SOUTH SAN FRANCISCO UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEES
A G E N D A A N D O R D E R O F B U S I N E S S
Special Meeting/Board Study Session, Saturday, February 25, 2023

South San Francisco Unified School District,
Board Room
398 B Street, South San Francisco

The Board of Trustees invites the community to participate in this meeting in-person. It is strongly recommended that in-person attendees continue to wear a mask or face covering during the meeting.

OPEN SESSION - 9:00 a.m.

A. CALL TO ORDER

B. ROLL CALL

C. PLEDGE OF ALLEGIANCE

D. LAND ACKNOWLEDGEMENT STATEMENT

We acknowledge that the South San Francisco Unified School District is located on the unceded ancestral homeland of the Ramaytush Ohlone peoples who are the original inhabitants of the San Francisco Peninsula.

We wish to pay our respects by acknowledging the Ancestors, Elders, and relatives of the Ramaytush Community and by affirming their sovereign rights as First Peoples.

E. PUBLIC COMMENTS

To comment prior to the meeting:
Public comments may be submitted in advance of the meeting through the following link: https://bit.ly/boardmeeting03252023 beginning at 3:00 p.m. on Wednesday, February 22, until 3:00 p.m. on Friday, February 24. These comments will be read by all Board members and posted on the District website's 2022-23 Board meetings at:
https://www.ssfusd.org/apps/pages/meetings

Special Meeting comments in-person during the meeting:
In accordance with the law, the Brown Act, **during special meetings, public comments are limited to only those items on the agenda**. Public comments are limited to one to three minutes per individual (per Board Bylaw 9323). Name/address cards are placed in the back of the room to be completed and given to the secretary. The Board President will call upon individuals in random order who have requested to speak. Each person may only speak once, and is required to address the Board from the podium.

INFORMATION/DISCUSSION

1. ADMINISTRATION

a. Board/Superintendent Workshop

The Board and Superintendent will participate in a governance workshop, facilitated by California School Boards Association Consultant, Luan Burman Rivera. This session will cover Board/Superintendent roles and responsibilities and governance practices, including, norms, protocols, and unity of purpose.

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ADJOURNMENT

Pursuant to Government Code 54954.2, Individuals who need special assistance or a disability-related modification or accommodation (including auxiliary aids or services) to participate in this meeting, should contact Nalani Allen-Cantley, Senior Executive Assistant to the Superintendent, at least three working days prior to the meeting at (650) 877-8705. Notification in advance of this meeting will enable the District to make reasonable arrangements to ensure accessibility.

The agenda is available for review at the District's website: www.ssfusd.org (Click on *Board, Meetings*).

A recording is made of the Open Session of each meeting. Telephone--(650) 877-8705, Fax--(650) 588-8113 or e-mail: ncantley@ssfusd.org

Effective Governance/Good Beginnings Workshop

SOUTH SAN FRANCISCO UNIFIED SCHOOL DISTRICT

FEBRUARY 25, 2023 - 9:00 AM - 3:00 PM

LUAN BURMAN RIVERA, CSBA SENIOR GOVERNANCE EDUCATOR/CONSULTANT

Goals of the governance conversation:

1. Discuss Unity of Purpose
2. Develop an Understanding of the Roles and Responsibilities of the Board & Superintendent.
3. Review Norms for Sustaining a Positive Culture
4. Review Protocols for Effective Governance

Individual commitment to a group effort – that is what makes a team work, a company work, a society work, a civilization work." *~Vince Lombardi*	
9:00 – 10:00 AM	• Welcome/Introductions/Overview/Meeting Objectives • Review Meeting Guidelines
10:00 AM – 12:30 PM	• Unity of Purpose Discussion • Working Styles Activity • Discussion about Roles & Responsibilities – Review of Bylaws (Lunch 12:00 – 12:30 PM)
"Everyone in a complex system has a slightly different interpretation. The more interpretations we gather, the easier it becomes to gain a sense of the whole." *~Margaret J. Wheatley*	
12:30 – 2:45PM	• Continue the Conversation Regarding Roles & Responsibilities • Review/Discuss Norms • Review/Discuss Protocols
2:45 – 3:00 PM	• Recap of the Workshop & Next Steps • Evaluation of Workshop/Adjourn Meeting
"The behavior that is modeled by the leadership profoundly shapes the culture of an organization." *~Dr. Carol Roberts*	

Sample Meeting Guidelines

- We will keep our focus on the best interest of our students.
- We will listen actively to all ideas. / We will listen openly without preparing responses.
- Everyone's opinions count. / We will be open to the ideas of others.
- We will wait to speak until a team member has finished talking. / We will keep our remarks brief and to the point so that all opinions can be expressed.
- Anyone can call a "time out" if s/he feels the need for a break.
- We will communicate openly and honestly with each other.
- We will respect differences. / We will show respect – never dismiss or devalue others.
- We will be supportive rather than judgmental.
- We will give helpful feedback directly and openly.
- All team members will offer their ideas and resources.
- We will build upon the ideas of others and look for common ground. / We will paraphrase for understanding.
- Each member will take responsibility for the work of the team. / We will each be responsible for the success of the meeting – participate equally – address concerns.
- We will respect team meeting times: start on time, return from breaks promptly, avoid unnecessary interruptions.
- We will stay focused on our goals and avoid getting sidetracked.
- When we have a difference of opinion, we will debate the facts of the situation and avoid personalities. / We will address process -- not personalities.
- We will all work to make sure there are no hidden agendas and that all issues and concerns can be dealt with openly by all members.
- We will work toward the future – learning from the past.

WORKING STYLES QUESTIONNAIRE

This is not really a quiz; there are no right or wrong answers. The purpose of this diagnostic is to get an idea of your dominant working style. In answering these questions you should place yourself into a governance team situation. Don't over think your responses, answer according to what most seems like you. "1", "2", "3", and "4". Please rate each statement and order your responses. The number "1" should be the response that best describes you and the number "4" being the response that least describes you. To some degree, you may find that you like all of the answers; you must rank each of the questions.

1. When performing a job, it's most important to me to:

A._____ Do it correctly regardless of time involved
B._____ Set deadlines and get it done
C._____ Work in a team, cooperatively with others
D._____ Demonstrate my talents and enthusiasm

2. The most enjoyable part of working on a job is:

A._____ The information you need to get it done
B._____ The results you achieve when it's done
C._____ The people you meet or work with
D._____ Seeing how the job contributes to future progress

3. When I have several ways to get a job done, I usually:

A._____ Review the pros and cons of each way and choose
B._____ Choose a way that I can begin to work on immediately
C._____ Discuss ways with others and choose the one most favored
D._____ Review the ways and follow my "gut" sense about what will work best

4. In working on a long term job, it's important to me to:

A._____ Understand and complete each step before going on to the next step
B._____ Seek a fast, efficient way of completing it
C._____ Work with others in a team on it
D._____ Keep the job stimulating and exciting

5. I am willing to take a risky action if

A._____ There are facts to support my action
B._____ It gets the job done
C_____ It will not hurt other's feelings
D._____ It feels right for the situation

WORKING STYLES SCORING GRID

Transfer the answers from the working styles questionnaire on to the scoring grid by entering the numbers for each letter going across the page. Next add up columns and record the answer in the space provided. The lowest score is your dominant style. In the case of a tied score you will pick the working style that is more like you.

1. A_____ B_____ C_____ D_____

2. A_____ B_____ C_____ D_____

3. A_____ B_____ C_____ D_____

4. A_____ B_____ C_____ D_____

5. A_____ B_____ C_____ D_____

TOTALS: A_____ B_____ C_____ D_____

Analytical Driver Amiable Expressive

WHAT EACH STYLE BRINGS TO THE TABLE ...

A	Analytics	Thoroughness	Brakes Protects from mistakes Wealth of data
B	Drivers	Action	Focused Get job done Organized Keep Timelines Discipline
C	Amiables	Process	Sensitivity Attention to process Inclusive Build consensus Inquiry skills
D	Expressives	Vision	Create hope High creativity Humor Think out of the box See big picture

Making the Most of Your Working Style

OTHER STYLE ↓ / YOUR STYLE →	A. Analytical	B. Driver	C. Amiable	D. Expressive
A. Analytical	A deadly combination, run for your nearest driver! Establish priority of tasks to be done. Commit to firm timeframes for your work and stick to them.	Take a deep breath, relax and slow down. With analyticals, you need to demonstrate that you have considered *all* (okay, *most*) options or outcomes before moving ahead.	Cut short the social hour, and get right down to the specifics. The more information you have to support your position the better.	Translate your vision into specific tasks or goals involve analytical in research and developing the details or the plan of action.
B. Driver	Organize your work around major themes; prepare "executive summaries" with headings or bullets that state the conclusions first and supporting data and analysis second.	Get a car with good set of brakes, because you will need them! Before revving up and driving over a cliff, remind each other of your similarities and your need to adopt qualities of the other styles.	Put on your thick skin, don't take anything personally. Getting results is what counts with drivers, be decisive and dynamic. Emphasize the bottom line.	Take time to think about what your vision really is; translate it into action steps with objectives and timelines.
C. Amiable	Start off on a personal note, gravitate to project specifics and expectations. Emphasize the greater good of the project.	Spend time up front gaining trust and confidence; be charming and inclusive. Be sure to be specific about deadlines, even when it seems obvious.	Laugh with each other about how important being warm and fuzzy is. Then focus on what we really need to accomplish here; then do it.	Tell them how important the team concept is to making your vision a reality. Give the amiable the job of building the team to make the dream come true.
D. Expressive	Jazz up your presentation, try to think of the BIG picture, involve the expressive in developing the "vision" or marketing of the plan.	Be patient and try to work with a flip chart to harness creative spirits. Emphasize time lines and due dates. Build in flexibility to allow the free reign of creativity	Charm the expressive with your appreciation of their vision and creativity. Harness this energy to deal with the pesky, but important details that only they can address...	Now that you have discovered the solution to world hunger, find someone who can actually make it happen.

Success for Each and Every Student
Fulfilling Responsibilities
Set the direction
Strategic goals
Establish the structure
Create supportive environment
Ensure accountability
Demonstrate community leadership
District Functions
Setting the district's direction
Student achievement
Finance
Facilities
Human resources
Policy
Judicial review
Collective bargaining
Community relations
Advocacy
Team Governance Mindset
Roles and responsibilities
Unity of purpose with moral imperative
Governance principles
Positive governance culture (norms)
Supportive structures, processes, and protocols
Transition to Collaborative Partnerships
Individual Governance Mindset
Mindfulness
Systems thinking
Preparation
Deep learning
Strategic focus
Manner
Commitment
Confidentiality
Effective Governance System
csba
California School Boards Association
Current Trends and Issues in Public Education

csbagcs Governance Consulting Services

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PUBLIC EDUCATION IN THE UNITED STATES

Introduction

Effective governance is an **ongoing** process that requires understanding and continual, respectful, open, honest conversations. This workbook is a helpful tool for Boards as they delve into this process and is intended for use during "Good Beginnings" and "Effective Governance" sessions. It is also a valuable resource for Governance Teams as they continue to refine their work on building an effective team following their workshop.

