Characteristics of Highly Effective Boards

For the following school board Elements of Success, indicate the level of performance reached by your board. [Note: You can also use this as a self-assessment of your performance in each of these categories] Identify the level of performance in one of four categories: Unsatisfactory, Basic, Proficient, or Distinguished.

Vision-Directed Planning. Boards engage communities and staff in the development of a shared vision of student learning focused on student learning. The vision is the foundation of the mission and goals that direct board policy-making, planning, resource allocation and activities.

**Indicators for this element are:**

1. The board collaborates with the community to articulate core values and beliefs for the district.
2. Board members can clearly articulate the vision and goals of the district.
3. The board has developed a long-range plan for improving student learning.
4. The board regularly monitors the progress of goals to improve student learning.
5. The board adopts a budget and appropriates resources aligned to the vision and goals.
6. The board establishes a culture of high expectations for all students.

Community Engagement. All members of the community are stakeholders in the success of their schools. Community engagement is a reciprocal advocacy process that creates and sustains meaningful conversations, systems connections, and feedback loops with all groups in the community. Successful community engagement results in collaborative partnerships and new types and levels of community participation in schools.

**Indicators for this element are:**

1. The board promotes practices that solicit input and involvement from all segments of the community.
2. The board collaboratively develops vision and goals with staff, parents, students and the broader community.
3. The board recognizes and celebrates the contributions of school community members to school improvement efforts.
4. The board is responsive and respectful to community inquiry and feedback.
5. The board advocates for public policy that supports education through relationships with community leaders, city and county government officials and state legislators.
Effective Leadership. Board leadership is proactive, integrated, and distributed. Boards establish focus, direction, and expectations that foster student learning. Across education systems, boards develop and implement collaborative leadership models and practices that are guided by shared student learning goals. Within organizations, boards align authority and responsibility so that decisions can be made at levels close to implementation.

Indicators for this element are:

____1. Board members are visible in the community.
____2. Board members develop relationships to improve student learning and opportunities for students.
____3. Board activities, analysis and decision-making are aligned to vision and goals.
____4. The board engages staff in decision-making processes.
____5. Board members establish and sustain relationships with community leaders, city and county government officials, and state legislators.
____6. Board members model an empowering leadership style.
____7. The board enacts policies to define hiring practices that select employees who fit into the culture and core values of the district.
____8. Board members promote change through dialogue and collaboration.
____9. Board members have a vision of what the district/schools can be that is greater than what is.
____10. The board sets policies that incorporate thoughtful long-term leadership succession plans for all levels of leadership in the district.
____11. Board members understand and are knowledgeable about school improvement initiatives and their role in supporting those initiatives.
Accountability. Boards have high expectations for the learning of all students and hold themselves and their organizations accountable for reaching those results. Boards align policy, resource allocation, staffing, curriculum, professional development, and other activities with the vision and goals for student learning. The accountability process includes recognition of successes and support where improvement is needed.

**Indicators for this element are:**

1. The board ensures funding to implement accountability measures.
2. The board regularly conducts a self-evaluation to monitor its performance.
3. The board models a culture of high expectations throughout the district.
4. The board’s priority and focus are on curriculum, student learning, and student success.
5. The board appropriates resources based on student learning priorities.
6. The board supports reward, consequence, and recognition systems to encourage high levels of staff and student learning.
7. Individual student results are measured against expectations set by district standards.
8. The board regularly conducts a superintendent evaluation to monitor progress on goals and student learning.
9. The board establishes performance goals for senior staff and itself.
10. The board and all stakeholders clearly understand their roles and responsibilities in creating and supporting a culture of high expectations throughout the system.

Using Data for Continuous Improvement. Continuous improvement is the antithesis of complacency. Boards use data and information, from multiple sources and in various formats, to identify areas for improvement, set priorities, and monitor improvement efforts. At the same time, they seek even better ways to do things the organization is already doing well.

**Indicators for this element are:**

1. Board members use, and expect staff to use, a variety of types of relevant data in decision-making.
2. Programs approved by the board have effective data collection requirements and measurable results.
3. The board uses data to identify discrepancies between current and desired outcomes.
4. The board identifies and addresses priority needs based on data analysis and often uses comparison to other similar districts.

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5. The board communicates to the public how policy decisions are linked to student learning data.
6. The board creates a culture that encourages the use of data to identify needs throughout the system.

