

**MINGUS UNION HIGH SCHOOL DISTRICT**  
**1801 East Fir, Cottonwood, AZ 86326**

**GOVERNING BOARD**  
**MINUTES OF MEETING**

Mingus Union High School  
at Yavapai College  
Board Retreat

Friday, March 28, 2025 10:00 AM

**Governing Board:**

Austin Babcock  
Ashley Koepnick  
Taylor Bell  
Frank Nevarez

**Also Present:**

Melody Herne, Superintendent  
Bridget Hillman, Administrative Assistant

**OPENING**

**Election of a temporary President for the current Governing Board Meeting**

Superintendent Herne requested the Board to temporary elect a Board President to open the March 28, 2025, Board Retreat.

**Motion** was made by Board Member Nevarez to elect Vice President Koepnick as Temporary President to open the March 28, 2025, Board Retreat. Second was made by Board Member Bell.

**Roll Call Vote:**

Vice President Ashley Koepnick – Aye  
Board Member Austin Babcock - Aye  
Board Member Taylor Bell - Aye  
Board Member Frank Nevarez - Aye

**Motion** passed 4-0.

**Call to Order**

Temporary President Koepnick called the meeting to order at 10:01 AM

**Roll Call**

Temporary President Ashley Koepnick, Board Member Austin Babcock, Board Member Taylor Bell, and Board Member Frank Nevarez are all present.

**Pledge of Allegiance**

The pledge was led by Board Member Babcock.

**Moment of Silence**

A moment of silence was observed.

### **Adoption of Agenda**

**Motion** was made by Board Member Nevarez to adopt the agenda as presented. Second was made by Board Member Bell.

### **Roll Call Vote:**

Temporary President Ashley Koepnick – Aye

Board Member Austin Babcock - Aye

Board Member Taylor Bell - Aye

Board Member Frank Nevarez - Aye

**Motion** passed 4-0.

Superintendent Herne introduced and thanked Julie Bacon and Sarah James from ASBA for their attendance today. Julie Bacon and Sarah James facilitated the Board Retreat.

### **INFORMATION AND DISCUSSION ITEMS**

Julie Bacon and Sarah James with ASBA facilitated the Board Retreat. They lead the Board through the following items during the retreat.

- Eight Characteristics of Effective Boards
- Roles and Responsibilities
- Communication Protocols
- Board Self-Evaluation
- Effective Meetings
- Open Meeting Law- lead by Attorney Jon Paladini

A summary of protocols developed during the Board Retreat and documents utilized by ASBA will be at the end of the meeting minutes.

### **ADJOURNMENT**

**Motion** was made by Temporary President Koepnick to adjourn the meeting. Second was made by Board Member Nevarez.

### **Roll Call Vote:**

Temporary President Ashley Koepnick – Aye

Board Member Austin Babcock - Aye

Board Member Taylor Bell - Aye

Board Member Frank Nevarez - Aye

**Motion** passed 4-0.

**Adjournment: 2:21 PM**

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Board President

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Vice President Koepnick

► Mingus Union High School District

## Governing Board Professional Development



► March 28, 2025

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Welcome...

Hello

Complete the 2 Truths and a Lie  
worksheet in your folder.



2

# Agenda



- Welcome/Icebreaker
- Eight Characteristics of Effective Boards
- Roles and Responsibilities
- Communication Protocols
- Board Self-Evaluation
- Effective Meetings
- Open Meeting Law
- Questions/Wrap-Up



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## NORMS FOR FACILITATION

- Actively listen without judgment
- Actively participate
- Ask clarifying questions

- Assume positive intent--we are all here to do good

- Be truthful and honest
- Be respectful in tone and manner

- Seek first to understand, then to be understood

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## 8 CHARACTERISTICS OF EFFECTIVE BOARDS

NSBA's Center for Public Education looked at indicators of school board effectiveness.

From this research, it is clear that school boards in high-achieving districts exhibit habits and characteristics that are markedly different from boards in low-achieving districts.

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

**ASK: What is our district's vision? What are our goals and how do we set them?**

6



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

**ASK: What are the values of our district that drive our vision?**

7



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

**ASK: Do I spend my time on oversight or operations?**

8



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

**ASK: Do we have a clear communication structure? Do we consistently follow policy BHC and BHD?**

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

**ASK: Do we monitor data regularly? How do we use the data?**

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

**ASK: How do we fulfill our budgetary oversight to ensure alignment of resources?**

11



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

**ASK: Do we know the roles of the Board/Superintendent/Governance Team, and do we operate effectively within that framework?**

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

**ASK: Does our board participate in professional development/leadership training consistently?**

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## **POLICY FOR BOARD MEMBERS**

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

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## GOVERNING BOARD AUTHORITY

What is the authority of an individual board member?

How many bosses does the superintendent have?

What is the authority of the board as a whole?

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## GOVERNING BOARD AUTHORITY

What is the authority of an individual board member?

*None*

How many bosses does the superintendent have?

*1*

What is the authority of the board as a whole?

*A Lot*

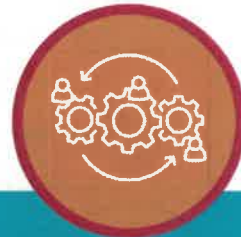
16

## MOST DUTIES IN 15-341 AND 15-342 ARE DELEGABLE



The only duties clearly not delegable are:

- Approving policy
- Passing a budget
- Hiring, evaluating, firing the superintendent

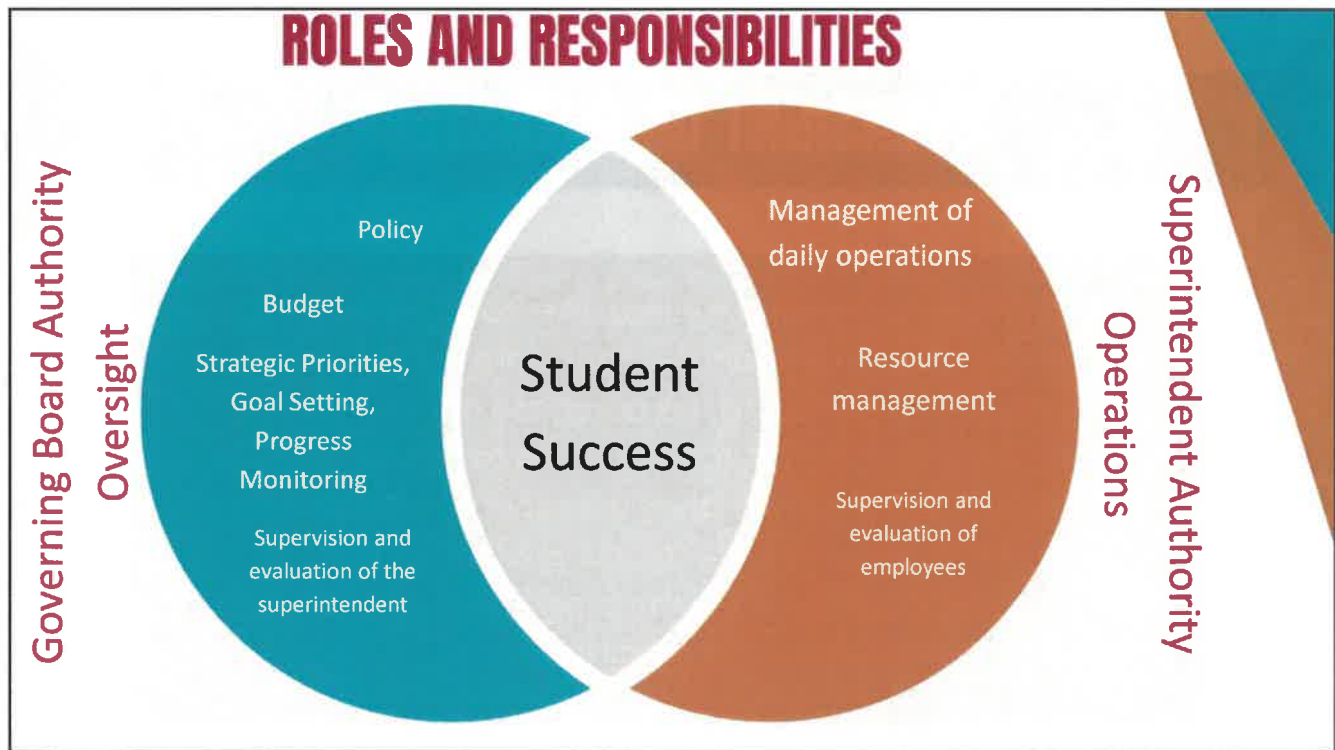


Delegable duties include:

- Day-to-day operations of the district and the requirements of the statute are taken care of by district personnel

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## ROLES AND RESPONSIBILITIES



18



19

## OVERSIGHT OR OVERSTEP?

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

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## IN THE BOARD ROOM...

- **The power/authority of school boards happens when there is a quorum of members at a publicly noticed meeting.**
- **Meetings are used to have discussion around agenda items, to vote on agenda items and to listen to information that will help members make decisions.**
- **Once the board votes on an item, board members support the will of the majority.**



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## IN THE BOARD ROOM...

- **The public must have access to a publicly noticed meeting.**
- **Public Comment is NOT a required agenda item, but is good practice.**
- **Restrictions can be placed on time, place and manner, not content.**
- **If a community member is speaking on a topic that is NOT agendized, the board cannot respond, other than to ask that the issue is looked into.**

\* It is legally appropriate to stop a speaker who is reasonably perceived as threatening, disorderly, or impeding the fair progress of discussion, but a speaker cannot be stopped because of their viewpoint.



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## OUTSIDE OF THE BOARD ROOM...



Board Members

- No "official" power
- Can be a great ambassador or undermine the district

Superintendents

- Significant responsibility to run district operations

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## OVERSIGHT OR OVERSTEP?

A board member is at a school during the summer looking around. They run into painters who are repainting all the classrooms in the school. The board member doesn't like the color they are using so tells them to use a paint color the board member just used in their home. The district's business office was perplexed when the invoice for the painting had charges for two different paint colors.

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## SUPERINTENDENT-BOARD RELATIONSHIP



The culture of the governance team is the culture of the district

- School systems suffer when either attempts to overtake the responsibilities of the other.
- Board involvement with administration and operational issues distracts from the board's essential functions of strategic planning, policy development, budget allocation and supervision of the superintendent.
- Superintendents should "inform, not involve" board members in operational issues.

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**TIME FOR SOME  
QUIZ QUESTIONS  
AND HARDEST  
LESSONS!**

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# SUPERINTENDENT OR BOARD?

Approve new policies

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## Power v. Influence

The legal power or legal authority of a board is only in properly noticed meetings with a quorum of board members present.

The influence you have as an individual board member is significant and that influence leads to a “perception of individual power.”

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# SUPERINTENDENT OR BOARD?

Approve a district budget

29

## What Do You Do? Concern or Complaint

A parent in the community has contacted you about a situation involving their child. You listen to the parent and give information on how to address the issue per the approved policy.

The parent reads the policy but doesn't feel like the form they need to complete applies to this situation. And this isn't the first time you have heard the form is not user-friendly. Which of the following actions is best?

