



**SCHOOL**  

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**DISTRICT**

EDUCATING LEARNERS FOR THE 21ST CENTURY

**SPECIAL BOARD MEETINGS**

**May 8, 2019**

**Office of Student and Family Support Services  
3300 Cortez Street  
Oxnard, CA 93036**

**JOHN D. PUGLISI, Ph. D.  
Superintendent**

**Board of Education  
Joe Esquivel, President  
Linda Aguilar, Clerk  
Eleanor Torres  
Felix Eisenhour, DMA  
Edith Martinez-Cortes**



2.0





**Wednesday, May 8, 2019  
RSD Special Board Meetings**

**Meetings will be May 7th and May 8th, 2019  
Office of Student and Family Services  
3300 Cortez Street  
Oxnard, CA 93036  
Open Session: 5:30 p.m.**

**1. Preliminary Business- 5:30 p.m.**

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1.1 Call to Order-5:30 p.m

1.2 Pledge of Allegiance

1.3 Roll Call

**2. Approval of the Agenda**

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2.1 Agenda corrections, additions, and modifications.

2.2 Approval of the Agenda

**3. Discussion/Action**

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3.1 California School Board Association Masters in Governance Workshop

**4. Adjournment**

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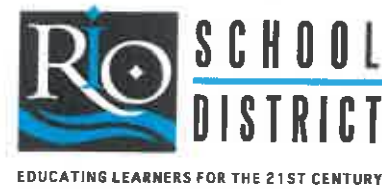
4.1 Adjournment



**3.1**





**Agenda Item Details**

Meeting	May 08, 2019 - RSD Special Board Meetings
Category	3. Discussion/Action
Subject	3.1 California School Board Association Masters in Governance Workshop
Access	Public
Type	Discussion

**Public Content**

Speaker: Superintendent Puglisi

**Rationale:**

The Board will participate in a workshop conducted by CSBA Consultant, Luan Burman Rivera, on Governance Practices, including unity of purpose, roles, responsibilities, norms, and protocols.

**Administrative Content****Executive Content**



# Rio School District

## EFFECTIVE GOVERNANCE/GOOD BEGINNINGS WORKSHOP

### Discussion Guide I

May 7, 2019, 5:30 – 8:30 PM

Conducted by Luan Burman Rivera, CSBA Governance Educator/Consultant

**Goals of the governance conversation:**

1. Determine Unity of Purpose
2. Reach an Understanding of Roles & Responsibilities of the Board & Superintendent
3. Review/Develop Norms for Sustaining a Positive Culture
4. Review/Develop Protocols for Effective Governance

*"Individual commitment to a group effort – that is what makes a team work, a company work, a society work, a civilization work "*

~Vince Lombardi

5:30 – 6:30 PM

**Welcome/Introductions/Overview/ Meeting Guidelines**

6:30 – 8:15 PM

**Effective Governance/Building Our Team**

- Determine Unity of Purpose
- Reach a Common Understanding of Roles & Responsibilities; Discussion about Board Bylaws & Policies

*"Everyone in a complex system has a slightly different interpretation. The more interpretations we gather, the easier it becomes to gain a sense of the whole."*

–Margaret J. Wheatley

8:15– 8:30

- Overview of Tomorrow Night and Closing

*"Democracy is never a final achievement.  
It is a call to an untiring effort."*

–John F. Kennedy



# Rio School District

## EFFECTIVE GOVERNANCE/GOOD BEGINNINGS WORKSHOP

### Discussion Guide II

May 8, 2019, 5:30 – 8:30 PM

Conducted by Luan Burman Rivera, CSBA Governance Educator/Consultant

**Goals of the governance conversation:**

1. Determine Unity of Purpose
2. Reach an Understanding of Roles & Responsibilities of the Board & Superintendent
3. Review/Develop Norms for Sustaining a Positive Culture
4. Review/Develop Protocols for Effective Governance

*"The behavior that is modeled by the leadership profoundly shapes the culture of an organization."*

~Dr. Carol Roberts

5:30 – 8:15 PM

**Welcome Back!**

- Working Styles
- Continue the Discussion Regarding Board/Superintendent Roles & Responsibilities

**Review of Governance Handbook:**

- Review/Develop Norms for Sustaining a Positive Governance Culture.
- Review/Develop Procedures/Protocols that Support Effective Governance.

*"The ultimate measure of a man is not where he stands in moments of comfort and convenience, but where he stands at times of challenge and controversy."*

~Dr. Martin Luther King Jr.

8:15– 8:30 PM

Next Steps, Meeting Evaluation and Adjourn

*"A school board at its best is a visionary, strategic change agent."*

~School Board Field Book



# Welcome!

## Let's Get Acquainted:

My name is \_\_\_\_\_.

Please list one thing that occurred during your youth or childhood that helped shape who you are today and brought you to this position.

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## Sample Meeting Guidelines

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- We will keep our focus on the best interest of our students.
- We will listen actively to all ideas. / We will listen openly without preparing responses.
- Everyone's opinions count. / We will be open to the ideas of others.
- We will wait to speak until a team member has finished talking. / We will keep our remarks brief and to the point so that all opinions can be expressed.
- Anyone can call a "time out" if s/he feels the need for a break.
- We will communicate openly and honestly with each other.
- We will respect differences. / We will show respect – never dismiss or devalue others.
- We will be supportive rather than judgmental.
- We will give helpful feedback directly and openly.
- All team members will offer their ideas and resources.
- We will build upon the ideas of others and look for common ground. / We will paraphrase for understanding.
- Each member will take responsibility for the work of the team. / We will each be responsible for the success of the meeting – participate equally – address concerns.
- We will respect team meeting times: start on time, return from breaks promptly, avoid unnecessary interruptions.
- We will stay focused on our goals and avoid getting sidetracked.
- When we have a difference of opinion, we will debate the facts of the situation and avoid personalities. / We will address process -- not personalities.
- We will all work to make sure there are no hidden agendas and that all issues and concerns can be dealt with openly by all members.
- We will work toward the future – learning from the past.



