

# *Campbell Union School District*

## **EFFECTIVE GOVERNANCE STUDY SESSION**

### **March 26, 2019 - Discussion Guide**

*"A learning organization is one in which people at all levels, individually and collectively, are continually increasing their capacity to produce results they really care about." – Peter Senge*

Approx. Times	Discussion Topics
5:30 – 6:00	<b>Welcome and Introductory Remarks</b> <ul style="list-style-type: none"> <li>Review of the Meeting Discussion Guide and study session objectives</li> </ul>
	<b>Opening – Team Introductions</b> <ul style="list-style-type: none"> <li>What is one thing you are proud of about the District?</li> <li>What are the challenges on the horizon?</li> <li>What is one thing that you want to accomplish while a member of this governance team?</li> <li>What is one thing that your team does not know about you?</li> </ul>
6:00 – 6:20	<b>Overview – Effective Governance System – Alignment and Focus</b> <ul style="list-style-type: none"> <li>The Governance Core: Governance Mindset; a Cohesive Board</li> <li>Roles and Responsibilities</li> <li>Tools to support and sustain effective/positive governance practices</li> </ul>
	<b>Working Dinner - Breaks as needed</b>
6:45 – 7:30	<b>Governance Culture – Providing Support</b> <ul style="list-style-type: none"> <li>Governance Team Profile - Dominant Working Styles</li> </ul>
	<b>Governance Culture – Providing Support</b> <ul style="list-style-type: none"> <li>What does the Superintendent need from the Trustees to be effective?</li> <li>What do the Trustees need from the Superintendent to be effective?</li> <li>What do Trustees need from one another to be effective?</li> </ul>
7:30 – 9:15	<b>Governance Handbook – How the Governance Team operates</b> <ul style="list-style-type: none"> <li>Review of the CUSD Governance Handbook</li> <li>Additional Protocols if needed</li> </ul>
9:15 – 9:30	<b>Closure</b> <ul style="list-style-type: none"> <li>Workshop Evaluation</li> <li>Adjourn</li> </ul>

*"Democracy is never a final achievement. It is a call to an untiring effort." ~ John F. Kennedy*

# Establishing Formal Structures and Processes

Effective teams discuss and agree on the formal structures and processes used by the board and superintendent in their functioning as a team, how governance teams operate, how they do business. These explicit agreements are called protocols.

## Worksheet for Creating Protocols

Structure and process agreements about how we operate and do business

Issue		Need protocol
1.	Using meetings as strategic leadership tools – linking the agenda to district vision & goals	
2.	Agenda questions answered before a meeting	
3.	Requesting information from staff	
4.	Staff reports	
5.	Bringing up new ideas - Deciding on whether to move forward on an idea	
6.	Board president's role and responsibility	
7.	Board/superintendent communication	
8.	Board meeting management - effective deliberation	
9.	Board work/study sessions and conversation/discussion meetings	
10.	Confidentiality/closed session practices	
11.	Reliance on majority rule, standing behind the decision of the board	
12.	Responding to concerns from the community	
13.	Role in public	
14.	Designated spokespersons	
15.	Superintendent Evaluation	
16.	Establishing multi-year and annual district goals	
17.	Visiting schools	
18.	Orienting new board members	
19.	Governance Self-Assessment	

# *The Governance Core*

## **Governance Mindset**

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- ★ Systems Thinking
- ★ Strategic Focus
- ★ Manner Matters
- ★ Always Prepared: Evidence Based Decision Making

## **The Effective Board**

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### **Unity of Purpose—4 C'S**

- Collaboration
- Coherence
- Commitment
- Consistency

### **Agreed Upon Roles and Responsibilities**

- Setting Direction
- Providing the Structure
- Support
- Accountability
- Community Leadership

### **Creating and Sustaining a Positive Board Culture**

Governing with Protocols and Policies

## **Tools to Support Effective Governance**

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- ★ Discussion Meetings
- ★ Governance Handbooks/Manuals
- ★ Board Self Evaluation
- ★ Board Continuing Education

## Board Governance – Draft for Discussion Only

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A major variable, in many ways perhaps the most important, in achieving success in systems change is the support of the governance system. If success in this case is defined as transformational work focused on system changes to enhance student learning and development, then the ability to sustain change over a long period of time is paramount.