**Cultural Responsiveness.** The cultural diversity of a community has many facets – social, economic, political, religious, geographical, generational, linguistic, ethnic, racial, and gender. Boards develop an understanding of this diversity and hold perspectives that reflect the cultures in their community. Effective community engagement and expectancy strategies build on the strengths of a community’s cultural diversity.

**Indicators for this element are:**
1. Board outreach and community engagement activities accommodate cultural differences in values and communication.
2. The board actively encourages and expects the superintendent to facilitate the participation of culturally diverse groups.
3. The board has a process to review policies for cultural, racial and ethnic bias.
4. Board members approach decision-making from multiple perspectives.
5. District staff is representative of the community.
6. A climate of caring, respect, and the valuing of students’ cultures is established through board policy and goals.
7. The board holds staff accountable for high standards and expectations for all students.

**Climate.** Boards create a climate of expectations that all students can learn at high levels. Board policy-making and activities foster a positive and safe learning climate that supports the vision for student learning. The board models professional relationships and a culture of mutual respect.

**Indicators for this element are:**
1. The board models relationships built on trust and respect.
2. Board members take time to reflect and improve internal and external relationships.
3. The board regularly assesses the district climate.
4. The board creates a system in which high levels of student learning are expected.
5. The board establishes policies and ensures practices to foster a safe, positive learning climate for students.

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Learning Organizations. A learning organization is a self-renewing professional community that supports reflection, discovery, learning, improvement, and success by staff at all levels. Boards encourage professional development that empowers staff and nurtures leadership capabilities across the organization.

Indicators for this element are:

1. Board policies nurture leadership capabilities across the organization.
2. The board creates and pursues opportunities to learn about research-based strategies to address identified problems.
3. The board understands that problem-solving involves risk-taking.
4. Board members promote change through dialogue and collaboration.
5. The board encourages professional development that empowers staff.
6. The board fosters an environment of mutual cooperation, emotional support and personal growth throughout the organization.

Systems Thinking. Systems thinking allows boards to break out of the box of single district thinking and act on an integrated view of education within and across systems and levels (e.g. K-12, ESD, community college, and university). Boards that practice systems thinking open the door for collaborative local, state, and national partnerships, coordinated programs, and shared resource models to improve student learning.

Indicators for this element are:

1. The board and leadership team work to avoid shifting problems from one part of the system to another.
2. The board encourages an organizational structure which enables creative processes.
3. The board and leadership team engage in process thinking, seeing beyond the immediate situation and easy solutions.
4. The board and leadership team analyze issues for their impact on other parts of the system.
5. The board and leadership team take responsibility for solving problems and avoiding blame as a solution.
6. The board shares information with board members from other education systems and levels.

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**Innovation and Creativity.** Innovation and creativity are assets to the process of development and change, leading to new types of thinking and better ways of meeting student needs. Innovation and creativity are not predictable, but can flourish when boards align vision throughout the organization, engage in collaborative partnerships, and encourage dialogue, new ideas, and differing perspectives.

**Indicators for this element are:**

____1. Board members create time and opportunities for their own creative thinking.

____2. Board members partner with community and educational organizations to remove real and perceived barriers to creativity and innovation.

____3. The board sets meeting agendas that allow it to proactively identify and explore strategic issues.

____4. The board incorporates flexibility into its future plans to enable the district to look and move in unforeseen directions in response to unexpected events.

____5. The board sets policies creating informed and aware employees at all levels in order to seize the opportunities presented by unexpected events.

____6. The board recognizes the risk inherent in creativity and innovation and promotes employee knowledge, awareness, creativity, self-initiated action and experimentation.

____7. The board supports creative and innovative practices at all levels of leadership.

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**Board Member Conduct, Ethics and Relationship with Superintendent.** The relationship between the board and the superintendent is a delicate one and it is essential that they have a clear, mutual understanding of their respective roles and responsibilities. Team building is an essential part of this relationship and a clear district goal will help maintain a respectful relationship.

