



# BAYSHORE ELEMENTARY SCHOOL DISTRICT

## GOVERNANCE HANDBOOK 2026

Approved on : January 13, 2026

*The Bayshore Elementary School District Governance Handbook was initially developed during an effective governance workshop conducted in 2013 with the assistance of Cathy Townsley, Director of Special Programs, Pivot Learning Partners. Subsequent revisions occur on an annual basis and when a new Trustee is elected or appointed. Such updates occurred on March 19, 2022, August 20, 2022, April 29, 2023, January 25, 2025, and October 4, 2025, and were facilitated by Luan Burman Rivera, Senior Governance Educator/Consultant from California School Boards Association.*

*This document reflects the governance team's discussions about developing and sustaining a framework for effective governance and includes highlights of their conversations 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>EFFECTIVE GOVERNANCE</u>	3
<hr/>	
UNITY OF PURPOSE	
<hr/>	
Unity of Purpose	4
What We Hope to Accomplish ( <i>not in priority order</i> )	4
Mission, Vision, Values and Principles, & Priorities	5
Board Goals	6
<hr/>	
ROLES AND RESPONSIBILITIES	
<hr/>	
The Board's Governance Responsibilities	6
<hr/>	
POSITIVE GOVERNANCE TEAM CULTURE	
<hr/>	
Norms: Meeting Guidelines	8
<hr/>	
SUPPORTIVE STRUCTURES AND PROCESSES (Protocols)	
<hr/>	
Protocols	8
<hr/>	
VENN DIAGRAM	12
<hr/>	
<u>GOVERNANCE AGREEMENTS SIGNATURE PAGE</u>	13

## **EFFECTIVE GOVERNANCE**

School district governance is the process of reaching agreements that balance and reflect community values, beliefs, and priorities in policies that focus and align all district efforts to enhance student achievement.

There are three components vital to effective school governance:

1. The attributes of an effective individual trustee
2. The attributes of an effective governing board, and
3. The specific jobs the board performs in its governance role.

The board and superintendent work together to maintain unity of purpose, agree on and govern within appropriate rules, create, and sustain a positive governance culture, and create a support structure for effective governance. These enable the governance team to remain focused on improved student learning and achievement and create a climate of excellence.

The primary responsibilities of the board include:

1. Setting the Direction
2. Establishing the Structure
3. Creating A Supportive Environment
4. Ensuring Accountability
5. Demonstrating Community Leadership Throughout

Authority is granted to the board as a whole, not to each trustee individually; therefore, the board with the superintendent must work together to make decisions that best serve all students.

