations throughout the system.

Using Data for Continuous Improvement. The Board uses meaningful quality data and information, from multiple sources and in various formats, to identify areas for improvement, set priorities, and monitor improvement efforts. At the same time, they support even better ways to do things the organization is already doing well.

Indicators for this element are:

1. The board uses, and expects the superintendent to use, a variety of types of relevant data in decision-making.
2. Programs approved by the board have effective data collection requirements and measurable results.
3. The board uses data to identify discrepancies between current and desired outcomes.
4. The board identifies and addresses priority needs based on data analysis.
5. The board communicates to the public how policy decisions are linked to student learning data.
6. The board creates a culture that encourages the use of data to identify student learning needs throughout the system.
7. The Board ensures data used in decision-making is disaggregated, culturally representative, and provides the ability to monitor the District's strategic goals.

Cultural Responsiveness. The Board recognizes cultural diversity in its many facets. The Board develops an understanding of this diversity and applies perspectives responsive to the cultures in their community in policy and program approvals. Supports effective community engagement and expectancy strategies to build on the strengths of a community's cultural diversity.

Indicators for this element are:

1. Board outreach and community engagement activities accommodate cultural differences in values and communication.
2. The board actively encourages and expects the superintendent to facilitate the participation of culturally diverse groups.
3. The board has a process to review policies for cultural responsiveness and bias.
4. Board members approach decision-making considering the many facets of cultural diversity including those indicated in the cultural responsiveness standard.
5. The board ensures district employees are representative of the values and culture of the community.
6. A climate of caring, respect, and the valuing of students' cultures is established through board policy and goals.
7. The board ensures the superintendent holds all employees accountable for high standards and expectations for each and every student.

Culture & Climate. Board creates a climate of expectations that all students can learn at their highest level. Board supports policy and procedures that fosters a positive and safe learning environment. The board models professional relationships and a culture of mutual respect with staff an community. The board models and establishes an organizational culture of service.

Indicators for this element are:

1. The board models relationships built on trust and respect.
2. The board take time to reflect and improve internal and external relationships.
3. The board regularly assesses, holds the district accountable, and provides support for the improvement of the district culture and climate.
4. The board creates a system in which high levels of student learning are expected.
5. The board establishes policies and ensures practices to foster a safe, positive learning climate for students.
6. The board models and holds the district responsible for improving a culture of service.

Learning Organizations. The Board ensures the District functions as a self-renewing professional community that supports reflection, discovery, learning, improvement, and success by staff at all levels. The Board encourages professional development that empowers staff and nurtures leadership capabilities across the organization.

Indicators for this element are:

1. Board policies nurture leadership capabilities across the organization.
2. The board creates and pursues opportunities to learn about research-based strategies that ensure continuous improvement for the next generation of learners.
3. Board members promote change through dialogue and collaboration.
4. The board encourages professional development that increases learning and empowerment.
5. The board fosters an environment of mutual cooperation, emotional support and personal growth throughout the organization.

Systems Thinking. The Board practices and supports systems thinking in its deliberation and approval of policy, programs, and procedures. The Board practices an integrated view of education within and across systems and levels (e.g. K-12, ESD, community college, and university). The Board seeks out collaborative local, state, and national partnerships, coordinated programs, and shared resource models to improve student learning.

Indicators for this element are:

1. The board works to avoid policy decisions that shift problems from one part of the system to another.
2. The board encourages an organizational structure that enables creative processes.

3. The board engages in process thinking, seeing beyond the immediate situation and easy solutions.
4. The board analyzes issues for their impact on other parts of the system.
5. The board is solution oriented.
6. The Board works collaboratively with other agencies to encourage dialogue that fosters continual growth.

Innovation and Creativity. The Board encourages innovation and creativity as assets to the process of development and change, leading to new types of thinking and better ways of meeting student needs. The Board supports innovation and creativity that supports district vision, values, and goals throughout the organization; engages collaborative partnerships; and encourages dialogue, new ideas, and differing perspectives.

Indicators for this element are:

1. Board members create time and opportunities for their own creative thinking.
2. Board members partner with community and educational organizations to remove real and perceived barriers to creativity and innovation.
3. The board sets meeting agendas that allow it to proactively identify and explore strategic issues.
4. The board incorporates flexibility into its future plans to enable the district to look and move in unforeseen directions in response to unexpected events.
5. The board recognizes the risk inherent in creativity and innovation; and promotes employee knowledge, awareness, creativity, self-initiated action and experimentation.