This document contains research and information on effective governance and the four pillars of an effective team:

- Unity of Purpose
- Understanding Roles and Responsibilities
- Positive Governance Culture (Norms)
- Supportive Structures and Processes (Protocols)

Developing a Governance Framework – The Four Pillars of an Effective Team

Exceptional boards add significant value to their school district. Good governance requires the board to balance its responsibility of providing strategic leadership with its responsibility as an oversight body charged with holding the district accountable to the community. The difference between acceptable and exceptional boards lies in thoughtfulness and intent, action and engagement, knowledge and communication.

There are four pillars to the effective governance of any organization. Based upon common understandings and agreements within these four dimensions, a governance framework documents how the board and superintendent agree to provide governance leadership in support of enhanced student learning and achievement as defined by the beliefs, mission, vision, priorities and goals of the district of education.

The four pillars to document in a governance framework are:

1. Governing as a unified team with a common purpose.

The foundation of effective governance for any organization is the common focus shared by governing board members, a focus that transcends their individual differences in order to fulfill a greater purpose. Unity of purpose in a school district is a collective focus: the core principles, beliefs, and overarching goals governance team members hold in common about children, learning, the school district and public education. Unity of purpose exists when the commitment to achieving these goals becomes the guiding principle for all trustees and the superintendent.

2. Roles and responsibilities of the board and superintendent.

The second essential element of effective governance is defining roles and responsibilities and working with commitment, passion and leadership within those roles. Exceptional governance teams value and respect their essential roles, reach common understanding of the distinct duties and responsibilities of the board and superintendent, and strive to operate within them. A sound, cohesive partnership between the board and superintendent results in a powerful strategic leadership team that builds a positive school district environment focused on enhancing student learning and achievement while earning the respect and support of the staff and community.

3. Norms to create and sustain a positive governance culture.

Effective boards develop a set of 'governance norms' that outline the behavioral expectations for participation. These norms support a climate within which differences of opinion are civilly and safely shared and promote a dialogue through which consensus is reached. A positive governance culture is one that is participatory, consensus oriented, accountable, transparent, responsive, effective, efficient, equitable and inclusive. Each governance team should decide on the norms that will be most helpful for them.

Some common norm topics are:

- Operating in a climate of trust and respect
- Maintaining honest and open communication
- Conducting effective deliberation

- Implementing sound decision-making
- Managing conflict among team members

4. Protocols to facilitate governance leadership.

Perhaps the most important governance principle is agreement on the procedures that the board and superintendent will utilize to govern the district. Exceptional boards make governance intentional and invest in structures and practices that can be thoughtfully adapted to changing circumstances. Protocols are tools grounded in mutual understanding of respective roles and responsibilities, and strengthen the capacity of the board to engage in constructive relationships with staff and the community in support of students and learning. Explicit protocols, agreed to and upheld by the board and superintendent, provide transparency and stability in the governance relationship as the board carries out its role and responsibilities. Protocol needs will vary from district to district.

Some common protocol topics are:

- Adding items to the board meeting agenda
- Obtaining answers to questions on board meeting agenda items
- Bringing up new ideas
- Communication among governance team members
- Visiting schools
- Responding to community or staff concerns or complaints

We hope that the information contained in this document will assist you as you work to strengthen your leadership and governance skills, as well as, continue to build your Governance Team on behalf of the students in your district.

An American Imperative: Public Education – NSBA

EXCERPT FROM: NSBA: "AN AMERICAN IMPERATIVE: PUBLIC EDUCATION" PUBLISHED IN THE SPRING/SUMMER 2004 ISSUES OF NSBA'S POLICY RESEARCH BRIEF SERIES.

What public education in America means
• A tuition-free education for all students. • The promise of equal educational opportunities no matter race, religion, or ability. • A commitment to high standards and high expectations for all students. • A system of governance that ensures public accountability. • A benefit to society by teaching democratic principles and common values.

For many, the term public education conjures up the image of a neighborhood school that is open to all children in a community. As powerful as that image is, other characteristics also define public education and give even greater value to the unique role it plays in achieving and reflecting American ideals. Public education means a tuition-free, publicly funded system that must provide an education to each child in a neighborhood school within a publicly governed school system. The academic standards, the teachers and administrators, the values and methods of operation employed in these schools are all subject to oversight and direction by public policy-making bodies. The rights of students and parents are legally defined and are enforceable by the courts.

Public education means that a wide range of decision-making resides at the community level through the operation of locally elected school boards and through other avenues of direct citizen participation in the schools. Public decision-making also occurs through the election of state and congressional representatives, as well as, the various publicly accountable agencies designated to carry out specific school functions.

Public education also means a system in which parents and the general public can obtain detailed information about their schools and be involved in school activities.

What would education and society in America be like if these principles weren't at the core of what is meant by public education? What if education were

turned over to publicly funded schools that did not have to adhere to these principles? Which of these principles would be eliminated? Which children would be left behind?

Education for All in 21st-century America; education is the key to success. Only the public schools are legally required to accept and retain all students, no matter their race, no matter their religion, no matter their educational attainment, social class, family income, special needs, or personal characteristics. Only the public schools must guarantee that — within a legally enforceable range — the amount spent on each student will be equal from school to school within communities and across the state where those students reside.

Why School Boards? *

FIVE REASONS FOR LOCAL CONTROL OF PUBLIC EDUCATION

Are school boards necessary?

Should the present governance structure of our nation's public schools remain in place?

The answer to both questions is, unequivocally, yes. No one questions why planning boards, municipal governments, and state legislatures exist. And yet, some people advocate turning over control of school governance to those same bodies, saying we should let someone else take charge of our children's future.

School boards, elected or appointed by their communities, represent the community's beliefs and values. Who better than these community representatives to shoulder the responsibility for preparing children to live productive and satisfying lives?

* "Reproduced with permission. Copyright © [2009], National School Boards Association. All rights reserved."

Consider these five reasons that the school board, which represents your community's beliefs and values, should be the decision maker in today's schools:

1. Your school board looks out for children – first and foremost. Education is not a line item in your school board's budget – it is the *only* item.

2. Your school board is the advocate for your community when decisions are made about your children's education. The school board represents the public's voice in public education, providing citizen governance for what the public schools need and what the community wants.

3. Your school board sets the standard for achievement in your district, incorporating the community's view of what students should know and be able to do at each grade level. Your school board also is responsible for working with the superintendent to establish a valid process for measuring student success and when necessary, shifting resources to ensure that the district's goals are achieved.

4. Your school board is accessible to you and accountable for the performance of the schools in your district. If the schools are not producing, it is your right as a voter to select new board members who will see to it that your students and your schools succeed.

5. Your school board is your community's education watchdog, ensuring that taxpayers get the most for their tax dollars. Public education is a $423 billion business. In the majority of districts, school boards have taxing authority. That direct oversight – and responsibility – should not be given to politicians whose first priority is something other than education.

The Leadership Role of School Boards

Citizen oversight of local government is the cornerstone of our American democracy. It is the foundation that has lasted through the turbulent centuries since our nation came into being, despite increasing challenges to and demands on our local government systems.

School boards today govern a system that has higher and higher expectations for its students, that must address a tremendous diversity of student needs, and

that by and large is inadequately funded. Furthermore, the full complement of the nation's social, economic, and environmental ills appears at our classroom doors in one form or another.

In order to perform this job, the contemporary school board member must command a deep understanding of governance in all its complexities. However, even mastery of content is not enough. Board members must also carry out their responsibilities in an extremely difficult, politically charged environment. They are expected to confront the community's economic and social problems as they are reflected in the classroom, rise above political pressures, and govern in a highly ethical and professional manner. The responsible exercise of power within the authority granted by law is the ultimate challenge to any individual board member.

Defining the Role of the Board

There are certain core decision-making functions that are so fundamental to a school system's accountability to the public that, in our system of democracy, they can be performed only by an elected governing body. They are:

- the establishment of a long-term vision for the school system;
- the establishment and maintenance of a basic organizational structure for the school system, including employment of a superintendent, adoption of an annual budget, adoption of governance policies,
- The creation of a climate that promotes excellence for students and staff;
- the establishment of systems and processes to ensure accountability to the community, including fiscal accountability, accountability for programs and student outcomes, staff accountability, and collective bargaining; and
- Advocacy on behalf of children and public education at the community, state, and national levels.

GOVERNING EFFECTIVELY

The way a board governs affects its ability to come to consensus about the direction for the district, its effectiveness in establishing a positive climate that achieves the best from its staff, and its credibility as an advocate for the district and for children. CSBA has identified several characteristics that effective board members have in common.

- Effective board members have a clear understanding of their duties and of their central, powerful role of providing leadership to ensure the quality of education. They are also aware that power flows from the community, through them, to the school system and that they are accountable to the community and society at large.

- Effective board members understand the importance of teamwork. They realize that progress can be made only by the board, as a whole and that no one individual board member has any authority outside of the governance team.

- Effective board members adopt a positive attitude in the conduct of their business. They exhibit support for the district's programs and staff, particularly in public, and work through established channels to effect change.

- Effective board members understand, appreciate, and respect the role of the superintendent, the district staff, and all other members of the community. They listen to their colleagues' and constituents' concerns. They realize that demonstrating a respectful attitude enhances the image of the board as a professional body and serves to build staff morale and a climate for excellence system wide.

- Effective board members establish an environment of trust within the board and the district. They are confident that they have a staff they can rely on to do the best job. They have established an accountability system that enables them to concentrate on outcomes, not on methods and procedures.

- Effective board members understand the importance of open and honest communication with everyone. They recognize that clear communication about their expectations and desires is more likely to result in their goals being met, while lack of communication can lead to mistrust, suspicion, and unmet goals.

- Effective board members carry out their responsibilities with a high level of professionalism. They understand that their behavior sets a tone for the entire system. They recognize that professional behavior by the board communicates the importance and the seriousness of their role.

- Effective board members operate with fairness, firmness, stability, and consistency. They establish policies, programs, and procedures that are fair and equitable to staff and students and operate in a stable and consistent manner. They understand that fairness promotes harmony and trust.

The Importance of Boards

School boards are truly the leaders of local school systems. The four-part definition of their responsibilities - setting the vision, establishing a supportive structure, ensuring accountability, and engaging in advocacy on behalf of children - assigns them a powerful role. It is clear from this definition that boards are essential to the success of education reforms. They have a responsibility to be the "truth tellers," to consider the "big picture" in terms of meeting the needs of all students in the district, and to initiate and enact meaningful reforms that improve student outcomes. In these ways, school boards are leading our schools and our students into the next century.

Because boards are so powerful, board members need clear role definitions and training to understand the complexities of their job and to keep up with critical education issues and new developments. If boards are to demand excellence of others, they must meet the highest standards themselves. Unfortunately, the political climate in many communities makes it difficult for boards to invest in their own professional development. However, it is unfair to expect a board member to step onto the board the day after the election and know everything there is to know about the board's role. Improving the effectiveness of boards, therefore, may need to begin with an acknowledgment that an effective board contributes to the quality of education in the community and that board members, like the staff, need and deserve to participate in continuing education.

School boards are an American institution and provide local representation in a system that is of great interest and importance to Americans - the one that educates our children and prepares them to be productive citizens. Good local school boards who get parents and community really involved are more important than ever.

WHAT IS SCHOOL DISTRICT GOVERNANCE?

