SAMPLE

Board
Policies

NOTE: Full set of policies at:

www.policygov.com   (click "Resources" tab)

XYZ School District

Executive Summary

The XYZ School District Board of Directors is formulating new policies designed to focus the district's attention on student achievement results. The board will establish <u>Ends</u> policies that clearly delineate what students should know, understand, and be able to do upon exiting our schools. The board will also designate performance goals for schools and the district to work toward. These goals will be stated in terms of increased student achievement.

The board's policies fall into four categories:

1. ***Ends*** – What XYZ School District graduates should know, understand, and be able to do.

2. ***Governance Process*** - How the board will conduct its business. Specifically, the Governance Process policies call on the board to focus on strategic leadership, establishing vision and specifying desired results, rather than on administrative detail.

3. ***Board/Superintendent Relations*** – These policies clarify the relationship between the board and the superintendent. The board delegates the day-to-day operations of the school district to the superintendent. The superintendent will be held accountable for leading the district's personnel in moving toward accomplishment of the board's identified End Results while at the same time working within the framework established by the board. The board will monitor the district's compliance with various policies throughout each year.

4. ***Executive Limitations*** - Executive Limitations define the framework within which the superintendent and staff are to work. The superintendent is expected to devote her/his time to moving the district toward accomplishment of the End Results policies. S/he is authorized to make decisions and take actions within the framework provided by the board.

Policy Governance

V. Board Self Evaluation

VI. Superintendent Evaluation

I. Policy Type: Ends

District Mission   E-1

The Mission of XYZ School District, in partnership with our community, is to ensure that all students graduate with the skills and academic knowledge necessary to succeed as a responsible, contributing member of a global society.

Adopted: July 13, 2XXX
Monitoring Method: Internal Report
Monitoring Frequency: Annually in May

Academic Competence   E-2

All XYZ SD students meet or exceed high academic standards by acquiring the knowledge and skills essential for success in post-secondary education, the world of work, and citizenship.

1. Standards. The Board establishes the following three standards by which academic progress (in subjects for which standardized test and other data are available) is to be measured:

> Standard1. Student achievement in the district will exceed that of Washington State and the nation as measured by standardized test and other available data. This standard specifically includes all standardized state and federally-mandated testing data, as well as standardized college entry tests such as the SAT and ACT.
>
> Standard 2. The district will make yearly progress toward eliminating the achievement gap of disparate performance among identified student sub-groups; further, identified student sub-groups will outperform their peers when measures that yield standardized disaggregated data are implemented.
>
> Standard 3. Grade level cohorts within the district will make continuous progress over time and when compared to their state peers on all available measures and indicators, including percent passing, percent passing all parts of the assessment and the improvement of performance of each quartile.

2. The above three standards will be applied to the following subjects:

    a. Reading.
    b. Writing.
    c. Mathematics.
    d. Science.

3. All three standards will also be applied to the following indicators:

    a. On-time graduation rates.
    b. Attendance.

4. The district will demonstrate the state's essential academic learning requirements in the following two areas not measured by state mandated tests:

    a. Social studies.
    b. The arts.

5. The district will achieve high levels of participation, test-taking, and passing rates for Advanced Placement courses.

Adopted: February 24, 2xxx
Monitoring Method: Internal Report
Monitoring Frequency: Annually in October and January

I. Policy Type: Ends

Contributing Citizens   E-3

All XYZ SD students demonstrate the individual character qualities, emotional strength and social skills to succeed. They understand the importance of work and how performance, effort, and decisions directly affect their future educational and career opportunities. They contribute to the betterment of school and community, and understand their responsibility to contribute to both family and society. They demonstrate knowledge and skills that reflect responsible citizenship in a democratic society.

5. Individual. All students are individuals of good character.

    a. Honesty. They do not lie, cheat or steal - through their words and deeds they merit trust.
    b. Respect. They show respect for themselves, other people, and property.
    c. Responsibility. They are responsible and accountable for their actions.
    d. Caring. They demonstrate empathy and compassion for others.
    e. Self control. They are able to control their actions.
    f. Effort. They understand the value of work and put forth their best efforts in school.

6. School. All students demonstrate successful emotional and social skills within a school setting.

    a. Conflict resolution. They demonstrate an ability to avoid or resolve conflict situations.
    b. Cooperation and teamwork. They demonstrate an ability to work together.
    c. Bullying and harassment. They demonstrate an ability to resist and consistently report bullying or harassment.
    d. Leadership. They set the example, influencing others to make good choices.
    e. Inclusiveness. They are welcoming to one another, and are inclusive in encouraging one another to participate in school activities.

7. Society. All students demonstrate citizenship knowledge and skills essential to a democratic society.

    a. Rights and Responsibilities. They know and act on their rights and responsibilities as students and as citizens.
    b. Representative democracy. They demonstrate a working knowledge of America's form of self-government.
    c. Community - All students demonstrate community service

Adopted: ***May 13, 2xxx***
Monitoring Method: ***Internal Report***
Monitoring Frequency: ***Annually in March***

I. Policy Type: Ends

Physical Health and Fitness   E-4

All XYZ SD students are healthy and physically fit, and demonstrate the knowledge, skills, habits and attitudes of a healthy and fit lifestyle that will successfully carry them into adult life.

1. All students are physically fit, as measured by the FitnessGram © Standards for Healthy Fitness Zone.

2. All students demonstrate knowledge of a healthy and fit lifestyle.

    a. They know the relationship between physical fitness and longevity, disease prevention and quality of life.
    b. They know the American Heart Association Nutritional Guidelines for Healthy Children.
    c. They know the relationship between proper nutrition and overall physical fitness, longevity, disease prevention and quality of life.
    d. They know that the choices they make both at school and at home with regard to physical activity and nutrition impact their ability to learn in school, their physical fitness, longevity, disease prevention and quality of life.

3. All students demonstrate the habits and attitudes of a healthy and fit lifestyle.

Adopted: *August 13, 2xxx*
Monitoring Method: *Internal Report*
Monitoring Frequency: *Annually in June*

II. Policy Type: Governance Process

Governance Commitment and Beliefs   GP-1

The Board, supporting the welfare of students, the work of staff, and the interest of the community, holds itself accountable to the citizens of the district by ensuring that all action it takes is consistent with law and the Board's policies.

1. In the fulfillment of this charge, the Board is committed to rigorous, continual improvement of its capacity to govern effectively through policy by defining its concerns in terms of values and its vision in terms of expectations.

2. The following beliefs reflect the district's fundamental values and character:

    a. *Education is essential to quality of life.*

    b. *Every individual can learn.*

    c. *Public education is essential to participatory citizenship in a democracy.*

    d. *Learning is a lifelong process*

    e. *Ability to adapt to change is essential.*

    f. *A shared set of basic values and ethical standards is essential to our community.*

    g. *A diverse population working in unity enriches a community.*

    h. *Integrity is essential for trust.*

    i. *Trust is fundamental to quality relationships.*

    j. *Hard work and perseverance are essential in order to maximize potential.*

    k. *High expectations are important for student learning.*

    l. *Every individual has value and is entitled to be treated with respect.*

    m. *Every individual has a responsibility to contribute to a safe and civil school environment.*

    n. *Every individual has a responsibility to family, school, and community.*

    o. *Every individual is responsible for his or her decisions and behavior.*

3. The Board's purpose is to assure that XYZ SD achieves the results described in its Ends policies and operates within the parameters described in its Executive Limitations policies.