# TOP 30 PROTOCOLS TO CONSIDER

- |  |     |  |
|--|-----|--|
|  | 1.  | Orientation of school board candidates   |
|  | 2.  | Welcoming new members to the board   |
|  | 3.  | Communication among governance team members  |
|  | 4.  | Role and responsibilities of the board president / officers                                      |
|  | 5.  | Using board meetings as strategic leadership tools/ BRS=Board Meeting Management                 |
|  | 6.  | Study sessions / conversation meetings   |
|  | 7.  | Placing items on the board meeting agenda ( <i>bylaw required</i> )                              |
|  | 8.  | Bringing up new ideas or agenda items  |
|  | 9.  | Developing the board meeting agenda  |
|  | 10. | Agenda questions answered before a meeting   |
|  | 11. | Board member reports at board meetings   |
|  | 12. | Staff reports to the board   |
|  | 13. | Deliberation and decision-making at board meetings   |
|  | 14. | Explaining “no” votes  |
|  | 15. | Individual board member requests for information, materials, or action                           |
|  | 16. | Sharing personal expertise / i.e.: Sharing information w other board members for decision-making |
|  | 17. | Addressing conflict among board members  |
|  | 18. | Allowing majority vote to set the direction  |
|  | 19. | Meeting Guidelines for board and other district meetings   |
|  | 20. | Public comment section of board meetings   |
|  | 21. | Handling concerns/complaints from the community ( <i>Uniform Complaint Policy required</i> )     |
|  | 22. | Handling concerns/complaints from staff  |
|  | 23. | Spokesperson(s) for the Governance Team / Board / District                                       |
|  | 24. | Board opinion vs. individual opinion   |
|  | 25. | Speaking with a common voice -- (developing and using key messages)                              |
|  | 26. | Board member appointment to district committees -- role and authority                            |
|  | 27. | Managing difficult topic/issues in an atmosphere of mutual respect                               |
|  | 28. | Visiting schools   |
|  | 29. | Role of board members in public  |
|  | 30. | Self monitoring of governance team effectiveness   |



**Individual Effectiveness**

- Mindfulness
- Preparation
- Focus
- Manner
- Commitment
- Confidentiality

**Transition to Collaborative Partnerships**

**The Governance Team**

- Roles and responsibilities
- Unity of purpose
- Positive governance culture (norms)
- Supportive structures and processes

**Fulfilling Responsibilities**

- Set the Direction
- Establish the structure
- Create supportive environment
- Ensure accountability
- Demonstrate community leadership

**District Functions**

- Setting the district's direction
- Student achievement
- Finance
- Facilities
- Human resources
- Policy
- Judicial review
- Collective bargaining
- Community relations
- Advocacy

**SUCCESS FOR ALL STUDENTS**



# Effective Governance System

**CURRENT TRENDS AND ISSUES IN PUBLIC EDUCATION**



# WORKING STYLES QUESTIONNAIRE

This is not really a quiz; there are no right or wrong answers. The purpose of this diagnostic is to get an idea of your dominant working style. In answering these questions you should place yourself into a governance team situation. Don't over think your responses, answer according to what most seems like you. "1", "2", "3", and "4". Please rate each statement and order your responses. The number "1" should be the response that best describes you and the number "4" being the response that least describes you. To some degree, you may find that you like all of the answers; you must rank each of the questions.

1. **When performing a job, it's most important to me to:**
  - A. \_\_\_\_\_ Do it correctly regardless of time involved
  - B. \_\_\_\_\_ Set deadlines and get it done
  - C. \_\_\_\_\_ Work in a team, cooperatively with others
  - D. \_\_\_\_\_ Demonstrate my talents and enthusiasm
  
2. **The most enjoyable part of working on a job is:**
  - A. \_\_\_\_\_ The information you need to get it done
  - B. \_\_\_\_\_ The results you achieve when it's done
  - C. \_\_\_\_\_ The people you meet or work with
  - D. \_\_\_\_\_ Seeing how the job contributes to future progress
  
3. **When I have several ways to get a job done, I usually:**
  - A. \_\_\_\_\_ Review the pros and cons of each way and choose
  - B. \_\_\_\_\_ Choose a way that I can begin to work on immediately
  - C. \_\_\_\_\_ Discuss ways with others and choose the one most favored
  - D. \_\_\_\_\_ Review the ways and follow my "gut" sense about what will work best
  
4. **In working on a long term job, it's important to me to:**
  - A. \_\_\_\_\_ Understand and complete each step before going on to the next step
  - B. \_\_\_\_\_ Seek a fast, efficient way of completing it
  - C. \_\_\_\_\_ Work with others in a team on it
  - D. \_\_\_\_\_ Keep the job stimulating and exciting
  
5. **I am willing to take a risky action if**
  - A. \_\_\_\_\_ There are facts to support my action
  - B. \_\_\_\_\_ It gets the job done
  - C. \_\_\_\_\_ It will not hurt other's feelings
  - D. \_\_\_\_\_ It feels right for the situation

# WORKING STYLES SCORING GRID

Transfer the answers from the working styles questionnaire on to the scoring grid by entering the numbers for each letter going across the page. Next add up columns and record the answer in the space provided. The lowest score is your dominant style. In the case of a tied score you will pick the working style that is more like you.

1. A \_\_\_\_\_ B \_\_\_\_\_ C \_\_\_\_\_ D \_\_\_\_\_

2. A \_\_\_\_\_ B \_\_\_\_\_ C \_\_\_\_\_ D \_\_\_\_\_

3. A \_\_\_\_\_ B \_\_\_\_\_ C \_\_\_\_\_ D \_\_\_\_\_

4. A \_\_\_\_\_ B \_\_\_\_\_ C \_\_\_\_\_ D \_\_\_\_\_

5. A \_\_\_\_\_ B \_\_\_\_\_ C \_\_\_\_\_ D \_\_\_\_\_

TOTALS: A \_\_\_\_\_ B \_\_\_\_\_ C \_\_\_\_\_ D \_\_\_\_\_

Analytical

Driver

Amiable

Expressive



## WHAT EACH STYLE BRINGS TO THE TABLE ...

<b>A</b>	<b>Analytics</b>	<b>Thoroughness</b>	Brakes Protects from mistakes Wealth of data
<b>B</b>	<b>Drivers</b>	<b>Action</b>	Focused Get job done Organized Keep Timelines Discipline
<b>C</b>	<b>Amiables</b>	<b>Process</b>	Sensitivity Attention to process Inclusive Build consensus Inquiry skills
<b>D</b>	<b>Expressives</b>	<b>Vision</b>	Create hope High creativity Humor Think out of the box See big picture

