# SUMMERVILLE UNION HIGH SCHOOL DISTRICT

## Governance Handbook 2015-2016

### Board of Trustees

Dennis Spisak, President
Cheri Farrell, Clerk
Spring Maddox, Trustee
Randy Richter, Trustee
Bret Taylor, Trustee

### Superintendent

Robert N. Griffith

*Summerville Union HSD*
Governance Handbook
2015-2016

## TABLE OF CONTENTS

# ELEMENTS OF EFFECTIVE GOVERNANCE

*Governance – A Definition*
> *School district governance is the act of transforming the needs, wishes and desires of the community into policies that direct the community's schools.*

*Four Dimensions of Effective Governance*

There are four dimensions to the effective governance of any organization. Effective governance tenets encompass the basic characteristics and behaviors that enable governance team members to effectively create a climate for excellence in a school district and maintain the focus on improved student learning and achievement. This governance handbook is organized around these four dimensions.

**They are:**

1. Unity of Purpose:  Governing as a unified team with a common vision
2. Roles and Responsibilities: Understanding the role and responsibilities of the board and the superintendent
3. Creating and sustaining a positive governance culture (norms)
4. Procedures to Facilitate Governance Leadership (protocols)                    –CSBA

# UNITY OF PURPOSE

Unity of purpose includes a common focus, priority goals, and the values and beliefs governance team members share about children, the district and public education that help to transcend individual differences and fulfill a greater purpose.                    –CSBA

**Summerville Union High School District Core Values:**

Improving Student Learning – Teamwork – Respect – Professionalism

**Why Public Education Is Important:**

- Public education provides equal opportunities for all students and their needs
- Our goal has to be to provide an outstanding education if we want our students to become outstanding citizens
- Preparing students for college, career, and life

**What We Believe About School Boards:**

- School board members are elected by the community and represent the community in the oversight of district schools
- Board members are the eyes and ears of the community
- The board is responsible for taking care of the public's tax dollars
- Boards are charged with responsibly managing school bonds and other district resources

- The community entrusts its children to this school district
- The board drives the district to provide an outstanding education and opportunities
- The board provides a focus on goals for the entire district
- The opportunity to develop the district's potential is NOW!

**Why We Want to Serve on This Governance Team:**
- The school board provides citizen oversight of the public schools–can't have a school district without a school board
- The superintendent is responsible for implementing the decisions of the board.
- The board protects the public's interest in the public schools
- The governance team protects the students' interests and make sure they have the best learning environment and educational opportunities possible.
- Each member of the governance team brings unique skills, perspectives and experiences to the team.
- Our primary responsibility is to prepare our kids for <u>their</u> next step in life.

**Our Beliefs About Our Students:**
- Our students are our future
- Every student should be challenged to their  potential
- Students should have as many opportunities as possible to be successful
- We want our students to feel physically and emotionally safe at school.
- Students have to become critical thinkers and problem-solvers in order to be successful
- Students need to have the motivation and drive to become educated citizens

**Summerville Union HSD Governance Team Priorities:**
*(A complete list of all of the items and goals considered is in Appendix A)*
- Student Learning
- Personnel
- Budget and Facilities
- Communication

# GOVERNANCE ROLES

There are important distinctions to be made between the board's role and that of the superintendent and staff. All board members are equal under the law, and authority rests with the board as a whole. Direction is given to the superintendent only at board meetings through actions taken by the board. Just as board members should govern and not manage a school district, superintendents should not administer a district in isolation from the representatives whom the public has entrusted with the schools. School board "trustees" are the representatives of the people, elected to ensure that a community's schools educate the community's children in accordance with the wishes of the local community.

