

Cloverdale Unified School District

Governance Handbook

2018-19

Board of Trustees

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Unity of Purpose, Roles and Responsibilities, Norms and Agreements

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

Governance Handbook Cloverdale Unified School District

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Effective Governance

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.**

Whether in the boardroom, out in the community or at home, board members are always trustees for the district. The integrity of the school district's educational program is dependent upon the responsible and professional manner in which each board member, and the board collectively, fulfills governance roles and responsibilities with the superintendent. The demeanor of governance team members sends an important message to the public.

Utilizing effective governance techniques, private citizens, once elected to school boards, work with the superintendent to keep all district efforts focused on student learning. 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.

The community elects school board members to set and monitor the direction of the school district, but the district superintendent will translate all efforts into action. It is therefore vital that the board and superintendent have a respectful and productive working relationship based on trust and open communications.

Working as a group, board members and the superintendent leverage the efforts of the professional staff by setting a direction for the district reflective of the community's wishes for its children, by creating a supportive framework for action in the district, by holding the system accountable through mutually agreed upon mechanisms, by providing support to students and staff through behaviors and actions, and by demonstrating community leadership on behalf of children, district schools and public education. When this is done effectively, the chances of a climate for excellence being created in which students thrive increases dramatically.

Working As An Effective Team

Unity of Purpose

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

Roles

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

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.

Structure and Process

- How boards operate and how they do business as an effective team occurs when members discuss and agree on the formal structures and processes used by the board (e.g., agenda structure, visiting schools, handling complaints or concerns from the community, bringing up a new idea).

A Discussion Of Governance

Effective teams value and respect their essential roles, 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 that 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.

Authority to make decisions is only granted to the majority of the board as a whole. The majority of the board gives direction to the superintendent. Individual board members do not have the authority to direct the superintendent, unless otherwise agreed to by the board and superintendent.

The role 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/she is effectively undercutting his/her ability to govern. He/she is forfeiting the ability to hold the superintendent responsible for the way the board's policy direction is translated into action by the professional staff.

Unity of Purpose

Who Are We?

- The Cloverdale Unified School District Governance Team members are representatives of the entire community. We are committed to public education and value the role education plays in our democratic society. We provide educational leadership to the district, strive to make informed decisions, and operate as a unified team.

What Is Our Purpose?

- We have the responsibility to do the best job we can for our students within the state and federal requirements, and to see that our students graduate from our schools college and career ready, and able to become responsible citizens.

To Whom Are We Responsible?

- **To our children:** to provide the best possible education in a safe, engaging, challenging, nurturing, learning environment.
- **To district staff:** to provide necessary resources and a safe, supportive, challenging work environment.
- **To parents/guardians:** to provide a free public education for their children in an environment that is physically and emotionally safe for the children and their families, and to provide avenues for their involvement in their children's education.
- **To our voters and taxpayers:** to provide a high quality of education in our schools so the community is perceived as a good place to live, and to use public funds efficiently and effectively.
- **To our entire community:** to keep them informed and help them understand the benefits of our educational system whether or not they have children in our schools.
- **To the state and federal government:** to obey the law, to be informed and to keep other elected officials informed about the effect of legislation on our district, and to advocate on behalf of our children, the teaching profession and our schools.
- **To the other members of our team:** to come to meetings prepared, to be interested and informed, to be committed to our work, and to be respectful and honest in our interactions.

