

# Nashoba Regional School Committee Summer Retreat

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AUGUST 8, 2015

# WHAT IS THE MOST IMPORTANT RESPONSIBILITY?

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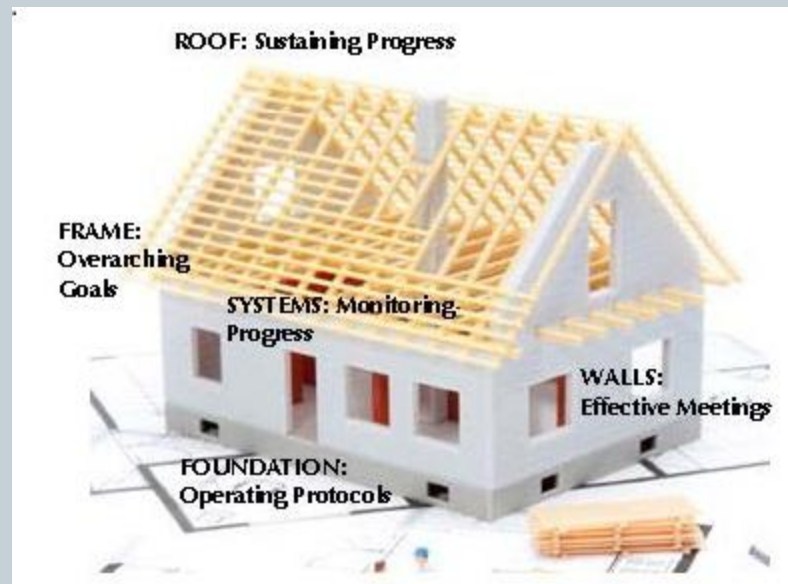
# **WHAT IS THE MOST IMPORTANT RESPONSIBILITY?**

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## **STUDENT ACHIEVEMENT**

# District Governance Program

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**THE FOUNDATION: OPERATING PROTOCOLS**

# Effective School Boards Positively Influence Student Achievement

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- ❑ Vision of High Expectations
- ❑ Focus on Accountability
- ❑ Foster Strong Relationships
- ❑ Use Data to Monitor Progress
- ❑ Lead as a United Team
- ❑ Collaboration\*Trust\*Respect

# WHAT EFFECTIVE SCHOOL COMMITTEES LOOK LIKE

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## GOAL SETTING

Overarching Goals tied to Mission and Vision

- ✦ **Mission:** What we do, for whom and to what benefit?
- ✦ **Vision:** A mental picture of the future we want to create

District (SMART) goals with key actions benchmarks

# WHAT EFFECTIVE SCHOOL COMMITTEES LOOK LIKE

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## MONITORING PROGRESS

- Routine use of data
- Work with data, not anecdotes.
- Decide what data is important to monitor progress toward goals – don't get overloaded

# WHAT EFFECTIVE SCHOOL COMMITTEES LOOK LIKE

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## VARIED, PURPOSEFUL MEETINGS FOCUSED ON STUDENT ACHIEVEMENT

- Craft goals
- Monitor Progress
- Useful academic presentations
- Work Sessions and Retreats
- Year-long agendas



# WHAT EFFECTIVE SCHOOL COMMITTEES LOOK LIKE

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## SELF GOVERNANCE

- Operating Protocols
- Board self-evaluation
- School Committee polices itself while ensuring that disagreement and principled dissent are allowed and all opinions are heard
- Work toward consensus
- Members support Board decisions

# WHAT EFFECTIVE SCHOOL COMMITTEES LOOK LIKE

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## BOARD PROFESSIONAL DEVELOPMENT

- New Member Orientation
- Skill & Knowledge Building
- Public Policy

# WHAT EFFECTIVE SCHOOL COMMITTEES LOOK LIKE

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## STRONG SUPERINTENDENT – SCHOOL COMMITTEE COLLABORATION

- Shared Goals & Common Purpose
- Understand Roles and Responsibilities
- Use evaluation process to generate accountability and improved performance.