Adopted: *August 8, 20XX*
Monitoring Method: *Board self-assessment*
Monitoring Frequency: *Annually in July*

Governing Style   GP-2

The Board will govern with emphasis on organizational vision rather than on interpersonal relationships; encourage diversity in viewpoints; focus on strategic leadership rather than administrative detail; observe clear distinction between Board and Superintendent roles; make collective rather than individual decisions; exhibit future orientation rather than past or present; and govern proactively rather than reactively.

Accordingly:

1. The Board will cultivate a sense of group responsibility. The Board will work in partnership with the Superintendent, staff, students, parents, and the community. The Board, not the Superintendent or staff, will be responsible for excellence in governing. The Board will use the expertise of individual Board members to enhance the ability of the Board as a body, but will not substitute individual judgments for the Board's collective values.

2. The Board will hold itself accountable for governing with excellence. This self-discipline will apply to attendance, preparation for meetings, policymaking principles, respect of roles, and ensuring the continuity of governance capability.

3. The Board will direct, control, and inspire the district through the careful establishment of written policies reflecting the Board's values and perspectives. The Board's major policy focus will be on the intended long-term benefits for students, not on the administrative or programmatic means of attaining those benefits.

4. Continuous Board development will include orientation of candidates and new members in the Board's governance process and periodic Board discussion and evaluation of process to assure continued improvement.

5. The Board will allow no officer, individual, or committee of the board to hinder or be an excuse for not fulfilling its commitments.

6. The Board will monitor the Board's process and performance at each meeting. Self-monitoring will include comparison of Board activity and discipline to policies in the *Governance Process* and *Board-Staff Relationship* categories.

7. The Board, by majority vote, may revise or amend its policies at any time. However, the norm is after review and monitoring as scheduled in GP-8-E, a proposed policy revision will be discussed at one session of the Board prior to being approved at a subsequent Board meeting. In emergency circumstances, the Board may approve a policy change without delay.

Adopted: **August 24, 20XX**
Monitoring Method: **Board self-assessment**
Monitoring Frequency: **Semi-annually in July**

Board Job Description   GP-3

The job of the Board is to represent our community and to lead the district by determining and demanding excellent organizational performance. To distinguish the Board's own job from the job of the Superintendent, the Board will:

1. Ensure that the mission and Ends are the focus of organizational performance.

2. Use appropriate avenues to ensure input from students, staff, parents and the community as a means to link to the entire community.

    a. In addition to the 5 school directors, the Board shall invite 2 high school students to serve as student representatives to the Board of Directors.

    b. It shall be the responsibility of student representatives to serve as a link between XYZ SD students and the Board.

3. Develop written governing policies at the broadest levels,

    a. ***Ends***: Organizational products, impacts, benefits, or results for specified recipients and their relative worth (what end result is desired for whom and at what cost).

    b. ***Executive Limitations***: Constraints on executive authority which establish the practical, ethical and legal boundaries within which all executive activity and decision-making will take place.

    c. ***Board/Superintendent Relationship***: How authority is delegated and its proper use monitored; the Superintendent's role, authority and accountability.

    d. ***Governance Process***: How the Board will conceive, carry out and monitor its own work.

4. Assure Superintendent performance by monitoring Ends and Executive Limitations policies;

5. Assure Board performance by monitoring Governance Process and Board/Superintendent Relationship policies;

Adopted: *August 24, 20XX*
Monitoring Method: *Board self-assessment*
Monitoring Frequency: *Semi-annually in July*

Monitoring Board Governance Process and Board-Staff Relationship Policies   GP-4

The purpose of monitoring the Board's *Governance Process* and *Board-Staff Relationship* policies is to determine the degree to which the policies are being fulfilled. Monitoring will be as automatic as possible, using Board time effectively so that meetings can be used to create the future rather than to review the past.

These policies are monitored through Board self-assessment according to the following frequency:

Governance Process Policies	Method	Frequency
GP-1 Governance Commitment	Self-Assess	July
GP-2 Governing Style	Self-Assess	July
GP-3 Board Job Description	Self-Assess	July
GP-4 Monitoring Board Policies	Self-Assess	July
GP-5 Chair's Role	Self-Assess	March
GP-6 Board Committee Principles	Self-Assess	March
GP-7 Committee Structure	Self-Assess	March
GP-8 Agenda Planning	Self-Assess	August
GP-9 Board Member's Code of Conduct	Self-Assess	April
GP-10 Board Member Covenants	Self-Assess	May
GP-11 Board Member Conflict of Interest	Self-Assess	September
GP-12 Board Member Compensation and Expenses	Self-Assess	January
GP-13 Process for Addressing Board Member Violations	Self-Assess	November

Board-Staff Relationship Policies	Method	Frequency
B/SR-1 Board/Superintendent Connection	Self-Assess	December
B/SR-2 The Board Acts As a Unit	Self-Assess	December
B/SR-3 Accountability of the Superintendent	Self-Assess	December
B/SR-4 Delegation to the Superintendent	Self-Assess	December
B/SR-5 Monitoring Superintendent Performance	Self-Assess	January

Adopted: **January 12, 20XX**
Monitoring Method: **Board self-assessment**
Monitoring Frequency: Annually in July

II. Policy Type: Governance Process

Annual Board Self-Evaluation   GP 4-E

The Board's Policy GP-2 (Governing Style) provides that:

The Board will hold itself accountable for governing with excellence. This self-discipline will apply to attendance, preparation for meetings, policymaking principles, respect of roles, and ensuring the continuity of governance capability.

The purpose of annual self-evaluation (and mid-year review) is to summarize actions previously taken by the Board as it monitored **Governance Process** and **Board-Superintendent Relationship** policies during the year, and to draw conclusions on the basis of that on-going self-monitoring process relative to overall Board performance and consequently the Chair's performance.

During the current year, the following **Governance Process** and **Board-Superintendent Relationship** policies have been monitored by the Board, with approval of monitoring reports considered to be evidence of satisfactory Board and Chair performance:

✓	GP 1	Governance Commitment	July 20XX
✓	GP 2	Governing Style	July 20XX
✓	GP 3	Board Job Description	July 20XX
✓	GP 4	Monitoring Board Policies	July 20XX
✓	GP 5	Chair's Role	Mar 20XX
✓	GP 6	Board Committee Principles	Mar 20XX
✓	GP 7	Committee Structure	Mar 20XX
✓	GP 8	Agenda Planning	Aug 20XX
✓	GP 9	Board Member's Code of Conduct	Apr 20XX
✓	GP 10	Board Member Covenants	May 20XX
✓	GP 11	Board Member Conflict of Interest	Sept 20XX
✓	GP 12	Board Member Compensation and Expenses	Jan 20XX
✓	GP 13	Process for Addressing Board Member Violations	Nov 20XX
✓	B/SR 1	Board/Superintendent Connection	Dec 20XX
✓	B/SR 2	The Board Acts as a Unit	Dec 20XX
✓	B/SR 3	Accountability of the Superintendent	Dec 20XX
✓	B/SR 4	Delegation to the Superintendent	Dec 20XX
✓	B/SR 5	Monitoring Superintendent Performance	Jan 20XX