**The Indicators for this Standard are:**

1. Each member of the board understands and respects the distinction between the board’s responsibilities and the superintendent’s duties.
2. The board and superintendent trust and respect one another.
3. Board members represent the interests of the entire district.
4. Board members preserve the confidentiality of items discussed in executive session.
5. Board members do not use their office for personal gain or advancement.
6. Board members do not attempt to individually speak on behalf of the entire board or commit the board.
7. Board members direct complaints and requests to the superintendent rather than attempting to solve them directly.
8. The board and superintendent agree on the information needed by the board, and when and how the board receives that information.
9. The board and superintendent participate in learning opportunities as a team.
10. Board members come to the meeting familiar with the agenda and prepared to discuss, ask questions, and take action on agenda items.

**Budgeting and Financial Accountability.** One of the important activities in translating the educational goals of schools into reality is the adoption of a budget and making sure that the school district is fiscally sound. Boards utilize fiscal resources based on student needs and district policy and goals.

**Indicators for this element are:**

1. Board members are knowledgeable of the district budgeting process.
2. Budgeting decisions are based on student needs, adopted district policy and goals, and the district's financial ability to meet those needs.
3. Board members have a basic understanding of district revenues and expenses.
4. The board reviews monthly financial statements provided by the superintendent and understand their role in the oversight of the budget.
# Individual Board Member Characteristics Evaluation Tool

For each of the 10 individual board member characteristics linked to stabilizing board performance, indicate whether the board member(s) is(are) in the category of Growth Required, Developing, Proficient, or Distinguished.

<table>
<thead>
<tr>
<th>Board Member Characteristic</th>
<th>Brief Description</th>
<th>Stabilizing Characteristic</th>
<th>Practical Description</th>
<th>Proficiency Level</th>
</tr>
</thead>
</table>
| 1. Role Boundaries          | Understands the difference between the role of *informed oversight* and *over-reach.* | *Informed Oversight* with knowledgeable critique and advocacy. | If confronted by a parent in the store, the board member can explain school needs, applied interventions, and current success data. Avoids generalities or playing the role of cheerleader or critic. | __Growth Required  
__Developing  
__Proficient  
__Distinguished |
| 2. Role Orientation         | An *open dialogue* orientation focuses on general interests and welcomes various viewpoints, but expects unanimous support of final board decisions. An *open debate* orientation focuses on activism and special interests, values individual viewpoints over collective consensus, and doesn’t expect support of final board decisions. | *Open Dialogue*  
With the ability to shift to more open debate in times of community change and dissatisfaction | The board member seeks out input from multiple and varied stakeholders and seeks open dialogue. However, when conflict arises, the board member has the wisdom to maintain order by discouraging contentious communication tactics. | __Growth Required  
__Developing  
__Proficient  
__Distinguished |
| 3. Advocacy Focus           | A *position* is often polarizing and identifies “friends” versus “enemies”. An *interest* is discovered through conversation to get to shared solutions that can be applied to many students and achieved through various means. | *Interest Focus* | The board member seeks to understand the multiple and varied positions of district constituents but seeks a solution that can address the common interest. For example, a board member can support a position of improving achievement for underperforming students without focusing exclusively on only one cause of low achievement (i.e. cultural insensitivity). | __Growth Required  
__Developing  
__Proficient  
__Distinguished |
| 4. Student                  | Supports a *broad* focus on student concerns. A stated *Broad focus of opportunity for all* | | The board member avoids focusing only on a narrow agenda of student | __Growth Required  
__Developing |
<table>
<thead>
<tr>
<th>Concern Focus</th>
<th>students</th>
<th>issues and needs. Board member avoids focusing only on particular student demographic groups and issues.</th>
<th>__Proficient __Distinguished</th>
</tr>
</thead>
<tbody>
<tr>
<td>5. Solution Focus</td>
<td>Recognizes Individual Needs Supports Creative, Innovative Solutions</td>
<td>The board member avoids adopting standardized, one-size-fits-all programs and focuses on identifying unique district needs. The board member avoids promoting standardized solutions and prefers to design a solution to fit the unique need of each district as supported by data evidence.</td>
<td>__Growth Required __Developing __Proficient __Distinguished</td>
</tr>
<tr>
<td>6. Exercise of Influence</td>
<td>School board entity influence</td>
<td>The board member avoids communicating directives or interests to individual school district employees. Visits to schools are unobtrusive, informational, and as part of established activities (sports, open house, school events).</td>
<td>__Growth Required __Developing __Proficient __Distinguished</td>
</tr>
<tr>
<td>7. Use of Voice</td>
<td>Uses voice to Hear &amp; Understand</td>
<td>The board member avoids over-talking to promote their own interest. They do not see communication as a competition. They promote civil dialogue with a goal to listen and discover a resolution that serves all interests.</td>
<td>__Growth Required __Developing __Proficient __Distinguished</td>
</tr>
<tr>
<td>8. Use of Power</td>
<td>Power Over is using your position to get your own way through threat or reward. Power With is using your position to ensure all voices are heard and collaborative solutions are guaranteed.</td>
<td>The board member uses their power to ensure that all needs are heard and that solutions meet multiple interests. They would not attempt to push only their own solutions or highlight only their own needs and interests.</td>
<td>__Growth Required __Developing __Proficient __Distinguished</td>
</tr>
<tr>
<td>9. Decision-making Style</td>
<td>Collaborative</td>
<td>The board member seeks to evaluate data to confirm issues and needs, then ensure that proposed</td>
<td>__Growth Required __Developing</td>
</tr>
</tbody>
</table>
through others.