It is important to understand and respect the separate roles of the board and superintendent, yet work together as a "governance team" taking collective responsibility for building unity and creating a positive organizational culture.                                    –CSBA

**Policies that define the role and responsibilities of the superintendent:**
> BP 2000:  Administration Concepts and Roles
> BP 2110:  Responsibilities of the Superintendent *(This policy is not in the SUHSD Policy Manual)*

**Bylaws that define the role and responsibilities of the board:**
> BB 9000:  Role of the Board
> BB 9200:  Limits of Board Member Authority

**A Discussion of the Role and Responsibilities of the Board and Superintendent:**

*The Role of the Board:*
> The board represents and protects the public interest in the public schools.  The board as a whole is the authority over the district, and board members have no individual authority. Board members shall hold the education of students above any partisan principle, group interest, or personal interest.

*The Board's Responsibilities are to:*
> Govern the district
> Establish policies
> Set the direction for the district
> Provide financial oversight
> Perform executive and judicial functions
> Hold the school system accountable on behalf of the community
> Provide support to the superintendent, staff and students

*The Role of the Superintendent:*
> The superintendent is the chief administrative officer for the district.  The superintendent shapes the district culture, inspires community confidence, encourages positive relationships, and provides supporting information for good board decisions.

*The Duties and Responsibilities of the Superintendent are to:*
> Implement all board decisions
> Manage all day-to-day operations of the district
> Be accountable to the Board of Education
> Delegate district responsibilities to district employees

# PERFORMING GOVERNANCE RESPONSIBILITIES

*California School Boards Association defines the five responsibilities of school boards as:*

1. ***Setting the direction for the community's schools by…***
   - Focusing on student learning
   - Assessing needs/ obtain baseline data
   - Generating, reviewing or revising setting direction documents (beliefs, vision, priorities, strategic goals, success indicators)
   - Ensuring an appropriate inclusive process is used
   - Ensuring these documents are the driving force for all district efforts

2. ***Establishing an effective and efficient structure for the school district by…***
   - Employing and supporting the superintendent; set policy for hiring of other personnel
   - Overseeing the development of and adopt policies
   - Setting a direction for and adopt the curriculum
   - Establishing budget priorities, adopt the budget and oversee facilities issues
   - Providing direction for and voting to accept collective bargaining agreements

3. ***Providing support through our behavior and actions by…***
   - Acting with professional demeanor that models the district's beliefs and vision
   - Making decisions and provide resources that support mutually agreed upon priorities and goals
   - Upholding district policies the board has approved
   - Ensuring a positive working climate exists
   - Being knowledgeable about district efforts

4. ***Ensuring accountability to the public by…***
   - Evaluating the superintendent
   - Monitoring, reviewing and revising policies, and serving as a judicial and appeals body
   - Monitoring student achievement and program effectiveness and requiring program changes as indicated
   - Monitoring and adjusting district finances as necessary
   - Monitoring the collective bargaining process
   - Developing and implementing board self-evaluation

5. ***Demonstrating community leadership***
   - Speaking with a common voice about district priorities, goals and issues
   - Engaging and involving the community in district schools and activities
   - Communicating clear information about policies, programs and fiscal condition
   - Educating the community and the media about the issues facing the district and public education
   - Advocating for students, district programs and public education to the general public, the community, and local, state and national leaders

–CSBA

Summerville Union High School District
Governance Handbook
Board Adopted

# POSITIVE GOVERNANCE CULTURE  (norms)

The community elects school board members to set and monitor the direction of the school district, and the district superintendent translates all efforts into action. To be effective, it is vital that the board and superintendent have a respectful and productive working relationship based on trust and open communications.

**Summerville Union HSD Meeting Guidelines**
*(The following are the guidelines followed during the July 9, 2013 Governance Leadership workshop.)*

*We agree to…*

- Keep our focus on the best interests of our students
- Communicate respectfully, openly and honestly with all members
- Work toward the future, learning from the past
- Work as a team, respecting each other's opinions and differences
- Each take responsibility for the work of the team
- Make sure there are no hidden agendas – deal with all issues and concerns openly
- Keep all team discussions confidential
- Stay focused on our goals and avoid getting sidetracked

**Board and Superintendent Communication**
*The board and superintendent agreed to develop a process for open, two-way communication. The intent of this communication process is to create a team that has healthy and effective dynamics that allow the board and superintendent to work together to develop a highly functioning governance team.*

- The superintendent will provide a Monday report to the board each week keeping board members informed of district activities, district progress toward goals, and other issues that board members need to know about.