Key to successful long-term implementation is an effective governance system.

### *Governance Mindset*

- *Systems Thinker*
- *Preparation*
- *Strategic Focus*
- *Manner Matters*

The key to effective governance is the existence of a highly cohesive governance team composed of the board and superintendent. Since boards and staff are made up of individuals there is one fundamental characteristic found in all successful governance systems. The superintendent and a critical mass of trustees have developed and are operating with a governance mindset, a common understanding of how effective organizations operate. It is virtually

impossible to effectively govern complex organizations such as school districts without the key policy makers and chief executive officers operating with a governance mindset.

A governance mindset is characterized by four fundamental characteristics. Effective superintendents and trustees **are system thinkers**. They have transitioned from single issues, narrow thinking to a fundamental understanding of how all pieces in the organization connect. They understand that one policy or decision in one place will impact a policy and decisions in another.

Effective superintendents and trustees **have a strategic focus**. Their understanding of the strategic direction of the organization is like a computer software program always running in the background. Operational issues are considered at the trustees level only as they impact the strategic direction of the district.

Superintendents and trustees with a governance mindset **are clear that manner makes a big difference** in the ability of the team to function effectively. With a governance mindset,

the issue is not personal but rather how the board can operate with the superintendent in a collaborative, strategic way.

### *Unified boards are*

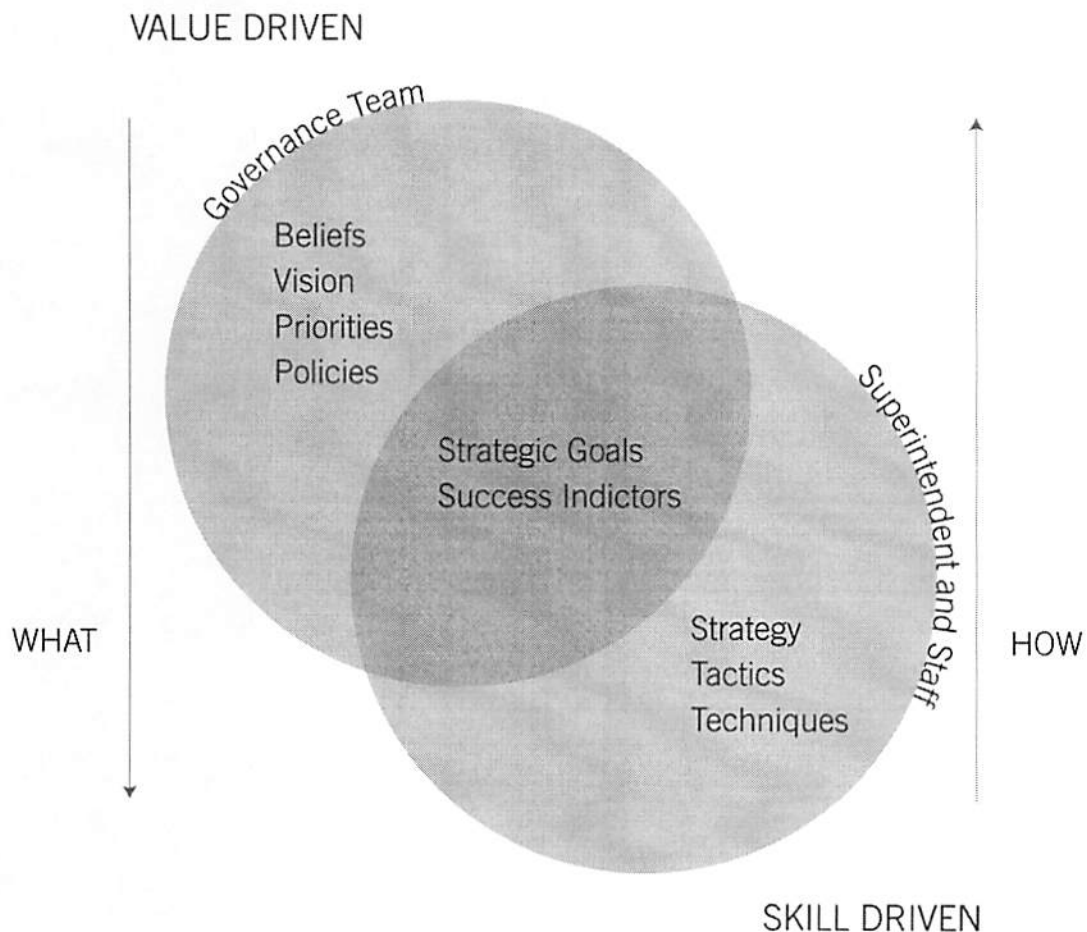
- *Collaborative*
- *Cohesive*
- *Committed*
- *Consistent*

