



Governance Team Handbook

ADOPTED: June 18, 2025

RCSD Board Mission, Vision and Goals

Section A: Unity of Purpose and Core Values

Section B: Governance Protocols

Board Meeting Preparation

1. Pulling Item from Consent Calendar
2. Getting Questions Answered about Items on the Agenda Before a Meeting
3. Setting Board Agenda

During the Board Meeting

4. Meeting Behavior Norms
5. Closed Session Protocol
6. How We Address Each Other During Public Board Meetings
7. Communications During Meetings
8. Motions and Deliberation
9. Voting "No" or Abstaining
10. Consensus
11. Self-Monitoring of Governance Team Effectiveness
12. President Response to Public Comment
13. Board Meeting Management
14. Trustee Announcements
15. Trustee Requests for Information
16. Trustee Requests for Future Agenda Items

Roles

17. Election of Board Officers
18. Board President and Clerk Professional Development/Training

Communication

19. Spokesperson
20. Public Comment

Other Items

21. Visiting Schools
22. Handling Complaints and Concerns
23. Trustee Areas
24. Board Committees

Section C: Individual Trustee Standards

Section D: Governance Norms

Section E: Board Responsibilities

Section F: Board Roles

Section G: Superintendent Roles

Section H: Communications

RCSD Board Mission, Vision and Goals

Mission

The mission of the Roseville City School District is to maximize learning for each and every one of our students.

Vision

The Roseville City School District will become a collaborative community of professional learners that is:

- Focused on learning
- Results oriented
- Committed to continuous improvement of each student and staff member

Collective Commitments

- We will clearly communicate the mission and vision of our District
- We will share accountability for fulfilling our mission
- We will develop and implement effective systems to support our vision
- We will use data to inform our decisions
- We will operate as a professional learning community
- We will provide the training and support needed to increase the capacity of staff to fulfill our mission and realize our vision
- We will provide time for collaboration during contract hours
- We will nurture high levels of mutual support and trust among all District stakeholders

Board Of Education Goals 2024 - 2027

1. Every student will exhibit measurable progress toward achieving and surpassing proficiency standards in English Language Arts (ELA) and Math.
2. RCSD will implement actions to foster strong relationships with all educational partners and enhance student connectedness to effectively promote regular attendance and positive behavior among all students.
3. RCSD commits to safeguarding the district's fiscal health, maintaining high-quality facilities, strategically integrating and utilizing technology, and cultivating and maintaining talent through a collaborative and supportive culture.
4. RCSD aims to ensure a safe and secure learning environment for all students and staff by implementing comprehensive safety protocols and enhancing campus security measures.

Section A: Unity of Purpose and Core Values

We model the type of behavior we expect to see throughout the District:

- Be prepared
- Be courteous
- Be good citizens
- Take personal responsibility
- Be informed
- Be trustworthy (competence and character)

We establish clear, meaningful goals and maintain focus against those goals. While we remain open to input, we only change if the input causes a major shift.

We base our decisions on a thorough evaluation of data and available facts; not on emotion, personal bias or public pressure.

We resolve areas of disagreement through dialogue, not argument. Dialogue is an exchange of ideas or opinions on a particular issue with a view of reaching an amicable agreement and quite often leads to the "third" alternative.

We speak with one voice once decisions are made; we collectively support them and move to implementation.

We communicate clearly.

We understand that meetings of the Board of Trustees are business meetings conducted in public.

We are committed to learning about all schools and programs.

Why We Exist

We exist to provide direction and leadership for all schools within the district to maximize learning for every student. We are elected by trustee areas to serve the entire community.

Section B: Governance Protocols

BOARD MEETING PREPARATION

1. Pulling Item from Consent Calendar

The Consent Calendar allows the Board to deal with routine business (including items that are covered by Policy) with no discussion. This helps keep the focus on our core mission, which is student learning.

In the spirit of “no surprises,” the practice is that Trustees notify the Superintendent by the morning of the Board meeting if they intend to pull an item; the Superintendent will inform the Board President.

There are two specific times that call for an item being pulled:

- When a Trustee plans to vote “no” or abstain from voting.
- When a Trustee needs further information or discussion before deciding how to vote.

Before pulling an item simply to “speak to it,” Trustees will consider postponing their remarks until the “Comments from Superintendent/Board Members” portion of the agenda.

2. Getting Questions Answered about Items on the Agenda Before a Meeting

Out of courtesy to staff and to ensure effective board meetings, Trustees will ask questions of staff before the board meeting using one of three methods:

1. Contact the Cabinet Member responsible as soon as possible. If the item is confidential, do not use names of personnel or students when using email.
2. Contact the Superintendent as soon as possible. The Superintendent will contact the Cabinet Member responsible.