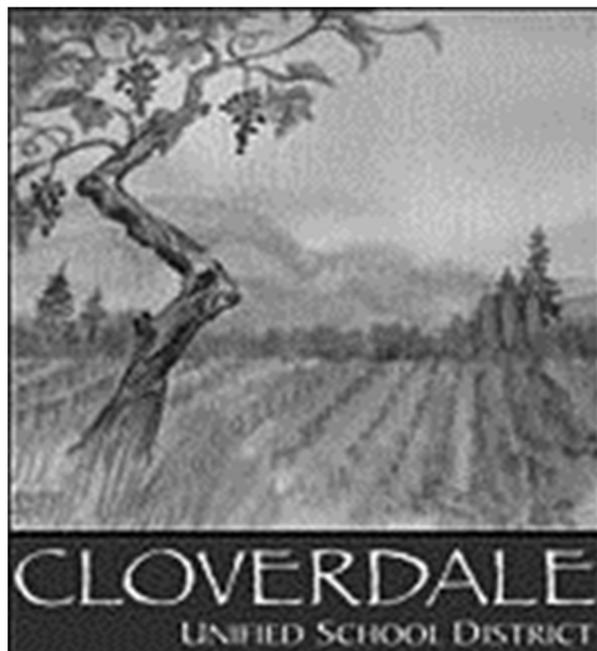
Vision Statement

The Cloverdale Unified School District embraces innovative practices that engage all students and staff to maximize potential, achieve goals, and build community.

Mission Statement

The Cloverdale Unified School District engages, challenges, and nurtures students according to their individual needs.

- Students will develop a strong sense of respect and responsibility for themselves, each other, and the community.
- Students will expand their ability to think critically, communicate effectively, solve problems creatively, and collaborate within a team.
- Students will embrace the challenges placed in front of them with vigor and perseverance that exemplify their love of learning.
- To this end, the Cloverdale Unified School District:
- Staff will create a safe environment conducive to learning where individual student differences are embraced and student strengths are emphasized.
- Staff will design and implement an integrated, hands-on curriculum with strong science, arts, and technology components that connect student learning to real-world applications.
- Staff will engage students in tailored, differentiated instruction that provides multiple avenues for students to gain and demonstrate mastery.
- Staff will provide a variety of high quality clubs, athletics, and extracurricular activities.
- Staff will embrace the challenges placed in front of them with vigor and perseverance that exemplify their love of learning.



What The Board Needs From The Superintendent...

The Superintendent needs to:

- Provide clear, timely, accurate information
- Maintain professional credibility
- Be transparent and keep the Board informed-No surprises
- Implement the district policies and vision
- Demonstrate good judgment, leadership and creativity
- Demonstrate effective listening
- Demonstrate effective crisis management skills
- Interact effectively with the community, staff, students, and parents/families
- Be fiscally prudent with district funds
- Demonstrate and model perseverance in solving problems and achieving goals
- Be updated on state and federal policies
- Continue to promote professional development for all staff and Board Members

What The Superintendent Needs From The Board...

The Board needs to:

- Be prepared for meetings and workshops
- Trust the Superintendent to effectively address issues that have been shared
- Maintain confidentiality
- Provide clear direction
- Conduct annual evaluations in a timely manner
- Understand the role of the board versus the role of the Superintendent
- Provide questions/concerns to the Superintendent prior to discussing in public whenever possible-No surprises
- Be representative of the community
- Be supportive of staff and understand staff roles and responsibilities
- Sometimes agree to disagree, but maintain civility and support board decisions

Governance Team Norms

We agree to:

- Focus on the best interests of students
- Maintain confidentiality
- Listen openly, show respect and civility, and be open to ideas
- All share in the responsibility for successful meetings
- Support decisions of the majority
- Provide opportunities for all members to be heard
- Provide accurate and timely information to the public
- Pay attention to process and stay on task
- Attend conferences and workshop for continued professional development

