



# Eastside Union

SCHOOL DISTRICT

## Eastside Union School District Governance Handbook 2021

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### **Board of Trustees**

Mrs. Julie A. Bookman, President  
Mrs. Deborah L. Sims, Vice President  
Ms. Doretta N. Thompson, Clerk  
Mr. Joseph “Joe” Pincetich, Member  
Mr. Bryan D. Rasch, Member

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### **Superintendent of Schools**

Dr. Joshua L. Lightle

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## VISION

“Everyone contributes, every student achieves.”

## MISSION STATEMENT

To provide a rigorous education in a safe, inclusive learning environment with caring, passionate professionals who prepare students to reach their highest potential.

## CORE VALUES AND BELIEFS

**Student Success:** Every student is provided tremendous opportunities to learn, to achieve, and to reach the highest potential and all staff members are focused on that success.

**Expectations:** Student, parent, staff and community expectations are well-defined and shared. Our community members are supported in order to achieve these high expectations.

**Collaboration and Teamwork:** We work collaboratively, as a team, to ensure our students succeed in a supportive climate. Key decisions are informed by stakeholder feedback and input. We celebrate our successes!

**Respect and Trust:** Communication and interaction in our community are guided by mutual respect, trust, integrity and support.

**Districtwide Safety and Security:** Our schools and district sites operate effectively to ensure the safety and security of our students, families, staff and all community members.

**Operational Effectiveness and Efficiency:** Fiscal and human resources are well-managed and prioritized to meet our instructional and operational goals.

**Improvement and Monitoring:** Community members work as a team to review our progress, celebrate our successes and use data to address our changing needs.

**Equity:** Stakeholders are entitled to access and opportunities in a bias-free, socially and emotionally supportive environment for all to be successful.

## DISTRICT GOALS

**Goal 1:** Improve teaching for student learning, achievement, and success

**Goal 2:** Promote a safe and caring learning environment

**Goal 3:** Foster a team commitment

**Goal 4:** Operate with increasing efficiency and effectiveness

## TRUSTEE GOVERNANCE MINDSET:

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The Board of Trustees recognize and understand to be effective, to do the job of governing, all trustees have to be leaders working together toward the same goals. This understanding is governance mindset. The Board determined that the following characteristics describe a Trustee with a governance mindset:

### Systems Thinking

- Achieve by understanding how decisions impact others, avoid unacceptable outcomes
- Familiarize ourselves of how other systems (and broader society) impact the educational system
- Direct resources to achieve the mission, vision, goals (from macro viewpoint)
- Take actions that will most positively influence the system as a whole
- Understand everything is connected and that school districts are complex systems

### Strategic Focus

- Focus our energy on strategic oversight
- Willingness to engage in complex education issues in a real, authentic manner
- Provide support from a strategic context rather than tactical or administrative

### Deep Learning

- Commit to understand the challenges facing the students we serve
- Commit to understand major innovations and rapidly changing teaching and learning
- Understand the global competencies for learning
- Open dialogue to acquire access to quality data and evidence by asking questions and seeking the right information

### Manner

- Discussions are conducted in a clear, concise, and purposeful manner
- Empathetic listening with intent to understand the speaker's point of view
- Manner can/will change the perception of your message (tone, body language)
- Be conscientious and self-aware of the context of our messages we are delivering in public

## SUPERINTENDENT GOVERNANCE MINDSET:

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It's not just high-performing trustees who govern with a well-developed governance mindset; effective superintendents do so as well. Highly successful superintendents act in a way that reinforces their recognition of governance as both a necessity and an asset to district-wide coherence. The Trustees and Superintendent determined that the following characteristics describe a superintendent that reinforces a governance mindset:

### Systems Thinking

- Makes the district-wide connections and impacts visible to the board.
- Helps keep the board's focus on district-wide impacts as part of an integrated education program rather than only on single, narrow interests.

### Strategic Focus

- Facilitates open, clear discussions about the administration-governance relationship.
- Engages the board in the tough discussions over difficult issues.
- Structures meeting agendas around strategic goals rather than operational issues.

### Deep Learning

- Provides high quality data that promotes quality decision making by trustees possible.
- Provides the most accurate, high quality information as one of the highest priorities.
- Identifies and provides quality data and information in supporting the rapidly changing needs of the district.

### Manner

- Models the behavior and demeanor expected from trustees and staff.
- Supports the establishment of a governance infrastructure that includes adopted norms and protocols.
- Supports trustees to maintain focus on agreed upon norms and behaviors.

## ROLES AND RESPONSIBILITIES

### **The Role of the Board and Superintendent:**

School board “trustees” are the representatives of the people, elected to ensure that the district schools educate the children in consideration of the interests of the local community. The role of the School Board is to govern the school district.

The superintendent is hired by the school board to provide the professional expertise in the day-to-day operations of the district. The role of the Superintendent is:

1. To work with the school board to develop an effective governance leadership team.
2. To serve as the chief executive officer for the school district.