## **UNITY OF PURPOSE**

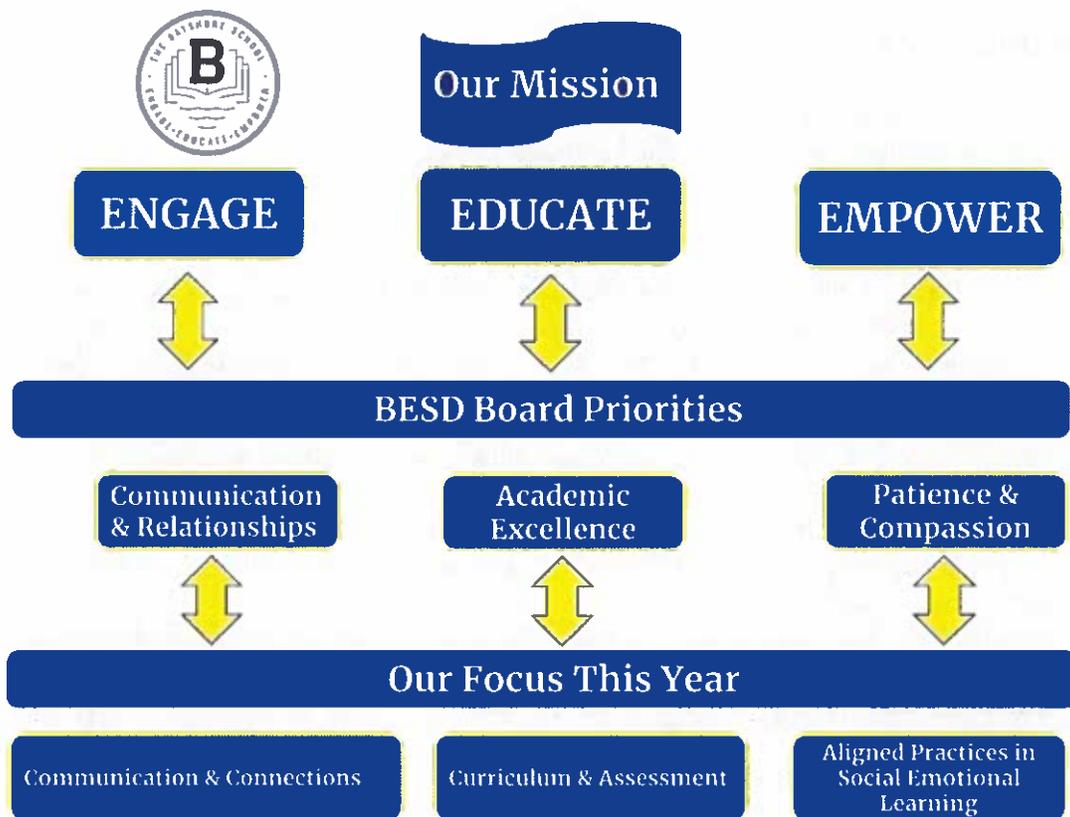
Unity of purpose is a common focus with shared core values and beliefs the governance team members believe about students, the district and public education. To operate effectively, the board must:

- Keep the district focused on learning and achievement for each and every student.
- Communicate a common vision.
- Operate openly, with trust and integrity.
- Govern in a dignified and professional manner, treating everyone with civility and respect.
- Govern within board-adopted policies and procedures.
- Take collective responsibility for the board's performance.
- Periodically evaluate its own effectiveness.
- Ensure opportunities for the diverse range of views in the community to inform board deliberations.

## **OUR UNITY OF PURPOSE**

### **What We Hope to Accomplish as a Team, to...**

- Keep the district focused on continuously improving the development of the whole child, academically, socially, emotionally and intellectually.
- Develop an iterative process cycle to define, track, implement and review Board Goals.
- Attend meetings prepared and knowledgeable about agenda topics. Address items of concern prior to meetings so that an educated discussion can occur in public.
- Fully understand our roles as Board Members so that we are able to provide effective leadership for our district, especially the children.
- Continue plans and strategies to retain students and staff.
- Foster a climate of trust and transparency by actively engaging all community voices.



**BAYSHORE ELEMENTARY SCHOOL DISTRICT VISION, and VALUES & PRINCIPLES:**

**VISION:**

The Bayshore Community – Growing engaged hearts, educated minds, and empowered visionaries.

**VALUES AND PRINCIPLES:**

The Bayshore School is committed to equity, excellence, creativity, and integrity in carrying out its work of providing educational and social services to students and families throughout the Bayshore Community.

The Bayshore School works to maintain a responsive organization that meets the needs of its students, its families, its educators, and its community.

The Bayshore School values the unique contributions and perspectives brought by students and families, school and district employees, the Board of Education, and the broader Bayshore Community.

## **BOARD GOALS:**

1. **Equity & Access through High-Quality Teaching & Learning:** Assure every student has access to equity driven and culturally relevant instruction, and multiple activities and enrichment experiences that appropriately challenges all students to ensure core content mastery and maximizes each student's opportunity to be engaged, educated, and empowered to the highest levels.
2. **Wellness & Safety:** Provide a healthy and positive school culture where the social, emotional, and physical health needs of students and staff are met to cultivate a positive environment which promotes high levels of connection, engagement, and overall well-being throughout the school community.
3. **Communication & Connection:** Ensure an open communication process between the Board and all stakeholders while promoting high levels of connection between the board, community, stakeholders, and students.
4. **Financial Stability:** Ensure the district is financially stable through responsible expenditures and increasing revenue through fundraising efforts to support the educational success of every student.

