



Shoreline School Board

Study Session Agenda

SCHOOL BOARD RETREAT

**January 20-21, 2024
1:00-5:00 p.m. (each day)**

**Shoreline Center - Room D105
In Person Only**

Day 1 - Saturday, January 20, 1:00-5:00 p.m.

- **Welcome and Grounding**

Physical space and personal needs, review agenda, check-in with participants, etc.

- **Board Operating Principles, Meetings and Roles**

Review and discuss:

- Board Operating Principles
- Board Meeting Policies and Procedures, including Public Comment
- Board Officer and Member Roles and Responsibilities

[School Board Operating Principles-2020.pdf \(p. 3\)](#)

[1241 - Absences.pdf \(p. 4\)](#)

[1441 - Audience Participation.pdf \(p. 6\)](#)

[1441P-Revised 2023.pdf \(p. 7\)](#)

[1710 - Responsibilities of the Board.pdf \(p. 8\)](#)

- **Break**

- **Board Self-Assessment**

Review the 2022-23 board self-assessment and preparation for 2023-24 self-assessment

[Shoreline BSAS-Jan2023 copy.pdf \(p. 9\)](#)

- **Board Committees**

Purpose and role of formal and informal board committees and assignments, do a quick check-in on committee progress, and brainstorm on direction for committee work

- **Wrap-up**

Share takeaways from the day, review Day 2 agenda and modify as needed, time permitting

Day 2 - January 21, 1:00-5:00 p.m.

- **Welcome and Grounding**

Physical space and personal needs, review agenda, check-in with participants, etc.

- **Board Calendar and Trainings**

--Review board calendar, current list of pending items for future board report and/or study sessions, and required board trainings

--Discuss effective calendar use and board capacity

- **Break**

- **Activity: Pending Reports, Presentations, Study Sessions Feedback**

- **Group Prep/Professional Development, Part 1**

--Review the Board Time Use Evaluation handout

--Share questions about this in preparation for time with Director Liza Rankin

[Completing A Board Time Use Evaluation.pdf \(p. 50\)](#)

- **Break**

- **Group Prep/Professional Development, Part 2**

Seattle Public Schools Board Director Liza Rankin will provide an overview and brief training on the Board Time Use Evaluation handout

- **Wrap-Up**

--Review next steps and follow-up

--Calendar necessary activities

--Close-out activity

SHORELINE SCHOOL BOARD OPERATING PRINCIPLES

- I will keep student needs, interests, safety, and success at the center of my decision-making - paying particular attention to eliminating systemic inequities that persist for historically under-served populations.
- I will strive for a positive working relationship with all members of the Board.
- I will listen with an open mind and demonstrate flexibility and creativity in seeking solutions.
- I will support and encourage open expression of cultures, ideas, identities, thoughts, and comments.
- I will look for and recognize the positive contributions of each Board member, and will extend grace for occasional errors or mistakes, turning mistakes into opportunities for growth.
- I will attend all Board meetings, insofar as possible, and will notify the Chair in advance of the meeting if I am unable to attend.
- I will read all Board materials in advance of meetings and be prepared to act on agenda items.
- I will practice fiscal responsibility and sound financial management to support our capacity to adequately fund programs and priorities in a sustainable manner.
- Once a Board decision has been made, I will respect the authority of the Board to make this decision and will not work to undermine it. (Every board member gets their say but not necessarily their way.)
- No surprises. I will not withhold information until a Board meeting and then surprise either my Board colleagues or the Superintendent.
- Should an item of interest or concern come up during the meeting, I agree to ask the Board Chair to place it on a future meeting or study session agenda.
- I will avoid any conflict of interest or the appearance of impropriety which could result from my position as a Board member.
- I will participate in an annual Board self-evaluation and review of these Operating Principles.
- I will hold myself, and my Board colleagues, accountable for upholding these Operating Principles.

Adopted by School Board as part of Resolution 2020-1 on February 10, 2020 and reaffirmed in Resolution 2021-4 on March 1, 2021

THE BOARD OF DIRECTORS

Absences

Whenever possible, each board member shall give advance notice to the president or superintendent of his/her inability to attend a board meeting. A majority of the board may excuse a board member's absence from a meeting if requested to do so.

The board may declare a board member's position vacant after four (4) consecutive unexcused absences from regular board meetings, if the absences were for reasons other than illness or training and active military duty.

If a board member is on active duty or training status with the military, the board shall grant an extended leave of absence to cover the period of service or training. The extended leave of absence may not have the effect of extending the board member's term. The board also has the authority to appoint a temporary successor to the absent board member's position. The temporary successor shall serve until the board member returns or the end of the board member's term.

Remote Attendance In Lieu of Absence

The board has determined that allowing board members who would otherwise be absent from a board meeting to remotely participate, subject to certain conditions, will promote the effective, efficient, and safe management and operation of the district. When authorized to attend remotely, a board member may attend a board meeting via teleconference or videoconference technology that provides, at minimum, simultaneous audio communication between those physically present at the meeting location and the board member. Any board member participating remotely must have access to all relevant meeting materials and presentations to allow for full participation, including voting, in the meeting. A board member planning to attend remotely must notify the board president or superintendent as soon as possible prior to the board meeting. Remote participation will be allowed when remote attendance by one or more board members is necessary to have a quorum of board members present for a required meeting; or when properly requested by a board member, provided that each board member is limited to remotely attending three (3) board meetings per fiscal year (September 1 through August 31), unless a majority of the board authorizes a board member to remotely attend additional meetings. The board president will authorize remote attendance requested by one or more board members if the conditions of this policy are met.

When the board president is the board member requesting to remotely attend a meeting, the board president will notify the vice president in advance of the meeting, and the vice president will authorize remote attendance if the conditions of this policy are met. Given the challenges of chairing a meeting remotely, should the president attend remotely, the vice president will preside over the meeting.

THE BOARD OF DIRECTORS

Absences

Cross reference	Policy	1113 1240	Vacancies Duties of Individual Board Members
Legal reference	RCW	28A.343.390 28A.320 28A.330.100 28A.150.230 73.16.041	Quorum—Failure to attend meetings. Provisions applicable to all districts Additional powers of the board District school directors' responsibilities Leaves of absence of elective and judicial officers

Adopted

September 6, 2018
March 12, 2018
March 4, 2002
June 27, 1986

THE BOARD OF DIRECTORS

Audience Participation

The board recognizes the value of public comment on educational issues and the importance of involving members of the public in its meetings.

Legal reference: RCW 42.30.030 Attend meetings without restrictions or conditions
 42.30.050 Disrupted by disorderly conduct

Adopted June 27, 1986

THE BOARD OF DIRECTORS

Audience Participation

The following descriptions provide parameters for the efficient operation of board meetings:

1. **Welcome and introductions** - Time will be set aside at each regular board meeting for the board president to recognize and greet visitors and community members.
2. **Comments from the community** - The president may request anyone addressing the board to identify themselves by name and relationship to the district. The board requires that such participants be either residents, parents, students or employees of the district, or the designee of such resident, parent, student or employee. Any representative of a firm eligible to bid on materials or services solicited by the board shall also be entitled to speak.

A maximum of ninety (90) minutes will be set aside at each regular board meeting to receive comments on any topic from community members. Each person will be allocated two minutes to address the board. Two persons may combine for a total of four minutes. It is understood the board cannot take action on any issue presented by members of the audience. If a member of the audience requests information, the board may direct the superintendent or designee to provide the information to that person at a future time.

3. **Presentations and recommendations of the superintendent** - Following presentations, the board president shall inquire if any board member has any questions for the presenter. The board president, at his/her discretion (due to time constraints, etc.), may acknowledge comments from audience members regarding the presentation. Questions or comments on issues not being presented will be considered out of order. The board will listen to the information and opinions offered by a member of the audience, but is under no obligation to take action or respond to questions.

The president may interrupt or terminate an individual's statement when it is too lengthy, personally directed, abusive, obscene, or irrelevant. The board as a whole shall have the final decision in determining the appropriateness of all such rulings.

Submitted May 26, 2023
February 5, 1996
October 17, 1994
May 3, 1993
June 27, 1986

THE BOARD OF DIRECTORS

Responsibilities of the Board

As trustee for the community's schools, the board is responsible for:

1. Representing the community by learning about the concerns and aspirations that all segments of the community have for the schools and attempting, through the superintendent, to find ways to accommodate them where possible so that the schools will accurately respond to the needs of the community.
2. Adopting policy that will guide the district towards compliance with federal and state statutes, rules, and regulations and local control issues.
3. Controlling expenditures by approving the district's annual budget and approving expenditures pursuant to that budget.
4. Resolving disputes, complaints, or grievances brought by students, staff, or patrons in accordance with procedures established by policy, law, or labor contract.

Adopted November 7, 1994
 June 27, 1986



Online Board Self-Assessment Survey

<i>School District and Survey Year</i>	
<i>Shoreline</i>	<i>2023</i>
<i>Shoreline</i>	<i>2021</i>
<i>Shoreline</i>	<i>2020</i>

Since 2011, school boards across our state have participated in the WSSDA Board Self-Assessment, which is based on the five Washington School Board Standards. The report generated by the survey questions is thorough and thought-provoking. Participating boards report that analyzing this data as a team leads to rich and productive discussions.

The data on the following page is organized in a color-coded, horizontal-stacked bar chart that shows your results at the level of the five standards. The explanation for the color code is just above the data chart. Subsequent pages show the data from each question, with the page header showing the standard and benchmark the question relates to.

Analyzing your Results: Looking at Data

Start with the following page, which shows your district's aggregated data for each of the five standards. Identify standards that capture strengths, growth areas and or divergent perspectives, then work through the benchmarks and indicators for those standards.

Here is a simple protocol for your use.

Step 1: What do you see?

- *Describe what you see in the data, identify where it is located to the group. This is not about interpretation at this stage, only what you see.*
- *List the descriptions on chart paper.*

Step 2: What does the data suggest?

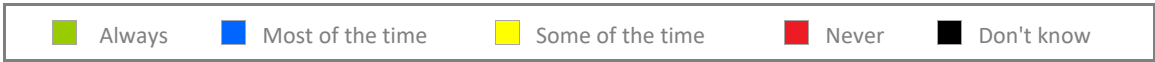
- *Discuss what the data suggests and try to generate different interpretations. Ask clarifying questions of one another to increase clarity and understanding of one another's perspectives.*
- *List responses on the chart paper.*

Step 3: Identify goal areas from the lists generated.

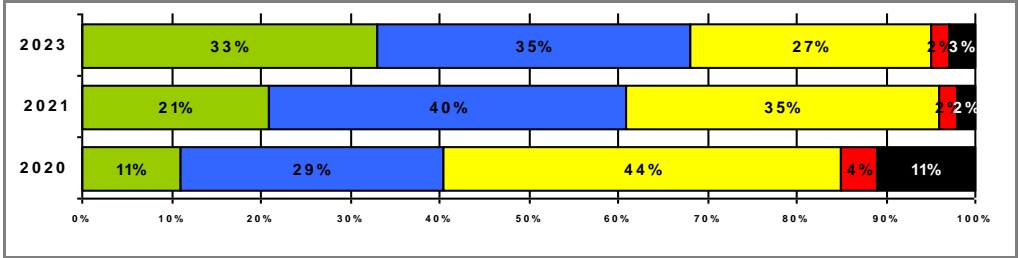
Step 4: Build two to three goals using the SMART goal framework.