Protocols And Procedures To Facilitate Governance Leadership

Issue	Agreement
<p>Board meeting management and length of time.</p> <p><i>We believe:</i></p> <ul style="list-style-type: none"> • Acknowledging student and staff work is important and sets a positive tone at board meetings. Everyone should feel valued and respected and should not be surprised at meetings. It's hard to communicate effectively and feel connected with the team with just one meeting a month. We have a lot of information to consider at each meeting. It takes time for the board to deliberate effectively. It's hard to make good decisions after 9:00 p.m. 	<p><i>In order to conduct efficient, effective board meetings that honor our beliefs, we agree:</i></p> <ul style="list-style-type: none"> • To begin our closed sessions at posted time. • To begin our regular board meetings at posted time. • Items will be placed in the consent section whenever possible and appropriate. • That Board members will come to meetings prepared, and will inform the superintendent of questions ahead of time so that staff can be prepared with answers. • That Board members will ask “essential” questions at board meetings, but will ask “basic” questions prior to the meeting. • That the Superintendent will endeavor to have back-up materials available to the board as early as possible. • That the Board president will ask for a process check at 9:00 p.m. to see if the board wishes to complete the agenda or continue the meeting to another date and time. • That Board members may request a brief break at any time via a request to the Board President. • That Board members may request items placed on the agenda by contacting the Board President or Superintendent. <ul style="list-style-type: none"> ○ The Board President and Superintendent will meet to determine the appropriate meeting to include the requested item on the agenda.

Issue	Agreement
<p>Sharing information with other board members for decision-making.</p> <p><i>We believe:</i></p> <ul style="list-style-type: none"> • Everyone on the governance team must have the same information in order to make informed decisions. It is important that board members share their own knowledge and skills, but at the same time we want to honor and utilize our staff's expertise. We want to abide by the restrictions of the Brown Act that require us to conduct district business in public. Action items should come with a recommendation when requested. 	<p><i>In order to ensure that decisions are made with adequate background knowledge, we agree:</i></p> <ul style="list-style-type: none"> • Provide materials and/or information to the superintendent to share with the rest of the board at his discretion. • As a general practice, the superintendent shall endeavor to share the same information with all board members. • That the Superintendent makes a recommendation for action items. • That the Superintendent will provide information related to fiscal implications of recommendations for action.

Issue	Agreement
<p>Working with district staff about our own children</p> <p><i>We believe:</i></p> <ul style="list-style-type: none"> • <i>Our own children are our first priority. All children in the district should be treated and respected in the same way as our own children. Managing the two roles of board member and parent is difficult and challenging because staff always views us as board members. We should be treated in the same way as other parents and should follow the same protocols and processes as other parents when dealing with staff about our own children.</i> 	<p><i>In order to work effectively with district staff about our own children, we agree to:</i></p> <ul style="list-style-type: none"> • Follow the same process that we expect all parents to follow: • Meet with the teacher first, and then follow the chain of command: <ul style="list-style-type: none"> ○ Meet with the principal, ○ Consider using the complaint policy. • Be clear that we are speaking to the teacher as a parent (i.e.: “My child is having this problem _____. How can I help them?”) • Understand that sometimes our spouse or significant other may be the better person to handle a situation. • Inform the superintendent of the situation prior to any meetings.

Issue	Agreement
<p>Roles during negotiations</p> <p><i>We believe:</i></p> <ul style="list-style-type: none"> • <i>We have a competent negotiating team for the district. The governance team defines the parameters for negotiations based on district goals and the LCAP. Board members should not be directly involved at the negotiations table. We value our employees as our best asset. It is our responsibility to negotiate a fair and equitable contract for the unions and the district. Our unions have a job to do and a role to play in negotiations.</i> 	<p><i>In order to honor our beliefs about the role of the board and the superintendent in negotiations, we agree to:</i></p> <ul style="list-style-type: none"> • Always keep students’ best interest in mind. • Define the philosophical and financial parameters for negotiations based on our district Mission, Goals and the LCAP. • Trust our negotiating team to do the best job they can. • Remind staff that there is a process in place, that the staff and district each have an identified negotiating team and that any issues or questions about negotiations need to go through the defined negotiations processes. • Stand behind the final contracts as adopted. • Have consistent and timely updates provided to the board from the superintendent.

