

CHICO UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Special Session and Board Workshop

Wednesday, February 6, 2008

6:00 p.m.

District Office – Large Conference Room

1163 E. 7th Street, Chico, CA 95928

AGENDA

1. Call to Order

Opportunity for Public Comment on Agenda Items

The Governing Board welcomes and encourages public comments. Members of the public may comment on items included on this agenda: however, we ask that you limit your comments to five (5) minutes so that as many as possible may be heard (Education Code §35145.5, Government Code §54954.3)

2. Board Development

2.1 Discussion/Action: Develop Statement on Unity of Purpose

2.2 Discussion/Action: Reaffirm CSBA Governance Standards

2.3 Discussion/Action: Establish CSBA Governance Handbook, including Norms and Protocols

3. Calendar Development

3.1 Discussion: Board Calendar

4. Board Self Evaluation Tools

4.1 Information/Discussion: Review Board Evaluation Tools from CSBA

5. Superintendent Evaluation Tools

5.1 Information/Discussion: CSBA Evaluation Documents: Key Points & Timelines

5.2 Discussion/Action: Review and Consider Approval of Proposal from Board subcommittee

6. Closed Session

6.1 Public Employee Performance Evaluation per Government Code §54957

Title: Interim Superintendent

7. Adjournment

Posted: February 1, 2008

:mga

Jann Reed, President
Board of Education
Chico Unified School District

Unity of Purpose Questions

Why did I choose to become part of this governance team?

What do I value and believe in about the work of school boards, public education, and the students we serve?

What am I proud of about this district?

What do I want to accomplish as part of the governance team?

How do I want our team to be perceived by our community?

What legacy would I like our team to leave?



2

P C S B A ROFESSIONAL GOVERNANCE STANDARDS

for School Boards

Public oversight of local government is the foundation of American democracy. Nowhere is this more evident than in our public schools, where local boards of education are entrusted by their diverse communities to uphold the Constitution, protect the public interest in schools and ensure that a high quality education is provided to each student. To maximize the public's confidence in local government, our local boards must govern responsibly and effectively.

The California School Boards Association (CSBA), representing nearly 1,000 local school districts and county boards of education, recognizes there are certain fundamental principles involved in governing responsibly and effectively. These principles — or Professional Governance Standards — reflect consensus among hundreds of board members, superintendents and other educational leaders throughout the state.

These Professional Governance Standards describe the three components vital to effective school governance:

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

The intent of these standards is to enhance the public's understanding about the critical responsibilities of local boards and to support boards in their efforts to govern effectively.

The Individual Trustee →

In California's public education system, a trustee is a person elected or appointed to serve on a school district or county board of education. Individual trustees bring unique skills, values and beliefs to their board. In order to govern effectively, individual trustees must work with each other and the superintendent to ensure that a high quality education is provided to each student.

To be effective, an individual trustee:

- Keeps learning and achievement for all students as the primary focus.
- Values, supports and advocates for public education.
- Recognizes and respects differences of perspective and style on the board and among staff, students, parents and the community.
- Acts with dignity, and understands the implications of demeanor and behavior.
- Keeps confidential matters confidential.
- Participates in professional development and commits the time and energy necessary to be an informed and effective leader.
- Understands the distinctions between board and staff roles, and refrains from performing management functions that are the responsibility of the superintendent and staff.
- Understands that authority rests with the board as a whole and not with individuals.

The Board

School districts and county offices of education are governed by boards, not by individual trustees. While understanding their separate roles, the board and superintendent work together as a "governance team." This team assumes collective responsibility for building unity and creating a positive organizational culture in order to govern effectively.

To operate effectively, the board must have a unity of purpose and:

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

The Board's Jobs

The primary responsibilities of the board are to set a direction for the district, provide a structure by establishing policies, ensure accountability and provide community leadership on behalf of the district and public education. To fulfill these responsibilities, there are a number of specific jobs that effective boards must carry out.

Effective boards:

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

DRAFT



CHICO UNIFIED SCHOOL DISTRICT

Governance Handbook (Working Draft Only)

Adoption Date to be Determined

Board of Trustees

Jann Reed, President
Rick Anderson, Vice President
Andrea Lerner Thompson, Clerk
Rick Rees, Member
Kathleen E. Kaiser, Member

Interim Superintendent

Kelly Staley

This handbook reflects the governance team's work on creation of a framework for effective governance. This involves ongoing discussions about unity of purpose, roles, commitment to norms and coming to agreement on protocols/formal structures that will enable the governance team to perform its responsibilities in a way that best benefits all children.