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## What Do You Do? Concern or Complaint

1. Tell the parent to ignore the form and march into the principal's office to get some resolution.
2. Offer to call the school yourself and tell them to do what the parent wants.
3. Share your concerns about the form with the superintendent and ask for a review of the policy and exhibits in an upcoming board meeting.

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## SUPERINTENDENT OR BOARD?

Implement a marketing  
and communications plan

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## **What Do You Do? Academic Achievement**

One of the reasons you ran for the governing board is a concern you had about the district's test scores, particularly in math. You want to see students' academic achievement improve.

You have talked to the superintendent about it and they share your ambition to see improvements. You wonder how you can have an impact on academic achievement. Which of the following actions is best?

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## **What Do You Do? Academic Achievement**

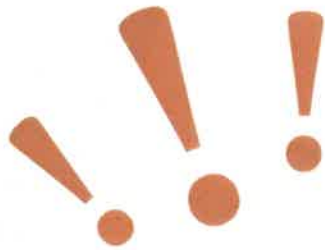
1. Tell the superintendent you want to visit every classroom in the district to see who the best teachers are so they can be role models for everyone else.
2. Ask the superintendent if there is a plan to improve academic achievement and ask for a review of that in a meeting or study session.
3. Put a question on your FaceBook page asking parents to rate their students' teachers so you can get a sense of who is doing the best.

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# SUPERINTENDENT OR BOARD?

Interview candidates for  
teaching positions

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## The Hardest Lessons

You must find a way to hear from the whole community, not just those people in your "bubble."

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# SUPERINTENDENT OR BOARD?

Adopt a new curriculum

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## The Hardest Lessons

Recognizing the board's job is to set policy and the superintendent's job is to administer policy.

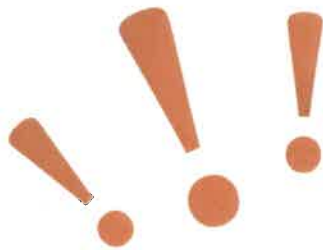
38



# SUPERINTENDENT OR BOARD?

Investigate a complaint  
from a parent

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## The Hardest Lessons

Accepting that your viewpoint may not be shared by other board members and you just have to live with that.

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# SUPERINTENDENT OR BOARD?

Evaluate employees

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## The Hardest Lessons

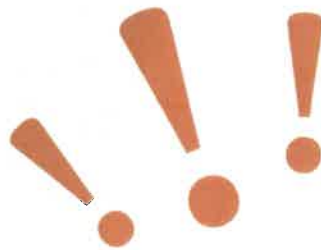
Learning about school district funding  
and the inability to control revenue.

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# SUPERINTENDENT OR BOARD?

Recommend a new financial management platform

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## The Hardest Lessons

Understanding that you have no individual power--you ran for the board to get things done!

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# SUPERINTENDENT OR BOARD?

Supervise a principal

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## The Hardest Lessons

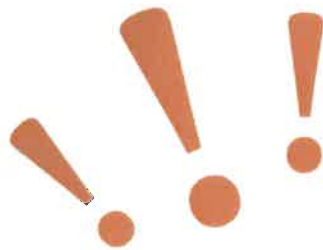
Realizing that old saying, "there are three sides to every story" is true when it comes to resolving concerns and complaints.

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# SUPERINTENDENT OR BOARD?

Advocate for better funding  
for school districts

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## The Hardest Lessons

It's sometimes hard to see that the work I  
do makes a difference.

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# COMMUNICATION IS KEY!

Documented and agreed upon communication protocols:

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



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## POLICY

- BHC © BOARD COMMUNICATIONS WITH STAFF MEMBERS
- BHD © BOARD COMMUNICATIONS WITH THE PUBLIC
- KE-KED © PUBLIC CONCERNS AND COMPLAINTS

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## Superintendent-Board Communication

- Receive regular communication from the superintendent: How often?
- Regular communication includes what items and in what time frames?
  - Weekly: \_\_\_\_\_
  - Quarterly: \_\_\_\_\_
  - Monthly: \_\_\_\_\_
- Have access to the same information:
  - One member's request for additional information results in all members receiving or having the same access to the information.
  - Special communications are done for all board members.

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## Board-Superintendent Communication

### Shared Agreements:

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

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## Emergency Communication

- What constitutes an emergency?
- How will the superintendent notify board members of an emergency? (Phone, text, email?)
- Who should the board contact if they have a question during an emergency situation?

Board Members Should Have an Understanding of:

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

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## Superintendent-Board Communication

Board member questions regarding district operations and/or concerns or feedback received should be directed to who?

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## Board-Superintendent Communication

### Shared Agreements:

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

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## Board Agenda Agreements

### Current Board Agenda Items:

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

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## Board Agenda Agreements

### Future Board Agenda Items:

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

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## Board Member Meeting Preparation Agreements

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

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## During the Meeting Agreements

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

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## During the Meeting Agreements

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

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## After the Meeting Agreements

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

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## Site Visit Agreements

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

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## Board-Community Communications

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

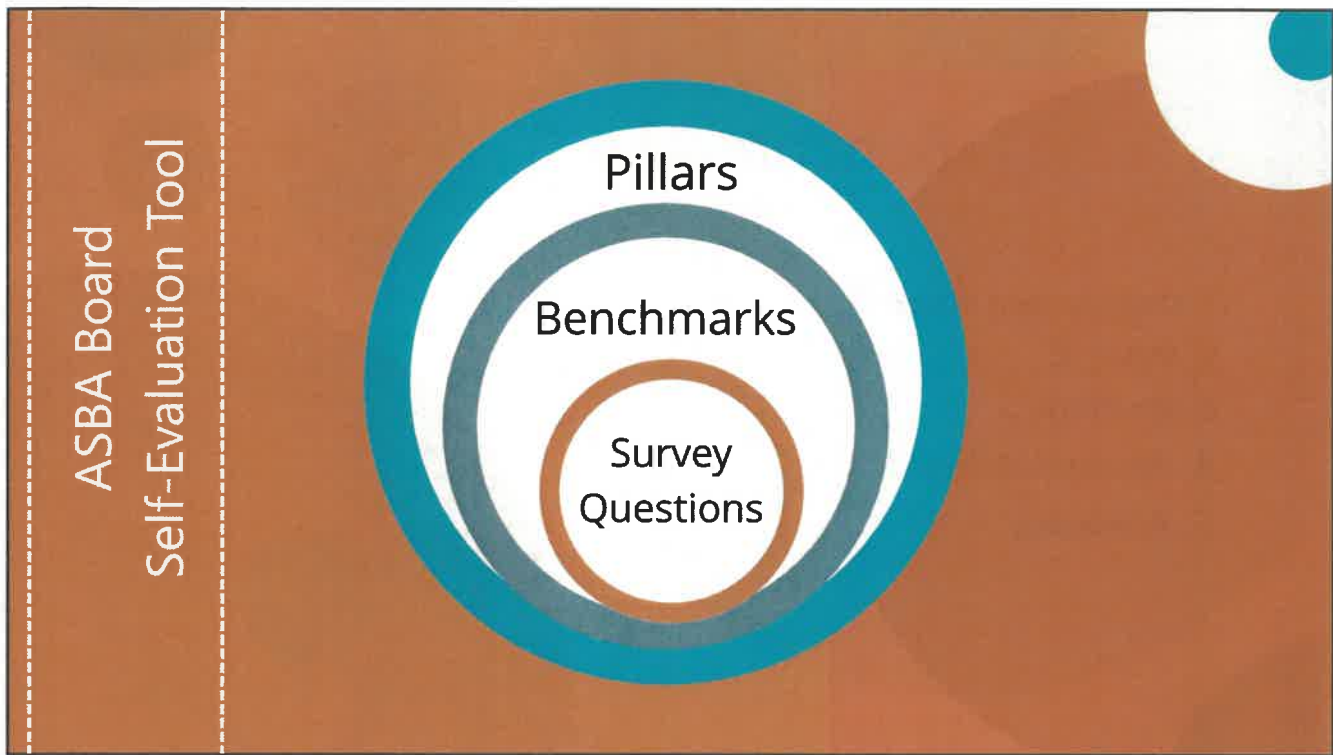
### THE BOARD RECOGNIZES:

- It is the LAST stop in the complaint process.
- Individual Board members have no authority to solve problems.
- Individual board members can confirm with the superintendent that complaints are addressed.

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## BOARD SELF- EVALUATION

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## Board Self-Evaluation

### Five Pillars (Standards) of Board Governance:

1. **Conduct and Ethics:** Provide responsible board governance
2. **Vision:** Set and communicate high expectations for student learning with clear goals and plans for meeting those
3. **Structure:** Create conditions district-wide for student and staff success
4. **Accountability:** Hold school district accountable for meeting student learning expectations
5. **Advocacy:** Engage local community and represent the values and expectations they hold for their schools

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# Benchmarks

1. **Conduct and Ethics: 6**
2. **Vision: 4**
3. **Structure: 5**
4. **Accountability: 3**
5. **Advocacy: 4**

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## Standard 1 Conduct and Ethics

Provide responsible school district governance by:

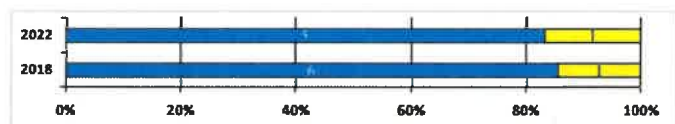
*Benchmark of Success A*

*Conducting board and district business in a fair, respectful and responsible manner.*

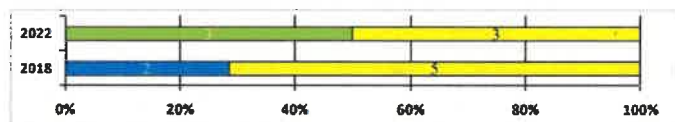
■ Always
 ■ Most of the time
 ■ Some of the time
 ■ Never
 ■ Don't know

To what extent does our board:

Q 4 Base its decisions on what is best for students' success?



Q 5 Commit to a clear and shared purpose?



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Board self-evaluation is an important responsibility for the board for three reasons:

- School boards evaluate themselves to demonstrate that district leadership is committed to continuous learning at every level. To do this, districts must invest in the professional development of every adult in the system, including the district's governing board.
- School boards evaluate themselves to create a culture of using feedback to get better. If districts need to be data-driven, so do boards. By conducting the self-evaluation, boards help create a culture that makes it safe to reflect on performance in order to improve it.
- School boards evaluate themselves to demonstrate accountability to the community that elected them. As an elected entity, the board has an obligation to report back to the community on how well the board is performing in its service to the students and the district that serves them.

