



Three Rivers Union School District

Governance Handbook 2022/23

Board Approved: 02/01/23

The Board of Education for any school district is entrusted by the community to uphold the Constitutions of California and the United States, to protect the public interest in schools, and to ensure that a high-quality education is provided to each student.

Governing Board Members 2022/23

David Karplus

Leeor Brown

Peter Mestaz

Ryan Sager

Sean “Sage” Boerke

Superintendent

Emily Valdez-Rodriguez, Ed.D., Superintendent

www.3rusd.org

This handbook reflects the governance team’s work on creation of a framework for effective governance. This involves ongoing discussions about unity of purpose, trustee roles, commitment to norms, and developing consensus on protocols / formal structures that will enable the governance team to perform its responsibilities in a way that best benefits the children of Three Rivers Union School District.



EFFECTIVE GOVERNANCE

Governance – A Definition

School district governance is the process of setting organizational policies and standards that are adopted by the Board of Trustees and implemented by the Superintendent in order to provide strategic direction and ensure that objectives are met, risks are managed appropriately, and resources are utilized responsibly in order to ensure the best education possible for all students.

Governance tenets encompass the basic characteristics and behaviors that enable governance team members to effectively create a climate for excellence in a school district and maintain the focus on improved student learning and achievement. This Governance Handbook documents the governance responsibilities of the Board of Trustees and Superintendent of the Three Rivers Union School District within these three dimensions:

1. Governing as a unified team with a shared vision to lead and serve the community
2. Mutual support for roles and responsibilities
3. Creating and sustaining a positive governance leadership culture

UNITY OF PURPOSE

A unity of purpose exists when the commitment to achieving these goals becomes the guiding principle of all trustees and the superintendent. The focused efforts of the Three Rivers Union School District will be reflected in the vision and mission statements, and the strategic plan adopted by the board.

The Three Rivers Union School District Vision Statement:

Our vision is to create an exceptional and rewarding educational environment that integrates the community's natural resources, history, arts, and human capital as foundations for learning.

The Three Rivers Union School District Mission Statement:

The Board of Trustees, staff, parents, guardians, and community are dedicated to the intellectual, personal, social, emotional, and physical growth of our students. We aim to promote curiosity and a love of learning, enabling our students to expand their potential, and preparing them to become productive, responsible, ethical, creative, and compassionate members of society. We value and support a diverse, inclusive, and safe campus where all students are understood, appreciated, and respected.

The Three Rivers Union School District is committed to the following goals:

- *Actively engage students in learning by using a stimulating and hands-on approach.*
- *Motivate students to develop lifelong skills in communication, collaboration, problem solving, critical thinking, creativity, and leadership.*
- *Create a variety of learning pathways that are reflective of individual students' needs and capabilities.*
- *Extend the educational environment beyond the walls of the classroom so students can discover that active learning can happen anywhere.*

GOVERNANCE ROLES AND RESPONSIBILITIES

Citizen oversight of local government is the cornerstone of democracy in America. The role of the trustees who sit on the board is to ensure school districts are responsive to the values, beliefs, and priorities of their communities. Boards fulfill this role by performing five major responsibilities. These are:

- Setting Direction
- Establishing an effective and efficient structure
- Providing support
- Ensuring accountability
- Providing community leadership as advocates for children and the school district

These responsibilities represent core functions that are so fundamental to a school system's accountability to the community it serves, they can only be performed by an elected governing body. Authority is granted to the board as a whole, not each member individually. Therefore, board members fulfill these responsibilities by working together as a governance team with the superintendent to make decisions that best serve all the students in the community.

The superintendent assists the board in carrying out its responsibilities and leads the staff toward the accomplishment of the agreed upon district vision and goals.

PERFORMING BOARD GOVERNANCE RESPONSIBILITIES

Set the direction for the school district

- Focus on student learning
- Receive needs assessment / baseline data
- Generate, review or revise setting direction documents (beliefs, vision, priorities, strategic goals, success indicators)
- Ensure an appropriate inclusive process is used
- Ensure these documents are the driving force for all district efforts

Establish an effective and efficient structure for the school district

- Employ and support the superintendent; set policy for hiring of other personnel
- Oversee the development of and adopt policies
- Set a direction for and adopt the curriculum
- Establish budget priorities, adopt the budget and oversee facilities issues
- Provide direction for and vote to accept collective bargaining agreements

Provide support through our behavior and actions

- Act with professional demeanor that models the district's beliefs and vision
- Make decisions and provide resources that support mutually agreed upon priorities and goals
- Uphold district policies and all actions the board has approved
- Ensure a positive working climate exists
- Be knowledgeable about district efforts

Ensure accountability to the public

- Evaluate the superintendent
- Monitor, review and revise policies and serve as a judicial and appeals body
- Monitor student achievement and program effectiveness and require program changes as indicated
- Monitor and adjust district finances
- Monitor the collective bargaining process
- Develop and implement board self-evaluation

Demonstrate Community Leadership

- Speak with a common voice about district policies, goals, and issues
- Engage and involve the community in district schools and activities
- Communicate clear information about policies, programs, and fiscal condition of the district
- Educate the community and the media about the issues facing students and the district
- Advocate for children and district programs to the general public, key community members, and local, state, and national leaders

