



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

NEW URBAN & LARGE-SIZE SCHOOL BOARD LEADERSHIP TRAINING

Sunday, April 11, 2010

8:00 – 9:45 a.m.

McCormick Place Convention Center, Room W 175 B-C

Chicago, IL



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

**Council of Urban
Boards of Education
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Krista Freer
NSBA Coordinator, CUBE Program

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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.

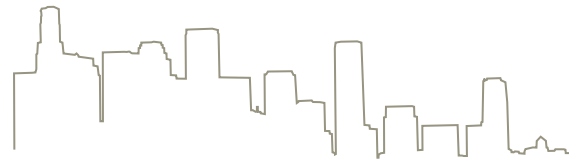
CUBE represents over 110 urban school districts in 35 states and the Virgin Islands. Our member districts educate nearly 8 million students in almost 12,000 schools with a collective budget of \$99 billion. CUBE helps urban school board leaders find solutions to challenges at the local level and seeks 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



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National School Boards Association
Council of Urban Boards of Education Programming
NSBA 70th Annual Conference
The Palmer House Hilton Hotel
17 East Monroe Street, Chicago, IL 60603
April 9-11, 2010



AGENDA

Sunday, April 11, 2010

8:00 a.m. - 9:45 a.m.
McCormick Place
West Hall, W 175 B-C

New Urban and Large-size School Board Leadership Training

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: *Van Henri White*, CUBE Steering Committee Member and Board Member, Rochester (NY) City School District

Trainer: *Terry Boyd, Ph.D.*, Associate Dean, College of Business, Franklin University (OH)



TERRY A. BOYD, Ph.D.

Terry A. Boyd, Ph.D., is currently Associate Dean of the College of Business at Franklin University. Dr. Boyd began his career at Franklin University in 1996.

In 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 continues to assist and direct Public School Board performance via his speaking and training for the National School Board Association. He is an annual presenter at the national conferences, where he frequently becomes engaged with School Boards from around the country to provide direction and training of board members for more proficient performance.

Dr. Boyd is a member and past President of the Board of Trustees for the Columbus Metropolitan Library system of Franklin County; Former appointee (14 yrs.) 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.

Born and raised in Cleveland, Ohio, Dr. Boyd received his under-graduate degree from Defiance College (Defiance, Ohio), and completed all of his graduate work at The Ohio State University. Dr. Boyd resides in Columbus, Ohio with his wife Shirley and their two daughters Carmen and Jazmin.

**CUBE in Chicago
Presents:**

Become an Active Member
of your School Board
NOW!

Facilitated by:

- Terry A. Boyd, Ph.D.
 - Elected School Board Member (2003)
 - Elected by Board as V. President (2005)
 - Elected by Board as President (2006)
 - MBA Professor and Associate Dean of Business
 - Developer/Designer of several courses on Board development and performance
 - Consultant to several non-profit boards
 - Immediate past president of Trustee Board for the Columbus Metropolitan Library

**Board Member's Personal
Commitment**

Board members arrive at the table with dreams. They have vision and values. Their fervently held beliefs and sincere desire to make a difference impel them to board membership in the first place. Boards want to offer their constituents a better life.

John Carver

However, they arrive at the Board table only to find a body of individuals who are:

- Obsessed with trivial concerns
- Takes reactive stance
- Trend towards Grandstanding
- Consistent split votes
- Review, rehash, redo staff work
- Playing to the audience
- Violating confidence
- Individual directives
- Has a "Fix it" mentality
- Plays gotcha games
- Focused on day-to-day operations

Is this Board you rather be a part of? One that

- Governs with emphasis on end results for students rather than on interpersonal issues;
- Encourages diversity in viewpoints;
- Places focus on strategic leadership rather than administrative detail;
- Observes clear distinction between Board and Superintendent roles;
- Make collective rather than individual decisions;
- Governs proactively rather than reactively.

Very Competent Individuals...

can come together
to form a very incompetent
Board.

John Carver

Very Competent Individuals...

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

Peter Drucker

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!

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:

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!

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.

Approving/monitoring budget

- Why is this a priority?
- It is your Fiduciary (a person entrusted for the benefit of another) responsibility, which you swore an oath to uphold!
- So, you are accountable (legally and morally) for every cent collected and spent by the district.

Creating the district's Vision/Mission

- What does this mean?