Board Member Conduct, Ethics and Relationship to Superintendent. The Board recognizes that it is essential to have a clear, mutual understanding of the respective roles and responsibilities of the Board and the Superintendent. The Board supports and practices team building as an essential part of this relationship.

The Indicators for this Standard are:

1. Each member of the board understands and respects the distinction between the board's responsibilities and the superintendent's duties.
2. The board and superintendent trust and respect one another.
3. Board members represent the interests of the entire district.
4. Board members preserve the confidentiality of items discussed in executive session.
5. Board members do not use their office for personal gain or advancement.
6. Board members do not attempt to individually speak on behalf of the entire board or commit the board.
7. Board members direct complaints and requests to the superintendent rather than attempting to solve them directly.
8. The board and superintendent agree on the information needed by the board, and when and how the board receives that information.
9. The board and superintendent participate in learning opportunities as a team.

10. Board members come to the meeting familiar with the agenda and prepared to discuss, ask questions, and take action on agenda items.

Budgeting and Financial Accountability. The Board ensures that strategic educational goals of schools are translated into reality through effective alignment with the budget and making sure the school district is fiscally sound. The Board utilizes fiscal resources based on student needs and district policy and strategic learning goals.

Indicators for this element are:

1. Board members are knowledgeable of the district budgeting process.
2. Budgeting decisions are based on student needs, adopted district policy and goals, and the district's financial ability to meet those needs.
3. Board members have a basic understanding of district revenues and expenses.
4. The board reviews monthly financial statements provided by the superintendent and understand their role in the oversight of the budget.

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Appendix L Code of Conduct

As a member of my local board of Trustees, I will strive to improve student achievement in public education, and to that end I will:

1. Attend all regularly scheduled Board meetings insofar as possible, having read my packet ensuring that I am informed about the issues to be considered at the meeting;
2. Recognize that the Board must comply with the Open Meeting Law and only has authority to make decisions at official Board meetings;
3. Make all decisions based on the available facts and my independent judgment, and refuse to surrender that judgment to individuals or special interest groups;
4. Understand that the Board makes decisions as a team. Individual Board Members may not commit the Board to any action unless so authorized by official Board action;
5. Recognize that decisions are made by a majority vote and the outcome should be supported by all Board Members;
6. Acknowledge that policy decisions are a primary function of the Board and should be made after full discussion at publicly held Board meetings, recognizing that authority to administer policy rests with the Superintendent;
7. Be open, fair, and honest; have no hidden agendas; and respect the right of other Board Members to have opinions and ideas which differ from mine;
8. Recognize that the Superintendent is the Board's advisor and should be present at all meetings, except when the Board is considering the Superintendent's evaluation, contract, or salary;
9. Understand the chain of command and refer problems or complaints to the proper administrative office while refraining from communications that may create conditions of bias should a District concern ever rise to the attention of the Board as a hearings panel;
10. Keep abreast of important developments in educational trends, research, and practices by individual study and through participation in programs providing such information;
11. Respect the right of the public to be informed about District decisions and school operations;

12. Understand that I will receive information that is confidential and cannot be shared;
13. Give staff the respect and consideration due skilled, professional employees and support the employment of those best qualified to serve as District staff, while insisting on regular and impartial evaluation of all staff;
14. Present personal criticism of District operations to the Superintendent, not to District staff or to a Board meeting;
15. Refuse to use my Board position for personal or family gain or prestige. I will announce any conflicts of interest before Board action is taken; and
16. Remember always that my first and greatest concern must be the educational welfare of the students attending the public schools.

Trustee Signature: _____ Date: _____

DRAFT

Appendix M

Statement of Assurance

I hereby affirm that I have reviewed the code of conduct for the Douglas County School District board of Trustees and **agree to abide by the same to the best of my abilities**. I attest to the fact that I have no outside involvement in any business, organization, or outside activity which might reasonably be interpreted to present a conflict of interest with Douglas County School District.

If any such interest should arise in the future, I will make such interest known to the board of Trustees, and I will not take part in voting upon any official business for which such interest would be disqualifying.