Source: California School Boards Association: <http://bse.csba.org/>

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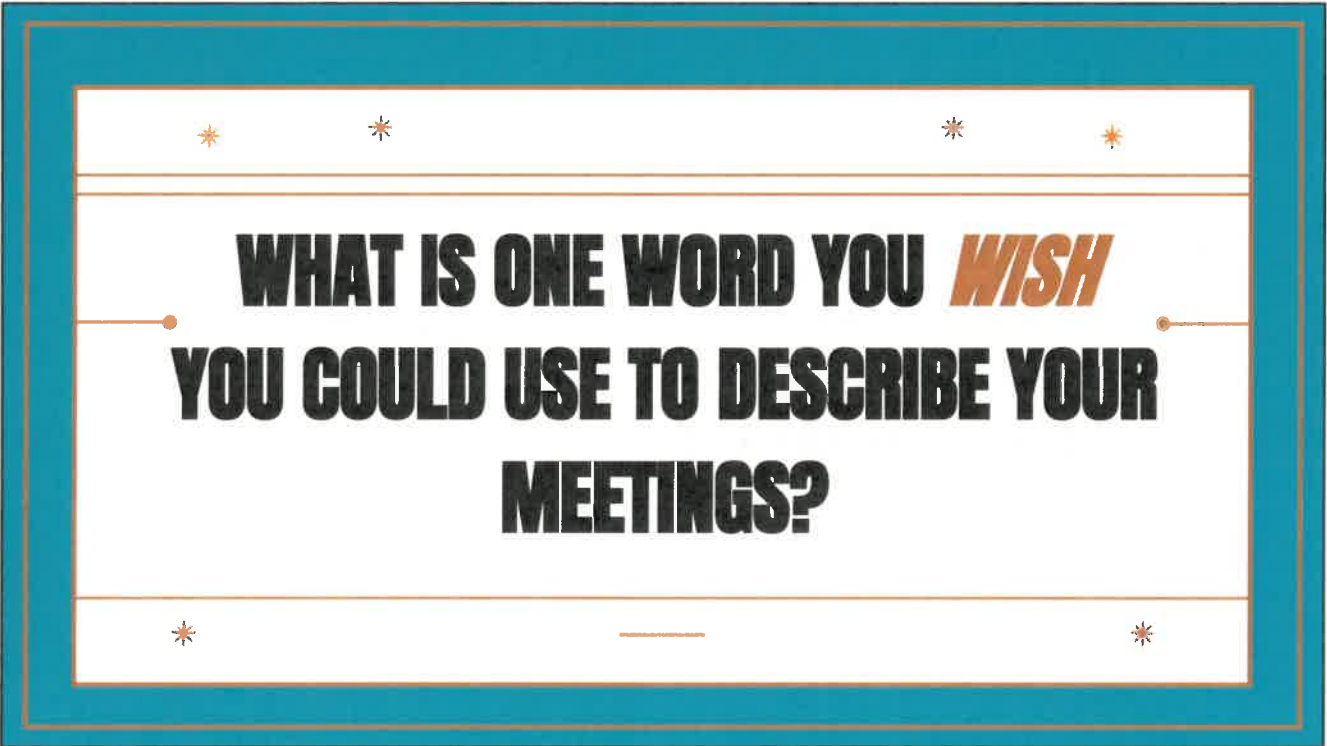
The graphic features a teal border with a white background. On the left, the words "EFFECTIVE MEETINGS" are written in large, bold, black capital letters. To the right is the ASBA logo, which includes a teal outline of the state of Arizona with the letters "ASBA" in large teal font, and "ARIZONA SCHOOL BOARDS ASSOCIATION" in smaller black text below it. Underneath the logo is the tagline "EDUCATE. ADVOCATE. ELEVATE." in teal. The design is decorated with several small teal starburst icons and a teal oval shape at the bottom left.

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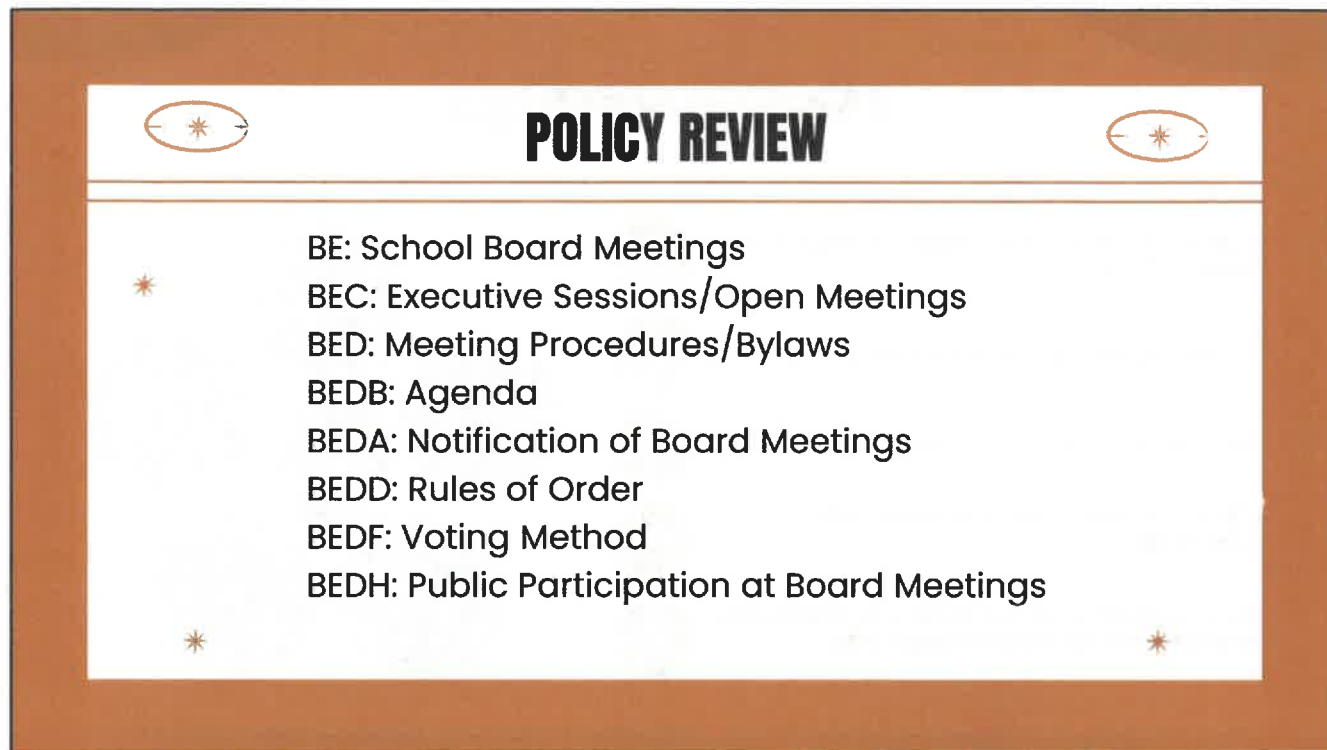
**WHAT IS ONE WORD YOU WOULD  
USE TO DESCRIBE YOUR  
MEETINGS?**

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**WHAT IS ONE WORD YOU *WISH*  
YOU COULD USE TO DESCRIBE YOUR  
MEETINGS?**

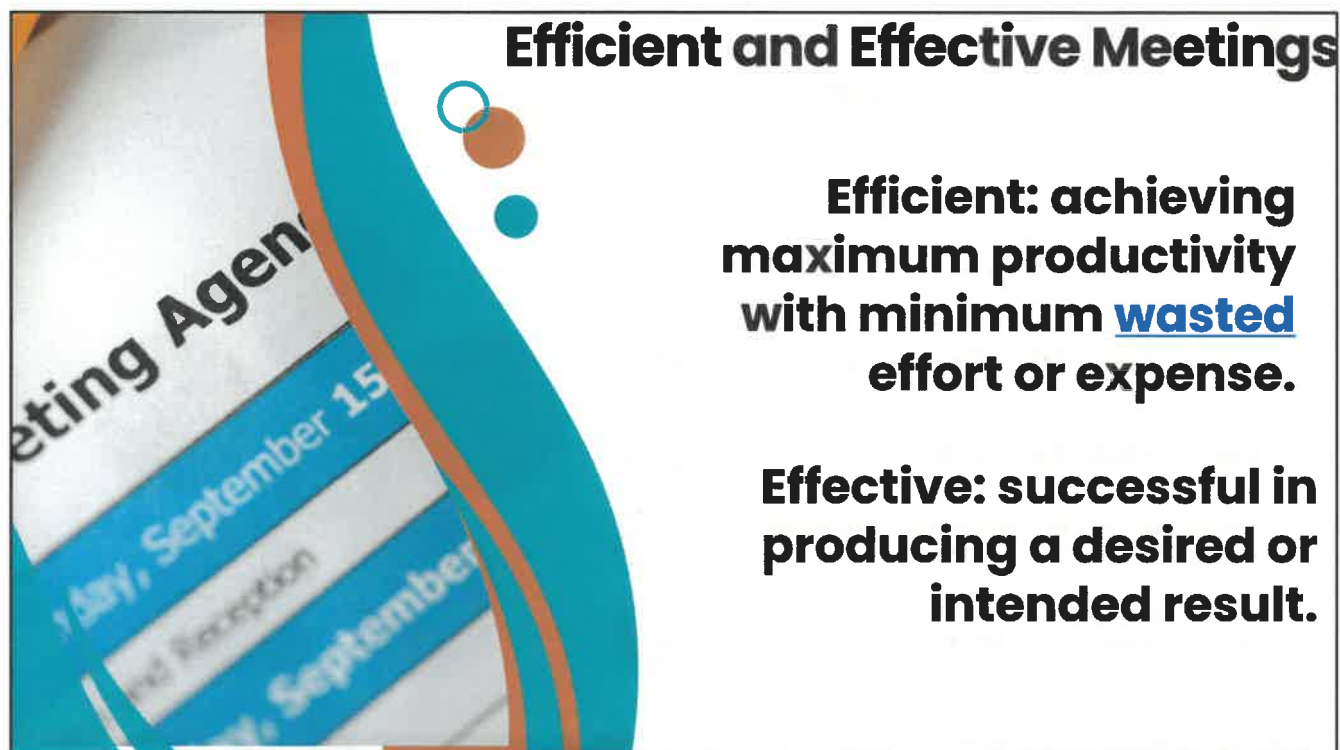
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## POLICY REVIEW

- BE: School Board Meetings
- BEC: Executive Sessions/Open Meetings
- BED: Meeting Procedures/Bylaws
- BEDB: Agenda
- BEDA: Notification of Board Meetings
- BEDD: Rules of Order
- BEDF: Voting Method
- BEDH: Public Participation at Board Meetings

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## Efficient and Effective Meetings

**Efficient:** achieving maximum productivity with minimum wasted effort or expense.

**Effective:** successful in producing a desired or intended result.

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## Effective Meetings

**Agenda focused on the district's strategic goals and priorities.**



**Consent agenda utilized for routine agenda items.**



**Discussion focused on the topic or issue at hand.**



**All board members have an opportunity to participate.**



**Board members are not allowed to monopolize discussion as a way of avoiding a vote.**



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## Efficient Meetings

**Meeting protocols followed.**



**Consent agenda utilized for routine agenda items.**



**Rules of order for meeting followed.**



**Call to the Public is consistent, no matter the subject the speaker is covering.**



**A board calendar is established so all members know what topics will be discussed and when.**



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## TYPES OF MEETINGS

- **REGULAR**
  - Boards are required to hold a regular meeting at least once a month during the school year
- **SPECIAL**
  - Work/Study Session (Issue based)
  - Retreats (Planning)
- **EXECUTIVE SESSION**
  - CLOSED PORTION OF A REGULAR OR SPECIAL MEETING
  - No action may be taken IN executive session
  - Can only be held if conditions outlined in statute are met

