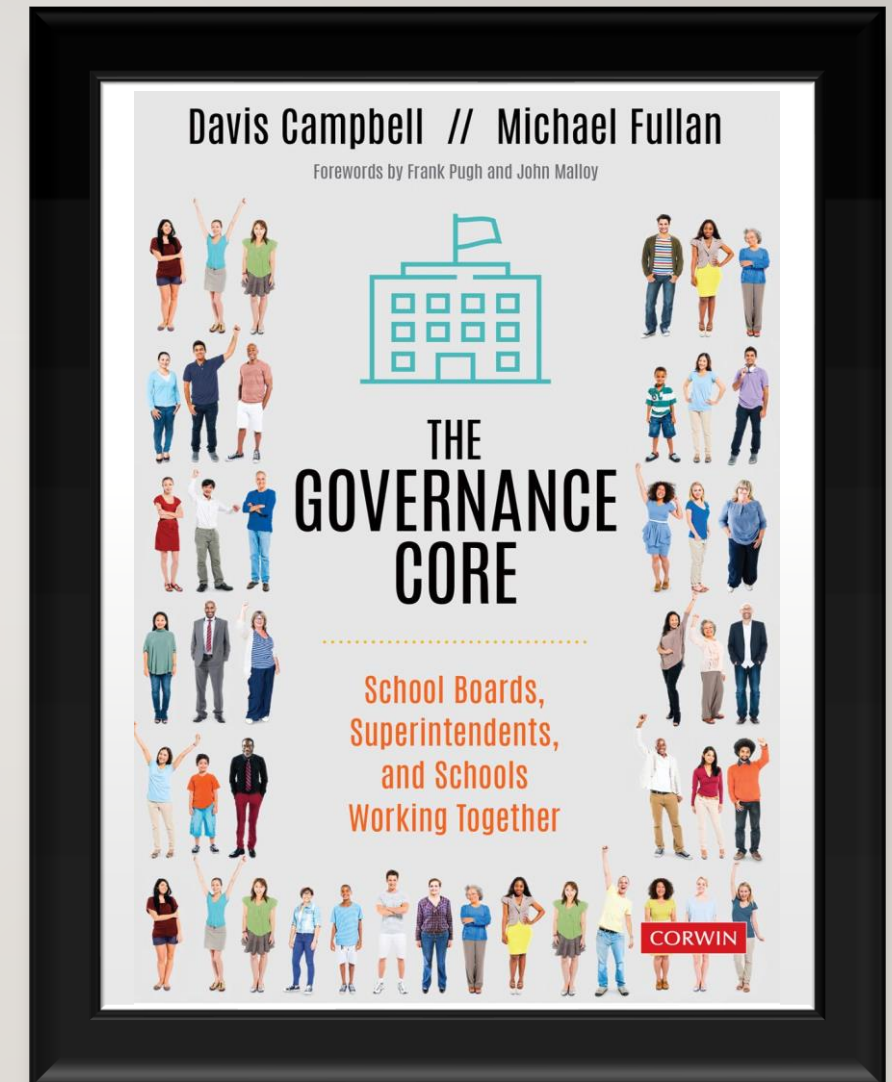


BOARD STUDY SESSION BOOK STUDY

PART I – MINDSET FOR EFFICACY

Overview of Chapters 1 – 3

- Moral Imperative and the Governance Core
- Trustee Governance Mindset
- Superintendent Governance Mindset
- **CHAPTERS 4 – 6**
 - Welcoming New Trustees
 - Governing With Coherence
 - Governance Culture