Effective superintendents and trustees understand that **everyone must be prepared** and make decisions based upon evidence and results, not solely on beliefs. The quality of information supporting policymaking and accountability is key to successful, long term implementation.

Effective boards are more than just a collection of individuals. Boards operate as organizational units; they have jobs to do as a board, cultures which govern behavior, and policies and protocols that establish a stable, sustainable governance infrastructure. In virtually every case, boards that are high performing govern as a team with a solid unity of purpose.

## Understanding Roles

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## **Understanding the Role and Responsibilities of School Boards**

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

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

### **Setting the Direction for the Community's Schools**

Of all the roles and responsibilities of governing boards, none is more central to the purpose of local public school governance than setting the long-term direction for the school district. This includes ensuring that a long-term vision is established, and strategic goals based upon that vision are developed and adopted. The vision reflects the consensus of the community, the board and the district staff as to what students need in order to achieve their highest potential. The vision should set a direction for the school district, driving every aspect of the district's program.

### **Establishing an Effective and Efficient Structure for the School District**

The board is responsible for establishing and maintaining an organizational structure that supports the district's vision and empowers the professional staff. Although the board does not implement policies or programs, board members are responsible for:

- Employing the superintendent;
- Overseeing the development of and adopting policies;
- Establishing a framework for and adopting the curriculum;
- Establishing budget priorities, adopting the budget, overseeing facilities issues; and
- Providing direction for and approving collective bargaining agreements.

## **Providing Support**

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After establishing the structure, boards – through their behavior and actions – have a responsibility to support the superintendent and staff as they carry out the direction of the board. This involves:

- Acting with a professional demeanor that models the district's beliefs and vision;
- Making decisions and providing resources that support mutually agreed upon priorities and strategic goals;
- Upholding district policies the board has approved;
- Governing within the agreed upon roles and responsibilities of the board and protocols
- Ensuring a positive governance climate exists; and
- Being knowledgeable enough about district efforts to explain them to the public.

## **Ensuring Accountability to the Public**

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As community representatives, boards are accountable to the public for the performance of the community's schools. Boards establish systems and processes to monitor results, evaluate the school system's progress toward accomplishing the district's vision and communicate that progress to the local community. In order to ensure personnel, program and fiscal accountability, boards are responsible for:

- Evaluating the superintendent and setting policy for the evaluation of other personnel;
- Monitoring, reviewing and revising policies;
- Serving as a judicial and appeals body;
- Monitoring student achievement and program effectiveness and requiring program changes as indicated;
- Monitoring district finances; and
- Monitoring the collective bargaining process.

## **Acting as Community Leaders**

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Board members have a responsibility to involve the community in meaningful ways in setting a direction for the district and to communicate clear information about district policies, educational programs, fiscal condition and progress on goals adopted to achieve the vision. As the only locally elected officials chosen solely to represent the interests of children, board members also have a responsibility to speak out on behalf of those children. Boards are advocates for students, the school district's educational programs and public education. Board members build support for public education in the local community and at the state and national levels.

## Governance Tools to Support Best Practices

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### *Four Governance Tools*

- *Discussion Meetings*
- *Governance Handbook*
- *Board Self Evaluations*
- *Continuing Education*

There are four important governance tools, which assist boards in the development and maintenance of an effective governance system. The first is the utilization of **discussion meetings**. Discussion meetings are publicly noticed, informal but official meetings of the board and superintendent to create a venue for open, candid conversation around strategic and operational governance issues.

