



OPUSD MISSION AND MORAL IMPERATIVES - Current

The mission of OPUSD is to provide students with a strong foundation for learning which meets the challenge of the present and future through quality education which includes academic achievement, personal growth, and social responsibility. By continuously collaborating with students, parents, staff and the broader community, OPUSD is committed to the following Moral Imperatives to achieve our mission:

1. **TEACHING AND LEARNING:** All students can exceed California State Standards, become lifelong learners, and reach their potential.
 - We provide learning opportunities that are authentic, personally meaningful, and incorporate critical thinking, communication, creativity, and collaboration.
 - We encourage students to be independent thinkers, producers, and innovative problem solvers who explore, create, discover and reflect.
 - We ensure that our programs address the well-being of the whole child, including nutrition, physical fitness, stress management, and mental health.
 - We utilize technology in a well-thought-out manner so that students learn to be responsible, judicious, and effective users of information, media, and technology.
 - We create an environment for student learning that feels safe, balanced, and nurturing.
 - We are inclusive of all students' strengths and abilities, encouraging a growth mindset and recognizing progress as well as achievement.
 - We encourage our learning community to embrace new ideas, try new things, and learn from our mistakes.
2. **MORAL CHARACTER:** All students can grow to be compassionate and creative global citizens.
 - We recognize and embrace different cultures, communities, and people of all abilities.
 - We foster character development, model ethical and compassionate behavior, and encourage social and environmental responsibility, service, and global stewardship.
 - We support and promote students' uniqueness, helping build confidence and cooperation.
 - We require that our learning community acts with integrity, respects their own intellectual and creative work as well as that of others, and demonstrates honesty in their academic endeavors.
3. **ORGANIZATION AND SHARED LEADERSHIP:** OPUSD's success depends on the support of all of our stakeholders, self-reflection, and a culture of continuous improvement.
 - We encourage teachers to be leaders and support their innovation.
 - We cultivate a work environment where the skills, expertise, commitment, and morale of all staff is valued and recognized.
 - We empower all OPUSD staff members to accept personal responsibility for student success.
 - We work with employee organizations to promote positive morale, to jointly and respectfully solve problems, and to be a model of a professional and collaborative working relationship.
 - We actively engage parent organizations, the Oak Park Education Foundation, and community stakeholders in ongoing and dynamic communication.
4. **FINANCE, BUDGET, AND FACILITIES:** OPUSD must conduct school district business with integrity.
 - We operate efficiently, effectively, and with transparency.
 - We maximize the safety and security of all those within our facilities and on our grounds.
 - We maintain a balanced budget that supports our values, Moral Imperatives, LCAP, bond master plan, and reflects our goals.
 - We ensure that our resources are thoughtfully utilized to support our priorities and long-term infrastructure needs.



OAK PARK USD GOALS 2019-20 – Current Goals

These goals have been developed taking into consideration the following sources of input: LCAP, Challenge Success recommendations, and survey results, Healthy Kids Survey results, Bright Bytes survey results, 2018-19 Staff Goals survey results, WASC Action Plans from the three high schools, Measure S Plan, District committee work, and PTO Council discussions.

- 1. Strengthen the Climate of Care by developing and promoting the factors that distinguish Oak Park's model of educating the whole child.**
 - a. Ensure that all of our students and staff feel cared for and valued for their individual characteristics.
 - b. Engage the entire staff in exploring ways to strengthen student engagement and connectedness to our schools.
 - c. Review Challenge Success program including student survey results and invite speakers in the fall and other follow-up work.
 - d. Reconvene OPHS committee to examine the alternative credits, summer school expansion, and dual enrollment opportunities while maintaining the integrity of the instructional program.
 - e. Ensure that our diverse schools are places of acceptance and appreciation for all of our students.
 - f. Create an athletic mission statement and program that focuses on athleticism and healthy competition while emphasizing our District Moral Imperatives and Climate of Care.
 - g. Examine the ways in which all students are recognized and awarded to ensure that all students feel connected to their school, valued, and honored.

- 2. Foster creativity, play, experiential and inquiry-based learning.**
 - a. Design new spaces - including playgrounds - for students of all ages to learn, explore, and discover, both indoors and outdoors.
 - b. Provide and promote professional development for staff, parents, and the community in these areas.