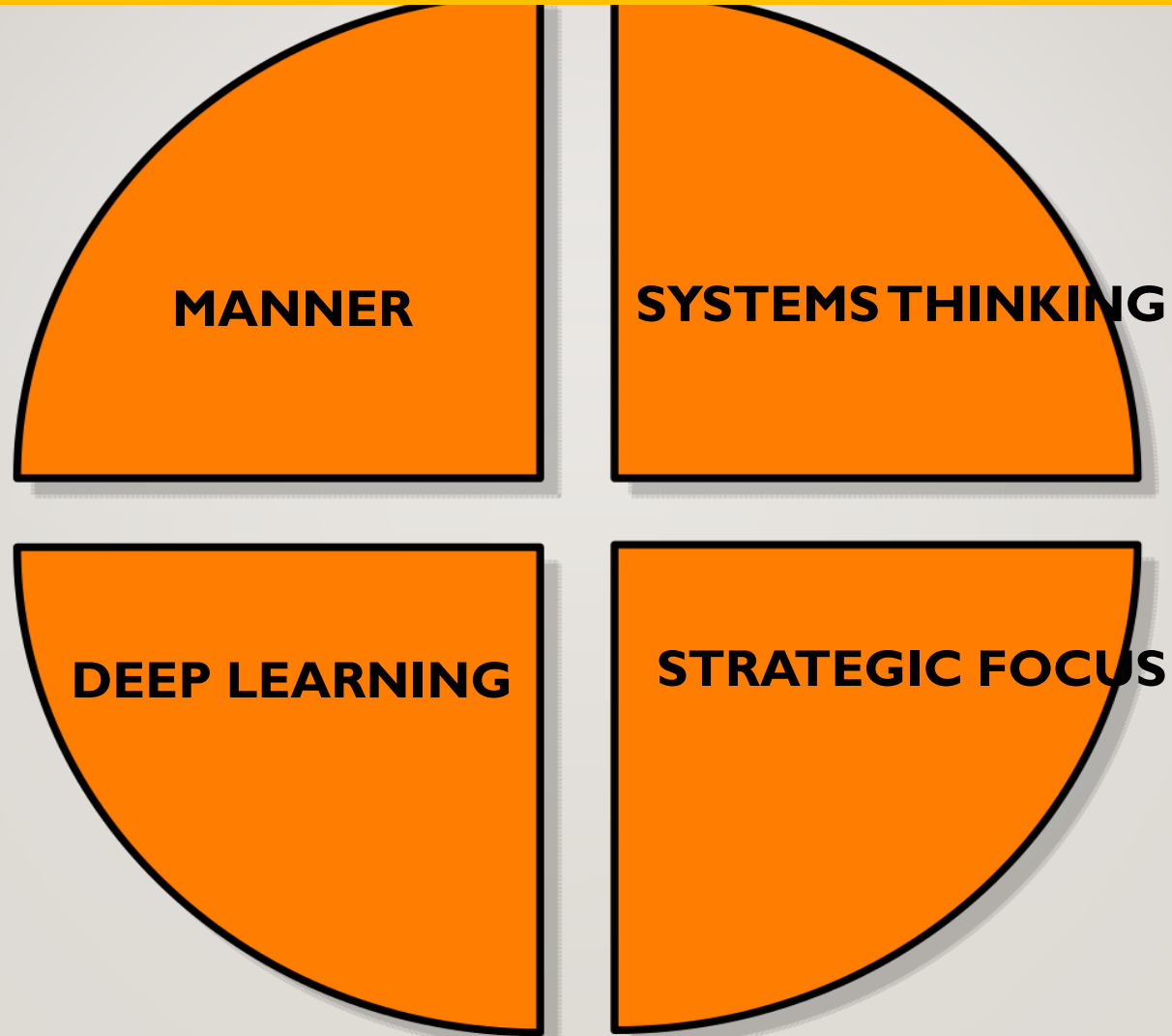


HAVING A UNITY OF PURPOSE MINDSET:

CONSIDER THESE IMPORTANT QUESTIONS GOVERNANCE CORNER-CSBA

1. Why is it important to serve as a part of a governance team?
2. Who are we? What is our purpose? To whom are we responsible?
3. What do we value and believe in about the work of school boards, public education and the students we serve?
4. What are we most proud of in our organization?
5. As a governing board, what do we want to accomplish?
6. How have we prioritized resources to support these efforts?
7. What do we, as a governing board, stand for?
8. How do we wish to be perceived by our community?
9. What legacy do we want our governance team to leave?
10. When we have difficult decisions to make, how will we be mindful of our shared principles and beliefs?