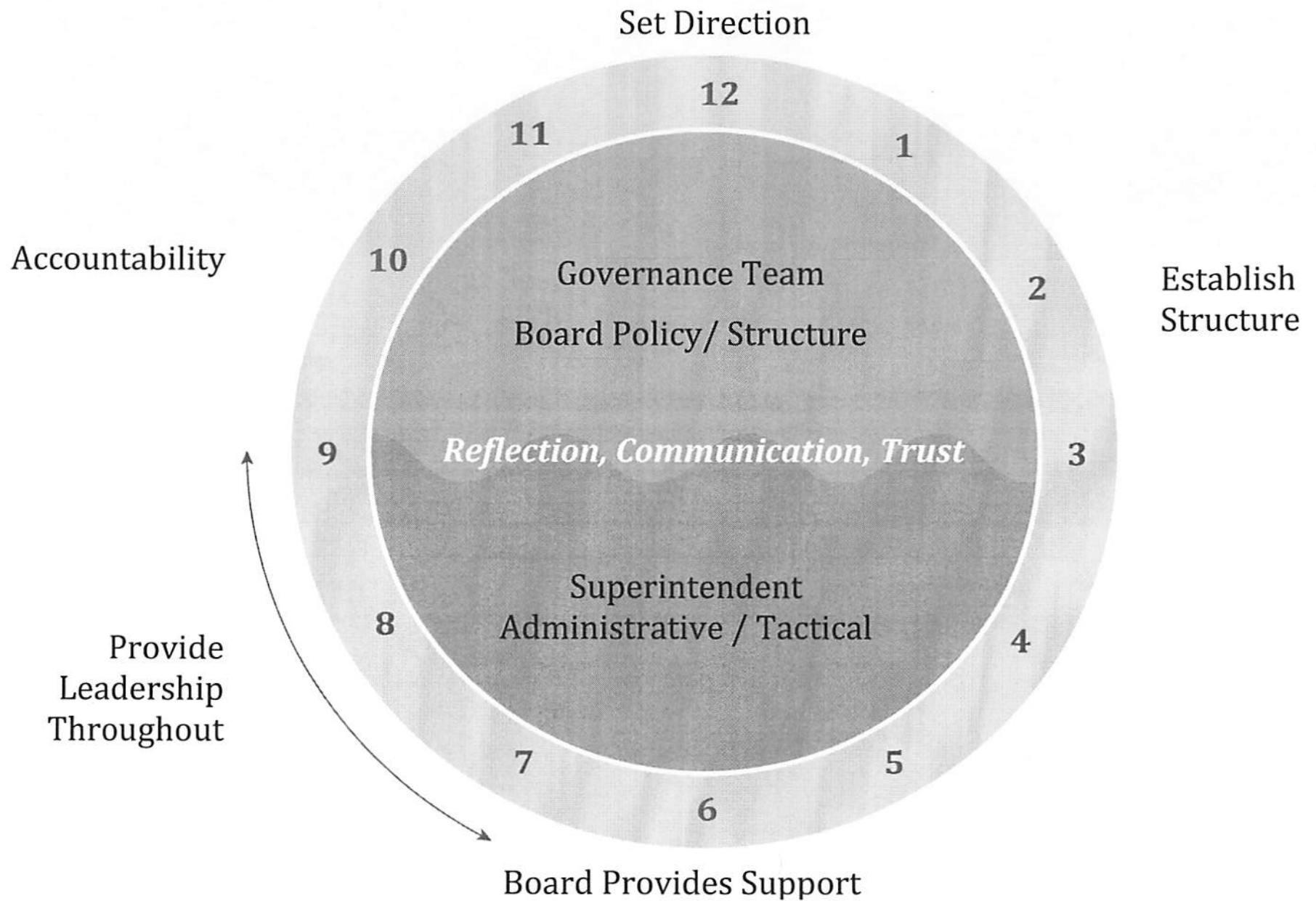
Based upon these discussions, a **governance handbook** or manual can be developed which includes unifying documents and discussion agreements including mission, vision, norms, protocols and any other document or action that supports effective governance.