> *Locally elected school board members provide citizen oversight of the community's schools and protect the public's interest in preserving a free and equitable public education system in the United States.*
>
> *<u>When governing effectively ...</u>*
>
> *School boards ensure success for all students by providing strategic, visionary leadership, and maintaining a consistent focus on success for all students. School boards conduct the business of the district by making decisions that support the accomplishment of the district vision, mission and goals, align district systems and resources, ensure the long-term fiscal stability of the district, and fulfill legal requirements.*
>
> *<u>In order to govern responsibly ...</u>*
>
> *Boards must act collectively and openly, be guided by community interests, and informed by recommendations of the superintendent and professional staff.*

Good governance is significant in being not just focused on performance effectiveness, but also includes ethical work behaviors and practices. Boards of Education and the Superintendent must work together to define the following principles that are essential in order for good governance to occur:

- Accountability
- Transparency
- Integrity
- Stewardship

- Efficiency
- Leadership

Understanding and agreeing on what these principles mean and how they apply to individuals on the board, the board as a whole, and to the superintendent and district staff is important. Developing policies, and norms and/or protocols that guide the board, (individually and collectively), the superintendent, and the school district's work in each of these principle areas is essential if good governance is to occur.

The key challenge is the need to balance compliance with performance, while maintaining efficiency and ethical behavior and, at the same time, recognizing the importance of completing the necessary work, and accomplishing the vision, mission and goals of the school district on behalf of the students that are served.

IOWA LIGHTHOUSE STUDY

The focus of the study was to determine:

1. *Do school boards really make a difference in student achievement?*
2. *Are they too far removed from classroom action to impact how well all students learn?*

The research team analyzed student achievement data to see whether or not a correlation could be made between the work of boards of education and improved student achievement. This research project became one of the first studies to make a credible research-based connection between the work of the school board and student achievement.

FINDINGS

The results show that school boards in districts with high student achievement:

- Consistently expressed the belief that all students can learn and that the schools can teach all students.
- Were far more knowledgeable about teaching and learning issues, including school improvement goals, curriculum, instruction, assessment and staff development.
- Used data and other information on student needs and results to make decisions. The high-achieving boards regularly monitored progress on improvement efforts and modified direction as a result.
- Created a supportive workplace for staff.
- Involved their communities. Board members identified how they connect with and listen to their communities and focused on involving parents in education.

The belief structure of the board and the district also have a significant effect on student achievement. In fact the evidence was dramatic just how much attitudes and beliefs drove success in school districts. In systems where the expectations were low, the results were correspondingly low.

It was found that building a strong working relationship between the board and its superintendent is integral to the success of the district. Boards and superintendents must rely upon positive trusting relationships to enable them to play effective, interdependent leadership roles, to examine and challenge each other's views, to study data and confront existing realities, to ask probing questions, and to scrutinize each other's performance in ways that strengthens and mobilizes the entire leadership team.

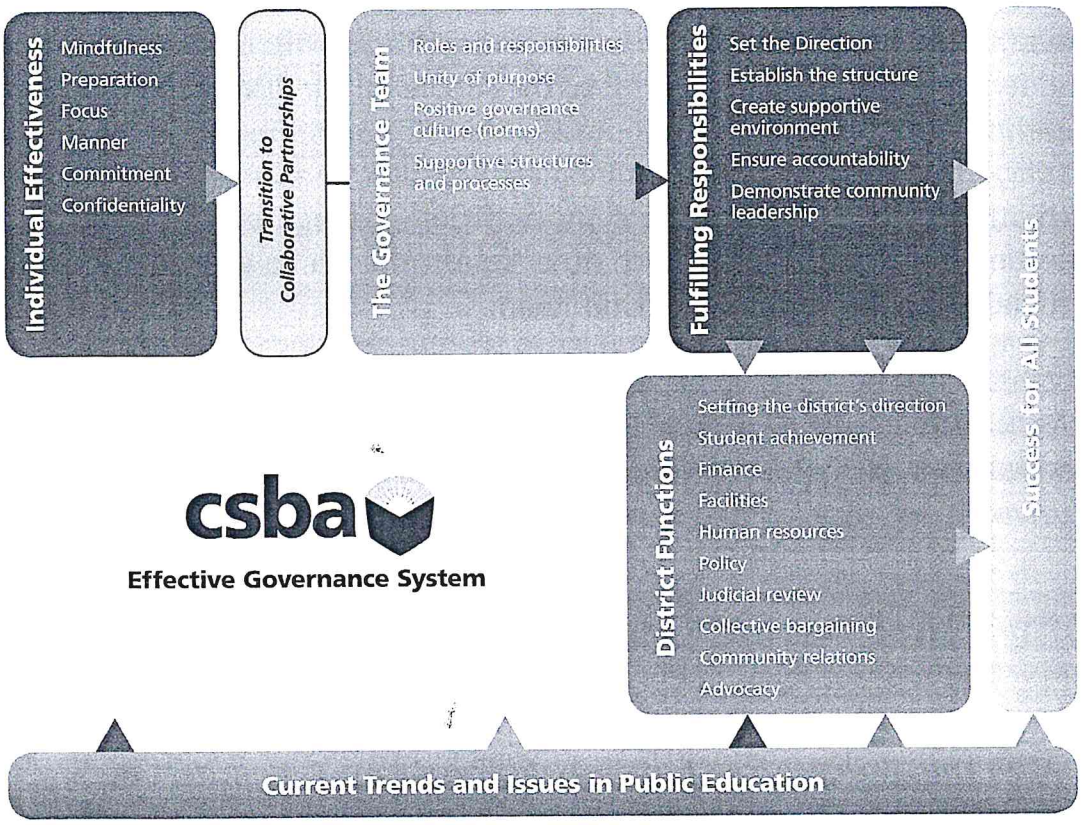
EXCERPTS FROM THE WORK OF: DELAGARDELLE, M. (2008). THE LIGHTHOUSE INQUIRY: EXAMINING THE ROLE OF SCHOOL BOARD LEADERSHIP IN THE IMPROVEMENT OF STUDENT ACHIEVEMENT. IN T. ALSBURY (ED.), THE FUTURE OF SCHOOL BOARD GOVERNANCE: RELEVANCY AND REVELATION. BLUE RIDGE, PA: ROWMAN & LITTLEFIELD.

Why Think About Governance?

"Each of us must come to care about everyone else's children. We must recognize that the welfare of our children and grandchildren is ultimately linked to the welfare of all other people's children. After all, when one of our children needs life-saving surgery, someone else's child will perform it. If one of our children is threatened or harmed by violence, someone else's child will be responsible for the violent act. The good life for our own children can be secured only if a good life is also secured for all other people's children."

Lillian Katz, International Leader in Early Childhood Education

The CSBA Effective Governance System



Seven (7) components of the Effective Governance System:

1. Individual Effectiveness
2. Transition to Collaborative Partnerships
3. The Governance Team
4. Fulfilling Responsibilities
5. District Functions
6. Trends and Issues
7. Success for ALL Students

Elements of Effective Governance

There are three elements to the effective governance of any organization.

The **first dimension** refers to the individual – on a school board – the individual board member. Effective governance of school districts requires that boards govern, not individuals. Because school boards are made up of separately elected community leaders, successful board members have a mindset that is a prerequisite for effective governance. Their focus is always on the success of each student in the district. They are mindful at all times of the role and responsibilities of the school board, and they understand the characteristics of effective governance; they are always focused on the strategic goals of the board and the district, they do not allow themselves to become distracted; they pay attention to their manner, understanding that how they govern is as, or more, important than what they say and do; and they do their homework, choosing to always be prepared and informed so they can fully carry out their responsibilities on the board.

The **second dimension** of effective governance, relates to the operation of the governing body itself. Effective governing bodies are characterized by four principle dynamics. They have a defined unity of purpose, coalescing around common beliefs and values, and working towards the same outcomes and goals. Unified does not mean uniform; it does not imply lack of diversity of opinion or philosophy. Quite the contrary, the most unified boards are often the most dynamic and are sources of rich dialogue that takes into consideration a wide variety of points of view. Secondly, effective boards understand their role and their responsibilities. Not only do they understand them, they agree as a board to operate within their role in carrying out their responsibilities.

Effective governing bodies maintain a positive team culture. They understand each other and treat everyone with dignity and respect. When necessary they agree to disagree, but do so in a civil and respectful manner. They model civic behavior and responsibility. Effective governing bodies operate with clearly established and articulated norms and protocols that create the foundation for the effective governance of the school district.

The **third dimension** of effective governance is understanding the specific responsibilities of the school board. The board carries out five responsibilities in every function within the school district:

1. Setting the Direction,
2. Establishing the Structure,
3. Creating a Supportive Environment,
4. Ensuring Accountability and
5. Demonstrating Community Leadership.

While always being aware of the current trends and issues affecting education and the decisions the board must make.

THE FOUR PILLARS: DEVELOPING A GOVERNANCE FRAMEWORK

A Team is...

A group of people with different backgrounds, skills, personalities and styles with a common purpose, who are working together to achieve clearly identified goals.

Working as an Effective Governance Team

To effectively focus all district efforts on learning and achievement for all students, a governance team needs to consider the four pillars of an effective governance team: A unity of purpose, a mutual understanding of roles and responsibilities, positive working relationships, and supportive structures and processes. One of the chief ways a governance team can strengthen or maintain its effectiveness is to periodically assess its own performance in these areas.

Unity of Purpose

Unity of Purpose is a common focus, super-ordinate goals, the values and beliefs governing body members share in common about children, the school district and public education that help them transcend their individual differences to fulfill a greater purpose.

Roles and Responsibilities

Effective teams value and respect their essential roles, come to common understanding on the roles of the board and superintendent, and strive to operate within them.

Positive Governing Body Culture (norms)

Culture is the positive or negative atmosphere created by the way people in an organization treat each other. Teams have unwritten, (implicit), or written, (explicit), agreements about how they will behave with each other and others. These behavioral ground rules, often called norms, enable teams to build and maintain a positive culture or shift a negative one.

Supportive Structure and Process (protocols)
Effective teams discuss and agree on the formal structures and processes used by the board and superintendent in their functioning as a team (e.g., agenda structure, visiting schools, handling complaints or concerns from the community, bringing up a new idea, how to handle complex community issues). Protocols are the processes followed by the board and superintendent as they work together to govern the district. Protocols explain how they do business.

PILLAR 1: UNITY OF PURPOSE

Unity of Purpose - A Definition

Unity of purpose is the common focus, overarching goals, and the core values, beliefs and principles governing body members share in common about children, the district, and public education.

A unity of purpose is a clear and unambiguous sense of purpose that becomes the inspiration for all district efforts and the lens through which those efforts are viewed. It is an all-embracing sense of what the district is, what it stands for, and how the district functions. Unity of purpose conveys the values that guide behavior, defines the character of relationships, and frames the style and culture of the school district. It represents the super ordinate goal that transcends individual agendas and special interests.

Having a unity of purpose demonstrates that governing board members care most of all about what is best for all students and understand that they must identify common ground in order to provide focused leadership and direction to the district. They have a commitment to a common district vision and goals, and to principle centered district policies. A defined unity of purpose focuses board members on desired end results and supports their ability to display a singular focus on achieving those results.

The purpose of agreed upon belief statements is to guide both behaviors and decisions. The power of a unity of purpose derives from its ability to capture the hearts and minds of an organization's members by setting forth a set of shared principles and beliefs that are both uplifting and motivating.

In all relationships, dealings and transactions school boards and superintendents should act with integrity, openness, respect and honesty. Through these guiding principles the governing body strives to earn and convey trust. The team retains public trust through efficient cost effectiveness and stewardship of resources.