Definition of Governance Mindset:
The core understanding of the basic principles of governance



TYPICAL GOVERNANCE STYLE

Hands Off Approach – Superintendents believe that attempting to help boards in the governance process is not their responsibility and can only lead to charges of manipulation and attempting to manage the board.

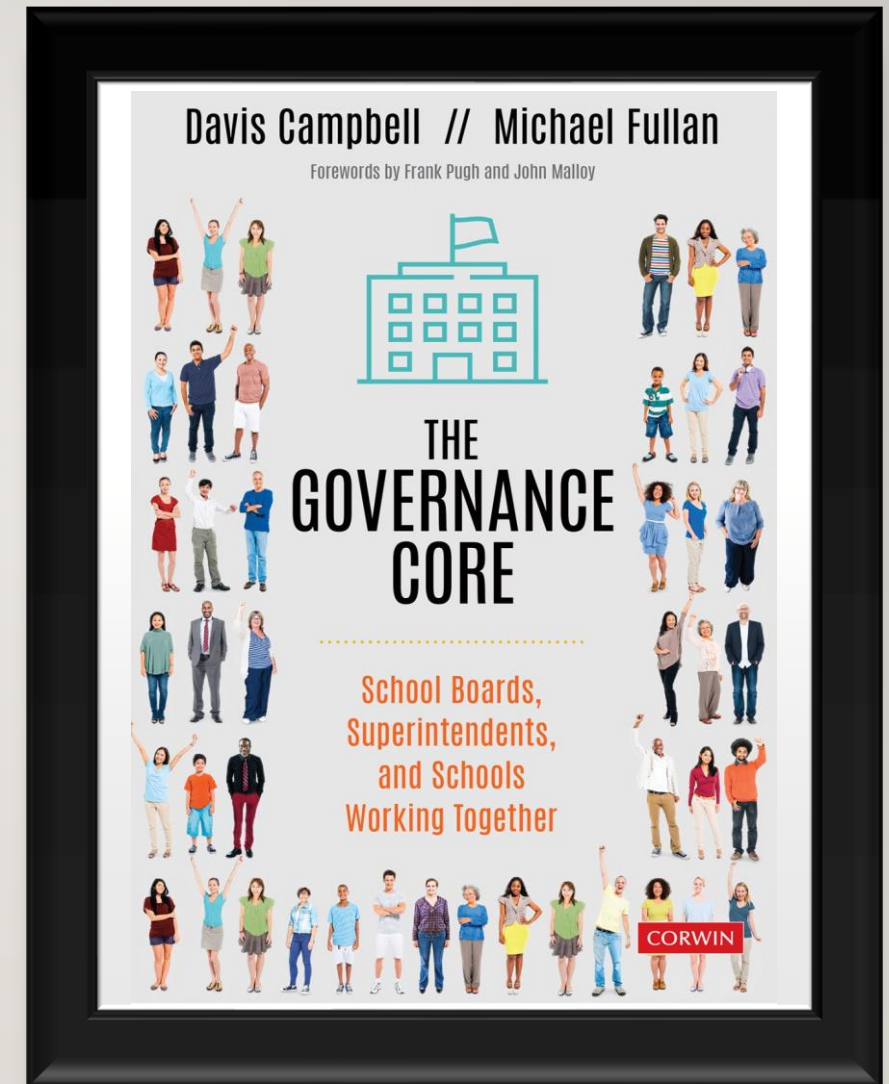
Preemptive Damage Control Approach – Superintendent's view is that the best way to deal with boards is to keep them in the dark.

Purposeful Approach – Superintendents approach governance in a **thoughtful**, analytical, and purposeful manner.