The third tool is the use of **board self-evaluations** or assessments. High performing boards conduct self-evaluations on an annual or biannual basis. These self-evaluations, among other things, can measure the board's performance or adherence to board adopted protocols.

Finally, almost every high achieving board participates in regular **continuing education** to consistently strengthen the board's operation.



# Governance Clock



## **The Source:**

### **Twelve Principles of Governance That Power Exceptional Boards**

Exceptional boards add significant value to their organizations, making a discernible difference in their advance on mission. Good governance requires the board to balance its role as an oversight body with its role as a force supporting the organization. The difference between *responsible* and *exceptional* boards lies in thoughtfulness and intentionality, action and engagement, knowledge and communication. The following twelve principles offer **chief executives** a description of an empowered board that is a strategic asset to be leveraged. They provide **board members** with a vision of what is possible and a way to add lasting value to the organization they lead.

#### **CONSTRUCTIVE PARTNERSHIP<sup>1</sup>**

Exceptional boards govern in constructive partnership with the chief executive, recognizing that the effectiveness of the board and chief executive are interdependent. They build this partnership through trust, candor, respect, and honest communication.

#### **MISSION DRIVEN<sup>2</sup>**

Exceptional boards shape and uphold the mission, articulate a compelling vision, and ensure the congruence between decisions and core values. They treat questions of mission, vision, and core values not as exercises to be done once, but as statements of crucial importance to be drilled down and folded into deliberations.

#### **STRATEGIC THINKING<sup>3</sup>**

Exceptional boards allocate time to what matters most and continuously engage in strategic thinking to hone the organization's direction. They not only align agendas and goals with strategic priorities, but also use them for assessing the chief executive, driving meeting agendas, and shaping board recruitment.

#### **CULTURE OF INQUIRY<sup>4</sup>**

Exceptional boards institutionalize a culture of inquiry, mutual respect, and constructive debate that leads to sound and shared decision making. They seek more information, question assumptions, and challenge conclusions so that they may advocate for solutions based on analysis.

#### **INDEPENDENT-MINDEDNESS<sup>5</sup>**

Exceptional boards are independent-minded. They apply rigorous conflict-of-interest procedures, and their board members put the interests of the organization above all else when making decisions. They do not allow their votes to be unduly influenced by loyalty to the chief executive or by seniority, position, or reputation of fellow board members, staff, or donors.

*Excerpted from The Source: Twelve Principles of Governance That Power Exceptional Boards. Washington, DC: BoardSource 2005. For more information or to order a copy of the complete book, please visit [www.boardsource.org](http://www.boardsource.org) or call 800-883-6262.*

## **ETHOS OF TRANSPARENCY<sup>6</sup>**

Exceptional boards promote an ethos of transparency by ensuring that donors, stakeholders, and interested members of the public have access to appropriate and accurate information regarding finances, operations, and results. They also extend transparency internally, ensuring that every board member has equal access to relevant materials when making decisions.

## **COMPLIANCE WITH INTEGRITY<sup>7</sup>**

Exceptional boards promote strong ethical values and disciplined compliance by establishing appropriate mechanisms for active oversight. They use these mechanisms, such as independent audits, to ensure accountability and sufficient controls; to deepen their understanding of the organization; and to reduce the risk of waste, fraud, and abuse.

## **SUSTAINING RESOURCES<sup>8</sup>**

Exceptional boards link bold visions and ambitious plans to financial support, expertise, and networks of influence. Linking budgeting to strategic planning, they approve activities that can be realistically financed with existing or attainable resources, while ensuring that the organization has the infrastructure and internal capacity it needs.

## **RESULTS-ORIENTED<sup>9</sup>**

Exceptional boards are results-oriented. They measure the organization's progress towards mission and evaluate the performance of major programs and services. They gauge efficiency, effectiveness, and impact, while simultaneously assessing the quality of service delivery, integrating benchmarks against peers, and calculating return on investment.

