

Standard

Self-Monitoring of Governance Team Effectiveness

- Conducting a governance self-evaluation demonstrates accountability to the community and the intention of the governance team to strengthen and improve governance practices.
- Annually, the Board will schedule a conversation/study session meeting to reflect on governance practices, to review operating protocols and participate in a self-evaluation process

Elk Grove Unified School District Governance Handbook, Protocols for Effective Governance Leadership (page 7)

Self-Evaluation Process

The EGUSD board of trustees will conduct an annual self-assessment in conjunction with the superintendent's evaluation. Assessment standards will be taken from the Elk Grove Unified School District Governance Handbook.

Board members will complete the survey individually. Scores will be aggregated and reviewed and discussed as a board for consensus. Variances in actual performance compared to the standard will be used to guide board development. Following the annual assessment, the board will review and update the assessment tool for the subsequent year.

The survey evaluates performance of each standard on the following scale of a 1-5 ranking:

- 5 – Almost Always
- 4 – Often
- 3 – Less Often
- 2 – Rarely
- 1 – Not sure

Shared Understanding of Roles & Responsibilities

Handbook	Standard	Standard in Practice	Almost Always 5	Often 4	Less Often 3	Rarely 2	Not Sure 1
Effective Governance Teams	Communicate a common vision.	<i>Communicate (two-way communication between the board and stakeholders, common focus, consistent, timely, clear, and transparent)</i>					
Effective Trustees	Participate in professional development and commit the time and energy necessary to be informed and effective leaders.	<i>The board is committed to their own professional development and education of current events and legislation (e.g., DEI, Arbinger, CSBA, etc.)</i>					
Effective Trustees	<p>Govern in a dignified, professional manner, treating everyone with civility and respect.</p> <p>Take collective responsibility for the governance team’s performance; agree on behavioral norms and operational protocols.</p> <p>Recognize and respect differences of perspective and style on the board and among staff, students, parents, and the community.</p>	<i>Board members support fellow colleagues and treat each other with respect.</i>					
Board Roles	<p>Setting the direction for the district by involving parents/guardians, community, students and staff while focusing on student learning and achievement.</p> <p>Providing support to the superintendent and staff by following standards of responsible governance, making decisions and providing resources that support district priorities and goals, upholding board policies, and being effective representatives by being</p>	<p><i>Set yearly district priorities, goals, and indicators and receive periodic updates.</i></p> <p><i>Support the district by remaining focused on established goals.</i></p>					

	<p>knowledgeable about district programs and goals.</p> <p>Ensuring accountability through evaluation of the superintendent; monitoring and evaluating policies; serving as a judicial and appeals body; monitoring student achievement and program effectiveness; approving, monitoring and adjusting district budgets; and monitoring the collective bargaining process.</p>						
Board Roles	<p>Providing community leadership and advocacy on behalf of students, the educational program and public education.</p>	<p><i>Solicit and value student community and family voice. Use feedback and data to make informed decisions.</i></p>					
Board Roles	<p>Setting the direction for the district by involving parents/guardians, community, students, and staff while focusing on student learning and achievement.</p>	<p><i>Have an up-to-date governance calendar.</i></p>					

Additional Assessment Comments

Protocols to Facilitate Governance Leadership

Handbook	Standard	Standard in Practice	Almost Always 5	Often 4	Less Often 3	Rarely 2	Not Sure 1
<p>Agenda Questions Answered Before a Meeting</p>	<p>The final posting of the agenda for a regular board meeting will be 72 hours prior to the board meeting and will be 24 hours before a special board meeting. Board agendas will include all relevant presentation materials. From time-to-time additional information may become available after the Friday prior to the board meeting or on the evening of the meeting, however, this should be the exception rather than the rule.</p> <p>Board members agree to call or email the Superintendent with questions for clarification on items on the board meeting agenda as early as possible prior to the board meeting.</p> <p>The Superintendent may direct a trustee to the appropriate staff member for answers to questions.</p> <p>If possible, each board member should provide staff with a “heads up” about questions they plan to ask at a board meeting.</p> <p>Board members recognize the concept of “Nice to Know vs. Need to Know” information and will seek information only needed for effective decision-making.</p>	<p><i>Be prepared for meetings by reviewing the agenda asking superintendent questions prior to meetings.</i></p>					
<p>Individual Board Member Requests for Information</p>	<p>When an individual board member requests information pertaining to an agenda item, it will be provided to all board members.</p> <p>An individual board member will, insofar as possible, work to let the Superintendent and staff know ahead of time when a request for information will be made in public so that staff can be prepared to respond.</p>						

<p>School Site Visitations</p>	<p>The Board understands that visitations to school sites are a necessary tool in understanding the culture of the school and increasing board member communication with staff.</p> <p>Trustees wishing to visit a school site will contact the site principal in-order-to arrange a date/time for the visit.</p> <p>During visits, members should be cautious of interrupting the learning environment.</p>	<p><i>Visit schools throughout the district.</i></p>					
---------------------------------------	--	--	--	--	--	--	--

Additional Assessment Comments

DRAFT