DRAFT

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EFFECTIVE GOVERNANCE

There are three dimensions to the effective governance of any organization: the actions of an individual, a group coming together to govern, and the performance of governance responsibilities by the group.

In a school district, the Board and Superintendent work together as a governance team. For a governance team to work together effectively, members need to: 1) Maintain a Unity of Purpose, 2) Agree on and govern within appropriate roles, 3) Create and sustain a positive governance culture, and 4) Create a supportive structure for effective governance.

Effective governance tenets encompass the basic characteristics and behaviors that enable governance team members to effectively create a climate for excellence in a school district and maintain the focus on improved student learning and achievement.

Governance – A Definition

School district governance is the act of transforming the needs, wishes and desires of the community into policies that direct the community's schools.

CUSD Governance standards to go here when adopted

UNITY OF PURPOSE

Unity of Purpose is a common focus, overarching goals, and the values and beliefs governance team members share about children, the district and public education that help them transcend their individual differences to fulfill a greater purpose.

CUSD MISSION STATEMENT

The mission of the Chico Unified School District, a partnership of students, staff, families and community, is to ensure all students achieve high levels of academic and personal success, contribute to their community and confidently compete in a changing global society by engaging students in quality educational programs that address diverse student needs and promote learning throughout life.

CUSD GOVERNANCE TEAM UNITY OF PURPOSE

***The statements below are ideas from CSBA to begin our conversation and establish the CUSD Governance Team Unity of Purpose:**

- *Our shared purpose is to have the best learning environment for all students.*
- *We want to build trust and move the district forward.*
- *We want to become an effective team.*
- *We want to understand our collective responsibilities.*
- *We want to be a team with a common focus so we are not a distraction to the district or community but a catalyst for the focused efforts of employees and the community can see evidence of this focused direction.*
- *We want to be partners with the staff in positive change.*
- *We want to oversee the putting together of a first rate program and first rate facilities, making sure we continue to improve, never resting on our laurels.*
- *We want to perpetuate a legacy of positive culture as people come and go.*

GOVERNANCE ROLE AND RESPONSIBILITIES

Citizen oversight of local government is the cornerstone of democracy in the United States. The role of the trustees who sit on locally elected school Boards is to ensure school districts are responsive to the values, beliefs and priorities of their communities. Boards fulfill this role by performing five major responsibilities: setting direction; establishing an effective and efficient structure; providing support; ensuring accountability; and providing community leadership as advocates for children, the school district and public schools.

These five responsibilities represent core functions that are so fundamental to a school system's accountability to the public that they can only be performed by an elected governing body. Authority is granted to the Board as a whole, not each member individually. Therefore, Board members fulfill these responsibilities by working together as a governance team with the Superintendent to make decisions that will best serve all the students in the community.

The Board carries out these responsibilities in each of the following job areas:

Setting the District's Direction
Student Learning and Achievement
Finance
Facilities
Human Resources
Policy
Judicial Review
Collective Bargaining
Community Relations and Advocacy

The Superintendent assists the Board in carrying out its responsibilities in each of the job areas, and leads the staff toward the accomplishment of the agreed upon district vision and goals. The following page provides more detail on how the Board performs its governance responsibilities in each job area. It is important to remember that Boards who inadvertently get involved in staff functions undercut their ability to hold the Superintendent accountable for the results of those efforts.

PERFORMING GOVERNANCE RESPONSIBILITIES

We agree with the responsibilities of school Boards as described below by the California School Boards Association:

Set the direction for the community's schools

- Focus on student learning
- Assess needs/obtain 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

Establish an effect and efficient structure for the school district

- Employ and support the Superintendent
- Establish a human resources framework that includes policies for hiring and evaluating other personnel
- Oversee the development of and adopt policies
- Set a direction for and adopt the curriculum and require data-producing assessment systems
- Establish budget priorities, adopt the budget and oversee facilities issues
- Provide direction for and vote to accept collective bargaining agreements

Provide support through our 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 and support staff implementation of Board direction
- Ensure a positive working climate exists
- Be knowledgeable enough about district efforts to explain them to the public

Ensure 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 and periodically review facilities issues
- Monitor the collective bargaining process

Act as community leaders

- 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 students, the district and public education
- Advocate for children, district programs and public education to the general public, key community members and local, state and national leaders

POSITIVE GOVERNANCE TEAM CULTURE

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.