- *Specific, Measurable, Achievable, Relevant and Time bound*

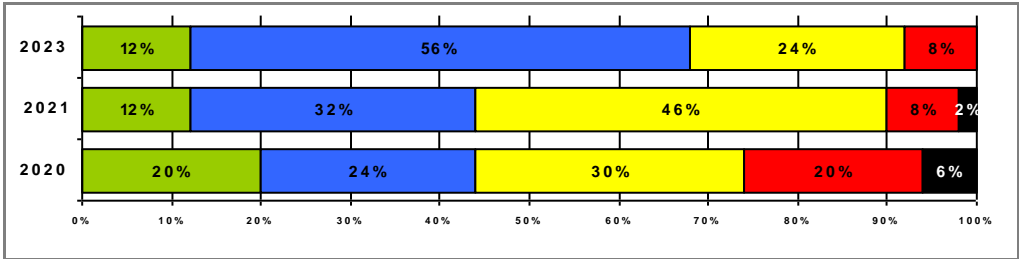
Framework for Governance: Aggregate Data



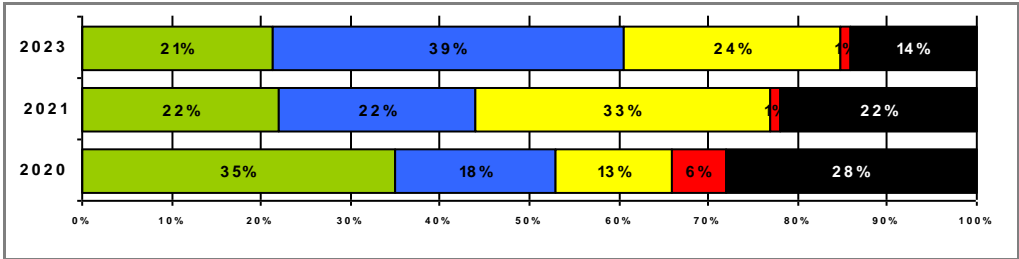
Standard 1:
Provide responsible school district governance



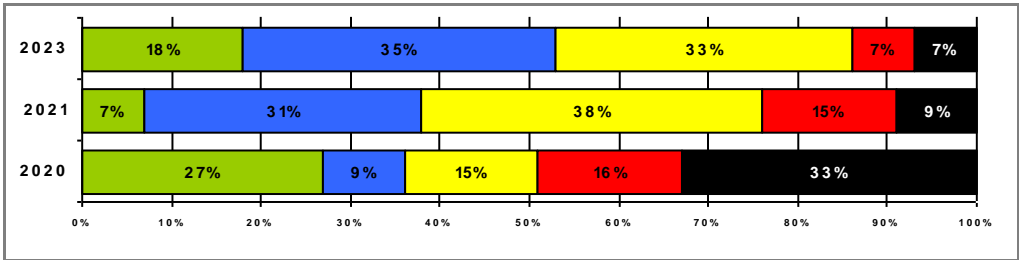
Standard 2:
Set and communicate high expectations for student learning with clear goals and plans for meeting those expectations



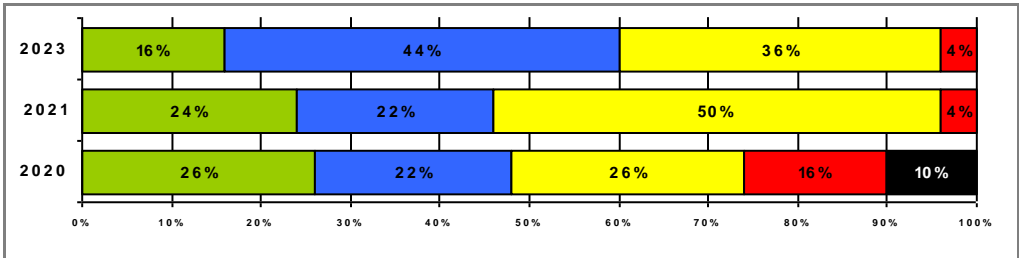
Standard 3:
Create conditions district-wide for student and staff success



Standard 4:
Hold school district accountable for meeting student learning expectations



Standard 5:
Engage local community and represent the values and expectations they hold for their schools



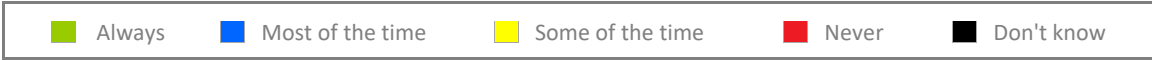
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Standard 1

Provide responsible school district governance by:

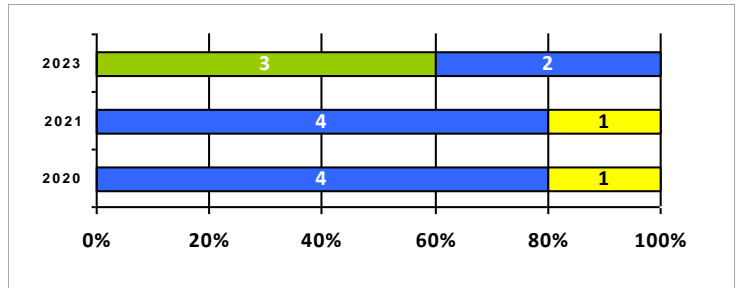
Benchmark of Success A

Conducting board and district business in a fair, respectful and responsible manner.

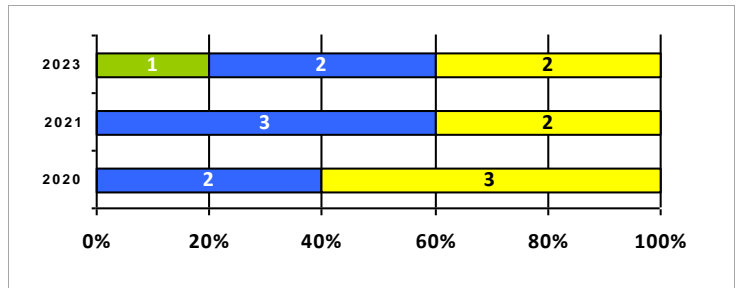


To what extent does our board:

Q 4 Base its decisions on what is best for students' success?



Q 5 Commit to a clear and shared purpose?



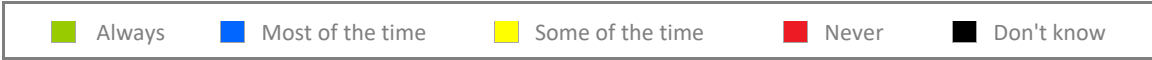
Notes:

Standard 1

Provide responsible school district governance by:

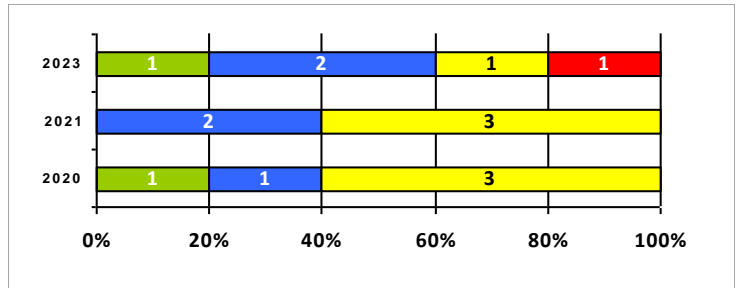
Benchmark of Success B

Ensuring the board is accountable and open to the public including seeking divergent perspectives in its decision making process.

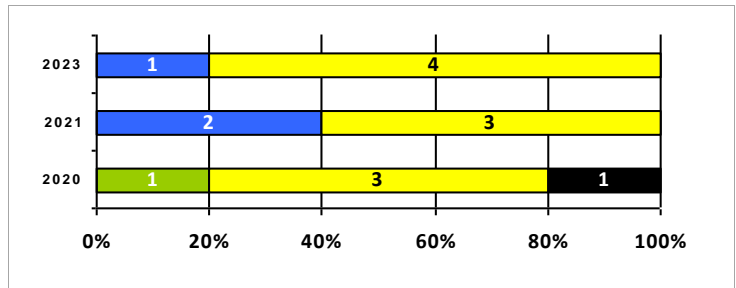


To what extent does our board:

Q 6 Provide information to the public that supports board discussions and decisions?



Q 7 Follow a defined process for gathering input prior to making critical decisions?

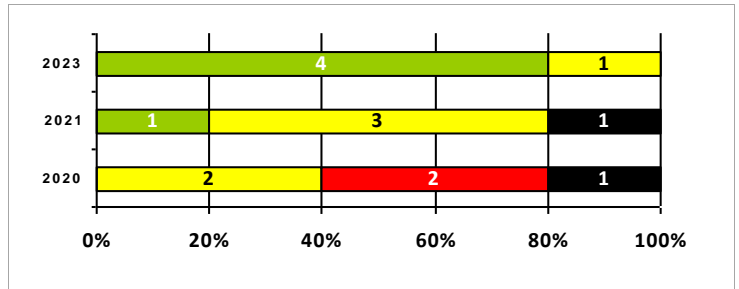


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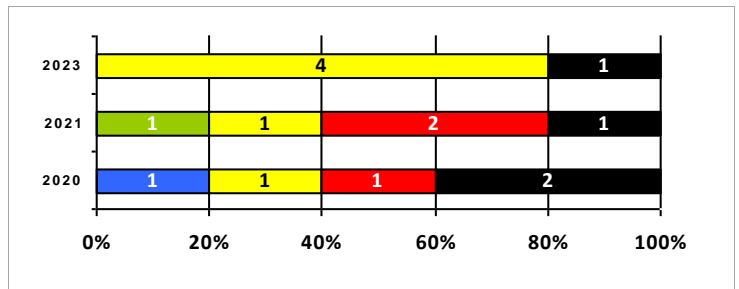
Standard 1

Provide responsible school district governance by:

Q 8 Carry out annual assessments of its performance?



Q 9 Set goals for its improvement?



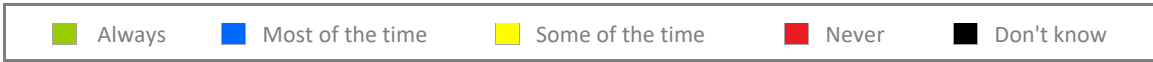
Notes:

Standard 1

Provide responsible school district governance by:

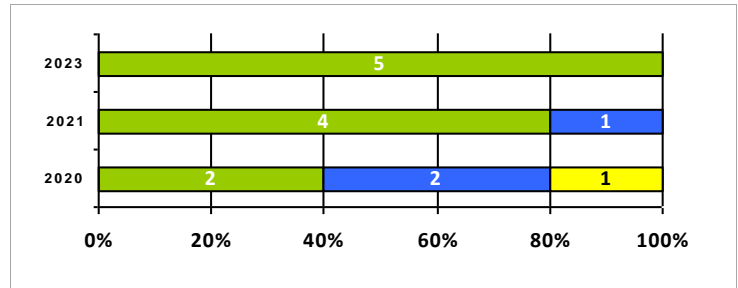
Benchmark of Success C

Respecting and advocating mutual understanding of the roles and responsibilities of board members and the superintendent.

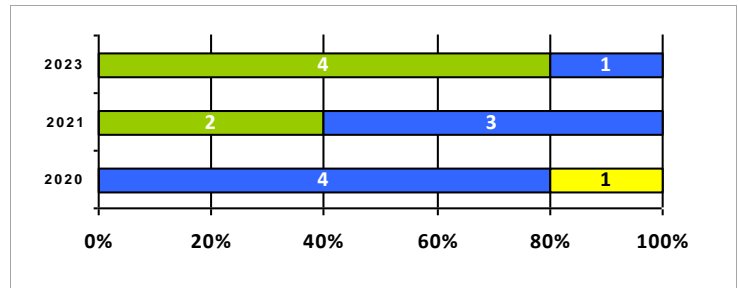


To what extent does our board:

Q 10 Delegate authority to the superintendent to manage district operations and implement policy?



Q 11 Honor the roles and responsibilities of the superintendent?

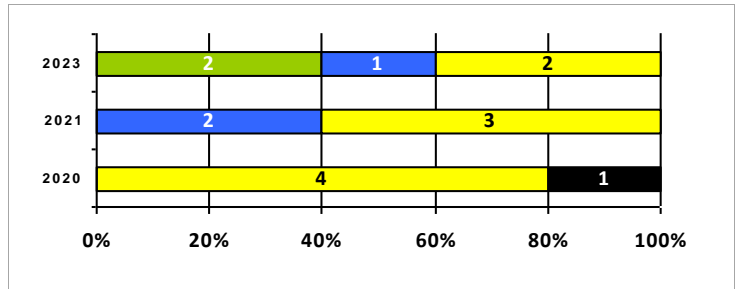


Notes:

Standard 1

Provide responsible school district governance by:

Q.12 Use written protocols for its interactions?