Signature: _____

Date: _____

DRAFT

Appendix N

Meeting Discussion Practices

Effective Board Facilitation: A Guide for Board Presidents

An effective Board President balances many facilitation responsibilities:

- Remains impartial about the subject of the discussion. Avoid expressing your own opinion or evaluating the comments of the participants (be careful with saying “good point!”). However, moderators are not “neutral” or disengaged, and in fact they should be passionate about deliberation and about the process itself.
- Allows the participants to own the process and topic as much as possible. Facilitators facilitate (i.e. help others achieve their goals more productively), they don’t control or dominate. Based on the other responsibilities, they must intervene as necessary, but should also realize that doing too much may be worse than not doing enough.
- Keeps the deliberation focused on the task. When comments go too far astray, bring participants back to the process (though at times what seems to be a tangent may be useful).
- Manages the room well and encourages everyone to join in the conversation. Facilitators must attend to both the task and relationship dimensions of the group’s work. Work with the participants so people know the order of speaking and do not get frustrated with procedural issues, seeking the right balance between having too much and too little structure to the conversation. Facilitators should be aware of who has spoken and who has not and assure that all voices get heard if possible.
- Models deliberative attitudes and skills. By exhibiting strong listening skills and asking good questions, you can model the behaviors you are hoping the participants will develop.
- Does not take on an “expert” role with the subject matter. Your role is not to teach the participants about the issue - even if it is a subject you know very well. Facilitators in particular need to think like non-experts in the room, and if jargon is used, ask for clarification.
- Listens for values and underlining interests that motivate a participant’s comments. In deliberation, participants’ values and motives are just as important, if not more so, than their opinions. Sometimes people with different opinions share the same motive or value, and that similarity can form the basis for common ground. Facilitators should train themselves to listen for the underlying values.
- Encourages deeper reflection. Ask thoughtful and probing questions to surface costs and consequences. Make sure that the participants have considered the potential outcome of their preferences. Help draw out what people are willing to accept and are not willing to accept.
- Helps participants find common ground and identify and work through key tensions. Participants will not always agree and may sometimes be in direct

conflict with each other. Helping them identify both common ground and key tensions will help move the conversation forward in important ways.

-

What are the roles of a Board President in facilitation?

Guide – You must know the steps of the process the groups will execute from the beginning to the end. You can also help by holding up a mirror to them and their work and letting them know how they are doing and how far they have gotten and that particular parts are difficult sledding.

Motivator – From the rousing opening statement to the closing words of cheer, you must ignite a fire within the group, establish momentum, and keep the pace. To remain impartial, however, be sure to praise good behavior (good questions, engagement, etc.) not specific ideas or opinions.

Questioner – You must listen carefully to the discussion and be able to quickly analyze and compare comments and to formulate questions that help manage the group discussion.

Bridge Builder – You must create and maintain a safe and open environment for sharing ideas. Where other people see differences, you must find and use similarities to establish a foundation for building bridges to consensus, while also helping groups better understand their differences.

Clairvoyant – Throughout the session, you must watch carefully for signs of potential strain, weariness, aggravation, and disempowerment, and respond in advance to avoid dysfunctional behavior. Facilitators use social and emotional intelligence to sense the feelings in the room.

Peacemaker – Although it is almost always better to avoid a direct confrontation between participants, should such an event occur, you must quickly step in, reestablish order, and direct the group toward a constructive resolution.

Taskmaster - You are ultimately responsible for keeping the session on track; this entails tactfully cutting short irrelevant discussions, preventing detours, and maintaining a consistent level of detail throughout the session.



Debate or Deliberation?

In debate, you search for weaknesses in another position	In deliberation, you search for strength in another position.
In debate, you search for glaring differences.	Deliberation involves concern for others.
Debate involves countering others' positions at the expense of the relationship.	Deliberation assumes that many people have pieces of an answer to a workable solution.
Debate calls for investing wholeheartedly in your beliefs.	In deliberation, you temporarily suspend your judgment of others' beliefs.
Debate is oppositional and seeks to prove the other wrong.	Deliberation is collaborative and seeks common understanding.
The goal of debate is winning – often only for a short-term advantage.	The goal of deliberation is common ground for action, which is the basis for consistent policy.
In debate, you listen to find flaws and counter-arguments.	In deliberation, you listen to understand and find meaning in agreement.
Debate defends assumptions as truth.	Deliberation reveals assumptions for reevaluation.
Debate defends original solutions.	Deliberation opens the possibility of better solutions.
In debate, you submit your best thinking and defend its rightness.	In deliberation, you submit your best thinking in order to improve it.