Because the community elects school Board members to set and monitor the direction of the school district, and the district Superintendent translates all efforts into action, it is vital that the Board and Superintendent have a respectful and productive working relationship based on trust and open communications.

CUSD GOVERNANCE NORMS

****The statements below are ideas from CSBA to begin our conversation and establish the CUSD Governance norms***

We agree to

- *Focus on students' best interest – on what is best for kids! This is what we do! And it is the touchstone that allows us to have our differences*
- *Keep from taking disagreements personally (individuality is embraced, respected)*
- *Show respect (never dismiss/devalue others)*
- *Make a commitment to effective deliberation, each listening openly while everyone is allowed to express his or her point of view*
- *Make a commitment to open communication, honesty, no surprises*
- *Commit the time necessary to govern effectively. This means being there, being knowledgeable, participating, understanding the full scope of being a Board member and being willing to take on all the responsibilities involved*
- *Be collaborative (this is the way we operate!)*
- *Maintain confidentiality (builds trust)*
- *Look upon history as lessons learned; focus on the present and the future*

STRUCTURES AND PROCESSES TO SUPPORT EFFECTIVE GOVERNANCE

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

CUSD PROTOCOLS

The following protocols were developed to support and promote the effectiveness of our governance team.

Issue	Protocol
Self-monitoring of governance team effectiveness	<ul style="list-style-type: none">• We will schedule workshops every January to review governance team agreements and processes.

Issue	Protocol
Voting no	<ul style="list-style-type: none">• Each trustee respects the right of other trustees to vote “no” on an issue.• Everyone agrees it is a courtesy to the team to explain the reasons for the “no” vote either during deliberation or before casting the vote.

Issue	Protocol
Visiting schools	<ul style="list-style-type: none">• Visits are encouraged.• As a professional courtesy, trustees will call the principal ahead of time to arrange the visit.• Trustees will also be cautious about encroaching on the learning environment. To assist in this matter, the Superintendent will ensure principals and teachers know that a teacher does not need to interrupt his/her lesson when a Board member visits a classroom.

Issue	Protocol
Handling concerns from the public and staff	<ul style="list-style-type: none"> • When someone complains to us, we will listen carefully, remembering we are only hearing one side of the story, and then we will direct that person to the person in the district most appropriate and able to help them resolve their concern. • We will make sure they understand the appropriate order of whom to contact (teacher, then principal, then district staff) and are aware of any formal forms or policies that might assist them (e.g., written complaint form). • This will ensure everyone is treated fairly, equally and expeditiously and that the processes and procedures of the district are upheld. • It will also clarify that one Board member has no individual authority to fix a problem. • As a representative of the public, it is important the Board member invite the person with the complaint to ultimately get back to him if the issue is not resolved.

Issue	Protocol
Individual Board member requests for information	<ul style="list-style-type: none"> • When an individual Board member requests information, it will be provided to all Board members. • An individual Board member will – insofar as possible – work to let the Superintendent and staff know ahead of time when a request for information will be made in public so the staff can be prepared to provide a thorough answer. • Individual Board members will self-monitor to ensure one person's request for information does not divert an inappropriate amount of time from staff efforts to achieve district goals.

Issue	Protocol
Individual Board member requests for action	<ul style="list-style-type: none"> • The only authority to direct action rests with the full Board sitting at the Board table. • A majority vote sets such direction. • Individuals may request action by bringing up a new idea, explaining their interest in a particular course of action and working to get a Board majority to support moving in that direction. • When a majority of the Board, sitting in a formal meeting, requests action, it should be done in the context of the intended results, not the methods used to achieve those results.

Issue	Protocol
Board meeting management	<ul style="list-style-type: none"> • We understand that Board meetings are meetings of the Board held in public, not open forum town hall meetings. • We will keep this in mind as we conduct our meetings, allowing the public to provide input at the time allotted to ensure the multiple voices of the community inform Board deliberations. • However, when the Board deliberates, it will be a time for the Board to listen and learn from each other, taking the public input into consideration, not a time to re-engage with the public. • We will consistently abide by our formal processes relating to this issue so that all persons are treated fairly and equally. • We will review our policies, bylaws and protocols relating to Board meeting management (e.g., time limits on input from members of the public), revising or reaffirming them as appropriate.