## **INTENTIONAL BOARD PRACTICES<sup>10</sup>**

Exceptional boards purposefully structure themselves to fulfill essential governance duties and to support organizational priorities. Making governance intentional, not incidental, exceptional boards invest in structures and practices that can be thoughtfully adapted to changing circumstances.

## **CONTINUOUS LEARNING<sup>11</sup>**

Exceptional boards embrace the qualities of a continuous learning organization, evaluating their own performance and assessing the value they add to the organization. They embed learning opportunities into routine governance work and in activities outside of the boardroom.

## **REVITALIZATION<sup>12</sup>**

Exceptional boards energize themselves through planned turnover, thoughtful recruitment, and inclusiveness. They see the correlation between mission, strategy, and board composition, and they understand the importance of fresh perspectives and the risks of closed groups. They revitalize themselves through diversity of experience and through continuous recruitment.

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## WORKING STYLES SCORING GRID

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Transfer the answers from the working styles questionnaire on to the scoring grid by entering the numbers for each letter going across the page. Next add up columns and record the answer in the space provided. The lowest score is your dominant style. In the case of a tied score you will pick the working style that is more like you.

1.	a _____	b _____	c _____	d _____
2.	a _____	b _____	c _____	d _____
3.	a _____	b _____	c _____	d _____
4.	a _____	b _____	c _____	d _____
5.	a _____	b _____	c _____	d _____

**TOTALS (\*\*numbers should total 50)**

a \_\_\_\_\_ b \_\_\_\_\_ c \_\_\_\_\_ d \_\_\_\_\_

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## WORKING STYLES QUESTIONNAIRE

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This is not a quiz; there are no right or wrong answers. The purpose of this diagnostic is to get an idea of your dominant working style. **In answering these questions you should place yourself into a team situation.** Don't over think your responses, answer according to what most seems like you. "1", "2", "3", and "4". Please rate each statement and order your responses. The number "1" should be the response that best describes you and the number "4" being the response that *least* describes you. To some degree, you may find that you like all of the answers; you must rank each of the questions.

1. **When performing a job, it's most important to me to:**
  - a. \_\_\_\_\_ Do it correctly regardless of time involved
  - b. \_\_\_\_\_ Set deadlines and get it done
  - c. \_\_\_\_\_ Work in a team, cooperatively with others
  - d. \_\_\_\_\_ Demonstrate my talents and enthusiasm
2. **The most enjoyable part of working on a job is:**
  - a. \_\_\_\_\_ The information you need to get it done
  - b. \_\_\_\_\_ The results you achieve when it's done
  - c. \_\_\_\_\_ The people you meet or work with
  - d. \_\_\_\_\_ Seeing how the job contributes to future progress
3. **When I have several ways to get a job done, I usually:**
  - a. \_\_\_\_\_ Review the pros and cons of each way and choose
  - b. \_\_\_\_\_ Choose a way that I can begin to work on immediately
  - c. \_\_\_\_\_ Discuss ways with others and choose the one most favored
  - d. \_\_\_\_\_ Review the ways and follow my "gut" sense about what will work best
4. **In working on a long term job, it's important to me to:**
  - a. \_\_\_\_\_ Understand and complete each step before going on to the next step
  - b. \_\_\_\_\_ Seek a fast, efficient way of completing it
  - c. \_\_\_\_\_ Work with others in a team on it
  - d. \_\_\_\_\_ Keep the job stimulating and exciting
5. **I am willing to take a risky action if**
  - a. \_\_\_\_\_ There are facts to support my action
  - b. \_\_\_\_\_ It gets the job done
  - c. \_\_\_\_\_ It will not hurt other's feelings
  - d. \_\_\_\_\_ It feels right for the situation

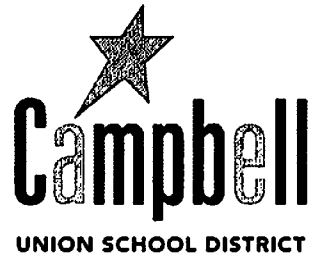
## WHAT EACH *style* BRINGS TO THE TEAM...