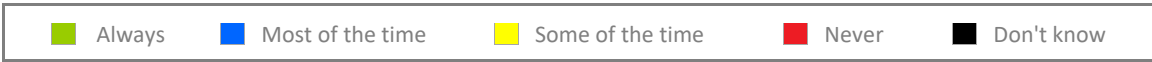
Notes:

Standard 1

Provide responsible school district governance by:

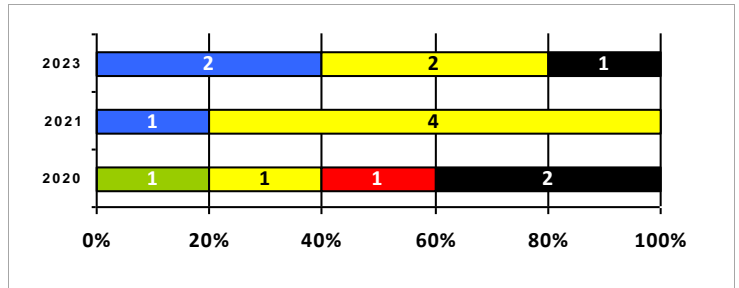
Benchmark of Success D

Adopting policies based on well-researched practices that emphasize a belief that all students can achieve at high levels and that support continuous improvement of student achievement.

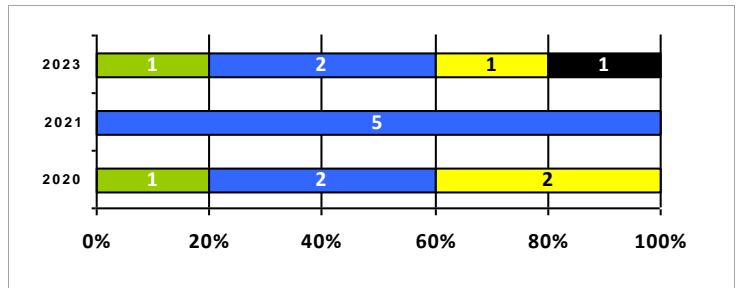


To what extent does our board:

Q 13 Govern using policies that align with research-based best practices?



Q 14 Focus policy decisions on what is necessary for all students to achieve at high levels?

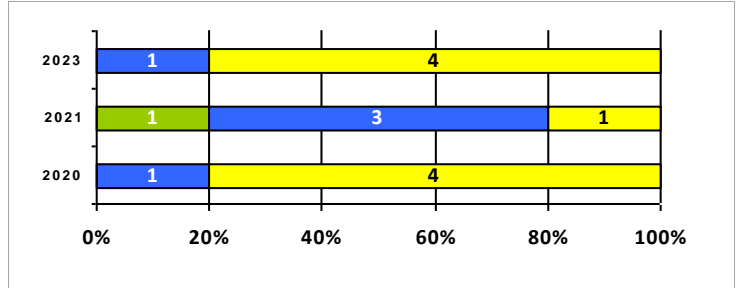


Notes:

Standard 1

Provide responsible school district governance by:

Q 15 Collaborate with colleagues across the region, state, or nation regarding current and emerging trends, issues, and policy solutions?



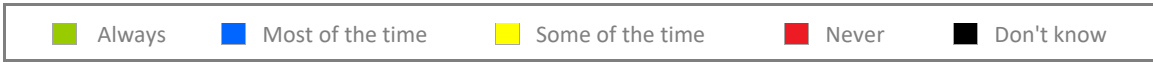
Notes:

Standard 1

Provide responsible school district governance by:

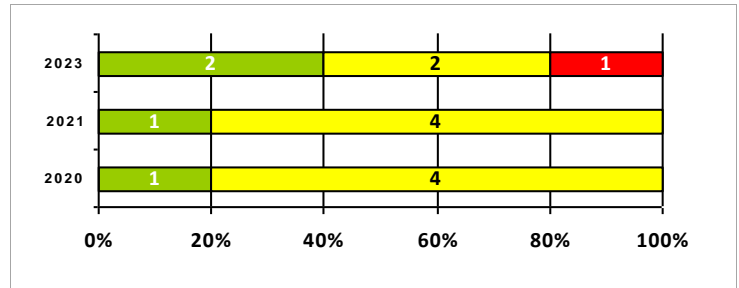
Benchmark of Success E

Promoting healthy relationships by communicating supportively, inspiring, motivating and empowering others, and exercising influence in a positive manner.

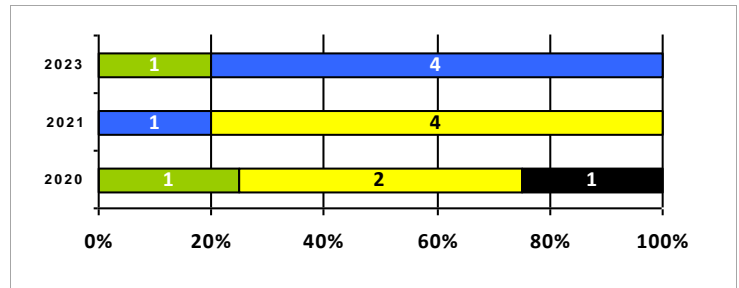


To what extent does our board:

Q 16 Provide an opportunity for stakeholders, such as staff, students, parents, and community members, to make presentations to the board?



Q 17 Promote continuous improvement throughout the organization?

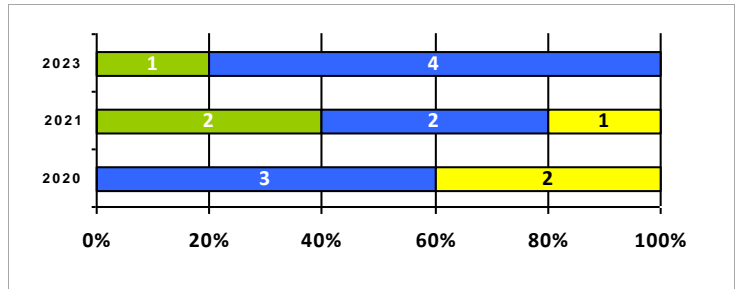


Notes:

Standard 1

Provide responsible school district governance by:

Q 18 Treat all individuals, including fellow board members, staff, students, and community members, with respect?



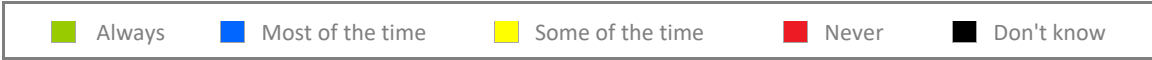
Notes:

Standard 1

Provide responsible school district governance by:

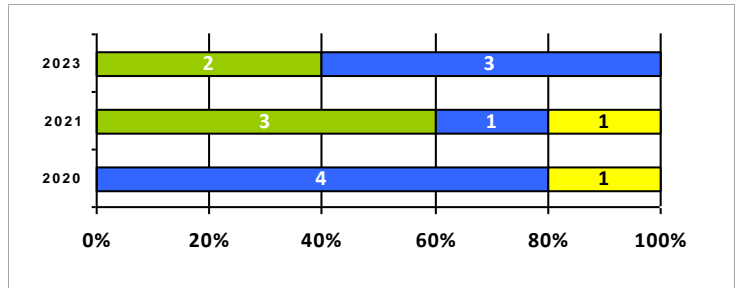
Benchmark of Success F

Working as an effective and collaborative team.

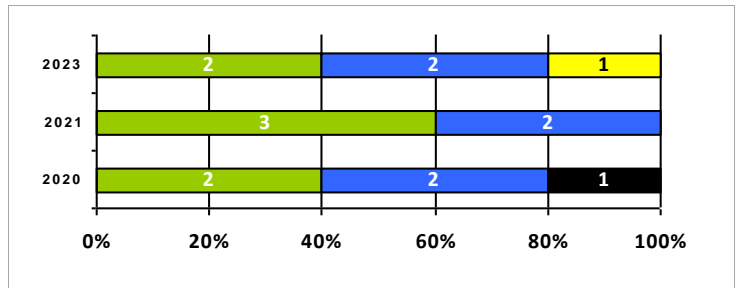


To what extent does our board:

Q 19 Work with the superintendent to achieve mutual trust and commitment?



Q 20 Pursue professional development to improve board members' knowledge and skills by attending conferences, holding study sessions, etc.?

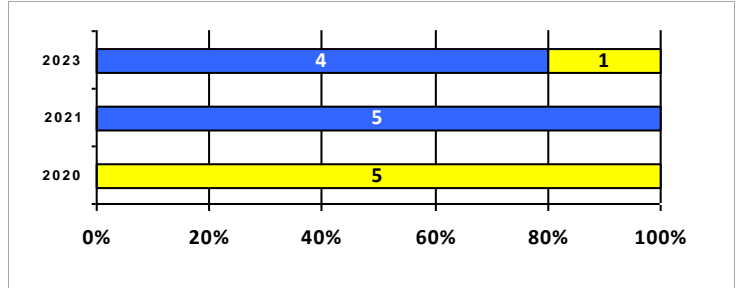


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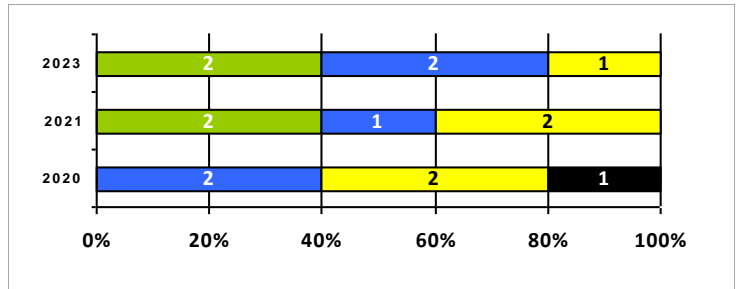
Standard 1

Provide responsible school district governance by:

Q 21 Use collaborative processes that result in well-informed problem-solving and decision-making?



Q 22 Together with the superintendent, share responsibility for the orientation of new board members and forming a new inclusive team?

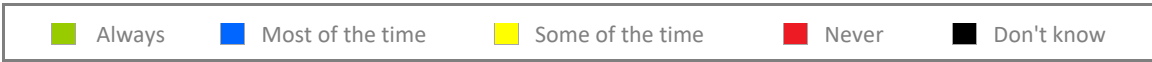


Notes:

Standard 2 Set and communicate high expectations for student learning with clear goals and plans for meeting those expectations by:

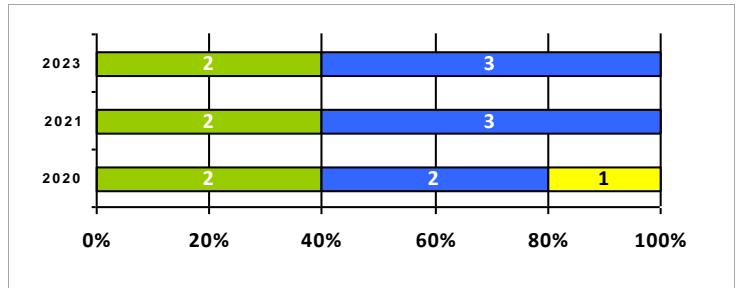
Benchmark of Success A

Articulating the conviction that all students can learn and the belief that student learning can improve regardless of existing circumstances or resources

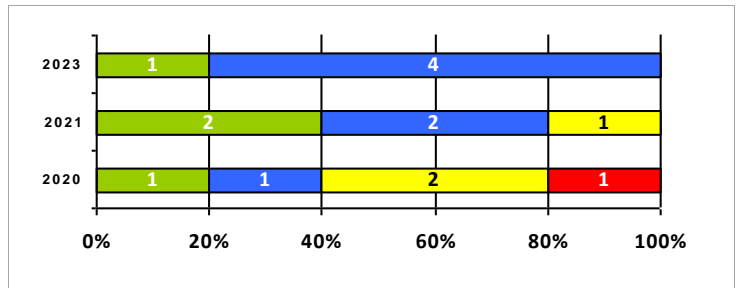


To what extent does our board:

Q 23 Through policies and actions, express our belief that all students can learn?