BOARD STUDY SESSION BOOK STUDY

Chapter 4

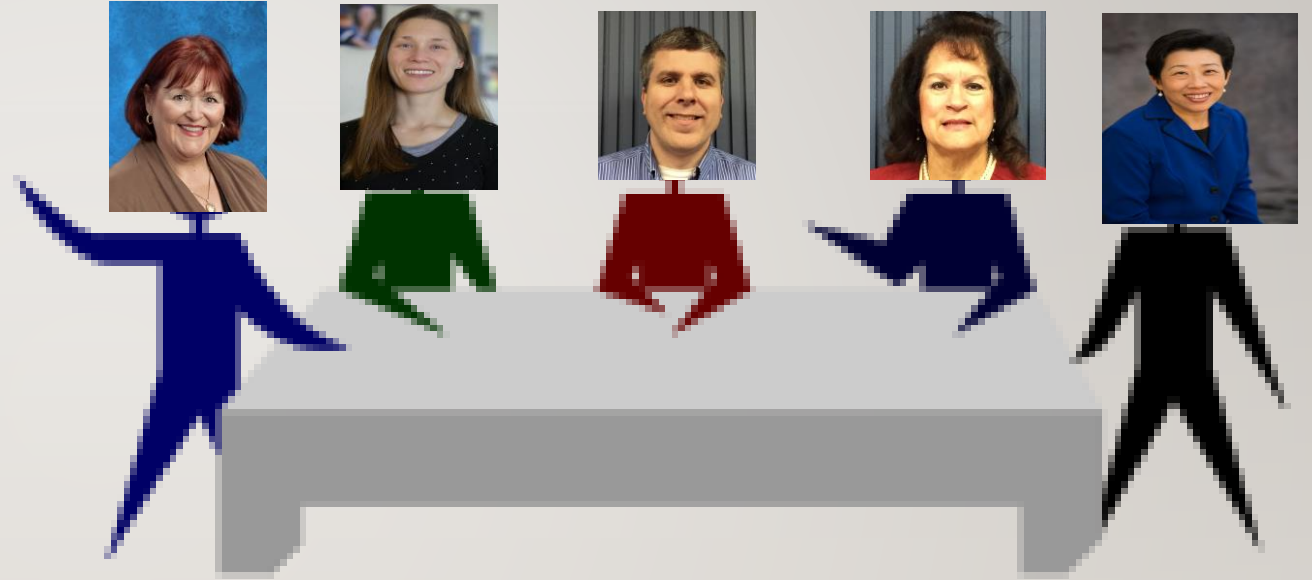
- **Welcoming New Trustees**
 - **What the Board Should Do**
 - **What the New Trustee Should Do**



WHAT THE BOARD SHOULD DO

- **HELP NEW BOARD MEMBERS FEEL WELCOME**

- Set up a meeting with the superintendent and board chair. Find out about the goals, priorities, talents, and connections of the newcomer.
- Individual board members should reach out with a note or a phone call.
- Arrange school site visits and classroom walkthroughs to introduce the new trustee to faculty, staff, and students.
- Arrange an in-depth discussion meeting with the full board. Give the new trustee the opportunity to comment on the shared core beliefs and values of the board, the moral imperative, and the strategic goals.



