

APPENDIX B: New Strategic Governance Policies

CASCADE PUBLIC SCHOOLS

1000SG SERIES STRATEGIC GOVERNANCE

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The Cascade Board of Trustees has adopted and committed to adhere to a research-proven governance model called Knowledge-Based Strategic Governance (KBSG). Based on and aligned with the National School Boards Association's research and identification of the 8 Characteristics of Effective School Boards, KBSG includes a number of processes/techniques to ensure regular strategic analysis of the environment in which we operate and to help ensure our ongoing relevance in meeting student, staff and community needs. These processes have been researched and deliberately chosen over time by the Board to:

1. Ensure regular reflection on both our successes and failures and the underlying causes of each, so that we can institutionalize the practices associated with our successes and so that we can avoid the practices associated with our failures;
2. Ensure regular and consistent analysis and refinement of our programs by the Board, Staff and Community, working as a team, to ensure clarity and consensus among key decision makers regarding what the future success of our school district looks like, what our programs consist of and how they are operated from year to year; AND
3. Ensure that we are consistently scanning the horizon for opportunities and threats facing our district and regularly contemplating what role we can play in taking advantage of opportunities and overcome threats and barriers to our students' success.

The Board of Trustees holds with Jim Collins' adage that "the signature of mediocrity is not an unwillingness to change. The signature of mediocrity is chronic inconsistency." Our goal in using these processes and tools is to devote ourselves to consistent excellence in governance, with a goal of positively impacting student achievement in our school district.

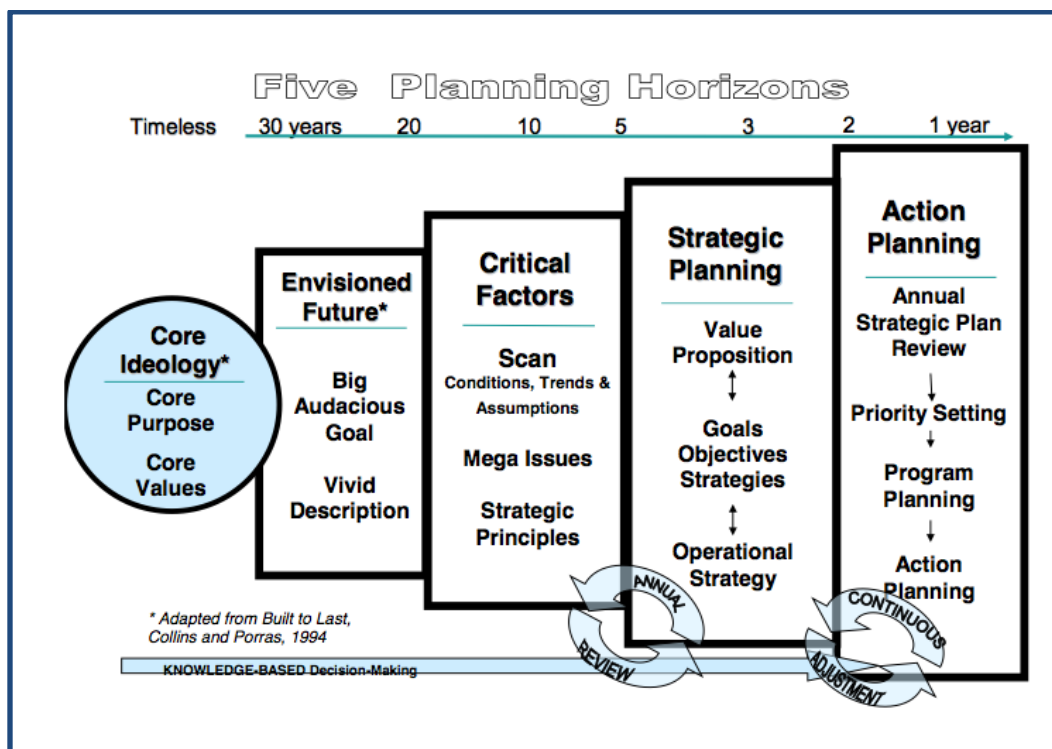
The primary processes used by the Cascade Board of Trustees include:

1. Planning Horizons and Strategic Planning Processes from Jim Collins' Built to Last:
 - a. Timeless (Core Purpose and Core Values)
 - b. Long Term (Envisioned Future, including Big Audacious Goal and Vivid Descriptions of Success)
 - c. Mid-Range (Megatrend Analysis and resulting development/identification of Mega Issues to be addressed by the Board)
 - d. Short Term (3-5 year Goals and Strategic Objectives; 1-3 year Strategies)
2. Identifying Specific, Methodical and Consistent (SMaC) Practices associated with the Cascade Board of Trustees' successes (adapted from Jim Collins' work in Great by Choice):

- a. One for the board’s governing practices
 - b. One for the staff’s operating activities
3. Use of Knowledge-Based Decision Making to ensure that our decisions are based on knowledge, fact and community-informed perspective rather than on the basis of power, politics or persuasion.

The overall purpose of the above-referenced processes is to ensure that the Cascade Board of Trustees’ governance, programs and services are nimble, with work and decision-making systems that can respond efficiently and effectively to a rapidly changing world and the accompanying changes in student need.

THE FOLLOWING CHART DEPICTS THE BOARD’S STRATEGIC GOVERNANCE MODEL FROM THE TIMELESS (CORE IDEOLOGY OF THE DISTRICT) TO THE PRESENT (ACTION PLANS)



Legal Reference: 10.55.701(1)(a), ARM Board of Trustees

Other References: NSBA’s 8 Characteristics of Effective School Boards
Jim Collins’ *Built to Last*
Jim Collins’ *Great by Choice*

**Keep kids
at the center
of all board
decisions!**

Align your governance with the 8 characteristics of effective school boards through MTSBA model policy:

1.	2.	3.	4.	5.	6.	7.	8.
<p>Commit to a vision of high expectations for student achievement and quality instruction. Define clear goals for that vision.</p>	<p>Share strong beliefs and values about what is possible for students and their ability to learn, and of the system and its ability to teach all children at high levels.</p>	<p>Accountability driven, spending less time on operational issues and more time focused on policies to improve student achievement.</p>	<p>Collaborative relationships with staff and the community. Establish a strong communications structure to inform and engage both internal and external stakeholders in setting end achieving district goals.</p>	<p>Data savvy. Embrace and monitor data, even when the information is negative, and use it to drive continuous improvement.</p>	<p>Align and sustain resources, such a professional development, to meet district goals.</p>	<p>Lead as a united team with the superintendent, each from their respective roles, with strong collaboration and mutual trust.</p>	<p>Take part in team development and training to build shared knowledge, values and commitments for their improvement efforts.</p>

Characteristic 1: Effective School Boards commit to a vision of high expectations for student achievement and quality instruction and define clear goals toward that vision.

The Cascade District is committed to a vision of high expectations for our students' achievements and quality instruction.

We have defined clear goals toward that vision through our Strategic Plan. As a board, we will ensure that these goals remain the district's top priorities and that no other initiatives detract attention or resources from accomplishing these goals.

In order to carry out this commitment, the District has engaged in a strategic planning process that defines its' Core Purpose and Core Values, and an Envisioned Future for the school district.

The following are the key components of the District's Strategic Plan:

Core Purpose – our school district's fundamental reasons for existence – a perpetual guiding star on the horizon, not to be confused with specific goals or strategies. The Core Purpose of Cascade School District is: *Through collective efforts of our community and school, we strive to be an innovative educational system committed to excellence and focused on developing responsible citizens.*

Core Values – essential and enduring principles that guides our school district – defines what our district believes – forms a solid core of who we are, what we believe, and who we are and want to be going forward. The Core Values of Cascade School District are:

Promoting Excellence for all Students through

- *Engaging Curriculum with Rigor and Relevance*
- *High Quality Instruction*
- *Technology and Innovation*
- *Personal and Academic Pride*
- *Community and Collaboration*

Envisioned Future – conveys a concrete yet unrealized vision of our school district. Building the envisioned future requires providing an overall description of the intended description of the world as changed by the district’s efforts and vivid descriptions of the envisioned future success. The Envisioned Future of Cascade School District is:

Big Audacious Goal:

Cascade Public Schools is the catalyst for excellence in education in collaboration with other surrounding school districts for the betterment of the students and the communities served.