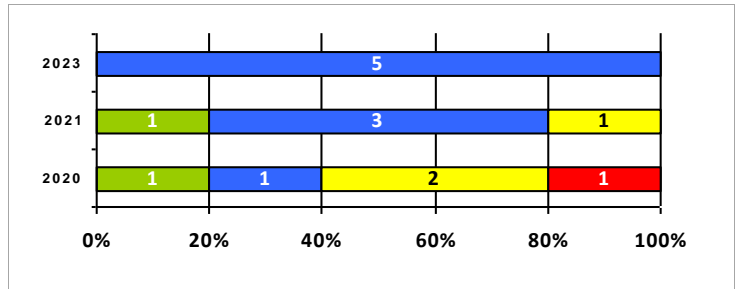
Q 24 Through policies and actions, communicate high expectations for all students?



Notes:

Standard 2 Set and communicate high expectations for student learning with clear goals and plans for meeting those expectations by:

Q 25 Foster a culture of collaboration around the shared purpose of improving student achievement?

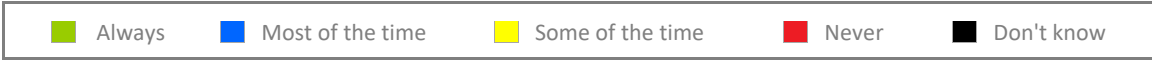


Notes:

Standard 2 Set and communicate high expectations for student learning with clear goals and plans for meeting those expectations by:

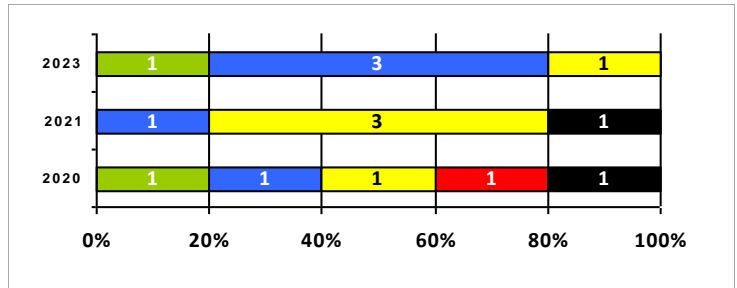
Benchmark of Success B

Leading the development, articulation and stewardship of a vision of learning that is shared and supported by schools and community.

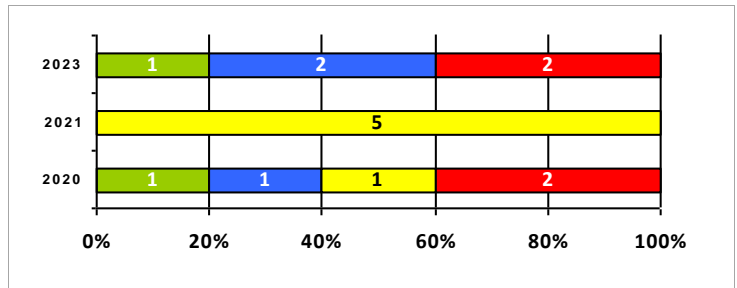


To what extent does our board:

Q 26 Include stakeholders when developing and revising the district’s vision?



Q 27 Communicate its rationale for decisions to the community?

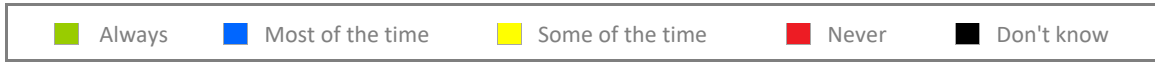


Notes:

Standard 2 Set and communicate high expectations for student learning with clear goals and plans for meeting those expectations by:

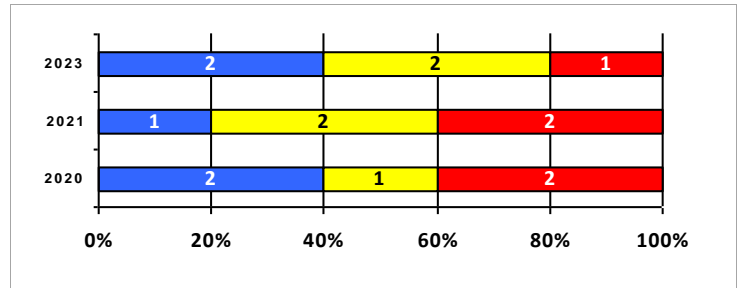
Benchmark of Success C

Adopting a collaboratively developed district plan focused on learning and achievement outcomes for all students.

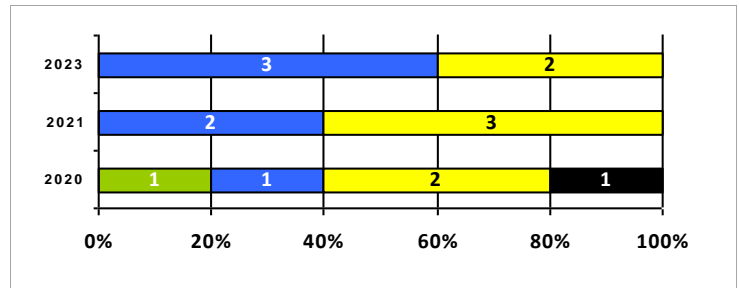


To what extent does our board:

Q 28 In collaboration with staff and the community, formulate and maintain a district plan with goals and outcomes?



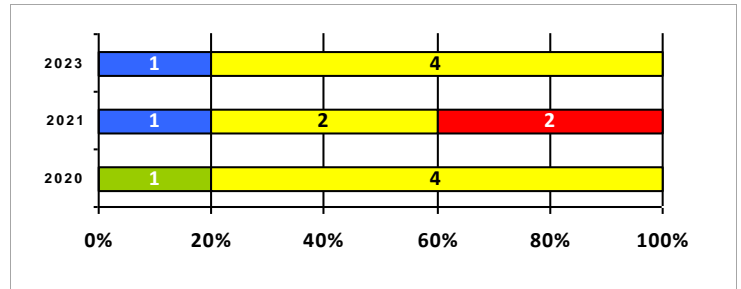
Q 29 Base its ongoing work, such as policy development, decision-making, and budgeting, on the district goals?



Notes:

Standard 2 Set and communicate high expectations for student learning with clear goals and plans for meeting those expectations by:

Q 30 Continually monitor progress toward the goals and outcomes of the district plan?

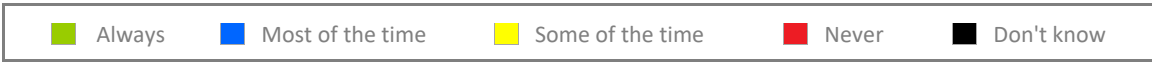


Notes:

Standard 2 Set and communicate high expectations for student learning with clear goals and plans for meeting those expectations by:

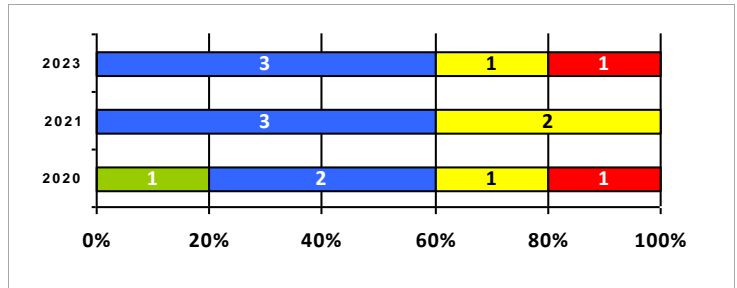
Benchmark of Success D

Ensuring non-negotiable goals for student achievement are established and aligned to the district's plan.

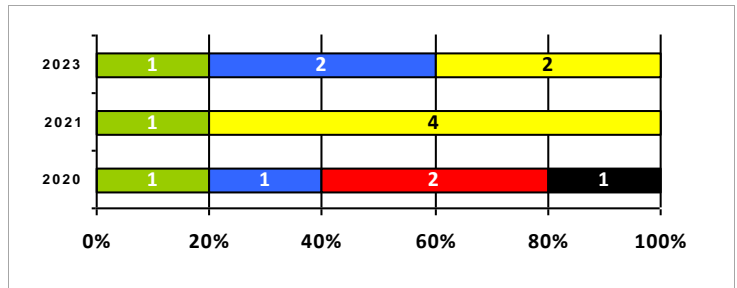


To what extent does our board:

Q 31 Together with the superintendent agree that high expectations for all students is the highest priority?



Q 32 Together with the superintendent review student achievement regularly?

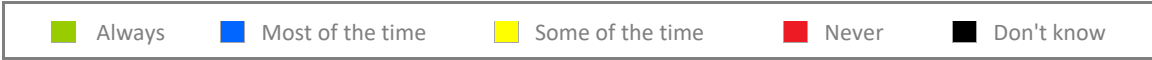


Notes:

Standard 3 Create conditions district-wide for student and staff success by:

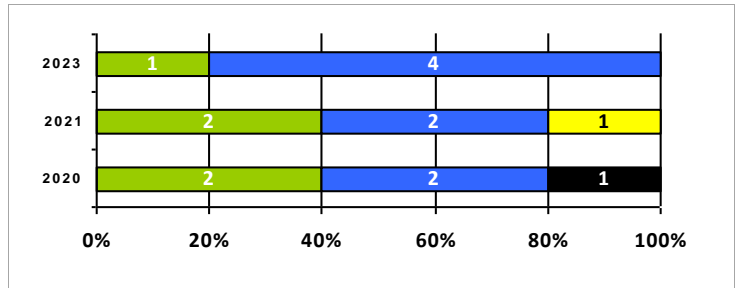
Benchmark of Success A

Providing for the safety and security of all students and staff.

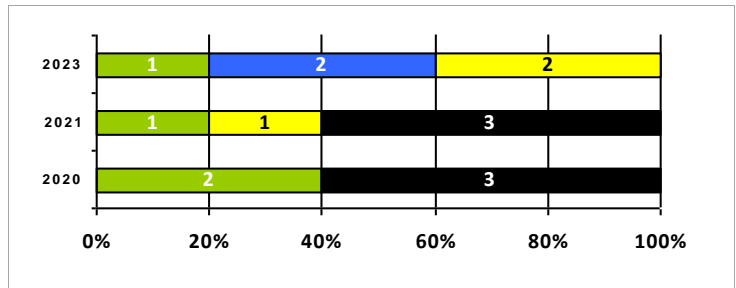


To what extent does our board:

Q 33 Ensure that facilities comply with current health, safety, security, and accessibility standards?



Q 34 Have policies that require regular evaluation and management of safety and security risks?

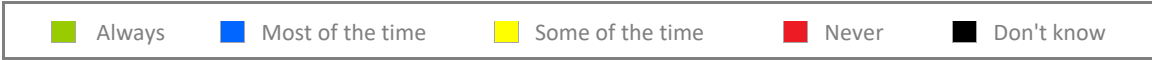


Notes:

Standard 3 Create conditions district-wide for student and staff success by:

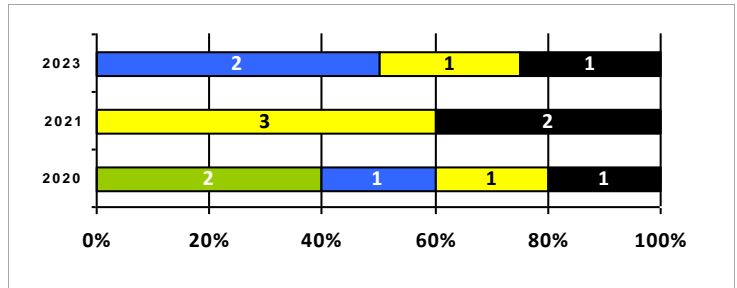
Benchmark of Success B

Employing and supporting quality teachers, administrators and other staff and providing for their professional development.

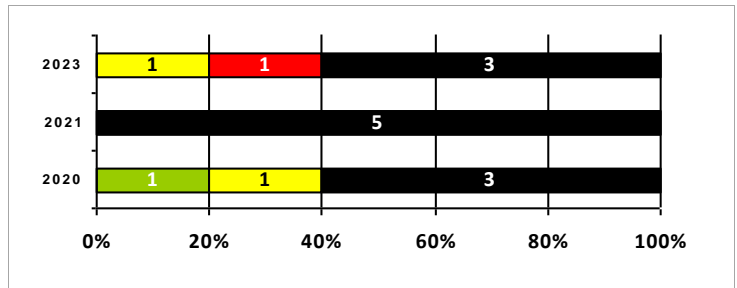


To what extent does our board:

Q 35 Have policies that ensure hiring and retention of highly qualified staff?