## **GOVERNANCE RESPONSIBILITIES (CSBA)**

1. **We Set the Direction by:**
  - o Operating as a unified governance team.
  - o Focusing on student learning.
  - o Assessing district needs.
  - o Generating, reviewing, and revising setting direction documents: (beliefs, vision, priorities, strategic goals, success indicators).
  - o Ensuring an appropriate inclusive process is used to develop these documents.
  - o Ensuring that these documents are the driving force for all district efforts.
  - o Developing budget priorities that reflect the vision, mission, and goals of the district.
  - o Approving budget objectives.
  - o Approving the budget development process.
  - o Confirming budget assumptions.
  - o Reviewing multi-year projections.
2. **We Establish the Structure by:**
  - o Employing the superintendent.
  - o Setting policy for hiring other personnel.
  - o Approving budget priorities.
  - o Approving the calendar for budget development and implementation.
  - o Selecting an independent auditor.
  - o Adopting the budget.
  - o Approving regular budget revisions.
  - o Budgeting adequate business office support.
  - o Setting policies.
  - o Setting direction for and adopting the curriculum.

- Overseeing facilities issues.
  - Providing direction for and voting to accept collective bargaining agreements.
3. **We Create a Support Environment through our behavior and actions by:**
- Ensuring staff have resources.
  - Acting with a professional demeanor that models the district's beliefs and vision.
  - Making decisions and providing resources necessary to support the budget and 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.
  - Communicating with staff.
4. **We Ensure Accountability by:**
- Evaluating the superintendent.
  - Reviewing the COE letter.
  - Analyzing year end reports and audits.
  - Monitoring and adjusting district finances.
  - Approving and using interim reports to monitor budget status.
  - Reviewing cash flow and trend analysis.
  - Ensuring statutory requirements are met.
  - Monitoring, reviewing, and revising policies.
  - Serving as a judicial and appeals body.
  - Monitoring student achievement and program effectiveness and requiring program changes as indicated.
  - Reviewing facilities issues.
  - Monitoring the collective bargaining process.
5. **Provide Community Leadership Throughout by:**
- Communicating the budget to all stakeholders in an understandable and user-friendly Format.
  - Speaking with a common voice about district priorities, goals, and issues.
  - Engaging and involving the community in our school and activities.
  - Communicating clear information about policies, programs, and the 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.
  - Advocating for school funding at local, state, and federal level

# Bayshore Elementary School District Governance Team

## AGREEMENTS TO FACILITATE GOVERNANCE LEADERSHIP

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

The Board of Education for the Bayshore Elementary 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 and every 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 Bayshore ESD 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.

### **Governance Team Norms/Meeting Guidelines:**

- We will keep our focus on the best interests and needs of each and every student and avoid getting sidetracked.
- We will communicate openly and honestly with each other.
- Everyone's opinions count; we will build upon the ideas of others, look for common ground and paraphrase for understanding.
- We will be supportive rather than judgmental, addressing process, not personalities.
- Each member will take responsibility for the work of the team. We will each be responsible for the success of the meeting – participate equally and address concerns.
- We will respect differences, show respect, and never dismiss or devalue others.
- We will keep all confidential matters confidential.
- We will work toward the future – learning from the past.

## **BOARD PROCEDURES (PROTOCOLS)**

### ***Board Meeting Agendas***

- Agendas and all needed materials will be available to the board and the public 72 hours before a meeting.
- If a trustee needs more information or has questions, he/she should contact the superintendent at least 24 hours prior to the meeting. There should be no surprises at a Board meeting for the board or the superintendent.