Governing bodies work most effectively when they have a rational and purposeful framework to focus and guide their work. A unity of purpose helps team members transcend their differences to fulfill a greater purpose.

Identifying Unity of Purpose

The following questions might be discussed as a starting point in identifying unity of purpose. Being able to determine some collective agreement in the answers to these questions will enable the board and superintendent to define a unity of purpose – an essential condition for effective governance leadership.

- *Why is it important to serve as part of this governance team?*
- *What do we value and believe in about the work of school boards, public education, and the students we serve?*
- *Who Are We? What is our Purpose? To Whom Are We Responsible?*
- *What are we most proud of about the District? What do we want to make sure we preserve, protect, cherish and keep at all costs?*
- *What do we want to accomplish as a governing body?*
- *What do we want our governing body to stand for? How do we wish to be perceived by our community?*
- *What legacy do we want our team to leave?*

Once the governance team understands the shared beliefs among the team, it is important to discuss how the governance team's actions and behaviors will model and teach the beliefs by example. Reflecting on the questions below will assist the team to identify specific ways to make sure that the shared principles are in evidence as the board and superintendent carry out their respective responsibilities.

- *How will our work reflect our shared beliefs and principles?*
- *How will we ensure that we are modeling those beliefs to the community?*
- *When we have a tough decision to make, will we always err on the side of our shared principles and beliefs?*
- Fill in the blank:
  We always want the community to be able to say _____ about the way the Board of Education does our work.

PILLAR 2: ROLES AND RESPONSIBILITIES

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

There are important distinctions to be made between the board's role and responsibilities and those of the superintendent and staff. Boards and superintendents must team together to ensure a district has effective leadership. Just as board members should govern and not manage a school district, superintendents should not administer a district in isolation from the representatives whom the public has entrusted with the schools. School board "trustees" are the representatives of the people, elected to ensure a community's schools educate the community's children in accordance with the wishes of the local community.

Board members have collective, not individual authority. Authority to make decisions is only granted to the board as a whole. The full board gives direction to the superintendent, through decisions reached at board meetings. Individual board members do not have the authority to direct the superintendent unless otherwise agreed to by the board and superintendent.

The responsibility of the school board is not to run the schools, but to see that the schools are well run. When a board member inadvertently takes over the staff role, he is in essence vacating his board seat and effectively undercutting his ability to govern. He is forfeiting his ability to hold the superintendent responsible for the way the board's policy direction is translated into action by the professional staff.

How can the board support the superintendent in carrying out his/her responsibilities?

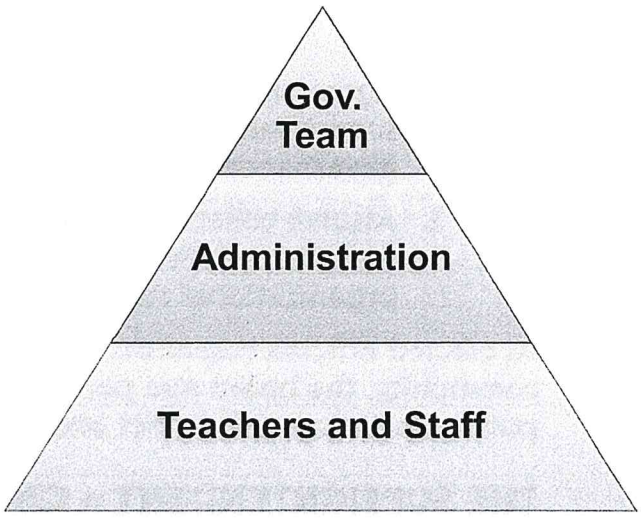
How can the superintendent support the board in carrying out its responsibilities?

Role of the Board / Superintendent / District Staff

The school board works collaboratively with the superintendent and school district staff to see that the best possible education is provided to district students. Three distinct roles are required within the district to make this happen: *

The Board: strategic role

Transformational change: sets the direction: a strategic charge or target for change, and holds the system accountable for results



Administration: tactical role

Planning, alignment, *logistics, resources etc. – bridge between transformational and transitional change role*: creates and launches plans to meet the strategic charge

Teachers and Other Staff: operational role

Do the actual work

Transitional change: Carry out the plans to achieve the intended results

All three of these roles have to be aligned and integrated. None of the roles can be successful without the others. The Superintendent is the link between the roles: supports the Board's governance responsibilities, and as the District's Chief Administrative Officer, works with administration to see that plans are developed in alignment with the vision, and oversees district staff to see that district work is carried out in ways that will achieve the ultimate intended results.

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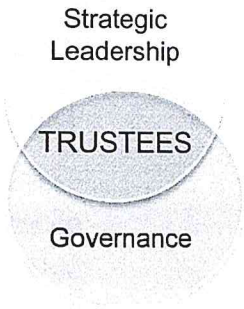
* *Adapted from: Mark Van Clay and Perry Soldwedel, School Board Fieldbook – Leading With Vision (©Solution Tree Press, 2009) 13*

The Board and Superintendent Working Together

THE BOARD = REPRESENTATIVE GOVERNANCE

School board TRUSTEES are the representatives of the people, elected to ensure the district schools educate the children in consideration of the interests of the local community. The school board works with the superintendent in order to GOVERN effectively:



1. Agree on a framework within which the board and superintendent can work productively together as a governance team.
2. Assume collective responsibility with the superintendent for building unity and creating a positive organizational culture in order to govern effectively.

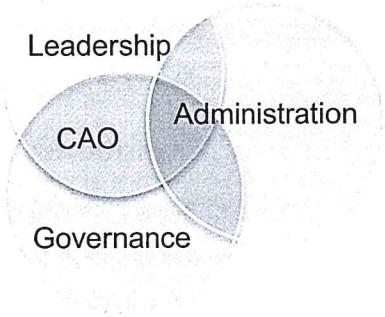
As elected officials responsible for the education of the youth of the community, the board also performs a LEADERSHIP role on issues that affect public education, the district and students.

THE SUPERINTENDENT = CHIEF ADMINISTRATIVE OFFICER

SUPPORTS

The board's ability to GOVERN effectively:

The superintendent works with the school board to see that the district is governed effectively:



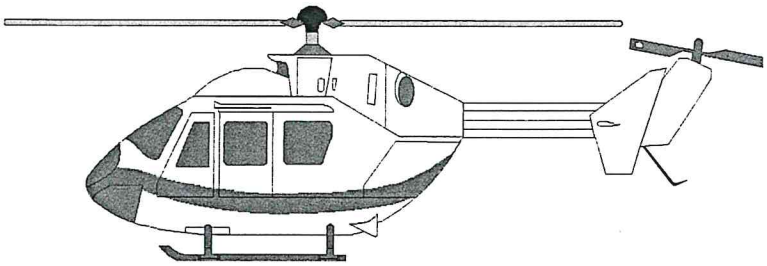
1. Agree on a framework within which the board and superintendent can work productively together as a governance team.
2. Assume collective responsibility with the board for building unity and creating a positive organizational culture in order to govern effectively

CHIEF ADMINISTRATIVE OFFICER:

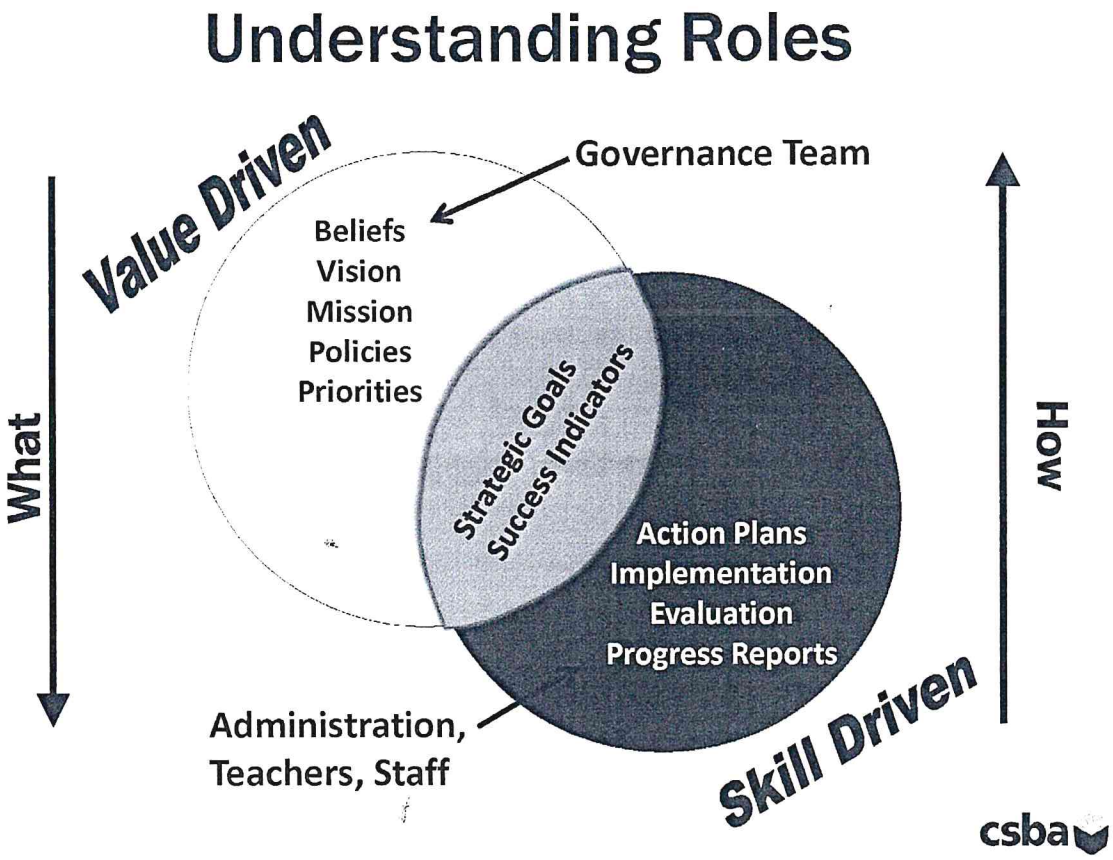
The superintendent sees that board direction is carried out and manages the day-to-day operations of the district.

As the educational leader for the district, the superintendent performs a LEADERSHIP role on issues that affect the district and the education of the children in the schools.

The Big Picture View



Why is it important for school board members and the board as a whole to maintain the "big picture" view of the school district?



The roles and responsibilities of the board and superintendent are defined in board bylaws (BB), and board policies (BP):

BB 9000: The Role of the Board

BB 9200: Limits of Board Member Authority

BP 2000: Administration Concepts and Roles

BP 2110: Duties and Responsibilities of the Superintendent.

Role and Responsibilities

CSBA SAMPLE BOARD BYLAW

Role of the Board **BB 9000**

The governing board has been elected by the community to provide leadership and citizen oversight of the district. The Board shall ensure that the district is responsive to the values, beliefs, and priorities of the community.

The Board shall work with the Superintendent to fulfill its major responsibilities, which include:

1. Setting the direction for the district that involves the community, parents/guardians, students, and staff and is focused on student learning and achievement.