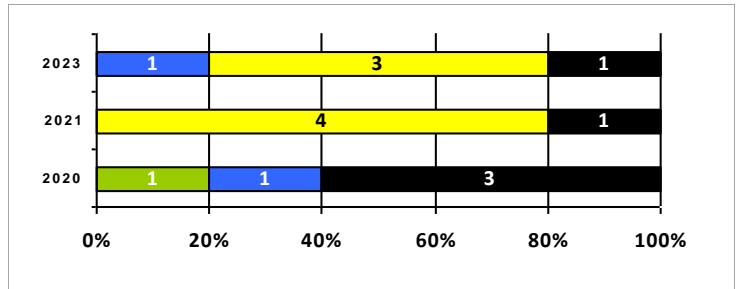
Q 36 Have policies for evaluating staff based on student success?



Notes:

Standard 3 Create conditions district-wide for student and staff success by:

Q 37 Have policies that support research-based, best practices for staff development?

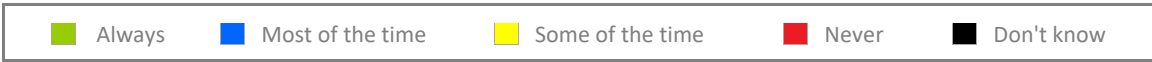


Notes:

Standard 3 Create conditions district-wide for student and staff success by:

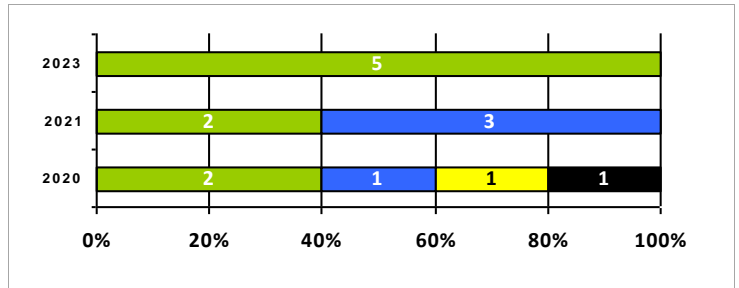
Benchmark of Success C

Providing for learning essentials, including rigorous curriculum, technology and high quality facilities.

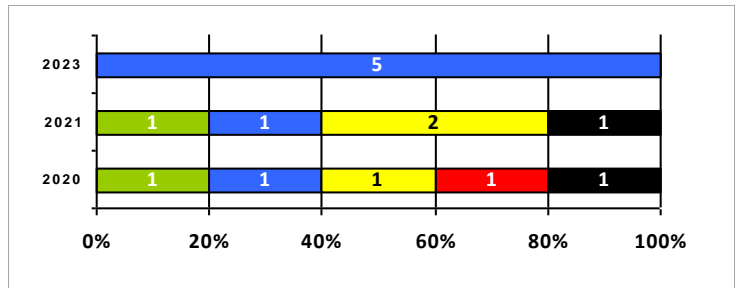


To what extent does our board:

Q 38 Have an established course of study for students and graduation requirements that align with high expectations for student achievement?



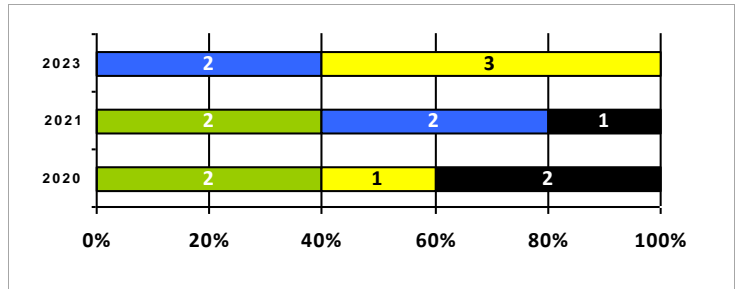
Q 39 Have policies that ensure students receive the curriculum, support and supplemental materials necessary for high achievement?



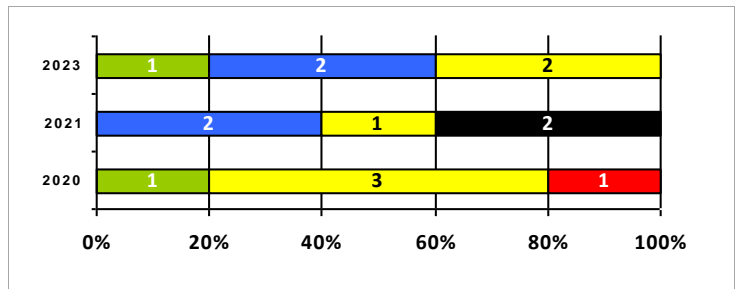
Notes:

Standard 3 Create conditions district-wide for student and staff success by:

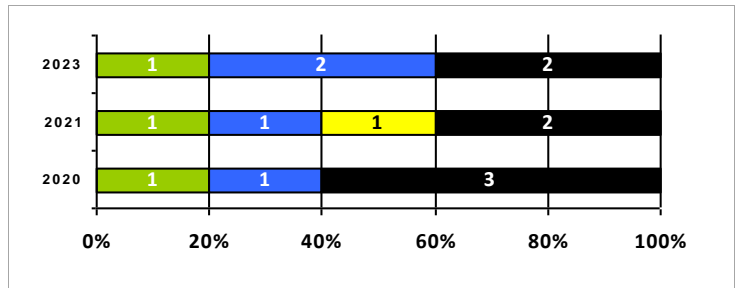
Q 40 Adopt a budget that supports quality staff development and resources for curriculum implementation?



Q 41 Have a process that includes community and parent involvement in selecting curriculum?



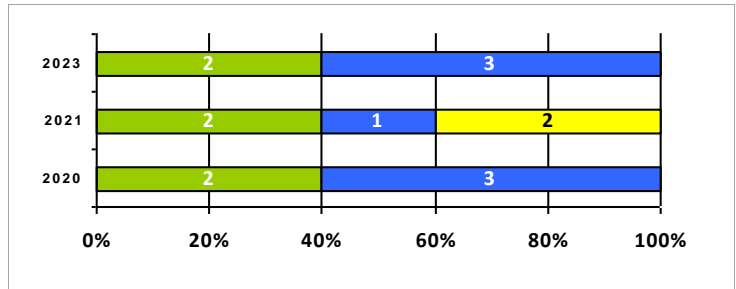
Q 42 Have policies that require rigorous and regular evaluation of curriculum and supplemental materials to ensure they align with state and district standards?



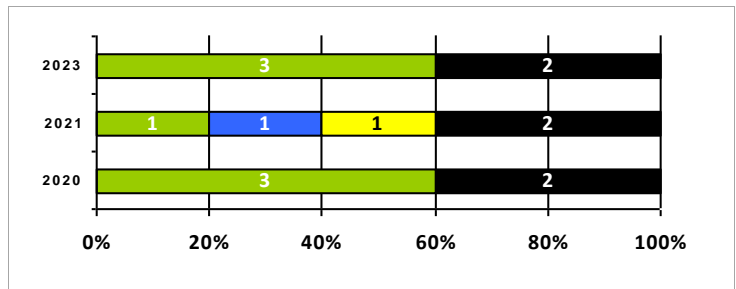
Notes:

Standard 3 Create conditions district-wide for student and staff success by:

Q 43 Have a process in place to support evaluation and updating of technology?



Q 44 Have a long-term facilities plan in place for construction and maintenance?

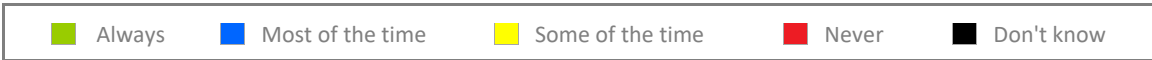


Notes:

Standard 3 Create conditions district-wide for student and staff success by:

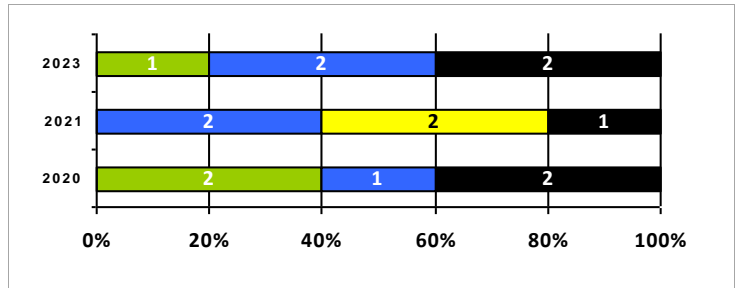
Benchmark of Success D

Ensuring management of the organization, operations, and resources for an efficient and effective learning environment.

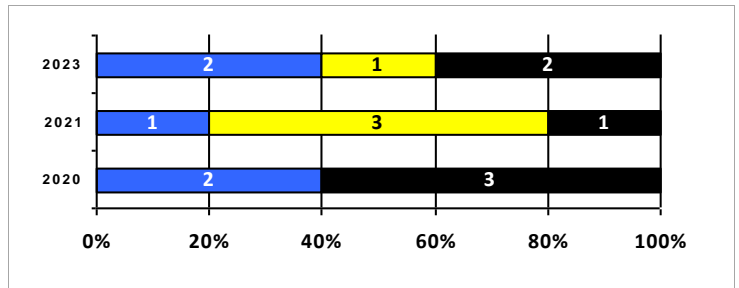


To what extent does our board:

Q 45 Communicate an expectation that all classrooms will implement effective instructional practices?



Q 46 Provide for evaluation of district operations to ensure there is an efficient and effective learning environment?

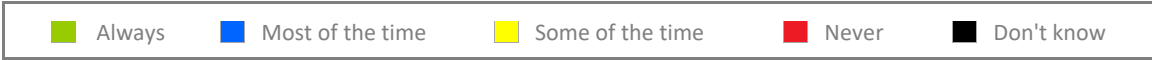


Notes:

Standard 3 Create conditions district-wide for student and staff success by:

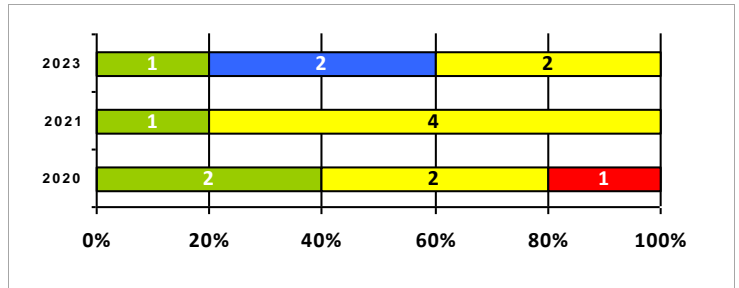
Benchmark of Success E

Adopting and monitoring an annual budget that allocates resources based on the district's vision, goals and priorities for student learning.

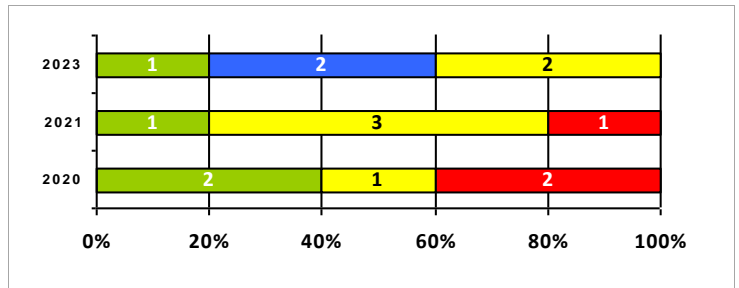


To what extent does our board:

Q 47 Keep the community informed about the district's financial status?



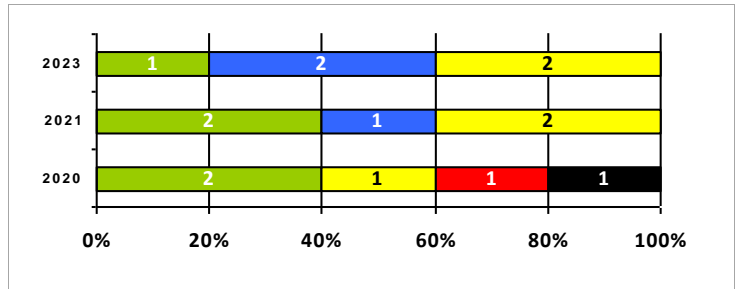
Q 48 Seek public input during the budget process?



