

NUCS Board Meeting 3/8/2024 9:00am

Agenda Item 1.

CALL TO ORDER/AGENDA

Subject:

1.1 Pledge of Allegiance

1.2 Agenda: Items to be removed from the agenda or changes to the agenda will be made at this time.

Action Requested:

1.1 None

1.2 Approval

Previous Staff/Board Action, Background Information and/or Statement of Need:

1.2 A trustee, administrator or a member of the public may request that an item be removed from the agenda or the order of the agenda be changed at the pleasure of the Board.

Agenda items may be added to the agenda if an "emergency situation" exists or "immediate action" is needed.

Fiscal Implications:

None

Contact Person/s: Shari Lovett, Rosemary Kunkler

Agenda Item 2.

PRESENTATIONS

Subject:

2.1 Student Presentation

Action Requested:

None

Previous Staff/Board Action, Background Information and/or Statement of Need:

No presentation

Fiscal Implications:

None

Contact Person/s: Shari Lovett

Agenda Item 3.

CONSENT AGENDA

A trustee can have an item removed from the Consent Agenda and given individual consideration for action as a regular agenda item. An administrator or a member of the public may request that an item be removed from the Consent Agenda and given individual consideration for action as a regular agenda item at the pleasure of the Board.

Subject:

No items

Action Requested:

Previous Staff/Board Action, Background Information and/or Statement of Need:

Fiscal Implications:

Contact Person/s:

Agenda Item 4.

PUBLIC COMMENTS ON ITEMS NOT ON THE AGENDA

Subject:

4.1 Comments by the Public

Action Requested:

None

Previous Staff/Board Action, Background Information and/or Statement of Need:

Board members or staff may choose to respond briefly to Public Comments.

Fiscal Implications:

None

Contact Person/s: Shari Lovett, Rosemary Kunkler

Agenda Item 5.
DISCUSSION ITEMS

Subject:

5.1 Process for Appointing New Humboldt Board Member

Action Requested:

Discussion

Previous Staff/Board Action, Background Information and/or Statement of Need:

We have had one completed application returned for our vacant Humboldt position. Another application was requested, but not yet returned. In the past, the Board has asked applicants to observe a board meeting prior to their interview/appointment. Applicants did not have that option this meeting due to the in-person meeting in Siskiyou. The Board needs to discuss and decide how to proceed.

Fiscal Implications:

None

Contact Person/s: Shari Lovett, Rosemary Kunkler

Agenda Item 5.
DISCUSSION ITEMS

Subject:

5.2 Onboarding New Board Member

Action Requested:

Discussion

Previous Staff/Board Action, Background Information and/or Statement of Need:

Per the [NUCS Board Member Handbook](#), the board meeting following the swearing in of a new Board Member will include onboarding.

Onboarding Protocols:

- ❖ At the first NUCS Board meeting after being sworn in, the new Board Member will be onboarded.
- ❖ The onboarding process will be led by the Board Chairperson, or designee, and consist of:
 - An introduction, including names and titles, of all NUCS Directors and Officers
 - A review of the NUCS Board Handbook, including all protocols, calendar of meeting dates, contact list for all Board Members, location of board policies, an explanation of Board and corporate officer roles, mileage reimbursement procedure and NUCS Background
 - Receiving a Robert's Rules of Order book
 - A photo being taken for the NUCS school badge
 - An introduction to their new NUCS email address
 - Completion of the Form 700 Conflict of Interest Form (if member is appointed after April 1)
- ❖ The School Director will create a NUCS School Badge and a name plate for the new Board Member

Fiscal Implications:

None

Contact Person/s: Shari Lovett, Rosemary Kunkler

**Northern United Charter Schools
Board Handbook**



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[Humboldt](#)

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[Bylaws of Northern United Charter Schools](#)

[Conflict of Interest Code](#)

[Articles of Incorporation](#)

[NU-Humboldt School Calendar](#)

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[NUCS Annual Goals and Plan 2023-2024](#)

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[School Accounting Budget Code Summary](#)

[NUCS Board Agenda Template](#)

[NUCS Board Reimbursement Resolution](#)

Board Evaluation - To Be Determined

EFFECTIVE GOVERNANCE

Governance - A Definition

School governance is the process of setting organizational policies and standards that are adopted by the Board of Directors and implemented by the School Director in order to provide strategic direction and ensure that objectives are met, risks are managed appropriately, and resources are used responsibly in order to ensure success for all students.

There are three dimensions to the effective governance of any organization: the actions of an individual, a group coming together to govern, and the performance of governance responsibilities by the group.

In a school setting, the Board and School Director work together as a governance team. For a governance team to work together effectively, members need to (1) maintain a unity of purpose; (2) agree on and govern within appropriate roles; (3) create and sustain a positive governance culture; and (4) create a supportive structure for effective governance.

Effective governance tenets encompass the basic characteristics and behaviors that enable governance team members to effectively maintain the focus on improved student learning and achievement, and create a climate for excellence in a school.

UNITY OF PURPOSE

Unity of Purpose - A Definition

Unity of Purpose is a common focus, overarching goals, and the values and beliefs governance team members share about children, the schools and public education that help them transcend their individual differences to fulfill a greater purpose.

Core Beliefs

- ❖ Students come first.
- ❖ Each student has the right to a personalized education.
- ❖ A continuous cycle of improvement is essential for the success of our students.
- ❖ The success of each student is the shared responsibility of all stakeholders.

Vision

Northern United Charter Schools – Wherein every student is future-ready:

- ❖ ready for personal success.
- ❖ ready for college.
- ❖ ready for the global workplace.

Mission

Northern United Charter Schools, in partnership with parents and community, will engage all students in a comprehensive education, preparing them to be confident, competent and proactive citizens in a diverse society.