Deliberation Guidelines for Board Members

- Speak your mind freely, but don't monopolize conversation.
- Listen carefully to others. Try to really understand what they're saying and respond to it, especially when their ideas are different from your own.
- Avoid building your own argument in your head while others are talking. If you are afraid you will forget a point, write it down.
- Remember that deliberation is about sharing ideas and building new ones. It is not a contest to see whose ideas are best.
- Try to put yourself in someone else's shoes. See if you can make a strong case for an argument with which you disagree. Are there things you appreciate about that perspective?
- Help to develop one another's ideas. Listen carefully and ask clarifying questions. For example, "Can you explain further what you meant by ..."
- Paraphrase each other to confirm understanding of others' points. For example, you may say, "So are you saying..."
- Build off of each other. Refer specifically to other deliberators and their ideas. For example, you might start your comment by saying, "As _____ said, I think we need to look at the issue of..."
- Be open to changing your mind. This will help you really listen to others' views.
- When disagreement occurs, don't personalize it. Keep talking and explore the disagreement. Look for the common concerns beneath the surface.
- Be careful not to discredit another person's point of view. For example, you may raise a new concern by asking, "I share your concern that..., but have you considered...?"
- Remember that, although you are trying to listen to and build on each other's ideas, that doesn't mean that everyone has to end up in the same place.
- Do not be afraid to say you don't know or to say you've changed your opinion.
- Emphasize shared interest by carefully phrasing questions and ideas. Avoid language that may be perceived as self-interest or self-advocacy.
- Emphasize shared and broad advocacy by carefully phrasing questions and ideas. Avoid language that may be perceived as covert advocacy.
- Comments directed to staff presenters should focus on the use of clarifying or probing questions; not giving advice, suggestions, or recommendations.
- Direct all advice, suggestions, and recommendations to the superintendent or board president.



Using Clarifying and Probing Questions in Deliberation

Clarifying questions are simple questions of fact.

- They clarify the dilemma and provide the nuts and bolts so that participants can ask good probing questions and provide useful feedback for later in the deliberation.
- Clarifying questions should result in brief, factual answers, and don't provide any new "food for thought" for the board. The litmus test for a clarifying question is: Does the presenter have to think before she/he answers? If so, it's almost certainly a **probing** question and not a clarifying question.

Some examples of clarifying questions:

- How much time does the program take to implement?
- How were the data collected?
- What resources did the schools have available for this program?
- How was input for the program collected and from whom?

Probing questions are intended to help the staff presenter think more deeply about the issue at hand. If a probing question doesn't have that effect, it is either a clarifying question or a recommendation. If you find yourself asking "*Don't you think you should ...?*" or "*What would happen if ...?*" you've gone beyond a probing question to giving advice. The presenter often doesn't have a ready answer to a genuine probing question.

A good probing question:

- Allows for multiple responses
- Avoids yes/no responses
- Empowers the person being asked the question to solve the problem or manage the dilemma (rather than deferring)
- Stimulates reflective thinking by moving thinking from reaction to reflection
- Encourages perspective taking
- Challenges assumptions
- Channels inquiry
- Promises insight
- Touches a deeper meaning
- Creates a paradigm shift
- Evokes more questions
- Is concise
- Prompts slow response

Effective probing questions can be difficult to frame, so use these reflection tools to evaluate your framing:

- Check to see if you have a "right" answer in mind. If so, delete the judgment from the question, or don't ask it.
- Refer to the presenter's original focus point. Check your probing questions for relevance.
- Check to see if you are asserting your own agenda. If so, return to the Board's shared agenda.
- Sometimes a simple "why...?" asked as an advocate for the presenter's success can be very effective, as can several why questions asked in a row.
- Try using verbs: What do you fear? Want? Get? Assume? Expect?
- Think about the concentric circles of comfort, risk, and danger. Use these as a barometer. Don't avoid risk, but don't push the presenter into the "danger zone."

Avoiding Recommendations

Design probing questions so they are not actually a **recommendation clothed in a question**. Learn to distinguish between effective probing questions and suggestions, advice giving, and recommendations.