- 3. Engage staff more deeply in shared-decision making and improve communication with staff, parents, students, and the community.**
 - a. Review District and school website design and develop a process for continuous updating.
 - b. Distribute meeting agendas and summaries for District meetings to staff.
 - c. Develop a regular communication piece from the District for parents via Parent Square.
 - d. Provide at least one mailing to the Oak Park community related to Measure S projects, student achievement, athletics, and other accomplishments.
 - e. Strengthen teacher leadership and support model in the following areas: NGSS, Sustainability, Reading and Writing Workshop, Math, STEAM, Technology.
 - f. Create a process to invite more feedback from stakeholders including staff, parents, students, and the community, and communicate what is being done in response to feedback.

- 4. Continue to expand school safety and student/staff well-being initiatives.**
 - a. Focus on student well-being in areas noted above.
 - b. Find ways to integrate our progressive child nutrition program with the instructional program.
 - c. Continue to collaborate with staff to provide opportunities for their self-care.
 - d. Continue to work on physical safety issues such as surveillance, preparation for earthquakes, fire, evacuation, etc.
 - e. Update our PE programs to ensure an inclusive program that fosters a life-long commitment to physical fitness, a love of the outdoors, and encourages healthy, active lifestyles that include activities, such as walking, hiking, biking, etc.

- 5. Deepen student learning through Nature-based Experiences and Environmental Stewardship in all areas of the instructional program.**
 - a. Promote project and nature-based learning and environmental stewardship.
 - b. Increase structured and unstructured activities in nature both at school and on field trips.
 - c. Embed the state Environmental Principles and Concepts and the U.N. Sustainable Development Goals into the curriculum at all levels.



OAK PARK USD DRAFT GOALS 2020-21 – Staff suggestions in blue and red font.

These goals have been developed taking into consideration the following sources of input: 2020 LCAP, 2019 Challenge Success recommendations, and survey results, 2018 Healthy Kids Survey results, 2019 Bright Bytes survey results, 2020 LCPA staff, and parent survey results, ~~2018-19 Staff Goals survey results~~, WASC Action Plans from the three high schools, Measure S Plan, District committee work, and PTO Council discussions.

1. **Adapt the school system to continue to educate students during the pandemic.**
 - a. Build a strong and reliable Distance Learning model that will allow students to continue to learn from home as necessary. This includes sufficient technology for teachers and students and technology support.
 - b. Provide professional development and support for teachers and support staff that will allow for engaging and innovative learning in an online format.
 - c. Work collaboratively with staff to design and support a hybrid model that combines in-person learning with Distance Learning that can be implemented when conditions allow.
 - d. Support student and family connectivity and engagement with their classrooms and schools.
 - e. Reach out to students and families who may be experiencing crisis or mental health concerns due to the inability to be on campus in a normal school setting.
 - f. Be particularly attentive to the needs of students who have special needs, are English Learners, or require other accommodations.

2. **Strengthen the Climate of Care by developing and promoting the factors that distinguish Oak Park's model of educating the whole child.**
 - a. Ensure that all of our students and staff feel cared for and valued for their individual characteristics.
 - b. Engage the entire staff in exploring ways to strengthen student engagement and connectedness to our schools.
 - ~~c. Review Challenge Success program including student survey results and invite speakers in the fall and other follow-up work.~~
 - c. ~~Reconvene OPHS committee to examine the~~ Continue the work at OPHS related to alternative credits, summer school expansion, and dual enrollment opportunities while maintaining the integrity of the instructional program.
 - d. Explore Hybrid OPIS/OPHS model that would allow for a true blended program between the comprehensive high school and independent school programs.
 - e. Ensure that our diverse schools are places of acceptance, appreciation, and celebration for all of our students. Support the work and consider the recommendations of the Diversity and Equity Task Force and our Equity Consultant.
 - ~~f. Create an athletic mission statement and program that focuses on athleticism and healthy competition while emphasizing our District Moral Imperatives and Climate of Care.~~
 - ~~g.f.~~ Examine the ways in which all students are recognized and awarded to ensure that all students feel connected to their school, valued, and honored and that are more inclusive showing that in Oak Park, EVERY student is honored and valued.-

~~Foster creativity, play, experiential and inquiry-based learning.~~

- ~~a. Design new spaces including playgrounds for students of all ages to learn, explore, and discover, both indoors and outdoors.~~
 - ~~b. Provide and promote professional development for staff, parents, and the community in these areas.~~
3. **Engage staff more deeply in shared-decision making and improve communication with staff, parents, students, and the community.**
 - a. Build out a completely new ~~Review District and school~~ website ~~design~~ and develop a process for continuous updating.
 - b. Always ~~d~~istribute meeting agendas and summaries for District meetings to staff.
 - c. Develop a regular communication piece from the District for parents via Parent Square.
 - d. Provide at least one mailing to the Oak Park community related to Measure S projects, student achievement, athletics, and other accomplishments.
 - e. Strengthen teacher leadership and support model in the following areas: NGSS, Sustainability, Reading and Writing Workshop, Math, STEAM, Technology.
 - f. Create a process to invite more feedback from stakeholders including staff, parents, students, and the community, and communicate what is being done in response to feedback.