# Making the Most of Your Working Style

YOUR STYLE →		A. Analytical	B. Driver	C. Amiable	D. Expressive
OTHER ↓ STYLE	↓	A. Analytical	B. Driver	C. Amiable	D. Expressive
A. Analytical		A deadly combination, run for your nearest driver! Establish priority of tasks to be done. Commit to firm timeframes for your work and stick to them.	Take a deep breath, relax and slow down. With analyticals, you need to demonstrate that you have considered <i>all</i> (okay, <i>most</i> ) options or outcomes before moving ahead.	Cut short the social hour, and get right down to the specifics. The more information you have to support your position the better.	Translate your vision into specific tasks or goals involve analytical in research and developing the details or the plan of action.
B. Driver		Organize your work around major themes; prepare "executive summaries" with headings or bullets that state the conclusions first and supporting data and analysis second.	Get a car with good set of brakes, because you will need them! Before revving up and driving over a cliff, remind each other of your similarities and your need to adopt qualities of the other styles.	Put on your thick skin, don't take anything personally. Getting results is what counts with drivers, be decisive and dynamic. Emphasize the bottom line.	Take time to think about what your vision really is; translate it into action steps with objectives and timelines.
C. Amiable		Start off on a personal note, gravitate to project specifics and expectations. Emphasize the greater good of the project.	Spend time up front gaining trust and confidence; be charming and inclusive. Be sure to be specific about deadlines, even when it seems obvious.	Laugh with each other about how important being warm and fuzzy is. Then focus on what we really need to accomplish here; then do it.	Tell them how important the team concept is to making your vision a reality. Give the amiable the job of building the team to make the dream come true.
D. Expressive		Jazz up your presentation, try to think of the BIG picture, involve the expressive in developing the "vision" or marketing of the plan.	Be patient and try to work with a flip chart to harness creative spirits. Emphasize time lines and due dates. Build in flexibility to allow the free reign of creativity	Charm the expressive with your appreciation of their vision and creativity. Harness this energy to deal with the pesky, but important details that only they can address...	Now that you have discovered the solution to world hunger, find someone who can actually make it happen.



Rio School District

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***Draft Governance Handbook***

May 26, 2016

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**Board of Trustees**

Eleanor Torres, *President*

Joe Esquivel, *Clerk*

Cassandra Bautista, *Trustee*

Edith Martinez-Cortes, *Trustee*

Ramon Rodriguez, *Trustee*

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**Superintendent**

Dr. John Puglisi

**EFFECTIVE GOVERNANCE**

**Unity of Purpose, Roles, Responsibilities, Norms and Protocols**

*This document reflects the governance team's work on the creation of a framework for effective governance. This process involves ongoing discussions and agreements about unity of purpose, roles, norms and protocols that enable the governance team to continue to perform its responsibilities in a way that best benefits all children.*

*Board Approved 6/22/16*

*On May 26, 2016, Rio School District Board of Trustees and Superintendent participated in a workshop on Effective Governance with the California School Boards Association. This document reflects the governance team's discussion about developing and sustaining a framework for effective governance and includes highlights of their conversation about unity of purpose, roles, norms and protocols that enable the governance team to continue to perform its responsibilities in a way that best serves all students.*

## TABLE OF CONTENTS

<u>UNITY OF PURPOSE</u>	
Why We Chose to Become a Board Member or Superintendent	2
What We Are Proud of	2
What We Hope to Accomplish <i>(not in priority order)</i>	3
Vision and Mission	3
Goals	4
<u>ROLES AND RESPONSIBILITIES</u>	
A Discussion of Roles	4
The Board's Responsibilities	5
What the Board Needs from the Superintendent	6
What the Superintendent Needs from the Board	6
<u>POSITIVE GOVERNANCE TEAM CULTURE</u>	
Norms	7
Meeting Guidelines	8
<u><del>SUPPORTIVE STRUCTURES AND PROCESSES (Protocols)</del></u>	
Protocols	9
<u>GOVERNANCE AGREEMENTS SIGNATURE PAGE</u>	.....11

### UNITY OF PURPOSE

*Unity of purpose is the common focus, overarching goals, and the core values, beliefs and principles governing body members share in common about children, the district and public education*

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## UNITY OF PURPOSE

### Why We Chose to Become a Board Member or Superintendent:

- After a long career in education, I wanted to familiarize myself with this side of education and learn about laws and regulations.
- I wanted to serve my community and our kids.
- I have a good pulse on and insight about the district due to my years in the district.
- I wanted to serve as a politician and there was a need in the district.
- The opportunity came up. It was an opportunity for personal and professional growth and I have cousins and brothers attending district schools.
- I wanted to serve the community; people were looking for someone to serve who was not seeking personal benefit.
- I know that I can lead organizations and wanted to serve the community. I believe in public schools and I like kids a lot.
- I was disturbed by what I read about our district in the newspaper five years ago and decided to run; I thought that I could make a difference.

## UNITY OF PURPOSE

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### What We Are Most Proud of About this District:

- The children, the district and our employees
- The collaboration efforts that have taken place over the past year – people working together
- Initial technology integration efforts
- The new attitude
- Our Superintendent and the insights he has on where the district can and will go
- The Board and their ability to collaborate and set policies to make Rio a great district
- The growth that has taken place in the last four years
- The culture and direction of the district have changed.
- We are becoming a culturally proficient district.
- Our music program

- Our Dual Immersion program

## UNITY OF PURPOSE

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### What We Hope to Accomplish:

- Create world-class organizational practices, teaching and student achievement
- Get our schools out of *Program Improvement* and become *California Gold Ribbon Schools* and *National Blue Ribbon Schools*
- Continue the cultural shift within the district so that the perceptions of parents and the community continue to improve
- Maintain an environment where all employees feel that their work is appreciated
- Continue to strengthen trust and unity with staff and the community
- Create a college-going culture

## Vision Statement

***Our vision expresses what we aspire to be valued for and embodies our purpose.***

The Rio School District seeks to reflect a world and nation where society understands and values the interdependency between nation, state, community, family, the democratic process, and the role of public schools in educating for the future. Within this vision, students are at the center of our commitment to stimulate empowerment and achieve the greatest possible potential as part of living in a diverse and changing world.

## Mission Statement

***Our mission is what we do to achieve our vision.***

The Rio School District nurtures the increasingly challenging learning and development of children from our preschool through 8<sup>th</sup> grade utilizing the kind of curriculum and programs that can serve as a hub for community development as a whole.