Five Year Goals – The five year goals for the Cascade School District are:

Goal Area 1: Student Achievement

Goal Area 2: Collaboration

Goal Area 3: Environment/Facilities

Goal Area 4: Communication and Community Engagement

Goal Area 5: Technology

Legal Reference:

Article X, Section 1
10.55.701(1)(a), ARM

Montana Constitution
Board of Trustees

Strategic Planning Process and Procedures

The District's Strategic Planning process will create the opportunity for participation of the following stakeholders: community, parents, students, staff, any other member of the community expressing interest, and the school board.

The process will consider the culture, expectations, needs, wants, preferences, goals, strategies and resources to meet district challenges and to fulfill the vision of the district.

The following guidelines will be used by the Board to ensure a solid connection between strategic planning and student learning:

- Committing to a continuous process of visioning, planning, implementation and evaluation to improve the district's capacity to provide programs that enhance student learning;
- Adopting and evaluating learning goals and standards, aligning delivery instruction with the standards, and assessing programs and student performance;
- Addressing short- and long-term goals; establishing measurable outcomes, priorities and activities; and developing strategies, resources, and responsibilities and communication channels;
- Systematic and ongoing processes supported by structures and timelines for reviewing the effectiveness of current plans and the introduction of new issues;
- Championing and embracing, as an embedded principle of our governance, a belief and commitment to success for all students;
- Articulating and ensuring a high visibility of the core purpose, core values and vision of the district;
- Refraining and discouraging others from making excuses for poor performance or blaming external factors;
- Aligning everything we do as a District with our Strategic Plan.

Characteristic 2: Effective School Boards share strong beliefs and values about what is possible for students and their ability to learn, and of the system and its ability to teach all children at high levels.

In order to be an effective school board we are committed to and must develop strong shared beliefs and values about what is possible for our students and their ability to learn, and of our system and its ability to teach each and every child at high levels. Through our Knowledge-Based Strategic Governance Process we have identified our barriers to success and have a process in place for overcoming these challenges.

Cross Reference: Policy 2000 Goals
 Policy 2110 Continuous Progress Education
 Policy 2120 Curriculum and Assessment
 Policy 2130 Program Evaluation and Diagnostic Tests

Legal Reference: 10.55.701, ARM Board of Trustees

Other References: NSBA's 8 Characteristics of Effective School Boards

In carrying out our commitment to developing strong shared beliefs and values about what is possible for our students and their ability to learn, and of our system and its ability to teach each and every child at high levels, we will follow these processes and procedures

- Each board member will embrace and be able to articulate the Core Values of our district;
- Adopt goals that align with our Core Values with a clear focus on improved achievement and instruction;
- Development of the Board's and Staff's knowledge about the relationship of the district's goals to the district's curriculum, instruction and assessment;
- Ensure that district goals remain the top priorities district-wide and that no other initiatives detract attention or resources from those goals;
- Expect results; and
- Believe that people are capable of improving results and expecting results that establish high level teaching for each and every child.

Characteristic 3: Effective School Boards are accountability driven, spending less time on operational issues and more time focused on policies to improve student achievement.

In order to be an effective school board we are committed to and must become and remain driven by accountability, spending less time on operational (day-to-day) issues and more time focused on policies, initiatives and strategies to improve student achievement. We have established a vision supported by policies, goals, strategies and processes that target student achievement to assist us in this regard.

Cross References: Policy 1420 School Board Meeting Procedure
 Policy 2120 Curriculum and Assessment
 Policy 2130 Program Evaluation and Diagnostic Testing
 Policy 2330 Controversial Issues and Academic Freedom

Legal Reference: 10.55.701, ARM Board of Trustees

Other References: NSBA's 8 Characteristics of Effective School Boards

Cascade School District

1003SG -P

ACCOUNTABILITY

Adopted on:
Reviewed on:
Revised on:

In carrying out our commitment to become and remain driven by accountability, spending less time on operational (day-to-day) issues and more time focused on policies, initiatives and strategies to improve student achievement, we will follow these processes and procedures

- We will hold ourselves accountable at all levels for student performance by committing to the adjustments and changes needed to improve such performance;
- The Board will develop and adopt policies supporting instruction and strategies to continually improve student programs, student services and student achievement;
- The Board will align each board agenda to align with our strategic direction and to focus on decisions that support improved achievement;
- The Board will regularly review and include indicators of enhanced student achievement on its monthly agendas.