- The board and superintendent agreed to operate in an environment of "no surprises" with each other:
    – Board members will contact the superintendent if they have any personal concerns, and if they have any other issues about the district that need to be shared with him.
    – The superintendent will contact individual board members if he has personal concerns, or if he has any issues about the district that need to be shared with the board.

# SUPPORTIVE GOVERNANCE STRUCTURES & PROCESSES (protocols)

To effectively meet district challenges, the board and superintendent must function together as a governance leadership team. The following protocols were developed to support and promote the effectiveness of the governance team and to ensure a positive and productive working relationship among board members, the superintendent, district staff, students, and the community. The protocols were developed for and by the members of the governance team, and may be modified over time as needed.                                            –CSBA

## Protocols to Facilitate Governance Leadership

| Topic | Responding to Complaints or Concerns from Staff or Community Members |
|---|---|
| **Rationale** | • *Board members should be responsive to staff and members of the community.*<br>• *Board members do not have authority to resolve problems or concerns.*<br>• *Board members need to respect the professional staff that is charged with the responsibility of resolving concern or complaints according to district policies.* |
| **Protocol** | *We agree to:*<br>• Listen openly, and clarify for understanding, being careful to remain neutral.<br>• Remind the staff or community member that an individual trustee does not have authority to resolve issues.<br>• Encourage the person to address the situation with the person who can most directly help them with their concern. (teacher, principal)<br>• Notify the superintendent about the conversation.<br>• The superintendent will follow through and inform trustees about resolution of the issue, as appropriate |

| Topic | Reports to the Board |
|---|---|
| **Rationale** | • *Board members need sufficient information to make informed decisions on behalf of the community.*<br>• *The board has a responsibility to understand and be able to explain district progress toward the achievement of district goals.*<br>• *The board must feel competent to address significant issues or topics that are facing the district to the staff and out in the community.* |
| **Protocol** | We agree:<br>Reports to the Board of Education, (for example reports on progress toward district goals or on issues of significance to the district and/or community), should include information that briefly describes the following topics as appropriate:<br>• Background and history of the topic<br>• Relevant facts, data and information about the topic – and to support the recommendation<br>• The process that was followed<br>• People who were involved in the development of the recommended plan or action<br>• People who will be affected by the plan or action<br>• Stakeholder interests<br>• Important aspects of the staff action plan:<br>    – Necessary resources (people, cost, facilities, materials, etc.)<br>    – Who will be involved in the implementation |

| | – Timelines - with the end point |
| --- | --- |
| | – Intended results / outcomes |
| | • Options/alternatives that were considered |
| | • Recommendation of the superintendent with the rationale for the recommendation |

| Topic | "No" Votes |
| --- | --- |
| Rationale | • *Trustees respect the right of other trustees to vote "no" on an issue.* |
| | • *The board values open and honest communication so that the governance team culture remains positive.* |
| | • *It is important that everyone in the district understands that board decisions are based on thoughtful consideration of information, and thorough discussion of the issues.* |
| Protocol | We agree: |
| | • If a board member is voting no on an issue he or she may explain the reason. |

| Topic | Bringing up New Ideas |
| --- | --- |
| Rationale | • *New ideas and new concepts are critical to moving the district forward.* |
| | • *New ideas must support the adopted district vision, priorities and goals.* |
| | • *Board members must be mindful of the impact of new ideas on district resources (time, finances, people, existing action plans, etc.)* |
| | • *New ideas must ultimately represent the collective direction of the board in order to be implemented by the superintendent.* |
| Protocol | We agree: |
| | • Trustees will surface new ideas in the future board items section at board meetings. |
| | • Trustees will ask that new ideas be placed on the board agenda for information first. |
| | • The board will decide collectively whether to move an idea forward for action. |
| | • The will determine a process for evaluating new ideas and establishing a timeline for further study and input while being mindful of district resources and maintaining the focus on the district vision, priorities and goals |