#	Style	Known For	Description	Behaviors
A	Analytic	Thoroughness	<ul style="list-style-type: none"> <li>Needs facts and data</li> <li>Objective</li> <li>Precise</li> <li>Attention to detail</li> </ul>	<b>Favorite Question:</b> <i>What?</i> <b>Key Word:</b> Thinking <b>Talking:</b> <i>I think...</i> <b>Bottom Line:</b> Wants things done right.
B	Driver	Outcomes	<ul style="list-style-type: none"> <li>Focused</li> <li>Confident, strong work ethic</li> <li>Organized</li> <li>Keep timelines</li> <li>Disciplined</li> </ul>	<b>Favorite Question:</b> <i>How?</i> <b>Key Word:</b> Results <b>Talking:</b> <i>I will...</i> <b>Bottom Line:</b> Wants to know what and when.
C	Amiable	Process	<ul style="list-style-type: none"> <li>Attention to process</li> <li>Inclusive</li> <li>Builds consensus</li> <li>Listens well</li> <li>Inquiry skills</li> </ul>	<b>Favorite Question:</b> <i>Why?</i> <b>Key Word:</b> Feelings <b>Talking:</b> <i>I feel...</i> <b>Bottom Line:</b> Wants things done harmoniously.
D	Expressive	Vision	<ul style="list-style-type: none"> <li>Optimistic</li> <li>Visionary</li> <li>Idea generator</li> <li>Innovative</li> <li>Humor</li> <li>Persuasive</li> </ul>	<b>Favorite Question:</b> <i>What if?</i> <b>Key Word:</b> Ideas <b>Talking:</b> <i>I want...</i> <b>Bottom Line:</b> Wants things done within the context of the 'big picture'.



## Making the Most of Your Working Style

		YOUR STYLE			
		a. Analytical	b. Driver	c. Amiable	d. Expressive
OTHER STYLE	a. Analytical	A challenging combination, run for your nearest driver! Establish priority of tasks to be done. Commit to firm time frames for your work and stick to them.	Take a deep breath, relax and slow down. With the analytical, you need to demonstrate that you have considered <i>all</i> (okay, <i>most</i> ) options or outcomes before moving ahead.	Cut short the social hour, and get right down to the specifics. The more information you have to support your position the better.	Translate your vision into specific tasks or goals; involve the analytical in research and developing the details or the plan of action.
	b. Driver	Organize your work around major themes; prepare "executive summaries" with headings or bullets that state the conclusions and supporting data first and analysis second.	Get a car with a good set of brakes, because you will need them! Before revving up, remind each other of your similarities and your need to adopt qualities of the other styles.	Put on your thick skin, don't take things personally. Getting results is what counts with drivers, be decisive and dynamic. Emphasize the bottom line.	Take time to think about what your vision really is; translate it into action steps with objectives and timelines.
	c. Amiable	Start off on a personal note, gravitate to project specifics and expectations. Emphasize the greater good of the project.	Spend time up front gaining trust and confidence; be charming and inclusive. Be sure to be specific about deadlines, even when it seems obvious.	Laugh with each other about how important social interaction and relationships are. Next provide focus on what is really needed to accomplish and then move forward.	Tell them how important the team concept is to making your vision a reality. Give the amiable the job of building the team to make the dream come true.
	d. Expressive	Jazz up your presentation, try to think of the BIG picture, involve the expressive in developing the "vision" or marketing of the plan.	Be patient and try to work with a flip chart to harness creative spirits. Emphasize time lines and due dates. Build in flexibility to allow the free reign of creativity.	Engage the expressives with your appreciation of their vision and creativity. Harness this energy to deal with the pesky, but important details that only they can address.	Now that you have discovered the solution to world hunger, find someone who can make it happen.



# **GOVERNING BOARD SUPERINTENDENT**

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## **PROTOCOLS**

**Shelly Viramontez, Ed.D.  
Superintendent**

**Governing Board**

**Pablo A. Beltran   Danielle M.S. Cohen   Chris Miller   Richard H. Nguyen   Michael L. Snyder**

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## **PURPOSE**

The Board of Trustees is the educational policy-making body for the District. To effectively lead the District, the Board and Superintendent must function together as a governance team. To further the success of the team, effective operating procedures, or protocols, must be in place. There are general protocols and those that are specific for the Board and for the Superintendent.