Cascade School District

1004SG

COLLABORATIVE RELATIONSHIPS

Adopted on:
Reviewed on:
Revised on:

Characteristic 4: Effective School Boards have a collaborative relationship with staff and the community and establish a strong communications structure to inform and engage both internal and external stakeholders in setting and achieving district goals.

In order to be an effective school board we are committed to and must establish and maintain a collaborative relationship with staff and community and a strong communication structure to inform and engage both internal and external stakeholders in setting and achieving district goals.

Cross Reference: Policy 4120 Public Relations
 Policy 4301 Visitors to Schools
 Policy 4310 Public Complaints and Suggestions
 Policy 1520 Board-Staff Communications
 Policy 6000 Goals

Legal Reference: 10.55.701, ARM Board of Trustees
 10.55.706, ARM Teacher Involvement

Other References: NSBA's 8 Characteristics of Effective School Boards

Cascade School District

1004SG -P

COLLABORATIVE RELATIONSHIPS

Adopted on:

Reviewed on:

Revised on:

In carrying out our commitment to establish and maintain a collaborative relationship with staff and community and a strong communication structure to inform and engage both internal and external stakeholders in setting and achieving district goals, we will follow these processes and procedures:

- The Board will engage the staff and community in formulating, reviewing and periodically adjusting the megatrends analysis, goals and objectives as set forth in the Strategic Plan;
- The Board and staff leadership team will develop and continually update a community engagement and relations plan (internally and externally);
- The Board will collaborate with staff in developing specific techniques and strategies to promote a culture of transparency in all aspects of the operations of the district;
- The Board will collaborate with staff in developing specific processes to use in working with the staff as a team. The district will no longer allow the perception of an “us” versus “them” approach to student achievement.

Cascade School District

1005SG

DATA TO DRIVE CONTINUOUS IMPROVEMENT

Adopted on:

Reviewed on:

Revised on:

Characteristic 5: Effective School Boards are data savvy; they embrace and monitor data, even when the information is negative, and use it to drive continuous improvement.

The Board of Trustees of Cascade School District are committed to embracing and monitoring data, even when the information is negative, using analysis of data to drive continuous improvement through teaching and learning. The Board will view data as a diagnostic tool, without the emotional response of assessing blame. As a Board we will continue to identify specific student needs through data, and justify decisions based on data, knowledge and informed perspective, rather than on the basis of opinion, power or political persuasion.

Legal Reference: 10.55.701, ARM Board of Trustees

Other References: NSBA's 8 Characteristics of Effective School Boards

Cascade School District

1005SG -P

DATA TO DRIVE CONTINUOUS IMPROVEMENT

Adopted on:

Reviewed on:

Revised on:

In carrying out our commitment to embracing and monitoring data, even when the information is negative, using analysis of data to drive continuous improvement through teaching and learning, we will follow these processes and procedures:

- Throughout the year, the Board will engage in frequent data studies of the district;
- The Board will discuss data regularly at board meetings and use data for decision making;
- Each trustee will be familiar with the types of data used throughout the district;
- The Board will use data to take corrective action in determining what additional supports are needed to accelerate improvement.
- Based on assessment data, the Board will be able to describe current levels of student performance;
- When considering significant issues, we seek to ask and answer the following four knowledge-based decision making questions before we make decisions:
 - i. What does our community want, need and prefer in regards to the alternative options?
 - ii. What is happening in the lives of our students and other stakeholders and what are the trends in this regard?
 - iii. What ability do we have as a board and district to implement a positive solution?
 - iv. What are the ethical implications of the different alternative courses of action we might take?

Cascade School District

1006SG

ALIGNING AND SUSTAINING RESOURCES

Adopted on:
Reviewed on:
Revised on:

Characteristic 6: Effective School Boards Align and sustain resources, such as professional development, to meet district goals.

As trustees of the Cascade School District, we recognize the need to support high priorities, such as professional development, even during times of fiscal uncertainty. Through the development of our Strategic Plan, the Board has defined District goals and strategic objectives that lead to student achievement. As an effective board we have a clear understanding that the characteristics of a quality professional development program leads to improving the knowledge and skills of educators in order to improve student outcomes.