| Topic | Visiting Schools |
| --- | --- |
| Rationale | • *Visiting schools reminds us that the students and learning are our primary focus.* |
| | • *Board members wish to demonstrate respect for the learning and working environment of the school, and not disrupt the school environment.* |
| | • *The board respects the busy schedule of staff and the anxiety that can be created by well-meaning, but unannounced visits to school sites and/or to committee meetings.* |
| | • *It is important to follow a consistent process that is respectful of both staff and board member time.* |
| Protocol | We agree: |
| | To schedule a site visit board members will: |
| | • stop at the office to pick-up a visitors pass and to sign-in; |
| | • follow the school's procedure for visitors; |
| | • reduce anxiety by avoiding frequent visits to the same classrooms |

| | |
|---|---|
| | - board members may ask staff members questions about opportunities they see, challenges they are facing, and the things they are proud of at the school and or about the work they are doing<br>- the focus of discussions should be on progress toward district goals<br><br>Responding to staff member or parent concerns or complaints:<br>- We will follow our protocol for responding to staff or community member concerns or complaints<br>- We will report any personal concerns we have to the superintendent. |

# APPENDIX A

## Goals 2015-2016

**Student Learning**

1. Support a rigorous academic program for every student in Summerville Union H.S. District with the opportunity to learn at high levels.
   - full implementation of Common Core State Standards Math and ELA

   - increase graduation rate
   - increase academic performance as measured by the CAASPP (California Assessment of Student Performance and Progress)

   **Programs**

   - Math 1 and 2: support classes
   - ELA Development 1 and 2: support classes
   - After school tutoring
   - Core teachers to receive additional Common Core training
   - Purchase Common Core aligned textbooks
   - Summer school for underperforming students
   - Admin provide annual student academic progress reviews to every student
   - SBAC training on interim assessments for ELA and Math
   - Add AP Physics
   - Qualify more courses for A-G requirements

   **Data for program effectiveness (Metrics)**

   - 21 sections with Common Core C curriculum for 2014-2015.
   - Increase graduation rate by 1%. To be determined using 2014-2015 baseline data
   - Beginning in 2014-2015 growth will be measured by CAASPP
   - 2015 met minimum 95% tested students on SBAC assessments
   - Identify instructional strategies that can be measured in curriculum, instruction, technology, and Smarter Balanced preparation

1A. Increase student engagement instructional strategies

   - Increase use of student engagement instructional strategies in Summerville Union H.S. District classrooms.

   - The use of technology instruction in the classroom

   - Increase use of Character Counts and student recognition programs

**Programs**

- In class interventions: CFU, tech engagement, depth of knowledge
- Professional development in student engagement, CFU, and technology instruction
- School crisis counselor
- Expand the implementation of iPads on campus
- Expand instructional access to technology for instruction

**Data for program effectiveness (Metrics)**

- Provide direct feedback to teachers on student engagement in the classroom. Increase engagement metric baseline plus 5%.
- Increase hand held technology accessibility by October 1, 2015, to 100% of students
- Recognize students in Character Counts and academics at least monthly.
- Increase attendance rates .5% annually from May 2015 to May 2016. May 2014-2015 93.74%.

1B. Increase student preparation for college, career, and community:

- Increase the percentage of students achieving A-G requirements for college.

- Identify, refine, and implement efforts to prepare and connect students to future career opportunities through education, training, and work.