## Goals:

- Develop levels of academic excellence accessible to all students
- Create a love for learning, engage in creativity, and value the process of inquiry and investigation.
- Provide world class learning opportunities for our entire educational community.
- Achieve and document achievement results based upon world class learning.
- Be a role model for 21<sup>st</sup> century education in California and nationally focusing on the 4 C's: Communication, Critical Thinking, Collaboration, and Creativity.
- Develop our STEAM Education Center in Ventura County linked to broader efforts across the country.
- Ensure the financial stability of the Rio School District.
- Develop and implement the Master Plan for facilities growth and maintenance.

## ~~GAINING CLARITY ON ROLES AND RESPONSIBILITIES~~

### The Role of the Board and Superintendent - CSBA:

School board "trustees" are the representatives of the people, elected to ensure 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 administrative officer for the school district.

## Performing Board Responsibilities - CSBA:

### **We Set the Direction for the Community's Schools by:**

- Focusing on student learning.
- Assessing district needs.
- Generating, reviewing and revising setting direction documents: (beliefs, vision, priorities, strategic goals, success indicators)
- Ensuring an appropriate inclusive process is used to develop these documents.
- Ensuring that these documents are the driving force for all district efforts.

### **We establish an effective and efficient Structure for the school district by:**

- Employing the superintendent.
- Setting policy for hiring of other personnel.
- Setting policies.
- Setting direction for and adopting the curriculum.
- Establishing budget priorities and adopting the budget.
- Overseeing facilities issues.
- Providing direction for and voting to accept collective bargaining agreements.

### **We Provide Support through our behavior and actions by:**

- Acting with a professional demeanor that models the district's beliefs and vision.
- Making decisions and providing resources that support mutually agreed upon priorities and goals.
- Upholding board approved district policies.
- Ensuring a positive personnel climate exists.
- Being knowledgeable about district efforts and able to explain them to the public.

### **We Ensure Accountability to the Public by:**

- Evaluating the superintendent
- 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
- Reviewing facilities issues
- Monitoring the collective bargaining process



**We Act as Community Leaders by:**

- 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.

**~~GAINING CLARITY ON ROLES AND RESPONSIBILITIES~~**

**What the Board needs from the Superintendent:**

**The superintendent will support trustees in fulfilling their responsibilities by:**

- Respecting divergent Board votes
- Giving the Board opportunities to learn; supporting their quest for knowledge
- Keeping the lines of communication open
- Continuing to meet with Board Members in order to keep them informed

**What the Superintendent needs from the Board:**

**The trustees can support the superintendent in fulfilling his responsibilities by:**

- Taking responsibility for Board actions
- Remembering that we have the freedom to defend our individual positions, but everyone must support majority decisions.
- Becoming more informed; being willing to learn and utilize technology
- “Keeping the main thing, the main thing”
- Living within our area of the *Venn Diagram*
- Focusing on student learning – becoming involved with teaching and learning while staying at the helicopter level - being visible in the district

# **Rio School District Governance Team**

## **AGREEMENTS TO FACILITATE GOVERNANCE LEADERSHIP**

### **Governance Team Norms and Protocols:**

The Board of Education for the Rio School District is entrusted by the community to uphold the Constitutions of California and the United States, to protect the public's interest in the schools, and to ensure that a high quality education is provided to each student. To effectively meet district challenges, the Board and Superintendent must function together as a governance leadership team. Agreed upon behaviors or norms, and operating procedures or protocols, support consistent behavior and actions among team members. The purpose of the Rio SD governance team agreements is to ensure that a positive and productive working relationship exists among board members, the superintendent, district staff, students, and the community. Norms and protocols are developed for and by the members of the governance team, and may be modified over time as needed.

*Our Agreements to Facilitate Governance Leadership:*

## **Norms**

**Our Governance Team wishes to create a culture that models ...**

- **Trust**
- **Transparency**
- **Respect**
- **High expectations for ourselves and others – intellectual rigor**
- **Hard work and hard thinking**
- **Being open-minded; being open to the perspectives and opinions of others**
- **Listening**
- **Being mindful of our roles and responsibilities and staying within them**

*To this end, we have adopted the following meeting guidelines:*

## **Meeting Guidelines**

- **We will all work to make sure there are no hidden agendas and that all issues and concerns can be dealt with openly by all members.**
- **We will respect differences; we will show respect and never dismiss or devalue others.**
- **We will work toward the future – learning from the past.**
- **When we have a difference of opinion, we will debate the facts of the situation and avoid personalities. We will address process -- not personalities.**
- **We will be supportive rather than judgmental.**
- **We will keep our focus on the best interest of our students.**
- **We will keep our remarks brief and to the point so that all opinions can be expressed.**
- **We will stay focused on our goals and avoid getting sidetracked.**

# Protocols

## STRUCTURE AND PROCESS

Effective governance teams discuss and agree upon the formal structures and processes, or protocols, used by the board and superintendent in their functioning as a team. These structures and processes guide the operations of the governance team and determine how they do business. Protocols are the agreements that ensure that all members of the team are operating within their agreed upon roles.

The following protocols were developed at our Governance Workshops.

### *Protocols to Facilitate Governance Leadership:*

TOPIC:	PROTOCOL:
<p><b>Site Visits</b></p>	<p><b>Rationale:</b> We believe that site visits are important; they provide us with the opportunity to stay informed about programs and student learning. They also give us the opportunity to see our students and let staff know that we care and are supportive.</p> <p>When visiting schools, we need to remember the following:</p> <ul style="list-style-type: none"> <li>• We need to be respectful to staff.</li> <li>• Site visits should not be disruptive to teaching and learning.</li> </ul> <p>To that end, we agree that when we wish to visit a school...</p> <ul style="list-style-type: none"> <li>• When possible, we will contact the Superintendent's Executive Assistant so that she may set-up the visit.</li> <li>• She will inform the principals about our requests and set-up the times for our visits.</li> <li>• We will keep the Superintendent informed about our school visits.</li> <li>• We will be escorted by the principal and/or another administrator, if possible.</li> <li>• We will inform our escorts if we have any special interests.</li> </ul>
<p><b>Responding to Staff or Community Concerns or</b></p>	<p><b>Rationale:</b> We are elected officials, elected by the community and are responsive to community's needs, but we recognize that individual Board Members do not have the authority to resolve issues and complaints. It is our responsibility to help guide our constituents through the system.</p>