### **Governance Responsibilities of the Board**

#### Set Strategic Direction:

- Focusing on and supporting the non-negotiable goals for effective instruction, student achievement and well-being.
- Adopting well-developed, easily understood, measurable strategic goals and success indicators designed to achieve our mission, vision, and core values.
- Ensuring an appropriate inclusive process is used to develop these documents and they are the driving force for all district efforts.
- Maintaining a long-term focus while comprehending the rapidly changing dynamic world we live in.

#### Policy Direction and Approval:

- Leveraging program plans and frameworks to keep the district focused on achieving mission, vision, core values, and strategic goals.
- Approving budget priorities, adopting the budget, and tracking implementation plans as a systems review and keeping the district focused on the strategic agenda.
- Adopting and approving a wide variety of program plans and frameworks such as:
  - Local Control Accountability Plan (LCAP)
  - Collective Bargaining Agreements
  - Facilities Plan
  - Transportation Plan
  - Communications Plan
  - Board Policy Updates

#### Stewardship and Support:

- Creating and supporting a positive organizational culture in the district by:
  - Acting with professional demeanor that models the board-adopted norms and protocols.
  - Making decisions and providing resources that support board-adopted priorities and goals.
  - Standing by decisions made by the board.
  - Upholding board-approved district policies.
  - Ensuring a positive personnel climate exists.

- Celebrating board progress in student learning, while identifying lack of progress as an area of concern and action.

#### Oversight and Accountability:

- Working together with the superintendent to ensure that individual and collective responsibility is built into the culture of the district.
- Ensuring the quality of information in order to make strategic decisions to support our strategic goals.
- Monitoring student achievement and program effectiveness and requiring program changes as indicated.
- Reviewing the effectiveness of policies adopted by the board.
- Implementing a superintendent and board evaluation system.

#### Community Leadership Throughout:

- Speaking with a common voice about district priorities, goals and issues.
- Engaging and involving the community in district schools and activities.
- Communicating clear information about policies, programs and fiscal conditions of the district.
- Educating the community and the media about issues facing the district and public education.
- Advocating for children, district programs and public education to the general public, community, and local, state and national leaders.

## GOVERNANCE CULTURE

The Board of Trustees serves as a model of the collaboration and mutual respect it encourages throughout our system. Our Governance Team believes in a shared belief to support all our students to be successful, meeting their diverse needs, and creating conditions in which all employees are valued and supported. The trustees determined three important processes to assist them in developing the governance infrastructure that is essential to fostering and sustaining a positive governance culture: Meeting Behaviors, Meeting Norms, and Protocols

### **Meeting Norms**

The following Norms are a set of commitments created by the Governance Team to guide behaviors and maximize opportunities for success for formal gatherings.

- We will have solution-based, concise conversations that move towards an established goal of student success and well-being, and we will consider all perspectives before making important decisions.
- We will focus on the task at hand, understand the message and content without regard to the messenger. We will focus on others' assets and capabilities and offer our perspectives in a calm, positive, and professional manner in regard to the work and not the person.
- We will actively and empathetically listen to understand and contribute by being attentive and open-minded.
- We will each be responsible for the success of the meeting, contribute equally, address concerns and support majority decisions.
- We will appreciate diversity and acceptance, and we will embrace the diverse experiences of individual trustees.




## **Meeting Behaviors**

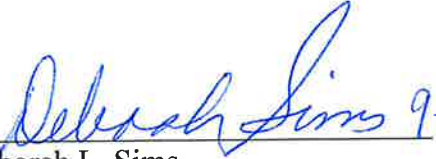
- We stay focused on the organization's goals while setting clear goals and accepting accountability for achieving them.
- We stay positive and approach our work with a sense of possibility and positivity.
- We make sure the energy we bring into the room, meeting, or situation is aligned with our core values.
- We are willing to put ourselves out there even though it may not be what others want or understand.
- We choose courage over comfort by fully engaging in conversations that may challenge the status quo or traditional way of doing things and are open to new ideas even when things are going well.
- We are aware of our competencies and limitations, reach out for help when we need it, and don't judge others when they ask for help.
- We show up for meetings on time and well prepared.
- We stay out of comparison and competition with our fellow trustees.


We have reviewed and agree to follow the aforementioned governance team norms and protocols in order to support a positive and productive working relationship among the Eastside Union School District Board of Education, Superintendent, staff, students and the community.

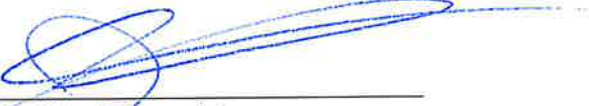
***We shall renew this agreement at each Annual Organizational Meeting of the Board of Education.***

Affirmed on this 1<sup>st</sup> day of September, 2021


  
Julie A. Bookman  
President

 9-8-2021  
Deborah L. Sims  
Vice President

  
Doretta N. Thompson  
Clerk

  
Joseph "Joe" Pincetich  
Trustee

  
Bryan D. Rasch  
Trustee

  
Dr. Joshua L. Lightle  
Superintendent