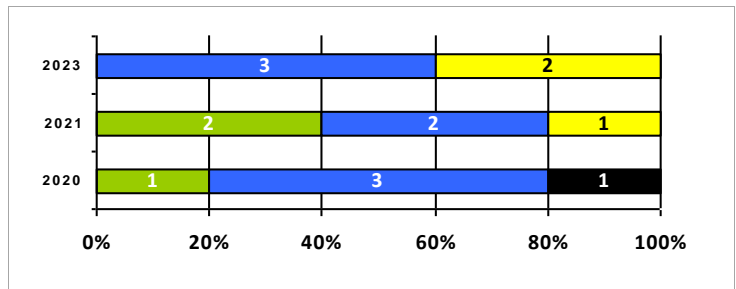
Notes:

Standard 3 Create conditions district-wide for student and staff success by:

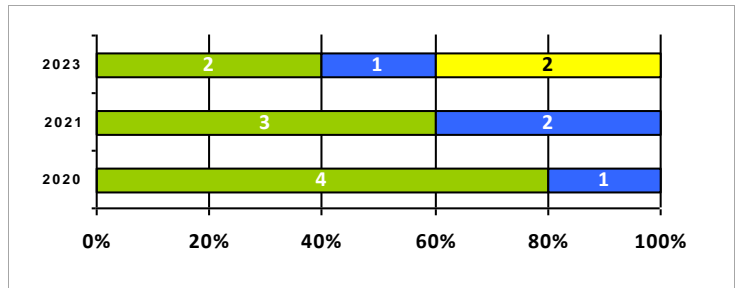
Q 49 Provide guidelines for budget development, including a clearly defined expectation for a reasonable ending fund balance?



Q 50 Adopt a fiscally responsible annual budget that is aligned with the district’s vision and plan?



Q 51 Regularly monitor the budget and fiscal status of the district?

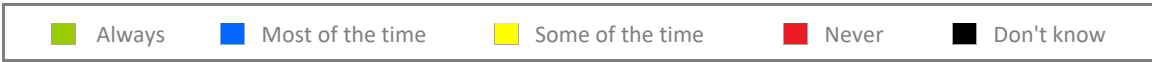


Notes:

Standard 4 Hold school district accountable for meeting student learning expectations by:

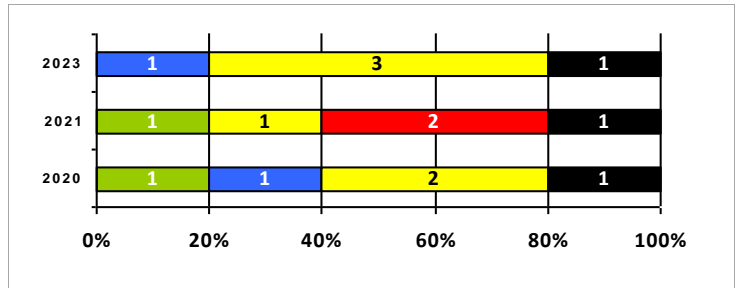
Benchmark of Success A

Committing to continuous improvement in student achievement at each school and throughout the district.

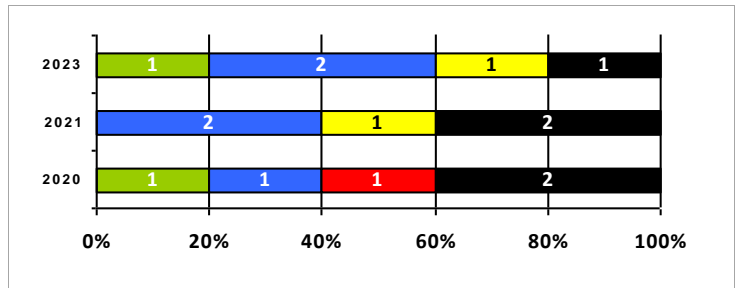


To what extent does our board:

Q 52 Follow a schedule for the timely review of the district plan?



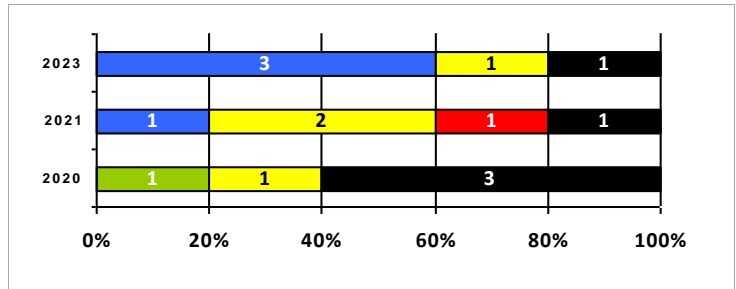
Q 53 Ensure a high degree of coherence between the district plan and school improvement plans?



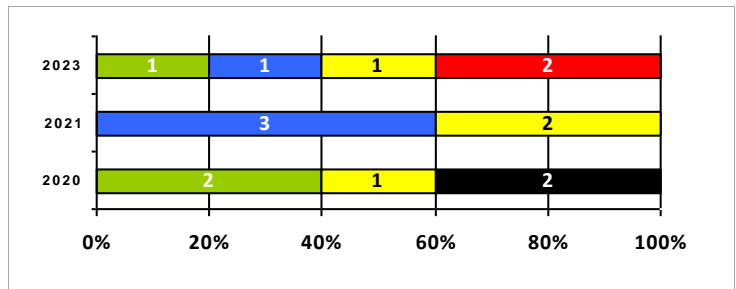
Notes:

Standard 4 Hold school district accountable for meeting student learning expectations by:

Q 54 Annually review and make recommendations to the district plan and school improvement plans?



Q 55 Publicly recognize the efforts of schools in improving student learning?

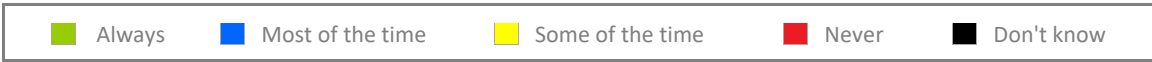


Notes:

Standard 4 Hold school district accountable for meeting student learning expectations by:

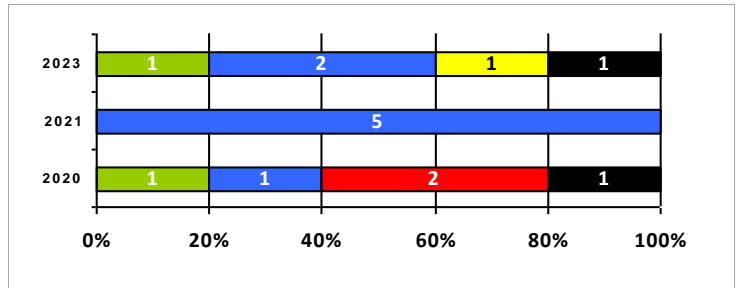
Benchmark of Success B

Evaluating the superintendent on clear and focused expectations.

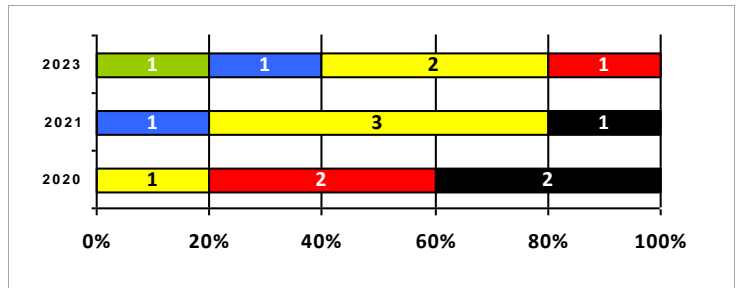


To what extent does our board:

Q 56 Have written goals for the superintendent that focus on specific outcomes for student learning?



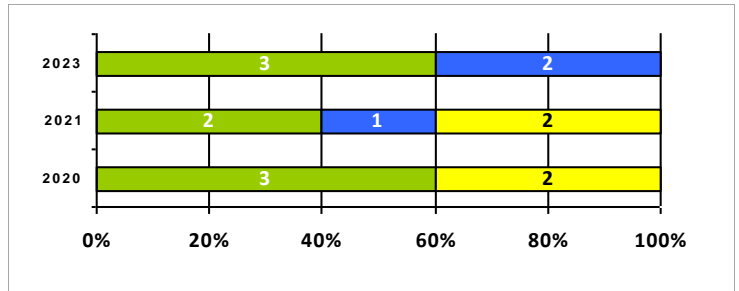
Q 57 Communicate performance expectations for the superintendent to our community?



Notes:

Standard 4 Hold school district accountable for meeting student learning expectations by:

Q 58 Base decisions about the superintendent's contract on objective evaluation of his or her performance and achievement of agreed upon goals?

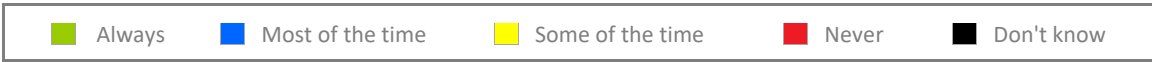


Notes:

Standard 4 Hold school district accountable for meeting student learning expectations by:

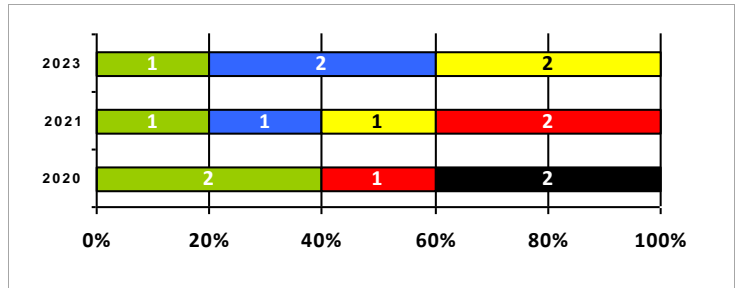
Benchmark of Success C

Measuring student academic progress and needs based on valid and reliable assessments.

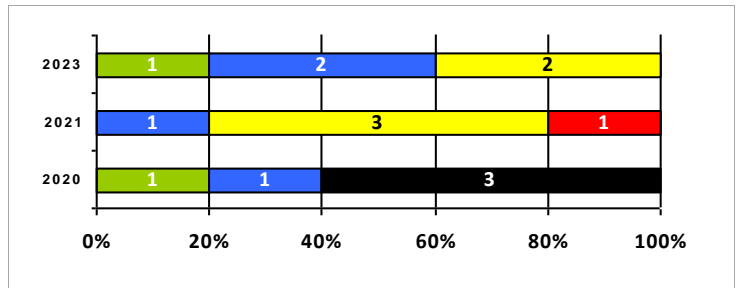


To what extent does our board:

Q 59 Require the effective use of data throughout the system to monitor student achievement and district performance?



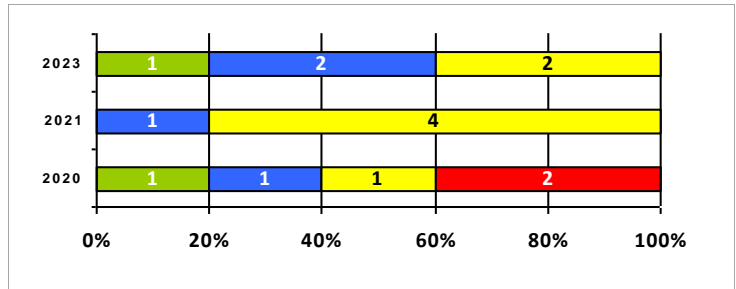
Q 60 Regularly review and understand the criteria, assessment tools, and methods that measure student achievement and district performance?