Schoolwide Learner Outcomes (SLOs)

A Northern United Charter Schools graduate:

- ❖ reads and writes effectively.
- ❖ sufficiently understands and functions in the world.
- ❖ appreciates the history of mankind in all its diversity, and understands the political process.
- ❖ applies math principles and operations to solve problems.
- ❖ applies scientific concepts and skills to explain the world and find solutions to its problems.
- ❖ realizes personal special interests, talents and abilities.

Our Governance Unity of Purpose

Our shared purpose is to have the best learning environment for all students.

We want to build trust and move the schools forward.

We want to become an effective team.

We want to understand our collective responsibilities.

We want to be a team with a common focus so that we are not a distraction to the schools or community but a catalyst for the focused efforts of employees.

We want the community to be able to see evidence of this focused direction.

We want to be partners with the staff in positive change.

GOVERNANCE ROLES AND RESPONSIBILITIES

Citizen oversight of local government is the cornerstone of democracy in the United States. The role of the trustees who sit on school boards is to ensure schools are responsive to the values, beliefs and priorities of their communities. Boards fulfill this role by performing five major responsibilities. These are setting direction; establishing an effective and efficient structure; providing support; ensuring accountability; and providing community leadership as advocates for children, the schools and public schools.

These five responsibilities represent core functions that are so fundamental to a school system's accountability to the public that they can only be performed by a representative governing body. Authority is granted to the board as a whole, not each member individually. Therefore, Board Members fulfill these responsibilities by working together as a governance team with the School Director to make decisions that will best serve all the students in the community.

The Board carries out these responsibilities in each of the following job areas:

Setting the Schools' Direction
Student Learning and Achievement
Finance
Human Resources
Policy
Judicial Review
Community Relations and Advocacy

The School Director assists the Board in carrying out its responsibilities in each of the job areas, and leads the staff toward the accomplishment of the agreed upon school vision and goals. The following page provides more detail on how the Board performs its governance responsibilities in each job area. It's important to remember that Boards who inadvertently get involved in staff functions undercut their ability to hold the School Director accountable for the results of those efforts.

Performing Governance Responsibilities

We agree with the responsibilities of school boards as described below:

Set the Direction for the Community's Schools

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

Establish an Effective and Efficient Structure for the Schools

- ❖ Employ and support the School Director
- ❖ Establish a human resources framework that includes policies for hiring and evaluating other personnel
- ❖ Oversee the development of and adopt policies
- ❖ Set a direction for and adopt the curriculum and require data-producing assessment systems
- ❖ Establish budget priorities, adopt the budget and oversee facilities issues

Provide Support Through Our Behavior and Actions

- ❖ Act with professional demeanor that models the schools' beliefs and vision
- ❖ Make decisions and provide resources that support mutually agreed upon priorities and goals
- ❖ Uphold board-approved policies and support staff implementation of board direction
- ❖ Ensure a positive working climate exists
- ❖ Be knowledgeable enough about the efforts of the schools to explain them to the public

Ensure Accountability to the Public

- ❖ Evaluate the School Director
- ❖ Monitor, review and revise policies
- ❖ Serve as a judicial and appeals body
- ❖ Monitor student achievement and program effectiveness and require program changes as indicated
- ❖ Monitor and adjust finances of the schools and periodically review facilities issues

Act As Community Leaders

- ❖ Speak with a common voice about the schools' priorities, goals and issues
- ❖ Engage and involve the community in the schools and activities
- ❖ Communicate clear information about policies, programs and fiscal condition of the schools
- ❖ Educate the community and the media about the issues facing students, the schools and public education
- ❖ Advocate for children, programs and public education to the general public, key community members and local, state and national leaders
- ❖ Attend graduation ceremonies and other school functions

Additional Board Member Requirements

In addition to the above responsibilities, Board Members are required to complete several additional requirements. Completion of these requirements helps to mitigate risks and to protect our students, families, staff, school and individual Board Members.

These additional requirements include:

- ❖ CharterSafe Childhood Sexual Assault Prevention online training (annually)
- ❖ Mandated Reporter online training (annually)
- ❖ Sexual Harassment online training (biennially)
- ❖ Brown Act training (within first year of term)
- ❖ Conflict of Interest training (within first year of term)
- ❖ Completion of Statement of Economic Interest Form 700 (at initial start of term and annually by April 1st and at resignation or end of final term)

Board Officer Roles

Chairperson

The roles of the Chairperson are as follows:

- Presides at the meetings according to Robert's Rules of Order
- Consults with the School Director
- Coordinates the evaluation of the School Director, including distributing, collecting, compiling and delivering the final evaluation
- Meets with the School Director to discuss the final evaluation
- Coordinates the evaluation of the Board, including distributing and collecting the evaluation tool, and facilitating the discussion
- Negotiates, at the Board's direction, for the School Director contract
- Point of contact for all Board Members, including attendance and information
- Signs documents requiring Chairperson's signature
- Signs diplomas
- Attends graduation and distributes diplomas
- Gives the opening welcoming statement for candidate interviews
- Liaison between Board and Director
- Other duties as tasked by the Board

Vice-Chairperson

The roles of the Vice-Chairperson are as follows:

- Presides at the meetings according to Robert's Rules of Order upon Chairperson's absence
- Signer of documents requiring Clerk's signature
- Attends graduation and distributes diplomas
- Other duties as tasked by the Board

AGREEMENTS TO FACILITATE GOVERNANCE LEADERSHIP

GOVERNANCE TEAM NORMS AND PROTOCOLS:

The Board of Directors for Northern United Charter Schools is entrusted by the community to uphold the constitution of California and the United States, to protect the public interest in schools, and to ensure that a high quality education is provided to each student.