***Board Requests for Agenda Items - Refer to BB 9322, Agenda/Meeting Materials***

***Requests for Information***

- Trustees should make the request for information to the superintendent through email.
- The superintendent will decide if the questions and answers should be sent out to all trustees or brought for discussion to the board meeting.
- All board members will receive the same information.

***Board President***

- Fosters an environment of communication by promoting a culture of open, transparent communication.
- Prepares the Board agendas with the superintendent.
- Chairs the Board meetings, ensuring all board members have equal opportunities to participate and facilitate effective deliberation.
- Serves in collaboration with the Superintendent as the official media contact for the Board.

***The Board Vice-President***

- Serves as the presiding officer in the absence of the president.

***The Board Clerk***

When required by law:

- Certifies actions taken by the Board.
- Signs approved Board meeting minutes.
- Signs documents on behalf of the Board
- Serves as the presiding officer in the absence of the president and vice-president.

**PROTOCOLS TO SUPPORT GOVERNANCE**

***Board Member Interaction with the Public at Board Meetings***

Trustees want to ensure that multiple voices of the community are heard, that community members feel welcome at board meetings and that input is gathered at the appropriate forums.

- The board president will remind the public that board meetings are meetings of the board held in public to conduct the district business.
- Public input is valued and can inform board direction.
- Guidelines for public input are listed on the meeting agenda and the speaker cards.

**The board president will explain the public input process:**

- Each speaker will have three minutes to comment on agenda and non-agenda items.
- A total of fifteen minutes is allotted per item.
- Facilitate the public input and thank the members of the public for their input/comments.
- May extend public input time limits with consensus of the board.
- Board members will be mindful of the agreed upon board meeting ending time and will remind one another as that time approaches.

### ***Confidentiality/Closed Session Practices***

The responsibility of our Board includes being privy to closed session or confidential information about district litigation, personnel, negotiations, superintendent evaluation, or other issues permitted under the Brown Act.

- All trustees agree that information discussed in closed session is held in confidence until notified that it is no longer a confidential issue.
- The board will work to maintain the public's trust by not breaching confidentiality. If trustees inadvertently or accidentally violate a confidential issue, we will take immediate responsibility for our action.
- The board president summarizes sensitive issues at the end of closed session to remind all members about confidentiality.

### ***Site Visits***

Visiting our school is a reminder to trustees that the students and learning are their primary focus. Each trustee should have knowledge of the school and the programs that are achieving the district's goals and show appreciation and support for the staff's work.

- Trustees will schedule classroom visits with the Superintendent in advance.
- The Superintendent will inform the school principal about the visit.
- Trustees will be cautious about interrupting the learning environment. Teachers will understand that they do not need to interrupt a lesson when a trustee visits a classroom.
- Trustees are encouraged to attend school events.
- The Superintendent will inform the Board about upcoming events through her update letter.

### ***Meetings with staff; on or off campus***

- Board Members will refrain from meeting with Association leaders & members (BTA, BTSPA) during negotiations.
- Board Members will inform the Superintendent about conversations with staff when it is appropriate to do so.

### ***Handling Concerns from the Public and Staff***

Trustees should be responsive and consistent in their responses to their community and staff. It is important that trustees stay within their function and allow staff to handle student and staff situations. Because these groups have due process rights, and the board is potentially the "court of last resort" within the district. Early trustee involvement may mean that a trustee would be prohibited from participating in a future hearing.

- Trustees should listen openly while remaining neutral and encourage the individual to solve the issue or concern at the lowest level (i.e., teacher, principal, supervisor).
- Remind staff and members of the community that no individual Trustee has the authority to solve the issue or concern.
- Share the information with the Superintendent who will address the issue and will share it with the remaining Board members, if appropriate.
- The Superintendent will verify to the board that the complaint has been handled in an expeditious manner.