Remarks from Current Year's Self-Monitoring Documents:

Findings - Governance Process:

GP-1: Governance Commitment
GP-2: Governing Style
GP-3: Board Job Description
GP-4: Monitoring Board Policies
GP-5: Chair's Role
GP-6: Board Committee Principles
GP-7: Committee Structure
GP-8: Agenda Planning
GP-9: Board Member's Code of Conduct
GP-10: Board Member Covenants
GP-11: Board Member Conflict of Interest
GP-12: Board Member Compensation and Expenses
GP-13: Process for Addressing Board Member Violations

II. Policy Type: Governance Process

Findings - Board-Superintendent Relationship:

B/SR-1: Board/Superintendent Connection
B/SR-2: The Board Acts as a Unit
B/SR-3: Accountability of the Superintendent
B/SR-4: Delegation to the Superintendent
B/SR-5: Monitoring Superintendent Performance

Conclusions: Based upon the Board's self-monitoring of its own performance during the preceding year, the Board reaches the following conclusions relative to its own and the chair's performance:

Policy Implications:

Additional Remarks:

Signed: _____,Chair   Date: _____

Adopted: ***July 11, 20XX***
Monitoring Method: ***Board self-assessment***
Monitoring Frequency: ***Annually in July***

II. Policy Type: Governance Process

Monitoring Document

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GP-4-E-1

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Policy: _____   **Date:** _____

1. With respect to the provisions of its policy, _____, the XYZ SD Board of Directors concludes that its performance during the previous year has been

   a. _____ In compliance

   b. _____ In compliance, with the following exceptions:

   c. _____ Not in compliance

2. In order to maintain its commitment to excellence in governance, to the provisions of this policy, and to improve its own performance, the Board commits to the following actions:

Signed: _____ **, Chair**

Adopted: *July 11, 20XX*
Monitoring Method: *Board self-assessment*
Monitoring Frequency: *Annually in July*

II. Policy Type: Governance Process

Board Self-Assessment 1   GP-4-E-2

The Board will use the following instrument to evaluate its performance during meetings.

Date of meeting: _____   Number of Board members present: _____

I. General meeting behavior
Rate the Board's meeting behavior by assigning a numerical rating using the following scale:

1	2	3	4	5
Failing	Poor	Satisfactory	Good	Commendable

1	2	3	4	5	
					1. The agenda was well planned to focus on the real work of the Board.
					2. The Board followed its agenda and did not allow itself to get sidetracked.
					3. Board members prepared for and contributed to the meeting.
					4. The meeting proceeded without interruptions or distractions.
					5. The Board's deliberations and decision-making processes were public
					6. Participation was balanced. All participated; no one dominated.
					7. Members listened attentively, avoiding side conversations.
					8. Work was conducted in an atmosphere of trust and openness.
					9. Meeting participants treated each other with respect and courtesy.

Remarks:

II. Governance principles review
Were these principles followed? Mark **Yes** or **No**. For any **not** followed, please add remarks.

Yes	No	N/A	
			1. Board actions occur at the policy level rather than at the operational level.
			2. The Board reviews policy about each topic before discussing that issue.
			3. In writing additional policies, the Board starts with a broad statement and becomes more detailed in a logical and disciplined sequence.
			4. The Board minimizes time spent monitoring past performance.
			5. The Board routinely dedicates time to reviewing/improving its own process.
			6. The Board clarifies priorities/values when considering potential outcomes, beneficiaries and costs of outcomes.
			7. The Board follows an annual calendar based on a plan for doing its work.
			8. The Board Chair helps the Board efficiently conduct its meeting
			9. The Board spends most of its time deliberating issues, defining and clarifying its vision, and linking with its community, as opposed to "fixing things."
			10. The Board supports the Superintendent in any reasonable interpretation of its policies.

Remarks:

III. Overall.

1	2	3	4	5	**1**=Failing, **2**=Poor, **3**=Satisfactory, **4**=Good, **5**=Commendable
					Mark the number that corresponds with your evaluation of the meeting.

Adopted: *July 11, 20XX*
Monitoring Method: *Board self-assessment*
Monitoring Frequency: *Annually in July*

II. Policy Type: Governance Process

Chair's Role   GP-5

The Chair of the Board ensures the integrity of the Board's processes and normally serves as the Board's official spokesperson. Accordingly, the Chair has the following authority and duties:

1. Monitor Board behavior to ensure that it is consistent with its own rules and policies and those legitimately imposed upon it from outside the organization;

    a. Conduct and monitor Board meeting deliberations to ensure that only Board issues, as defined in Board policy, are discussed;

    b. Ensure that Board meeting deliberations are fair, open, and thorough, but also efficient, timely, orderly and to the point;

    c. Chair Board meetings in accordance with law and *Robert's Rules of Order*;

    d. Provide a means of collecting monitoring data from all board members, collate and present data to the board for discussion and action.

2. Make all interpretive decisions that fall within the topics covered by Board policies on *Governance Process* and *Board/Staff Relationship*, except where the Board specifically delegates such authority to others, using any reasonable interpretation of the provisions in those policies;

    a. Refrain from making any interpretive decisions about policies created by the Board in the Ends and Executive Limitations policy areas;

    b. Refrain from exercising any authority as an individual to supervise or direct the Superintendent;

3. Represent the Board to outside parties in announcing Board-stated positions and in stating decisions and interpretations within the areas assigned to the Chair, delegating this authority to other Board members when appropriate, but remaining accountable for its use;

4. With the Superintendent, plan and approve the meeting agenda.

5. When necessary, sign documents as required by law and authorized by the Board;

6. Appoint members to Board-approved subcommittees with input from the Board.

In the absence or inability of the Chair, the Vice Chair shall have all of the powers and duties of the Chair.

Adopted: *March 23, 20XX*
Monitoring Method: *Board self-assessment*
Monitoring Frequency: *Annually in March*

Agenda Planning   GP-8

To accomplish its stated objectives, the Board will follow an annual schedule which includes continuing review, monitoring and refinement of *Ends* policies and continually improves Board performance through education and enriched input and deliberation.

Accordingly:

1. The planning cycle will begin each year in July in order that administrative decision-making and budgeting can be based on accomplishing a one-year segment of the Board's most recent statement of long-term *Ends.*

2. The planning cycle will start with the Board's development of its schedule for the next year, and will include:

    a. Scheduled linkage discussions and consultations with selected groups and persons whose opinions will be helpful to the Board,
    b. Training and discussion on governance matters, including orientation of new Board members in the Board's governance process and periodic discussions by the Board about means to improve its own process,
    c. Discussion related to *Ends* policies (e.g. presentations by futurists, demographers, community representatives, staff, etc.).
    d. Scheduled monitoring of all policies.

3. The Board will meet at least once a month to conduct a business meeting, with work sessions scheduled as needed.

4. Guided by the annual board agenda, the Board chair and Superintendent, with input from Board members and the public, will set the agenda for Board meetings. The agenda will be based upon the Board's annual schedule (GP-8-E). Agenda items will be numbered in sequence, with estimated start time and applicable policy references.