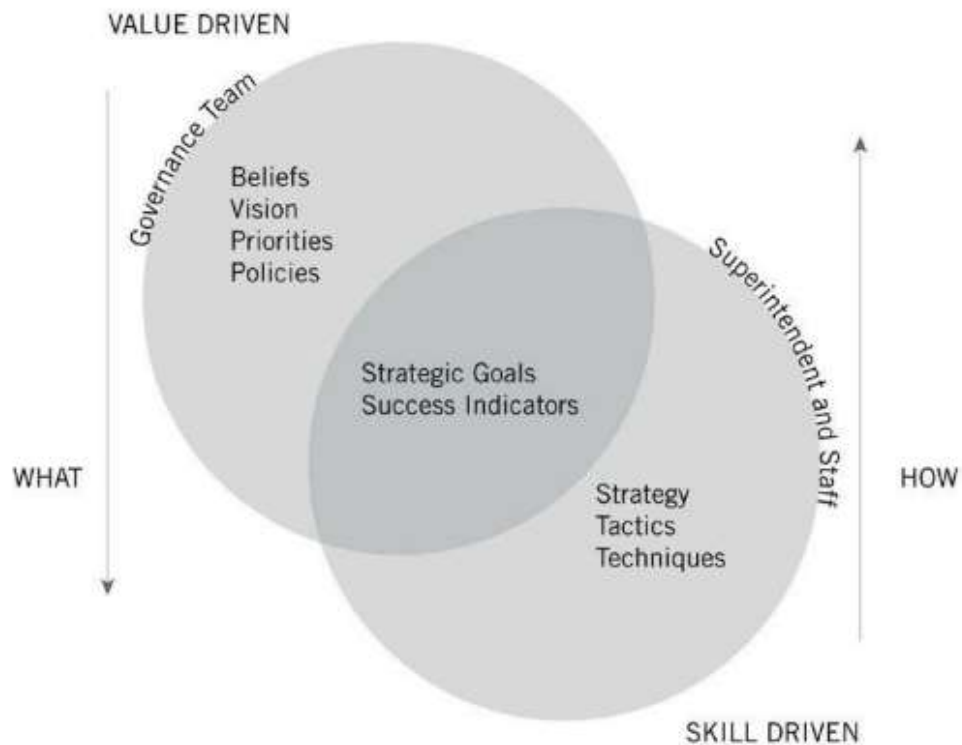
ROLE OF SUPERINTENDENT

- Promotes the success of all students and supports the efforts of the board to focus on student learning and achievement.
- Values, advocates and supports public education and all educational partners.
- Recognizes and respects the different perspectives and styles of board members, staff, students, parents, and community, ensuring the diverse range of views inform board decisions.
- Acts with dignity, treats everyone with civility and respect, and understands the implications of demeanor and behavior.
- Serves as a model for the value of lifelong learning and supports the board's continuous professional development.
- Works with the board as a "governance team" and assures collective responsibility for building a unity of purpose, common vision, and positive organizational culture.
- Recognizes that the board/superintendent governance relationship is supported by the district's management team.
- Understands the distinctions between board and staff roles and respects the roles of the board as the representative of the community.
- Understands that the authority rests with the board as a whole, provides guidance to the board to assist in decision-making, and provides leadership based on the direction of the board as a whole.
- Communicates openly with trust and integrity, including providing all board members with equal access to information, and recognizes the importance of both responsive and anticipatory communications.
- Accepts leadership responsibility and accountability for implementing the vision, goals and policies of the district.

EFFECTIVE GOVERNANCE TEAMS

Effective teams value and respect their essential roles, reach mutual agreement on the roles of the board and superintendent, and strive to operate within them.

UNDERSTANDING GOVERNANCE ROLES*



*Source: California School Board Association

Protocols to Facilitate Governance Leadership

Requesting Information from the Superintendent

Principle	<ul style="list-style-type: none">● Critical to the ability of trustees to make informed decisions is timely access to Information.● The superintendent wants to be responsive to requests for information, maintain the focus on district priorities and balance the management of staff time.● Clarity of roles is essential to efficient communication.
Protocol	<ul style="list-style-type: none">● Trustees will always work through the superintendent when asking questions or requesting additional information on board meeting agenda items.● The superintendent will ensure timely responses to requests and will provide the information or direct trustees to the correct source. As appropriate, the superintendent will distribute answers to all trustees.● Board members will self-monitor to ensure one person's request for information does not divert an inappropriate amount of time from staff efforts to achieve district goals. Requests requiring significant amounts of time will be brought to the board to decide whether to support the request.



Meetings as Strategic Leadership

Principle	<ul style="list-style-type: none">● The board meeting is a meeting to conduct district business in public. Well-run efficient meetings model leadership, promote trust and confidence and provide opportunities to demonstrate the district's strategic planning and forward movement.● The governance team wants to demonstrate to the public that the board maintains the focus on priorities and that deliberation and discussion are conducted with professionalism and respect.● The board meeting provides opportunities to share educational philosophy among the governance team and with the community.
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Protocol	<ul style="list-style-type: none"> ● The board will communicate how the agenda topics link to district priorities and how actions link to the goals and strategies. ● The principal/superintendent reports will explicitly demonstrate relationships to the district goals. ● The board members agree to share accountability for board deliberations that demonstrate that the ‘right’ amount of time is spent on the ‘right’ things while valuing the input of each member of the governance team. ● Annually and as needed the board will schedule study sessions and board conversations linked to the district’s strategic priorities.
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Role of the Board President	
Principle	<ul style="list-style-type: none"> ● The board has an obligation to set an example of good government in action for the community. ● The board intends for meetings to proceed professionally, efficiently and effectively. ● The board president sets the tone and shapes the public’s perception of the school board. ● Each board member must have the opportunity to express his or her viewpoint during board deliberation.
Protocol	<p>The role of the board president is to:</p> <ul style="list-style-type: none"> ● Confer with the superintendent before the board meeting to prepare, as necessary for the board meeting. ● Facilitate the board meeting, supporting the effective flow of the discussion and encouraging input from all trustees while staying on task, moving forward, and maintaining proper meeting decorum ● Model the tone and behavior the board wishes to convey to the community. ● Following the board meeting, the board president with the superintendent will ensure there is appropriate follow-up and clarification of possible options for the board. ● The board president serves as the primary spokesperson for the board.

Board Deliberation and Motions on Agenda Action Items

Principle	<ul style="list-style-type: none"> ● The tenets of parliamentary procedure help ensure the orderly conduct of board meetings. ● Establishing clear and simple rules leads to wider understanding and participation, fostering a healthier exchange of ideas. ● Motions are the vehicles for orderly decision making by the board
Protocol	<ul style="list-style-type: none"> ● The board president will introduce the agenda item and present the opportunity for the superintendent and staff to report on the issue at hand and to provide staff recommendations. ● The board president will open the item for discussion so that board members may exchange thoughts or ask the superintendent and staff for further clarification if necessary. ● Members of the public will be afforded the right to address the board before or during consideration of the item. (Gov Code 54954.3) This will typically be at the beginning of the meeting, although the board may request additional information or comment during consideration of an item. ● The board president will call for a motion. A board member may act by saying “I move that.....”. ● Another board member may second the motion by saying “I second the motion” ● The board president will state, for the record, who made the motion and second, and ask if any further discussion by the board is necessary. ● The board president will call for a vote saying “All in favor please respond by saying aye.” “Any opposed please respond by saying no.” ● The board president announces the result of the vote and clarifies Board direction for the Superintendent and the record keeper.