Adapted from The Core Governance

WHAT NEW BOARD MEMBERS SHOULD DO

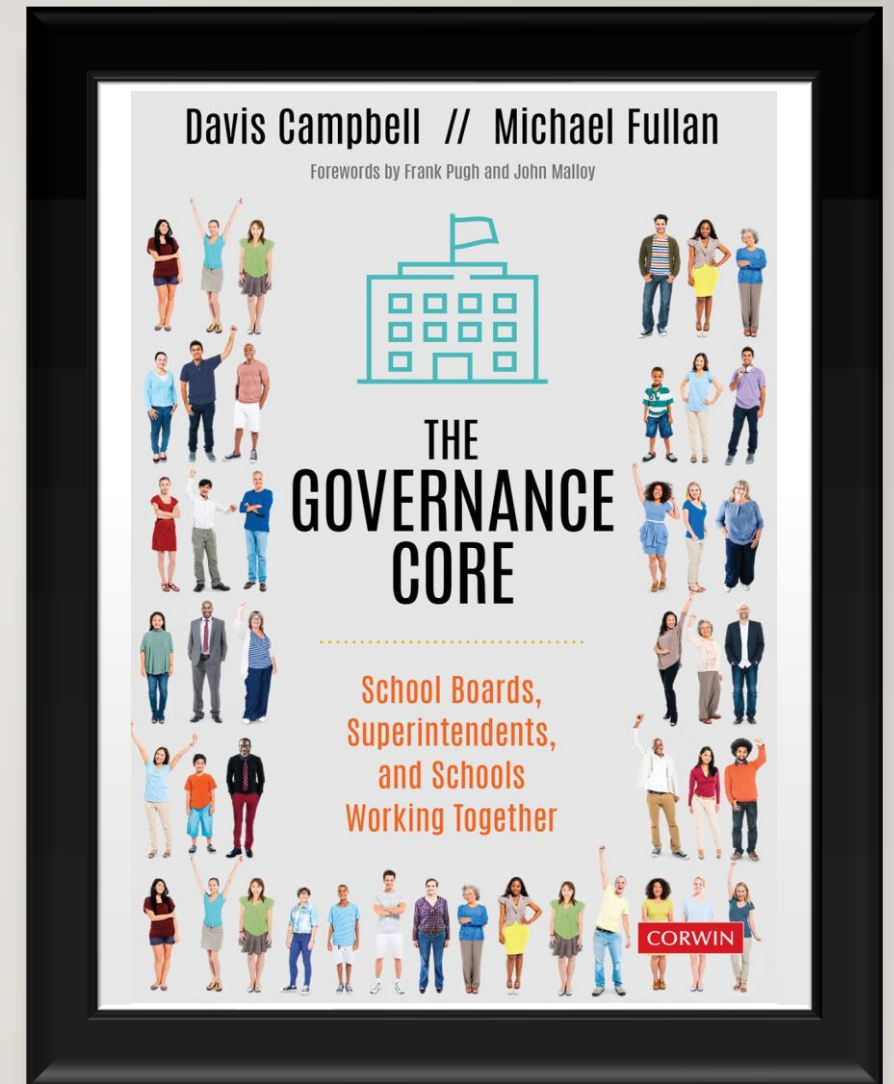
- Suspend all preconceived notions about the district, the staff, and the board.
- Get up to speed in a reasonable amount of time.
- Be mindful of confidentiality, the special nature of trusteeship, and relationships with organizations.
- Avoid conflicting interests.
- Accept the realities of governance.
- Understand that time is your best friend.



