

GLOSSARY OF TERMS

Board of Trustees' Governance Policies

Our Governance Policies will enable us, the elected Board of Trustees, to effectively lead, direct, inspire and control the outcomes and operations of the district through a set of very carefully crafted policy statements and effective monitoring of them.

Our Governance Policies offer a logical process for the Board of Trustees to govern well. We are committed to using them well in order to:

1. Eliminate confusion between Board and Chief Superintendent roles;
2. Focus on *Results* for student achievement;
3. Free the Chief Superintendent and staff to do their jobs without the Board's intrusion into day-to-day management decisions;
4. Attain more control over operational decisions in a manner that retains the Board's role at the governance level;
5. Focus the Board of Trustees on their advocacy role and external connection with the owners of the district.

Governance Policy:

The policies are grouped into four categories, each serving a distinct purpose. The four categories are:

GOVERNANCE CULTURE: The Board defined its own work and how it will be carried out. These policies clearly state the expectations the Board has for individual and collective behavior.

BOARD/CHIEF SUPERINTENDENT RELATIONSHIP: The Board defined in policy how authority is delegated to its only point of connection – the Chief Superintendent- and how the Chief Superintendent's performance will be evaluated.

OPERATIONAL EXPECTATIONS: These policies define both the nonnegotiable expectations and the clear boundaries within which the Chief Superintendent and staff must operate. They articulate the actions and decisions the Board would find either absolutely necessary or totally unacceptable.

RESULTS: These are our statements of outcomes for each student in our district. The *Results* policies become the Chief Superintendent's and the organization's performance targets and form the basis for judging organization and Chief Superintendent performance.

Accountability: The Board holds the Chief Superintendent responsible for organizational performance, requiring the Chief Superintendent to justify actions and decisions while working within the *Operational Expectations* and striving to increase performance on the stated *Results*.

Board: The Board of Trustees.

CEO: The Chief Superintendent.

Competencies: Demonstrated levels of ability as a consequence of teaching and learning that transcend specific disciplines.

Compliance: Evidence or data that allow the Board to judge whether the Chief Superintendent has met the standard set in the Operational Expectations values.

Consensus: The standard of agreement for deciding issues before the Board whereby individual members fully disclose their individual opinions, are "heard" and are willing to move forward with a vote on the matter before the Board with agreement that each will support the majority decision.

Governance: Defining values in policy that establish the vision and *Results* to be achieved by students. Defines organizational performance of the district's employees, holding them accountable for that stated standard of performance.

Monitoring: The evaluative function carried out regularly by the Board to ensure Chief Superintendent, organizational and Board accountability. As part of each meeting, the Board receives and assesses reports developed to assure the Board that its *Results* are being accomplished, its *Operational Expectations* are being complied with, and its own processes are being adhered to.

Monitoring Report: The Board wants to know that its values have driven organizational performance. The Chief Superintendent will present to the Board, for its evaluation, a report that summarizes how either compliance has been achieved on *Operational Expectations* or how reasonable progress has been made in *Results*. Each monitoring report requires: a re-statement of the full policy, by section; a reasonable interpretation of each section; data sufficient to prove compliance or progress; and a signed certification from the Chief Superintendent of the status.

Non-compliance: In gathering evidence and data to prove to the Board that its *Operational Expectations* values have been adhered to, there may be areas where the standards were not met. The policy or subsection of policy would be found to be “non-compliant.” The Chief Superintendent would identify the capacity-building needed to come into compliance and the Board would schedule this section of policy for re-monitoring.

Prudent: Careful and sensible; characterized by sound judgment.

Reasonable: Fair; just; logical and rational; well-founded.

Reasonable Interpretation: Once the Board has stated its values in policy, the Chief Superintendent is required to “interpret” policy values, saying back to the Board, “here is what the Board’s value means to me.” The Board then judges whether this interpretation is reasonable. In other words, does the Chief Superintendent “get it?” This reasonable interpretation is the first step required in monitoring compliance on *Operational Expectations* and monitoring reasonable progress on *Results*.

Reasonable Progress: Once *Results* are identified, the Chief Superintendent must set targets for achievement. Over time, data must be presented to the Board that demonstrates whether progress is being made towards achieving that standard. The Board decides whether the amount of progress is sufficient and reasonable.