2. Establishing an effective and efficient structure for the district by:

    a. Employing the Superintendent and setting policy for the hiring of other personnel

    b. Overseeing the development and adoption of policies

    c. Establishing academic expectations and adopting the curriculum and instructional materials

    d. Establishing budget priorities and adopting the budget.

    e. Providing safe, adequate facilities that support the district's educational program

    f. Setting parameters for negotiations with employee organizations and ratifying collective bargaining agreements

3. Providing support to the Superintendent and staff as they carry out the Board's direction by:

    a. Establishing and adhering to standards of responsible governance

    b. Making decisions and providing resources that support district priorities and goals

c. Upholding Board policies

d. Being knowledgeable about district programs and efforts in order to serve as effective spokespersons

4. Ensuring accountability to the public for the performance of the district's schools by:

   a. Evaluating the Superintendent and setting policy for the evaluation of other personnel

   b. Monitoring and evaluating the effectiveness of policies

   c. Serving as a judicial (hearing) and appeals body in accordance with law, Board policies and negotiated agreements

   d. Monitoring student achievement and program effectiveness and requiring program changes as necessary.

   e. Monitoring and adjusting district finances

   f. Monitoring the collective bargaining process

5. Providing community leadership and advocacy on behalf of students, the district's educational program, and public education in order to build support within the local community and at the state and national levels.

The Board is authorized to establish and finance any program or activity that is not in conflict with, inconsistent with, or preempted by law. (Education Code 35160)

Role of the Board **BB 9000**

The County Board of Education provides leadership and citizen oversight for educational programs and services operated by the county office of education (COE), including services provided to school districts and the community. The primary objective of the County Board is to work with the County Superintendent of Schools to establish the direction and priorities for the COE and to provide leadership to support the success of public education.

To fulfill its objective, the County Board shall:

1. Collaborate with the County Superintendent to ensure implementation of the shared vision, goals, and policies of the COE
2. Adopt and update policies for its own governance and for programs under the statutory authority of the County Board
3. Ensure accountability for student learning in schools and programs under the statutory authority of the County Board
4. Adopt the annual budget and review interim reports of the County Superintendent
5. Fix the salary of the County Superintendent in accordance with law and Board Bylaw 9500
6. Acquire, lease, lease-purchase, hold and convey real property for the purpose of housing the offices and the services of the COE
7. Along with the County Superintendent, ensure the provision of a safe and appropriate educational environment for all COE students
8. Conduct appeals on the following actions by district governing boards: student expulsions; interdistrict transfer requests; denials, nonrenewals, or revocations of charter school petitions; and other matters when required by law
9. Maintain a cooperative and supportive working relationship with local school districts, their school boards, and the community
10. Conduct public hearings when appropriate

11. Fulfill responsibilities relating to the Local Control Funding Formula (LCFF), including adopting the COE local control and accountability plan (LCAP) and any revisions and updates to it

12. Consider petitions and provide oversight for charter schools approved by the County Board and fulfill other statutory responsibilities in connection with charter schools

13. Provide community leadership on educational issues and advocate on behalf of students and public education at the local, state, and federal levels

The County Board is authorized to establish, carry on, and finance any program or activity that is not in conflict with, inconsistent with, or preempted by law and does not conflict with the purposes for which the County Board is established.

SAMPLE CSBA BOARD BYLAW

Limits of Board Member Authority **BB 9200**

The Governing Board recognizes that the Board is the unit of authority over the district and a Board member has no individual authority. Board members shall hold the education of students above any partisan principle, group interest, or personal interest.

Unless agreed to by the Board as a whole, individual members of the Board shall not exercise any administrative responsibility with respect to the schools or command the services of any school employee. Individual Board members shall submit requests for information to the Superintendent. Board members shall refer board-related correspondence to the Superintendent for forwarding to the Board or for placement on the Board's agenda, as appropriate.

Individual Board members do not have the authority to resolve complaints. Any board member approached directly by a person with a complaint should refer the complainant to the Superintendent or designee so that the problem may receive proper consideration and be handled through appropriate district process.

A Board member whose child is attending a district school should be aware of his/her position as a Board member when interacting with district employees about his/her child. Because his/her position as a Board member may inhibit the performance of school personnel, the Board member should inform the Superintendent or designee before volunteering in his/her child's classroom.

The Superintendent or designee shall provide a copy of the state's open meeting laws (Brown Act) to each Board member and to anyone who is elected to the Board but has not yet assumed office.

SAMPLE CSBA COUNTY BOARD BYLAW

Limits of Board Member Authority **BB 9200**

The County Board of Education recognizes that it has authority only as unit and that a County Board member has no individual authority. County Board members shall hold the education of students above any partisan principle, group interest, or personal interest.

Unless agreed to by the County Board as a whole, individual members of the County Board shall not exercise any authority with respect to any matter within the jurisdiction of the County Board. In appropriate circumstances individual County Board members may independently submit requests for information to the secretary of the County Board.

Individual County Board members do not have the authority to resolve complaints. Any County Board member approached directly by a person with a complaint should refer the complainant to the County Superintendent or designee so that the problem may receive proper consideration and be handled through the appropriate process. For the purpose of requesting information, County Board members shall also refer County Board-related correspondence to the president and the secretary of the County Board for dissemination to the rest of the County Board or placement on the agenda, as appropriate

A County Board member whose child is attending a school within the jurisdiction of the county office of education (COE) should be aware of his/her role as a County Board member when interacting with COE employees about his/her child. The County Board member should inform the County Superintendent before volunteering in his/her child's classroom.

CSBA SAMPLE BOARD BYLAW

Administration – Concepts and Roles **BP 2000 (a)**

The Governing Board recognizes that district administration performs essential roles and functions in support of student learning including the provision of support and services to schools, as well as, the responsible management of non-instructional operations. The Superintendent or designee may make decisions concerning district operations within the parameters of law and Board policy.

The Superintendent shall provide leadership in developing administrative regulations and organizational structures, decision-making processes, and staff action plans that allow the district to fulfill its vision and goals. The Board also expects the Superintendent to help shape the culture and environment of the district in a manner that focuses district operations on enhancing student achievement, encourages positive relationships within the community, and instills confidence in district schools.

The Board and Superintendent shall work together as a team in the exercise of district governance. The Board and Superintendent shall establish protocols that describe how the governance team will operate, including, but not limited to, agreements regarding Board meeting operations and communications between the Superintendent and the Board.

Because the Superintendent is the only district employee who is directly selected and evaluated by the Board, the Board has a responsibility to ensure that the Superintendent possesses the skills and attributes that best meet the needs of the district.

The Board and Superintendent shall agree upon a system for evaluating the Superintendent, including the evaluation criteria, method, evaluation instrument, process and timeline.

The Superintendent may delegate to other district staff any duties imposed upon him/her by the Board. This delegation shall not relieve the Superintendent of responsibility for actions taken by his/her designee.

Administration - Superintendent's Responsibilities and Duties BP 2110

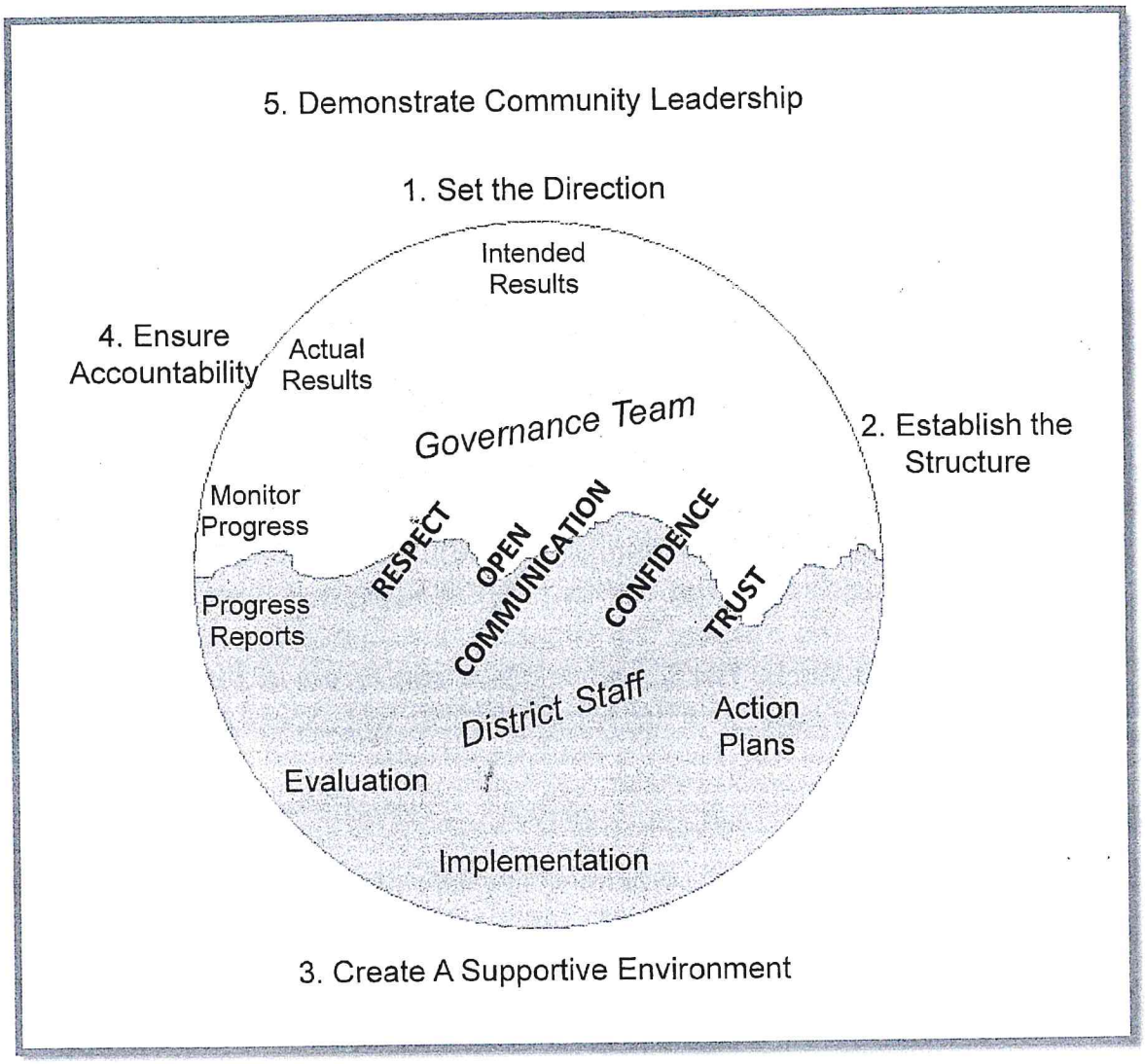
The Governing Board desires to establish a productive working relationship with the Superintendent and to ensure that the work of the Superintendent is focused on student learning and achievement and the attainment of the district's vision and goals. The board also desires to provide a fair basis for holding the Superintendent accountable. The responsibilities of the Superintendent are detailed in law, in the Superintendent's contract, and throughout Board policies and administrative regulations.

The Board shall clarify expectations for the Superintendent at the beginning of every evaluation year.

As the chief executive officer of the district, the Superintendent shall implement all Board decisions and manage the instructional and non-instructional operations of the schools. The Superintendent also serves as a member of the district's governance team and has responsibilities to support Board operations and decision-making.

The Superintendent may delegate any of his/her responsibilities and duties to other district staff, but he/she remains accountable to the Board for all areas of operation under the Superintendent's authority.