It means that:

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

John Carver

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.

Outcomes are End Results

- End results are the responsibility of the Board!
- The Superintendent is the manager of the Means (activity toward reaching the end results).
- The Board MUST maintain focus on End Results!

Ends vs. Means:

- Ends represent the goals, mission, and vision of the district.
- Means represent the performance of the district relative to the goals, mission, and vision set by the board.

Ends:

- Ends represent the goals, mission, and vision of the district processed via Board Policies.
 - 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!

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.

Means:

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

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

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.

Communicating to Stake-holders

- The Board must develop processes for delivering relevant information to those whom entrusted them...

Entrusting Stake-holders

- Citizens
- Business leaders
- Parents
- Teachers
- Students

Use available tools successfully

- Tools:
 - Treasurer
 - Superintendent (staff)
 - Each other

Out Reach

- Create community forum to present information and to answer questions.
- Take the Treasurer / Superintendent for reaction to more complicated inquiries.

- Tax payers always want to know about the dollars!

In Reach

- Have Superintendent create opportunities for Board communication to administrators, teachers, staff and students.

Become an Active Participant:

- Establish and maintain lines of communication by using your tools.
- Understand the difference between “ends and means.”
- Always keep your eye on the end result of any proposal by:
 - Asking the critical question (s):

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 monitoring the Ends!
Let the Administration focus on the Means!

A Modern Approach to Governing

...will enable a part-time, possibly inexperienced group of persons to lead. Such a group have neither the time nor the ability to control every action, circumstance, goal, and decision.

John Carver

A Modern Approach to Governing

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

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.

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

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

The PG process Model:

- 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

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;

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.

PG Model Example: End Result

Other potential End policies:

- Academic Performance
- Workplace Skills
- Global Citizenship
- Life Skills
- Etc.

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.

PG Model Example: Executive Limitations

Other potential Executive Limitation policies:

- Treatment of People
- Personnel Administration
- Budgeting/Financial Planning
- Financial Administration
- Asset Protection
- Etc.

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.

PG Model Example: Board/CEO Relationship

Other potential Board/CEO Relationship policies:

- Unity of Control
- Accountability of the CEO
- Delegation to the CEO
- Monitoring CEO Performance
- Annual Evaluation of the CEO

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

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.

Any Lingering Issues?

Dr. Boyd's contact information

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2010 CUBE MEETINGS CALENDAR

CUBE Issues Forum & Congressional Luncheon on Capitol Hill

(held in conjunction with NSBA's FRN Conference Jan.31-Feb. 2, 2010)

January 30 & February 2, 2010

**Hilton Washington Hotel
Washington, DC**



CUBE Issues Forum

January 30, 2010

CUBE Congressional Luncheon

February 2, 2010

CUBE Site Visits & Urban Programming

(held in conjunction with NSBA's Annual Conference April 10-12, 2010)

April 9-11, 2010

**The Palmer House Hilton Hotel
Chicago, IL**



CUBE Site Visit and Conference programming

April 9-11, 2010

NSBA Annual Conference Programming

April 10-13, 2010

CUBE Issues Seminar

June 24-26, 2010

**Renaissance Hollywood Hotel
Los Angeles, CA**



CUBE Annual Conference and Awards Luncheon

September 30-October 2, 2010

**Renaissance Harborplace Hotel
Baltimore, MD**



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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.nsba.org/cube>

CUBE MEMBER DISTRICTS

Birmingham Public School System, Birmingham, AL
Montgomery Public Schools, Montgomery, AL
Little Rock School District, Little Rock, AR
Alhambra Elementary School District, Phoenix, AZ
Cartwright School District #83, Phoenix, AZ
Phoenix Elementary School District #1, Phoenix, AZ
Roosevelt School District #66, Phoenix, AZ
Sunnyside Unified School District #12, 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
Twin Rivers Unified School District, McClellan, 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
Community High School District #218, Oak Lawn, IL
General George S. Patton School District, Riverdale, IL
School City of East Chicago, East Chicago, IN
Fort Wayne Community Schools, Fort Wayne, 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
Grand Rapids Public Schools, Grand Rapids, 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
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
Mount Vernon School District, Mount Vernon, 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
Warren City School District, Warren, 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
School District of Lancaster, Lancaster, 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
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
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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