- Increase communication of information to parents and students about post-secondary opportunities

**Programs**

- Tutorial: after school Tu/Thur. Comp lab after school. Increase math tutorial
- Expand CTE pathways: Equipment for Pathway instruction
- Travel for students to community internships
- CTE teacher training
- Increase AP training to teachers
- Re-design district website

**Data (Metrics) for program effectiveness**

- A-G. Increase 2% per year students graduating with a-g requirements.
  - District:     2013  39 %        2014 42%        2015 48%.
  - Connections                    2014 57%        2015 57%
  - Summerville                    2014 33%        2015 45%

Summerville Union High School District
Governance Handbook
Board Adopted

- CTE Participation. 2015. Graduation with at least one CTE course completed.
  - Connections: 79%
  - Summerville: 84%

- CTE Pathway Participation. Establish baseline participation rates for the four pathways (2015-2016)
- CTE Pathway Certificate June, 2016. Establish baseline number of students graduating with a certificate in a career pathway. (2015-2016)
- Columbia Concurrent. Establish baseline number of students in concurrent enrollment opportunities with Columbia College, 2015-2016.
- Community ready

|  | 2014 | 2015 |
|---|---|---|
| - graduates attending 4 yr | 21 % | 32% |
| - attending  2 yr college. | 55% | 50% |
| - attending trade schools. | 6 % | 4% |
| - graduates into work. | 8% | 1% |
| - military | n/a | 7% |
| - % of graduates taking the SAT. | 36% | n/a |

**Personnel**

2. Recruit, hire, train, support, and retain highly qualified personnel in S.U.H.S.D.

- Provide organization to services that maximizes efficiency and student learning. By August 1, 2015, implement re-organization of management team that streamlines student services, instructional support, and professional development.

- Provide scheduled and ongoing administrator training on personnel best practices including accountability training and communication.

- Staff the District with qualified personnel and maintain a positive work environment
  SMART Goal: By June, 2016, maximize customer service to the public and to employees within the organization.

- Build effective leadership capacity through Professional Learning Communities in Summerville

  SMART Goal: By March 15, 2016, complete all evaluations and legal timelines.

**Budget and Facilities**

3. Maintain fiscal integrity and fund board priorities.

- Provide the infrastructure and delivery of high speed internet and access to computers by every student in the District. By September 1, 2015, provide internet access and computer devices to every student in the District.

- Develop and maintain shareholder input into the Local Control Funding Formula and Local Control Accountability Plan

- Maintain facilities and infrastructure that support a safe school and a positive learning environment

4. Summerville Union H.S. District will continue successful implementation of the 2012 General Obligation Bond.

- By October of 2015 update the projected 2012 Bond income, expenses, and timeline on remaining projects.

**Communication**

5. Provide transparent and effective communication throughout the organization

- Increase communication efforts to the governance team regarding hot topics and timely reporting.

- Continue to strengthen internal and external communication systems

- Enhance articulation with our local community colleges and universities
  SMART Goal: By September 1, 2015, increase the number of students participating in concurrent enrollment between SUHSD and Columbia College.

- Fall 2015, Implement replacement school to home communication system: School Messenger

(Board Approved 9-23-15)

## Summerville Union High School District
## Vision * Mission * Beliefs

**Vision**: Preparing students for college, career, and life.

**Mission**:   Committed to excellence through innovative teaching and learning. Inspiring and empowering all students by providing the tools they need to be prepared for their future in an ever changing world.

**We Believe…**
- Every student can learn.
- In building a highly qualified and motivated staff with high expectations.
- It is our responsibility to provide every student with challenging and rigorous experiences so that they can become critical thinkers and problem solvers.
- In continually improving all aspects of the organization.
- In sound financial planning to achieve district goals.
- In doing what is best for all students.
- In engaging in and adapting to modern technology to prepare all students for their futures.
- That a clean, safe, healthy, and nurturing environment is essential for learning.
- All students should be engaged and academically challenged while accepting the responsibility for their learning.
- In co-curricular/extracurricular activities to enhance student development.
- Teamwork is vital for students, staff, and the school community in support of student learning.

Board Approved 10-8-15