Adapted from The Core Governance

BOARD STUDY SESSION BOOK STUDY

- **CHAPTER 5**
 - **Governing with Coherence**



THE COHERENCE FRAMEWORK



A JOINT MINDSET

- Curriculum & Instruction
- Management/Administration
- Governance

Assignment

CHAPTER 5: WORKBOOK ACTIVITY – PAGE 43 & 45

TEAM 1 – FOCUSING DIRECTION

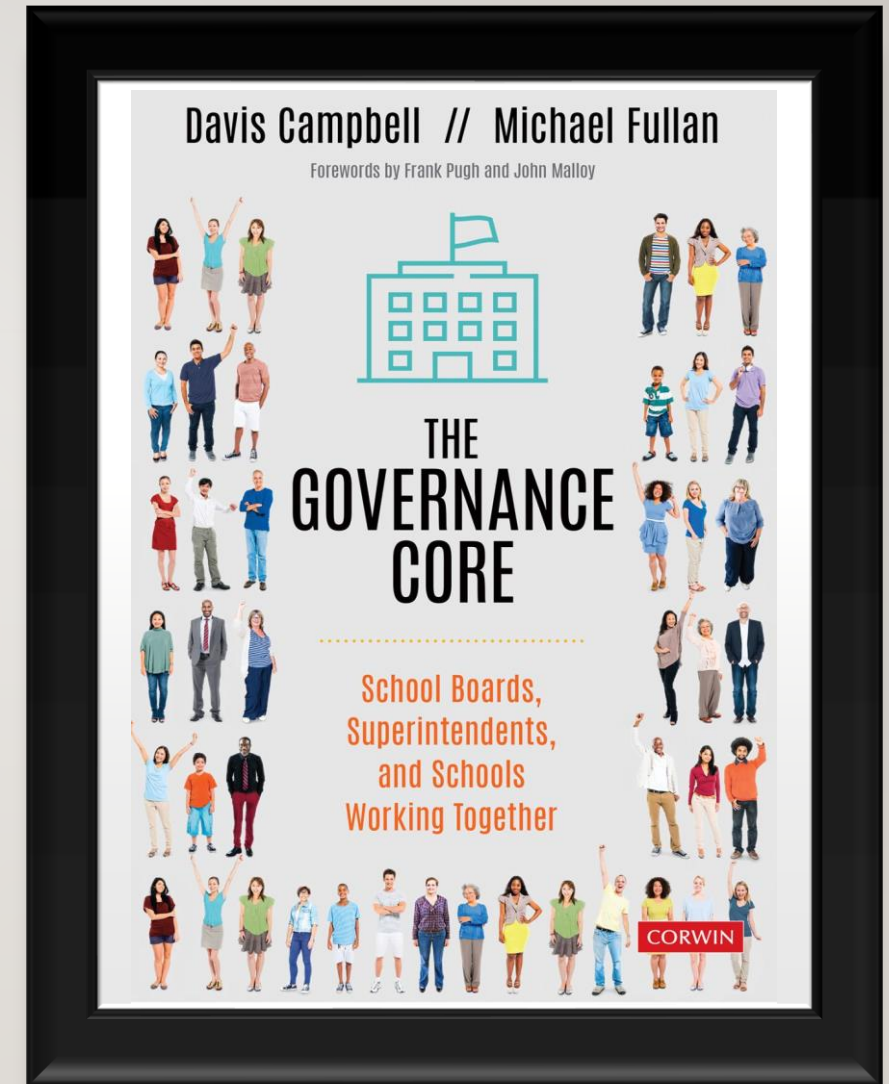
TEAM 2 – CULTIVATING COLLABORATIVE CULTURE

TEAM 3 – SECURING ACCOUNTABILITY

EVERYONE — DEEPENING LEARNING

BOARD STUDY SESSION BOOK STUDY

- CHAPTER 6
 - **Governance Culture**





WORKING AS A TEAM: BOARD GOVERNANCE BEST PRACTICES

PRINCIPLES, PROTOCOL & NORMS

ESTABLISHING THE RULES OF ENGAGEMENT FOR YOUR BOARD

Does How You Conduct Your Work Matter for Student Achievement?

- Research says that school boards in high-achieving districts exhibit habits and characteristics that are markedly different from boards in low-achieving districts.
- In the most dramatic examples from research, scholars compared districts with similar levels of poverty and disadvantage to determine factors that separate high-performing districts from those with low performance.

Adapted from CPE/Iowa Light-house study

DEFINITION OF PROTOCOLS

- Board policies are requirements that govern the district.
- Protocols are operating rules that provide structure for the work of the board.

Adapted from The Taking Action Guide

STEPS TO TAKE TO DEVELOP GOVERNANCE PROTOCOLS

- Name the protocol
- Rationale – reach agreement on the reason the topic should be addressed
- Language of the protocol
- Adoption of the protocol
- Process to monitor and review

Adapted from The Taking Action Guide

BOARD NORMS

- Norms are simply descriptions of how board members treat each other.
- Norms guides what is acceptable and unacceptable behavior.