4. **Continue to expand school safety and student/staff well-being initiatives.**
 - a. Focus on student well-being in areas noted above.
 - b. Find ways to integrate our progressive child nutrition program with the instructional program.
 - c. Continue to collaborate with staff to provide opportunities for their self-care especially during this extraordinary year..
 - d. Continue to work on physical safety issues such as surveillance, preparation for earthquakes, fire, evacuation, etc.
 - e. Update our PE programs to ensure an inclusive program that fosters a life-long commitment to physical fitness, a love of the outdoors, and encourages healthy, active lifestyles that include activities, such as walking, hiking, biking, etc.

5. **Deepen student learning through Nature-based Experiences and Environmental Stewardship in all areas of the instructional program and foster creativity, play, experiential, and inquiry-based learning.**
 - a. Promote project and nature-based learning and environmental stewardship.
 - ~~b. Promote and facilitate outdoor learning on school campuses by creating new outdoor spaces for learning~~
 - e.b. Increase structured and unstructured activities in nature both at school and on field trips.
 - c. Embed the state Environmental Principles and Concepts and the U.N. Sustainable Development Goals into the curriculum at all levels.
 - d. Design new outdoor learning spaces, including playgrounds and outdoor classrooms - for students of all ages to learn, explore, and discover.
 - e. Provide and promote professional development for staff, parents, and the community in these areas.



UNIFIED SCHOOL DISTRICT

Oak Park Unified School District Board of Education

GOVERNANCE HANDBOOK

Board of Trustees

Barbara Laifman, President
Allen Rosen, Vice President
Drew Hazelton, Clerk
Derek Ross, Member
Denise Helfstein, Member

Superintendent

Dr. Anthony Knight

Approved October 16, 2012

Amended 7-21-14, 8-18-15, 8-15-17, 8-21-18, 8-20-19, 10-4-20

Changes highlighted

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SCHOOLS

Oak Park Neighborhood School

Director: Kim Gregorchuk - kgregorchuk@opusd.org
Office Manager: Jane Straughan - JStraughan@opusd.org
1010 North Kanan Road
Oak Park, CA 91377
(818) 707-7742
Enrollment: ~~65~~ 31

Brookside Elementary School

Principal: Erin Vranesh - evranesh@opusd.org
Office Manager: Virginia Standring - vstandring@opusd.org
165 North Satinwood Ave
Oak Park, CA 91377
(818) 597-4200
Enrollment: ~~586~~ 516

Oak Hills Elementary School

Principal: Erik Warren - ewarren@opusd.org
Office Manager: Maureen Frey - MFrey@opusd.org
1010 North Kanan Road
Oak Park, CA 91377
(818) 707-4224
Enrollment: ~~526~~ 493

Red Oak Elementary School

Principal: Stacy LaFrenz - slafrenz@opusd.org
Office Manager: Susan Crumpley - SCrumpley@opusd.org
4857 Rockfield Street
Oak Park, CA 91377
(818) 707-7972
Enrollment: ~~628~~ 591

Medea Creek Middle School

Principal: Brad Benioff - bbenioff@opusd.org
Office Manager: Debbie Church - DChurch@opusd.org
1002 Doubletree Road
Oak Park, CA 91377
(818) 707-7922
Enrollment: 4114 1025

Oak Park High School

Principal: Kevin Buchanan - kbuchanan@opusd.org
Office Manager: Michelle DiCamillo - MDicamillo@opusd.org
899 North Kanan Road
Oak Park, CA 91377
(818) 735-3300
Enrollment: ~~4526~~ 1420

Oak View High School

Principal: Kent Cromwell kcromwell@opusd.org
Office Manager: Linda Roberts LRoberts@opusd.org
5701 Conifer Street
Oak Park, CA 91377
(818) 735-3217
Enrollment: ~~30~~ 32

Oak Park Independent School

Principal: Kent Cromwell - kcromwell@opusd.org
Office Manager: Susan Meskis - SMeskis@opusd.org
5701 Conifer Street
Oak Park, CA 91377
(818) 735-3200
Enrollment: ~~474~~ 291

Oak Park Extended Care - Club Oak Park

Director: Sara Ahl - sahl@opusd.org
Department Secretary: Soraya Farhadi - sfarhadi@opusd.org
cluboakpark@opusd.org
(818) 735-3280
Enrollment: ~~750~~ Currently not operational due to schools being in Distance Learning.