Cross References: Policy 1621 In-Service Conference for Trustees
 Policy 2100 School Calendar and Day
 Policy 6420 Professional Growth and Development
 Policy 7110 Budget and Program Planning
 Policy 7210 Revenues

Legal References: 10.55.714, ARM Professional Development

Other References: NSBA's 8 Characteristics of Effective School Boards

Cascade School District

1006SG-P

ALIGNING AND SUSTAINING RESOURCES

Adopted on:

Reviewed on:

Revised on:

In carrying out our commitment to support high priorities, such as professional development, even during times of fiscal uncertainty, we will follow these processes and procedures:

- The Board of Trustees will involve all necessary stakeholders in the development of the budget as it pertains to student achievement and the Strategic Plan;
- Knowing that change takes time, the Board of Trustees will remain committed to sustaining reform over an extended period of time to meet the Envisioned Future as set in the Strategic Plan;
- The Board of Trustees will work with the staff and any applicable collective bargaining unit to develop and set a yearly school calendar that supports increased student achievement;
- The Board of Trustees will work with the advisory committee to align yearly staff development based on the goals and strategic objectives set out in our Strategic Plan. The staff development program will be aligned with and focused on increasing student achievement;
- The Board of Trustees will set aside appropriate resources, on a yearly basis, to help support the professional development plan as developed by the advisory committee and approved by the Board;
- The Board of Trustees will limit improvement initiatives to those that could be adequately supported and will say no to those initiatives that would distract from the established improvement efforts;
- The Board of Trustees will have and maintain as a priority professional development of the Board and the Staff Leadership Team.

Cascade School District

1007SG

UNITED GOVERNANCE TEAM

Adopted on:

Reviewed on:

Revised on:

Characteristic 7: Effective School Boards lead as a united team with the superintendent, each from their respective roles, with strong collaboration and mutual trust.

The Board of Trustees of Cascade School District is committed to and believes that in order to meet the vision and goals of the District, we must lead as a united team with the superintendent, each from our respective roles, with strong collaboration and mutual trust. When seeking a new superintendent, the Board of Trustees will seek to recruit candidates with a demonstrated commitment to high expectations consistent with this chapter of our policy manual and with the vision of the district.

Cross References:	Policy 1521	Board-Superintendent Relationship
	Policy 6110	Superintendent
	Policy 6110P	Superintendent-Board Job Responsibilities
	Policy 6420	Professional Growth and Development

Other References: NSBA's 8 Characteristics of Effective School Boards

Cascade School District

1007SG-P

UNITED GOVERNANCE TEAM

Adopted on:

Reviewed on:

Revised on:

In carrying out our commitment to lead as a united team with the superintendent, each from our respective roles, with strong collaboration and mutual trust, we will follow these processes and procedures:

- We will establish and maintain a trusting collaborative relationship between the board and the superintendent;
- We will create conditions and organizational structures that allow the superintendent to function as the chief executive officer and instructional leader of the district;
- We will respect each person's role and opinion and maintain an environment where we welcome minority viewpoints;
- We will create and maintain an environment that recognizes each person's right to be at the table with an understanding and from a premise that everyone has good intentions;
- We will create and maintain an environment that supports open lines of communication between the Board and the superintendent and will mutually avoid the element of surprise in the relationship between the Board and the superintendent;
- In collaboration with the superintendent, we will develop an evaluation instrument that effectively evaluates the performance of the superintendent that is aligned with our Strategic Plan and District goals and objectives; and
- We will conduct periodic evaluations of the Board's operations to ensure a united governance team and to ensure that the Board's time is being spent strategic priorities and not infringing on the superintendent's function as our chief executive officer and instructional leader.

Cascade School District

1008SG

TEAM DEVELOPMENT AND TRAINING

Adopted on:
Reviewed on:
Revised on:

Characteristic 8: Effective School Boards take part in team development and training to build shared knowledge, values and commitments for their improvement efforts.

In order to be an effective school board, we must believe and commit ourselves to team development and training to build shared knowledge, values and commitments among the members of the Board and the superintendent towards the improvement of student achievement.