The Board and School Director must function together as a governance leadership team in order to effectively meet the schools' challenges. Agreed upon behaviors, or norms, and operating procedures, or protocols, support consistent behaviors and actions among team members. The purpose of the Northern United Charter Schools governance team agreements is to ensure a positive and productive working relationship among Board Members, the School Director, staff, students, and the community. The following norms and protocols were 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:

Meeting guidelines

Operating in a governance culture of trust and respect

PROTOCOLS:

Visiting learning centers

Handling public or staff concerns

Individual requests for action

Bringing up new ideas or agenda items

We have reviewed and agreed to the aforementioned governance team norms and protocols in order to support a positive and productive working relationship among the Northern United Charter Schools Board of Directors, staff, students and the community. We shall renew these agreements at our annual governance workshop.

Affirmed on this ____ day of _____, 20__

Name, Chair

Name, Vice Chair

Name, Trustee

Name, Trustee

Name, Trustee

Name, School Director

POSITIVE GOVERNANCE TEAM CULTURE

Meeting Guidelines

We agree to:

- ❖ Focus on students' best interests - on what's best for kids
- ❖ Not take disagreements personally
- ❖ Show respect (never dismiss/devalue others)
- ❖ Make a commitment to effective deliberation, each one listening openly while others are allowed to express their points of view
- ❖ Make a commitment to open communication, honesty, no surprises
- ❖ Commit the time necessary to govern effectively
- ❖ Be collaborative (this is the way we operate)
- ❖ Maintain confidentiality (builds trust)
- ❖ Look upon history as lessons learned; focus on the present and the future

Operating in a Governance Culture of Trust and Respect

- ❖ We operate within our respective roles and responsibilities in order to facilitate the efficient and effective running of the schools.
- ❖ We recognize that each Board Member brings unique experiences, values and beliefs to the table, and that we must work with each other and the School Director to ensure that a high quality education is provided to all students.
 - We view the School Director as a key player on the governance team, understand her role and responsibilities, respect her expertise and seek her professional advice on all Board business.
 - We maintain open and honest two-way communication with each other in order to develop a strong Board/School Director relationship.
 - We provide direction so that staff presents sufficient, appropriate, specific information that supports the Boards' ability to make rational, thoughtful, responsible decisions on behalf of students and the community.
 - We take collective responsibility for the success of our governance team and are willing to respectfully discuss personal concerns or issues with other individuals on the team if necessary.
 - We work to understand other team members' concerns, perspectives and interests.
 - We give one another the benefit of the doubt before arriving at a negative conclusion.
 - We support each other, and demonstrate mutual respect and understanding for our respective responsibilities and time constraints, recognizing that the School Director is doing her best to treat every Board Member equally.
 - We focus our time and energy on important issues, not pettiness or politics.

STRUCTURES AND PROCESSES TO SUPPORT EFFECTIVE GOVERNANCE

Visiting Learning Centers:

Principles: Visiting learning centers reminds Board Members that the students and learning are our primary focus. We can observe programs that are moving us toward the achievement of our goals, and can show appreciation and recognize people for the good work that they are doing. Each Board Member should have the opportunity to get to know each of the learning centers and have a range of experience with each. The Board respects the busy schedule of staff and the anxiety that can be created by well-meaning, but announced visits to facilities or meetings. It is important to follow a consistent process that is respectful of both staff and Board Member time.

Protocol:

- ❖ Board Member visits to learning centers are encouraged.
- ❖ As a professional courtesy, Board Members will call the administrator ahead of time to arrange the visit.
- ❖ Board Members will also be cautious about encroaching on the learning environment. To assist in this matter, the School Director will ensure administrators and teachers know that a teacher does not need to interrupt his or her lesson when a Board Member visits.

Handling Concerns from the Public, Parents and Staff:

Principles: Board Members should be responsive to the community and be good listeners. It's important for members of the governance team to be consistent in their responses to staff and the community. Board Members need to stay within their function and not attempt to personally "fix" the problem. There are staff members whose job it is to remedy or deal with student and staff situations. Students and staff members have due process and confidentiality rights that cannot be violated. The School Board is potentially the "Court of Last Resort" and members who have been too involved early in the situation may not be able to participate in a final hearing.

Protocol:

- ❖ When someone complains to us, we will listen carefully, remembering we are only hearing one side of the story, and then we will direct that person to the staff member in the school most appropriate and able to help them resolve their concern.
- ❖ We will make sure they understand the appropriate order of whom to contact (teacher, then administrator, then School Director) and are aware of any formal forms or policies that might assist them (e.g. written complaint form).
- ❖ This will ensure everyone is treated fairly, equally and expeditiously and that the processes and procedures of the schools are upheld.
- ❖ As a representative of the public, it is important that the Board Member invite the person with the complaint to ultimately get back to him if the issue is not resolved.

Individual Board Member Requests for Action:

Principles: All Board Members are equal under the law, and authority rests with the Board as a whole, not with individual members of the Board. Direction is given to the School Director only at Board meetings through actions taken by the Board. Individual Board Members are not "consultants" to either the School Director or other members of school staff.

Protocol:

- ❖ The only authority to direct action rests with the full Board sitting at the Board table.
- ❖ A majority vote sets such direction.
- ❖ Individuals may request action by bringing up a new idea, explaining their interest in a particular course of action and working to get a Board majority to support moving in that direction.
- ❖ When a majority of the Board, sitting in a formal meeting, requests action, it should be done in the context of the intended results, not the methods used to achieve those results.

Bringing Up New Ideas or Agenda Items:

Principles: Board members should have the opportunity to bring up new ideas or subjects of interest for future Board meeting agendas and must understand the process in order to do so. Creating a clearly defined process develops consistency, maintains trust, and provides a process to think through issues that might have merit. Staff focus, energy and time, as well as other schools' resources must be focused on achieving the agreed upon schools' vision, goals and objectives and should not be diluted by new projects or the interests of individual Board members. The Board as a whole makes the determination of whether or not items of individual interest are added to a future agenda. We must honor the intent of the Brown Act and provide opportunities for members of the staff and the public to inform and hear Board deliberations on all agenda items if they choose to do so.