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# JOB

## WHOSE JOB IS IT?


Complete worksheet

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\*

## LET'S REVIEW


\*


**Before:**


- Ensure notice of your meeting is properly posted
- Ensure all members have access to back-up materials
- Ensure the boardroom is comfortable and properly equipped for the meeting
- Work to set the agenda with the Board President
- Ensure adequate, relevant and requested backup materials are compiled and submitted in a timely manner
- Work to incorporate the input of all board members into the agenda
- Review agenda and backup materials. Ask clarifying questions.
- Bring forth questions, concerns, and recommendations pertaining to the agenda

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## Board and Superintendent Expectations

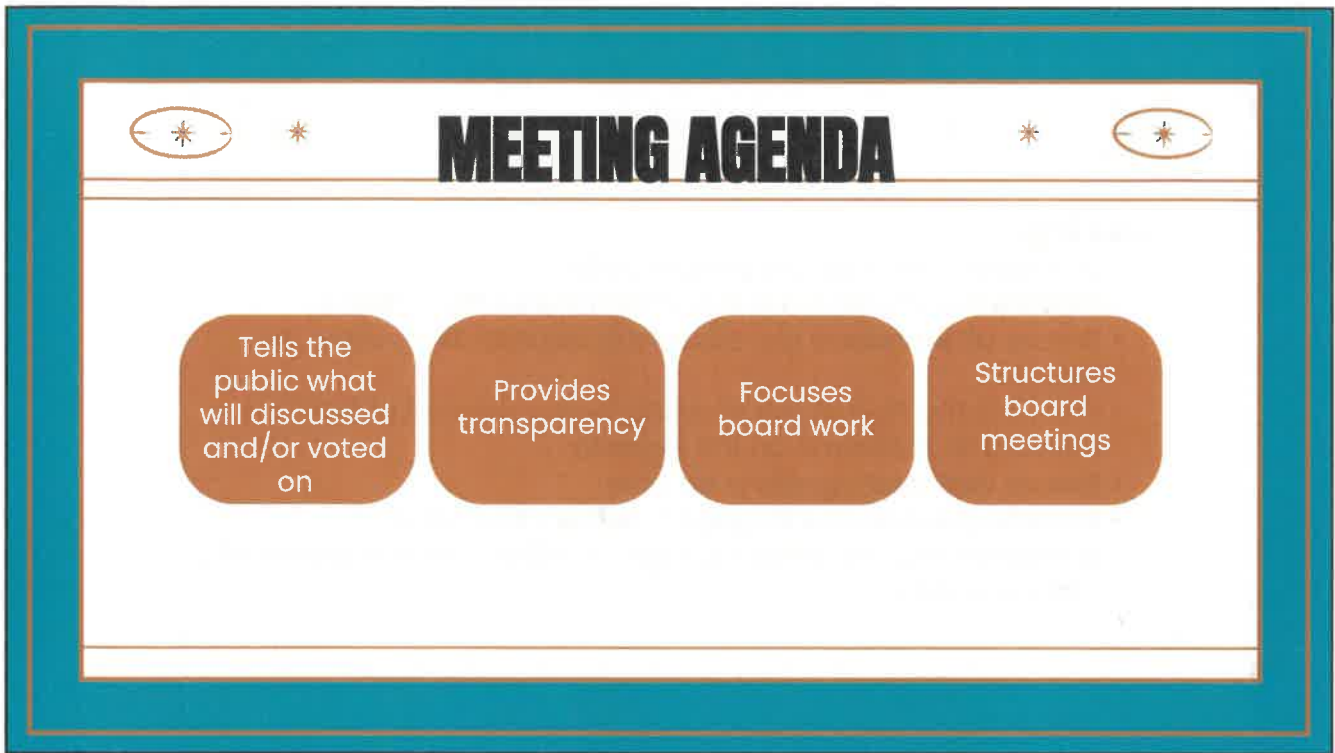
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### MEETING PREPARATION AGREEMENTS

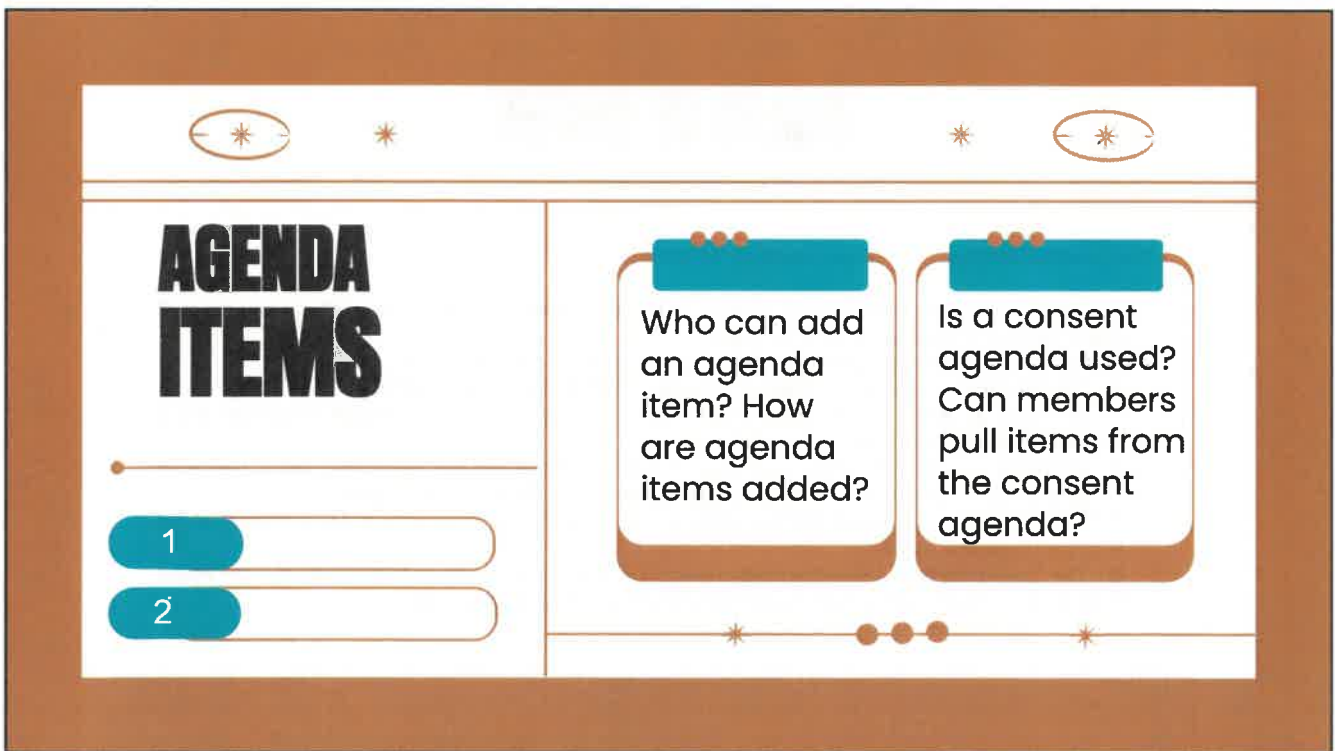
- Board members will come to the meeting prepared to discuss items on the agenda.
- Board members will notify the superintendent about positive and negative comments received from the community on specific agenda items.
- Board members will give the superintendent time to research clarifying questions about agenda items in an effort to provide "Support not Surprises."
- Superintendent will make themselves available to answer board member questions on agenda items before the meeting.

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## LET'S REVIEW

### During:

- Document the meeting proceedings
- Provide clarification, input and context to the agenda
- Ensure all members are allowed to express their views on issues
- Maintain the flow of the meeting, being mindful of the time relevant to the items on the agenda
- Ensure the meeting starts on time
- Remain present and engaged. Refrain from side conversations, cell phone usage, or other distracting behavior.
- Call for a vote

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## RULES OF ORDER

The Board prescribes rules for its meetings as follows:

- A. It shall hold a regular meeting at least once each month during the regular school year and may hold other meetings as often as called.
- B. Each action item shall require a motion, and all motions shall require seconding.
- C. The President may make or second motions, and may vote on all motions.
- D. A motion to adjourn is in order at any time. Such a motion shall require a second and a majority vote. No discussion is in order.
- E. A motion to table is in order at any time. Such a motion requires a second and is limited to being considered only once on any given agenda item. No discussion is in order.
- F. Rules of order may be subject to suspension only upon a majority vote of the members of the Board present at a meeting.
- G. The Governing Board President may recess the meeting without a vote of the Governing Board in order to maintain decorum and Governing Board meeting rules of order.

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# Motions and Amendments



## Who Can Motion?

Anyone!

## What is the Order of Events?

Motion, Second, Discuss,  
Vote  
OR  
Discussion, Motion,  
Second, Vote

## Amendments

When do amendments  
happen?  
Who and how?  
Order of vote?

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## Motion, Second, Discussion, Vote



When there is an action item on the agenda, we will \_\_\_\_\_, then \_\_\_\_\_, then \_\_\_\_\_ before we vote.

### Things to consider:

Do we want to require a second? Y or N

How will the board president facilitate conversation? Think about:

- How does a board member indicate their request to speak?
- How does the board president acknowledge the next speaker or the order of speakers?
- Is there a time limit on each agenda item?