Cross References: Policy 1120 Annual Organization Meeting
 Policy 1621 In-Service Conference for Trustees
 Policy 6420 Professional Growth and Development

Legal Reference: 10.55.701, ARM Board of Trustees

Other References: NSBA's 8 Characteristics of Effective School Boards

Cascade School District

1008SG-P

TEAM DEVELOPMENT AND TRAINING

Adopted on:

Reviewed on:

Revised on:

In order to carry out our commitment to team development and training to build shared knowledge, values and commitments among the members of the Board and the Staff Leadership Team towards the improvement of student achievement, we will follow these processes and procedures:

- The Board Chair and the superintendent shall formulate meeting schedules and agendas to provide for periodic work sessions for the purpose of engaging in discussions only about issues of significance to the District. These work session will provide the Board and Staff Leadership Team with increased knowledge from each other's perspective about issues that impact students and student achievement;
- The Board will develop a strong knowledge of achievement issues within the District and our own district efforts in addressing those issues;
- After the May trustee elections and prior to July 1, the Board will orient newly-elected trustees to the district's process of strategic governance;
- The Board will engage in District-sponsored in-service training to keep abreast of local, state, and national changes that impact students and student achievement.

Cascade School District

1009SG

INNOVATION

Adopted on:

Reviewed on:

Revised on:

Effective School Boards embrace innovation, knowing that it is the key to successful delivery of educational services, timely communication with all stakeholders, and efficient execution of district operations. Effective school boards know that innovation stems from an atmosphere of open communication, constant evaluation, honest reflection and informed adaptation.

The Board is committed to creating an atmosphere where innovation is embraced and experimentation is allowed in order to enhance the delivery of our educational services, improve our internal and external communications and is continuously improving the overall operations of the District.

The Cascade School Board recognizes that:

- Innovation is essential to maintaining a District and culture that is responsive to the continually changing world of the populations Cascade School District serves;
- New initiatives involve prudent risk, experimentation and adjustment based on changing circumstances or experience in implementation;
- Such initiatives may lead to new and improved methods that benefit our students, increase student achievement and improve the overall operations of the District;
- Modification of structure, process or practice may, at various times, will be deemed appropriate and necessary to keep the parts of the entire District well aligned with the District's Core Purpose, Core Values, Envisioned Future and Short-Term Goals and Strategic Objectives; and
- The Board believes that our fiduciary responsibilities as a governing body are best fulfilled by encouraging a culture of experimentation and thoughtful consideration of new ideas that demonstrate the potential to advance the Core Purpose of the District.

Other References: Glenn Tecker, Tecker International

Cascade School District

1010SG

BOARD SELF-ASSESSMENT

Adopted on:
Reviewed on:
Revised on:

The Board of Trustees is committed to regular assessment of its environment and the Board's performance and adherence to research-proven strategies that enhance student achievement. The Board's assessment practices will incorporate short term (each meeting), mid-range (annual) and long term (specific methodical and consistent practices over the course of several years) performance of the Board.

The Board of Trustees will periodically make adjustments in its conduct and practices to ensure continued improvement in its performance over time. Such assessment shall include mechanisms for regularly soliciting and incorporating input from the staff, students and community.

Topics to be covered in the Board's comprehensive assessment shall include, but should not necessarily be limited to a consideration of how the Board's policies, procedures and conduct should be changed in light of the following:

1. How are wants, needs and preferences of our community changing?
2. How is the economy changing?
3. How are demographics changing?
4. How is technology changing?
5. How is the political landscape and societal norms changing?
6. How are laws and regulations changing?
7. What additional research, if any, has been published regarding the role of the Board in increasing student achievement?

The results of the Board's comprehensive assessment shall be organized and documented into a list of specific methodical and consistent practices that best express what drives the Board's successes so that such practices can be institutionalized and preserved from year to year.

Cross References:

Board Meeting Assessment Form
School Board annual Self-Assessment Form
SMaC Recipe Board of Trustees Exercise



Board Meeting Evaluation

Each member of the board should complete this instrument following each meeting. Comments should apply to the board meeting itself. A single individual should collect the data and it should be shared back with the board in a frequency distribution mode, rather than averages (see the explanation which follows the assessment tool). Since the Board will only meet face to face two to three times a year, the results of the assessment should be shared post meeting, and discussed as part of the teleconference meetings, with an eye to improving each successive face to face meeting.

FOCUS		Not Satisfied		Satisfied		Not Sure	
		1	2	3	4	NS	
How satisfied are you that:							
	We conducted the meeting with an emphasis on outward vision, rather than internal preoccupation?						
	We focused our thinking at a strategic level?						
	We focused on the future, rather than the past or the present?						