<p><b>Complaints</b></p>	<p>Therefore, when a Board Member is approached by a community or staff member with an issue or concern, he/she will:</p> <ul style="list-style-type: none"> <li>• <b>Receive</b> – Listen without interruption and without preparing a response to the person’s issues or concerns, except in the case of issues that might possibly come before us in our judicial role.</li> <li>• <b>Repeat</b> – When appropriate, paraphrase or ask a clarifying question to ensure understanding of what has been said.</li> <li>• <b>Request</b> – Ask what the person sees as the solution to the problem or concern. Ask what they would have us do with the information they have given us.</li> <li>• <b>Review</b> – The conversation (and next steps, if any).</li> <li>• <b>Redirect</b> – Put the person back into the system at the appropriate place.</li> <li>• <b>Report</b> – Notify the Superintendent of the conversation so that he has the full picture and can follow through as appropriate and/or necessary.</li> </ul>
<p><b>Giving Direction to the Superintendent</b></p>	<p><b>Rationale:</b> We recognize that individual Board Members do not have the authority to direct staff; therefore we believe that it is important that the Superintendent receive clear direction from the Board as a whole.</p> <p>Therefore, we agree that we will give direction to the Superintendent only at publicly noticed and agenda meetings, through a majority vote and not attempt to exercise individual authority by directing the Superintendent or district staff.</p>

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 Rio 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 \_\_\_\_\_ day of \_\_\_\_\_, 2016

\_\_\_\_\_  
Eleanor Torres, Board President

\_\_\_\_\_  
Joe Esquivel, Clerk

\_\_\_\_\_  
Cassandra Bautista, Trustee

\_\_\_\_\_  
Edith Martinez Cortes, Trustee

\_\_\_\_\_  
Ramon Rodriguez, Trustee

\_\_\_\_\_  
Dr. John Puglisi, Superintendent

## Rio SD | BP 2000 Administration

### Concepts And Roles

The Board of Trustees recognizes that district administration performs essential roles and functions in support of student learning, including the provision of instructional support and services to schools as well as the responsible management of noninstructional operations. The Superintendent or designee may make decisions concerning district operations within the parameters of law and Board policy.

(cf. 2110 - Superintendent Responsibilities and Duties)

(cf. 9310 - Board Policies)

The Superintendent shall provide leadership in developing administrative regulations and organizational structures, decision-making processes, and staff action plans that allow the district to fulfill its vision and goals. The Board also expects the Superintendent to help shape the culture and environment of the district in a manner that focuses district operations on enhancing student achievement, encourages positive relationships within the community, and instills confidence in district schools.

(cf. 0000 - Vision)

(cf. 0100 - Philosophy)

(cf. 0200 - Goals for the School District)

(cf. 0500 - Accountability)

(cf. 2111 - Superintendent Governance Standards)

The Board and Superintendent shall work together as a team in the exercise of district governance. The Board and Superintendent shall establish protocols that describe how the governance team will operate, including, but not limited to, agreements regarding Board meeting operations and communications between the Superintendent and the Board.

(cf. 9000 - Role of the Board)

(cf. 9005 - Governance Standards)

Because the Superintendent is the only district employee who is directly selected and evaluated by the Board, the Board has a responsibility to ensure that the Superintendent possesses the skills and attributes that best meet the needs of the district.

(cf. 2120 - Superintendent Recruitment and Selection)

The Board and Superintendent shall agree upon a system for evaluating the Superintendent, including the evaluation criteria, method, evaluation instrument, process, and timeline.

(cf. 2140 - Evaluation of the Superintendent)

The Superintendent may delegate to other district staff any duties imposed upon him/her by the Board. This delegation shall not relieve the Superintendent of responsibility for actions taken by his/her designees.

(cf. 1220 - Citizen Advisory Committees)

(cf. 2210 - Administrative Leeway in Absence of Board of Trustees Policy)

(cf. 2220 - Administrative Staff Organization)

(cf. 2230 - Representative and Deliberative Groups)

(cf. 4300 - Management, Supervisory and Confidential Personnel)

Legal Reference:

#### EDUCATION CODE

35020 Duties of employees fixed by governing board

35026 Employment of district superintendent by certain district

35028 Qualifications for employment

35029 Waiver of credential requirements

35031 Term of employment

35033 District superintendent for certain districts

35034 District superintendent of certain districts

35035 Powers and duties of superintendent

35160 Authority of governing boards

35160.1 Broad authority of school districts

35161 Powers and duties generally

Management Resources:

#### CSBA PUBLICATIONS

Maximizing School Board Governance: Superintendent Selection and Employment, 2006

Maximizing School Board Governance: Superintendent Evaluation, 2005

Superintendent Governance Standards, 2001

CSBA Professional Governance Standards, 2000

#### WEB SITES

CSBA: <http://www.csba.org>

American Association of School Administrators: <http://www.aasa.org>

Association of California School Administrators: <http://www.acsa.org>



**Policy RIO ELEMENTARY SCHOOL DISTRICT**

**adopted: April 19, 2007 Oxnard, California**



## Rio SD | BP 2110 Administration

### **Superintendent Responsibilities And Duties**

The Board of Trustees desires to establish a productive working relationship with the Superintendent and to ensure that the work of the Superintendent is focused on student learning and achievement and the attainment of the district's vision and goals. The Board also desires to provide a fair basis for holding the Superintendent accountable. The responsibilities of the Superintendent are detailed in law, in the Superintendent's contract, and throughout Board policies and administrative regulations.

(cf. 0000 - Vision)

(cf. 2000 - Concepts and Roles)

(cf. 2111 - Superintendent Governance Standards)

(cf. 2121 - Superintendent's Contract)

The Board shall clarify expectations and goals for the Superintendent at the beginning of every evaluation year.

(cf. 2140 - Evaluation of the Superintendent)

As the chief executive officer of the district, the Superintendent shall implement all Board decisions and manage the instructional and noninstructional operations of the schools. The Superintendent also serves as a member of the district's governance team and has responsibilities to support Board operations and decision making.

(cf. 2210 - Administrative Leeway in Absence of Board of Trustees Policy)

(cf. 9000 - Role of the Board)

(cf. 9122 - Secretary)

The Superintendent may delegate any of his/her responsibilities and duties to other district staff, but he/she remains accountable to the Board for all areas of operation under the Superintendent's authority.