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MEETING PROCEDURES						
To Do This:	Say This:	Interrupt Speaker?	Second Required?	Motion Debatable?	Motion Amendable?	Vote Required
<ul style="list-style-type: none"> <li>Adjourn meeting before business is complete</li> </ul>	<ul style="list-style-type: none"> <li>I move that we adjourn</li> </ul>	<ul style="list-style-type: none"> <li>No</li> </ul>	<ul style="list-style-type: none"> <li>Yes</li> </ul>	<ul style="list-style-type: none"> <li>No</li> </ul>	<ul style="list-style-type: none"> <li>No</li> </ul>	<ul style="list-style-type: none"> <li>Majority</li> </ul>
To Do This:	Say This:	Interrupt Speaker?	Second Required?	Motion Debatable?	Motion Amendable?	Vote Required
<ul style="list-style-type: none"> <li>Recess Meeting</li> </ul>	<ul style="list-style-type: none"> <li>I move that we recess until...</li> </ul>	<ul style="list-style-type: none"> <li>No</li> </ul>	<ul style="list-style-type: none"> <li>Yes</li> </ul>	<ul style="list-style-type: none"> <li>No</li> </ul>	<ul style="list-style-type: none"> <li>Yes</li> </ul>	<ul style="list-style-type: none"> <li>Majority</li> </ul>

87

MEETING PROCEDURES						
To Do This:	Say This:	Interrupt Speaker?	Second Required?	Motion Debatable?	Motion Amendable?	Vote Required
<ul style="list-style-type: none"> <li>Suspend consideration of an issue until later in meeting</li> </ul>	<ul style="list-style-type: none"> <li>I move that we table it</li> </ul>	<ul style="list-style-type: none"> <li>No</li> </ul>	<ul style="list-style-type: none"> <li>Yes</li> </ul>	<ul style="list-style-type: none"> <li>No</li> </ul>	<ul style="list-style-type: none"> <li>No</li> </ul>	<ul style="list-style-type: none"> <li>Majority</li> </ul>
To Do This:	Say This:	Interrupt Speaker?	Second Required?	Motion Debatable?	Motion Amendable?	Vote Required
<ul style="list-style-type: none"> <li>End debate</li> </ul>	<ul style="list-style-type: none"> <li>I move the previous question</li> </ul>	<ul style="list-style-type: none"> <li>No</li> </ul>	<ul style="list-style-type: none"> <li>Yes</li> </ul>	<ul style="list-style-type: none"> <li>Yes</li> </ul>	<ul style="list-style-type: none"> <li>Yes</li> </ul>	<ul style="list-style-type: none"> <li>Two-thirds</li> </ul>

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MEETING PROCEDURES						
To Do This:	Say This:	Interrupt Speaker?	Second Required?	Motion Debatable?	Motion Amendable?	Vote Required
<ul style="list-style-type: none"> <li>Amend a motion</li> </ul>	<ul style="list-style-type: none"> <li>I move that this motion be amended by...</li> </ul>	<ul style="list-style-type: none"> <li>Yes</li> </ul>	<ul style="list-style-type: none"> <li>No</li> </ul>	<ul style="list-style-type: none"> <li>No</li> </ul>	<ul style="list-style-type: none"> <li>No</li> </ul>	<ul style="list-style-type: none"> <li>Majority</li> </ul>
To Do This:	Say This:	Interrupt Speaker?	Second Required?	Motion Debatable?	Motion Amendable?	Vote Required
<ul style="list-style-type: none"> <li>Object to procedure or personal affront</li> </ul>	<ul style="list-style-type: none"> <li>Point of order</li> </ul>	<ul style="list-style-type: none"> <li>Yes</li> </ul>	<ul style="list-style-type: none"> <li>No</li> </ul>	<ul style="list-style-type: none"> <li>Yes</li> </ul>	<ul style="list-style-type: none"> <li>Yes</li> </ul>	<ul style="list-style-type: none"> <li>No vote, chair decides</li> </ul>

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MEETING PROCEDURES						
To Do This:	Say This:	Interrupt Speaker?	Second Required?	Motion Debatable?	Motion Amendable?	Vote Required
<ul style="list-style-type: none"> <li>Take up a previously tabled matter</li> </ul>	<ul style="list-style-type: none"> <li>I move that we take from the table...</li> </ul>	<ul style="list-style-type: none"> <li>No</li> </ul>	<ul style="list-style-type: none"> <li>Yes</li> </ul>	<ul style="list-style-type: none"> <li>No</li> </ul>	<ul style="list-style-type: none"> <li>No</li> </ul>	<ul style="list-style-type: none"> <li>Majority</li> </ul>
To Do This:	Say This:	Interrupt Speaker?	Second Required?	Motion Debatable?	Motion Amendable?	Vote Required
<ul style="list-style-type: none"> <li>Postpone a motion</li> </ul>	<ul style="list-style-type: none"> <li>I move we postpone until...</li> </ul>	<ul style="list-style-type: none"> <li>No</li> </ul>	<ul style="list-style-type: none"> <li>Yes</li> </ul>	<ul style="list-style-type: none"> <li>Yes</li> </ul>	<ul style="list-style-type: none"> <li>Yes</li> </ul>	<ul style="list-style-type: none"> <li>Majority</li> </ul>

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\*

**SUPERINTENDENT AND BOARD REPORTS**

\*

**A superintendent or a governing board member can give an update or summary of current events without listing matters on the agenda as long as:**

- summary is on the agenda, AND
- the public body does not discuss or take legal action on any matter not specifically identified on the agenda

\*

\*

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\*

**STAFF REPORTS**

\*

**The Board should set parameters for reports including:**

- Scope (what specifically does the board want to know?)
- Depth (what kind of detail does the board want?)
- Length (how long should these reports be?)
- Types of items in reports (does the board want to develop a checklist for staff to use as they create their presentations?)
- Alignment with strategic plan and/or goals (how does the work being done and presented specifically align?)

\*

\*

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## CALL TO THE PUBLIC

- Citizens have a right to attend and record public meetings...but do not have the right to participate in discussions unless public participation is allowed by district policy
- A governing board can conduct an open call to the public but cannot discuss or take legal action during the call unless the matter is on the agenda.

Board Policy: BEDH

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## CALL TO THE PUBLIC PARAMETERS

### **Boards can set parameters around Call to Public:**

- Do you limit comments to items on the agenda?
- If you have comments on non-agenda items, how do you inform the public of the board's inability to comment?
- Do you have a time limit for Call the Public?
- When do you hear public comments?

Board Policy: BEDH

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## Public Comment & the Law Scenarios



During public comment, a community member calls one of the board members "evil" and "manipulative." The board president stops the speaker and tells them they are not allowed to personally attack board members during public comment. Can a board put parameters around the content of public comment?



During public comment a former teacher starts outlining issues with the district's budget that are not true. The former employee says the district gave raises to administrators and pay cuts to some teachers and calls for an investigation. Can the Board President or Superintendent fact check (correct inaccuracies) the speaker?

95



## Public Comment: Things to Consider

01

Consistency



02

Public Comment Disclaimer

03

Parameters Around: Time, Place and Manner

04

Open Call vs. Limited Call to the Public

05

Response to public comment

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## Legal Cases and Public Comment



A Governing Board was challenged for violating First Amendment Rights in Brevard County FL when Moms for Liberty brought a case against them stating that public comment was "confusing at best, the same kinds of speech silenced on some days but not on others, and some speakers interrupted for reasons that did not match up with what they were saying." Their policy prohibited the use of obscenity in public comment, but the policy was inconsistently enforced. The court ultimately found that the board was restricting speech, violating first amendment rights.




The AZ Attorney General affirms that boards can set parameters around time, place and manner in regard to public comment, and also recognizes that "it is legally appropriate to stop a speaker who is reasonably perceived as threatening, disorderly, or impeding the fair progress of discussion." However, the Attorney General goes on to warn that speakers must not be stopped because of their viewpoints, and recognizes that the line is "not always easily recognized."

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A school board  
president is a  
leader among  
leaders.

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**BDB ©**  
**BOARD OFFICERS**  
**President**

The duties of the President of the Board shall be as follows:

- A. Preside over all meetings and conduct meetings in accordance with Arizona law and policies of the District.
- B. Consult with the Superintendent and, on behalf of the Governing Board as a whole, approve items to be placed on the agenda for each meeting.
- C. Encourage and maintain orderly and democratic participation.
- D. Keep all discussions factual and on the subject at hand.
- E. Allow for full and complete exploration of each item of business.

In the absence of the President of the Board, the Board members shall select a temporary president, which selection shall be recorded in the minutes.

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✱
ROLE OF BOARD PRESIDENT
✱

More responsibility, not more power

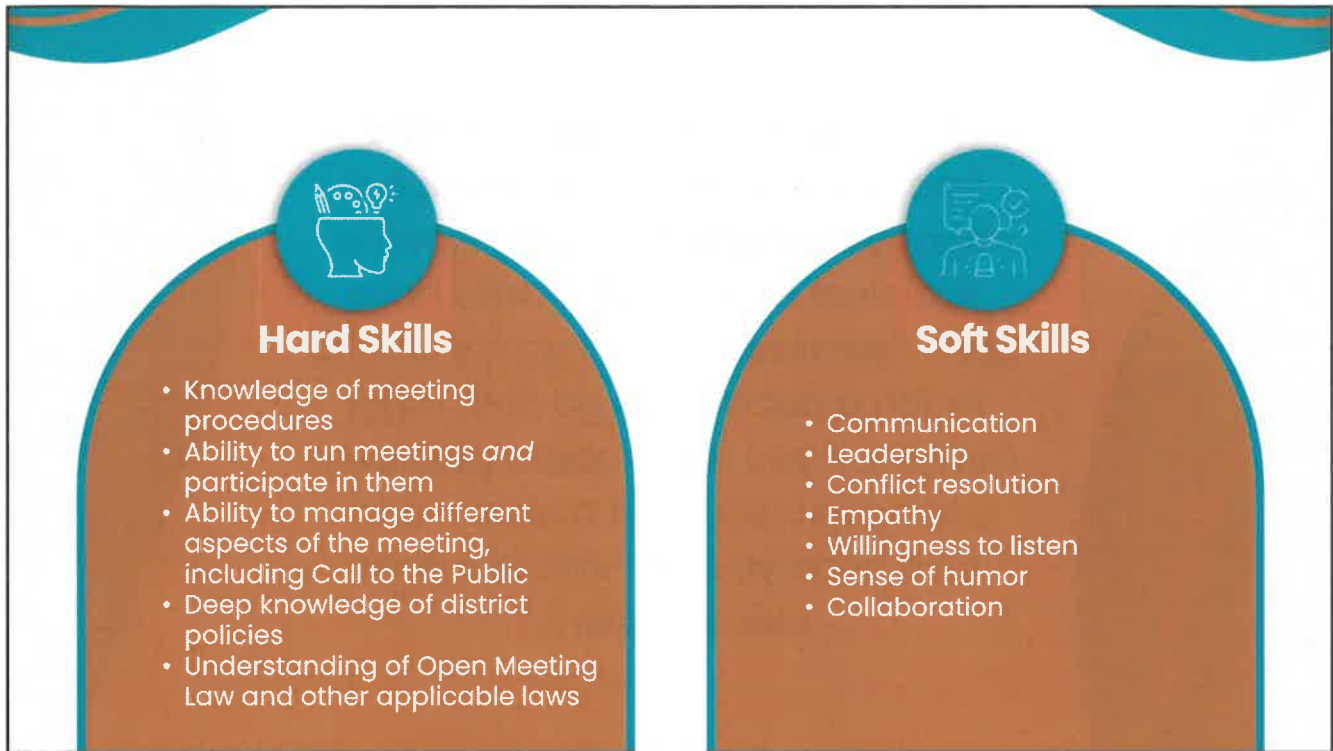
- Preside over meeting
- Keep focus- Tie actions back to goals
- Ensure the agenda is followed (OML)
- Facilitate orderly and democratic participation
- Deep knowledge of board policy
- Ensure everyone is heard
- Manage the flow and timing of the meeting