5. The consent agenda enables the board to efficiently deal with matters that have been delegated to the Superintendent, but by law must be approved by the Board. Throughout the year the Board will attend to consent agenda items as expeditiously as possible.

    a. Items routinely assigned to the consent agenda include meeting minutes, personnel actions, business transactions, expense vouchers, gifts, travel requests, textbook adoption, intergovernmental agreements, and monitoring reports for Executive Limitations policies.
    b. An item may be removed from the consent agenda only upon approval of a majority of the Board. Executive Limitations monitoring reports will be pulled for discussion only if members have concerns about reasonable interpretation or compliance, or if the Superintendent and Board Chair determine the full Board needs information concerning new programs or problem areas.

Adopted: August 23, 20XX
Monitoring Method: Board self-assessment
Monitoring Frequency: Annually in August

II. Policy Type: Governance Process

GP-8-E, Annual Board Agenda   GP-8-E

	GP	BSR	EL	ENDS	LINKAGE	BOARD DEVELOP-MENT	OTHER
July 2xxx	1 2 3 4		2, 6			Board Retreat	
Aug. 2xxx	8		1 3 4 7				
Sept. 2xxx	11		9 10		Linkage/ Outreach		Staff Day 1st Day
Oct. 2xxx			18	2	E-2: Academic Achievement	WSSDA Regional Meeting	
Nov. 2xxx	13		13 14		Linkage/ Outreach	WSSDA Conference 11-19 to 11-22	
Dec. 2xxx		1 2 3 4	8 11 12			Board Orientation	
Jan. 20XX	12	5			Linkage/ Outreach		Mid-Yr Review
Feb. 20XX			17				
March 20XX	5 6 7			3	Linkage/ Outreach	WSSDA Regional Meeting	
April 20XX	9		5 16			NSBA Conference 4-4 to 4-7	
May 20XX	10		15	1	Linkage/ Outreach	Board Self-Evaluation	20-yr Dinner Honors Dessert
June 20XX				4			Graduation, 6-12 Supt Evaluation/ Contract

Adopted: *September 24, 2xxx*
Monitoring Method: *Board self-assessment*
Monitoring Frequency: *Annually in August*

II. Policy Type: Governance Process

Three-Year Linkage Plan   GP-8-E-1

To increase the board's access to the community, the board commits to "link" with the community at a variety of its meetings and activities. Toward that end, we will target individual community members and a diverse array of local organizations, seeking out opportunities on their "own turf" as well as at board meetings to solicit their views about desired results for our students.

20XX-YY
1. Outreach - Settings Other Than Board Meetings (5 dates)
   - September @PTSA Council Meeting
   - November @Joint Meeting with UP City and UP Fire District
   - January @Rotary Meeting
   - March @Optimists Meeting
   - May @Lions Meeting
2. Topical Linkage – Broadcast Invitation Throughout the Community
   - Oct - E-2 Academic Standards
3. Invited Linkages - Specific Invitees, Prior to Board Meeting (3 dates)
   - December
   - February
   - April

20YY-ZZ
1. Outreach - Settings Other Than Board Meetings (5 dates)
   - September @Chambers Bay Women's Club
   - November @Parks and Recreation Committee, City of UP
   - January @PTSA Council Meeting
   - March @Ethnic Group (group TBA)
   - May @Homeowners' Association (association TBA)
2. Topical Linkages - Broadcast Invitation Throughout the Community
   - Oct - E-2 Academic Standards
3. Invited Linkages - Specific Invitees, Prior to Board Meeting (3 dates)
   - December
   - February
   - April

20ZZ-AA
2. Outreach - Settings Other Than Board Meetings (5 dates
   - September @City of UP Council Meeting
   - November @UP Chamber of Commerce Meeting
   - January @UP Parks and Recreation Committee Meeting, City of UP
   - March @Senior Center
   - May @Private Schools
3. Topical Linkages - Broadcast Invitation Throughout the Community
   - Oct - E-2 Academic Standards
2. Invited Linkages - Specific Invitees, Prior to Board Meeting (3 dates
   - December
   - February
   - April

Adopted: *July 13, 20XX*
Monitoring Method: *Board self-assessment*
Monitoring Frequency: *Annually in August*

II. Policy Type: Governance Process

Process for Addressing Board Member Violations GP-13

The Board and its members are committed to faithful compliance with the provisions of the Board's policies. In the event of a member's violation of policy, the Board may seek remedy by the following process:

1. Conversation in a private setting between the offending member and the Board Chair or other individual member;

2. Discussion in a private session between the offending member and the Board (as permitted by law);

3. Removal of the offending member from a committee or other Board-designated responsibility, if appropriate;

4. Public censure of the offending member of the Board;

5. In cases of nonattendance, declaration of vacancy of the seat in accordance with law.

Adopted: *February 14, 20XX*
Monitoring Method: *Board self-assessment*
Monitoring Frequency: *Annually in November*

Board/Superintendent Connection   B/SR-1

The Board's sole connection to the operational organization is the Superintendent. Members will refer to the Superintendent or his/her designated representative any compliments, complaints or criticisms about operational issues so that issues and trends can be addressed and tracked.

Adopted: *August 27, 20XX*
Monitoring Method: *Board self-assessment*
Monitoring Frequency: *Annually in December*

The Board Acts As a Unit   B/SR-2

Only decisions of the Board acting as an entity are binding on the Superintendent.

Accordingly:

1. Decisions or instructions of individual Board members, officers, or committees are not binding on the Superintendent except in rare instances when the Board has specifically delegated such exercise of authority.

2. Individual members will not give instructions to or request work of the Superintendent except in rare instances when the Board has specifically delegated such exercise of authority.

3. Board members should refer parents, employees, and others with complaints directly to the responsible individual closest to the situation (classroom teacher, school principal, central office staff, or the Superintendent's office) and will report such contacts to the Superintendent for follow-up.

Adopted: *August 27, 20XX*
Monitoring Method: *Board self-assessment*
Monitoring Frequency: *Annually in December*

Accountability of the Superintendent   B/SR-3

The Superintendent is the Board's only link to the operational organization. All authority over and accountability of staff, as far as the Board is concerned, is considered to be the responsibility of the Superintendent.

Accordingly:

1. The Board or individual members will never give instructions to persons who report directly or indirectly to the Superintendent.

2. The Board will not formally evaluate any staff member other than the Superintendent.

3. The Board will view successful Superintendent performance as identical to organizational accomplishment of the Board's Ends policies and compliance with the Board's Executive Limitations policies.

Adopted: ***January 12, 20XX***
Monitoring Method: ***Board self-assessment***
Monitoring Frequency: ***Annually in December***

Delegation to the Superintendent   B/SR-4

The Board will instruct the Superintendent through written policies which prescribe the organizational ends to be achieved and describe organizational situations and actions to be avoided, and will allow the Superintendent to use any reasonable interpretation of those policies.

Accordingly:

1. The Board will develop policies instructing the Superintendent to achieve stated results for identified recipients at a specified cost. These policies will be developed systematically from the broadest, most general level to more defined levels, and they will be called Ends policies.