**Responding to Complaints Received via Email:**

- **Option 1: If all Team Members receive an email, the Board President will respond on behalf of the Board using the following template:**

“On behalf of the Board, I would like to thank you for your email and for raising this issue. I want you to know that I am forwarding your email to the Superintendent so that she can address the matter appropriately.”

Other Board members will text the Board President in order to inform him/her that they have all received an email that requires the Board President’s response.

- **Option 2: If some, but not all Board Members receive an email, the Board Members will respond using the template below:**

“Thank you for your email and for raising this concern. I want you to know that I am forwarding your message to the Superintendent so that she may address the issue appropriately.”

- **Option 3: If Board Members receive an email regarding an issue that may come before the Board in its judicial role, Board Members will respond by using the template below:**

“I have received your email, however, this information is not appropriate for my review at the current time, as it may come before the Board at a future meeting under our judicial review capacity and my reading it now may create a due process violation. Therefore, I will be forwarding this email to the Superintendent for her review without reading it. Thank you”

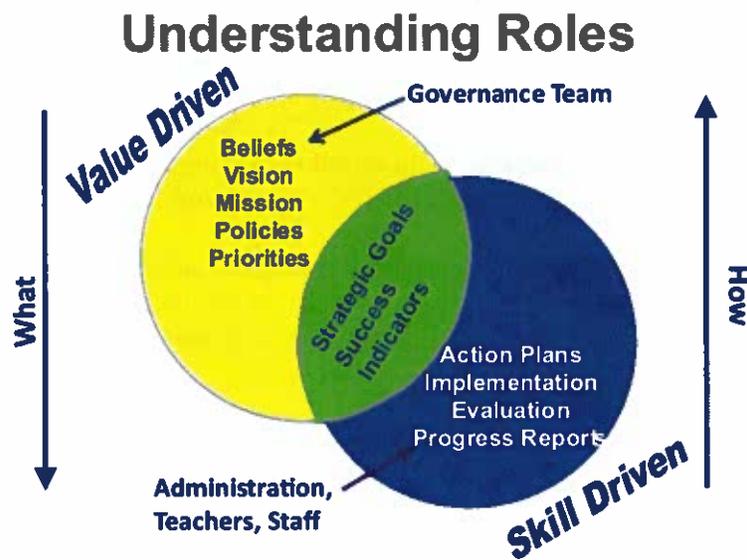
Note: This handbook has significant content from the California School Board Association model.

## EFFECTIVE GOVERNANCE TEAMS

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

Boards and superintendents work together to ensure a district has effective leadership. There are important distinctions to be made between the board's role and that of the superintendent and staff. The role of the school board is not to run the schools, but to see that the schools are well run.

## UNDERSTANDING GOVERNANCE ROLES



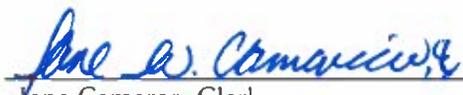
Source: California School Boards Association

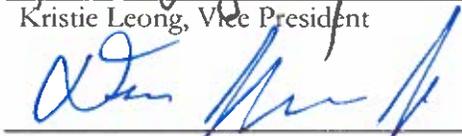
We have reviewed and agree to follow the aforementioned governance team norms and protocols in order to support a positive and productive working relationship among the Bayshore Elementary School District Board of Education, Superintendent, staff, students, and the community. We shall review and renew this document annually.

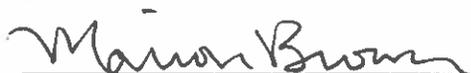
Affirmed on this 13 day of January, 2026.

  
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David Rudolph, Board President

  
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Kristie Leong, Vice President

  
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Jane Camarco, Clerk

  
\_\_\_\_\_  
Derick Brown Jr., Trustee

  
\_\_\_\_\_  
Marion Brown, Trustee

  
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Bhavna Narula, Superintendent