Trustees will notify the Superintendent if staff has not responded to questions in a timely manner.

When staff receives a Trustee question at least 24 hours in advance of a meeting, the response will be provided in writing and will be shared with all Trustees.

While it is preferred that Trustees provide questions to staff in advance of the meeting to allow staff time to prepare a thorough answer, Trustees are also free to ask additional questions during the meeting.

3. Setting Board Agenda

The Superintendent will distribute a tentative calendar of agenda items (“year at a glance calendar”) to all Trustees at the beginning of each school year. Following the established template, the Superintendent and Board President will order the agenda for each meeting for maximum effectiveness - considerations will include staff time, legal counsel time, paid consultant time, likely public involvement, and anticipated Trustee discussion. The Superintendent and Board President may reorder the established template.

Out of courtesy to staff and the community, whenever possible the published agenda will reflect the actual order of the meeting. However, there may be times that the Board will reorder the agenda at the beginning of a meeting.

DURING THE BOARD MEETING

4. Meeting Behavior Norms

- Everyone participates
- Seek first to understand, then be understood
- We will base our deliberation on the facts, not on emotion or personalities
- Stay on topic
- Listen before responding
- Keep discussion moving forward (Does it need to be said?)
- Remain objective
- Adhere to time
- One conversation
- Protect the public's confidence in the Board
- Act with gracious professionalism

5. Closed Session Protocol

During Board Agenda Planning, Superintendent will identify any input they plan to obtain from the Board during the upcoming Closed Session. At the end of Closed Session, the Superintendent will summarize the direction provided by the Board.

During Negotiations, and during Closed Session, Board members have the responsibility to express any concerns they have about items brought up in Closed Session.

All items in Closed Session must be kept confidential. Conversations are limited to what is legally allowed.

6. How We Address Each Other During Public Board Meetings

Trustees will address each other by their surnames and will use a title (Trustee, Superintendent, Director, etc.). In Closed Session and in Board Workshops/Board Study Sessions, first names may be used.

7. Communications During Meetings

Communications utilized during Board meetings, including those by electronic means, are subject to requests from the public under the Public Records Act. Trustees will refrain from sending/receiving electronic communication during Board meetings on matters that are being heard, considered, or deliberated.

As a matter of courtesy, and to allow all Board members access to the most complete information possible, Trustees will refrain from engaging in private conversations during Board meetings, including during breaks, with members of the public on matters of which the Board will be deliberating.

Trustees shall adhere to all laws and regulations relating to the Brown Act and social media use.

DURING THE BOARD MEETING CONT.

8. Motions and Deliberation

On action items, the order is as follows:

1. Staff presentation
2. Input from public (if any)
3. Staff response and additional information, if needed
4. Trustee questions to staff (Purpose: for Trustees to get additional information from staff.)
5. Motion
6. Trustee discussion and deliberation (Purpose: for Trustees to discuss with each other the matter at hand, in advance of voting on the motion.) This can include further clarification from staff when needed and/or as directed by the President; if questions come up that were not raised in the above item four: "Trustee questions to staff," Trustees are to first confirm with the Board President that they may ask further questions at this time.
7. Vote
8. As necessary, the Board President summarizes and clarifies the consensus of the Board and the decision made
9. Board Workshops/Board Study Sessions are working meetings and are less formal. During Board Workshops/Board Study Sessions, public comment on agenda items will be taken first, followed by staff presentation. Trustee questions and Trustee discussion can occur separately or at the same time, depending on the topic.
10. Board Discussion Meetings: No staff presentations or motions. Public comments is allowed.

9. Voting "No" or Abstaining

Each Trustee respects the right of other Trustees to vote "no" or to abstain on an issue. Furthermore, everyone agrees it is a courtesy to the team to explain the reasons for the "no" vote or abstention during deliberation. It is an expectation that everyone votes "yes" or "no", unless it is a conflict of interest (as defined in statute - Ed Code 35107). Members will, when possible, inform the Superintendent of their intention to abstain.

10. Consensus

The Board may indicate consensus via a process of "thumbs," wherein the Board president asks each member for "thumbs up" or "thumbs down." This is typically used when giving direction to staff. This can occur as part of an Information/Discussion item where there is no formal Board action being taken; as part of the discussion portion of a Discussion/Action item; as part of the Comments from the Superintendent/Board Members; and in Closed Session.

11. Self- monitoring of Governance Team Effectiveness

Individual Trustees agree to review and adhere to meeting norms, goals and California School Boards Association (CSBA) Board member roles. When behavior by an individual Trustee detracts from effective governance, other Trustees work with that Trustee to encourage conformance to our norms (communicating with courage and consideration). In a workshop setting, the governance team will evaluate its effectiveness once per year.