✱
✱

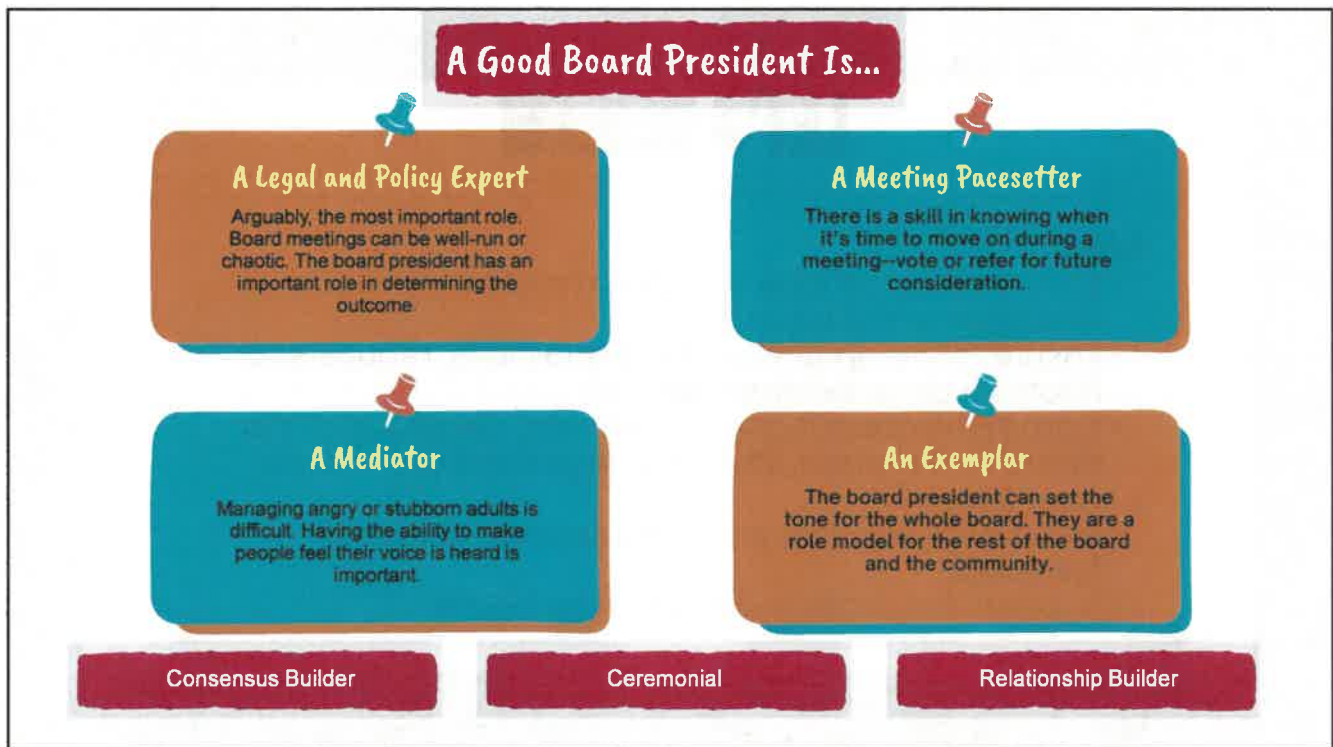
Board Policy: BDB

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A board president said, "It's the board president's task to reach a happy medium, to decide when a sufficient number of details have been discussed and when it's time to reach a decision or go onto other matters. If you are a board president and have a sense of humor--and I sure hope you do--this is a good place to use it."

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## LET'S REVIEW

### After:

- Ensure clear, concise meeting minutes are made available to the board
- Ensure follow up unanswered questions, requests for information or deferred actions.
- Communicate out any key actions/ decisions of the board to the press, staff, and impacted community members
- Review the minutes and provide any necessary feedback
- Support the decision (vote) of the board

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✱

## THINK ABOUTS

✱

Where are questions about board decisions directed?

How do you follow up on Call to the Public issues or questions?

How do you communicate rationales for the board's decisions?

How do you get feedback or data about the decisions made at the board table?

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Process Makes Perfect!



**Discuss**



**Define**



**Communicate**



**Evaluate**



**Repeat**

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**PIERCE | COLEMAN**

## Good Day, Sunshine!

### The Open Meeting Law and the Bright Light of Transparency

JON PALADINI  
(602) 772-5522  
JON@PIERCECOLEMAN.COM

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#### What Is the Open Meeting Law (OML)?

An Act that mandates open deliberations and proceedings and prohibits public bodies from making decisions in secret. See A.R.S. §§ 38-431 to 38-431.09.

It is Arizona's public policy in favor of openness: that public meetings be conducted openly, and that meeting notices and agendas be provided to reasonably inform the public of the matters to be discussed or decided.



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### Why Do We Have the OML?

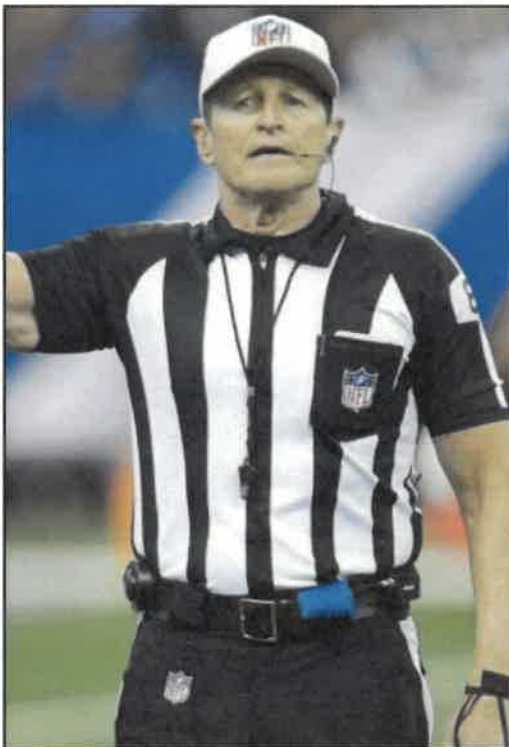
Ensure that official deliberations and proceedings are conducted openly.

Maximize public access and participation.

Shine light on government activities.



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### Why Should I Care About the OML?

Official actions taken in violation of the OML are null and void.

You will likely become part of an Attorney General investigation.

OML violations subjects the **officer**—not the organization—to civil and monetary penalties, up to and including:

1. Monetary penalties—increase for repeat violations.
2. Payment of court costs to enforce the law.
3. Attorneys' fees—the public body may not spend its own money on legal counsel retained to defend the officer in court if the officer is found to be in violation of the OML.
4. Removal of the officer.

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### When Does the OML Apply?

Two elements must be present for the OML to apply:

1. When you are part of a "public body."
2. When the public body is "meeting."

Which means we must answer:

1. What is a "public body"?
2. What does "meeting" mean?

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### What Is a "Public Body"?

Boards and commissions of this state or political subdivisions.

Multimember governing bodies.

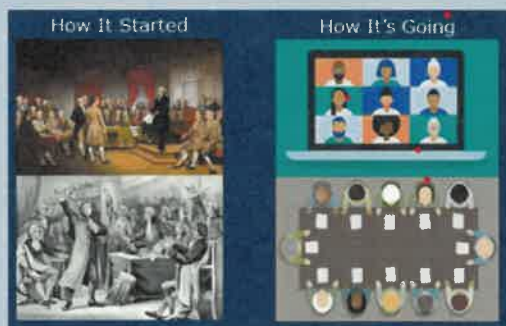
Quasi-judicial bodies.

Standing, special, or advisory committees or subcommittees of, or appointed by, the public body.

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### What Is a "Meeting"?

Under the OML, a "meeting" occurs any time a **quorum** of the public body **discusses, proposes, or takes legal action**.



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### What Is a Quorum?

A quorum is a majority of the members of the public body, unless otherwise noted in statutes or governing documents.

- 7 member body; Quorum = 4.
- 5 member body; Quorum = 3.
- 3 member body; Quorum = 2.

Vacancies and absences do not reduce the quorum requirement.

- 7 member body with two people absent; Quorum still = 4.
- 5 member body with one vacancy; Quorum still = 3.

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### How Can a Meeting Happen?

Hint: It doesn't have to be during a formal "meeting"—you could be in a "meeting" and not even know it!

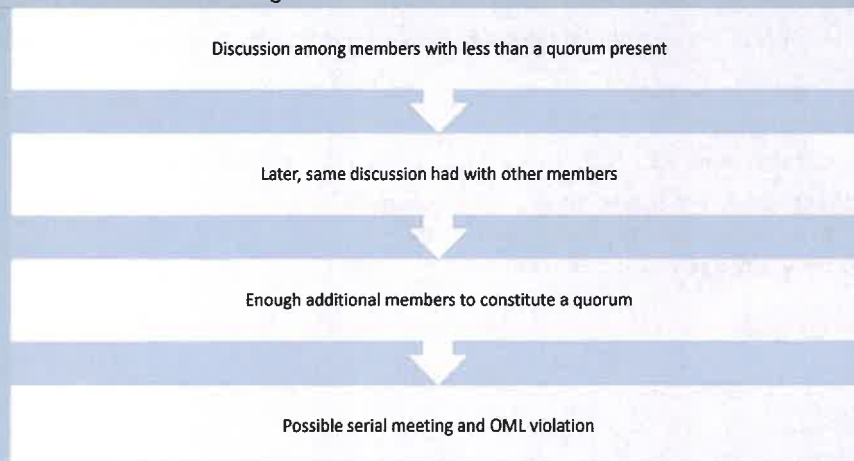
For OML purposes, a "meeting" can happen:

- In person.
- Virtually.
- Via email.
- Via text or social media message.
- Via telephone conversation.
- Through any series of messages passed from one person to the next.

Bottom line: A meeting happens any time a quorum of the members of the public body discusses, proposes, or takes legal action.

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### Common OML Pitfalls: Serial Meetings



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### Common OML Pitfalls: Serial Meetings

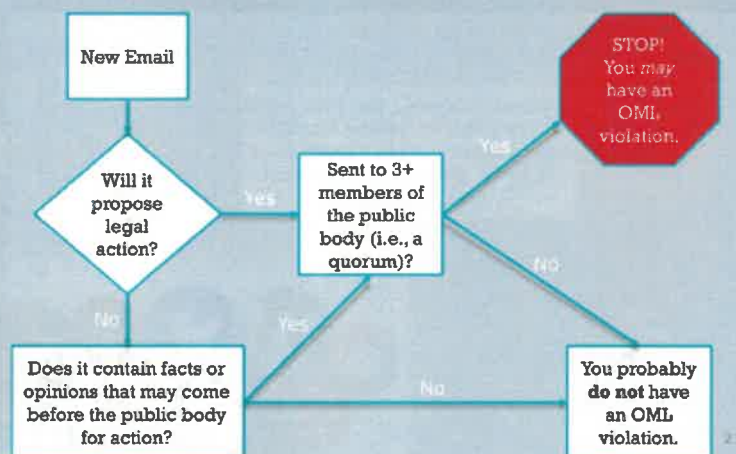
Always remember: A series of gatherings of less than a quorum *may* constitute a meeting if city business is discussed or proposed.

**NOW and LATER**  
 LONG LASTING FENOR  
 OPEN MEETING VIOLATIONS

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### Common OML Pitfalls: Emails

Using "Reply All" and "Forward" functions are easy ways to get into OML trouble.