Issue	Protocol
Email	<p>We will use email carefully to insure that we do not violate the Brown Act which prohibits Board members from exchanging facts to</p> <ul style="list-style-type: none"> - Develop collective concurrence - Advance or clarify an issue - Facilitate agreement or compromise - Advance ultimate resolution <ul style="list-style-type: none"> • We recognize that by using Reply All <ul style="list-style-type: none"> - Easily makes email part of the deliberative process - Creates a public record - Inhibits opportunity for any other two Board members to have a conversation on a topic • We acknowledge that email is a Public Record which must be saved for three years, so each member will <ul style="list-style-type: none"> - Develop a procedure for accessing and collecting Board member emails contained on back up District server or home back up • Board members will, if possible, conduct District business by District email only

Additional Protocols: Duties of Board Pres & Board of Education Spokesperson

CHICO UNIFIED SCHOOL DISTRICT GOVERNANCE TEAM

AGREEMENTS TO FACILITATE GOVERNANCE LEADERSHIP

A major difference between groups and teams is that teams have clear agreements (norms that identify expectations for behavior, and protocols that describe how the team will operate) set by the team's members. Once developed, these norms and protocols shape how team members behave with each other and how they perform their responsibilities.

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.

- CSBA

CUSD Governance Team Norms and Protocols

The Board of Education for the Chico Unified School District is entrusted by the community to uphold the Constitutions of California and the United States, to protect the public interest in schools, and to ensure that a high quality education is provided to each student.

To effectively meet district challenges, the Board and Superintendent must function together as a governance leadership team. Agreed upon behaviors (or norms) and operating procedures (or protocols) support consistent behaviors and actions among team members. The purpose of the CUSD governance team agreements is to ensure a positive and productive working relationship among Board members, the Superintendent, district staff, students, and the community. The protocols were developed for and by the members of the governance team, and may be modified over time as needed.

We have reviewed and agree to follow the aforementioned governance team norms and protocols in order to support a positive and productive working relationship among the Chico Unified School District Board of Education, staff, students and the community. We shall renew this agreement at each Annual Organizational Meeting of the Board of Education.

Affirmed on this _____ day of _____, 2008

Jann Reed, Board President

Rick Anderson, Vice President

Andrea Lerner Thompson, Clerk

Rick Rees, Member

Kathleen E. Kaiser, Member

Kelly Staley, Interim Superintendent

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 of 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.)

Job Area	January	February	March	April	May	June	July	August	September	October	November	December
Effective Governance												
Setting Direction												
Student Learning and Achievement												
Finance												
Facilities												
Policy												
Judicial Review												
Human Resources												

Sample School District Governance Calendar

Job Area	January	February	March	April	May	June	July	August	September	October	November	December
Collective Bargaining												
Community Relations												
Advocacy												

Key Points Relating to Superintendent Evaluation

(CSBA's 2004 "Maximizing School Board Governance: Superintendent Evaluation" publication, available through CSBA's Bookstore, contains a more extensive discussion of superintendent evaluation.)

Boards must have agreed upon core district beliefs, a district vision and/or mission, and must know what their priority areas are. Only then, can they effectively evaluate the superintendent.

Superintendent evaluation should be a communications process that serves as a model for district evaluation at all levels. It should be:

- Goal-based (These should be "district" goals set mutually by the board and superintendent in priority areas for the coming year, not "board" goals, nor "superintendent's" goals.)
- Data-driven
- Ongoing
- Collaborative (Working together as a governance team, the board and superintendent should also agree on success indicators for each goal.)

In this way, boards use superintendent evaluation as an important leadership tool to focus and align all district efforts, 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.

It should:

- provide an opportunity for acknowledging and commending the superintendent's accomplishments;
- support growth of the superintendent and sustained improvement for the district; and,
- if necessary, identify weaknesses or problems that need to be addressed by the superintendent to ensure continuous progress.

CSBA recommends two primary content sources

- Progress toward district goals
 - Identify district goals and one or more success indicators for each goal.
- Personal evaluation based on the Superintendent Governance Standards (See page 7.)
 - It's most important to focus on progress toward goals, but if boards want to evaluate additional aspects of the superintendent's job performance, the most effective way is to identify an area the board wants to evaluate, choose a related standard as an area of focus, then, with the superintendent, agree on several activities or measures that will indicate the superintendent is successfully meeting the standard that was chosen.



Many governance teams have instruments that work well for them. If those instruments are effectively helping monitor progress on district goals, it's sensible to continue using them. If the governance team is looking for a new format for evaluation, a performance-based evaluation sample that does an effective job of aligning superintendent evaluation with district goals is provided below.