The Five Responsibilities of the Board



The School Board has five (5) responsibilities:

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

Performing Responsibilities

The Board sets the direction for the community's schools

Focus on student learning

Assess needs/baseline data

Generate, review or revise setting direction documents (beliefs, vision, priorities, strategic goals, success indicators)

Ensure an appropriate inclusive process is used

Ensure these documents are the driving force for all district efforts

The Board establishes an effective, efficient structure for the school district

Employ the superintendent and set policy for hiring of other personnel

Oversee the development of and adopt policies

Set a direction for and adopt the curriculum

Establish budget priorities, adopt the budget and oversee facilities issues

Provide direction for and vote to accept collective bargaining agreements

The Board demonstrates support through behavior and actions

Act with professional demeanor that models the district's beliefs and vision

Make decisions and provide resources that support mutually agreed upon priorities and goals

Uphold board approved district policies

Ensure a positive personnel climate exists

Be knowledgeable enough about district efforts to explain them to the public

The Board ensures accountability to the public

Evaluate the superintendent

Monitor, review and revise policies

Serve as a judicial and appeals body

Monitor student achievement and program effectiveness and require program changes as indicated

Monitor and adjust district finances

Monitor the collective bargaining process

The Board demonstrates community leadership

Speak with a common voice about district priorities, goals and issues

Engage and involve the community in district schools and activities

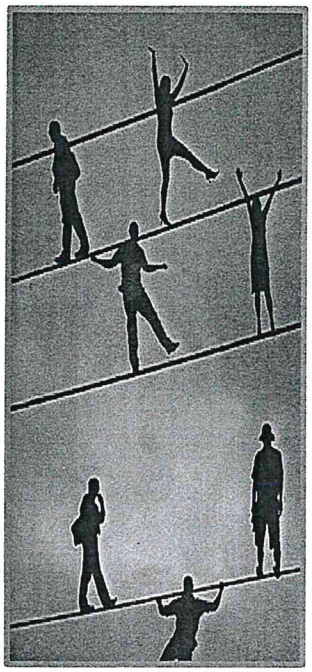
Communicate clear information about policies, programs and fiscal condition of the district

Educate the community and the media about the issues facing the district and public education

Advocate for children, district programs and public education to the general public, community leaders and local, state and national leaders.

Governance is a Balancing Act

- Serving each child
- District beliefs, vision & goals
- District resources
- Laws and regulations
- Stakeholder interests
- Governance team
- Modeling civic responsibility
- Personal beliefs and values



Once elected to serve on a school board - this balancing act defines the areas of focus for the board. This is the balancing act that has to take place every time the board considers a new idea, program, or agenda item. The governance team is the only entity that can perform this balancing act - no one else has that responsibility.

Sometimes before the board can establish the criteria for decision-making, there are other issues that have to be considered:

- Is there district history or politics that have to be factored into the conversation?
- Does the board have sufficient background information for discussion?
- What is the important data that should be considered?
- Who are the people who will be involved/affected by the situation?
- What is a reasonable timeline?
- How are we going to communicate with stakeholders as we move ahead?

How does the balancing act define the school board's role?

How can the balancing act assist individual board member decision-making?

9000 Series – CSBA Sample Board Bylaws

Number	Title
9000 BB	Role of the Board
9005 BB	Governance Standards
9010 BB	Public Statements
9011 BB	Disclosure of Confidential/Privileged Information
9012 BB	Board Member Electronic Communications
9100 BB	Organization
9110 BB	Terms of Office
9121 BB	President
9122 BB	Secretary
9123 BB	Clerk
9124 BB	Attorney
9130 BB	Board Committees
9140 BB	Board Representatives
9150 BB	Student Board Members
9150 E	Student Board Members
9200 BB	Limits of Board Member Authority
9220 BB	Governing Board Elections
9222 BB	Resignation
9223 BB	Filling Vacancies
9224 BB	Oath or Affirmation
9230 BB	Orientation
9240 BB	Board Development
9250 BB	Remuneration, Reimbursement and Other Benefits
9250 E	Remuneration, Reimbursement and Other Benefits
9260 BB	Legal Protection
9270 BB	Conflict of Interest
9270 E	Conflict of Interest
9310 BB	Board Policies
9320 BB	Meetings and Notices
9321 BB	Closed Session Purposes and Agendas
9321.1 BB	Closed Session Actions and Reports
9322 BB	Agenda/Meeting Materials
9323 BB	Meeting Conduct
9323.2 BB	Actions by the Board
9323.2 E	Actions by the Board
9324 BB	Minutes and Recordings
9400 BB	Board Self-Evaluation

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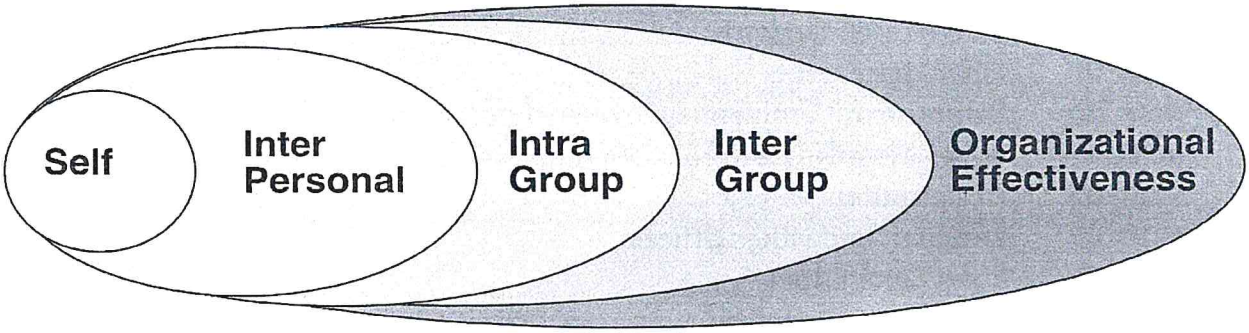
PILLAR 3: POSITIVE GOVERNANCE CULTURE

Organizational Effectiveness



Self:

Why am I here? Am I focused on the right things? Do I understand and stay within my role?

Preparation **Mindfulness** **Focus** **Manner**

Interpersonal:

How do each of us relate individually with the other members of the team? Are we able to respect differences of style, perspective and experience in order to work on behalf of the children we serve?

Choices **Intent ⇔ Impact** **Choices**

Intragroup:

How does our team function? Do we think about and nurture our team as an organization? Do we each recognize that our success is tied to the success of our team?

Unity of Purpose **Roles & Responsibilities** **Positive Culture** **Supportive Structures**

Intergroup:

Do we have respect as a team? Have we developed effective working relationships with groups inside and outside our education community? Are we able to work effectively with other groups to further efforts on behalf of the district?

Education **Consultation** **Participation** **Partnerships** **Communication**

Organizational Effectiveness:

Is our team focused and on task, taking care of the business of the school district in an organized and professional manner? Do those with whom we work respect us?

Core Values **Vision** **Goals** **Policies** **Systems & Cycles**

Creating and Sustaining a Positive Culture*

EVERY ORGANIZATION HAS A CULTURE

Culture is the positive or negative atmosphere created by the way people in an organization treat each other. "This means how a board governs is every bit as important as the decisions a board makes. In fact, the way a board governs affects its ability to come to consensus about the direction for the district, its effectiveness in establishing a positive climate that achieves the best from its staff, and its credibility as an advocate for the district and for children." *

The governance team needs to create a framework within which they can work respectfully and competently with each other, and with district staff, parents, students and the community. The team does this by developing, agreeing on, and committing to norms.

Agreeing on governance norms is how governing bodies build and maintain a positive culture or shift a negative one.

WHAT ARE NORMS?

Norms are behaviors that are widely accepted by the people within an organization. They are agreements about how board members will respond to and interact with the community, parents, students, staff, the superintendent and fellow board members. Norms often involve topics such as respect for others, communication within and outside the group, managing conflict, and arriving at consensus. They may also have to do with practical matters such as arriving at meetings on time, remaining until the meeting is over, being prepared to fully participate, use of cell phones, sending and/or receiving text messages, etc.

* *"Defining the Leadership Role of School Boards in the 21st Century", Davis W. Campbell, Diane Greene*

WHY ARE NORMS IMPORTANT?

As elected officials, board members continually carry their elected status with them wherever they go. Whether in the boardroom, out in the community or at home, board members are always trustees for the school district. The integrity of the district's educational program is dependent upon the responsible and professional manner in which each board member, and the board collectively, fulfill governance roles and responsibilities. Board members ran as individuals but serve as part of an elected body with collective authority. The best decisions are likely to be made when members interact respectfully with each other, staff, and constituent groups and thoughtfully consider everyone's contributions.

When board members and superintendents work well together, a climate of trust, confidence and excellence is created which enables staff members to feel supported and positive about the district's future, encouraging them to work as hard as possible at supporting students in their quest for learning. Establishing a positive culture within the governing body and in the district creates a sense of confidence in the community that the district is operating effectively on behalf of students.

Agreeing on Behavioral Expectations (norms)

NORMS = HOW WE ACT TOWARD EACH OTHER.

Effective teams have clear norms, (or expectations for behavior), set by the team's members. Once developed, these norms shape how team members behave with each other.

Group expectations help a group work together to not only address difficult issues in an objective and consistent way, but also to confirm what each member will do in the normal course of business to help the team succeed. The team gains in two ways. One way is that the exercise serves to confirm desired behaviors. The second way is that clear group norms provide guidance for orienting future new members to the team.

Developing norms is an essential activity whenever a new team is being formed. Once in place, the norms are posted, referred to when behaviors become less than desirable and amended as the team grows and changes.

Norms are best developed by the members of the team. Bringing in norms from outside and asking the members to adhere to them will only work if the members have an opportunity to ratify the outside norms and agree to accept them.

Key Point: ***"We all didn't share the same dinner table."***

Team members each grow up with different experiences, have different interpretations of common words, have different work ethics, and have different personal needs.

Creating behavioral expectations can bridge the gap of various interpretations of what defines desired behavior. The result is a common language of what group members expect from each other. Behavioral expectations, fully articulated, will spell out how team members will communicate and behave in order to effectively work together.

It is important that positive behavioral expectations are identified before entering into discussions that might have significant personal and/or emotional impact on team members. The following questions can help frame governance team discussions:

1. *What do I need from others on the team in order for me to be effective?*
2. *What agreements would help us be most effective in doing our governance work, particularly during public meetings?*
3. *What agreements would help us relate effectively to each other?*
4. *What does the board need from the superintendent, what does the superintendent need from the board, and what do board members need from each other in order to carry out our respective responsibilities?*

Steps in Developing Norms

1. Identify qualities of effective teams:

Qualities of effective school boards and superintendents are identified in the CSBA Professional Governance Standards, and in the Governance Standards for Superintendents developed by the ACSA Superintendent's Committee and the CSBA Superintendent's Council.

During a governance workshop team members might discuss the following questions:

What do we think are the qualities of effective boards and governance teams?

What kind of culture do we want to establish?

What behaviors do we want to exhibit?

How do we want to be perceived by the community?

2. Assess the current governance team culture and behaviors:

The governance team might assess current culture by brainstorming to identify implicit behaviors, or norms, and asking the question of whether those behaviors are helpful to or hinder the team. Identified positive behaviors can be made explicit and deliberate by recording them and posting them where team members are reminded of them.

Identifying current behaviors may also mean bringing up and confronting some non-productive behaviors that inhibit the functioning as team.

What behaviors are enabling us to be effective?

If we're not as productive as we'd like to be, what behaviors are getting in our way?

What behaviors are getting in the way of our being able to trust each other?