Protocols:

- ❖ When a Board Member knows in advance, the first step will be to discuss the new topic or idea with the School Director.
- ❖ Individual Board Members may bring up a new idea or request a future agenda item by explanation during "Future Agenda Items" at the end of a meeting.
 - The Board Chair will ask the School Director for any comments on the item.
 - A majority of Board Members need to concur to place a new item on a future agenda.
- ❖ All new ideas or agenda item topics will be weighted against their effect on staff's ability to accomplish the schools' vision and goals. Consideration will include:
 - the impact of the new agenda item or topic on agreed upon schools' priorities and goals;
 - the shift of staff time and energy away from their primary responsibilities relative to achieving schools' goals; and
 - the reallocation of schools' resources away from agreed upon schools' priorities and goals.

Board Meeting Attendance:

Principles: Attending Board meetings regularly is essential to good governance. A Board of Directors is charged with providing ultimate oversight over the activities and affairs of its organization. Each Director must discharge such duties in good faith, in a manner the Director believes to be in the best interests of the organization, and with due care. Failure to regularly attend Board meetings likely signals a Director's inability or unwillingness to meet the Director's governance duties to the organization and its mission.

Protocols:

- ❖ Board meeting attendance is necessary.
- ❖ As a professional courtesy, if a Board Member will miss, is going to be late or will leave a meeting early, the Board Member will notify the Board Chair ahead of time.
- ❖ If a Board Member must miss a meeting, after reading the Board packet, the Board Member shall view the recorded version of the missed meeting and may contact the School Director for further clarifications.
- ❖ If a Board Member attendance problem exists, the Board Chair, or designee, shall contact the Board Member to discuss the problem.
- ❖ If the Board Member's attendance does not improve, the matter will be agendized and discussed in an open meeting.
- ❖ The Board may vote to remove a Board Member if:
 1. there are two consecutive unnotified absences, or
 2. is absent for three consecutive regular Board meetings, or
 3. is absent one third of the total regular Board meetings within the last twelve month period.
- ❖ If a Board Member is voted off the Board, the Board Member shall adhere to the Offboarding Protocol.

*Note that NUCS Board Bylaws Article VII, Section 11 allows for the majority of the Board to remove a Board Member with or without cause.

Board Member Communication:

Principles: Strong Board communication skills are an asset for Board Members. Good communication helps to build trust, improve branding, enhance decision-making, and protect the organization's reputation. When communication is lacking, it can lead to serious problems or even a major crisis. A bad situation can be made worse by poor communication.

Communications should be: truthful, simple, transparent, and proactive. When communicating, Board Members should assume good intentions, communicate in an open and constructive manner and keep the schools' mission and vision in mind.

Protocols:

- ❖ Board Members shall not use inappropriate language, body language, or verbal tone during their debate of the issues.
- ❖ Any actions or comments designed to insult, demean, or attack any member of the Board, staff or general public shall be strictly prohibited.
- ❖ Board Members shall not discuss or communicate confidential proceedings of the Board outside the meeting, this includes e-mail or other forms of communication.
- ❖ Board Members shall not engage in serial meetings of any kind.
- ❖ Board Members' personal statements related to an agenda item will not be included in the Board packet.
- ❖ Any Board Member may contact the Board Chair or School Director regarding issues of NUCS interest or concern.
- ❖ If a Board Member needs substantive information or assistance, their primary contact is the School Director. Board Members may contact the appropriate NUCS staff directly regarding non-substantive issues such as meeting schedules, travel arrangements, reimbursements or other administrative matters.
- ❖ If the School Director is experiencing problems with a Board Member, the School Director should immediately alert the Board Chair, unless the Chair is the problem, in which case the School Director may alert the Vice-Chair or another officer.
- ❖ The School Director will communicate with the Board Chair or other Board Members between meetings if and when issues arise that require immediate attention.
- ❖ Unless designated as an authorized spokesperson of the Board, Board Members including officers, should not contact NUCS' vendors, consultants, or other business partners with regard to NUCS' business. A Board Member wishing to discuss NUCS' business with these parties should submit communications directly to the School Director, who will handle these accordingly.
- ❖ In general the School Director and the Board Chair or his or her designee are the only two individuals authorized to speak on behalf of NUCS. The primary media contact for the NUCS is the School Director. However, the School Director may designate another staff person as spokesperson, depending on the topic of inquiry by the press. When a statement from the Board is required, the Board Chair will serve as the spokesperson for NUCS. If the Board Chair is unavailable, the Vice-Chair will serve as the spokesperson. Should the media inquiry be regarding a crisis of any sort, Board Members should refer to the School Director.

Onboarding/Offboarding Board Members:

Principles:

Strong Board Members are essential in maintaining a well-functioning school. A great school board works hand-in-hand with executive leadership to fulfill the mission and vision of the school. Whether incumbent or newly elected, the school benefits from school Board Members who are engaged, inspired and ready to work with the team. Having a clear understanding of the duties, responsibilities, expectations and protocols is essential for Board Members. An excellent onboarding and offboarding protocol is necessary to ensure this outcome.

Onboarding Protocols:

- ❖ At the first NUCS Board meeting after being sworn in, the new Board Member will be onboarded.
- ❖ The onboarding process will be led by the Board Chairperson, or designee, and consist of:
 - An introduction, including names and titles, of all NUCS Directors and Officers
 - A review of the NUCS Board Handbook, including all protocols, calendar of meeting dates, contact list for all Board Members, location of board policies, an explanation of Board and corporate officer roles, mileage reimbursement procedure and NUCS Background
 - Receiving a Robert's Rules of Order book
 - A photo being taken for the NUCS school badge
 - An introduction to their new NUCS email address
 - Completion of the Form 700 Conflict of Interest Form (if member is appointed after April 1)
- ❖ The School Director will create a NUCS School Badge and a name plate for the new Board Member

Offboarding Protocols:

- ❖ When a Board Member resigns from office, they must review and follow the offboarding protocol.
 - Submitting a letter of resignation to the Board Chairperson or School Director
 - The letter of resignation will be agendaized for approval as a Consent Agenda item at the following Board Meeting.
 - The resigning Board Member will return all NUCS items to the School Director by dropping it off at a specified location over the next 14 days.
 - Completed Form 700 Conflict of Interest Form returned over the next 14 days
- ❖ When a Board Member will not continue after their term ends or if a Board Member is voted off, they must review and follow the offboarding protocol.
 - The Board Member will return all NUCS items to the School Director by dropping it off at a specified location over the next 14 days.
 - Completed Form 700 Conflict of Interest Form returned over the next 14 days

Agenda Item 6.