Sample CSBA recommended format

Progress toward District Goals

Priority Area: _____

District Strategic Goal(s) *	Success Indicator(s) for this Goal **	Current Status (Progress Report/ Results)	Evaluation (Commendations/ Recommendations) ***
Individual board member's narrative summary statement (Commendations/ Recommendations):			

Evaluating Personal Qualities

Superintendent Governance Standard: _____

Success Indicator(s) for this Standard **	Current Status (Progress Report/ Results)	Evaluation (Commendations/ Recommendations) ***
Individual board member's narrative summary statement (Commendations/ Recommendations):		



* While goals should be reality-based and thus affordable to achieve, boards should encourage staff to look for creative ways to fund goals and make sure budget priorities support the goals.

**Success indicators: Success indicators are the measures that tell you when you have accomplished your district strategic goals. They are tools with which we measure progress. Success indicators may be quantifiable, behavioral changes, support mechanisms or resource shifts. What's important is that they focus on results, not the processes used to get results. The indicators we use to monitor results may vary dramatically from district to district. It's vital that governance teams allow adequate time to discuss and agree what data will tell them a goal has been successfully met.

*** Evaluation: We strongly recommend that board members write a narrative evaluation. What is written can be brief, but describing one's perspective on performance and accompanying any negative with a recommendation for improvement assures more thoughtful evaluation than simply providing a numerical (e.g., 1-5) or phrase (e.g., "clearly outstanding," "exceeds expectations," "needs improvement") ranking. No matter what method is used to record evaluation, it is very important that the board have a conversation about the reasons behind different members' perspectives and that what is presented to the superintendent is a board consensus. While individual points of view are important, the superintendent must respond to the collective agreements of the board and cannot be expected to respond to individual board member expectations.

Superintendent evaluation process checklist

(Any timelines or specific list of procedures should be based on the understanding there will be ongoing communications between the board and superintendent throughout the year and regular progress reports from the superintendent to the board. The more formal superintendent evaluation process will add to that ongoing process, not replace it.)

To prepare for the evaluation the board should:

- √ Have the superintendent prepare an evaluation packet for the board that includes a progress report toward district goals, the superintendent's self-evaluation of accomplishments and performance and a review of action taken to address recommendations of the board from the previous year. This is a sound practice and the packet can be presented at a pre-appraisal meeting or distributed to board members individually.
- √ Review the contractual agreement between the board and the superintendent. The contract should reference the purpose, procedures and criteria for conducting the superintendent's evaluation and may detail the timelines and process for the evaluation. The current contract may be included in the evaluation packet prepared by the superintendent. (The superintendent's contract and addendums are public documents and each board member should have a copy of the full contract.)



- √ Review any board-adopted policies relating to the superintendent's job description or evaluation process.
- √ Review the annual goals set at the beginning of the evaluation year.
- √ Have each individual board member record his or her perspective on progress against these goals using success indicators, methods and instruments chosen by the board and superintendent as most appropriate for the current year. (How successfully has the superintendent met the expectations? Have there been unforeseen extenuating circumstances we must take into consideration?)

Use the previous evaluation as a baseline. If no previous evaluation exists or if the system being used has fundamentally changed, this year's evaluation will be used as a baseline for future evaluations. In this case, since no comparable evaluation exists and no clear direction may have been given to the system, the board will need to be careful about making judgments.

- √ Come together as a board to have a conversation about the evaluation to ensure a summary consensus document accurately reflects the opinion of the board as a whole.
- √ Decide who will summarize and combine the individual evaluations to create a consensus document and how the document will be formatted. **The evaluation should be a composite of individual board members' opinions, but there should only be one final evaluation representing the board's collective judgment. This is the evaluation the superintendent must respond to.** This evaluation should be a narrative summary which may include a compilation of individual evaluations with all written comments intact or numerical ratings listed, or may record only a group consensus on each area evaluated. This summary document should be distributed to all board members for review and approval. (The superintendent does not receive a copy at this time since the evaluation is still being worked on by the board.)
- √ Distribute copies of the completed revised evaluation to the board and superintendent.

The board will now be ready to meet with the superintendent to discuss his or her evaluation. This meeting should include the full board, be conducted in closed session and not include any other items on the agenda. In this meeting, the board should:

- √ Present the board's consensus on both successes and areas where improvement is needed. The evaluation should also acknowledge unforeseen circumstances that may have prevented some goals from being realized.
- √ Provide opportunity for clarification, questions and responses.