Issue	Agreement
<p>Role of the Board spokesperson.</p> <p><i>We believe:</i></p> <ul style="list-style-type: none"> • <i>The board president acts as the spokesperson for the board.</i> 	<p><i>In order to honor our beliefs about the role of the board spokesperson, we agree:</i></p> <ul style="list-style-type: none"> • The board president will attempt to discuss items of interest at a board meeting whenever possible before committing the district to a certain position. • The board president will discuss items of interest with the Superintendent whenever possible before committing the district to a certain position.

Superintendent Evaluation

The Cloverdale Unified School District governance team believes that superintendent evaluation should be a communication process that serves as a model for district evaluation at all levels. It should be:

- Based on District Goals
- Data-driven
- Ongoing
- Collaborative (i.e., working together as a governance team to agree on success indicators for each goal)

We believe superintendent evaluation is an important leadership tool to focus and align all district efforts, an opportunity for the governance team to reflect and talk and discuss the district direction. The superintendent's evaluation 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.

Superintendent Evaluation Template

Directions: Evaluators use this form to provide the superintendent with an assessment of performance.

Superintendent: _____ **School Year(s):** _____

School: Cloverdale Unified School District

Performance Standard 1: Mission, Vision, and Goals

Exemplary <i>In addition to meeting the requirements for Proficient...</i>	Proficient <i>Proficient is the expected level of performance.</i>	Developing/Needs Improvement	Unacceptable
The superintendent establishes a highly productive relationship with the local school board to formulate and implement the school district's mission, vision, and goals to promote student academic progress.	The superintendent works with the local school board to formulate and implement the school district's mission, vision, and goals to promote student academic progress.	The superintendent has not reached a level of proficiency in working with the local school board to formulate and implement the school district's, mission, vision, and goals to promote student academic progress.	The superintendent does not work with the local school board to formulate and implement the school district's, mission, vision, and goals to promote student academic progress.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:			

Performance Standard 2: Planning and Assessment

Exemplary <i>In addition to meeting the requirements for Proficient...</i>	Proficient <i>Proficient is the expected level of performance.</i>	Developing/Needs Improvement	Unacceptable
The superintendent proactively seeks out research on the effective use of assessment data and ensures district personnel are aware of relevant findings and are using data to improve instructional programs, resulting in improved student academic performance.	The superintendent strategically gathers, analyzes, and uses a variety of data to guide planning and decision making consistent with established guidelines, policies, and procedures that result in student academic progress.	The superintendent has not reached a level of proficiency in gathering, analyzing, and using a variety of data to guide planning and decision making consistent with established guidelines, policies, and procedures that result in student academic success.	The superintendent does not gather, analyze, and use a variety of data to guide planning and decision making consistent with established guidelines, policies, and procedures that result in student academic success.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:			

Performance Standard 3: Instructional Leadership

Exemplary <i>In addition to meeting the requirements for Proficient...</i>	Proficient <i>Proficient is the expected level of performance.</i>	Developing/Needs Improvement	Unacceptable
The superintendent actively and consistently employs innovative and effective leadership strategies that empower teachers, maximize student academic progress, and result in effective teaching and learning that reflects excellence.	The superintendent fosters the success of all teachers, staff, and students by ensuring the development, communication, implementation, and evaluation of effective teaching and learning that leads to student academic progress and school improvement.	The superintendent has not reached a level of proficiency in fostering the success of all teachers, staff, and students by facilitating the development, communication, implementation, or evaluation of effective teaching and learning that leads to student academic progress and school improvement.	The superintendent does not foster the success of all teachers, staff, and students by facilitating the development, communication, implementation, or evaluation of effective teaching and learning that leads to student academic progress and school improvement.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:			

Performance Standard 4: Organizational Leadership and Safety

Exemplary <i>In addition to meeting the requirements for Proficient...</i>	Proficient <i>Proficient is the expected level of performance.</i>	Developing/Needs Improvement	Unacceptable
The superintendent is highly effective at organizational management, demonstrating proactive decision making, coordinating safe, efficient operations, and maximizing available resources.	The superintendent fosters the safety and success of all teachers, staff, and students by supporting, managing, and evaluating the district's organization, operation, and use of resources.	The superintendent has not reached a level of proficiency in supporting, managing, or evaluating the district's organization, operation, safety, or use of resources.	The superintendent inadequately supports, manages, or evaluates the district's organization, operation, safety or use of resources.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:			