Individual Oak Park Extended Care school site phone numbers:

Brookside Elementary School - 818-597-4219
Oak Hills Elementary School - 818-707-4227
Red Oak Elementary School - 818-707-7979
Medea Creek Middle School - 818-707-7924

DISTRICT AT A GLANCE

District Motto

"Educating Compassionate and Creative Global Citizens"

When we talk about **compassion**, we understand the literal meaning of the word, which is co-suffering. Compassionate people understand the plight and difficulties of others and work to alleviate suffering wherever it exists. We can demonstrate and practice compassion to others, to animals, to the environment. Children learn about compassion by observing adults practice it and by what they hear adults say. Schools can teach students about compassion in many ways, through literature, history, discussion, and by providing opportunities to do good.

Creativity is the spark that makes life interesting. We all possess it and it is important that a school system help students to discover it within themselves and nurture it. Creative people are interesting, solve problems, have open minds, and see the world in new ways. Creativity is probably the most important '21st century skill.'

We are **citizens** of our locality, of our state, and of our nation. We are also citizens of the world. When we look at the Earth from space we do not see borders and boundaries. We are part of a web of people who share this place. Being a good global citizen means participating in our own democracy, having a sense of social responsibility for the people around us, of our nation, and of the world, and caring for the environment we all share and will pass on to our posterity.

DISTRICT HISTORY

The Oak Park Unified School District is located in the southeast corner of Ventura County, immediately adjacent to the Los Angeles County line. Prior to 1977, the area served by the District had been included in the Simi Valley Unified School District, which was formed in 1936.

Although the first school was built in Simi Valley in 1890, the Oak Park area experienced no growth until 1967 when 160 homes were built. Additional homes were constructed subsequent to 1967, and in 1968, Brookside Elementary School was completed to house the elementary students living in those homes.

Beginning in 1970, Oak Park residents made a formal request to the Las Virgenes Unified School District Governing Board for annexation to that District. Three denials of this request prompted District residents to begin the process of forming their own school district.

On January 13, 1977, the State Board of Education approved the proposed Oak Park Unified School District, and an election was held in Oak Park on May 31, 1977. Seventy-seven percent of the eligible Oak Park electorate voted in that election and unification was approved with a ninety-three percent affirmative vote. A five-member Board of Education was elected at the same time, and their first business meeting was held on June 14, 1977.

In the year of 1998, there were approximately 4,700 residential addresses in Oak Park based on Oak Park Water Service hook-ups. Based on housing units completed, as of 12/01/98 there were homes built for a population of 17,500. According to the 2010 census the community of Oak Park has approximately 13,811 residents living in over 5,000 homes, apartments, and condominiums. The book *Images of America – Oak Park* is a great resource for learning more about the history of Oak Park.

Oak Park, California - Overview	2010 Census		2000 Census	
	Counts	Percentages	Counts	Percentages
Total Population	13,811	100.00%	14,215	100.00%
Population by Gender				
Female	7,170	51.92%	7,319	51.49%
Male	6,641	48.08%	6,896	48.51%
Population by Age				
Persons 0 to 4 years	604	4.37%	1,040	7.32%
Persons 5 to 17 years	3,018	21.85%	3,688	25.94%
Persons 18 to 64 years	9,016	65.28%	8,759	61.62%
Persons 65 years and over	1,173	8.49%	728	5.12%

In 1991, the Agoura Hills Postmaster gave the community of Oak Park permission to use Oak Park, CA 91301 instead of using the previously assigned Agoura zip code. And as of January 1, 1999, Oak Park now has its own Zip Code – 91377. Residents are happy with this, as it is one more step in identifying this unique community.

NOTE: The 2020 Census data is expected to be released by the end of March 2021.