ACTION ITEMS TO BE CONSIDERED

Subject:

6.1 Discuss and Approve NUCS Board Self Evaluation Tool

Action Requested:

Approve

Previous Staff/Board Action, Background Information and/or Statement of Need:

California School Board Association (CSBA) recommends that boards regularly perform an evaluation of their performance. At the November 2022 board meeting, the board discussed their desire to perform a self evaluation. At the December 2022 board meeting, the board directed the school director to modify an existing evaluation tool. See the modified tool. At the January 2023 board meeting, another tool was suggested. That tool is also attached. These tools were all reviewed at the February 2023 board meeting. Finally, two additional resources are linked here.

https://www.pps.net/cms/lib/OR01913224/Centricity/Domain/219/2017_BoardSelfEvaluation.pdf

<https://www.boardeffect.com/blog/board-self-assessment-checklist/>

Fiscal Implications:

None

Contact Person/s: Shari Lovett, Rosemary Kunkler

NUCS Board Self-Evaluation

WHY EVALUATE?

The culture of an organization is set at the top, and it is no different for school and educational organizations. School boards must be strong, effective leaders to meet the challenges faced by public education today. School board members direct the affairs of the charter school by setting goals, developing policy, communicating and evaluating, all with a focus on the achievement and best interests of all students in the charter schools. Self-assessment by the board provides valuable information, discussion and communication.

SELF-EVALUATION BY THE BOARD:

- Holds the board accountable to itself, the staff and the community.
- Allows for reflection by board members on their individual and collective behavior and performance.
- Fosters open communication.
- Improves decision-making by enhancing a common understanding of philosophies and goals.
- Resolves differences of opinion and challenges assumptions.
- Provides insight into how and why decisions are reached.
- Allows new board members an opportunity to understand board processes.
- Identifies strengths and weaknesses of individual board member performance and that of the board as a whole.
- Holds the board accountable in its role as representative of the public.
- Provides a starting point for effective goal setting and long-range planning.

Board self-evaluation provides more than just accountability and communication. It provides an opportunity for building the best possible leadership for the school system and community. Commitment to quality, excellence, continuous learning and local control of the educational system is demonstrated when boards lead by example.

NUCS Board Self-Evaluation document is designed to provide both a clear objective system for board evaluation and flexibility. The evaluation follows a set of performance standards focused on the roles, responsibilities and work of the board.

Instructions

1. Each board member should rate all eleven of the performance standards using the rating scale.
2. Performance indicators are listed below each performance standard. These performance indicators suggest objective measures to consider; do not rate each performance indicator separately. Only rate the overall performance standard.
3. Your comments in support of your rating will be helpful during the board discussion of the results of the evaluation.
4. Each board member's forms should be returned to the board chair for compilation.

Board performance rating scale:

0 UNACCEPTABLE: No indicators for this standard have been attempted and/or completed. The board needs intense focus on this standard.

1 NEEDS IMPROVEMENT: Few indicators for this standard have been attempted but none/very few have been completed. The board needs heavy focus on this standard.

2 GOOD: At least half of the indicators for this standard have been attempted and several have been completed. The board needs moderate focus on this standard.

3 EXCELLENT: Most of the indicators for this standard have been completed. The board needs to maintain performance on this standard.

4 OUTSTANDING: All of the indicators for this standard have been completed. This is an area of model performance for the board.

PERFORMANCE STANDARDS

STANDARD 1 LEADERSHIP: MISSION, VISION AND GOALS

The board of education periodically reviews the charter schools' vision and mission statements, and annually adopts board and charter school goals which support the charter schools' vision and mission.

Indicators:

- The board, along with the charter director, has reviewed and re-adopted the written charter schools' vision and mission statements in a three-year cycle.
- Board members can clearly articulate the vision, mission and goals of the charter schools.
- Annually the board, with the charter director's input and collaboration, has reviewed, rewritten and adopted the board and charter schools' goals.
- The board has adopted objectives, activities and a calendar to monitor action plans on agreed-upon goals, including periodic charter director updates as part of regular board meetings.
- The board has delegated to the charter director the authority to administer and evaluate the adopted action plans.
- The board and charter director have mutually agreed which goals and expected performance indicators will be included in the charter director's formal evaluation.
- The charter director's evaluation instrument for the current year has been developed and adopted by the board.

Overall Rating:

Comments:

STANDARD 2 POLICY AND GOVERNANCE

The board establishes and follows local policies, procedures and good governing practices.

Indicators:

- The board has established, adopted and revised policies so that they are clear, up to date and in compliance with state and federal laws and rules.
- The board requests the charter director's recommendation on all proposed policies.
- The board provides opportunities for public and staff review of proposed policies before they are given to the board for final action.
- A procedure is in place for established policies to be reviewed on a regular basis.
- The board follows its own policies regarding board operations.
- The board delegates all decisions regarding charter school operations, personnel management and procedures to the charter director.
- The board sets annual goals and keeps those goals at the forefront of all board and charter school decisions throughout the year.

Overall Rating:

Comments:

STANDARD 3 COMMUNITY RELATIONS

The board establishes and promotes effective two-way communication with parents, students, staff and community members.

Indicators:

- The board and individual board members demonstrate respect and cooperation in their relationships with the community and staff.
- The board works with the charter director to seek and receive input from citizens on matters relating to the charter schools using an agreed-upon process.
- The board communicates with the community using forums, groups, the media and/or other vehicles following agreed-upon procedures.

