



National School Boards Association's  
**Council of Urban Boards of Education**

# **NEW URBAN & LARGE-SIZE SCHOOL BOARD LEADERSHIP TRAINING**

**Sunday, April 5, 2009  
8:30 – 10:30 a.m.  
San Diego Convention Center, Room 14A  
San Diego, CA**



**COUNCIL OF URBAN BOARDS OF EDUCATION**  
SERVING AMERICA'S URBAN PUBLIC SCHOOL STUDENTS

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Boards of Education  
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**National School Boards Association  
Council of Urban Boards of Education**

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**NATIONAL SCHOOL BOARDS ASSOCIATION  
COUNCIL OF URBAN BOARDS OF EDUCATION**

For more than forty years, the Council of Urban Boards of Education has been at the forefront in helping urban school districts strive for excellence. Established in 1967 by NSBA's Board of Directors, CUBE is the only national membership organization governed solely by urban school board members dedicated to the needs and interests of urban school boards. CUBE's mission is to create opportunities for urban school board leaders to gain the knowledge and skills necessary to be effective policy makers and advocates for excellence and equity in public education.

CUBE represents 118 urban school districts in 35 states and the Virgin Islands. Our member districts educate nearly 8 million students in almost 12,000 schools with a collective budget of \$99 billion. CUBE helps urban school board leaders find solutions to challenges at the local level and seeks to improve their policy making effectiveness. CUBE creates a forum for urban school board members to share innovative practices through issues seminars, conferences, legislative advocacy, research projects, professional networking opportunities, specialized publications, and local governance and policy assistance.

CUBE remains committed to closing the achievement and opportunity gaps and educating students in racially, ethnically, linguistically, and socio-economically diverse settings.

**The CUBE program is the urban component of the National Affiliate program at NSBA. You must be a member in good standing with your state school boards association to participate in CUBE.**



**COUNCIL OF URBAN BOARDS OF EDUCATION**  
SERVING AMERICA'S URBAN PUBLIC SCHOOL STUDENTS



COUNCIL OF URBAN BOARDS OF EDUCATION  
SERVING AMERICA'S URBAN PUBLIC SCHOOL STUDENTS

**National School Boards Association's  
Council of Urban Boards of Education Programming**  
*(held in conjunction with the NSBA 69<sup>th</sup> Annual Conference)*  
**Manchester Grand Hyatt, One Market Place, San Diego, CA**  
**April 2-6, 2009**



### **SAN DIEGO CONVENTION CENTER (CUBE) PROGRAMMING**

CUBE Annual Issues Forum – Saturday, April 4  
New Urban School Board Leadership Training – Sunday, April 5  
Urban Advocacy Skills Building – Sunday, April 5  
What Urban Board Members Want for Kids – Monday, April 6

### **AGENDA**

#### **Sunday, April 5, 2009**

**8:30 a.m. – 10:30 a.m.**  
*SDCC, Room 14A*

**New Urban and Large-size School Board Leadership Training**  
*(This session is open to all NSBA Annual Conference attendees)--  
Continental Breakfast provided*

Newly elected or appointed, as well as continuing urban and large-size district school board members often struggle to define their roles. Seize this opportunity to strengthen your leadership skills as a new or a continuing school board member.

Presider: *Sandra Jensen*, CUBE Steering Committee Member and Board President, Omaha (NE) Public Schools

Trainer: *Terry Boyd, Ph.D.*, Division Chair, Graduate and Undergraduate Business Studies, Franklin University (OH)



# 2009 CUBE MEETINGS CALENDAR

## **CUBE Issues Forum & Congressional Luncheon on Capitol Hill**

*(held in conjunction with NSBA's FRN Conference Feb 1-3, 2009)*

**January 31- February 3, 2009**

**Grand Hyatt Hotel**

**Washington, DC**



**CUBE Issues Forum (FRN and CUBE districts only)**

**January 31, 2009**

**CUBE Congressional Luncheon (CUBE districts only)**

**February 3, 2009**

## **CUBE Site Visit, Early-bird Programming, and Urban Programming**

*(held in conjunction with NSBA's Annual Conference April 4-7, 2009)*

**April 2-6, 2009**

**Manchester Grand Hyatt**

**San Diego, CA**



**CUBE Site Visit and Early-bird programming & Annual Conference Programming**

**April 2-6, 2009**

**NSBA Annual Conference Programming**

**April 4-7, 2009**

## **CUBE Issues Seminar**

**June 25-28, 2009**

**The Drake Hotel**

**Chicago, IL**



## **CUBE Annual Conference and Award Banquet**

**October 8-11, 2009**

**Omni Austin**

**Austin, TX**



The CUBE program is the urban component of the National Affiliate program at NSBA. You must be a member in good standing with your state school boards association to participate in CUBE.

**Visit CUBE's website for up-to-date information on what's happening with CUBE!! Members can read the latest version of the Urban Advocate, download upcoming conference brochures, handouts from previous meetings, links to all member-districts, and much more!! <http://www.nsb.org/cube>**



**TERRY A. BOYD, Ph.D.**

Terry A. Boyd, Ph.D., is currently Chairperson of the Division of Graduate Studies and the Ross School of Management (undergraduate business programs) at Franklin University. Dr. Boyd began his career at Franklin University in 1996.

This past January 2009, Dr. Boyd resigned from the Columbus (Ohio) Board of Education, after 5 years of service, with the last 3 years serving as its President. Dr. Boyd was noted by the City of Columbus' premiere news paper, the Columbus Dispatch, for turning a dysfunctional School Board into a well organized and effective governing body. "When voters elected Terry Boyd to the Columbus Board of Education six years ago, that body was in sore need of competence, civility and vision. He brought all three and leaves the board in far better shape than when he joined it... Columbus City School District taxpayers owe him thanks for his steady leadership... He led the Board in establishing a 'policy governance' approach...With this approach, Harris (Superintendent) and her professional staff gained maximum flexibility to improve academic performance and operate the district as efficiently as possible... Boyd showed integrity in a number of stances... He will be missed" (Editorial 1/9/2009).

Dr. Boyd is a member and past President of the Board of Trustees for the Columbus Metropolitan Library system of Franklin County; Current appointee of the State of Ohio's Unemployment Compensation Advisory Commission; past Vice Chair of the Franklin County ADAMH Board of Trustees; past Cabinet Member of the United Way Fund Raising Campaign; past Trustee of the Franklin County Children Services Board; and was a recent recipient of the Medallion of Excellence from Franklin University.

**CUBE in San Diego  
Presents:**

Become an Active  
Member of your School  
Board  
NOW!

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**Facilitated by:**

- Terry A. Boyd, Ph.D.
  - Elected School Board Member (2003)
  - Elected by Board as President (2006, 07, & 08)
  - MBA Professor
  - Developer/Designer of several courses on Board development and performance
  - Consultant to several non-profit boards
  - Immediate pass president of Trustee Board for the Columbus Metropolitan Library

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**Do any of your Boards display any of these types of behavior?**

<ul style="list-style-type: none"> <li>• Obsessed with trivial concerns</li> <li>• Short-term focus</li> <li>• Reactive stance</li> <li>• Grandstanding</li> <li>• Driven by single agenda</li> <li>• Consistent split votes</li> <li>• Review, rehash, redo staff work</li> </ul>	<ul style="list-style-type: none"> <li>• Playing to the audience</li> <li>• Violating confidence</li> <li>• Individual directives</li> <li>• No chain of command</li> <li>• "Fix it" mentality</li> <li>• Gotcha games</li> <li>• Focused on day-to-day operations</li> </ul>
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**Wouldn't you rather have these types of attributes associated with your Board?**

- Govern with emphasis on end results for students rather than on interpersonal issues of the Board;
- Encourage diversity in viewpoints;
- Focus on strategic leadership rather than administrative detail;
- Observe clear distinction between Board and CEO roles;
- Make collective rather than individual decisions;
- Exhibit future orientation rather than past or present;
- Govern proactively rather than reactively.

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**Remember: Sometimes even "good" boards lose their way. What prevents boards from performing better?**

- Lack of clear focus
- Role confusion
- Multiple and competing drivers of actions
- Useless policy
- Reactive orientation
- Fix-it mentality

*The end result? Inability to make a difference!*

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**What is a School Board?**

- An elected or appointed body of citizens
- Responsible for the governance (not the operation) of the district
- Has three primary purposes:

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**School Board Purpose:**

- Hire and evaluate the Superintendent (and other direct reports, i.e., Treasurer);
- Approve and monitor the annual budget; and
- Create the Vision/Mission/ of the district including Policies!

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**Board/Superintendent Relationship is important because:**

- CEO performance and actions must be monitored rigorously by the Board against Policy criteria. However,
- The Board must create a relationship with the CEO that is Empowering... Making it safe to take action.

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**Creating the District'S Vision and Mission:**

The most important work of any governing board is to create and re-create the reason for organizational existence.

John Carver

**What does this mean?**

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**It means:**

- Creating the End results for the performance of the district;
- Establishing the measurement criteria for each “end” result; and
- Communicating to internal and external stake-holders the intent and outcome of the district’s performance.

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**Outcomes are End Results**

- End results are the responsibility of the Board!
- The Board MUST maintain focus on End Results!

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**Ends vs. Means:**

- Ends represent the goals, mission, and vision of the district.
  - All Board decisions should be Policy level decisions.
  - The Board should define and delegate, Not react and ratify.
  - The Board must determine and insist upon the achievement of the Ends!

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### Ends vs. Means:

- Means represent the performance of the district relative to the goals, mission, and vision set by the board.
  - The Superintendent is responsible for the "how" or the means by which goals, mission, and vision are achieved.

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### Ends vs. Means:

- Means?
  - Practices
  - Methods
  - Activities
  - Programs
  - Curricula

The Board can control all of these operating decisions without making or approving them!

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### Confusing Ends and Means

Due to a lack of clear dictated intended effects, boards come to treat a number of means as if they were ends.

Means and Ends should not be confused. Means are best determined by those who must use them to achieve the expected ends.

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**Be an effective Board member by:**

- Understanding the difference between “ends and means.”

AND

- Always keeping your eye on the end result of any proposal by:
  - Asking the critical question (s):

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**Critical Question (s)**

- How does what you propose get us to our goal(s); our vision; promote our mission?
- Are there enough resources to support this idea?
- Will these resources be more beneficial in assisting us in reaching more important goals?

Keep eye on the Ends! Insist on reaching the Ends!  
Let the Administration focus on the Means!

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**A Modern Approach to Governing**

The secret to the new governance lies in policymaking, but policymaking of a finely crafted sort.

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## Policy Governance (PG)

- A process of solidifying the formal function of the Board and Superintendent. It ensures:
  - Board remaining at the 30K level in its performance;
  - Allowing the Superintendent to make decisions on the operational tasks.

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## The PG process Model:

- “ The goal is to increase the probability that boards collectively and intentionally make a difference on matters of importance to the organization as a whole – to be simultaneously more active and less intrusive.”

Richard P. Chait, Professor of higher education  
Harvard School of Education

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## Policy Governance

How to begin  
What to expect

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## Policy Governance

Policy Governance is not an easy course of action. Remember, it is very time consuming and the training process should be well planned.

The following steps are highly recommended as a process to initiate the Policy Governance model:

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## Policy Governance

A thorough overview of what policy governance is meant to accomplish for a school district must be understood.

This model is not isolated to school boards; in fact, it is typically used for not-for-profit organizations.

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## Policy Governance

However, with effective revisions, it can be extremely beneficial in guiding your Board's course of action.

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## Policy Governance

The approach to this endeavor should include an understanding of:

- The process of actually creating the over-arching policies for the district;
- The dos and don'ts of the board;
- Expectations of the administration;

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## Policy Governance

- Evaluation of policy implementation; (with a recommendation of special quality assurance office reporting directly to the Board); and
- Tying the superintendent's performance review to the policy compliance evaluation.

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## Policy Governance

Begin by developing a schedule that includes:

- Establishing basic assumptions based on individual values of each board member;
- Developing a mission statement that encompasses each member's values;

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## Policy Governance

- Creation of the over-arching policies that demonstrate the Board's values;
- Creating structure for committees; and
- Developing the Board's calendar.

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## Policy Governance

There is a lot of work that must go into every step of this process, but it can be accomplished initially over a two – three day period, depending on the level of cooperation and commitment.

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## Policy Governance

Make no mistake about it, School Boards must adopt a process, which allows for the effective governance of their districts. This means that all aspects of the district should be in alignment with the mission and goals of the Board, as the Board remains at the 30-K feet level for decision making.

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### The PG process Model:

- Four levels of Policy:
  - 1 End results > criteria development for district (students) and monitoring processes
  - 2 Board executive limitations > creates the boundaries or "foul lines" for the Administration: and
  - 3 Board/Superintendent relationship > dictates the interaction between the two;
  - 4 Board process > declarations of board behavior;

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### PG Model Example: End Result

Educate All Students to Succeed (value based)

All students will be prepared:

- academically
- for personal success in life
- for their chosen careers, and
- to be positive, contributing members of the global community.

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### PG Model Example: Executive Limitations

Executive Constraint (value based)

The CEO shall not cause, allow, or fail to take reasonable measures to prevent any practice, activity, decision or organizational condition which is:

- Unlawful
- Unethical
- unsafe
- Disrespectful
- Imprudent, etc.

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**PG Model Example: Board/CEO Relationship**

Governance-Management Connection (value based)

The Board will direct the School District only through the Superintendent of Schools, functioning as the Chief Executive Officer.

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**PG Model Example: Governance Process**

Annual Planning and Monitoring Calendar (value based)

The Board will follow an annual agenda that schedules continuing monitoring, review and refinement of all policies, linkage meetings with community and staff groups, and activities to improve Board performance through education, communication and deliberation.

Accordingly:

1. Planning cycle will end...
2. Planning cycle will start...

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**PG Model Example: Governance Process**

Other potential Governance Process policies:

- Governing Style
- Board Job Description
- Monitoring Governance Process
- President's Role
- Board Committee Principles
- Board Committees
- Etc.

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## The PG Model: In Summary

- The Board Governs by Written Policies:
- It does not:
  - Make decisions about programs or personnel
  - Decide operational issues
  - Approve techniques or strategies
  - Resolve routine, day-to-day problems

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## A Comparison Between...

### Traditional Policy

- Many narrow policies
- Based upon circumstance
- Focused mostly on operations
- Directs all employees
- Prescribes means
  
- Confuses roles
- Stagnant
- Board actions and decisions are usually unrelated to policy

### Policy Governance

- Few broad policies
- Based upon values
- Focused on End results
- Directs CEO only
- Establishes limits on means that can be used.
- Clarifies roles
- Dynamic
- Discussions are at policy level

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## Very Competent Individuals...

"A good system allows ordinary people to produce extraordinary results."

Peter Drucker

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**Any Lingerig Issues?**

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**For Additional Information**

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## CUBE MEMBER DISTRICTS

Birmingham Public School System, Birmingham, AL  
Montgomery Public Schools, Montgomery, AL  
Little Rock School District, Little Rock, AR  
Alhambra School District, Phoenix, AZ  
Cartwright School District #83, Phoenix, AZ  
Isaac School District #5, Phoenix, AZ  
Phoenix Elementary School District #1, Phoenix, AZ  
Roosevelt School District #66, Phoenix, AZ  
Sunnyside Unified School District #12, Tucson, AZ  
Tucson Unified School District #1, Tucson, AZ  
Chula Vista Elementary School District, Chula Vista, CA  
Orange County Board of Education, Costa Mesa, CA  
Los Angeles Unified School District, Los Angeles, CA  
San Diego Unified School District, San Diego, CA  
San Francisco Unified School District, San Francisco, CA  
Aurora Public Schools, Aurora, CO  
Bridgeport Public School District, Bridgeport, CT  
New Haven Public School District, New Haven, CT  
Broward County School District, Ft. Lauderdale, FL  
Duval County School Board, Jacksonville, FL  
Miami-Dade County Public Schools, Miami, FL  
Hillsborough County School District, Tampa, FL  
Palm Beach County School District, West Palm Beach, FL  
Atlanta Public Schools, Atlanta, GA  
Fulton County Schools, Atlanta, GA  
Clayton County Public Schools, Jonesboro, GA  
Savannah-Chatham Public Schools, Savannah, GA  
Hawaii State Board of Education, Honolulu, HI  
Des Moines Public Schools, Des Moines, IA  
Chicago Public Schools, Chicago, IL  
East Saint Louis School District #189, East Saint Louis, IL  
Elgin School District Unit #46, Elgin, IL  
Peoria Public School District #150, Peoria, IL  
Community High School District #218, Oak Lawn, IL  
School City of East Chicago, East Chicago, IN  
Fort Wayne Community Schools, Fort Wayne, IN  
Gary Community School Corporation, Gary, IN  
Indianapolis Public Schools, Indianapolis, IN  
South Bend Community School Corp., South Bend, IN  
Jefferson County Public Schools, Louisville, KY  
E. Baton Rouge Parish, E. Baton Rouge, LA  
Jefferson Parish School Board, Marrero, LA  
Orleans Parish Public Schools, New Orleans, LA  
Boston Public Schools, Boston, MA  
Baltimore City Public Schools, Baltimore, MD  
Baltimore County Public Schools, Towson, MD  
Prince George's County Board of Ed., Upper Marlboro, MD  
Detroit Board of Education, Detroit, MI  
Lansing Public School District, Lansing, MI  
Pontiac Public School District, Pontiac, MI  
St. Paul Independent School District #625, St. Paul, MN  
Ferguson-Florissant School District, Ferguson, MO  
St. Louis Public Schools, St. Louis, MO  
Kansas City School District, Kansas City, MO  
Jackson Public School District, Jackson, MS  
Charlotte-Mecklenburg Schools, Charlotte, NC  
Durham Public Schools, Durham, NC  
Cumberland County School District, Fayetteville, NC  
Guilford County Public Schools, Greensboro, NC  
Wake County Public Schools, Raleigh, NC  
Lincoln Public Schools, Lincoln, NE  
School District of Omaha, Omaha, NE  
Camden City Public Schools, Camden, NJ  
East Orange School District, East Orange, NJ  
Jersey City School District, Jersey City, NJ  
Hillside Township Board of Education, Hillside, NJ  
Newark Public Schools, Newark, NJ  
Piscataway Township Board of Education, Piscataway, NJ  
Plainfield Board of Education, Plainfield, NJ  
Trenton Public Schools, Trenton, NJ  
Albuquerque Public Schools, Albuquerque, NM  
Washoe County Public Schools, Reno, NV  
Buffalo Public Schools, Buffalo, NY  
Rochester City School District, Rochester, NY  
Syracuse City School District, Syracuse, NY  
Wyandanch Union Free School District, Wyandanch, NY  
Yonkers Public Schools, Yonkers, NY  
Akron Public Schools, Akron, OH  
Cincinnati City School District, Cincinnati, OH  
Cleveland Municipal School District, Cleveland, OH  
Columbus City Schools, Columbus, OH  
Dayton Public Schools, Dayton, OH  
Toledo Public Schools, Toledo, OH  
Warrensville Heights City Schools, Warrensville Heights, OH  
Youngstown City School District, Youngstown, OH  
Oklahoma City Public Schools I-89, Oklahoma City, OK  
Tulsa Public Schools, Tulsa, OK  
Norristown Area School District, Norristown, PA  
School District of Philadelphia, Philadelphia, PA  
Pittsburgh Public School District, Pittsburgh, PA  
Reading School District, Reading, PA  
Richland County School District One, Columbia, SC  
Knox County Schools, Knoxville, TN  
Memphis City Schools, Memphis, TN  
Metro Nashville Public Schools, Nashville, TN  
Austin Independent School District, Austin, TX  
Brownsville Independent School District, Brownsville, TX  
Dallas Independent School District, Dallas, TX  
El Paso Independent School District, El Paso, TX  
Ft. Worth Independent School District, Fort Worth, TX  
Houston Independent School District, Houston, TX  
Laredo Independent School District, Laredo, TX  
Mesquite Independent School District, Mesquite, TX  
Richardson Independent School District, Richardson, TX  
Judson Independent School District, San Antonio, TX  
San Antonio Independent School District, San Antonio, TX  
Ft. Bend Independent School District, Sugar Land, TX  
Alexandria City Public Schools, Alexandria, VA  
Hampton City Schools, Hampton, VA  
Newport News Public Schools, VA  
Norfolk Public Schools, Norfolk, VA  
Portsmouth City Public Schools, Portsmouth, VA  
Richmond Public Schools, Richmond, VA  
Roanoke City Public Schools, Roanoke, VA  
Virginia Beach City School District, Virginia Beach, VA  
Virgin Islands Board of Education, St. Thomas, VI  
Seattle School District #1, Seattle, WA  
Milwaukee Public Schools, Milwaukee, WI



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