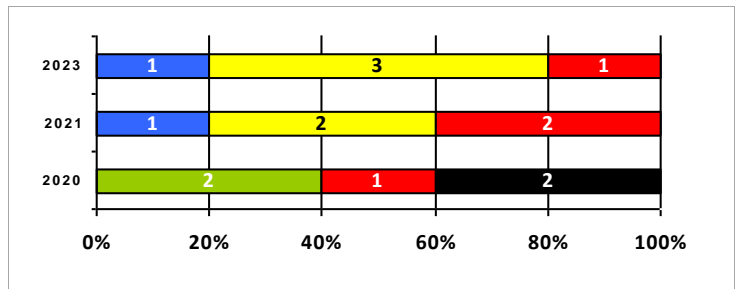
Notes:

Standard 4 Hold school district accountable for meeting student learning expectations by:

Q 61 Regularly review data, including disaggregated student achievement data, to measure progress toward district goals?



Q 62 Regularly evaluate and adjust resources and strategies for closing achievement gaps to maximize their effectiveness?

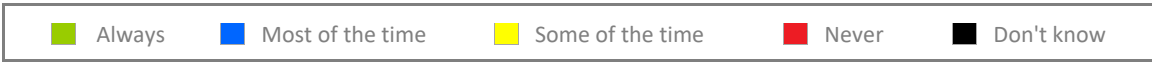


Notes:

Standard 5 Engage local community and represent the values and expectations they hold for their schools by:

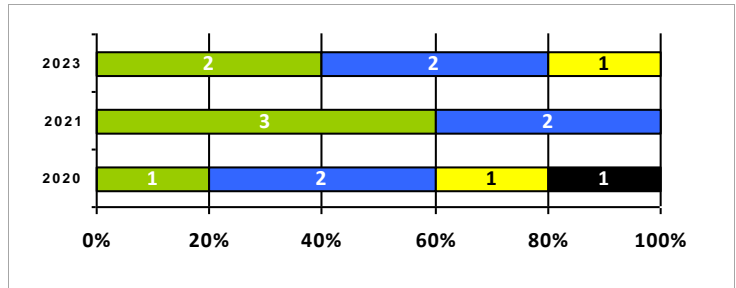
Benchmark of Success A

Collaborating with families and community members, responding to diverse interests and needs, and mobilizing community resources.

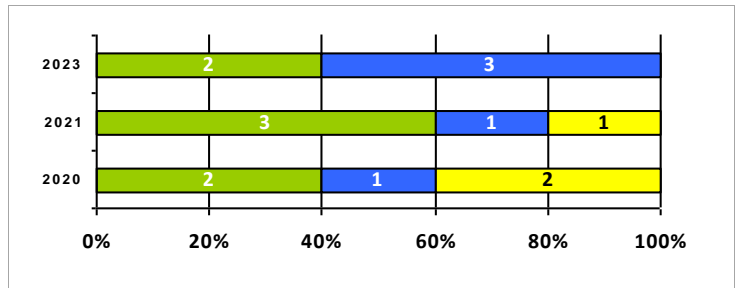


To what extent does our board:

Q 63 Advocate at the local, state and federal levels on behalf of students and the district?



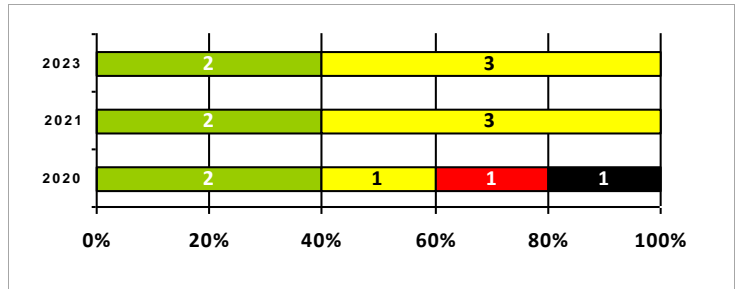
Q 64 Model cultural, racial, and ethnic understanding and sensitivity?



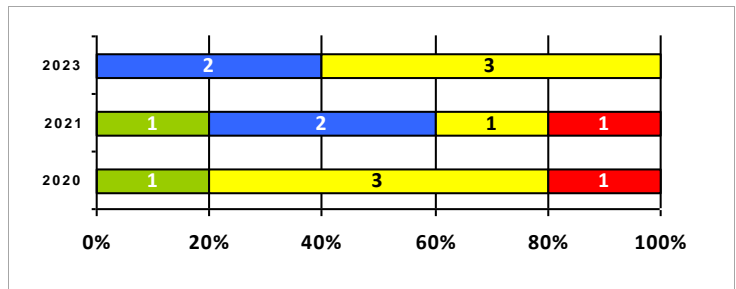
Notes:

Standard 5 Engage local community and represent the values and expectations they hold for their schools by:

Q 65 Establish policies and partnerships that promote and expand educational opportunities for all students?



Q 66 Follow an effective process for responding to questions, concerns, comments, or feedback from citizens?

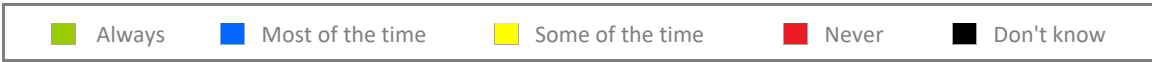


Notes:

Standard 5 Engage local community and represent the values and expectations they hold for their schools by:

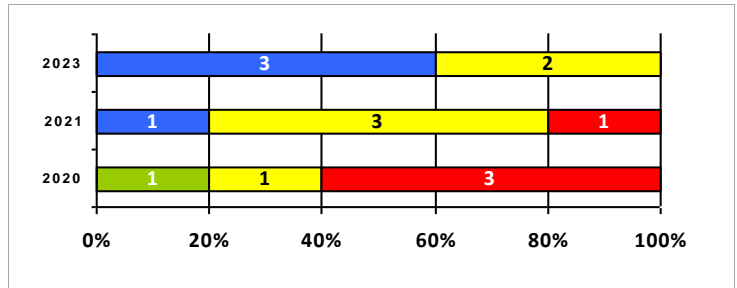
Benchmark of Success B

Ensuring school board and district transparency through a process that is open and accountable.

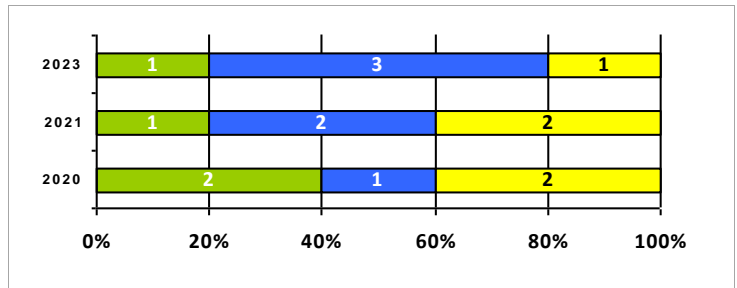


To what extent does our board:

Q 67 Ensure the public is well informed of the board's roles and responsibilities?



Q 68 Conduct its business in a transparent and accountable manner?

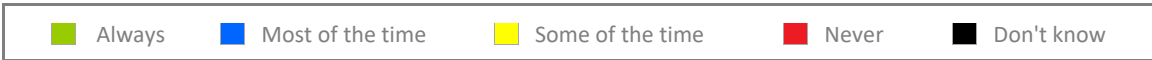


Notes:

Standard 5 Engage local community and represent the values and expectations they hold for their schools by:

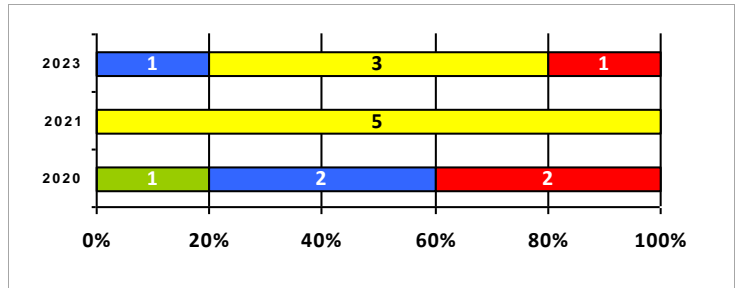
Benchmark of Success C

Ensuring district information and decisions are communicated community-wide.

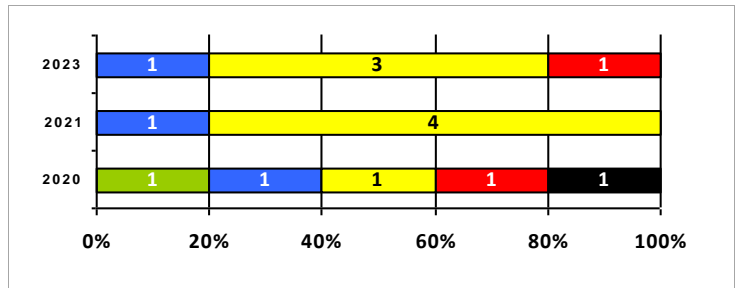


To what extent does our board:

Q 69 Communicate proactively to disseminate information that addresses issues throughout the system and community?



Q 70 Communicate district performance to the public in clear and understandable ways?

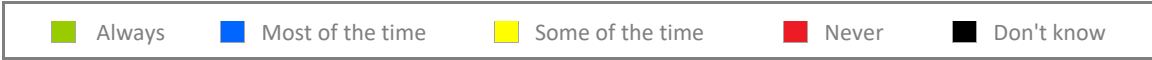


Notes:

Standard 5 Engage local community and represent the values and expectations they hold for their schools by:

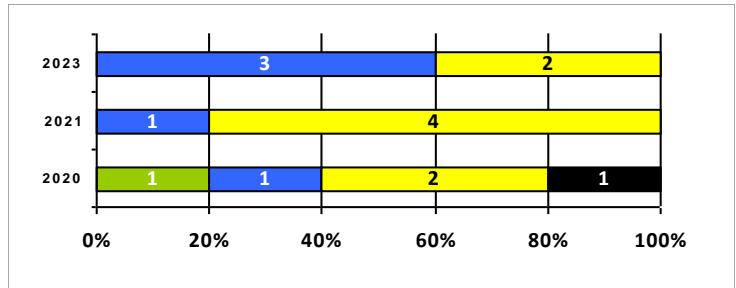
Benchmark of Success D

Soliciting input from staff and a wide spectrum of the community so that a diverse range of interests and perspectives on issues is considered.

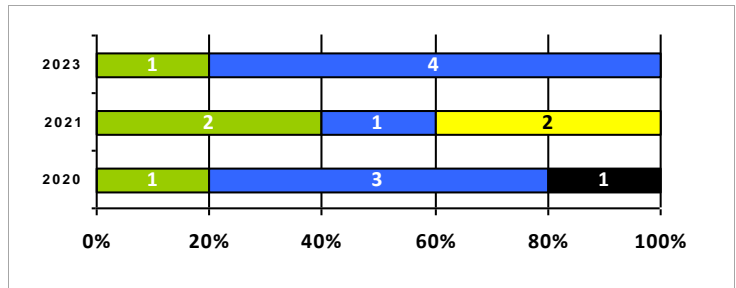


To what extent does our board:

Q 71 Seek community and staff input in its decision-making to gain community and staff support?



Q 72 Carefully consider community and staff input in its decision-making?



Notes:

Notes:

Completing A Board Time Use Evaluation

SECTION 1: WHAT'S THE BENEFIT OF CONDUCTING A BOARD TIME USE EVALUATION?

Why School Systems & School Boards Exist

School systems exist to improve student outcomes. That is the only reason for which school systems exist. School systems do not exist to have great buildings, have happy parents, have balanced budgets, have satisfied teachers, provide student lunches, provide employment in the county/city, or anything else. Those are all means -- and incredibly important and valuable means at that -- but none of them are the ends; none of those are **why** we have school systems. They are all inputs, not outcomes. None of those are measures of what students know or are able to do. *School systems exist for one reason and one reason only: to improve student outcomes.*

An immediate challenge is that throughout the community there are many ideas about which student outcomes -- which measures of what students know and are able to do -- should be focused on (we refer to this as the community's "vision") and which means should/shouldn't be used to accomplish this (we refer to this as the community's "values"). A school system can't be effective if it's trying to pursue a myriad of incoherent visions while implementing a cacophony of conflicting values. So the decision was made to select a group of individuals who would collectively represent the community's vision and values. We refer to this group as a school board. *School boards exist to represent the vision and values of the community.*

How Effective School Boards Govern [What We Say]

Because the function of the school board is to represent the vision and values of the community, any effective system of governance must support the board at adhering closely to the community's vision and values. But even though the school board has far fewer members than the community as a whole -- typically around 5 to 9 members -- the school board members may still disagree on what the community's vision and values truly are. If school boards aren't intentional, they can start focusing on the wants and wishes of individual community members rather than the vision and value of the community as a whole. To resolve this and to create a way of holding the school system accountable, the school board as a whole adopts two special types of policy. It adopts **Goals** that reflect the community's vision. And it adopts **Guardrails** that describe the community values that must be protected while in pursuit of the Goals.