# SC/Superintendent Team: Unique but overlapping roles

## The Committee

- Leadership/Governance
- Communicate community values (“vision”) at goal setting time, approve goals, monitor progress
- Deliberate, approve policy and Budget
- The “bridge” between the superintendent and the community
- Manage conflict among members
- Promote trust and mutual respect

## Superintendent

- Leadership/Management
- Recommend, implement goals
- Recommend, implement policy
- Recommend, implement budget aligned to goals
- The “bridge” between staff and the board
- Communicate about what staff needs to get the job done
- Promote trust and mutual respect

# Role of the School Committee

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## The Committee

- “On the balcony”
- Govern through policy
- Vision, goals
- Financial Resources
- Engage the community
- Sustain the board-supervisor relationship
- Negotiate contracts

## Individual members

- “Team player”
- No authority outside group
- Critical thinking/questions
- Supporting board decisions
- Contribute to, communicate the board’s vision, goals
- Dedication to the job on behalf of all students

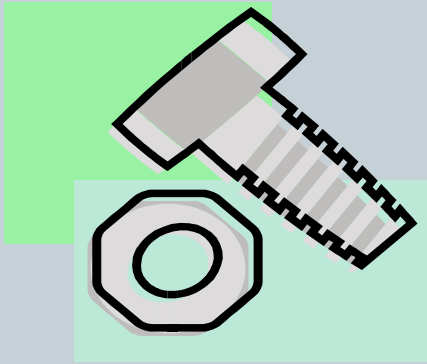
# When The Lines **Blur**.....

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- The lines of distinction between policy making and administration can blur in many cases where the law provides no detailed delineation.
- Differences of opinion should be identified and worked out.
- Operating Protocols can help.

BACK TO...

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..THE NUTS &  
BOLTS

# LEGAL RESPONSIBILITIES

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- Policy
- Budget/Fiduciary
- Hire/Evaluate Superintendent  
(and certain other positions)
- Employer of Record for Collective Bargaining Agreements



# PERSONNEL FUNCTIONS

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- Hire and Contract with Superintendent
- Hire and Retain Legal Counsel
- “Advise and Consent” on:
  - **Assistant/Associate/Deputy Superintendent**
  - **School Business Manager**
  - **Special Education Director**
  - **Physicians, Nurses, Attendance Officers**
- Set District Personnel Policy (includes job descriptions and number of positions funded).
- Establish “compensation” for principals and others not set by collective bargaining.
- Collective Bargaining with Unions

# SUPERINTENDENT of SCHOOLS

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## Chief Administrative/Educational Officer with Executive Authorities

- Management of the Schools
- Authority for Personnel
- Supervises Principals who are “Site Based Managers”
- Responsible for Implementing the Policies of the District
- Initiates Policy and Budget Proposals
- Manages the Budget Approved by the School Committee
- Hired by and Reporting to the School Committee

# School Committee Responsibility Related to Budget

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- Receive budget recommendations from superintendent.
- Determination of school budget to propose to appropriating authority.
- Establishment of “cost centers” to oversee and manage budget during the year.
- Review financial reports periodically.
- Review and sign warrants to authorize payments.

# POLICY IS FOUND EVERYWHERE – NOT JUST IN YOUR POLICY MANUAL

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- **Policy is found in:**

- District Policy Manual
- Student Handbooks
- Collective Bargaining Agreements
- Strategic Plans
- Official Goals and Objectives, Mission and Vision Statements
- School Committee Minutes (Motions, Orders)
- Grant Applications (e.g., Race to the Top)
- Legal Documents Filed For You by Counsel
- Directives of the Superintendent
- Past Practices
- Regional Agreements
- Town Charters
- Budget

## POLICY ROLE VS. ADMINISTRATIVE ROLE:

**The “What” is for the School Committee.  
The “How” is for the Superintendent.**

It is for the school committee to make decisions if:

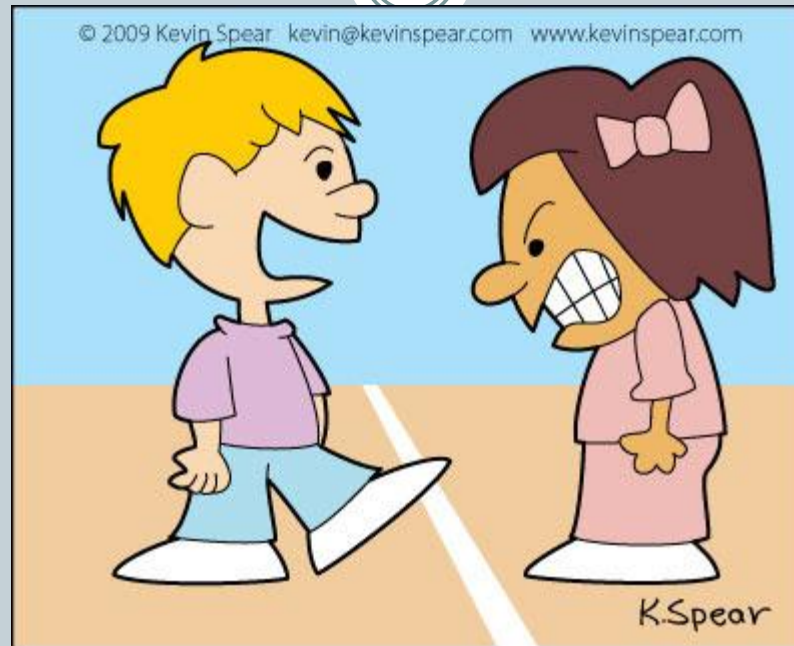
1. The question a **policy** one vs. an administrative one
2. There are **budgetary implications**, including budgeting for texts and materials, new positions, buildings, or programs.
3. There are **collective bargaining** implications (teacher assignments, stipends, etc.)

It is for the superintendent and principal when:

1. Dealing with day to day **administrative issues** and tasks (academics, parent concerns, operations, purchasing, maintenance)
2. Making decisions are made about **hiring, supervision, assignment, transfer and other employment matters**, including promotion.
3. **Assessing and evaluating** faculty.
4. Making **pedagogical decisions** related to teaching.

# Oversight or Overstepping?

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"Is **THIS** the line you're telling me not to cross?"

# Communication

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- The board adopts a new policy on communicating with the community
- The board encourages the superintendent to keep them informed about what's happening in the district with a variety of methods
- A couple of board members tell the superintendent to develop a social media strategy and campaign to keep the community informed

# What is Oversight of Management?

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- How would you describe the board's oversight role?



# What is Overstepping into Management?

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- How would you describe the difference between the board's oversight role and overstepping into management?

# Oversight vs. Overstepping

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- Get into groups of 4 to 6
- Discuss and define what oversight is.
- Define when oversight becomes overstepping. What lets you know when you've crossed the line?
- Select a spokesperson

# What is Governance?

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- **Providing direction by:**
  - Adopting district vision and goals
  - Adopting district policies
- **Monitoring accomplishment of goals and effectiveness of policies by:**
  - Evaluating superintendent performance
  - Assessing district results

# What is Management?

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- Putting plans, systems and procedures in place to accomplish desired outcomes and priorities
- Monitoring plans, systems and procedures for effectiveness in accomplishing desired results
- Adjusting plans, systems and procedures as needed to accomplish desired results

# What is Oversight of Management?

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- Making sure that there are desired results in place and that they are appropriate and clearly defined
- Making sure plans, systems and procedures designed to achieve desired results exist
- Making sure the existing plans, systems and procedures are monitored for effectiveness and changed if necessary