Amended Motions and Substitute Motions

Principle	<ul style="list-style-type: none"> ● A “motion” is a formal proposal put before the board by a member of the board ● Any motion can be amended before board consideration ● There can be multiple motions on the floor at the same time
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Protocol	<ul style="list-style-type: none"> ● A recommendation to amend a motion can be made by any member of the board. ● When a board member recommends amending a motion on the floor, if the maker and the person who seconded the motion accept the amendment, it now becomes the pending motion on the floor. ● If a recommended amendment is not accepted by the maker of the motion and person who seconded it, the person proposing the amendment must make a “substitute” motion and it must be seconded before the board can consider it. A substitute motion is a second motion separate from the first motion. ● When multiple motions exist simultaneously, the board should first consider the last motion made that is seconded. If this motion passes the action is final for this topic and the previous motion(s) becomes moot. If the motion fails, the motion made prior to the failed motion then becomes the pending motion for consideration by the board. The first motion made is the last to be considered. ● Substitute motions shall be limited to three to avoid confusion and unwieldy conversations.
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Abstaining and “No” Votes	
Principle	<ul style="list-style-type: none"> ● Voting on matters of business that come before the board is an important duty for school board members. ● Whenever possible, board members are encouraged to take a stand and cast a vote. ● Each trustee respects the right of other trustees to vote “no” on an issue. ● Occasionally a member may find the need to abstain from voting on a matter.
Protocol	<ul style="list-style-type: none"> ● As a courtesy to the Board, Members should attempt to clarify their intended vote during deliberation. ● An abstention is considered as a “not voting,” which means that it’s neither a vote in favor nor a vote against the motion being made. ● When a member abstains, his/her abstention shall not be counted for purposes of determining whether a majority of the membership of the Board has taken action. ● A member may abstain if they feel that there is insufficient information to vote on a motion, however that member should move that the item be tabled for lack of information and request the item be placed on a subsequent agenda. If there is no second on his/her motion to table or if the motion does not pass, the member may abstain from a vote. ● A member may abstain when a conflict arises. If the conflict is on a consent item, the member should pull the item from the consent agenda and disclose the conflict. This allows the member to vote on the remaining consent agenda. ● A member may abstain from voting to approve a previous meeting's minutes if the member was absent at the meeting.

Board Meeting Agenda Consent Calendar	
Principle	<ul style="list-style-type: none"> ● A consent calendar allows the board to approve items together without discussion or individual motions. ● Consent calendars help streamline meetings by allowing procedural decisions that are likely to be noncontroversial to be made through a single motion.
Protocol	<ul style="list-style-type: none"> ● Consent items should include, but are not limited to; approval of minutes, field trips, conference requests, inter-district transfers, volunteers, personnel, etc. ● An agenda item “Items removed From The Consent Calendar” will follow the consent calendar on the agenda to facilitate consideration of removed items.



Newly Elected Board Member Resources	
Principle	<ul style="list-style-type: none"> ● Newly elected members to the Board of Trustees will likely be unfamiliar with state open meeting laws, meeting procedural policies, board bylaws, the district budget, goals, and other district related issues. ● The governance team wants to provide all the tools necessary to help new board members reach their potential to be a productive and effective member to the team. ● Having resources related to board meeting procedure and pertinent district information will help prepare new board members for their first board meeting and facilitate integration into the governance team.
Protocol	<p>Newly elected board members will receive the following resources upon election and prior to their first board meeting:</p> <ul style="list-style-type: none"> ● Brown Act Handbook, TRUSD Governance Handbook and Governance Calendar, Annual Board Meeting Calendar, Board Bylaws/Policies, and CSBA Professional Governance Standards ● Local Control and Accountability Plan (LCAP), District Budget, District Information Resource <p>The governance team will schedule an orientation workshop meeting as soon as possible to be held with new board member(s).</p>

Board Member Training

Principle	<ul style="list-style-type: none"> ● The Governing Board understands the critical role school governance training and education play in promoting student achievement and providing effective leadership in the community it serves. ● School districts face unique challenges and the Governing Board is best positioned to address these challenges when members of the board develop common knowledge related to key education issues. ● Individual Governing Board members understand that annual re-organization provides opportunities for them to serve as Board President, Clerk, and representative to the Tulare County Office of Education. Proactively receiving training for such appointments better prepares board members for filling these important positions. ● A strong understanding of the role of the governing board by its members promotes a unity of purpose within the governance team. This ultimately leads to the effective, results driven direction necessary for the school district to achieve its established vision and goals and maintain its standard of excellence.
Protocol	<p>The annual budget will contain adequate funding for board member training, taking into consideration that budgets in election years may require additional funding to accommodate new board members. Board members shall continuously participate in educational opportunities designed to assist them in understanding the principles of effective governance, including, but not limited to:</p> <ul style="list-style-type: none"> ● CSBA <ul style="list-style-type: none"> ○ New and First term Board Members ○ Board President ○ Masters In Governance ● SSDA Governance Team Trainings ● Tulare County Office of Education Workshops ● Required Upon Election/Appointment and Every Two Years Under CA Law <ul style="list-style-type: none"> ○ Brown Act ○ AB1234 Ethics and Conflict of Interest <p>Upon appointment at the annual Board reorganization, the Board President shall develop a program that provides opportunities for other board members to, when possible, rotate as a second board member in agenda development and chair the meeting.</p>

Establishing Multi - Year Goals

Principle	<ul style="list-style-type: none"> ● Establishing district multi-year and annual goals is critical to a forward thinking, proactive board that is committed to continuous learning. ● Important to the work of the board is the ability to track progress over multiple years. ● Critical to governance work is data driven decision-making that promotes clarity of direction, focus and alignment. Setting goals ensures that the work of the district is focused.
Protocol	<ul style="list-style-type: none"> ● The annual goal setting process is linked to the district mission map and the superintendent evaluation and will follow an established calendar. ● July - review past year accomplishments and status of goals. ● July - set annual goals based on the District Strategic Plan and establish a schedule of progress reports.



Personnel - Employment References

Principle	<ul style="list-style-type: none"> ● Occasionally, the Superintendent and/or Board Members will receive requests for employment references, letters of recommendation, or information about the reasons for separation. ● To be effective, responses to such requests must come from person(s) with first-hand knowledge of the employee's professional qualifications or work performance. ● The board only employs and regularly evaluates the Superintendent. All other District employees are employed and evaluated by the Superintendent and his/her designees.
Protocol	<ul style="list-style-type: none"> ● The District's Board of Trustees and its members will defer all requests for employment references, letters of recommendation, or information about the reasons for separation to the Superintendent, unless the request relates to a current or former Superintendent.

Designated Spokesperson	
Principle	<ul style="list-style-type: none"> ● It is essential that important and accurate information be communicated to members of the board, the staff and the community in as timely a fashion as possible. ● The governance team recognizes that some situations have legal or other considerations that may place restrictions on what may be told to the media or public.
Protocol	<p>The governance team commits to speaking with one voice. The designated spokesperson will vary depending on the issue or situation:</p> <ul style="list-style-type: none"> ● Crisis/Disaster: The superintendent is the primary spokesperson and may involve the board president at her discretion. ● Meeting Information (e.g. board meetings, agenda items, study sessions): The board president and the superintendent will serve as primary spokespersons or may choose a designee. ● Core Values /Vision / District Priorities / General District Information: All governance team members may serve as spokespersons utilizing developed and agreed upon key messages. <p><i>For information requests via email:</i></p> <p>If a trustee receives an email request from a member of the public, the trustee may respond and copy the board president and superintendent on the response, or the trustee may refer the request to the board president and superintendent.</p> <ul style="list-style-type: none"> ● If the request is sent to the superintendent, she will copy the answer to all trustees. ● If the email is sent to some or all trustees, trustees will refer the request to the board president with a copy to the superintendent (if the superintendent is not already copied). The board president or superintendent will agree on which of them will respond, copying all trustees. <p><i>For requests from the media:</i></p> <ul style="list-style-type: none"> ● A trustee may answer a request from the media or recommend that the request be directed to the board president or the superintendent. ● If the trustee answers the request directly via email, he/she will copy the superintendent and board president. If the trustees answer the request directly via conversation or phone call, he/she will inform the superintendent and board president. ● The board clerk will perform the role of the board president if the board president is unavailable for an extended period.

Confidentiality	
Principle	<ul style="list-style-type: none"> ● The governing board recognizes the importance of maintaining the confidentiality of information acquired as part of a board member's official duties.
Protocol	<ul style="list-style-type: none"> ● The responsibility of the board includes being privy to closed sessions or confidential information about district litigation, personnel, negotiations, superintendent evaluation, or other issues permitted under the Brown Act. ● The content of closed session deliberations will not be disclosed to people who were not party to that session except by explicit decision by the board. ● If we inadvertently or accidentally violate a confidential issue, we will take immediate responsibility for our action. ● Confidential items will be reserved for full board discussion.
Handling Community or Staff Concerns and/or Complaints	
Principle	<ul style="list-style-type: none"> ● Board members want to be accessible, responsive, consistent and fair in dealings with complaints and concerns from staff and the community. ● The board values open communication and timely resolution of issues. ● Board members may take receiving complaints as an opportunity to explain the role of trustees. ● Board members understand they do not have the authority to resolve complaints as individual members of the governing body.
Protocol	<p>When approached with an issue or concern, trustees agree to:</p> <ul style="list-style-type: none"> ● Listen openly, being careful to remain neutral. ● Remind staff and members of the community that no individual trustee has the authority to solve the issue/concern. ● Encourage addressing this with the person who can most directly help with their concern, e.g. teacher, principal, superintendent. ● As appropriate, explain the district complaint or grievance process. Trustees will notify the superintendent of the issue or concern, as appropriate.



CONFIDENTIALITY

Board Governance Self-Assessment	
Principle	<ul style="list-style-type: none"> ● Conducting a governance self-evaluation demonstrates accountability to the community and the willingness of the governance team to strengthen and improve
Protocol	<ul style="list-style-type: none"> ● The board supports continuous improvement through ongoing evaluation of governance effectiveness. ● The governance self-assessment provides an opportunity to reflect, evaluate, prioritize and focus on strengthening the governance team. ● The board will participate in at least one workshop annually to review the governance goals, governance team agreements and processes and to participate in a self-evaluation process. ● The assessment process will align with assessment of progress on district goals and the superintendent evaluation. ● At the conclusion of the annual governance self-assessment, the board will reach agreement on one to two governance goals/objectives that are directly linked to the district goals



Visiting Schools and Attending School Events	
Principle	<ul style="list-style-type: none"> ● The board wants to be informed about instructional practices, and the needs of the students and staff with regard to school programs. ● The board respects the busy schedule of staff and recognizes that impromptu site visits by board members can be disruptive to school operations.
Protocol	<ul style="list-style-type: none"> ● As a professional courtesy, trustees will schedule school visits. ● The superintendent/principal may accompany trustees on classroom visits ● Trustees desiring a formal meeting with school staff or administration will schedule this meeting through the superintendent. ● The superintendent will ensure that staff is aware of the process and protocols for trustees visiting the classrooms. ● Board members are encouraged to visit the school and attend school events. ● Board members may support the school as volunteers subject to the same conditions as other community members.

Collective Bargaining	
Principle	Board members' involvement in the collective bargaining process should support the ethical, fiscal and educational goals of the TRUSD community and be reflected in the actions taken throughout the collective bargaining process.
Protocol	<p>To achieve this, board members should:</p> <ul style="list-style-type: none"> ● Participate by providing direction and guidance to those selected to represent the Board (District Negotiating Team). Board members will not participate in the individual negotiation sessions, either directly (at the table) or indirectly (observing the District's negotiation team). ● Create the most positive environment possible to support the negotiation process; (e.g., Superintendent will endeavor to hold regular monthly employee/employer relations meetings with union's lead Negotiator and President). Superintendent and management team members shall endeavor to hold regular meetings to maintain consistent positive communication. ● Set the District's collective bargaining parameters for its negotiation team. ● Expect, as the representative of the Board, that the Superintendent will ensure that the Board, collectively and individually, is informed on the issues and strategies implemented within the collective bargaining process. ● Expect, as the representative of the Board, that the Superintendent will recommend, for approval of the Board, the Chief Negotiator and the members of each of the District's negotiation teams. ● Encourage open communication to all those impacted by negotiations, within allowed parameters. ● Expect, while the negotiation process is taking place, that the Superintendent will be available to address the challenges related to the district. As the representative of the Board, the Superintendent will guide the development of the bargaining strategy and will be primarily responsible for facilitating the collective bargaining process.

*Collective
Bargaining*

BOARD OF TRUSTEES GOALS

Goal 1:

Student Achievement through a rich and varied curriculum: All learners will experience a challenging and relevant learning environment that will prepare them for the future.

- A) All board decisions related to student achievement shall adhere to the objectives of the board approved Local Control Accountability Plan (LCAP).
- B) A politically neutral environment shall be ensured in all curriculum selections.
- C) School staff and administration will be provided resources and professional development to support rich student achievement.

Goal 2:

Community Relations: Three Rivers Union School District will support and encourage every community member to invest in our children's future and build shared ownership and participation in our school district through:

- A) Seeking community involvement and considering the community a partner in all efforts to educate the students of Three Rivers.
 - 1) The board will accomplish this by encouraging board members to attend local community meetings representing the district and participating as necessary.
 - 2) Encourage community participation at District Board meetings.
 - 3) Promote a clear message about District activities regularly through the local press and/or social media.
- B) The board will commit to an active role and regular review of community participation in the LCAP.

Goal 3:

Budget and Finance: Three Rivers Union School District will develop and implement a financial management system that ensures the highest levels of fiscal responsibility.

- A) Board members will work towards a better understanding of the financial system in an intelligent manner. The Board needs to have an understanding of all aspects of budgeting.
- B) Ensure that all decisions are supported by our LCAP including:
 - 1) Long range budget planning that includes a balanced budget over a three-year period.
 - 2) Thoughtful review of all practices to ensure long term budget sustainability.
 - 3) Budget planning which is student centered.
 - 4) Transparent budgeting processes.
 - 5) Board members will play an active role in the development of the annual budget and LCAP.

Goal 4:

Specific to members of the Board of Education: The Three Rivers Union School District will hold itself to the highest standard possible out of respect to the school and community that we serve.

- A) The board will demonstrate its commitment to efficiency by utilizing appropriate technologies to perform regular board functions and by promoting its use throughout the District.
- B) Adhere to board policies regarding board member responsibility and commitments specific to attendance at board meetings and other board related functions.
- C) Board members will actively participate in available training of best governance practices in order to make best decisions for students, staff, and the community.
- D) Board members will strive to be respectful of differing ideas, opinions, and votes of fellow Board members.

Goal 5:

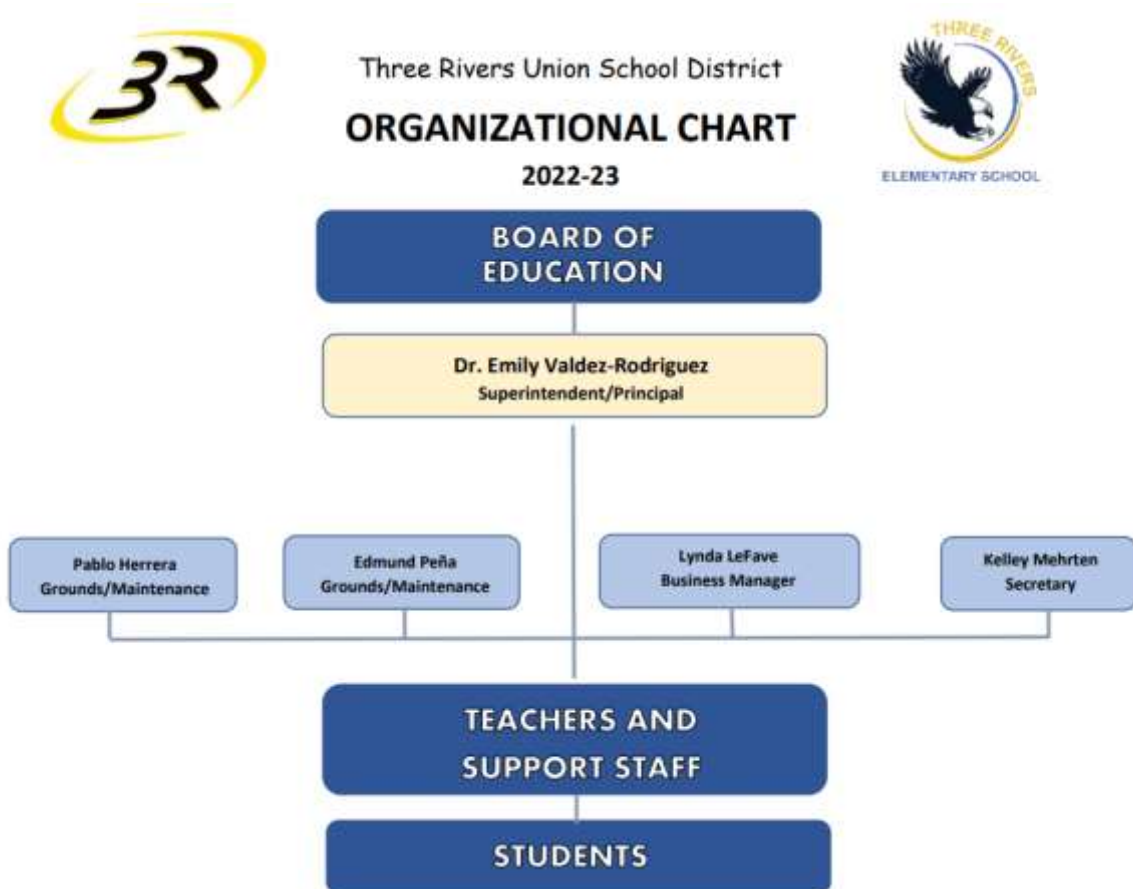
The Board will strive to promote transparency in all decision making, thereby protecting the public's interest in open government and ensuring the governance process is visible.

- A) The Board will maintain a policy relating to transparency and make that policy easily accessible (Board Bylaw 9009).
- B) The Board will keep honesty, integrity, and openness priorities in the exercise of district governance in an effort to effectively and efficiently make decisions that serve the needs and interests of the community.

APPENDIX A

THREE RIVERS UNION SCHOOL DISTRICT

ORGANIZATIONAL CHART



APPENDIX B

THREE RIVERS UNION SCHOOL DISTRICT

TRUSD 2022/23 INSTRUCTIONAL CALENDAR

*Three Rivers Union School District
2022 - 2023 Instructional Calendar*

School Day	180	Minimum Day	9	School Not in Session	32						
Staff Dev. Day	4	End Qtr/Min. Day	4	Student's First Day	8/10						
Back to School Night / 8-17		PTC / 9-13 to 9-16		Open House / 5-3							
JULY		AUGUST		SEPTEMBER							
M	T	W	T	F	M	T	W	T	F		
				1					1	2	
4	5	6	7	8							
11	12	13	14	15							
18	19	20	21	22							
25	26	27	28	29							
16 Days		21 Days									
OCTOBER		NOVEMBER		DECEMBER							
M	T	W	T	F	M	T	W	T	F		
				7					1	2	
10	11	12	13	14							
17	18	19	20	21							
24	25	26	27	28							
31											
21 Days/10-7 (End 1st Qtr.)		16 Days		12 days/12-16 (End 2nd Qtr.)							
JANUARY		FEBRUARY		MARCH							
M	T	W	T	F	M	T	W	T	F		
				6					1	2	3
9	10	11	12	13							
16	17	18	19	20							
23	24	25	26	27							
30	31										
16 Days		18 Days		22 Days/3-17 (End 3rd Qtr.)							
APRIL		MAY		JUNE							
M	T	W	T	F	M	T	W	T	F		
				7					1	2	
10	11	12	13	14							
17	18	19	20	21							
24	25	26	27	28							
14 Days		22 Days		2 days/6-1 (Graduation)							

End of Grading Period-10/7, 12/16, 3/17, 6/2

Board Adopted: 04/06/22

APPENDIX C

TRUS Eagle Booster Club

Eagle Booster Club (EBC)

We put the "fun" in "fundraising!"

The EBC hosts the annual Halloween Carnival, traditionally the last Saturday of October. Board members are responsible for the design, planning, and coordination of the event, of course with the help from staff, students, and lots of community members! The monies raised from that one large annual fundraiser helps boost the bottom line for our school district so that students and the community benefit from new and improved equipment, technology, and various resources –
email: ebc@3rusd.org.

Kari Daniska, President: 530.966.5006 / karikyler@gmail.com

Amber McKown, Vice President: 951.459.7247 / amber.mckown@yahoo.com

Jamie London, Secretary: 530.228.4092 / jami.a.london@gmail.com

Debbie Miranda, Treasurer: 949.292.1673 / djmiranda30@gmail.com

Mission Statement

Our mission is to provide service for school functions; engage in fundraising projects; encourage parent, teacher, and community involvement; and cooperate with school administration in providing educational opportunities. Returning families know EBC for their organization of the annual TRUS Halloween Carnival. Money raised at the carnival, and from other fundraising projects, goes directly to the classrooms and the school as a whole. In years' past, EBC helped purchase new playground structures, sports equipment and uniforms, projectors, and supplies for classrooms and school programs, like art and music.

Membership

Membership fees are \$10 per adult. Anyone can be a member of EBC; this includes TRUS families and community members. Sign up using this **form**. A copy was sent home with your student, or you can get a copy in the office).

Meetings

Meetings are typically held on the second Thursday of the month at 6pm via zoom (zoom link can be obtained by contacting the President, Kari Daniska). Special Meetings and Committee Meetings are held in person at the Three Rivers Arts Center or via zoom based on need and availability. Dates and times of those meetings can be obtained by contacting the President, Kari Daniska. Anyone can attend the monthly meetings; however, only EBC Members who have paid the membership fee can vote on important topics like how the money raised from fundraisers can best help the school. We look forward to seeing you there and hearing your ideas!

APPENDIX D

TRUS Foundation

The Three Rivers Union School Foundation is a nonprofit, public benefit corporation, independent of the Three Rivers Union School District Board of Trustees. The Foundation's purpose is exclusively educational and charitable, and all funds will be spent only on projects, activities, students, and fundraising expenditures to benefit the Three Rivers Union School District. Additionally, the Foundation will secure and distribute contributions from individuals, corporations, and foundations for the benefit of the students and the community of the Three Rivers Union School District.

The foundation is proud to say that since its inception in 1992, we have contributed an average of \$15,000-\$20,000 per year to TRUS. Our fundraising comes mainly from our annual fall dinner, and donations. Over the years, the foundation has made many contributions to TRUS students, programs, and facilities. Among them are the following:

- supported the sale of spirit clothing at TRUS
- purchased new sound equipment for the gym
- installed a 10,000-gallon water storage tank on the upper field to be used when the Bahwell ditch irrigation system is not operating
- resurfaced the tennis and basketball courts
- purchased new bleachers, several new heavy-duty trash cans
- continued to work on the refurbishing of the upper field
- built the upper field restrooms
- allocated money toward the purchase of new computers for student and teacher use
- sponsored scholarships to summer music camp for band students
- annually sponsors the 6th grade trip to Scicon
- sponsors the music and art program
- sponsors the 7th grade class picture for the community calendar
- contributed to the installation of the primary play structure
- allocated \$20,000 to help with the upgrade of the internet infrastructure at TRUS
- contributed to the creation of the science lab through purchase of tables and stools
- contributed to the installation of the kindergarten play structure

The Foundation is committed to making Three Rivers School a positive, exciting place to be for our students and our parents and will continue to support students, programs, and facilities as needed.

2022 Members:

Kristina R. Graber- President
Allison Millner- Secretary/Treasurer
Dr. Rodriguez- Superintendent/Principal
Sue Sherwood
Liz Harrelson
Edmund Peña
Elizabeth LaMar
Tracy LaMar



APPENDIX E

CSBA WHAT IT TAKES TO LEAD ARTICLE



What It Takes To Lead

The role and function of California's school boards

This guide by the California School Boards Association provides answers to frequently asked questions about school board service. In particular, it may assist those:

- › seeking a better understanding of school board members' responsibilities;
- › seeking a better understanding of how public schools are overseen by school boards acting on behalf of the public;
- › considering whom to encourage to run for the school board;
- › considering whom to vote for in a school board election; or
- › considering whether to run for the school board themselves.

Who are school board members?

School board members are locally elected public officials entrusted with governing public schools in the community. While school board members are elected as individuals, they serve as part of a governance team — one which includes each board member and the superintendent.

Why do we have school boards?