Example: Consider these questions from a deliberation, during which a Board member addressed a dilemma about increasing students' commitment to cultural awareness:

- Could you have the students use this rubric I read about to assess their cultural awareness? (recommendation re-stated as a question)
- What would happen if students assessed the quality of their cultural awareness themselves? (recommendation re-stated as a question)
- Why should students be invested in changing their cultural awareness? (probing question)
- What would have to change for students to work toward cultural awareness on their own? (more effective probing question)

Possible Probing Question Stems

- Why do you think this is the case?
- What would have to change in order for...?
- What do you feel is right?
- What's another way you might...?
- How is...different from...?
- What sort of an impact do you think...?
- When have you done/experienced something like this before? What does this remind you of?
- How did you decide/determine/conclude...?
- What is your hunch about...?
- What was your intention when...?
- What do you assume to be true about...?
- What is the connection between...and...?
- What if the opposite were true? Then what?
- How might your assumptions about...have influenced how you are thinking about...?
- What surprises you about...? Why are you surprised?
- What is the best thing that could happen?
- What are you most afraid will happen?
- What do you need to ask to better understand?
- How do you feel when...? What might this tell you about...?
- What is the one thing you won't compromise?
- What criteria do you use...?
- Do you think the problem is X, Y, or something else?
- What evidence exists....?
- If you were X, how would you see this situation?
- If time, money were not an issue...

Appendix O

ROBERTS RULES CHEAT SHEET

To:	You say:	Interrupt Speaker	Second Needed	Debatable	Amendable	Vote Needed
Adjourn	"I move that we adjourn"	No	Yes	No	No	Majority
Recess	"I move that we recess until..."	No	Yes	No	Yes	Majority
Complain about noise, room temp., etc.	"Point of privilege"	Yes	No	No	No	Chair Decides
Suspend further consideration of something	"I move that we table it"	No	Yes	No	No	Majority
End debate	"I move the previous question"	No	Yes	No	No	2/3
Postpone consideration of something	"I move we postpone this matter until..."	No	Yes	Yes	Yes	Majority
Amend a motion	"I move that this motion be amended by..."	No	Yes	Yes	Yes	Majority
Introduce business (a primary motion)	"I move that..."	No	Yes	Yes	Yes	Majority 178

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

To:	You say:	Interrupt Speaker	Second Needed	Debatable	Amendable	Vote Needed
Object to procedure or personal affront	"Point of order"	Yes	No	No	No	Chair decides
Request information	"Point of information"	Yes	No	No	No	None
Ask for vote by actual count to verify voice vote	"I call for a division of the house"	Must be done before new motion	No	No	No	None unless someone objects
Object to considering some undiplomatic or improper matter	"I object to consideration of this question"	Yes	No	No	No	2/3
Take up matter previously tabled	"I move we take from the table..."	Yes	Yes	No	No	Majority
Reconsider something already disposed of	"I move we now (or later) reconsider our action relative to..."	Yes	Yes	Only if original motion was debatable	No	Majority
Consider something out of its scheduled order	"I move we suspend the rules and consider..."	No	Yes	No	No	2/3
Vote on ruling by the President	"I appeal the President's decision"	Yes	Yes	Yes	No	Majority

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

PROCEDURE FOR HANDLING A MAIN MOTION

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

Obtaining and assigning the floor

A member raises hand when no one else has the floor

- The President recognizes the member by name

How the Motion is Brought Before the Assembly

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

Consideration of the Motion

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

The President puts the motion to a vote

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

The President announces the result of the vote.

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

WHEN DELIBERATING YOUR MOTIONS

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

HOW TO ACCOMPLISH WHAT YOU WANT TO DO IN MEETINGS

MAIN MOTION

You want to propose a new idea or action for the group.

- After recognition, make a main motion.
- Member: "Madame President, I move that _____."

AMENDING A MOTION

You want to change some of the wording that is being discussed.

- After recognition, "Madame President, I move that the motion be amended by adding the following words _____."
- After recognition, "Madame President, I move that the motion be amended by striking out the following words _____."
- After recognition, "Madame President, I move that the motion be amended by striking out the following words, _____, and adding in their place the following words _____."

REFER TO A COMMITTEE

You feel that an idea or proposal being discussed needs more study and investigation.