DISTRICT STAFF

Staff	2020	2019	2018

Certificated Teachers	252	256	246
School Psychologists	6	6	6
Certificated Management	#16 6 Principals 3 Assistant Principals 1 Superintendent 1 Assistant Superintendent 4 Directors 1 Program Specialist	#18 6 Principals 3 Assistant Principals 1 Dean of Students 1 Superintendent 1 Assistant Superintendent 5 Directors 1 Program Specialist	#18 6 Principals 3 Assistant Principals 1 Dean of Students 1 Superintendent 1 Assistant Superintendent 5 Directors 1 Program Specialist
TOSA/COSA	2 Tech TOSA 1 COSA(Coordinator Safety and Equity)	2 Tech TOSA	2 Tech TOSA
Classified Staff	213	275	272
Classified Management	# 7 1 Assistant Superintendent 3 Directors 3 Confidential	# 7 1 Assistant Superintendent 3 Directors 3 Confidential	# 8 1 Assistant Superintendent 3 Directors 1 Construction Manager 3 Confidential
English Language Learners	4.8% (CALPADS October 2019)	5.39% (CALPADS - October 2018)	5.84% (CALPADS - October 2017)
Students Receiving Free and Reduced Lunch	6.9% (CALPADS October 2019)	7.64% (CALPADS - October 2018)	7.35%
Primary Languages spoken at home other than English	Mandarin, Telugu, Tamil, Hebrew, Spanish, Farsi, Russian, Hindi, Korean, Kannada, Marathi, and as well as more than 29 26 other languages	Hebrew, Mandarin, Spanish, Russian, Hindi and Farsi, as well as more than 29 other languages	Hebrew, Mandarin, Spanish, Russian, Hindi and Farsi, as well as more than 29 other languages

WHO'S WHO IN OPUSD

Superintendent	Anthony W. Knight, Ed.D.
Executive Assistant	Ragini Aggarwal
Assistant Superintendent - Business Services	Adam Rauch
Assistant Superintendent - Human Resources	Stewart McGugan
Director, Educational Technology	Enoch Kwok
Director, Curriculum & Instruction	Jay Greenlinger, Ed.D.
Director, Child Nutrition	Carole Ly
Director, Extended Care Programs	Sara Ahl
Director, Bond Programs Sustainability Maintenance & Operations	Brendan Callahan
Director, Fiscal Services	Byron Jones
Director, Pupil Services	Susan Roberts
Director, Preschool Education	Kim Gregorchuk
Program Specialist	Jennifer Golden, Ed.S.
Lead Tech TOSA(Teacher on Special Assignment)	Ellen Chevalier
TOSA (Teacher on Special Assignment)	Ericka Jauchen
COSA(Counselor on Special Assignment)	Holly Baxter
Senior Accountant	Lynn Framer
High School Counselors	Javier Licea
	Janet Svoboda
	Julie Ross
	Jenny Charrett
	Suzanne Stasiefski
Middle School Counselors	Dianne Large
	Stephanie Perez
	Cyndi Smilor
Jeremy Rogers	OVHS, OPIS Counselor
Elementary Counselors	Valeria Fuentes
	Samantha King Eglit
	Alana Schulman
District Nurse	Allie LeVine
Oak Park Teachers Association(OPTA), President	Russ Peters
Oak Park Classified Association(OPCA), President	Virginia Standring
Legal Counsel	Fagen Friedman & Fulfrost 6300 Wilshire Blvd. Suite 1700, LA, CA 90048 (323) 330-6300 James Fernow, Partner Christy White Accountancy 2727 Camino Del Rio South Suite 219, San Diego, CA 92108 (619) 270-8222 Christy White, CPA, President
Auditor	

WHO'S WHO IN OAK PARK AND VENTURA COUNTY

Supervisor Linda Parks

Ventura County District 2
625 W. Hillcrest Drive, Thousand Oaks, CA 91360,
805-214-2510
linda.parks@ventura.org

Assemblywoman Jacqui Irwin

44th Assembly District
2301 E. Daily Drive, Suite 200, Camarillo, CA 93010
805-482-1904
assemblymember.irwin@assembly.ca.gov

Senator Henry Stern

27th Senate District
5016 N. Parkway Calabasas, Suite 222, Calabasas, CA 91302
818-876-3352

U.S. Representative Julia Brownley

26th Congressional District
223 E. Thousand Oaks Boulevard, Suite 411, Thousand Oaks, CA 91360
805-379-1799

Rancho Simi Recreation and Park District

1692 Sycamore Drive, Simi Valley, CA 93065
818-865-9304

Lisa Weagley, Oak Park Community Center

Dan Paranick, General Manager

Oak Park Municipal Advisory Council

Seema Chandra, Chair, Jane Nye, Vice Chair

Contact Jane Osterhaven - Jan.Osterhaven@ventura.org

Oak Park Education Foundation

Vicki Raven, Executive Director

Scott Star, Chair

info@oakparkeducationfoundation.org

Community Foundation of Oak Park

Alon Glickstein, Chair, Jerry Clebanoff, Vice-Chair

info@OakParkFoundation.org

SCHOOL BOND PROGRAMS

Measure S

Measure S was passed in November 2016 and is a \$60 million bond limited in scope to pay for facilities, technology, and equipment. The tax rate is projected as \$60 per \$100K of assessed valuation.