Citizen oversight of local government is the cornerstone of democracy in the United States. It's the foundation that has lasted through the turbulent centuries since our nation came into being. In the book, *Time for Curriculum*, Henry Brickell and Regina Paul note that we use citizen control for "...cities, counties, states, regions, the nation. We use it for sewers, police, roads, firefighting, rivers, libraries, airplanes, prisons, forests, the military — every government function; all staffed by experts, without exception; and all governed by civilians."

It's appropriate, then, that we entrust the governance of our schools to citizens elected by their communities to oversee both school districts and county offices of education. Today, nearly 100,000 citizens serve local communities throughout the nation as school board members, the largest category of elected public officials in the United States. School boards provide direction and oversight for the professionals who manage the day-to-day operations of the schools. They also provide accountability to the community.

What's unique about California's schools?

In California, the public schools serve more than six million students — a collective student body larger than the total population of many other states. Over 5,000 school board members govern the nearly 1,000 school districts and county offices of education in our state. Ours is the largest public school system in the nation, with the most diverse student body. While approximately 40 percent of the state general fund goes to support PreK-14 public education California still lags most other states in per-pupil funding, spending almost \$2,000 less than the national average per pupil and ranking 41st in the nation when considering the cost of living and doing business in California. The state spends less of its overall economy (called effort) relative to the rest of the states.

California school districts vary widely, from isolated rural districts with fewer than 20 students to the largest urban district with over 700,000 students. There are "elementary districts" with grades kindergarten through 6 or 8, "high school districts" with grades 9 through 12 and "unified districts" with grades Pre-K through 12 — all overseen by local boards of education.

The school districts and county offices of education for which board members are responsible are multi-million dollar enterprises. Often they are the largest employer in a community, have the largest transportation and food service operations, and have the greatest number of facilities to maintain.

Serving as a school board member

What is the school board's role and what are its responsibilities?

It's easy to say that school boards "govern" their schools. But what does that mean in everyday practice? The role of the board is to be responsive to the values, beliefs and priorities of its community.

A note regarding county boards of education

Each of the 58 counties in California has a county office of education (COE) that provides valuable services and support to the districts and directly to students in their county. County boards of education and county superintendents are established as a shared governance model. Board responsibilities and the board–superintendent relationship differ between school districts and county offices. For example, the majority of county superintendents are elected, while five are appointed, whereas district superintendents are hired by the school board. Also, there are seven counties in the state that operate as both a county office and a school district. The laws that govern board meetings, however, are generally similar.

The board has five major governing responsibilities:

1. Setting the direction for public schools in the community

Of all the responsibilities of governing boards, none is more central to the purpose of local governance than ensuring that a long-term vision is established for the school system. The vision reflects the consensus of the entire board, the superintendent and district staff, and the community as to what the students need in order to achieve their highest potential. The vision should set a clear direction for the school district/COE, driving every aspect of the district's/COE's program.

2. Establishing an effective and efficient structure

The board is responsible for establishing and maintaining an organizational structure that supports the district's/COE's vision and empowers the professional staff. Although the board doesn't implement policies or programs, the board is responsible for:

- › employing the superintendent and setting policy for hiring other personnel*;
- › overseeing the development and adoption of bylaws and policies;
- › setting a direction for and approving adoption of the curriculum;

- › establishing budget priorities*, adopting the budget and Local Control and Accountability Plan, and overseeing facilities issues*; and
- › providing direction for and adopting collective bargaining agreements*.

3. Providing support

Through its behavior and actions, the board has a responsibility to support the superintendent and staff as they implement the established vision. This involves:

- › acting with a professional demeanor that models the district's/COE's beliefs and vision;
- › making decisions and providing resources that support mutually agreed upon priorities and goals;
- › upholding district/COE bylaws and policies the board has approved;
- › ensuring a positive personnel climate exists*; and
- › being knowledgeable enough about district/COE efforts to explain them to the public.

4. Ensuring accountability to the public

The board represents the community and is accountable to the public for the performance of the schools in the community. The board establishes systems and processes to monitor results, evaluates the school system's progress toward accomplishing the district's vision and communicates that progress to the local community. In order to ensure personnel, program and fiscal accountability, the board is responsible for:

- › evaluating the superintendent and setting policy for the evaluation of other personnel*;
- › monitoring, reviewing and revising policies;
- › serving as a judicial and appeals body;
- › monitoring student achievement and program effectiveness and requiring program changes as indicated;
- › monitoring and adjusting district finances*;
- › monitoring the collective bargaining process*; and
- › evaluating its own effectiveness through board self-evaluation.

5. Demonstrating community leadership

As the only locally elected officials chosen solely to represent the interests of students, board members have

* Area where county board responsibilities may differ from school board responsibilities.

a responsibility to speak out on behalf of children. Board members are advocates for students, the district's/COE's educational programs and public education. They build support within their communities and at the state and national levels.

The board has a responsibility to involve the community in appropriate, meaningful ways and to communicate clear information to the community about district/COE policies, educational programs, fiscal condition and progress on goals. Governing boards must also ensure that the community and stakeholders have engaged in the LCAP development process. These five responsibilities are so fundamental to a school system's accountability to the public in our democratic society that they can only be performed by an elected governing body. Board members fulfill these roles by working together as a governance team with the superintendent to make decisions that will best serve all the students in the community.

What makes an effective school board member?

How board members perform their role is as important as the role itself. Board members' relationships with each other, with the superintendent and other staff, and with the public have a profound impact on a board's effectiveness. These boardmanship skills affect the board's ability to come to consensus about the direction of the school system, advocate with credibility, and establish a positive climate that encourages the best from staff.

While there is no ideal model of a board member, and while each serves with a unique style, background and perspective, there are some basic characteristics which effective board members have in common. Many of these qualities are acquired through experience and all are important to consider. Fundamental principles of effective governance are reflected in a series of Professional Governance Standards developed with input from board members and superintendents throughout California. Following adoption by the California School Boards Association's Delegate Assembly, the standards have been adopted locally by hundreds of district and county boards across the state. These standards recognize that to be an effective trustee, an individual board member:

- › keeps learning and achievement for all students as the primary focus;
- › values, supports and advocates for public education;

- › recognizes and respects differences of perspective and style on the board and among staff, students, parents and the community;
- › acts with dignity, and understands the implications of demeanor and behavior;
- › keeps confidential matters confidential;
- › participates in professional development and commits the time and energy necessary to be an informed and effective leader;
- › understands the distinctions between board and staff roles, and refrains from performing management functions that are the responsibility of the superintendent and staff; and
- › understands that authority rests with the board as a whole and not with individuals.