Meeting in open session, the board, working with the superintendent, who will be working with staff, should:



- ✓ Using the previous year's priorities and goals as a baseline, agree on updated priority areas and set goals for the following year that the governance team believes will reasonably move the district toward its long-range vision.
- ✓ Agree on success indicators for each new goal or revised indicators for ongoing goals, and on progress reports the board would like to receive.
- ✓ Discuss the governance team's level of satisfaction with the evaluation instruments and methods we used this year. Decide whether to modify our evaluation system for next year based on the new goals we have set.

Sample calendar for evaluation of the superintendent

The annual timeline for a superintendent's evaluation will vary from district to district, often based on the initial date of employment or terms contained in the superintendent's contract or board policy. It is a good idea to adopt a schedule which follows the school calendar so progress toward annual goals can be made during a school year. As governance teams develop an evaluation timeline, it's important to keep in mind the timeline for receiving student assessment results. We should also consider the most effective timing for influencing program and budget planning. Ideally, once a timeline is set, the superintendent will be responsible for assuring the evaluation is scheduled on the agreed upon timeline. However, we should be aware of those timelines and monitor that we are meeting them. A sample calendar is provided below.

March

Superintendent gives board the evaluation packet. (Includes superintendent's report on goal achievement, self-evaluation, contract and/or policy language on evaluation.) Board and superintendent review procedures, timeline and evaluation instrument.

Board president distributes evaluation instruments to individual board members.

April

Board members meet in closed session to discuss their individually completed evaluations, share their perspectives and come to consensus. Board president then compiles the data and gets a rough draft of the summary document to each board member for review and any comment.

What's important is that the full board must take time to meet and have a conversation as part of this process.

Copies of the approved summary document are distributed to the board and the superintendent.



May

In closed session, after all parties have received copies of the board evaluation, governance team meets to discuss the evaluation. The superintendent also may have an opportunity to share his or her observations about the board pertinent to the evaluation.

Following the annual formal evaluation meeting of the superintendent and board, a written summary of the discussion and evaluation is signed by board president and given to superintendent.

In open session, governance team may hold conversations about initial goals for the next year. (Some governance team discussions on district priorities already will have begun as part of the budget development process.)

June

In open session, governance team finalizes annual goals and indicators of success for coming year, again making sure the budget supports the goals, reviews the evaluation procedure and makes recommendations for the coming year. **It is very important for the governance team to schedule enough time to set future goals in a thoughtful manner. This includes agreeing on success indicators and clarifying board expectations concerning progress reports.**

July

Superintendent develops and presents board with administrative action plans for achieving goals.

August

Superintendent communicates goals and action plan to district administrators.

December/ January

Mid-year progress report. Superintendent reports and governance team discusses progress on goals. (If we have been receiving monthly or quarterly updates, this will be a more extensive opportunity to discuss progress.)

In a year when incumbents are not running again, the governance team may want to schedule the mid-year progress report in November to have the benefit of the existing board members' comments. Of course, a January discussion of mid-year results should also be scheduled to inform new board members of the current year priorities and year-to-date results.



REFERENCE

Superintendent Governance Standards

As a corollary to the CSBA Professional Governance Standards, a team of California superintendents including the ACSA Superintendents Committee and the CSBA Superintendents Advisory Council developed a set of Superintendent Governance Standards in 2001.

The Superintendent:

- Promotes the success of all students and supports the efforts of the Board of Trustees to keep the district focused on learning and achievement.
- Values, advocates and supports public education and all stake holders.
- Recognizes and respects the differences of perspective and style on the Board and among staff, students, parents and the community — and ensures that the diverse range of views inform board decisions.
- Acts with dignity, treats everyone with civility and respect, and understands the implications of demeanor and behavior.
- Serves as a model for the value of lifelong learning and supports the Board's continuous professional development.
- Works with the Board as a "governance team" and assures collective responsibility for building a unity of purpose, communicating a common vision and creating a positive organizational culture.
- Recognizes that the board/superintendent governance relationship is supported by the management team in each district.
- Understands the distinctions between board and staff roles, and respects the role of the Board as the representative of the community.
- Understands that authority rests with the Board as a whole; provides guidance to the Board to assist in decision-making; and provides leadership based on the direction of the Board as a whole.
- Communicates openly with trust and integrity including providing all members of the Board with equal access to information, and recognizing the importance of both responsive and anticipatory communications.
- Accepts leadership responsibility and accountability for implementing the vision, goals and policies of the district.