2. The Board will develop policies which limit the latitude the Superintendent may exercise in choosing the organizational means. These policies will be developed systematically from the broadest, most general level to more defined levels, and they will be called Executive Limitations policies.

3. As long as the Superintendent uses any reasonable interpretation of the Board's Ends and Executive Limitations policies, the Superintendent is authorized, within the provisions of applicable statutes and regulations, to establish all further policies, make all decisions, take all actions, establish practices and develop all activities he/she deems appropriate to achieve the Board's Ends policies.

4. The Board may change its Ends and Executive Limitations policies at any time, thereby shifting the boundary between Board and Superintendent domains. By doing so, the Board changes the latitude of choice given to the Superintendent. However, as long as any Board-specified delegation of authority is in place, the Board will respect and support any reasonable interpretation of its policies, even though Superintendent choices may not be the choices the Board or its members would have made.

Adopted: *August 27, 20XX*
Monitoring Method: *Board self-assessment*
Monitoring Frequency: *Annually in December*

Monitoring Superintendent Performance   B/SR-5

The Superintendent's job performance will be monitored systematically and rigorously against the two Superintendent job expectations: organizational accomplishment of the Board's *Ends* policies, and organizational operation within the boundaries established in the Board's *Executive Limitations* policies.

Accordingly:

1. Monitoring determines the degree to which Board policies are being met. Information that does not contribute directly to this purpose is not considered monitoring data.

2. The Board will acquire monitoring data on *Ends* and *Executive Limitations* policies by one or more of three methods:

    a. By **internal report**, in which the Superintendent discloses and certifies compliance information to the Board,
    b. By **external report**, in which an external, disinterested third party selected by the Board assesses compliance with Board policies,
    c. By **direct Board inspection**, in which the Board assesses compliance with the appropriate policy criteria.

3. In every case, the standard for compliance shall be whether the Superintendent has reasonably interpreted the Board policy being monitored. The Board will make the final decision as to whether a Superintendent interpretation is reasonable, and will provide to the Superintendent, by the next meeting, a monitoring response document (B/SR-5-E-1 or B/SR-5-E-2). The chair will gather individual board member input and will draft a board response document for consideration/approval at the next meeting.

4. All policies which instruct the Superintendent will be monitored on schedule according to a frequency and by a method chosen by the Board. The Board may monitor any policy at any time by any method, but ordinarily will depend upon the following schedule and method:

Ends Policies	Method	Frequency
E-1 District Mission	*Internal Report*	*May*
E-2 Academic Standards	*Internal Report*	*October*
E-3 Contributing Citizens	*Internal Report*	*March*

Executive Limitations Policies	Method	Frequency
EL-1 Expectations of Superintendent	*Internal Report*	*May*
EL-2 Emergency Superintendent Succession	*Internal Report*	*July*
EL-3 Treatment of Parents, Students, and the Public	*Internal Report*	*August*
EL-4 Staff Treatment	*Internal Report*	*August*
EL-5 Staff Compensation	*Internal Report & Direct Inspection*	*April*
EL-6 Staff Evaluations	*Internal Report*	*July*
EL-7 Budgeting	*Internal Report*	*August*
EL-8 Financial Administration	*External Report*	*August*
EL-9 Facilities Program	*Internal Report*	*September*
EL-10 Asset Protecting	*Internal Report*	*September*
EL-11 Communication and Counsel to the Board	*Internal Report*	*January*
EL-12 Communication with the Public	*Internal Report*	*January*

III. Policy Type: Board-Superintendent Relations

Executive Limitations Policies	Method	Frequency
EL-13 Academic Standards and Practices	*Internal Report & Direct Inspection*	*November*
EL-14 Academic Program	*Internal Report & Direct Inspection*	*November*
EL-15 Instructional Materials Selection	*Internal Report*	*May*
EL-16 District Calendar	*Internal Report*	*April*
EL-17 Student Conduct and Discipline	*Internal Report*	*February*
EL-18 Mandatory Policies	*Internal Report*	*October*

5. In conjunction with the conclusion of the Board's annual planning cycle, each June the Board will conduct a formal evaluation of the Superintendent. The evaluation will be based upon data generated during the year in monitoring reports and Board response documents when monitoring Board *Ends* and *Executive Limitations* policies. A written evaluation document will be prepared, compiling the content of Board response documents. The Superintendent will review the document with the Board in executive session. The report will be signed by the Superintendent and the Board Chair. The evaluation document will consist of:

   a. Findings generated during the year from monitoring the Board's policies on *Ends* and *Executive Limitations*;
   b. Conclusions and policy implications as to whether each *End* has been achieved (or whether reasonable progress has been made toward its achievement) and whether the Superintendent has operated within the boundaries established in *Executive Limitations* policies;

Nothing in this policy will be construed to imply in any manner the establishment of any personal rights not explicitly established by statute, Board policy, or contract. All employment decisions regarding the Superintendent remain within the sole and continuing discretion of the Board.

Adopted: **February 28, 20XX**
Monitoring Method: **Board self-assessment**
Monitoring Frequency: **Annually in January**

III. Policy Type: Board-Superintendent Relations

Annual Summative Evaluation of the Superintendent   B/SR 5-E

The Board's Policy B/SR-5 provides that:

Each June, the Board will conduct a formal summative evaluation of the Superintendent. The summative evaluation will be based upon accumulated data derived from monitoring Board policies on *Ends* and *Executive Limitations* policies during the current year. A written evaluation document will be prepared by the Board. The Superintendent and Board will review the document in executive session.

The Board and Superintendent will conduct an informal mid-year review as of January.

The purpose of the annual evaluation (and mid-year review) of the Superintendent is to summarize actions previously taken by the Board as it monitored *Ends* and *Executive Limitations* policies during the year, and to draw conclusions on the basis of that on-going monitoring process relative to organizational performance and consequently the Superintendent's performance.

During the current year, the following *Ends* and *Executive Limitations* policies have been monitored by the Board, with acceptance of monitoring reports considered to be evidence of satisfactory organizational and Superintendent performance:

✓	E-1	District Mission	May 20XX
✓	E-2	Academic Standards	Oct 20XX
✓	E-3	Contributing Citizens	Mar 20XX
✓	EL-1	Expectations of Superintendent	Aug 20XX
✓	EL-2	Emergency Superintendent Succession	July 20XX
✓	EL-3	Treatment of Parents, Students, and the Public	Aug 20XX
✓	EL-4	Staff Treatment	Aug 20XX
✓	EL-5	Staff Compensation	Apr 20XX
✓	EL-6	Staff Evaluations	Jul 20XX
✓	EL-7	Budgeting	Aug 20XX
✓	EL-8	Financial Administration	Aug 20XX
✓	EL-9	Facilities Program	Sep 20XX
✓	EL-10	Asset Protection	Sep 20XX
✓	EL-11	Communication and Counsel to the Board	Dec 20XX
✓	EL-12	Communication with the Public	Dec 20XX
✓	EL-13	Academic Standards and Practices	Nov 20XX
✓	EL-14	Academic Program	Nov 20XX
✓	EL-15	Instructional Materials Selection	May 20XX
✓	EL-16	District Calendar	Apr 20XX
✓	EL-17	Student Conduct and Discipline	Feb 20XX
✓	EL-18	Mandatory Policies	Oct 20XX