Overall Rating:

Comments:

STANDARD 4 CULTURAL RESPONSIVENESS AND EDUCATIONAL EQUITY

The board develops and promotes understanding and awareness of cultural diversity and ensures fair and equitable policies, practices and educational opportunities for all members of the educational community.

Indicators:

- Board outreach and community engagement activities accommodate cultural differences in values and communication.
- The board actively encourages and expects the charter director to facilitate the participation of culturally diverse groups.
- The board has a process to review policies for cultural, racial and ethnic bias.
- Board members approach decision-making from multiple perspectives, asking questions regarding the impact of each decision on diverse cultures.
- Charter school staff are representative of the community.

Overall Rating:

Comments:

STANDARD 5 ACCOUNTABILITY AND PERFORMANCE MONITORING

The board constantly monitors progress towards charter school goals and compliance with written board policies using data as the basis for assessment.

Indicators:

- The board models a culture of high expectations throughout the charter school.
- The board's priority and focus are on curriculum, student achievement and student success. The board appropriates resources based on student achievement priorities.
- The board supports reward, consequence and recognition systems to encourage high levels of staff and student achievement.
- Student results are measured against expectations set by charter school standards. The board and all stakeholders clearly understand, and are held accountable for, their roles and responsibilities in creating and supporting a culture of high expectations throughout the system. The board uses data to identify discrepancies between current and desired outcomes.
- The board identifies and addresses priority needs based on data analysis.
- The board communicates to the public how policy decisions are linked to student achievement data.

Overall Rating:

Comments:

STANDARD 6 BOARD OPERATIONS: MEETINGS

Board meetings are effective, efficient, orderly and respectful. The board members focus on the policy and governance roles of the board.

Indicators:

- The agenda is properly posted and developed according to board policy.
- Board members know how to add or change agenda items both before and during a meeting and do so in a clear, constructive manner that does not allow for surprises.
- The board agenda reflects the goals, policies and appropriate governance role of the board and is followed by the board.
- The board has procedures in place to allow for public input in a respectful manner.
- The chair runs an orderly meeting, with clear instructions and directions to the public as well as board members.
- The board discusses only those topics that the majority of board members wish to take up. Everyone in attendance can clearly hear board discussion.
- Board discussions are effective and result in clear decisions.
- Minutes properly record actions of the board and are maintained as required by the public records law.
- Board members respect the confidentiality of executive sessions.
- Board members do not surprise the administration or fellow board members at meetings.

Overall Rating:

Comments:

STANDARD 7 BOARD OPERATIONS: BOARD MEMBER COMMUNICATIONS

Board members are all kept equally fully informed on matters of board business, and communicate with each other in a respectful and lawful manner.

Indicators:

- Board members all receive the same information from the charter director on matters of board business.
- Board members share information appropriately through the chair between meetings and do not surprise each other in public.
- Board members communicate with each other in a respectful manner.
- Board members respect the right of the public to observe discussion of board and charter school business by board members.
- All deliberation and discussion between board members is held at properly posted public meetings.

Overall Rating:

Comments:

STANDARD 8 BOARD OPERATIONS: BOARD-STAFF RELATIONS

Board members are respectful of staff members in all communications and follow board-staff communication policy and procedures.

Indicators:

- The board recognizes and protects the chain of command.
- The board works with the charter director to provide a process, and the board follows that process, to receive input from the staff in decision-making on significant issues where staff input is appropriate.
- Board members treat staff members in a respectful manner at all times.

Overall Rating:

Comments:

STANDARD 9 BOARD OPERATIONS: BOARD-CHARTER DIRECTOR RELATIONS

The board and charter director have an established operating agreement, treat each other honestly and respectfully and communicate openly in a professional manner.

Indicators:

- The board supports the school administration before critical groups and individuals in the community.
- The board reserves statements critical of the charter director's actions, and evaluation of the charter director, for executive sessions.
- Board members fully inform the charter director of situations arising in the charter schools that impact the charter schools.
- Board members do not interfere in charter school operations, and fully delegate, and respect the delegations of, operational decisions to the charter director and administration.
- Board members do not avoid difficult decisions when requested or required to take a position.

Overall Rating:

Comments:

STANDARD 10 VALUES, ETHICS AND RESPONSIBILITY FOR SELF

The board, collectively and individually, takes full responsibility for board activity and behavior, the work it chooses to do and how it chooses to do the work.

Indicators:

- The board policies its own members when they step outside of board policy and agreements. The board leads the charter schools with clear goals, policies and expectations and does not expect others to interpret the board's intent.
- Board members do not participate in discussion or deliberation of those topics which may result in a decision that might bring them personal benefit or avoidance of a detriment.
- Board deliberations and actions are limited to board work, not staff work.
- Board members exercise their authority only as a whole board at properly posted meetings.

Overall Rating:

Comments:

STANDARD 11 BOARD SYSTEMATIC IMPROVEMENT

The board participates in annual training and professional development, and at least annually participates as a team with the charter director in a team-building retreat focused on assessment and goals.

Indicators:

- Each board member participates in training and professional development available through conferences, conventions, workshops or online.
- The board annually evaluates its performance in fulfilling the board's duties and responsibilities, and its ability to work as a team.
- The board and charter director meet in a retreat environment to review:
 - Progress made on, and revision of, action plans to accomplish the charter schools' vision/ philosophy/goals.
 - The strengths and improvements needed in the charter schools.
 - Any compelling problem(s) or emerging issue(s).
 - Trends, opportunities and anticipated challenges in the schools.
 - Board leadership and educational philosophy and performance.
 - Board/charter director operational agreements and evaluation documents.