Measure R

Measure R was passed by Oak Park voters in 2008 and is a \$29.5 million facilities repair and modernization program. The proceeds from this bond are being used to replace roofs, paint, repair, and generally upgrade the existing facilities to ensure that they are safe and modern. The tax is \$52.90 per \$100K of assessed valuation.

Measure C6

Measure C6 was passed in 2006 and is a \$17.5 million bond limited in scope to pay for technology and equipment. It funds one of the most comprehensive programs in educational technology innovation in any California school system. The tax is \$20.30 per \$100K of assessed valuation.

EFFECTIVE GOVERNANCE

School district governance creates and maintains the framework through which high-quality leadership can be exercised throughout the educational system. An effective governance team is one that transforms the beliefs and values of the community into goals and policies that direct the community's schools.

The board and superintendent working together as a governance team, serve to lead the district to achieve the desired goals. Their actions embody the basic characteristics and behaviors that enable each governance team member to work with the others to effectively create a climate for excellence in the school district and maintain a focus on student learning and achievement. This is accomplished by:

- Maintaining a unity of purpose
- Agreeing upon and governing within appropriate roles
- Creating and sustaining a positive governance culture
- Creating a supportive structure for effective governance
- Ensuring accountability to the students, parents, teachers, staff and community

Responsibilities of the Board

Set the direction for the community's schools

- Keep the District focused on learning, achievement and well being for all students
- Generate, review and revise direction setting documents (moral imperatives, vision, priorities, strategic goals, success indicators, budget and LCAP)

- Ensure that the established direction and goals are the driving force for all district efforts

Establish an effective and efficient structure for the school district

- Employ, support and work collaboratively with the Superintendent and recognize the distinct roles of each
- Establish a human resources framework that includes policies for hiring and evaluating personnel
- Establish a framework for the district's collective bargaining process and adopt responsible agreements
- Oversee the development of and adopt district policies and keep them up to date
- Set the direction for and adopt the curriculum
- Establish budget priorities that reflect the district's vision and goals, adopt a fiscally responsible annual budget that supports the LCAP, and regularly monitor the fiscal health of the District
- Oversee facilities issues and ensure that a safe and appropriate educational environment is provided to all students

Provide support through our behavior and actions

- Operate openly, with trust and integrity
- Govern within Board adopted policies, procedures and norms
- Act with professional demeanor that models the district's beliefs and vision, treating everyone with civility and respect
- Support staff implementation of Board direction and policy
- Ensure a positive working climate exists
- Be knowledgeable about district efforts and issues
- Keep private information private, and stay within accordance of the Brown Act
- Conduct announced school site visits and attend special events

Ensure accountability

- Hire, support and collaborate with 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
- Monitor, review and revise policies to ensure consistency with the law and the District's vision and goals
- Serve as a judicial and appeals body or appoint others to serve in that capacity
- Monitor student achievement and program effectiveness
- Monitor and adjust district finances
- Monitor the collective bargaining process
- Take collective responsibility for the Board's performance and periodically evaluate its own effectiveness
- Take collective responsibility for all board actions

Act as community leaders

- Speak with a common voice about the district vision, direction, priorities, goals and issues
- Engage and involve the community in district schools and activities
- Ensure opportunities for the diverse range of views in the community to inform board deliberations.
- Communicate clear information about policies, programs and fiscal condition of the district
- Work with individuals and groups within our community to maintain the common good
- Educate the community and the media about the issues facing students, the district and public education
- Advocate for children, district programs and public education to the general public, key community members and local, state and national leaders

Responsibilities of Individual Trustees

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

- Keep learning and achievement for all students as the primary focus
- Value, support and advocate for public education
- Recognize and respect differences of perspective and style on the board and among staff, students, parents, and community
- Act with dignity, and understand the implications of demeanor and behavior
- Keep confidential matters confidential
- Commit the time and energy necessary to be an informed and effective leader.
- Understand the role and responsibility of the Board
- Understand that authority rests with the board as a whole and not with individual Trustees
- Work to build and sustain an effective governance team

Structure, Protocols and Norms

The Board's effectiveness is enhanced through the establishment of structure, protocols and norms that define how board members and the Superintendent will operate within the governance team. This section will explicitly define governance principles, mutually agreed upon expectations, and specific processes under which the team will operate.

BOARD MEETING AGENDAS

Agendas for all regularly scheduled board meetings will be available to the board 10 days prior to the board meeting and to the public 72 hours before a meeting (as required by law).

Agendas for other meetings will be distributed as required by law and board policy.

Supporting materials should be distributed in conjunction with the agenda, or as soon as practical.