# Your Most Important Responsibility

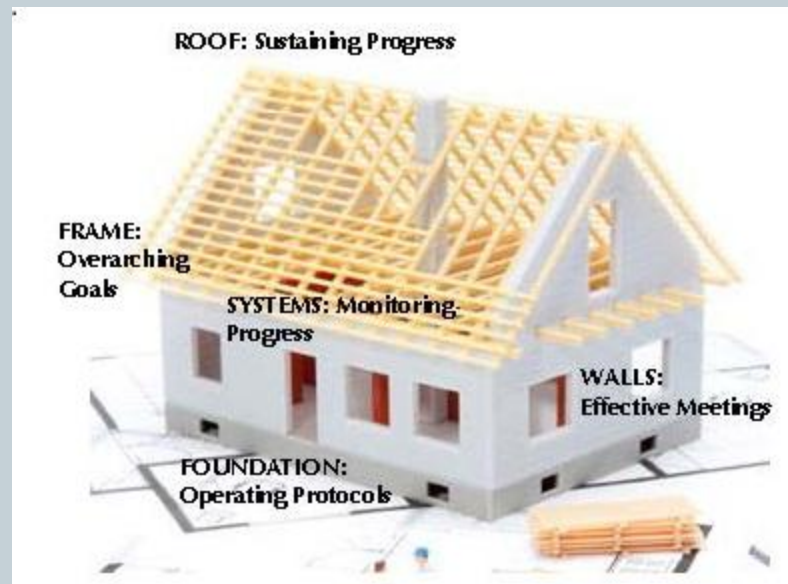
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The overarching mission of every school committee is continuous improvement in:

**STUDENT  
ACHIEVEMENT**

# School Committee Norms

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## THE FOUNDATION

# What Are Norms?

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- Norms are the foundation of effective School Committees because they are critical for avoiding pitfalls, reinforcing roles, facilitating communication, and building and sustaining an effective Committee-Superintendent team focused on student achievement.



# Why Adopt Norms

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- To help Committee members develop a better working relationship among themselves and between members and the Superintendent.
- To articulate and preserve what's going well
- To increase the efficiency of committee meetings
- To help the Committee focus its energy and effort and work as a team