Furthermore, working with the superintendent as a "governance team," the board must have a unity of purpose and must:

- › keep the district/COE focused on learning and achievement for all students;
- › communicate a common vision;
- › operate openly, with trust and integrity;
- › govern in a dignified and professional manner, treating everyone with civility and respect;
- › govern within board-adopted bylaws, policies and procedures;
- › take collective responsibility for the board's performance;
- › periodically evaluate its own effectiveness; and
- › ensure opportunities for the diverse range of views in the community to inform board deliberations.

Finally, effective board members focus on closing opportunity gaps. Given persistent gaps that have denied opportunity to many students based on their economic status, race and other factors, board members that are focused on closing these gaps can help to ensure that public schools truly serve all students. Effective board members look at all decisions through an equity lens, meaning that they are focused on allocating resources to students based on their needs and constantly consider how board actions can help to close or widen access to opportunity.

It is vitally important that voters carefully choose the citizens to oversee their schools to whom they entrust their children and their tax dollars. It is equally important that school board

candidates understand the depth of commitment required to effectively fulfill the school board role.

For example, school districts and COEs are governed by boards, not by individual trustees. Understanding the collective decision-making process is an important step in becoming an effective board member. Optional Board Bylaw 9230, Orientation, provides guidance on how newly elected board members will be oriented to their role on the board.

Becoming a school board member

How does someone become a school board member?

The vast majority of California school board members are locally elected. In only one case are county board members appointed by the county board of supervisors.

When a vacancy occurs on a board, the remaining members of the school board may order an election or appoint a board member to serve until the next regularly scheduled election in accordance with law. If the vacancy occurs within four months of the end of the board member's term, the board does not fill the vacancy.

Who is eligible to serve on a school board?

School boards are nonpartisan. Candidates for boards are not required to belong to a political party. In California, you may be elected or appointed to a governing board of a school district if you are:

- › 18 years of age or older;
- › a citizen of the state;
- › a resident of the school district (or county for COE members)
- › a registered voter; and
- › not disqualified by the constitution or laws of the state from holding a civil office.

An employee of a school district may not be sworn into office as an elected or appointed member of that school district's governing board unless and until he or she resigns as an employee. If the employee does not resign, the employment automatically terminates upon being sworn into office.

Any registered voter is eligible to be a member of the county board of education except the county superintendent of schools, any member of his or her staff, or any employee of a school district that is within the jurisdiction of that county board.

How many people serve on a school board?

While boards may consist of three, five or seven members, the majority of California school boards are composed of five members.

How long are school board terms?

School board members serve for terms of four years. Terms are usually staggered so there will be openings every two years.

When are elections held?

Most school board elections are held in conjunction with November general elections in even-numbered years. The best way to find out the date of the next election is to call the office of the superintendent of the local school district or county office of education.

How are board members elected?

Board members are elected in one of three ways:

- › **At large:** Board members can live anywhere in the district and are elected by all the voters in the district.
- › **By trustee area:** Board members have specific geographic trustee areas in which they must live and are elected only by the residents of that area. It is important to note that all county board members are elected by trustee area.
- › **From trustee area:** Board members must live in particular geographic areas but are elected "at large" by all the voters in the district.

How does someone become a candidate for school board?

Candidates must fill out a "declaration of candidacy" form. In most cases, this must be picked up and filed at the county elections office. In a few counties, it's possible to get forms at the local school district administration office or the county office of education. According to the state Elections Code, declaration of candidacy forms must be filed during a period extending from 113 days to 88 days before the election is to be held. For November elections, candidate filing takes place for several weeks during the summer.

Candidates should consult the county elections office to determine whether or not filing fees or nominating signatures are required. Occasionally a school district election is influenced by a city charter and filing procedures may vary somewhat.

There may be a fee if a candidate wishes to have a candidate statement printed in the voter's guide distributed to all local voters. Some school districts and county offices pay for the printing of this statement for all candidates to their board.

Are there rules about school board campaigns?

School board campaigns range from simple to sophisticated, depending on the candidate and the community. One element all campaigns have in common, however, is the state requirement for reporting campaign finances. State law governs the reporting procedures to be followed. School board candidates who have over \$1,000 in expenditures or receive contributions totaling \$1,000 or more must report contributions and loans received, and expenditures and loan repayments, to the county elections office. School board campaigns range from simple to sophisticated, depending on the candidate and the community.

Once elected, school board members must abide by state requirements dealing with the filing of Statements of Economic Interest relating to conflict-of-interest regulations. These involve public disclosure of economic interests and require public officials, under certain circumstances, to disqualify themselves from making governmental decisions which could affect their financial interests. More information on this topic is available from the California Fair Political Practices Commission in Sacramento.

Where is more information available about the election process?

The county elections office has complete information about the local elections process. The superintendent's office in the local school district or county office of education should be able to provide the name and phone number of the county government office that handles elections. In many counties, candidate handbooks are available. Additional information is available in California's Education Code, Government Code and Elections Code.

Newly elected school board member resources

The California School Boards Association offers a variety of resources and training specific to the needs of school board members.

Professional development

www.csba.org/TrainingAndEvents/GovernanceBasics

CSBA's Orientation for New Trustees at the Annual Education Conference – This one-day, preconference orientation for new trustees prepares new board members for their first 100 days of service.

Institute for New and First-Term Board Members – This innovative two-day seminar is one of the best opportunities for newly elected and first-term trustees to learn about their unique role and responsibilities.

Professional development continues throughout your journey as a school board member. Visit www.csba.org/TrainingAndEvents for a full list of all CSBA trainings.

Publications

Call to Order: A Blueprint for Great Board Meetings – This comprehensive resource includes content regarding the structure and leadership for board meetings as well as parliamentary procedure.

The Brown Act: School Boards and Open Meeting Laws – This guide to the Brown Act is a must-have for any board member.

The School Board Role in Creating the Conditions for Student Achievement: A Review of the Research – This report synthesizes district improvement research and demonstrates how school boards can impact student outcomes.

To view all of CSBA's publications, visit www.csba.org/CSBAStore.

The CSBA website provides a wealth of resources and information for all board members. Visit us at www.csba.org.



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