Performance Standard 5: Communication and Community Relations

Exemplary <i>In addition to meeting the requirements for Proficient...</i>	Proficient <i>Proficient is the expected level of performance.</i>	Developing/Needs Improvement	Unacceptable
The superintendent proactively seeks and creates innovative and productive methods to communicate and engage effectively with stakeholders.	The superintendent fosters the success of all students through effective communication with stakeholders.	The superintendent has not reached a level of proficiency in communicating on issues of importance to stakeholders.	The superintendent demonstrates ineffective or detrimental communication with stakeholders.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:			

Performance Standard 6: Professionalism

Exemplary <i>In addition to meeting the requirements for Proficient...</i>	Proficient <i>Proficient is the expected level of performance.</i>	Developing/Needs Improvement	Unacceptable
The superintendent demonstrates professionalism through published works, formal presentation(s), and/or formal recognition(s) or award(s).	The superintendent fosters the success of teachers, staff, and students by demonstrating professional standards and ethics, engaging in continuous professional development, and contributing to the profession.	The superintendent has not reached a level of proficiency in demonstrating professional standards, engaging in continuous professional development, or in contributing to the profession.	The superintendent shows disregard for professional standards and ethics, engaging in continuous professional development, or contributing to the profession.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:			

Performance Standard 7: Districtwide Student Academic Progress

Exemplary <i>In addition to meeting the requirements for Proficient...</i>	Proficient <i>Proficient is the expected level of performance.</i>	Developing/Needs Improvement	Unacceptable
The superintendent's leadership results in a high level of student academic progress with all populations of learners.	The superintendent's leadership results in acceptable, measurable districtwide student academic progress based on established standards.	The superintendent's leadership has not reached a level of proficiency in promoting student academic progress that meets the established standard.	The superintendent's leadership consistently results in inadequate student academic progress.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:			

Overall Evaluation Summary (based on Cumulative Summative rating range decided by school district):
Include comments here

- Exemplary**
- Proficient**
- Developing/Needs Improvement**
- Unacceptable**

Commendations:

Areas Noted for Improvement:

Superintendent Improvement Goals:

Superintendent's Name: _____

Superintendent's Signature: _____ Date: _____

(Superintendent's signature denotes receipt of the summative evaluation, not necessarily agreement with the contents of the form.)

Evaluator's Name: _____

Evaluator's Signature: _____ Date: _____

Governing Board Self-Evaluation

Purpose:

- One of the primary ways a governance team can strengthen or maintain its effectiveness is to periodically assess its own performance. A self-evaluation provides the opportunity to step back and reflect on how well a board is meeting its responsibilities and provides the board and superintendent with valuable perception data, revealing the range of perceptions among board members regarding the performance of the board and the governance team.

Why a self-evaluation is important:

- A self-evaluation can strengthen board performance and lead to improved district performance and greater community confidence in the board and the district. Board self-evaluation is an important responsibility for the board for three reasons:
 1. School boards evaluate themselves to demonstrate that districts leadership is committed to continuous learning at every level. To do this, districts must invest in the professional development of every adult in the system, including the district's governing board.
 2. School boards evaluate themselves to create a culture of using feedback to get better. If districts need to be data-driven, so do boards. By conducting the self-evaluation, boards help create the culture that makes it safe to reflect on performance in order to improve it.
 3. School boards evaluate themselves to demonstrate accountability to the community that elected them. As an elected entity, the board has an obligation to report back to the community on how well the board is performing in its service to the students and the district that serves them.

Hyperlink to CSBA self-evaluation tool:

- <http://bse.csba.org/>