3. Brainstorm desired team behaviors:

All governance team members should participate in brainstorming norms that will help the team sustain positive behaviors, decrease negative ones, and improve the team's ability to be effective.

The following questions may be helpful for the brainstorming session:

What norms will institutionalize the behaviors the team would like to exhibit?

What norms will help team members work effectively with each other?

What norms will help us establish and sustain trust?

What norms will assist us to resolve conflicts among members of the team?

4. Prioritize the order in which to address the identified norm topics

Agree on and prioritize the norm topics that will help the team sustain positive behaviors, decrease negative ones and improve the team's ability to be effective.

5. Discuss and agree on norm language:

"If we are to be (state the positive outcome desired), then we will (state the expected behaviors)."

(QUOTED FROM THE ARTICLE "TEAM NORMS LESSON CONFLICT," LEADERSHIP-AND-MOTIVATION-TRAINING WEBSITE)

PILLAR 4: SUPPORTIVE STRUCTURES & PROCESSES (PROTOCOLS)

Effective teams discuss and agree on the formal structures and processes used by the board and superintendent in their functioning as a team (e.g., processes or structures for agenda setting, set-up of board room and table, agenda structure, visiting schools, handling complaints or concerns from the community, bringing up a new idea); how governance teams operate, how they do business. These agreements about how groups will operate are often called protocols.

What are Protocols?

Protocols are agreements about governance team operations that can be used to forge competent governance teams in which both the board and superintendent fulfill their roles and responsibilities effectively. Governing is new to many board members, and powerfully impacting the district without inappropriately getting involved in staff functions isn't easy.

Any protocols agreed to by the governance team must support the board's governance role and responsibilities. All protocols must be mindful of the collective authority of the board and maintain the big picture view of the school district, while assisting members of the board to think strategically, provide united direction, be supportive of staff and students, maintain fiduciary accountability, and provide leadership to the community on educational issues. Protocols help board members operate within their role as trustees of and for the district and not insert themselves into the day-to-day operations.

When boards and superintendents discuss and agree on the way they will handle different situations, they build the foundation they need to create a culture of trust and respect. By clarifying individual actions and translating them into agreed-upon practices, the board knows what to expect from the superintendent and the superintendent knows what to expect from the board.

School districts have established Board Bylaws which are part of the district's official policy book. The Board Bylaws are the formally adopted rules that govern board operations, and may be required and defined by education code or other regulations or laws. Protocols are less formal agreements that are

strictly within the discretion of the local governing body and are more easily revised as circumstances change. However, governance teams should exercise care in ensuring that all protocols are consistent with government statutes, laws, regulations and Board Bylaws.

GOVERNANCE PROTOCOLS:

- Describe agreed upon ACTIONS team members will take when conducting business, and must be consistent with policies and Bylaws in the district policy manual.
- Are the agreements about structures and processes that the board, board members, and the superintendent will follow to fulfill their duties and responsibilities
- Help board members function at the trustee level, and not engage in day-to-day operations or staff functions

Agreeing on Governance Protocols

Protocols are dynamic living agreements that may be triggered by a particular situation and can change as conditions and/or circumstances require.

WHY ARE PROTOCOLS IMPORTANT?

Protocols help build an effective governance team.

Simply discussing protocols can help resolve many issues and release many tensions because governance teams will be discussing processes versus engaging in debating personalities.

Protocols empower boards to govern.

Discussions of important protocols give governance teams an opportunity to discuss how they will conduct district business in a consistent and professional manner. Protocols become agreed upon procedures that team members use deliberately, and refine as necessary, until the most effective practices have been identified and become automatic.

Protocols help new board members become equal members of the team.

If governance teams have written norms and protocols, a new board member orientation can take the form of a collective governance workshop at which the team is able to review, discuss, revise, develop or recommit to protocols. Any governance orientation workshop should be conducted in such a way that a new member feels his or her ideas are elicited and valued. This will help new members of the governance team have equal ownership of or at least an initial willingness to go along with and evaluate the effectiveness of existing norms and protocols.

Protocols keep governance teams and board members 'out of trouble.'

Governance team members may be split on the handling of something that seems relatively minor to one or more board members. But this small irritation can fester. Talking about the situation—and coming to agreement on ways to better handle the situation in the future can help.

Protocols enhance student learning.

To accomplish everything that is hoped for students, individual trustees and the superintendent need to come together and work effectively as a governance team. Protocols assist in this endeavor.

Often an individual's intent is positive, but the impact of his/her actions is negative.

Discussing protocols helps the governance team avoid unintended consequences.

Steps in Developing Protocols

Effective governing bodies discuss and agree on the formal structures and processes used by the superintendent and the board in their functioning as a team – how the board will operate, how members agree they will do business in order to govern effectively.

PROCESS FOR ESTABLISHING PROTOCOLS:

1. **Decide what protocols the team wants to develop – name the issues**

   For example: *staff / board communication – process for board member site visits – bringing up new ideas – obtaining additional information – handling concerns or complaints from staff or community – agenda structure and planning – how to handle complex community issues, using e-mail to communicate, etc.*

2. **Discuss and prioritize protocols in the order to be addressed**

3. **Clarify the Issue – agree on the guiding principles and rationale**

   (Consider any pertinent Board Policies or Board Bylaws)
   Here it is important to agree on the problem the protocol is intended to solve, or in a more positive manner, to agree on what the protocol is intended to do and why it is important. At this point it is often helpful to define the parameters for the protocol: any rules or regulations that must be followed, beliefs or values that must be honored, pitfalls that should be avoided, etc.

4. **Identify the situation from each person's perspective (if necessary)**

   If the topic area is fairly straightforward and will cause minimal controversy among members of the team, this step could be eliminated or handled very quickly through a whole group discussion. Use this step if a topic is volatile or team members have emotional involvement in the issue. Each person should be allowed to state his or her perspective in a safe and open environment without interruption or argument.

5. **Write the protocol - suggest the elements of the protocol**

Writing the specific language of a protocol in a way that team members can agree to follow is extremely important.

6. **Agree on and record the protocol**

Protocols ought to be agreed upon through a consensus process rather than by a vote. It is important that all team members are able to "live with" the protocol since the entire governance team is expected to operate within the bounds of the agreement.

7. **Establish the process and timelines to monitor, evaluate and review protocols:**

After agreeing on a set of protocols, governance teams should determine when and how protocols will be monitored, evaluated and reviewed.

Top 30 Protocols to Consider

	1.	Orientation of school board candidates
	2.	Welcoming new members to the board
	3.	Communication among governance team members
	4.	Role and responsibilities of the board president / officers
	5.	Using board meetings as strategic leadership tools/ BRS=Board Meeting
	6.	Study sessions / conversation meetings
	7.	Placing items on the board meeting agenda ***(bylaw required)***
	8	Bringing up new ideas or agenda items
	9.	Developing the board meeting agenda
	10.	Agenda questions answered before a meeting
	11.	Board member reports at board meetings
	12.	Staff reports to the board
	13.	Deliberation and decision-making at board meetings
	14.	Explaining "no" votes
	15.	Individual board member requests for information, materials, or action
	16.	Sharing personal expertise / i.e.: Sharing information w other board members for
	17.	Addressing conflict among board members
	18.	Allowing majority vote to set the direction
	19.	Meeting Guidelines for board and other district meetings
	20.	Public comment section of board meetings
	21.	Handling concerns/complaints from the community ***(Uniform Complaint Policy)***
	22.	Handling concerns/complaints from staff
	23.	Spokesperson(s) for the Governance Team / Board / District
	24.	Board opinion vs. individual opinion
	25.	Speaking with a common voice -- (developing and using key messages)
	26.	Board member appointment to district committees -- role and authority
	27.	Managing difficult topic/issues in an atmosphere of mutual respect
	28.	Visiting schools
	29.	Role of board members in public
	30.	Self-monitoring of governance team effectiveness

CONVERSATION / DISCUSSION MEETINGS

Defining Conversation / Discussion Meetings

A conversation / discussion meeting is an opportunity for the board and superintendent to talk with each other in an informal setting where no action will be taken about issues of importance, interest or concern.

Conversation / discussion meetings are special meetings, and must be held in open public session unless they fall within the Brown Act restrictions for closed executive session.

TYPES OF CONVERSATION / DISCUSSION MEETINGS

- Conversations about governance effectiveness
- Review of working relationships among governance team members
- Develop / review / revise governance norms and protocols
- Develop / review / revise Governance Handbook
- Framing, Philosophical, Criteria Setting, Discussions - an initial background discussion to frame efforts on an important issue in the district.
- Develop criteria for problem-solving, action-planning, decision-making
- Progress reports to the board (might follow a staff report or a study session)
- An opportunity for the board and superintendent to discuss progress on goals, programs, issues from the 'big' picture, philosophical perspective.

RATIONALE FOR CONVERSATION / DISCUSSION MEETINGS

Governance team members recognize the difficulty in finding the balance between one's own beliefs and values, interests of constituents, the needs of all children and the pressures of wanting to work effectively together as a team. Add to this the need to consider the district's beliefs, vision and goals; district resources, and laws and regulations and the task can seem insurmountable.

How do we create or sustain a team that has healthy and effective dynamics? Most importantly, by realizing it does not happen automatically. It takes time, effort and nurturing.

Effective Governance Conversation / Discussion Meetings

CSBA recommends that governance teams set time aside annually, or at a minimum whenever a new member joins the team, to have a conversation about the framework within which this team governs.

Conversation/discussion meetings are public meetings subject to the provisions of the Brown Act. They need to be publicly noticed according to legally required timelines, held in the district (unless there is a specific exception), at a location compliant with American Disability Act requirements. They can be held at a different time and place than the board's regular meetings. For instance the meeting times might be from 9 to 3 on a Saturday, or from 6 to 9 on two separate weekday evenings. An opportunity must be provided for public input on the topic identified on the agenda at the beginning of the meeting. Governance team members may spend the rest of the meeting talking informally with each other.

At this meeting, trustees and the superintendent might discuss the governance teams

- Unity of purpose
- Roles and responsibilities
- Culture and norms
- Operating protocols

The conversation that leads to shared understanding and agreement is what is important.

Recording Agreements

Once agreements have been reached, it is important to record them. Recording them in a governance handbook provides a valuable tool for creating a framework within which the governance team can operate effectively.

A governance team's governance handbook must become a living document that is reviewed and updated by the school district governance team in an ongoing manner, annually, or certainly when new members join the governance team.

It is also important to ensure the team is committed to upholding the agreements. Some governance teams recommit to updated agreements at their annual organizational meeting. Others have their superintendent distribute their norms and protocols to district administrators so the management team is aware how the governance team is committed to acting and operating.

- A governance handbook will provide a framework for the governance team's efforts, just as the district policy book provides a framework for the staff's efforts.
- Collective commitments must be made and documented.

FORMAT FOR A CONVERSATION MEETING

Dialogue – A Definition

A dialogue is any conversation that is animated by a search for understanding rather than for agreements or solutions. Dialogue differs from both mediation and debate.

A good dialogue offers those who participate the opportunity to:

- Listen and be listened to so that all speakers can be heard;
- Speak and be spoken to in a respectful manner;
- Develop or deepen mutual understanding; and
- Learn about the perspectives of others and reflect on one's own views.

Participants in successful dialogues usually agree to follow communication guidelines that support these purposes. The more fundamental and passionate the differences among those involved, the more important it is to clearly articulate and commit to such agreements and to have a facilitator present who can remind participants to observe them.