(cf. 2220 - Administrative Staff Organization)

Legal Reference:

#### EDUCATION CODE

17604 Delegation of powers to agents

17605 Delegation of authority to purchase supplies, equipment and services

35020-35046 Powers and duties of superintendent

48900 Authority of superintendent to recommend suspension or expulsion

Management Resources:

**CSBA PUBLICATIONS**

**Maximizing School Board Governance**

**Superintendent Governance Standards, 2001**

**WEB SITES**

**CSBA: <http://www.csba.org>**

**American Association of School Administrators: <http://www.aasa.org>**

**Association of California School Administrators: <http://www.acsa.org>**

**Policy RIO ELEMENTARY SCHOOL DISTRICT**

**adopted: April 19, 2007 Oxnard, California**

## Rio SD | BB 9000 Board Bylaws

### Role Of The Board

The Board of Trustees has been elected by the community to provide leadership and citizen oversight of the district. The Board shall ensure that the district is responsive to the values, beliefs, and priorities of the community.

The Board shall work with the Superintendent to fulfill its major responsibilities, which include:

1. Setting the direction for the district through a process that involves the community, parents/guardians, students, and staff and is focused on student learning and achievement

(cf. 0000 - Vision)

(cf. 0100 - Philosophy)

(cf. 0200 - Goals for the School District)

2. Establishing an effective and efficient organizational structure for the district by:

a. Employing the Superintendent and setting policy for hiring of other personnel

(cf. 2110 - Superintendent Responsibilities and Duties)

(cf. 2120 - Superintendent Recruitment and Selection)

(cf. 2121 - Superintendent's Contract)

(cf. 4000 - Concepts and Roles)

(cf. 4111 - Recruitment and Selection)

(cf. 4211- Recruitment and Selection)

(cf. 4311- Recruitment and Selection)

b. Overseeing the development and adoption of policies

(cf. 9310 - Board Policies)

c. Establishing academic expectations and adopting the curriculum and instructional materials

(cf. 6011 - Academic Standards)

(cf. 6141 - Curriculum Development and Evaluation)

(cf. 6146.1 - High School Graduation Requirements)

(cf. 6146.5 - Elementary/Middle School Graduation Requirements)

(cf. 6161.1 - Selection and Evaluation of Instructional Materials)

**d. Establishing budget priorities and adopting the budget**

(cf. 3000 - Concepts and Roles)

(cf. 3100 - Budget)

(cf. 3312 - Contracts)

**e. Providing safe, adequate facilities that support the district's instructional program**

(cf. 3517 - Facilities Inspection)

(cf. 7110 - Facilities Master Plan)

(cf. 7150 - Site Selection and Development)

(cf. 7210 - Facilities Financing)

**f. Setting parameters for negotiations with employee organizations and ratifying collective bargaining agreements**

(cf. 4141/4241 - Collective Bargaining Agreement)

(cf. 4143/4243 - Negotiations/Consultation)

**3. Providing support to the Superintendent and staff as they carry out the Board's direction by:**

**a. Establishing and adhering to standards of responsible governance**

(cf. 9005 - Governance Standards)

(cf. 9011 - Disclosure of Confidential/Privileged Information)

(cf. 9200 - Limits of Board Member Authority)

(cf. 9270 - Conflict of Interest)

**b. Making decisions and providing resources that support district priorities and goals**

**c. Upholding Board policies**

**d. Being knowledgeable about district programs and efforts in order to serve as effective spokespersons**

(cf. 9240 - Board Development)

(cf. 9400 - Board Self-Evaluation)

**4. Ensuring accountability to the public for the performance of the district's schools by:**

**a. Evaluating the Superintendent and setting policy for the evaluation of other personnel**

(cf. 2140- Evaluation of the Superintendent)

(cf. 4115 - Evaluation/Supervision)

(cf. 4215 - Evaluation/Supervision)

(cf. 4315 - Evaluation/Supervision)

**b. Monitoring and evaluating the effectiveness of policies**

**c. Serving as a judicial (hearing) and appeals body in accordance with law, Board policies, and negotiated agreements**

(cf. 1312.1 - Complaints Concerning District Employees)

(cf. 1312.2 - Complaints Concerning Instructional Materials)

(cf. 1312.3 - Uniform Complaint Procedures)

(cf. 1312.4 - Williams Uniform Complaint Procedures)

(cf. 4031 - Complaints Concerning Discrimination in Employment)

(cf. 4117.3 - Personnel Reduction)

(cf. 4117.4 - Dismissal)

(cf. 4144/4244/4344 - Complaints)

(cf. 4218 - Dismissal/Suspension/Disciplinary Action)

(cf. 5116.1 - Intradistrict Open Enrollment)

(cf. 5117 - Interdistrict Attendance)

(cf. 5119 - Students Expelled from Other Districts)

(cf. 5125.3 - Challenging Student Records)

(cf. 5144.1 - Suspension and Expulsion/Due Process)

(cf. 6159.1 - Procedural Safeguards and Complaints for Special Education)

(cf. 6164.6 - Identification and Education Under Section 504)

**d. Monitoring student achievement and program effectiveness and requiring program changes as necessary**

(cf. 0500 - Accountability)

(cf. 0520 - Intervention for Underperforming Schools)

(cf. 0520.1 - High Priority Schools Grant Program)

(cf. 0520.2 - Title I Program Improvement Schools)

(cf. 0520.3 - Title I Program Improvement Districts)

(cf. 6162.5 - Student Assessment)

(cf. 6162.51 - Standardized Testing and Reporting Program)

(cf. 6162.52 - High School Exit Examination)

(cf. 6190 - Evaluation of the Instructional Program)

e. Monitoring and adjusting district finances

(cf. 3460 - Financial Reports and Accountability)

f. Monitoring the collective bargaining process

5. Providing community leadership and advocacy on behalf of students, the district's educational program, and public education in order to build support within the local community and at the state and national levels

(cf. 0510 - School Accountability Report Card)

(cf. 1020 - Youth Services)

(cf. 1100 - Communication with the Public)

(cf. 1112 - Media Relations)

(cf. 1160 - Political Processes)

(cf. 1400 - Relations between Other Governmental Agencies and the Schools)

(cf. 1700 - Relations between Private Industry and the Schools)

(cf. 9010 - Public Statements)

The Board is authorized to establish and finance any program or activity that is not in conflict with, inconsistent with, or preempted by law. (Education Code 35160)

Legal Reference:

EDUCATION CODE

5304 Duties of governing board (re school district elections)

12400-12405 Authority to participate in federal programs

17565-17592 Board duties re property maintenance and control

33319.5 Implementation of authority of local agencies

35000 District name

35010 Control of district; prescription and enforcement of rules

35020-35046 Officers and agents

35100-35351 Governing boards, especially:



35160-35185 Powers and duties

35291 Rules

Management Resources:

CSBA PUBLICATIONS

Maximizing School Board Governance

Professional Governance Standards, November 2000

School Board Leadership: The Role and Function of California's School Boards, 1996

NATIONAL SCHOOL BOARDS ASSOCIATION PUBLICATIONS

The Key Work of School Boards, 2000

WEB SITES

CSBA: <http://www.csba.org>

CSBA Governance Institute: <http://www.csba.org/gi>

National School Boards Association: <http://www.nsba.org>

Bylaw RIO ELEMENTARY SCHOOL DISTRICT

adopted: June 7, 2007 Oxnard, California



## Rio SD | BB 9200 Board Bylaws

### **Limits Of Board Member Authority**

The Board of Trustees recognizes that the Board is the unit of authority over the district and that a Board member has no individual authority. Board members shall hold the education of students above any partisan principle, group interest, or personal interest.

(cf. 1160 - Political Processes)

(cf. 9000 - Role of the Board)

(cf. 9005 - Governance Standards)

(cf. 9270 - Conflict of Interest)

(cf. 9323 - Meeting Conduct)

Unless agreed to by the Board as a whole, individual members of the Board shall not exercise any administrative responsibility with respect to the schools or command the services of any school employee. Individual Board members shall submit requests for information to the Superintendent. Board members shall refer Board-related correspondence to the Superintendent for forwarding to the Board or for placement on the Board's agenda, as appropriate.

(cf. 1340 - Access to District Records)

(cf. 4112.6/4212.6/4312.6 - Personnel Files)

(cf. 9011 - Disclosure of Confidential/Privileged Information)

(cf. 9322 - Agenda/Meeting Materials)

Individual Board members do not have the authority to resolve complaints. Any Board member approached directly by a person with a complaint should refer the complainant to the Superintendent or designee so that the problem may receive proper consideration and be handled through the appropriate district process.

(cf. 1312.1 - Complaints Concerning District Employees)

(cf. 1312.2 - Complaints Concerning Instructional Materials)

(cf. 1312.3 - Uniform Complaint Procedures)

(cf. 1312.4 - Williams Uniform Complaint Procedures)

(cf. 3320 - Claims and Actions Against the District)

(cf. 4031 - Complaints Concerning Discrimination in Employment)

(cf. 6159.1 - Procedural Safeguards and Complaints for Special Education)

A Board member whose child is attending a district school should be aware of his/her role as a Board member when interacting with district employees about his/her child. Because his/her position as a Board

member may inhibit the performance of school personnel, the Board member should inform the Superintendent or designee before volunteering in his/her child's classroom.

(cf. 1240 - Volunteer Assistance)

(cf. 5020 - Parent Rights and Responsibilities)

(cf. 6020 - Parent Involvement)

The Superintendent or designee shall provide a copy of the state's open meeting laws (Brown Act) to each Board member and to anyone who is elected to the Board but has not yet assumed office.

Board members and persons elected to the Board who have not yet assumed office are responsible for complying with the requirements of the Brown Act. (Government Code 54952.1)

Legal Reference:

#### EDUCATION CODE

200-262.4 Prohibition of discrimination

7054 Use of district property

35010 Control of district; prescription and enforcement of rules

35100-35351 Governing boards, especially:

35160-35184 Powers and duties

35291 Rules

35292 Visits to schools (Board members)

51101 Rights of parents/guardians

#### GOVERNMENT CODE

54950-54962 The Ralph M. Brown Act, especially:

54952.1 Member of a legislative body of a local agency

54952.7 Copies of chapter to members of legislative body

Management Resources:

#### CSBA PUBLICATIONS

CSBA Professional Governance Standards, 2000

Maximizing School Board Leadership: Boardsmanship, 1996

#### WEB SITES

CSBA: <http://www.csba.org>

## Bylaw RIO ELEMENTARY SCHOOL DISTRICT

adopted: June 7, 2007 Oxnard, California



## Rio SD | BB 9322 Board Bylaws

### Agenda/Meeting Materials

#### Agenda Content

Board of Trustees meeting agendas shall reflect the district's vision and goals and the Board's focus on student learning.

(cf. 0000 - Vision)

(cf. 0200 - Goals for the School District)

Each agenda shall state the meeting time and place and shall briefly describe each business item to be transacted or discussed, including items to be discussed in closed session. (Government Code 54954.2)

(cf. 9320 - Meetings and Notices)

(cf. 9321- Closed Session Purposes and Agendas)

The agenda shall provide members of the public the opportunity to address the Board on any agenda item before or during the Board's consideration of the item. However, the agenda need not provide an opportunity for public comment when the agenda item has previously been considered at an open meeting of a committee comprised exclusively of Board members, provided that members of the public were afforded an opportunity to comment on the item at that meeting and that the item has not been substantially changed since the committee considered it. (Government Code 54954.3)

The agenda for a regular Board meeting shall also provide members of the public an opportunity to provide comment on matters which are not on the agenda but which are within the subject matter jurisdiction of the Board. (Education Code 35145.5; Government Code 54954.3)

(cf. 9323 - Meeting Conduct)

Each agenda for a regular meeting shall list the address designated by the Superintendent or designee for public inspection of documents related to an open session item that have been distributed to the Board less than 72 hours before the meeting. (Government Code 54957.5)

The agenda shall include information regarding how, when, and to whom a request should be made if an individual requires disability-related accommodations or modifications, including auxiliary aids and services, in order to participate in the Board meeting. (Government Code 54954.2)

#### Agenda Preparation

The Board president and the Superintendent, as secretary to the Board, shall work together to develop the agenda for each regular and special meeting.

(cf. 9121 - President)

(cf. 9122 - Secretary)

Any Board member or member of the public may request that a matter within the jurisdiction of the Board be placed on the agenda of a regular meeting. The request shall be submitted in writing to the

Superintendent or designee with supporting documents and information, if any, at least one week before the scheduled meeting date. Items submitted less than a week before the scheduled meeting date may be postponed to a later meeting in order to allow sufficient time for consideration and research of the issue.

The Board president and Superintendent shall decide whether a request from a member of the public is within the subject matter jurisdiction of the Board. Items not within the subject matter jurisdiction of the Board may not be placed on the agenda. In addition, before placing the item on the agenda, the Board president and Superintendent shall determine if the item is merely a request for information or whether the issue is covered by an existing policy or administrative regulation.