solutions and measures fit the stated needs and goals.

| 10. Motivation for Service | Board members can serve for **personal** or for **altruistic** reasons. | **Altruistic Service** Board members do not run for reasons of personal ego or prestige, a need for involvement, to correct a personal concern, to replace particular school employees, or as a step to future office. Board members run to serve the community, to fulfill a democratic responsibility, and to serve all students and all needs. | ___Proficient  
___Distinguished  
___Growth Required  
___Developing  
___Proficient  
___Distinguished |
Individual Board Member Characteristics Board Profile

#1. Do you generally practice the role of oversight or micromanagement?

Role Boundaries

Disengaged Micromanagement

#2. Do you generally practice an open dialogue or an open debate orientation?

Role Orientation

Open Dialogue Open Debate

#3. Do you generally practice interest or position style advocacy?

Advocacy Focus

Interest Focus Position Focus

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#4. Do you generally practice broad- or targeted-focus on student concerns?

Student Concern Focus

- Broad-Focus
- Targeted Focus

#5. Do you generally endorse individual and innovative or standardized programs and solutions?

Solution Focus

- Local Contextual
- Standardized

#6. Do you generally practice whole-board or individual board member influence?

Exercise of Influence

- Collective influence
- Individual Authority

#7. Do you generally practice a “hear and understand” or a “tell and sell” voice in your interactions as a board member?

Use of Voice

- Hear & Understand
- Tell & Sell

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#8. Do you generally practice power over or power with people in your interactions as a board member?

Use of Power

Power With

Power Over

#9. Do you generally practice collaborative or individual decision-making style?

Decision-making Style

Collaborative

Individual

#10. Are you motivated to serve on the board for altruistic or personal reasons?

Motivation for Service

Altruistic

Personal
Balanced Governance Model™ Policy Template

Quality Control & System Coherence Criteria

_____1. Ensure that the policy incorporates or supports District Vision.
_____2. Ensure that policy incorporates or supports one or more District Strategic Imperatives/Focus Areas.
_____3. Ensure that the policy incorporates or supports concepts within the Balanced Governance Board Standards.
_____4. Ensure that measurable criteria are included in the policy.
_____5. Ensure that specific data are identified for purposes of monitoring through informed oversight.
_____6. Ensure that specific timelines are indicated for board review of goal progress.

Tracking & Reporting Protocols
(Included in general policy protocol OR within each relevant policy)

_____1. Ensure that problems or challenges are specific, targeted and clearly communicated as part of the board review.
_____2. Ensure that program components address specific identified problems or challenges.
_____3. Ensure that goal progress connects back to District Strategic Goals.
COUNTY SCHOOL DISTRICT POLICY

STUDENT CONDUCT

The County School District recognizes that effective character education is fundamental to positive student conduct. The District believes that the values and beliefs within a community are essential to prepare students for the challenges of today’s world. Respect, integrity, responsibility, empathy, courage, manners, and justice are all fundamental character traits that students should be encouraged to demonstrate daily while at school and in their lives.

District staff at all levels are role models for students and as such should conduct themselves in accordance with these character traits.

_____1. Does policy incorporate or support District Vision?

All students progress in school and graduate prepared to succeed and contribute in a diverse global society.