- After recognition, "Madame President, I move that the question be referred to the Superintendent for further study and reintroduction at a future Board meeting."

POSTPONE DEFINITELY

You want the membership to have more time to consider the question under discussion and you want to postpone it to a definite time or day, and have it come up for further consideration.

- After recognition, "Madame President, I move to postpone the question until _____."

PREVIOUS QUESTION

You think discussion has gone on for too long and you want to stop discussion and vote.

- After recognition, "Madam President, I move the previous question."

LIMIT DEBATE

You think discussion is getting long, but you want to give a reasonable length of time for consideration of the question.

- After recognition, "Madam President, I move to limit discussion to two minutes per speaker."

POSTPONE INDEFINITELY

You want to kill a motion that is being discussed.

- After recognition, "Madam President, I move to postpone the question indefinitely."

POSTPONE INDEFINITELY

You are against a motion just proposed and want to learn who is for and who is against the motion.

- After recognition, "Madame President, I move to postpone the motion indefinitely."

RECESS

You want to take a break for a while.

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

ADJOURNMENT

You want the meeting to end.

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

PERMISSION TO WITHDRAW A MOTION

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

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

CALL FOR ORDERS OF THE DAY

At the beginning of the meeting, the agenda was adopted. The President is not following the order of the approved agenda.

- Without recognition, "Call for orders of the day."

SUSPENDING THE RULES

The agenda has been approved and as the meeting progressed, it became obvious that an item you are interested in will not come up before adjournment.

- After recognition, "Madam President, I move to suspend the rules and move item 5 to position 2."

POINT OF PERSONAL PRIVILEGE

The noise outside the meeting has become so great that you are having trouble hearing.

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

COMMITTEE OF THE WHOLE

You are going to propose a question or make a statement that may belong in an executive session. This could also be when others are making statements that you believe belong in executive session.

- After recognition, "Madame President, I move that we move this deliberation into a committee of the whole."

POINT OF ORDER

It is obvious that the meeting is not following proper rules.

- Without recognition, "I rise to a point of order," or "Point of order."

POINT OF INFORMATION

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

- Without recognition, "Point of information."

POINT OF PARLIAMENTARY INQUIRY

You are confused about some of the parliamentary rules.

- Without recognition, "Point of parliamentary inquiry."

APPEAL FROM THE DECISION OF THE PRESIDENT

This is used to question the ruling of the Vice President on a Point of Order.

Without recognition, "I appeal from the decision of the Vice President."

Appendix P

The following is a list of DCSD Board Committees and community committees on which DCSD Board of Trustees members may serve.

Board Committees¹	Trustee Member/Liaison - Appointed by the Board President
American Education Week	2 members
Bond Oversight Committee ²	1 member
Community Education Advisory Boards	1 member
Council of the Great City Schools (Director)	1 member
Nevada Association of School Boards (NASB)	
Executive Committee ⁴	2 members
Director	1 member
Alternate or Deputy Director	1 member
Legislative Representative	1 member
Oversight Panel for School Facilities (AB 353)	1 member
Douglas County Parks and Recreation	1 member
Public Broadcasting Services (PBS) and American Public Television (APT)	1 member
Public Education Foundation	1 liaison
School Board Student Advisory Committee	1 member
School-Community Partnership Advisory Council	1 member
School Name Committee	Chairperson (member), 1 member
Board Committees¹	Trustee Member – Approved by the full Board
Debt Management and Southern Nevada Regional Planning Commission (SNRPC) ³	1 member (serves on both)
Nevada Interscholastic Activities Association (NIAA) ⁵	1 or 2 members
Board Committees¹	Non-Trustee Liaison
Attendance Zone Advisory Commission (AZAC) ²	Chair of Commission
Audit Advisory Committee	Chair of Committee
Sex Education Advisory Committee	Chair of Committee

¹ See appendix for a detailed description of the committees.

² Requires Board members to identify members within their community to serve.

³ The member for Debt Management and SNRPC must be the same. The appointment is made by the full Board. The term is coterminous with the liaison's elected term of office (NRS 350.0115).

⁴ According to NASB bylaws, these are determined by positions as officers or past presidents. If two positions are not held by Douglas County, the Board President will appoint the vacancies.

⁵ The Board will appoint Board representatives(s) and staff will bring forward recommendations for any additional vacancies.