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### Common OML Pitfalls: Emails

In this way, a one-way communication can violate the OML, even without a response!

Simply “proposing” legal action in a one-way communication to a quorum of the members of the public body is a “meeting” that, if not properly noticed and agendized, can lead to OML trouble.



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### Common OML Pitfalls: Social Media

You post comments about the public meeting on your private Facebook page—where you just happen to be “friends” with other members of your public body.

OML problems? Maybe.



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#### Common OML Pitfalls: Social Media

You may express your opinion or discuss issues with the public personally, through the media, or through technological means, if:

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

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#### Social Media Best Practices

Be mindful of who you “friend” online.

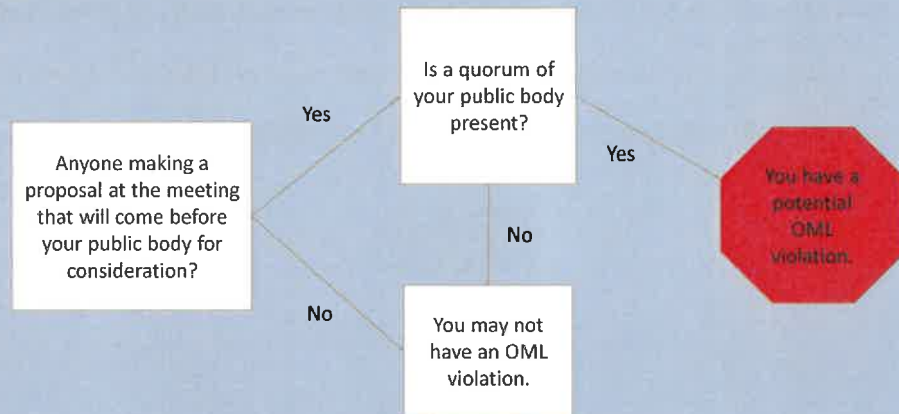
Do not post about council matters if “friends” with members, especially during a meeting!

Do not comment on their or their friends’ posts if the matter relates to council business (legal action).

Don’t create a group chat that includes a quorum of the council (remember the email pitfall?).

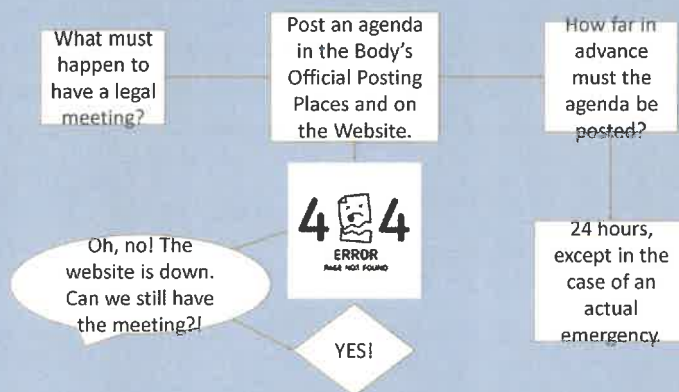
122

### Common OML Pitfalls: Attending Other Meetings



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### Calling a Meeting



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#### Executive Sessions

Executive sessions are a limited exception to the public meeting requirement.

The public body must vote in open meeting for executive session.

The agenda must state a specific provision of law authorizing the executive session and must specify the item.

The agenda must include a general description of matters to be considered.

Listing only the statutory authorization is insufficient.

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#### Executive Sessions

Authorized topics for executive sessions include:

- Personnel (must provide 24 hours written notice to employee).
- Discussion or consideration of confidential records.
- Legal advice – with public body's own lawyer(s).
- Litigation and contract negotiations.
- Labor negotiations.
- International, interstate, and tribal negotiations.
- The purchase, sale, or lease of real property.
- School safety operations, plans, or programs (added in 2020).
- Safety and security of public body's buildings, facilities, and IT (added in 2020).

Courts construe exceptions to the OML very narrowly—when there is doubt, court resolve in favor of openness and transparency.

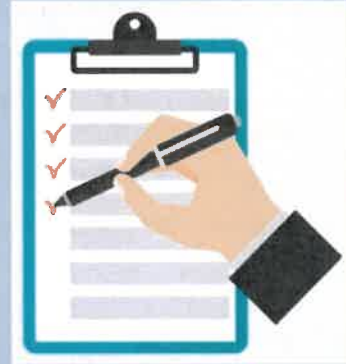
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### What Does the Agenda Need to Include?

Date, time, and place of meeting.

The specific matters to be discussed, considered, or decided at the meeting.

Discussion, consideration, and action may occur only as to those items listed on the agenda.



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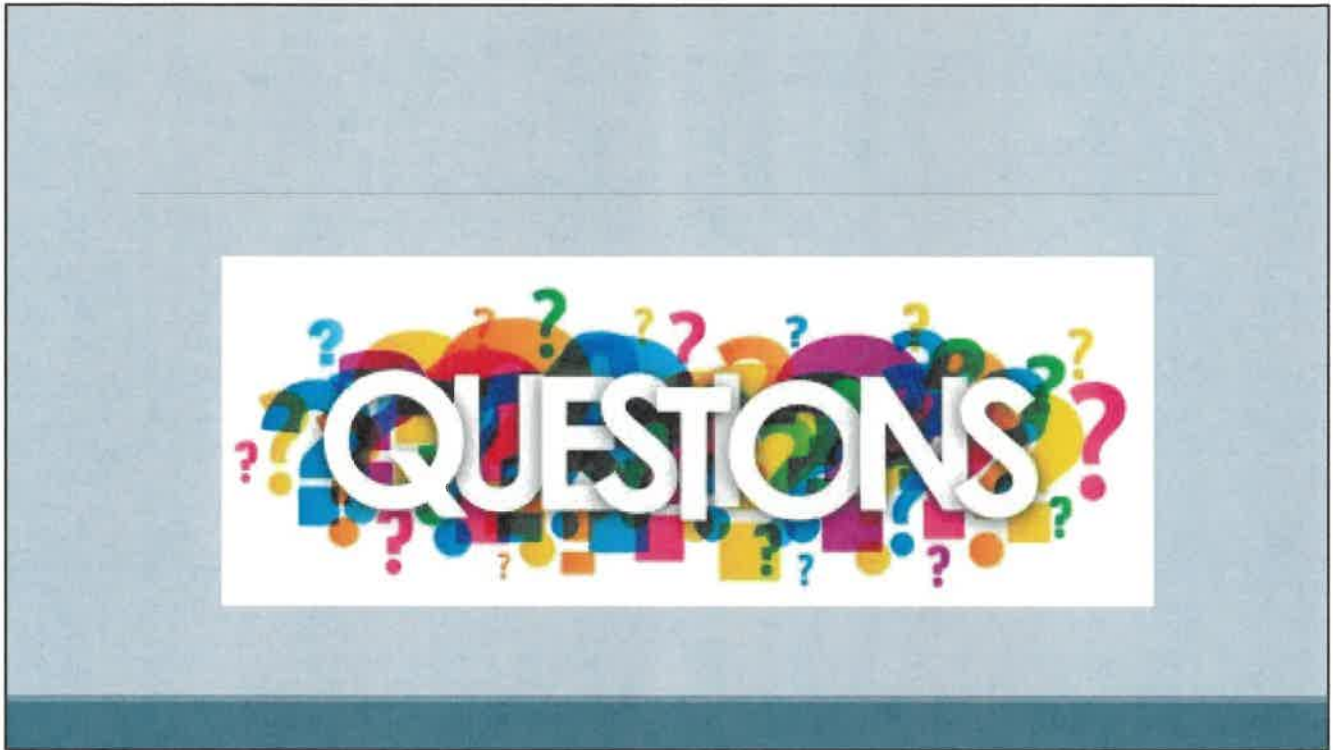
### Key Takeaways

1. The OML requires that meetings of the public body be conducted publicly, with proper notice and an agenda.
2. A meeting can happen whenever a **quorum** of the members of the public body **discusses, proposes, or takes legal action**—no traditional “meeting” necessary!
3. Executive sessions are allowed only in narrow circumstances.
4. Monetary and other penalties can be assessed against the member personally for violations of the OML.
5. Arizona’s public policy favors openness—if in doubt, resolve the question in favor of the OML!



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## **Mingus UHSD Board Retreat March 28, 2025**

ASBA facilitators Julie Bacon and Sarah James led a board retreat around the following topics focusing on what the current policy states, what the current practices are and what practices need to be established or modified to build consensus and establish protocols that the governance team (board and superintendent) can abide by. Four board members, the superintendent and the board secretary were present.

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

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

#### **Strengths:**

- 1, 2, 7

#### **Opportunities:**

- 3, 4, 5, 6, 8

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

1. Effective school boards commit to a vision of high expectations for student achievement and quality instruction and define clear goals toward that vision. **Strength: currently working together toward a vision; Opportunity: goal setting**

2. Effective school boards have strong shared beliefs and values about what is possible for students and their ability to learn, and of the system and its ability to teach all children at high levels. **Strength: united in beliefs around student success; Opportunity: holding the system accountable to high expectations**

3. Effective school boards are accountability-driven, spending less time on operational issues and more time focused on policies to improve student achievement. **Strength: working toward being more accountability driven; Opportunity: need to continue to spend less time on operational issues**

4. Effective school boards have a collaborative relationship with staff and the community and establish a strong communications structure to inform and engage both internal and external stakeholders in setting and achieving district goals. **Strength: engaging community through strategic planning; Opportunity: need to establish consistent engagement**

5. Effective boards are data savvy; they embrace and monitor data, even when the information is negative, and use it to drive continuous improvement. **Strength: data is presented; Opportunity: goal setting based on the data**

6. Effective school boards align and sustain resources, such as professional development, to meet district goals. **Strength: working on the strategic plan to help facilitate alignment of resources; Opportunity: need to set goals**

7. Effective school boards lead as a united team with the superintendent, each from their respective roles, with strong collaboration and mutual trust. **Strength: collaborative team; Opportunity: continue to get away from operational issues and continue to build trust**

8. Effective school boards take part in team development and training, sometimes with their superintendents, to build shared knowledge, values and commitments for their improvement efforts. **Strength: The team is participating in professional development more now than ever Opportunity: The entire team should continue to engage in professional development opportunities**

#### **Communication Protocols:**

This facilitation is designed for the board and superintendent team to assist with their communication practices.

To begin this process, the ASBA facilitators reviewed the roles and responsibilities of the board and the superintendent. Some important foundational concepts to remember in this discussion are below:

- The board has one employee: the superintendent and the superintendent has one boss: the board (collectively). This means that board members should not direct the actions of any other staff in the district and should work through the superintendent. It also means that the board supervises the superintendent. Individual board members do not have the authority to direct the superintendent without the will of the majority. While individual board members may make requests for information or suggestions, the superintendent has the authority to refer any projects or requests that may take significant time back to the board to determine if it is needed.
- The board determines the “what” and the superintendent determines the “how.” The board works to set the vision and values of the district and establishes key goals for the district, in consultation with the superintendent. The superintendent determines how to go about meeting these goals. In short, the board views things from the 30,000-foot level while the superintendent looks after the day-to-day.