12. President Response to Public Comment

At the discretion of the President, following public comment the Board President may ask staff to follow up with the member of the public and/or, when appropriate, may ask the member of the public to contact the appropriate site or district staff member who can best address the concerns expressed in the comment.

DURING THE BOARD MEETING CONT.

- 13. Board Meeting Management** Assignments for leading the pledge or for leading a moment of silence will be made in advance by the President.
- During discussion, Trustees will be called on only when they indicate they have something to say.
- Trustees may request that a break be taken during long meetings. Trustees may leave for a personal break.
- It is the role of the Board President, and individual Trustees, to actively facilitate Board meeting protocols efficiently. Any Trustee can call for a “Process Check” if it appears that meeting norms are not being followed.
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- 14. Trustee Announcements** Trustee comments will include announcements regarding committees on which they represent the Board and information that helps other Trustees do their job better. Before beginning, it is appropriate to first ask oneself, “Does this need to be said?” Appreciations/thanks are always welcomed.
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- 15. Trustee Requests for Information** Trustees will, insofar as possible, ask the Superintendent/staff ahead of time when requesting information, to see if the request can be fulfilled without Board consensus. Information will then be shared with all Board Members.
- If it appears that a request for information will take considerable staff time and/or will incur additional costs, if the Superintendent deems necessary, Trustees will be asked to make the request during the Comments from Board Members portion of the agenda.
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- 16. Trustee Requests for Future Agenda Items** Any Board Member 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.
- The Board President and Superintendent shall decide whether an agenda item is appropriate for discussion in open or closed session, whether the item should be an action item subject to Board vote or an information item, and when the item is placed on the agenda so long as it is within a reasonable time frame (determined by staff time within two board meetings) from the date of the request. (Board Bylaw 9322)
- Annually, and when requested by a majority, the Board will review interests to determine direction to staff for future agenda items.
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ROLES

- 17. Election of Board Officers** During its Organizational Meeting each December, the Board votes to elect a President and a Clerk.

ROLES CONT.

18. Board President, Vice President and Clerk Professional Development/ Training	<p>The Board President conducts meetings, works closely with the Superintendent to construct upcoming agendas, and at times serves as the public face of the Board.</p> <p>The Clerk may attend agenda planning meetings as part of professional development.</p> <p>Because of the key roles the President and Clerk play in the success of the Governance Team, the Board supports the ongoing professional development for the President and Clerk.</p>
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COMMUNICATION

19. Spokesperson	All public statements authorized to be made on behalf of the Board shall be made by the Board president or, if appropriate, by the Superintendent or other designated representative. Individual board members cannot represent the Board of Education as a whole in individual communications or with members of the public.
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20. Public Comment	During the public comment section of the Board Meeting, speakers are generally given the opportunity to address the Board on a first come first serve basis. However, the following groups could be moved to the head of the line at the discretion of the Board: current RCSD students, non-RCSD students, those requiring translation or interpretation services.
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OTHER ITEMS

21. Visiting Schools	Visits to school sites are encouraged. As a professional courtesy, Trustees will call or email the principal at least 48 hours ahead of time when requesting visits to classrooms or programs at a time that works best. Trustees will be cautious about encroaching on the administrator's time. Trustees should advise the Superintendent when they plan to make site visits/visit with the Superintendent, when possible.
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22. Handling Complaints and Concerns	<p>Individual Board members have no authority to fix problems. The appropriate order of whom to contact is first the teacher or directly-involved support staff member, then principal, then District staff. The Trustee will advise the Superintendent of the concern.</p> <p>Trustees listen carefully to complaints, remembering they are only hearing one side of the story, then direct the person making the complaint to the person in the District most appropriate and able to help them resolve their concern. This will ensure everyone is treated fairly, equally and expeditiously and that the processes and procedures of the District are upheld.</p>
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23. Trustee Areas	Beginning with the Board election in 2024, our District moved to Trustee Area Elections in which each Trustee is elected from a defined geographic area within the District boundaries. While Trustees are elected in a specific geographic area, it is our belief that Trustees represent and serve all students in Roseville City School District, regardless of where the students live in relation to each Trustee Area, and that Trustees have a responsibility to all schools in the District. As mentioned below, Trustees will keep maximizing learning for each and every one of our students as the primary focus.
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24. Board Committees

Committee assignments are voted on during the Organizational Meeting of the Board in December of each year.

The Board Policy Committee is made up of two members and convenes as needed in response to policy updates from CSBA. The Committee reviews proposed revisions and brings them forward for consideration at regularly scheduled Board meetings.

If the Board requests further edits to a policy, it will be referred back to the Committee for additional review. In cases where the Committee is unable to reach consensus and no action is taken, those disagreements will be reported to the full Board.