Findings - Ends:

    Commendable indicators:

    Indicators of a need for improvement:

    Additional Remarks:

Findings - Executive Limitations:

III. Policy Type: Board-Superintendent Relations

Conclusions: Based upon the Board's acceptance of these reports and the on-going monitoring of the district's performance during the preceding year, the Board reaches the following conclusions relative to Superintendent performance:

Policy Implications:

Additional Remarks:

Signed: _____, Chair   Date: _____
Signed: _____, Superintendent   Date: _____

Adopted: ***May 23, 20XX***
Monitoring Method: ***Board self-assessment***
Monitoring Frequency: ***Annually in January***

III. Policy Type: Board-Superintendent Relations

Monitoring Response Document (Ends) B/SR 5-E-1

Policy Monitored: E-   **Date Report Submitted:** _____

The Board on the date shown above received and reviewed the official internal monitoring report of its policy E-__ submitted by the Superintendent. Following its review of the report, the Board concludes:

1. _____ Based upon the information provided, the Board finds that the Superintendent has reasonably interpreted the provisions of the relevant Ends policy, and the district is making reasonable progress toward achieving the desired results called for in the relevant policy. The Board commends the Superintendent for exemplary performance in the following areas:
   _____
   _____
   _____

2. _____ Based upon the information provided, the Board finds that the district is making progress toward achieving the desired results called for in the relevant Ends policy, but a greater degree of progress is expected in the following specific areas:
   _____
   _____
   _____

Further action required.

3. _____ Based upon the information provided, the Board finds that the Superintendent has failed to provide evidence of reasonable organizational progress toward achieving the desired results called for in the relevant Ends policy. Accordingly, the Board determines the following action to be appropriate:
   _____
   _____
   _____

4. _____ The information provided by the Superintendent is insufficient for the Board to decide whether reasonable progress has been made. Accordingly, the Board determines the following action to be appropriate:
   _____
   _____
   _____

Signed: _____, Chair   Date: _____
Signed: _____, Superintendent   Date: _____

Adopted: ***May 23, 20XX***
Monitoring Method: ***Board self-assessment***
Monitoring Frequency: ***Annually in January***

Expectations of Superintendent   EL-1

The Superintendent shall not cause or allow any practice, activity, decision, condition, procedure or organizational circumstance which is unlawful, unethical, unsafe, disrespectful, imprudent, unfair, inequitable, disruptive, undignified or in violation of contract, Board policy, or collective bargaining agreements.

Adopted: *September 26, 20XX*
Monitoring Method: *Internal Report*
Monitoring Frequency: *Annually in August*

Organizational Continuity   EL-2

In order to ensure continuity of district operations, the Superintendent shall not allow the district's leadership or any critical functions to be unprepared to respond to conditions that can stop or otherwise impede district operations:

Accordingly, the Superintendent shall not fail to:

1. Ensure that at least one other executive staff member is familiar with Board and Superintendent issues and processes and is capable of assuming Superintendent responsibilities on an emergency basis.

2. Ensure that continuity of leadership exists at each level of the district's management.

3. Ensure that district plans include a projection of foreseeable disasters or emergency situations.

4. Ensure that the district tests disaster/emergency preparedness plans for their ability to assure organizational continuity.

Adopted: *September 24, 2xxx*
Monitoring Method: *Internal Report*
Monitoring Frequency: *Annually in July*

IV. Policy Type: Executive Limitations

Treatment of Parents, Students, and the Public   EL-3

With respect to interactions with stakeholders (parents, students, and the public), the Superintendent shall not fail to ensure that parents, students and the public are treated with respect and dignity at the district level and within each school and classroom.

Accordingly, the Superintendent may not:

1. Jeopardize or neglect the protection of confidential information;

2. Fail to provide for effective handling of complaints;

3. Fail to appropriately involve stakeholders in an advisory capacity in important issues which impact them directly; nor fail to provide to district advisory groups, such as those formed for curriculum, facilities, and levy/bond matters, a formal charter document advising each such group of its purpose, organization and functions.

4. Fail to take reasonable steps to inform stakeholders of those policies and procedures that impact them.

5. Fail to offer a nutritious school breakfast/lunch program which incorporates federal/state guidelines and includes age-appropriate measures to encourage healthy eating habits.

6. Fail to facilitate orderly and appropriate public access to the Board, and to ensure timely and appropriate follow-up in response to expressed public input.

Adopted: *October 8, 2xxx*
Monitoring Method: *Internal Report*
Monitoring Frequency: *Annually in August*

IV. Policy Type: Executive Limitations

Staff Treatment   EL-4

With respect to treatment of staff, the Superintendent shall not fail to ensure that staff are treated with respect and dignity.

Accordingly, the Superintendent may not:

1. Create or allow a working environment for staff that is not safe, civil or conducive to teaching and learning.

2. Fail to ensure that reasonable background inquiries and checks are made prior to hiring any personnel or approving the use of volunteers;

3. Fail to recommend only highly qualified candidates to the Board for approval of staff appointment, nor fail to actively implement the district's affirmative action plan;

4. Operate without written personnel policies which:

    a. Clarify personnel rules and procedures for staff;

    b. Provide for effective handling of grievances;

    c. Include adequate job descriptions for all staff positions;

    d. Protect against discrimination, harassment, or other mistreatment.

5. Prevent employees from grieving to the Board when internal grievance procedures have been exhausted and the employee alleges that Board policy has been violated;

6. Fail to protect confidential information;

7. Fail to ensure that all staff are informed of the provisions of this policy.

Adopted: ***October 8, 2xxx***
Monitoring Method: ***Internal Report***
Monitoring Frequency: ***Annually in August***

IV. Policy Type: Executive Limitations

Staff Compensation   EL-5

With respect to employment compensation and benefits for employees, the Superintendent shall not fail to employ the highest quality staff at the most reasonable cost to the district, nor jeopardize the fiscal integrity or public image of the district.

Accordingly, the Superintendent may not:

1. Change his or her own compensation and benefits, as evidenced by the annual contract and district records;

2. Deviate from established fiscal accounting procedures and fiscal checks and balances applicable to all other district employees;

3. Recommend for board approval salary schedules that represent unfair or noncompetitive compensation for employees.

Adopted: **June 11, 2xxx**
Monitoring Method: **Internal Report and Direct Inspection**
Monitoring Frequency: **Annually in April**

Staff Evaluations EL-6

With respect to evaluation of employees, the Superintendent shall not cause or allow an evaluation system that does not measure employee performance in terms of achieving the Board's *Ends* policies and complying with the Board's *Executive Limitations* policies.

Accordingly, the Superintendent may not:

1. Fail to develop and administer an evaluation system that is designed to:

   a. Improve instruction;

   b. Measure professional growth, development, and performance;

   c. Document unsatisfactory performance as well as excellent performance;

   d. Link central office administrator performance with multiple measures of district performance;

   e. Link building administrator performance with multiple measures of school performance;

   f. Link teacher performance with multiple measures of student performance;

   g. Assure that scheduled instructional time is used to students' maximum advantage.