Trustee Requests for Agenda Items

Trustees should send requests for agenda items to the Board President and copy the Superintendent.

Trustee Requests for Information

All requests for information should be directed to the Superintendent. ~~(S)He~~ **The Superintendent** will then forward that request to the appropriate staff member. The staff member will then respond to the Superintendent, and the Superintendent will determine whether the response (and the initial request) should be sent out to all Trustees.

If the request is overly time consuming or inappropriate, the Superintendent and Board President will discuss the issue with the requesting Trustee and they will jointly determine whether to move forward with the request.

If a Trustee contacts a staff member directly, the staff has been instructed to route all such requests back to the Superintendent.

If a Trustee is working directly with a staff member as part of a committee or special project, then requests for information pertaining to the committee or project can be sent directly to the staff member, with notification to the superintendent, taking special care to stay within the bounds of an individual trustee.

SCHOOL VISITS

Visiting schools is a reminder to trustees that students and their learning are the primary focus of a trustee's work. These visits provide invaluable insight into how Board policy is implemented at the school site level. Each trustee should have knowledge of each school site and its programs through visits and other forms of communication to ensure that progress towards district goals is being made. School visits also show appreciation and support for the staff's work.

To visit a school, Trustees should contact the individual school's principal, and give notice to the Superintendent, ahead of time to arrange a visit. If possible, trustees will visit sites together to reduce the amount of disruption in the classroom. Trustees should always 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 should avoid showing up at a school site unplanned and unannounced.

Attending School Events and District Functions

Trustees should strive to attend school events and district functions whenever possible. Being present at events is an easy way to lend support to the district, administrators, staff and students. It also allows a Trustee to see first-hand what is happening at the schools and to observe how the programs that have been implemented are supporting district goals. Finally, it is a great way to keep in touch with the Oak Park community.

Badges

- Badges should be worn whenever visiting a school site in the capacity of a Trustee or when attending a district or school function
- Security badges should be worn by school board members whenever on school site campuses and should at all times be readily available to school board members, as this will provide access to school sites in the event of an emergency

Responding to Community Concerns

Whether responding to a complaint from a parent, a concern from a community member or an issue from a teacher or student, it is critically important that a Trustee keep these items in mind:

- An individual trustee has no authority. All decision-making authority rests with the board as a whole.
- A Trustee has no operational role in the school district
- Confidential matters must be kept confidential (by law)

With these three items in mind, a Trustee must respond to questions from the community with understanding, honesty and integrity.

When someone brings a concern to the Board, we will listen carefully without jumping to any conclusion, and will then direct that individual to the employee in the district most appropriate and able to help them resolve their concern. We will make sure they understand the appropriate order of who to contact (i.e., teacher, then principal, then district staff) and are aware of any formal forms or policies that might assist them. The Superintendent and principal(s) will be copied on correspondence.

This will ensure everyone is treated fairly, equally and expeditiously and that the processes and procedures of the district are upheld. It will also clarify that one Board member has no individual authority to fix a problem. 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 or her if the issue is not resolved.

Responding to Email

If an email is sent to all board members and the superintendent, the Superintendent or Board President will respond to the sender within 24 hours, when possible

If an email is sent to all board members and not the superintendent, the board president will forward to

the superintendent and notify the sender that this has been done. The Superintendent or Board President will then respond to the email within 24 hours, when possible

If an email is sent to some board members but not all, the superintendent will forward the email to the missing trustee(s).

Serving on Committees

Each Trustee is required to sit as a member (or act as an alternate) on any number of school or community committees. The assignment to these committees will occur at the annual organizational meeting in December. Serving on committees shall always comply with Board Policy BB-9130.

BOARD MEETING MANAGEMENT

We understand that Board meetings are meetings of the Board held in public, not open forum town hall meetings. We will keep this in mind as we conduct our meetings, allowing the public to provide input at the time allotted to ensure the multiple voices of the community inform Board deliberations.

However, when the Board deliberates, it will be a time for the Board to listen and learn from each other, taking public input into consideration, not a time to re-engage with the public.

We will consistently abide by our formal processes relating to this issue so that all persons are treated fairly and equally. We will review our policies, bylaws and protocols relating to Board meeting management (e.g., time limits on input from members of the public), revising or reaffirming them as appropriate.

BOARD ROLES

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 that the community members as well as all board members have opportunities to participate, and facilitates effective deliberation.
- Serves, in collaboration with the superintendent, as the official media contact for the Board.
- Serves as a negotiator for the Superintendent contract.

Board Vice-President

- Chairs the Board Meeting if the President is not available.
- Will assume the role of President should the Board President not be able to continue ~~his/her~~ **their** term.