Overall Rating:

Comments:

SCHOOL BOARD SELF-EVALUATION

This evaluation is based on the six dimensions of board competency, a description of successful board practices uncovered during the Trustee Demonstration Project. This five-year study involved trustee boards from more than 20 colleges, schools, and non-profit organizations in the United States. Listed under each of the six major headings are statements describing a variety of related board actions. You will score each action according to how frequently it occurs. At the end of each section, you will tabulate the scores and assign a grade for each of the six dimensions of competency. At the end of the evaluation, you will assign your board an overall grade.

| DIMENSION I: CONTEXTUAL | | | | | | | | | | | | |
|--|------------|---|---|--------------|---|---|--------|---|---|-------|---|--|
| This action occurs: | Frequently | | | Occasionally | | | Rarely | | | Never | | |
| 1. Board takes the time to learn about important issues facing schools through actions such as allowing teachers, students, and administrators to report at meetings. | 10 | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 | 0 | |
| 2. Board discusses and researches events and trends in the larger community that may affect schools. | 10 | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 | 0 | |
| 3. Board reviews district's mission statement. | 10 | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 | 0 | |
| 4. Board recognizes the superintendent as chief executive officer and educational leader of the district. | 10 | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 | 0 | |
| 5. I have been present at board meetings where discussions about values of the district were key factors in reaching a conclusion to a problem. | 10 | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 | 0 | |
| 6. Board communicates its decisions to all affected by them. | 10 | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 | 0 | |
| 7. Board keeps abreast of policies mandated by state and federal law, Department of Public Instruction, attorney general opinions, and the courts. | 10 | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 | 0 | |
| 8. Board establishes and maintains a systematic plan for feedback on policies to determine effectiveness, their worth, and whether they need to be amended, modified, or canceled. | 10 | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 | 0 | |

| | | | | | | | | | | | | | | |
|--|------------|---|---|--|---|---|---|--|---|---|-----------------|--|---|---|
| 9. Board keeps informed about what children are learning through reports on scholastic achievement, vocational programs, and the impact of extracurricular activities. | 10 | 9 | 8 | | 7 | 6 | 5 | | 4 | 3 | 2 | | 1 | 0 |
| 10. Board stays aware of its debt limitations and sets priorities based on total financial needs of the system and maintaining an adequate financial reserve. | 10 | 9 | 8 | | 7 | 6 | 5 | | 4 | 3 | 2 | | 1 | 0 |
| DIMENSION I SCORE: | | | | | | | | | | | * GRADE: | | | |
| | _____ /100 | | | | | | | | | | | | | |
| | _____ % | | | | | | | | | | | | | |
| * Use one of your school's grading scales to determine this. | | | | | | | | | | | | | | |

DIMENSION II: EDUCATIONAL

| This action occurs: | Frequently | | | Occasionally | | | Rarely | | | Never | |
|---|------------|---|---|--------------|---|---|--------|---|---|-------|---|
| 1. Board assigns new members a mentor to help them learn the ropes and provides new members with detailed explanation of the board’s mission. | 10 | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 | 0 |
| 2. Board requests a decision be postponed until further information can be obtained. | 10 | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 | 0 |
| 3. Board conducts an explicit examination of its responsibilities, discussing its role in district management. | 10 | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 | 0 |
| 4. At least once every two years, the board has a retreat or special session to examine its performance. | 10 | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 | 0 |
| 5. Board is given and reads the agenda and background materials well in advance of meeting. | 10 | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 | 0 |
| 6. Board participates in in-service programs at regional, state, and national levels. | 10 | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 | 0 |
| 7. I have participated in board discussions about what the board should do differently as a result of the mistakes made. | 10 | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 | 0 |
| 8. Board leadership goes out of its way to make sure that all members have the same information on important issues. | 10 | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 | 0 |
| 9. I read through the board’s policies, procedures, and employee contracts. | 10 | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 | 0 |
| 10. Board has discussions about the effectiveness of its performance. | 10 | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 | 0 |
| DIMENSION II SCORE: | _____ /100 | | | | | | GRADE: | | | | |
| | _____ % | | | | | | | | | | |

| DIMENSION III: INTERPERSONAL | | | | | | | | | | | | |
|---|------------|---|---|--------------|---|---|--------|---|---|---------------|---|--|
| This action occurs: | Frequently | | | Occasionally | | | Rarely | | | Never | | |
| 1. Board's split decisions do not result in a split board. | 10 | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 | 0 | |
| 2. Board members are able to hold confidential items in confidence. | 10 | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 | 0 | |
| 3. Board president and superintendent confer so that differences of opinion are identified. | 10 | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 | 0 | |
| 4. Board members are able to speak their minds without fear of being ostracized. | 10 | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 | 0 | |
| 5. I have discussed with fellow members common interests we share outside the boardroom. | 10 | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 | 0 | |
| 6. Once a decision is made, the board works together to see that it is accepted and carried out. | 10 | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 | 0 | |
| 7. At our board meetings, there is at least as much dialogue among members as there is among members and staff. | 10 | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 | 0 | |
| 8. Board has adopted some explicit goals for itself, distinct from district goals. | 10 | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 | 0 | |
| 9. Board provides biographical information that helps members get to know one another better. | 10 | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 | 0 | |
| 10. Board handles conflict openly and constructively. | 10 | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 | 0 | |
| DIMENSION III SCORE: | | | | | | | /100 | | | GRADE: | | |
| | | | | | | | % | | | | | |