Below are some guidelines for dialogue in its most basic form:

- We talk about what is really important to us.
- We genuinely listen to each other. We see how thoroughly we can understand each other's views and experience.
- We say what's true for us without making each other wrong.
- We see what we can learn together by exploring things together.
- We avoid monopolizing the conversation. We make sure everyone has a chance to speak.

Tips for a 'Great' Conversation

Focus on what matters

- Acknowledge one another as equals
- Speak with your heart and mind
- Beware of judgments
- Listen in order to understand – suspend certainty and let go of assumptions
- Slow down to allow time for thinking and reflection
- Listen for patterns, insights and deeper questions
- Share collective discoveries

Framing the Issue

It is the board's responsibility to establish a philosophical framework - grounded in the district core beliefs and vision - that will serve as the foundation for staff developed plans of action.

Balancing Act

Once elected to serve on a school board - this balancing act defines the areas of focus for the board. This is the balancing act that has to take place every time the board considers a new idea, program, or agenda item. The governance team is the only entity that can perform this balancing act - no one else has that responsibility.

- Holding true to the notion of serving every child in the school district
- Recognizing that a change in priorities or the addition of new projects significantly impacts district resources and the ability to achieve agreed upon goals
- Standing 'tough' behind the decisions that are necessary in order to achieve the district vision and goals
- Understanding that the team has to demonstrate solidarity on the "big" issues - once a decision has been made
- Upholding the law and carrying out any regulations
- Appreciating the right of constituency groups to come before the governing body - but understanding that they are representing only a single interest - and do not have to "balance" anything else
- Knowing that sometimes we have to stand on our own principles and will vote against an item -- recognizing that staff will carry out the direction of the board - and not doing anything to undermine the decision.
- Behaving and operating in a manner that demonstrates "good government" in action to our students and our community (Theater of Democracy - civil discourse - character education / conflict resolution programs as district wide expectations)

Governance Team Leadership means:

The ultimate measure of a man is not where they stand in moments of comfort and convenience, but where they stand at times of challenge and controversy.

Martin Luther King, Jr.

Understanding the Context

Sometimes before the board can establish the criteria for decision-making, there are other issues that have to be considered:

- Is there district history or politics that have to be factored into the conversation?
- Does the board have sufficient background information for discussion?
- Is there any important date that should be considered?
- Who are the people who will be involved/affected by the situation?
- What is a reasonable timeline?
- How are we going to communicate with stakeholders as we move ahead?

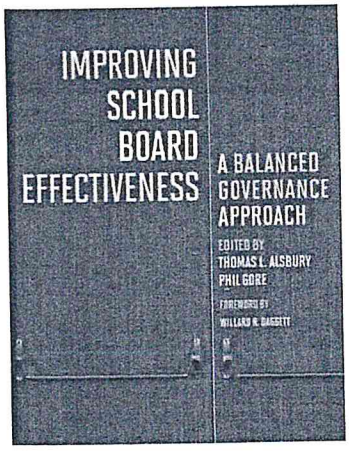
TOOLS YOU CAN USE: CONTINUING YOUR GOVERNANCE WORK

The Governance Handbook should be a living document and serve as a guide to Boards about how they go about doing their work. It should be reviewed and updated on a regular basis, whenever a new member joins the team or when a situation occurs that requires a new norm or protocol or revision of an existing one. At minimum, the review should occur once a year.

Now that you have completed your Effective Governance workshop, and have started the work of building a strong, collaborative Governance Team, there are other aspects of your work to which you must attend. We hope that you will find the following tools helpful, as you work on your accountability and planning responsibilities.

Superintendent Evaluation

Accountability is an important aspect of the Board's work. School boards have one employee, the Superintendent. Boards and Superintendents must work collaboratively to develop and implement an effective Superintendent evaluation system that focuses and aligns the work of the district and ensures continuous improvement. This process and the resulting document are important leadership tools. The Superintendent evaluation process provides an opportunity for the governance team to reflect and talk about where the district is going, not just this year, but with an eye to the future.



Some studies indicate that evaluating a superintendent on student learning goals may relate more with improving student achievement than any other action item.

Improving School Board Effectiveness
Alsbury, Gore, et al: 2015

Board Self-Evaluation

Additionally, Effective Boards monitor their own performance and hold themselves accountable for effectively serving the students of their community, as stated in CSBA's Sample Bylaw, BB 9400:

"CSBA SAMPLE BOARD BYLAW
BOARD SELF-EVALUATION **BB 9400**

The Governing Board shall annually conduct a self-evaluation in order to demonstrate accountability to the community and ensure that district governance effectively supports student achievement and the attainment of the district's vision and goals."

CSBA has an electronic Self-Evaluation tool that can support you in this process:

Board Self-Evaluation Result

SAMPLE

1. Conditions of Effective Governance	Number of members responded				
	Almost Always	Often	Less Often	Rarely	Not Sure
Board unity					
1. The board is focused on achievement for all students.	1	0	3	1	0
2. The board is committed to a common vision.	0	1	2	2	0
3. The board stays focused on district priorities.	0	0	1	1	3
4. The board works well together.	4	1	0	0	0
5. The board commits the time to become informed.	2	3	0	0	0
6. Individual board members do not undermine board decisions.	4	0	1	0	0

Sample School District Governance Calendar

Other than legally required dates, each governance team should develop its own calendar. Timing of tasks and scheduling of special events depends on the culture and priorities or each district. What is important is that governance team members ensure they are fulfilling their governance responsibilities in a logical sequence (e.g. setting annual goals before setting budget priorities).

Bold items are legal timelines.

Job Area	July	August	September	October	November	December	January	February	March	April	May	June
Effective Governance	Approve board governance calendar	Orientation for board candidates	CSBA events: • Masters in Governance • Back to School	→		CSBA events: • Annual Education Conference • Orientation for New Board Members • Board President's Workshop	Annual study session to: • Review governance team norms & protocols • Update governance handbook/calendar CSBA Forecast Webinar Attend CSBA events: • The Brown Act • Board Presidents Workshop • Institute for New and First-term Board Members • Masters in Governance			CSBA events: • Executive Assistants: Tools You Can Use • Board/Superintendent Evaluation Conduct board self-evaluation and develop action plan		
Setting Direction for the District	LCAP to COE	Communicate mission/vision/ objectives		Discuss priorities and preliminary goals for following year	Report progress on goals to the community		Supt.'s mid-year progress report on goals to the board	Report progress on goals to the community	Every 2-3 years review district vision/mission using an inclusive process Review LCAP		Draft LCAP	Approve LCAP Finalize goals and success indicators for coming year
Student Learning & Achievement	Deadline for adoption of budget and LCAP (July 1)		LCAP Goal setting Identify desired outcomes for students: LI/EI/FC	Program Planning Study Session • Based on goals, identify needs • Approve coordinated program budgets • Engage stakeholders • Revise/draft LCAP	LCAP Public Budget Forum		LCAP report to board		LCAP report to board	LCAP board study session/public input	LCAP final draft LCAP presented to board	Approve LCAP
		Assessment and accountability reports – SMART Balanced (California Assessment of Student Performance and Progress [CAASPP]), local multiple measures			Report on district allocations for State and Federal funds		Educational services progress monitoring update Instructional materials adoption cycle/process	→	Summer school plan Review CalPads enrollment data	Instructional materials adoption recommendations		Approve consolidated application and local education agency plan
	Align district mission/vision and student learning and achievement goals		Opening of school report CAASPP results Public hearing resolution/adoption of sufficient instructional materials		Site plans for student achievement			Schedule study sessions on topics related to student learning and achievement so board members are current on this topic				
			Schedule study sessions to review recommendations from the Supt. regarding district response to test results				California English Language Development Test (CELDT) results					
	← Schedule presentations and progress reports on curriculum implementation →											
	← Schedule progress reports about professional development implementation →											

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Job Area	July	August	September	October	November	December	January	February	March	April	May	June
Finance	LCAP and district budget to COE	Letter from COE (re: budget and LCAP) Staff closes books; defines actuals; determines ending balance Report to the board (LCFF funding estimate) COE approves/disapproves school district budget Report on class-size reduction (K-3; active enrollment count)	CSBA Back to School Webcast	LCAP – COE to SPI	Estimate funding	LCAP revisions Receive Audit 1st Interim Report Staff projects next year's revenue/ expenses	Governor proposes state budget CSBA Forecast webcast Staff projects next year's revenues/ expenses that align with LCAP goals Board sets budget priorities Report P-1 ADA	Staff concludes staffing level study	2nd Interim Report		Draft/Revise LCAP Governor's May budget revise Report to the board	LCAP update /approval **Adopt the budget** Legislative budget adoption deadline 6/15
Facilities	← Be familiar and current with the district's facilities plan – approve actions as necessary – monitor, review and revise facilities plan as necessary →							Schedule budget study sessions as necessary				
Policy	← Develop and adopt new policies as necessary or required – review policies on a regular basis and revise as necessary →											
	CSBA Policy Update			CSBA Policy Update		CSBA Policy Update	CSBA Policies in Review		CSBA Policy Update	Approve CSBA Policy services	CSBA Policy Update	
Judicial Review	← Maintain confidentiality on issues that may come before the board – hold hearing and decide appeals to the board as necessary →											
Human Resources	Finalize Supt. goals and success indicators	Summer layoff deadline August 15	Welcome staff back to school				Superintendent's mid-year progress report on goals	Every several years review hiring/evaluation polices	Lay-off notification to staff by March 15	Staff recognition Evaluate the superintendent Final layoff deadline May 15		
	Provide ongoing climate of support and recognition for superintendent and staff											
Collective Bargaining	← Determine implications of LCFF, class size reduction, and the collective bargaining agreement on the district's ability to meet student learning and achievement goals →											
	← Be familiar with the district's bargaining process as defined in board policy – establish parameters for negotiations – receive reports on negotiations – approve negotiated contracts →											
Community Relations	LCAP on website	Develop key messages on LCAP		Attend Back to School Nights Plan to solicit input from parents, students and community on LCAP		Report/Action to form parent advisory groups	Develop and disseminate key messages about important district topics & issues including progress on LCAP Notice for public input on LCAP (May/June)		Attend Open House Nights at schools	Supt. meets with parent advisory groups Ensure there is a plan in place for communicating with and engaging the community (internal and external) in schools (e.g., LCAP public hearings) Involvement and/or attendance at school and community events (i.e., graduation ceremonies) Develop and disseminate key messages about important district topics & issues including progress on LCAP and the budget		
	← Involvement and/or attendance at school and community events. →											
Advocacy	Follow bill development in legislature Implement advocacy plan		Study session to begin development of advocacy plan for the coming year Develop advocacy plan for the following year Finalize advocacy plan by the end of the year				Follow bill development in legislature Implement advocacy plan				Follow bill development in legislature Implement advocacy plan	
			CSBA Federal Legislative Action	Advocate for all students year round.			NSBA Federal Relations Network		CSBA State Legislative Action			

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GOVERNANCE CONSULTING SERVICES - OUR MISSION

Our mission is to empower Boards and Superintendents to become highly effective governance teams by strengthening their leadership skills, improving their organizational effectiveness and keeping their district efforts focused on learning and achievement for all students.

*We hope that you have found this workbook to be a helpful tool in this process. We look forward to continuing to serve you as you enhance your governance and leadership skills on behalf of **all** of your students.*