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

All Trustees

- Make a concerted effort to attend and be prepared for all regular and special board meetings
- Understand and provide support for district goals
- Maintain a working knowledge of board policies
- Strive to keep current with
 - Local, State and Federal issues dealing with Public Education
 - Issues, processes and legislation relating to the education system
 - The processes of funding for Public Schools
- Attend and/or Complete the following (when applicable and funding allows)
 - New Board Member Workshop
 - CSBA's Masters in Governance Program
 - Board President's Workshop
 - Annual CSBA/NSBA conferences
 - Take advantage of any free seminars or webinars that are offered

GOVERNANCE CALENDAR - TO BE REVIEWED AT THE RETREAT

July

- Board Retreat (Review Moral Imperatives and District Goals, Governance Handbook or Board Self Evaluation, Board Goals)

August

- School Begins
- Student Board Representative starts
- Report from Facilities - Summer Work Update
- Approve Board Meeting Schedule for School Year
- Approve Quarterly Williams Report
- Deadline to file for School Board candidacy (even years only)
- Approve Moral Imperatives, Goals & Action Plans
- Approve Board Governance Handbook and Board Goals
- Set/Review Superintendent goals
- Extended Care Presentation

September

- Report from Technology – Summer Work Update
- Receive and approve Special Education NPS/NPA contracts
- Approve resolution regarding sufficiency of textbooks
- Approve District of Choice Annual Report

October

- Hold a Special Board Meeting
- Receive CAASPP Testing Results and Dashboard Local Indicator Update
- Review Math Placement Data
- Approve Quarterly Williams Report
- Review annually policies Per Ed Code 35160.5
 - BP 6145 - Extracurricular and Cocurricular Activities
 - BP 5116.1 - Intradistrict Open Enrollment

November

- Approve DOC Resolution
- Approve School Calendar
- Approve Classified Holiday Calendar
- Select Date of Annual Organization Meeting
- Facilities Status Report - to be provided in Friday Notes

December

- Board Organizational Meeting (must be held within 15 days after the second Friday)
- Approve Board Meeting schedule for fiscal year
- Approve certification of signatures
- First Interim Financial Report & Budget Update
- District of Choice applications due by December 31
- Approve District of Choice Enrollment Capacity

January

- District of Choice Resolution/Lottery
- Approve External Auditors Reports
- Approve Quarterly Williams Report
- Mid-year review of Moral Imperatives and Goals & Superintendent goals

February

- Physical Fitness Results
- Approve SARCs
- Nominate CSBA Delegate Assembly candidates
- RWW Presentation
- Approve Safe School Plans
- Reduction or Discontinuing Particular Kinds of Services (RIF) Notices due by March 15

March

- Special Board Meeting
- Approve Single Plan for Student Achievement
- Second Interim Financial Report & Budget Update
- BrightBytes Data and Technology Update

April

- Superintendent Evaluation - Board Discussion
- Presentation on Safe Kids Trask Force Data and Social Emotional Wellness
- Approve Quarterly Williams Report

May

- Special Board Meeting
- Present Superintendent Evaluation
- Approve Instructional Minutes / Bell Schedule
- Approve School Handbooks & Disciplinary Plans
- Receive Annual District of Choice Report
- Receive LCAP for next school year
- School Ends/Graduations

June

- Budget and LCAP Study Session and Hearings
- Adopt the budget and LCAP (prior to June 30)
- Rescind RIFs
- Receive OPCOC Report
- Renew Superintendent's contract (if needed)
- Approve Certification of Signatures
- Approve CSBA Membership
- Extended Care Presentation with Financials - will be provided in August
- Food Service Report - In Friday Notes



**OPUSD BOARD OF EDUCATION
GOALS**

2019-2020 (To be reviewed and updated at the retreat)

1. The Board will provide a monthly report of Board meetings, developed by the Board President and/or Superintendent, which shall be widely distributed consistent with the District's communication plan.
2. The Board, in conjunction with the Superintendent, will solicit staff for feedback on the development of the District's Moral Imperatives and Goals, Local Control and Accountability Plan, and Annual Budget.
3. The Board, in conjunction with the Superintendent, will maintain and continue to develop relationships with local, state, and Federal representatives.
4. The Board will ensure that the governance handbook is reviewed and updated, as needed, and used as a tool to train new Board members.
5. The Board will conduct a Board self-evaluation at least every other year.
6. The Board will honor students, staff, parents, and community members at Board meetings.
7. The Board will create opportunities to attain direct feedback from students, staff, parents, PTOs, OPEF, and community members.
8. The Board will visit District and school sites regularly.