- The board and superintendent are the senior leadership team for the district and set the standard for positive, collaborative relationships. The board/superintendent relationship suffers when one or the other tries to overtake the responsibilities of the other. The team should work together to identify one another's key values and leadership style, acknowledge others' points of view even if you do not agree, and assume positive intent in all interactions.
- Ultimately, the board is responsible for ensuring students are succeeding. While success can be measured in many ways, effective boards ask questions to ensure that the policies, goals and budgets they adopt are being implemented in a way that supports students and outcomes. Educational Equity, or the fair allocation of resources based on student need, is a necessary component of student achievement to ensure every student has what they need for successful outcomes.

Topics covered in the discussion of communication protocols include:

1. Board-Superintendent Communication
2. Superintendent-Board Communication
3. Emergency Communications
4. Shared Agreements around Board-Superintendent communication
5. Board Agenda Agreements
6. Board Meeting Preparation Agreements
7. During the Meeting Agreements
8. After the Meeting Agreements
9. Site Visit Agreements
10. Board/Community Communications (Including "K" policies around concerns/complaints received by board members)

***See attached Communication Protocols document for specific protocols and agreements.***

#### **Effective Meetings:**

The types of meetings and policies (BE, BEDB, BEDD, BEBDA, BEDF, and BEDH) that govern their meetings were reviewed. Board members and the superintendent were asked to complete a worksheet entitled, "Whose Job Is It Anyway?" at a time convenient for them. The worksheet identifies the responsibilities of both employees and board members. Answer key to worksheet is attached.

Additional items discussed included the board agenda, rules of order, meeting procedures, the role of the board president in the meeting, and call to the public parameters. Meeting norms and procedures are important to ensure and protect the rights of all members, provide transparency to the public, and allow for orderly conduct during the meeting. Also stressed was the need for continuous improvement of the meeting processes and the review, discussion, and evaluation of those processes.

#### **Board Self-Evaluation:**

ASBA's Board Self-Evaluation allows board to self-evaluate their effectiveness in 5 key pillars of board governance: Conduct and Ethics, Vision, Structure, Accountability and Advocacy. Each pillar is broken

down further into benchmarks which are characteristics that boards show as indicators of their overall effectiveness in each of the pillars. Questions begin: "To what extent does our board..." and are rated "always", "most of the time", "some of the time" "never" or "I don't know." The board Self-Evaluation helps determine strengths and opportunities for the board and can help track progress of the governing board when used consistently.

## Open Meeting Law (OML):

Jon Paladini of Pierce-Coleman reviewed important rules to following Open Meeting Law in public and executive session meetings and answered participants questions.

Key Points include:

- OML concerns itself with protecting the public's interest – not the interest of board members or school employees. When in doubt, the law favors open meetings. Any indifference to the OML by a governing board brings scrutiny, suspicion and skepticism by the media and the public.
- OML is triggered when:
  - Gathering of a quorum of members at which they:
    - ♣ discuss OR
    - ♣ propose or take legal action OR
    - ♣ deliberate with respect to any legal action
  - What is "legal action" under the OML?
    - ♣ Interpreted broadly: includes any matter pertaining to the governing or school district that foreseeably could become the subject of legal action by the governing board
  - This includes:
    - ♣ One-way electronic communication by one member of the public body proposing legal action to a quorum of members
    - ♣ An exchange of electronic communications among a quorum of members of the public body that involves discussion, deliberation or the taking of legal action concerning a matter likely to come before the public body for action.
    - ♣ Series of one-on-one discussions intended to lead to an agreement among a quorum of members may violate the OML (a.k.a. Daisy chain)
    - ♣ Having the superintendent or other staff member serve to distribute communication pertaining to potential legal action between members of the board (a.k.a. Spoke-n-wheel)
- Meeting Agendas must be posted at least 24 hours in advance of the meeting in accordance with policy. (Exception being emergency meetings for specific emergency items.)



- o MUST list specific items to be addressed (“discussed, considered or decided”) at meeting
  - o Each item should contain “such information as is reasonably necessary to inform the public of the matters to be discussed or decided.”
  - o Limited to those topics on agenda and “other matters related thereto”
- Public Participation
  - o Citizens have a right to attend and record public meetings but do not have the right to participate in discussions unless public participation is allowed by district policy.
  - o A governing board can conduct an open call to the public but cannot discuss or take legal action during the call unless the matter is on the agenda.
  - o Board can limit comments to items appearing on the agenda. If a speaker raises an issue that is not on the agenda, board members cannot discuss the issue with the speaker or among themselves but can ask staff to review matter or place on a future agenda
  - o Board can adopt and enforce reasonable time, place and manner regulations to promote the efficient conduct of its meetings but CANNOT block a comment because of its content or viewpoint as speech protected by the First Amendment to the United States Constitution. It can respond to criticism made by those who addressed the board (limited)
- Executive Session can only happen for the following reason:
  - o Employee Matters
  - o Legal Advice
  - o Records exempt from public inspection and information that must be made confidential by state or federal law
  - o Contract negotiations, pending litigation or settlement discussions
  - o Negotiating representative
  - o International/ Interstate negotiations
  - o Purchase, Sale or Lease of Real Property
  - o School safety operations, plan or programs
  - o Security plans or systems

*Note: Student hearings on Discipline/Suspension/Expulsion can also be heard in Executive Session but are not part of the OML because they are only utilized by public schools, not other public bodies*

- Violations of OML
  - o First Offense: \$500 fine per violation, in addition to attorney’s fees and costs, for knowingly aiding, agreeing to aid or attempting to aid another person in an OML violation (no insurance or district indemnity)
  - o Second offense: \$2500 fine per violation
  - o Speak-up if you feel you are at risk of violation
    - ♣ “If a court finds that a person who might otherwise be liable...objected to the action of the public body and the objection is noted on a public record, the court may choose not to impose a civil penalty on that person.”

- ♣ If you believe the OML is being violated, 1) verbally say so 2) ask that it be in the minutes and, possibly, 3) leave the meeting
- In short:
  - If you are unsure ask questions of your superintendent and attorneys. You cannot be too cautious in asking for advice!

## BOARD-SUPERINTENDENT COMMUNICATIONS

Our board expects to: [OBJ]

1. Receive regular communication from the superintendent weekly and as needed.
2. Have access to the same information:
  - a. One member's request for additional information results in all members receiving or having the same access to the information.
  - b. Special communications are done for all board members.

Shared Agreements:

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

## EMERGENCY COMMUNICATION PROTOCOLS

OUR BOARD EXPECTS TO:

1. Be notified as soon as possible via text and/or email for:
  - a. School emergency (lock down, fire)
  - b. Student emergency (arrest, injury, big fight, death)
  - c. Staff emergency (arrest, injury, death)
2. Know who to contact when the superintendent cannot be reached during an emergency and if the designated staff member will have the authority to make decisions in the superintendent's absence. If unable to contact the superintendent, the person to contact is the board secretary.

THE BOARD SHOULD HAVE AN UNDERSTANDING OF:

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



## **SUPERINTENDENT-BOARD COMMUNICATIONS**

### **The superintendent expects:**

1. Questions regarding district operations and/or concerns or feedback received should be directed to the superintendent.
2. Consistent 1-1 meetings with all board members.

### **Shared Agreements:**

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

## **BOARD AGENDA AGREEMENTS**

### **Current Board Agenda Items:**

1. The board president will meet with the superintendent two weeks in advance of the meeting to review and approve the draft agenda. As is possible, board members will receive the agenda and supporting documents one week before the meeting.
2. A consent agenda will be used for items not requiring discussion.
3. Any board member may ask to have an item pulled from the consent agenda to allow for discussion or individual consideration. The board member will notify the superintendent no later than Monday morning before the meeting that they intend to pull an item off of consent. They will also communicate what additional information may be required.
4. Pulled consent items will be discussed immediately after approval of the consent agenda.

### **Future Board Agenda Items:**



1. While the board president and superintendent work together to create board agendas, all board members are afforded the opportunity to request agenda items.
2. When requesting agenda items, the focus of board meetings will be board work and not administrative/staff work. (See provided agenda rubric for more information)
  - a. Is the item to celebrate a success?
  - b. Is the item a policy decision?
  - c. Is the item something that requires board action?
  - d. Is the item needed to ensure accountability?
3. Requests for future agenda items will be made during agenda item XIII.1: Requests for Future Agenda Items per policy BEDB.
4. Requested agenda items will be tracked by the superintendent.
5. If there is concern about the timeliness or relevancy of a requested agenda item, board members will share that concern with the superintendent. The superintendent or member of the board may request to have the item come before the board for a vote regarding its inclusion on a future agenda.

## **BOARD MEMBER MEETING PREPARATION AGREEMENTS**

1. Board members will call the superintendent with questions about agenda items or supporting materials by Monday morning before the scheduled board meeting.
2. Board members will come to the meeting prepared to discuss items on the agenda.
3. Board members will notify the superintendent before the meeting about positive and negative comments received from the community on specific agenda items.
4. Board members will give the superintendent time to research clarifying questions about agenda items.

## **DURING THE MEETING AGREEMENTS**

1. The board president will ensure that only one person speaks at a time and that each member has an equal opportunity to participate.
2. Board members will model the behaviors expected of students, staff and community members.
3. Procedures for public comment are clear and available at the meeting site.
4. Only the board president will respond to public comment during the meeting.
  - a. The board president may recognize the superintendent for factual information.
  - b. The board president may recognize a board member to respond to a personal attack. Individuals who are personally attacked can but are not required to respond.



5. The superintendent will provide clarifying information to board member questions.
  - a. Board may direct questions to staff presenting to the board. Questions for other staff (present or not) will first be directed to the superintendent who will either respond or recognize the appropriate person to respond.
6. Issues, not people, will be discussed during meetings.
7. Members will listen respectfully to each other and staff (no side conversations!)
8. Monitor for compliance with law (OML) and policy:
  - a. Superintendent, board administrative assistant, and all board members have responsibility.
  - b. Use “point of order” to interrupt and get meeting back on track.
9. Members will refrain from actions that do not move discussion forward.

## **AFTER BOARD MEETING AGREEMENTS**

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

## **SITE VISIT AGREEMENTS**

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





## **BOARD & COMMUNITY COMMUNICATIONS**

1. Board members will serve as ambassadors for their district, emphasizing the positive aspects of the district.
2. If multiple board members attend community meetings, the superintendent's office should be notified in order to post a "soft posting". This means that while there may be multiple board members present, no discussion of district business will take place.
3. Official notice is needed when both a quorum of board members will be present and there will be discussion on district matters. This includes professional development sessions and study/work sessions. See policy for your specific posting agreements.
4. When speaking at a community event or in public as a board member, it should be noted that you are not speaking on behalf of the board or district. Board members represent the board and district only when explicitly asked to do so by the board/ superintendent.
5. Complaints received from staff, or the community will be directed through the appropriate chain of command, per board policy KE and KEB and shared with the superintendent.

### **THE BOARD RECOGNIZES:**

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