DIMENSION IV: ANALYTICAL

| This action occurs: | Frequently | Occasionally | Rarely | Never |
|---|-------------------|---------------------|---------------|---------------|
| 1. I have been in board meetings where subtleties of issues dealt with escaped the board. | 0 1 2 | 3 4 5 | 6 7 8 | 9 10 |
| 2. Board explicitly examines the "downside" or possible pitfalls of any important decision it is about to make. | 10 9 8 | 7 6 5 | 4 3 2 | 1 0 |
| 3. Board questions administrative proposals, requiring the superintendent to defend or reconsider his/her recommendations. | 10 9 8 | 7 6 5 | 4 3 2 | 1 0 |
| 4. Board is attentive to how it reaches conclusions. | 10 9 8 | 7 6 5 | 4 3 2 | 1 0 |
| 5. Decisions of the board on one issue tend to influence how it handles other issues. | 10 9 8 | 7 6 5 | 4 3 2 | 1 0 |
| 6. When faced with an important issue, the board often "brainstorms," generating a list of creative approaches or solutions to the problem. | 10 9 8 | 7 6 5 | 4 3 2 | 1 0 |
| 7. Board seeks outside assistance from consultants or other districts when considering its work. | 10 9 8 | 7 6 5 | 4 3 2 | 1 0 |
| 8. Board does not present new issues of a complex nature for immediate action. | 10 9 8 | 7 6 5 | 4 3 2 | 1 0 |
| 9. Before reaching a decision on important issues, board requests input from students or staff likely to be affected by the decision. | 10 9 8 | 7 6 5 | 4 3 2 | 1 0 |
| 10. Board handles issues that are ambiguous and complicated by appointing committees to conduct in-depth research. | 10 9 8 | 7 6 5 | 4 3 2 | 1 0 |
| DIMENSION IV SCORE: | _____/100 | | | GRADE: |
| | _____% | | | |

DIMENSION V: POLITICAL

| This action occurs: | Frequently | Occasionally | Rarely | Never |
|--|--|--------------|---------------|-------|
| 1. Board shows an awareness of the impact its decisions will have on the community. | 10 9 8 | 7 6 5 | 4 3 2 | 1 0 |
| 2. Board encourages the public to attend board meetings. | 10 9 8 | 7 6 5 | 4 3 2 | 1 0 |
| 3. Board actively cooperates with the news media to spread information about schools programs. | 10 9 8 | 7 6 5 | 4 3 2 | 1 0 |
| 4. Board has formed ad hoc committees/task forces that include staff and community representatives as well as board members. | 10 9 8 | 7 6 5 | 4 3 2 | 1 0 |
| 5. Board offers committees referenced in #4 opportunities to report at meetings. | 10 9 8 | 7 6 5 | 4 3 2 | 1 0 |
| 6. Board and its members maintain channels of communication with key community leaders. | 10 9 8 | 7 6 5 | 4 3 2 | 1 0 |
| 7. If the board thinks a group of constituents is likely to disagree with an action it's considering, it makes sure to learn how the public feels before rendering the decision. | 10 9 8 | 7 6 5 | 4 3 2 | 1 0 |
| 8. Board has adopted a policy on parent and public relations/involvement, which it references and reviews. | 10 9 8 | 7 6 5 | 4 3 2 | 1 0 |
| 9. Board withstands the pressure of special interest groups. | 10 9 8 | 7 6 5 | 4 3 2 | 1 0 |
| 10. Board is actively involved in state and federal education legislation. | 10 9 8 | 7 6 5 | 4 3 2 | 1 0 |
| DIMENSION V SCORE: | <div>_____ /100</div> <div>_____ %</div> | | GRADE: | |

DIMENSION VI: STRATEGIC

| This action occurs: | Frequently | Occasionally | Rarely | Never |
|--|--|--------------|--------|---------------|
| 1. Board devotes more time to putting out fires than it devotes to preparing for the future. | 0 1 2 | 3 4 5 | 6 7 8 | 9 10 |
| 2. Board sets clear organizational priorities for the year ahead. | 10 9 8 | 7 6 5 | 4 3 2 | 1 0 |
| 3. At least once a year, board asks the superintendent to articulate his/her vision for the school district's future and offer strategies to realize that vision. | 10 9 8 | 7 6 5 | 4 3 2 | 1 0 |
| 4. Board discusses where the school district will be five years from now. | 10 9 8 | 7 6 5 | 4 3 2 | 1 0 |
| 5. Within the past year, board has reviewed school district strategies for attaining long-term goals. | 10 9 8 | 7 6 5 | 4 3 2 | 1 0 |
| 6. I have been at board meetings where discussion focused on identifying or overcoming school district weaknesses. | 10 9 8 | 7 6 5 | 4 3 2 | 1 0 |
| 7. Board makes explicit use of long-term priorities of the school district in dealing with current issues. | 10 9 8 | 7 6 5 | 4 3 2 | 1 0 |
| 8. Board compares reports on schools' progress with the district's long-term goals. | 10 9 8 | 7 6 5 | 4 3 2 | 1 0 |
| 9. Board has a procedure in place for conducting superintendent evaluations. | 10 9 8 | 7 6 5 | 4 3 2 | 1 0 |
| 10. Board is periodically advised of availability of outside funds, such as state and federal grants, special programs, community resources, research programs and special construction funds. | 10 9 8 | 7 6 5 | 4 3 2 | 1 0 |
| DIMENSION VI SCORE: | <div>_____ /100</div> <div>_____ %</div> | | | GRADE: |

OVERALL GRADE:

_____/600

_____%

GRADE:

COMMENTS:

GOALS:

Agenda Item 7.
REPORTS

Subject:

No items

Action Requested:

Previous Staff/Board Action, Background Information and/or Statement of Need:

Fiscal Implications:

Contact Person/s:

Agenda Item 8.
NEXT BOARD MEETING

Subject:

8.1 Possible Agenda Items

Action Requested:

None

Previous Staff/Board Action, Background Information and/or Statement of Need:

Discussion of topics to cover at the next meeting:

Fiscal Implications:

None

Contact Person/s:

Shari Lovett, Rosemary Kunkler

Agenda Item 8.
NEXT BOARD MEETING

Subject:

8.2 Next Board Meeting Date: April 17th

Action Requested:

Approval

Previous Staff/Board Action, Background Information and/or Statement of Need:

The next board meeting is based on the board adopted meeting schedule.

Fiscal Implications:

None

Contact Person/s:

Shari Lovett, Rosemary Kunkler

Agenda Item 9.

ADJOURN