If the Board president and Superintendent deny a request from a Board member to place an item on the agenda, the Board member may request the Board to take action to determine whether the item shall be placed on the agenda.

The Board president and Superintendent shall also decide whether an agenda item is appropriate for discussion in open or closed session, and whether the item should be an action item subject to Board vote or an information item that does not require immediate action.

In order to promote efficient meetings, the Board may bundle a number of items and act upon them together by a single vote through the use of a consent agenda. Consent items shall be items of a routine nature and items for which Board discussion is not anticipated and for which the Superintendent recommends approval. When any Board member requests the removal of an item from the consent agenda, the item shall be removed and given individual consideration for action as a regular agenda item.

The agenda shall provide an opportunity for members of the public to comment on any consent agenda item that has not been previously considered. (Government Code 54954.3)

Any Board action that involves borrowing \$100,000 or more shall be discussed, considered, and deliberated upon as a separate item of business on the meeting agenda. (Government Code 53635.7)

(cf. 9323.2 - Actions by the Board)

All public communications with the Board are subject to requirements of relevant Board policies and administrative regulations.

(cf. 1312.1 - Complaints Concerning District Employees)

(cf. 1312.2 - Complaints Concerning Instructional Materials)

(cf. 1312.3 - Uniform Complaint Procedures)

(cf. 1312.4 - Williams Uniform Complaint Procedures)

(cf. 3320 - Claims and Actions Against the District)

(cf. 5144.1 - Suspension and Expulsion/Due Process)

**Agenda Dissemination to Board Members**

At least 72 hours before each regular meeting, each Board member shall be provided a copy of the agenda and agenda packet, including the Superintendent or designee's report; minutes to be approved; copies of communications; reports from committees, staff, and others; and other available documents pertinent to the meeting.



When special meetings are called, Board members shall receive, at least 24 hours prior to the meeting, notice of the business to be transacted. (Government Code 54956)

Board members shall review agenda materials before each meeting. Individual members may confer directly with the Superintendent or designee to ask questions and/or request additional information on agenda items. However, a majority of Board members shall not, outside of a noticed meeting, directly or through intermediaries or electronic means discuss, deliberate, or take action on any matter within the subject matter jurisdiction of the Board.

(cf. 9012 - Board Member Electronic Communications)

#### Agenda Dissemination to Members of the Public

Any agenda and related materials distributed to the Board shall be made available to the public upon request without delay. Only those documents which are disclosable public records under the Public Records Act and which relate to an agenda item scheduled for the open session portion of a regular meeting shall be made available to the public. (Government Code 54957.5)

At least 72 hours prior to a regular meeting, the agenda shall be posted at one or more locations freely accessible to members of the public. (Government Code 54954.2)

In addition, the Superintendent or designee shall post the agenda on the homepage of the district web site. The posted agenda shall be accessible through a prominent direct link to the current agenda or to the district's agenda management platform in accordance with Government Code 54954.2. When the district utilizes an integrated agenda management platform, the link to that platform shall take the user directly to the web site with the district's agendas, and the current agenda shall be the first available. (Government Code 54954.2)

(cf. 1113 - District and School Web Sites)

(cf. 1340 - Access to District Records)

If a document which relates to an open session agenda item of a regular Board meeting is distributed to the Board less than 72 hours prior to a meeting, the Superintendent or designee shall make the document available for public inspection at a designated location at the same time the document is distributed to all or a majority of the Board. (Government Code 54957.5)

The Superintendent or designee shall mail a copy of the agenda or a copy of all the documents constituting the agenda packet to any person who requests the items. The materials shall be mailed at the time the agenda is posted or upon distribution of the agenda to a majority of the Board, whichever occurs first. (Government Code 54954.1)

Any request for mailed copies of agendas or agenda packets shall be in writing and shall be valid for the calendar year in which it is filed. Written requests must be renewed following January 1 of each year. (Government Code 54954.1)

Persons requesting mailing of the agenda or agenda packet shall pay an annual fee, as determined by the Superintendent or designee, not to exceed the cost of providing the service.

Any document prepared by the district or Board and distributed during a public meeting shall be made available for public inspection at the meeting. Any document prepared by another person shall be made available for public inspection after the meeting. These requirements shall not apply to a document that is exempt from public disclosure under the Public Records Act. (Government Code 54957.5)

Upon request, the Superintendent or designee shall make the agenda, agenda packet, and/or any writings distributed at the meeting available in appropriate alternative formats to persons with a disability, as required by the Americans with Disabilities Act. (Government Code 54954.1)

**Legal Reference:**

**EDUCATION CODE**

35144 Special meetings

35145 Public meetings

35145.5 Right of public to place matters on agenda

**GOVERNMENT CODE**

6250-6270 Public Records Act

53635.7 Separate item of business

54954.1 Mailed agenda of meeting

54954.2 Agenda posting requirements; board actions

54954.3 Opportunity for public to address legislative body

54954.5 Closed session item descriptions

54956.5 Emergency meetings

54957.5 Availability of public records

54960.2 Challenging board actions; cease and desist

**UNITED STATES CODE, TITLE 42**

12101-12213 Americans with Disabilities Act

**CODE OF FEDERAL REGULATIONS, TITLE 28**

35.160 Effective communications

36.303 Auxiliary aids and services

**COURT DECISIONS**

Mooney v. Garcia, (2012) 207 Cal.App.4th 229

Caldwell v. Roseville Joint Union High School District, 2007 U.S. Dist. LEXIS 66318

**ATTORNEY GENERAL OPINIONS**

99 Ops. Cal. Atty. Gen. 11 (2016)

78 Ops.Cal.Atty.Gen. 327 (1995)

Management Resources:

**CSBA PUBLICATIONS**

Call to Order: A Blueprint for Great Board Meetings, 2015

The Brown Act: School Boards and Open Meeting Laws, rev. 2014

**ATTORNEY GENERAL PUBLICATIONS**

The Brown Act: Open Meetings for Legislative Bodies, rev. 2003

**WEB SITES**

CSBA, Agenda Online: <http://www.csba.org>

California Attorney General's Office: <http://www.oag.ca.gov>

**Bylaw RIO ELEMENTARY SCHOOL DISTRICT**

**adopted: February 20, 2019 Oxnard, California**