Policy revisions involving minor or technical changes will be placed on the Consent Agenda, while those with substantial or significant updates will be brought forward as Action Items.

Section C: Individual Trustee Standards

Individual trustees bring unique skills, values and beliefs to the Board. In order to govern effectively, individual trustees must work with each other and the Superintendent to ensure that a high quality education is provided to each student.

I will . . .

1. Keep learning and achievement for all students as the primary focus.
 2. Value, support and advocate for public education.
 3. Recognize and respect differences of perspective and style on the Board and among staff, students, families and the community.
 4. Act with dignity and understand the implications of demeanor and behavior.
 5. Keep confidential matters confidential.
 6. Participate in professional development and commit the time and energy necessary to be an informed and effective leader.
 7. Understand the distinctions between Board and staff roles, and refrain from performing management functions that are the responsibility of the Superintendent and staff.
 8. Understand that authority rests with the Board as a whole and not with individuals.
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Section D: Governance Norms

Roseville City School District is governed by a Board, not by individual Trustees. While understanding our separate roles, the Board and Superintendent work together as a “governance team.” This team assumes collective responsibility for building unity and creating a positive organizational culture in order to govern effectively.

Section D: Governance Norms cont.

We will . . .

1. Keep the District focused on learning and achievement for all students.
 2. Communicate a common vision.
 3. Operate openly, with trust and integrity.
 4. Govern in a dignified and professional manner, treating everyone with civility and respect.
 5. Govern within Board-adopted policies and procedures.
 6. Take collective responsibility for the Board's performance.
 7. Periodically evaluate our own effectiveness.
 8. Ensure opportunities for the diverse range of views in the community to inform Board deliberations.
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Section E: Board Responsibilities

- Set a direction for the District.
 - Provide a structure by establishing policies.
 - Ensure accountability.
 - Provide community leadership on behalf of the children of the District and public education.
 - Serving as a judicial (hearing) and appeals body in accordance with law, Board policies, and negotiated agreements.
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Section F: Board Roles

- Involve the community, families, students and staff in developing a common vision for the District focused on learning and achievement and responsive to the needs of all students.
- Adopt, evaluate and update policies consistent with the law and the District's vision and goals.
- Maintain accountability for student learning by adopting the district curriculum and monitoring student progress.
- Hire and support the Superintendent so that the vision, goals and policies of the District can be implemented.
- Conduct regular and timely evaluations of the Superintendent based on the vision, goals and performance of the District, and ensure that the Superintendent holds District personnel accountable.
- Adopt a fiscally responsible budget based on the District's vision and goals, and regularly monitor the fiscal health of the District.
- Ensure that a safe and appropriate educational environment is provided to all students.
- Establish a framework for the District's collective bargaining process and adopt responsible agreements.
- Provide community leadership on educational issues and advocate on behalf of students and public education at the local, state and federal levels.

Section G: Superintendent Roles

To support the Board in the governance of the District, the Superintendent:

- Promotes the success of all students and supports the efforts of the Board of Trustees to keep the District focused on learning and achievement.
- Values, advocates and supports public education and all educational partners.
- Recognizes and respects the differences of perspective and style on the Board and among staff, students, families and the community - and ensures that the diverse range of views inform Board decisions.
- Acts with dignity, treats everyone with civility and respect, and understands the implications of demeanor and behavior.
- Serves as a model for the value of lifelong learning and supports the Board's continuous professional development.
- Works with the Board as a "governance team" and assures collective responsibility for building a unity of purpose, communicating a common vision and creating a positive organizational culture.
- Recognizes that the Board/Superintendent governance relationship is supported by the Leadership Team in the District.
- Understands the distinctions between Board and staff roles, and respects the role of the Board as the representative of the community.
- Understands that authority rests with the Board as a whole; provides guidance to the Board to assist in decision-making; and provides leadership based on the direction of the Board as a whole.
- Communicates openly with trust and integrity including providing all members of the Board with equal access to information, and recognizing the importance of both responsive and anticipatory communications.
- Delegates any of their responsibilities and duties to other district staff, but remains accountable to the Board for all areas of operation under the Superintendent's authority.

Section H: Communication

To support clear and consistent communication between the Board of Education, the Superintendent, and district staff:

- Board Members are encouraged to attend meetings with the Superintendent or Cabinet Members monthly, if possible.
- The Board of Education may schedule Discussion Meetings or Board Retreats to create space for dialogue and direction quarterly, as possible.
- The Superintendent or staff shall provide a written communication to the Board of Education every other week during the school year.
- The Board of Education shall utilize/access their @rcsdk8.org Google account on a regular basis and respond to all digital calendar requests and staff emails in a timely manner.