_____2. Does policy incorporate or support one or more District Strategic Imperatives/Focus Areas?


_____3. Does the policy support concepts within the Balanced Governance Board Standards?

Vision-Directed Planning, Community Engagement, Effective Leadership, Accountability, Using Data for Continuous Improvement, Cultural Responsiveness, Climate, Learning Organization, Systems Thinking, Innovation & Creativity

_____4. Measurable criteria are included in the policy.

_____5. Are specific data identified for purposes of monitoring through informed oversight.

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Balanced Governance Model™ Policy Template

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District staff at all levels are role models for students and as such should conduct themselves in accordance with these character traits.

1. Does policy incorporate or support District Vision?

All students progress in school and graduate prepared to succeed and contribute in a diverse global society.

Policy revision? The current wording focuses on community values while the district vision seems more focused on a global perspective.

2. Does policy incorporate or support one or more District Strategic Imperatives/Focus Areas?


Policy revision? None are immediately evident. While this would not call for a policy revision, it may suggest a need to add a Strategic Goal in the area of student character.

3. Does the policy support concepts within the Balanced Governance Board Standards?

Vision-Directed Planning, Community Engagement, Effective Leadership, Accountability, Using Data for Continuous Improvement, Cultural Responsiveness, Climate, Learning Organization, Systems Thinking, Innovation & Creativity

Policy revision? Yes, it supports the standards of Cultural Responsiveness and Climate. These can be noted in the policy.
____4. Measurable criteria are included in the policy.

**Policy revision?** Currently there are no measureable criteria noted. These should be added.

____5. Are specific data identified for purposes of monitoring through informed oversight.

**Policy revision?** Currently there are no identified data noted. These should be added.

____6. Are specific timelines are indicated for board review of goal progress.

**Policy revision?** Currently there are no indication of when or how the data will be presented and reviewed by the board. These should be added.

### Revised Policy

The County School District recognizes that effective character education is fundamental to positive student conduct. The District believes that the values and beliefs within the global community are essential to prepare students for the challenges of today’s world. Respect, integrity, responsibility, empathy, courage, manners, and justice are all fundamental character traits that students should be encouraged to demonstrate daily while at school and in their lives.

District staff at all levels are role models for students and as such should conduct themselves in accordance with these character traits. The superintendent shall ensure the adoption and delivery of a required, board-approved program for all students educating them in the character values of respect, integrity, responsibility, empathy, courage, manners, and justice. Annually, the superintendent shall require the administration of a survey tool or other instrument to collect data on the improvement of these character values. The superintendent shall present evidence explicitly reporting on change in the level of each of these character traits among the general student population, as well as in the population disaggregated by grade level and socioeconomic status.
BOARD POLICY 2
BOARD CONDUCT, ETHICS, & OPERATIONAL PROTOCOLS

POLICY

The Board commits itself and its members to ethical, professional, and lawful conduct, including speaking with one voice, proper use of authority, and appropriate decorum when acting as Board members. In such conduct, Board members shall fulfill the responsibilities as set forth in the Oath of Office and in the Conduct and Ethics Protocols.

1. Board members shall honor the high responsibility the governance position demands, and practice Board beliefs and actions that support increased stability on the Board, improve satisfaction from community, and a climate for improved student learning. This includes Board members following the 10 Balanced Governance Model: Individual Board Member Characteristics.

2. Board members shall strive to make policy decisions based on information received from the Superintendent, which reflects the progress or the need for improvement toward the District Values, Mission, Vision, Strategic Goals, and Balanced Governance Model Standards. Superintendent or staff reports to Board members and during Board meetings shall, at a minimum, follow these Balanced Governance Model Tracking and Reporting Protocols:

   i. Ensure that the policy incorporates or supports the District Values, Vision, and Mission.
   ii. Ensure that the policy incorporates or supports one or more District Strategic Goals.
   iii. Ensure that the policy incorporates or supports concepts within the Balanced Governance Model Board Standards.
   iv. Ensure that measurable outcome criteria are included in the policy.
   v. Ensure that specific data are identified for purposes of Board reporting and monitoring through informed oversight.
   vi. Ensure all results reported are compared against state and national averages when possible.
   vii. Ensure all results are disaggregated and reported by ethnicity and impoverished students.
   viii. Ensure that specific timelines are indicated for Board review of goal progress.
   ix. Ensure that specific positions are assigned as responsible for action steps on Process Goals.
   x. Ensure that problems or challenges are specific, targeted, and clearly communicated in the Board meeting presentation as part of the Board review.
and oversight.

xi. Ensure that new, revised, or existing program components and procedures, or elimination of programs or program components address specific identified problems or challenges.

xii. Ensure and specifying a timeline for regular goal progress checking during the Board meeting.

xiii. Ensure research citations and/or studies are included to support recommended program and process adoptions.