2. Fail to implement supervisory procedures for evaluators that ensure an accurate and complete evaluation of each certified or classified employee.

3. Fail to provide to the Board an annual report on the effectiveness of the evaluation system and its alignment with the Board's *Ends* policies.

Adopted: **July 12, 20XX**
Monitoring Method: **Internal Report**
Monitoring Frequency: **Annually in July**

IV. Policy Type: Executive Limitations

Budget Planning EL-7

Financial planning for any fiscal year shall not deviate materially from the Board's *Ends* policies, risk fiscal jeopardy to the district, or fail to be derived from a multi-year plan.

Accordingly, the Superintendent may not present to the Board a recommended budget which:

1. Is not consistent with the board's established priorities;

2. Is not in a comprehensive summary format understandable to the Board and community.

3. Fails to adequately describe major budget initiatives and funding sources;

4. Fails to compare, for each major fund type and activity, the amount of actual expenditures for the most recently closed fiscal year, budgeted expenditures for the current fiscal year, and proposed budget expenditures for the next fiscal year;

5. Fails to disclose major budget development assumptions, including anticipated changes in state funding;

6. Plans for the expenditure in any fiscal year of more funds than are conservatively projected to be received or appropriated during the year unless otherwise approved by the Board in a multi-year projection;

7. Plans for the reduction, without approval of the Board, of the unreserved and undesignated general fund balance for any fiscal year to less than 5.0 percent of total expenditures;

8. Fails to provide adequate and reasonable budget support for Board development and other governance priorities, including the costs of fiscal audits, Board and committee meetings, Board memberships and district legal fees;

9. Fails to take into consideration fiscal soundness in future years or ignores the building of organizational capabilities sufficient to achieve *Ends* in future years;

10. Fails to reflect anticipated changes in employee compensation including inflationary adjustments, step increases, and benefits.

Adopted: *October 12, 20XX*
Monitoring Method: *Internal Report*
Monitoring Frequency: *Annually in August*

V. Board Self Evaluation: Survey Monkey Example

Board Monitoring of GP-4, GP-5, GP-8, GP-9, GP-10, & GP-11 (with comments)

With respect to the provisions of Board Policies GP-4, GP-5, GP-8, GP-9, GP-10, & GP-11, I evaluate the performance of the Board of Directors as follows:

GP-4: Monitoring Board Governance Process and Board-CEO Relationship Policies - The purpose of monitoring the Board's Governance Process and Board-CEO Relationship policies is to determine the degree to which the Board adheres to and fulfills its own the policy commitments. Monitoring will be done as efficiently as possible, using Board time effectively so that meetings can be used to create the future rather than to review the past.

1 GP-4: These policies are monitored through Board self-assessment according to the following frequency: BC/R1 through BC/R5 Frequency: Annually; GP-1 through GP-11 Frequency: Annually.

○ In Compliance

○ In Partial Compliance

○ Not In Compliance

2 GP-4 Comments:

GP-5: President's Role - The President of the Board ensures the integrity of the Board's processes and normally serves as the Board's official spokesperson. Accordingly, the President has the following authority and duties:

3 GP-5(1): Monitor Board behavior to ensure that it is consistent with its own rules and policies and those legitimately imposed upon it from outside the organization. (a) Conduct and monitor Board meeting deliberations to ensure that Board discussion is focused on board issues, as defined in Board policy, (see GP-3); (b) Ensure that Board meeting deliberations are fair, open, and thorough, but also efficient, timely, orderly and to the point; (c) Chair Board meetings with all the commonly accepted power of that position as described in Robert's Rules of Order; (d) Conduct timely board meeting debriefings and periodic self-assessments to ensure process improvement.

○ In Compliance

○ In Partial Compliance

○ Not In Compliance

V. Board Self Evaluation: Survey Monkey Example

4 GP-5(1) Comments:

5 GP-5(2): Make all interpretive decisions that fall within the topics covered by Board policies on Governance Process and Board/CEO Relationship, except where the Board specifically delegates such authority to others, using any reasonable interpretation of the provisions in those policies. (a) Refrain from making any interpretive decisions about policies created by the Board in the Ends and Executive Limitations policy areas; (b) Refrain from exercising any authority as an individual to supervise or direct the CEO.

- In Compliance
- In Partial Compliance
- Not in Compliance

6 GP-5(2) Comments:

7 GP-5(3): Assure that all members of the Board are informed about matters of concern to the full Board.

- In Compliance
- In Partial Compliance
- Not In Compliance

8 GP-5(3) Comments:

9 GP-5(4): Facilitate and summarize the evaluation of the CEO.

- In Compliance
- In Partial Compliance
- Not In Compliance

VI. Superintendent Evaluation: Example

June 30, 200X

To: Superintendent

From: Board of Directors

Since August 27, 2XXX, you have submitted monitoring reports for Ends Policies E-2 thru E-6 and Executive Limitations Policies EL-1, EL-3 thru 6, and EL-11 thru 17.

Policies E-1, EL-2, EL-7, EL-8, EL-9, and EL-10 were not scheduled in our agenda for the period August 27, 200X thru June 30, 200Y, therefore they are not included in this year's evaluation but will be included in the evaluation for 200Y-200Z.

The Board's response to monitoring reports is shown below and (for some) in the attached monitoring response documents. In its responses the Board made the following judgments:

E-1: (Aug) n/a for 200X-200Y.

E-2: (May, Oct) You have reasonably interpreted the provisions of Policy E-2, and the district is making reasonable progress toward achieving the desired results called for in E-2, with the following comments for the coming year:

- Policy E2.6d – Please obtain comparable data re: state/national participation rates for AP exams, so that we can compare district performance with state/national performance.

- As you have noted, greater district attention is needed at the secondary level for:
  o E2.6c – SAT Scores,
  o E2.6e – University of Washington GPA rating, and
  o E2.6f – Community College remediation rating. For board action – we intend to consider adjusting Policy E-2 by defining measurable targets for E2.3 (Communication) and E2.5 (Other Academic Areas).

E-3: (Apr) Not in compliance. We are aware this is a "work in progress."

- #1 Thinking Skills: Not addressed; not enough information to assess
- #2a Assess needs: Not addressed; not enough information to assess
- #2b Locate information: Not addressed; not enough information to assess
- #2c Set goals: Substantial Compliance
- #2d Achieve goals: Substantial Compliance
- #2e Education plan for HS: In Compliance (Pathways)
- #2f Post-graduation education plan: In Compliance (Pathways)

E-4: (May) In substantial compliance. Reasonable progress is being made on this policy.

- #1 Work ethic: Substantial Compliance
- #2 Project initiation, design and execution: Substantial Compliance

E-5: (May) Not in compliance. This policy is not in compliance mainly due to numerous changes by the board. The superintendent has reasonably interpreted the intent of this policy.

E-6: (May) Not in compliance. This policy is not in compliance mainly due to numerous changes by the board. The superintendent has reasonably interpreted the intent of this policy.

EL-1: (July, Jan) In compliance.

EL-2: (July) n/a for 200X-200Y.

EL-3: (July, Jan) In compliance.

EL-4: (July, Jan) In compliance.

EL-5: (Mar) In compliance.