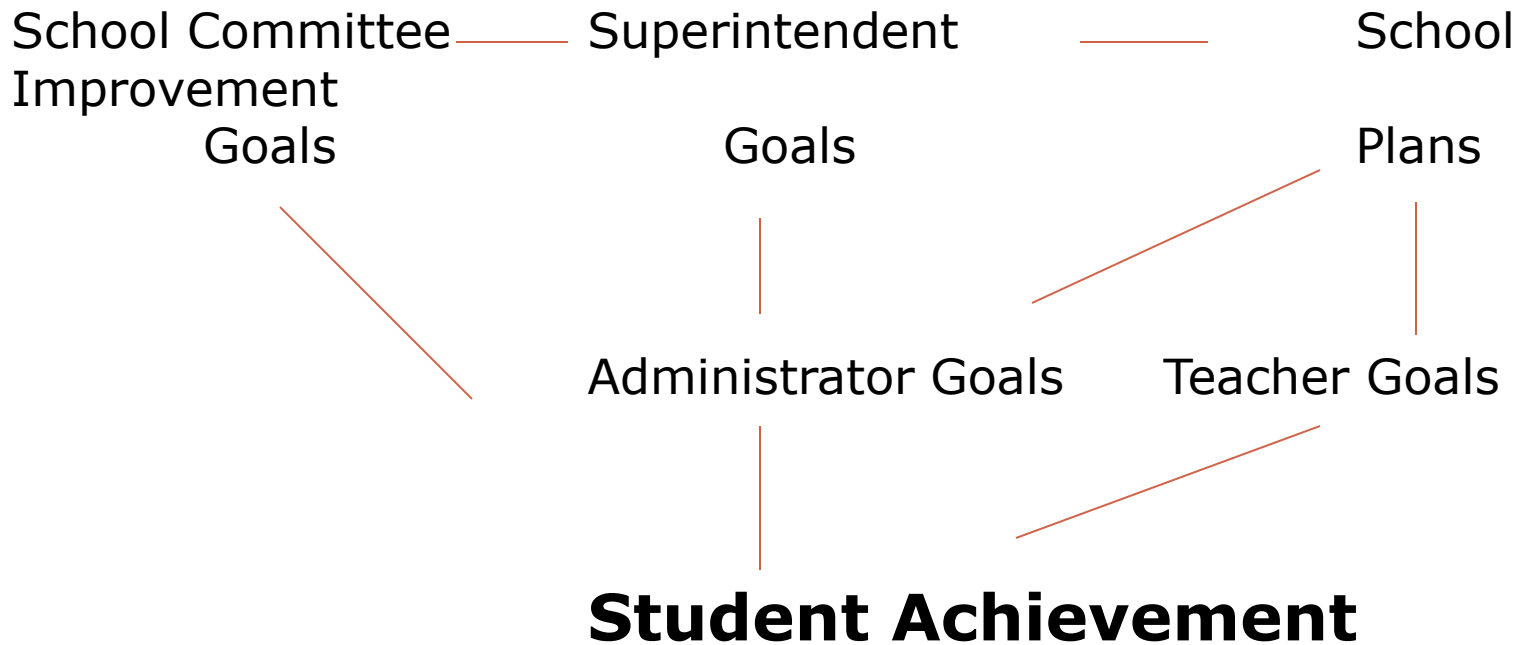
# District Governance Program

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**GOALS**

# Overarching Goals



# Goals Frame & Structure SC Work



- Along with Superintendent, ensure alignment of goals throughout district
- Monitor progress toward goals through presentations at School Committee meetings
- Ensure budget supports Initiatives & Work Plan
- Support progress toward goals through actions within the Committee's purview (SC Goals)

Governance



*Impact on Student Achievement*

Low



High



Operations



# Why Establish a Year-Long Agenda?

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- Monitoring progress increases chances that the district will achieve its goals.
- Meeting time is a precious governance resource: A meeting is one chapter in an unfolding story of your district. Are you “lurching” or “coherent?”
- Scheduling presentations provides you and the public with the opportunity to see/understand evidence of progress being made.
- Keeps the focus of meetings on students!

# Monitoring Progress

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- What presentations and data during the course of the year will help you monitor progress toward the 2015 District Goals?
- Write two presentation ideas on stickies and post to large sticky

# School Committee Goals



- What actions, within your purview, would support progress toward District Goals & current year Work Plan?
- How would you articulate the actions as SMART goals?



# What is a SMART Goal?

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- Shorter term, more specific goal
- Answers the question: “What actions can we take in the near term that will drive us closer to achieving our vision?”
- Setting SMART goals and monitoring progress provides a framework for the school committee’s work
- Required for Superintendent Evaluation

# SMART Goals

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- **S**pecific and Strategic
- **M**easurable
- **A**chievable, Action-oriented
- **R**igorous, Realistic and Results-oriented (3 Rs)
- **T**rackable, Timed

**I will lose weight  
and get in  
condition.**

# SMART GOAL

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Between March 15 and Memorial Day I will lose 10 pounds and be able to run 1 mile nonstop.

Key actions:

1. Reduce my calorie intake to fewer than 1,200 calories for each of 10 weeks.
2. Walk 15 minutes per day; increase my time by 5 minutes per week for the next 4 weeks.
3. Starting in week 5, run and walk in intervals for 30 minutes, increasing the proportion of time spent running instead of walking until I can run a mile, nonstop, by the end of week 10.

# SMART GOAL

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## Benchmarks:

(process) maintain a daily record of calorie intake and exercise.

(outcome) biweekly targets for weight lose and running distance –

2 weeks lose 2 lbs run 0 miles

4 weeks lose 4 lbs run 0 miles

6 weeks lose 6 lbs run .2 miles

8 weeks lose 8 lbs run .4 miles

# School Committee Goals

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- Some questions to consider:
  - How are they aligned with the Overarching Goals?
  - Are they rigorous enough?
  - Do the key actions for getting to the goals make sense?
  - Are the benchmarks for monitoring progress appropriate?
  - Is the number of goals reasonable and appropriate?
  - What are the Subcommittee goals that would support the School Committee goals?

# Evidence Exercise

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- If the committee were to adopt these SMART goals, what evidence would you want to see during the year in order to monitor progress toward these goals?

# 2016-17 Goals Discussion

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As individual school committee members, write down the **top two** concerns you have when it comes to student achievement and related issues in your district.



# Discussion



- Member priority concerns:

- Superintendent priority concerns: