

FONTANA UNIFIED SCHOOL DISTRICT

Governing Board Workshop

April 24, 2012

STRATEGIES FOR EFFECTIVE GOVERNANCE

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PRE-REQUISITES TO EFFECTIVE GOVERNANCE

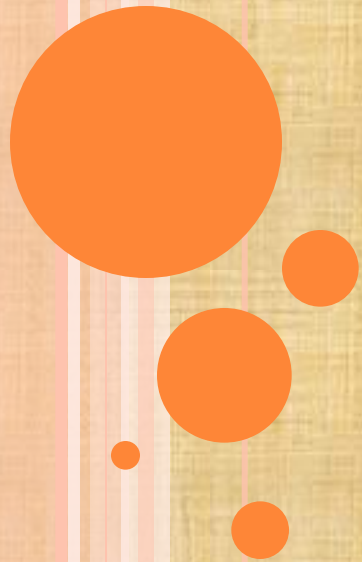
PRE-REQUISITES TO EFFECTIVE GOVERNANCE

- The Human Factor
- Culture of Trust
- The Leadership Factor
- Collaborative Working Relationships

THE HUMAN FACTOR

- The belief that every person is a worthwhile human being
 - Intrinsically good*
 - Has tendency toward growth*
 - Unconditionally worthwhile
- To believe this for others, you need to believe this for yourself first
- Unconditional acceptance of others
- Nonjudgmental approach to accountability

DEVELOPING A CULTURE OF TRUST



ENTITIES IN NEED OF TRUSTING RELATIONSHIPS

- ❑ Members of the Board
- ❑ The Board and the Superintendent
- ❑ The Superintendent and all administrators
- ❑ All employees
- ❑ Students and Parents
- ❑ The Community

STEPS TOWARD DEVELOPING TRUSTING RELATIONSHIPS

- Intent and will to build trust
- Willingness to take risk
- Balancing between safety and risk taking
- Baby steps – one step at a time

STEPS TOWARD DEVELOPING TRUSTING RELATIONSHIPS (CONTINUED)

- When trust is violated, talk to the violator
- When you violate a trust, confess to it
- Continue the small steps to full trust

THE LEADERSHIP FACTOR



**Characterized by an
Attitude of
Servant Leadership**

Servant leadership

is a management and leadership style that is characterized by the leader's servanthood to those being led

It is a leadership style where the leader places himself or herself in a position of subservience toward those he or she leads.

WEBSTER'S DEFINITIONS

- ❑ “Servant: A person ardently devoted to another”
- ❑ “Ardent: Warm or intense feeling, passionate, intensely enthusiastic or devoted

CHARACTERISTICS OF SERVANT LEADERSHIP

Genuine interest in the welfare, wellbeing , success, happiness and self-fulfillment of others particularly subordinates but also peers and superiors

Non-judgmental, unconditional acceptance of others, particularly subordinates, but also peers and supervisors.

Willingness to listen, hear
and act upon the expressed
needs of others.

Catering to others, and
going the extra mile to
provide them help and
support

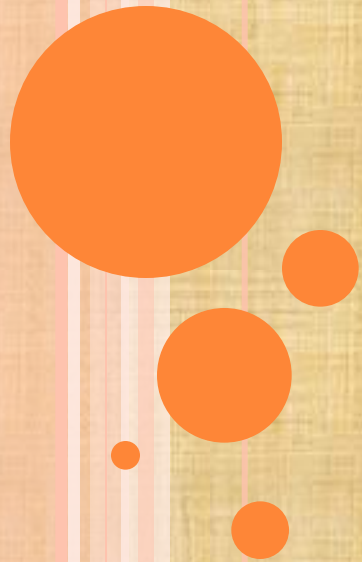
Leading by example, not by
directives and mandates

Allowing others to receive credit and glory while the leader stands in the shadow, even though he/she may have been the instigator and catalyst responsible for the success.

Holding self and others
accountable for commitments
made and standards set without
being judgmental or punitive.

Motivating and allowing
others to become
servant leaders

ESTABLISHING COLLABORATIVE WORKING RELATIONSHIPS



FOUNDATIONS OF COLLABORATIVE WORKING RELATIONSHIPS

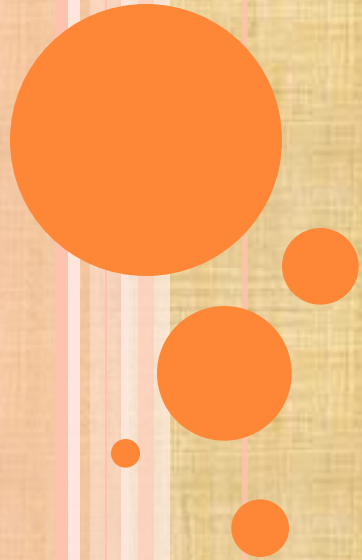
- Unconditional acceptance
- Trusting relationships
- Attitude of servant leadership
- Open and honest communication

CHARACTERISTICS OF COLLABORATIVE WORKING RELATIONSHIPS

- A team spirit - one team
- Collegiality - equal status on the team
- One focus - the children we serve
- Accountability - everyone is accountable to everyone

No procedural guidelines,
principles or policies will be
fully effective for a board or its
school district until human and
leadership factors are addressed,
and a culture of trust
and collaborative working
relationships
are established

PROCEDURAL GUIDELINES



POWERS OF THE BOARD AND SUPERINTENDENT

- An individual board member, including the president, has no legal authority in and of himself/herself
- All legal authority is vested in the Board as a body
- A superintendent has no powers except for the power of persuasion, powers board policies ascribe to him/her and limited State and Federal legal authority.

THE ROLE OF THE BOARD

- Individual board member role is to work cohesively with fellow board members as one body constituting the Board.
- The role of the Board is to govern. Members should not micro-manage nor macro-manage - only collectively govern.

GOVERNANCE VS MANAGEMENT

- Governance - Role of the Board
 - Set Policies
 - Establish Board and District Goals
 - Direct Superintendent to Implement Policies and Goals of the Board
 - Approve/Disapprove Recommendations Made by the Superintendent
 - Evaluate Superintendent Performance
 - Self-evaluation of the Board

GOVERNANCE VS MANAGEMENT (CONTINUED)

○ Management - Role of the Superintendent

- Bring Policy Recommendations to the Board
- Bring Recommendations for District Goals to the Board
- Bring Recommendations for Board Action
- Implement Board's Policies
- Develop strategies for meeting established Goals
- Provide leadership for district staff to implement policies and goals set by the Board

THREE ESSENTIAL ROLES

MARK VAN CLAY AND PERRY SOLDWEDEL

- Strategic
- Tactical
- Operational

BOARD MEETINGS

- Board President Presides at all Board meetings
 - Calls Meetings to Order and Adjourns Meetings
 - Enforces Roberts Rules of Order or Other Rules of Order Adopted by the Board
 - Is Responsible for Maintaining Decorum

BOARD MEETINGS (CONTINUED)

- Suggested Board Meeting Format
 - Board President Announces Agenda Item
 - President Calls Upon Superintendent to Introduce Item
 - President Asks for a Motion and a Second and then Opens Item for Discussion
 - At the Conclusion of Discussion, the President calls on members of the public to comment if a comment card had been submitted.
 - The President Calls for the Vote

COMMON COURTESY

- Superintendent, do not blindside your board. Keep them informed.
- Superintendent and Board members, do not surprise one another at a public meeting. No one gains from embarrassing the other. It only harms children.
- Board members, do not individually give direction to the Superintendent. Only the Board as a body has that authority.

DECISION MAKING PROCESS

- Recommendation initiated by superintendent
OR
- Superintendent asked by the board to bring forth a recommendation
- Criteria for superintendent recommendations and board decisions:
 - Impact on students, parents and staff
 - Fiscal Impact
 - Legality
- Once decision made by the board, everyone owns up to the decision

COMMUNICATION

- Communicate, communicate, communicate...
- Information given to any Board member is given to all board members by the Superintendent
- Stay within the boundaries of the Brown Act
- Spokespersons for the district – in the following order:
 - Superintendent
 - Board President
 - Designated Board Member

GOVERNANCE STANDARDS

Fontana Unified School
District

Board Bylaws
Section 9005

GOVERNANCE STANDARDS

- Keep learning and achievement for all students as the primary focus
- Value, support and advocate for public education
- As their time permits, Board members are encouraged to visit school sites and attend school functions, but avoid interrupting instruction or interrupting employees at work.
- Recognize and respect differences of perspective and style on the Board and among staff, students, parents and the community

GOVERNANCE STANDARDS (CONT.)

- Act with dignity, and understand the implications of demeanor and behavior
- Keep confidential matters confidential
- Participate in professional development and commit the time and energy necessary to be an informed and effective leader
- Understand the distinctions between Board and staff roles, and refrain from performing management functions that are the responsibility of the Superintendent and staff

GOVERNANCE STANDARDS (CONT.)

- Refer any complaint made to a Board member by the community directly to the Superintendent
- Understand that authority rests with the Board as a whole and not with individuals
- Board members shall assume collective responsibility for building unity and creating a positive organizational culture. To operate effectively, the Board shall have a unity of purpose

GOVERNANCE STANDARDS (CONT.)

- Keep the district focused on learning and achievement for all students
- Communicate a common vision
- Operate openly, with trust and integrity
- Individual team members will not use the media as a forum
- Govern in a dignified and professional manner, treating everyone with civility and respect

GOVERNANCE STANDARDS (CONT.)

- Govern within Board-adopted policies and procedures
- Take collective responsibility for the Board's performance
- Periodically evaluate its own effectiveness
- Ensure opportunities for the diverse range of views in the community to inform Board deliberations

THANK YOU

QUESTIONS???

or

COMMENTS!!!