Once a school board has adopted Goals and Guardrails, the school board now has a tool for evaluating any recommendations brought before the school board.

- Should we adopt the budget proposed by the superintendent? Yes, if (and only if) the superintendent has demonstrated that it prioritizes accomplishment of the Goals and adherence to the Guardrails.
- Should we approve the board item on our action agenda? Yes, if the superintendent demonstrates how use of those funds will help accomplish the Goals while honoring the Guardrails.
- How will we evaluate the superintendent's performance? That's determined by the extent to which she made sufficient progress toward the Goals while operating within the Guardrails.

While the function of the school board is to *represent* the vision and values of the community, the **function of the superintendent is to implement the vision and values of the community** as described to them by the school board via the Goals and Guardrails.

The Currency of Life [What We Do]

When we see what someone spends their currency on, that provides us with insight into what they most value. Ultimately, there is really only one currency: time. Money is simply stored time; you exchanged some of your time and got money in its place. You bought an apple, but really what you were doing was trading a unit of your

time (stored as money) for a unit of someone else's time (the time they spent picking the apple and bringing it to market). So if we want to know what people most value, one means of doing so is to track their universal currency; their use of time. This is as true of school boards as it is of people.

Alignment Between Saying & Doing

Boards that want to have the strongest impact on improving student outcomes will demonstrate a very strong alignment between the vision and values they speak and the goals and guardrails they act on. The more alignment there is between saying and doing, the more likely it is that the school board's actions will create the context for improvements in student outcomes. The less alignment there is, the more likely it is that the school board's behavior is unintentionally harming the school system's chances of improving student outcomes.

Alignment between saying and doing can be measured by comparing how the school board chooses to use the precious time it has each month -- the time during public meetings of the school board -- with the board's written vision and values (the goals and guardrails they've adopted). *This is the benefit of a time use evaluation: to reveal the extent to which there is alignment between what the school board says and what the school board does as a means of helping school boards see a path toward improving student outcomes.*

About Goals & Guardrails

Because the intention of goals is to reveal the community's vision for its students' outcomes, goals are only about student outcomes -- what the community wants its students to know and be able to do. Ideal goals will be SMART (specific, measurable, attainable, results-focused, and time-bound), will describe what the community wants its students to know and/or be able to do, and will number between one and five (we generally recommend three). Goals describe what the school system is trying to accomplish. Examples of goals include:

- The percentage of kindergarten students who will enter kindergarten school-ready on a multidimensional assessment will increase from 21% on August 1, 2019 to 65% by August 1, 2024
- The percentage of graduates who are persisting in the second year of their post-secondary program will increase from W% on X to Y% by Z
- The percentage of free and reduced lunch-eligible students in kindergarten through 2nd grade who are reading/writing on or above grade level on the district's summative assessment will increase from W% on X to Y% by Z
- The percentage of students at underperforming schools who meet or exceed the state standard will increase from W% on X to Y% by Z
- The percentage of males of color who graduate with an associate's degree will increase from W% on X to Y% by Z

The community will also have other things it values beyond the vision. These other items relate to what the adults are doing to cause the goals to happen -- they are the inputs, not the outcomes. They are about the means, not the ends. We refer to the written version of these values as guardrails. Ideally a school board will adopt one to five such overarching statements (we generally recommend three). Guardrails describe how the school system will behave as it seeks to accomplish the goals. Examples of guardrails include:

- The Superintendent will not allow underperforming campuses to have principals or teachers who rank in the bottom two quartiles of principal or teacher district-wide performance
- The Superintendent will not propose major decisions to the Board without first having engaged students, parents, community, and staff
- The Superintendent will not allow the number or percentage of students at underperforming campuses to remain the same or increase
- The Superintendent will not allow the inequitable treatment of students

The more clearly and finitely defined the school board’s adopted goals and guardrails are, the easier it is for the school board to ensure alignment between not only the school board’s sayings and doings, but also the superintendent’s sayings and doings. This is what we mean by creating the conditions for improving student outcomes.

SECTION 2: HOW TO CONDUCT A TIME USE EVALUATION

Understanding the Evaluation Form

Here is a blank evaluation form.

BOARD MONTHLY TIME USE EVALUATION				
Framework	Activity	Mins Used	% of Total Mins Used	Description
Vision & Goals	Goal Setting			Reviewing, discussing, and/or selecting goals
	Goal Monitoring			Reviewing, discussing, and/or approving/not approving goal monitoring reports in accordance with the monitoring calendar
Values & Guardrails	Guardrail Setting			Reviewing, discussing, and/or selecting guardrails
	Guardrail Monitoring			Reviewing, discussing, and/or approving/not approving guardrail monitoring reports in accordance with the monitoring calendar
Monitoring & Accountability	Superintendent Evaluation			Annual evaluation of Superintendent/district performance
	Voting			The Board debating and/or voting on any item (voting on goal/guardrail adoption and/or scheduled monitoring reports & evals are counted elsewhere, not here; all other incidents of debating/voting are never a form of goals/guardrails "monitoring")
Communication & Collaboration	Community Engagement			Two-way communication opportunity where Board Members listen for and discuss the vision/values of their staff and community members
	Student / Family Engagement			Two-way communication opportunity where Board Members listen for and discuss the vision/values of their students and family members
Continuous Improvement	Board Self Evaluation			Quarterly and/or annual Board self-evaluation using the Student Outcomes Focused Governance instrument
	Board Time Use Evaluation			Meeting evaluation using this time use instrument
	Board Training			Training for the Board on Student Outcomes Focused Governance and related topics
	Board-led Community Training			Board-hosted and Board Member-led or co-led training on Student Outcomes Focused Governance and related topics
Other	Closed Session		NA	Time spent in non-public meetings, consistent with open meetings laws; this time is not calculated
	Other			Any time spent on an activity that is not one of the above
Total Student Outcomes-focused Mins				Goal Setting & Goal Monitoring combined
Total Public Meeting Minutes				All minutes in Board-authorized public meetings combined

A few key things to know about the evaluation form:

- The form is generally organized from highest leverage activities at the top of the form (goal setting and monitoring) to non-leveraging activities at the bottom of the form (other-ing). This isn't to suggest that low-leverage or non-leveraging activities are bad or to be avoided, simply that in the literature they tend to have a neutral impact on creating the conditions for improvements in student outcomes.
- The form, when complete, is intended to provide school boards with concrete, measurable information about the alignment or non-alignment of their sayings and doings. This is not about identifying rights and wrongs, goods and bads, or any other moralistic judgment about how the school board has chosen to invest its time; it's simply actionable information for the school board's use.
- The descriptions (fifth column) are intended to be treated literally. It is not helpful to provide a school board with watered down data. The data is what the data is.
- Our coaching to school boards is that school boards that are intensely focused on improving student outcomes will aim to have the second to last row (student outcomes-focused minutes) be at least 50%. Our coaching is that school boards will spend at least half of their time making the main thing the main thing.
- More information about the underlying assumptions of the evaluation form and the research and literature behind it can be found in the [Student Outcomes Focused Governance manual](#).

Gathering Information

- The most vital information to gather when conducting a time use evaluation is the school board's adopted goals and guardrails. We shared a description of what goals and guardrails are intended to be as well as examples above because the more clear you are about the nature of goals and guardrails, the easier it will be to identify them if they exist. Many school boards have simply never adopted goals or guardrails in which case there's nothing to gather. But just as often, maybe they have but the goals aren't SMART so it's hard to tell. And sometimes the school board has adopted really wonderful goals and guardrails but just refers to them as something else. Finding a school board's goals and guardrails, if they exist, is often the hardest part of the process. Once you have the school board's adopted goals and guardrails in hand, the rest of the process gets much simpler.
- In addition to gathering the goals and guardrails, you'll also need to find the agendas, minutes, and video (video is strongly preferred -- audio if no video exists) of every non-closed meeting authorized by the school board or board chair during the months being evaluated.
- For each meeting being reviewed (which will be every non-closed meeting authorized by the school board or board chair during the months being evaluated), it will also be helpful to find all of the presentations and documents that the school board relied upon during the board meetings.
- Each month will be tracked as one unit -- regardless of how many meetings or minutes the school board met during the month. If during January the school board met for a 90 minute work session, had a 60 minute audit committee meeting, and then held a 120 minute business meeting, then the school board met for 270 minutes during the month of January. That information -- 270 minutes -- will be captured on the very last line of the evaluation form. It will help to figure this number out for the month prior to watching any video. [Note: After watching the video, this number may change, but it still helps to start the process each month with a rough idea of what this number is likely to be.]

Replaying the Video

After reviewing the evaluation form and gathering information, it's time to do the actual work. Watch each minute of video and identify which activity (the second column in the evaluation form) and description (the fifth column in the evaluation form) best matches what took place during that minute. Keep a tally of minutes on note paper or directly on the evaluation form. A spreadsheet version of the form is available here:

<http://tinyurl.com/SOFG-timeuse>. A completed evaluation form may look something like this:

BOARD MONTHLY TIME USE EVALUATION				
Framework	Activity	Mins Used	% of Total Mins Used	Description
Vision & Goals	Goal Setting	0	0%	Reviewing, discussing, and/or selecting goals
	Goal Monitoring	55	28%	Reviewing, discussing, and/or accepting/not accepting goal monitoring reports in accordance with the monitoring calendar
Values & Guardrails	Guardrail Setting	0		Reviewing, discussing, and/or selecting guardrails
	Guardrail Monitoring	0		Reviewing, discussing, and/or approving/not approving guardrail monitoring reports in accordance with the monitoring calendar
Monitoring & Accountability	Superintendent Evaluation	5	3%	Annual evaluation of Superintendent/district performance
	Voting	42	21%	The Board debating and/or voting on any item (voting on goal/guardrail adoption and/or scheduled monitoring reports & evals are counted elsewhere, not here; all other incidents of debating/voting are never a form of goals/guardrails "monitoring")
Communication & Collaboration	Community Engagement	0	0%	Two-way communication opportunity where Board Members listen for and discuss the vision/values of their staff and community members
	Student / Family Engagement	8	4%	Two-way communication opportunity where Board Members listen for and discuss the vision/values of their students and family members
Continuous Improvement	Board Self Evaluation	3	2%	Quarterly and/or annual Board self-evaluation using the Student Outcomes Focused Governance instrument
	Board Time Use Evaluation	1	1%	Meeting evaluation using this time use instrument
	Board Training	0	0%	Training for the Board on Student Outcomes Focused Governance and related topics
	Board-led Community Training	0	0%	Board-hosted and Board Member-led or co-led training on Student Outcomes Focused Governance or related topics
Other	Closed Session	0	NA	Time spent in non-public meetings, consistent with open meetings laws; this time is not calculated
	Other	82	42%	Any time spent on an activity that is not one of the above
Total Student Outcomes-focused Mins		55	28%	Goal Setting & Goal Monitoring combined
Total Public Meeting Minutes		196	100%	All minutes in Board-authorized public meetings combined

The ideal minimum is to have three different reviewers independently complete the evaluation form for the same time period. This helps bring consistency and objectivity to the review. Once all reviewers have

completed the evaluation form(s), they will meet to compare notes and (preferably) norm around a common evaluation or (if necessary) average together the disparate evaluations to create the final evaluation that will be presented to the school board.

Resources

- Student Outcomes Focused Governance (manual): <http://tinyurl.com/SOFG-Manual>
- Time Use Evaluation (spreadsheet): <http://tinyurl.com/SOFG-TimeUse>
- Recommended Reading List (doc): <http://tinyurl.com/SOFG-Short-Reading-List>