VI. Superintendent Evaluation: Example

EL-6: (July, Mar) In compliance, with the following comments:

- 1f Link teacher performance with multiple measures of student performance: The report did not address this item.
- 1g Assure that scheduled instructional time is used to students' maximum advantage: Progress is being made on this item.
- 3 - Annual report on the effectiveness of the evaluation system and its alignment with the Board's *Ends* policies: More explanation is needed.

EL-7: (Aug) n/a for 2003-200Y.

EL-8: (Aug) n/a for 2003-200Y.

EL-9: (Aug) n/a for 2003-200Y.

EL-10: (Aug) n/a for 2003-200Y.

EL-11: (Dec) In compliance.

EL-12: (Dec) In compliance.

EL-13: (Oct) In compliance, with the following comment: In your monitoring report for the coming year, please include a multi-year plan to implement content standards in the district.

EL-14: (Oct) In compliance. The district has done an exceptional job in several areas. In your monitoring report for the coming year:

- EL 14.6 – Please include a follow-up report on the recent evaluation of the secondary math program, and an in-process report on the evaluation of the secondary block schedule innovation, since considerable time has elapsed since its introduction.

EL-15: (May) In substantial compliance, with the following exceptions:

- #2 Substantial compliance.
- #4 Substantial compliance. Work has started and is due Aug 200Y

EL-16: (Mar) (In compliance)

EL-17: (Aug, Jan) (In substantial compliance) with the following exception:

- EL 17.3 – The first of these reports (data from the beginning of the school year through first semester) was provided in February, with the second such report to be provided in July.

Conclusions: Based upon the Board's acceptance of these reports and the on-going monitoring of the organization's and the Superintendent's performance during the preceding year, the Board reaches the following conclusions relative to Superintendent performance:

- This has been an outstanding year for the district. You have interpreted our policy in a reasonable manner and have taken the initiative to accomplish desired ends within the constraints of our means policies. Results continue to improve at the primary and intermediate levels, and you are taking steps to improve our results at the secondary level.

Strengths and Weaknesses: Following is a summary of strengths and weaknesses relative to the Superintendent's operation within the boundaries established by the Executive Limitations policies and the Superintendent's progress toward achieving the Board's Ends policies:

- Strengths – Your execution of policy governance during the past year has been outstanding. In this, our first year of implementation, we observed few instances of variance from policy, and most of those are attributable to the fact that we have not yet refined our policy governance system. Our initial efforts at linkage with the community have established a positive atmosphere and are promising.

- Weaknesses – n/a

VI. Superintendent Evaluation: Example

Recommendations and Decisions: Based upon foregoing conclusions, the Board makes the following recommendations and decisions for the coming year:

- We recommend that you continue to exercise initiative in interpreting our written guidance, confident that we will support any reasonable interpretation of that policy. In cases where we wish to give more specific guidance, we will revise our policy in writing.

- In the event that our policy guidance as written does not have a practical meaning in guiding your actions, please identify such instances and recommend changes that will clarify policy.

- In preparing monitoring reports for policies, please include a statement of interpretation between the reiteration of policy and the report of compliance. For example, for EL-14.1:

> 1. Fail to ensure that all students are provided fair and equitable access to district programs and learning opportunities.
>
> I interpret this policy to mean …(describe the practical meaning of the policy as it has guided your actions)
>
> In compliance. Recent additional efforts in this area include district-wide discussion and examination of practice in light of **A Framework for Understanding Poverty** by Ruby Payne.
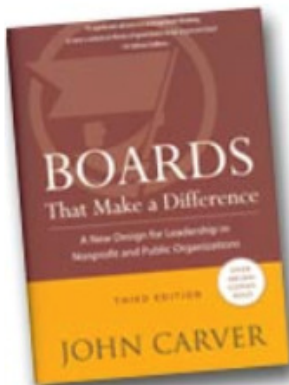
Sincerely,

(signed)

Board Chair

Policy Governance References

The Policy Governance® Model: An Introduction by John and Miriam Carver. 2008.
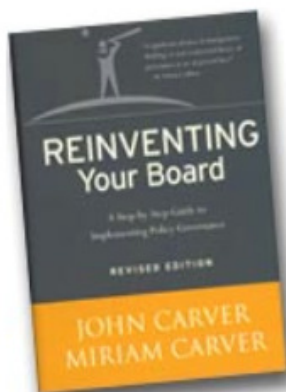
- This DVD, produced by Miriam Carver and the International Policy Governance Association, features John and Miriam Carver explaining the Policy Governance model in five modules.

  Order from the International Policy Governance® Association (IPGA).

Boards That Make a Difference: A New Design for Leadership in Nonprofit and Public Organizations (Jossey-Bass, 1990; 2nd edition, 1997; 3rd edition, 2006). By John Carver.

- This book is the "flagship" explanation of the Policy Governance model as it relates to nonprofit and governmental boards. It is the single most inclusive text on the model.

Reinventing Your Board: A Step-By-Step Guide to Implementing Policy Governance. Co-authored with Miriam Carver. (Jossey-Bass, 1997; revised edition, 2006). By John Carver and Miriam Carver.
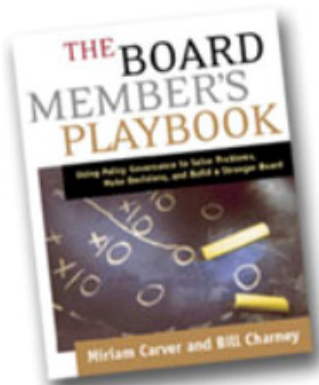
- This hands-on guide is a "how to do it" text meant to help boards or their consultants with the practical issues of implementation.
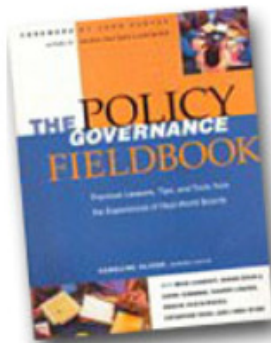
VII. Reference Material

School Board Leadership 2000: The Things Staff Didn't Tell You At Orientation. By Gene Royer (1996).

- Gene Royer, participant in the Policy Governance Academy, melds his knowledge of Policy Governance with his own fertile sense of humor into an entertaining and model-consistent treatise on school governance. Foreword by John Carver.

The Board Member's Playbook: Using Policy Governance to Solve Problems, Make Decisions, and Build a Stronger Board. By Miriam Carver and Bill Charney. (Jossey-Bass, January 2004) Order from Jossey-Bass or from online booksellers.

- This book enables boards to build and maintain governance skills with carefully crafted exercises (rehearsals), using a simple question and answer sequence. The workbook includes worksheets and an accompanying CD-ROM. Foreword by John Carver.

The Policy Governance Fieldbook: Practical Lessons, Tips, and Tools from the Experience of Real-World Boards Caroline Oliver (ed.), Mike Conduff, Susan Edsall, Carol Gabanna, Randee Loucks, Denise Paszkiewicz, Catherine Raso, and Linda Stier. (Jossey-Bass, 1999).

- This book details the experience of eleven diverse organizations in the U.S. and Canada in implementing the Policy Governance model. The authors (attended the Policy Governance Academy) apply their proficiency in theory and application to make this a skillful collection of case studies. Foreword by John Carver.