Adapted from The Taking Action Guide

GOVERNANCE PRINCIPLE

- Principles guide the work.
- Principles represent a commitment by the board to high-quality governance and transparency.

Adapted from The Taking Action Guide

Assignment

CHAPTER 6: WORKBOOK ACTIVITY PAGE 57 & 58

TEAM 1 – QUESTION #1

TEAM 2 – QUESTION #2

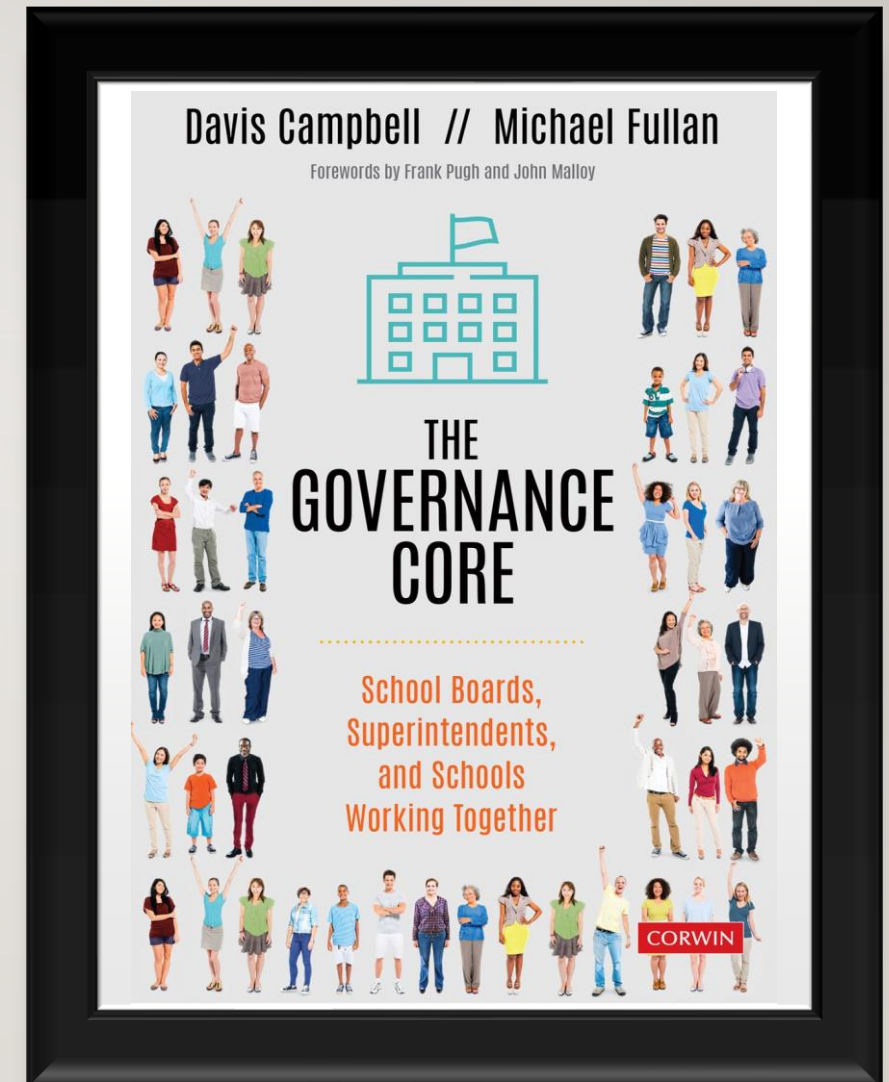
TEAM 3 – QUESTION #3



BOARD STUDY SESSION BOOK STUDY

Chapters 7 – 9 (May 18)

- **Governance Job, Tools & Rising to the Occasion**
 - **Discussion Meetings**
 - **Governance Handbook**
 - **Board Self-Evaluation**
 - **Tips for Board Members & Superintendent**





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