## **THE GOVERNANCE TEAM**

### **Roles and Responsibilities**

- Be a team devoted to students
- Establish a clear vision with supporting goals and policies for the District, and communicate the common vision.
- Make fiscal and financial decisions in the best interests of students and the community.
- Represent the school District by being visible in the community.

### **Protocols**

#### **Behaviors**

- Keep learning and achievement for all students as the primary focus.
  - Value, support, and advocate for public education.
- Govern in a dignified and professional manner
  - Treat everyone with civility, dignity and respect
  - Understand the implications of demeanor and public behavior
  - Honor the right to disagree with each other
- Uphold the legal requirement for confidentiality.
- Financial decisions should be made considering that all money is public money, and should take into account the relative impact of any given expenditure on student achievement (data-based ROI).

## **THE BOARD**

### **Roles and Responsibilities**

- Focus on policymaking, planning and evaluation for student success.
- Govern within Board-adopted policies and procedures.
- Objectively evaluate the Superintendent's performance and provide appropriate and timely feedback.
- Ensure opportunities for the diverse range of views to inform Board deliberations.

### **Protocols**

#### **Behaviors**

- Recognize and respect differences of perspective and style on the Board while striving for consensus.
  - Understand authority rests with the Board as a whole, not with individuals
  - Honor the right of members to express opposing viewpoints and vote their convictions, while taking collective responsibility for the Board's performance and decisions
- Recognize that the Board as a collective body must give clear direction for the district to the Superintendent. Understand the distinctions between Board and staff roles, and refrain from undertaking management functions that are the responsibility of the Superintendent.
  - Communicate directly with the Superintendent whenever a staff member, student, parent, or community member raises a question or concern and whenever contacted by the media regarding an incident, event, or agenda item.
  - In general, the Board President serves as the face of the Board in answering questions from the public on behalf of the Board.
  - Communicate directly with the Superintendent prior to Board meetings to address questions and/or concerns about agenda items; honor the "no surprises" rule with the Superintendent.

#### **Expectations**

- Individual requests for reports and projects will be directed to the superintendent, and must recognize the reality of limited staff bandwidth.
- Periodically evaluate its own effectiveness; review its protocols at least every two years, and with any new Board members.
- Communicate one-on-one with the Superintendent when an individual concern arises and do so in a timely manner.



## **THE SUPERINTENDENT**

### **Roles and Responsibilities**

- Accept leadership responsibility and be accountable for implementing the vision, goals, and policies of the Board.
- Recognize that final authority rests with the Board as a whole.
- Communicate fully and frequently with the Board, respecting the 'no surprises' rule.

### **Protocols**

#### **Behaviors**

- Respect and acknowledge the Board's role in setting policy and overseeing the performance of the Superintendent.
- Recognize that the Board/Superintendent governance relationship requires support by the District's management team.
- Understand the distinction between Board and staff roles, and respect the role of the Board as the representative of the community.
- Communicate with Board members promptly and effectively.

#### **Expectations**

- Inform the Board prior to critical information becoming public; apprise all Board members in a timely manner of any major incident or when they may be called on to answer or explain.
- Distribute information fully and equally to all Board members, and provide information requested by one Board member to every Board member.
- Distribute the Board agenda in a timely fashion and with enough time for Board study, and clarify information prior to scheduled meetings.
- Never bring a matter to a public meeting that is a surprise to a Board member or cabinet member. Strive for concise and pertinent presentations to ensure effective and efficient public meetings.
- Provide requests for additional information through a Board update, special report, Board agenda items, or as a Board workshop.
- In discussion with the Board President, and where possible, present major decisions initially as a discussion item, then place it on the next Board agenda for action.
- Conduct a self-assessment prior to the Board's evaluation of the Superintendent's job performance.

***Feedback for Effective Governance Session***

<p><b>Important Things I learned today or had verified:</b></p>	<p><b>Today's experience/session left me feeling:</b></p>
<p><b>Questions I would like answered are:</b></p>	<p><b>Based on this session, the one thing I want to do at our next Board Meeting is:</b></p>