3. Board members shall ensure all policies support the **12 Balanced Governance Model Standards**. Board member discussion should focus on the extent to which policy, programs, and processes of both the District educational system and Board governance actions support Balanced Governance Model Standards.

4. Concerns regarding school **Board member/Superintendent communication** or implementation of policy and procedures shall be addressed with the Superintendent through a **Balanced Governance Model Progressive Response** process. This process requires the Board member to:
   a. First meet individually with the Superintendent to address and resolve any concern.
   b. If this is not successful, the Board member shall meet to discuss the issue with the Board President and Superintendent together.
   c. If still not resolved, the Board member can request the item be added to a future Board agenda. When the matter is eventually discussed in a Board meeting, the Trustee should simply reiterate their request for information, staff assistance, policy/procedural change, or an explanation of the District’s response to a community or staff concern. The Board would then vote on whether or not to direct the Superintendent to fulfill the Trustee’s request.
   d. Finally, the Board should only address negative critique of the Superintendent’s response or action toward Trustees, staff, or community through the formal Superintendent evaluation.

5. Board members shall refrain from individually and privately monitoring the implementation of policy, programs, or operations processes. To provide a systemic mechanism to monitor implementation fidelity and District culture, the Board shall encourage the Superintendent to implement an **Organizational Capacity Monitoring System** that incorporates the following elements of the Balanced Governance Model Strategic Teaming Model. These elements include:
   a. A permanent District Strategic Team, established as a Superintendent’s committee, and tasked with monitoring organizational health and implementation fidelity of policy and programs.
   b. The District Strategic Team should be comprised of District faculty and staff from every level of the District organization with a plurality of member at the school level.
   c. The District Strategic Team should identify barriers in the organization that prevent implementation fidelity of policies and programs.
   d. The District Strategic Team should craft an Implementation Support Plan including specific recommendations on how to remove or lessen barriers and improve implementation fidelity.
e. Data from an Organizational Monitoring survey and progress or lack of progress on components of the Support Plan shall be presented to the Board at least twice per year. The District Strategic Team should include in their report, operations and procedural barriers and the solutions recommended and/or enacted.

f. The District Strategic Team should be given the opportunity to recommend policy changes and procedural changes to the Superintendent and Board for their consideration and approval.

6. Board members who fail to follow governance process policies, either during or outside of a Board meeting shall be addressed using the Balanced Governance Progressive Response process listed below in items a-i. The governance process includes:

   a. The Board member(s) with a concern about another Board member shall report the concern to the Board President privately.

   b. The Board President shall meet with the offending Board member and remind them of their pledge to follow governing policies and protocols.

   c. If this is ineffective, the Board President and one other Board Member shall meet with the offending Board member, remind them of their pledge to follow governing policies and protocols, and ask them to honor their commitment through appropriate action.

   d. If this is ineffective, discussion in a Board self-evaluation between the offending member and the full Board with a member of the State Association of School Boards, or agreed upon facilitator.

   e. If this is ineffective, the Board President, during a public Board meeting, shall remind the Board member(s) of their pledge to follow governing policies and protocols, and ask them to honor their commitment through appropriate action.

   f. If this is ineffective, the Board President shall engage in informal censure of the offending board member through interrupting ensuing infractions in Board meetings and making formal public statements both during the Board meeting and outside the Board meeting as needed, to distance the Board’s position from the infracting Board member’s position or statements.

   g. In the event that the Board President fails to follow governance policies and processes, the Board Vice President shall engage the Balanced Governance Model Progressive Response process listed above in items a-d. If these steps are ineffective, the Board Vice President may entertain a recall vote of the seated Board President. By a two-thirds super-majority, the seated President can be removed. The Board Vice President shall assume the role of Board President and employ the Balanced Governance Model Progressive Response process item e, if necessary.

   h. As a last resort, and only after thoughtful deliberation, the Board may vote to censure the offending member of the Board.