Comments:

RESPECT		Not Satisfied		Satisfied		Not Sure	
		1	2	3	4	NS	
How satisfied are you that:							
	We made collective rather than individual decisions?						
	We encouraged diversity of viewpoints?						
	We were sensitive to our stakeholders' needs?						
	We gave adequate emphasis to the ethics of each issue?						

Comments:

INFORMATION		Not Satisfied		Satisfied		Not Sure	
How satisfied are you that:		1	2	3	4	NS	
	We had the right information to make wise decisions?						
	We acknowledged those times when we lacked information or knowledge and made plans to get what we needed?						
	We used the presence of staff appropriately?						

Comments:

AGENDA		Not Satisfied		Satisfied		Not Sure	
How satisfied are you that:		1	2	3	4	NS	
	The agenda was structured in a way that enhanced our ability to focus strategically?						
	We spent the right amount of time on most issues?						

Comments:

Analyze the Results

Place the responses for each competency in the appropriate scale below. Use a frequency distribution, not a mean or average numbers. For Example

Rankings	1	2	3	4
Frequency Chosen	2	3	2	6

Items rated between 1 and 2: suggests an area of vulnerability that requires purposeful attention.

Items ranked between 2 and 3: suggests an area of competence with opportunity/need for improvements.

Items ranked between 3 and 4: suggests an area of strength to build upon.

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Items ranked between 1 and 4: suggests that participants are having very different experiences in the same area and that time should be spent trying to understand differing perceptions of what the board members expect in this area.

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Board Self-Assessment

The school board experience is a group experience and a group responsibility. This group experience is most successful when expectations are clearly defined and agreed to by all parties. One way a board can promote clarity of purposes is by engaging in regularly scheduled self-evaluation processes.

?

The purpose of this survey is to focus on key responsibilities, relationships, and outcomes—and to foster an environment of excellence. Only a commitment on the part of board and staff members to strengthen the capacity for group excellence can overcome the complex challenges facing many school boards today.

?

Please take a few moments to read the following statements. How accurately do they describe your board? Answer on a scale of one to six, with one being equal to “not at all like us” and six being equal to “very much like us.”

?



Board Meetings and Relationships Continued

Very Much ~~Like Us~~ Not At All
~~Like Us~~ Like Us

6 ~~5~~ ~~4~~ ~~3~~ ~~2~~ ~~1~~

We seek and respect the opinion or recommendation of staff when considering a decision and ensure that committees and other work groups are given proper authority and resources for completion of assignments. We do not do the work of committees or work groups.

~~6~~ ~~5~~ ~~4~~ ~~3~~ ~~2~~ ~~1~~

We take the appropriate time for decision making (e.g., controversial items are given adequate attention, and matters of urgency are acted on with deliberate speed) and present decisions of the board without bias to others.

?

?

?



Relationship with Superintendent

Very Much Not At All

Like Us Like Us

6

We have clarified in writing mutually agreed upon definition of what success will look like for the school district and for the performance of the Superintendent, and we have provided the resources and authority necessary to achieve expectations.

6

We have provided the Superintendent with a clear statement of the personal qualities and performance expectations against which he/she will be measured periodically; and we have agreed to a formative process for providing feedback as plans are being executed.



Relationship with Superintendent Continued

Very Much ~~Not At All~~
 Like Us ~~Like Us~~

6 ~~5 4 3 2 1~~

We provide opportunities, encouragement and resources for the professional growth and development of the Superintendent and staff.

?

6 ~~5 4 3 2 1~~

We discuss immediately, rather than allow to fester or deteriorate, those items that are controversial to either board members or the Superintendent.

?



Overview:

SMaC stands for Specific Methodical and Consistent. The more uncertain, fast-changing and unforgiving your environment, the more SMaC you need to be.

A SMaC recipe is a set of durable operating practices that create a replicable and consistent success formula; it is clear and concrete, enabling the entire District to unify and organize its efforts, giving clear guidance regarding what to do and what not to do. A SMaC recipe reflects empirical validation and insight about what actually works and why.

Developing a SMaC recipe, adhering to it, and amending it (rarely) when conditions merit correlate with 10X success. This requires three 10X behaviors: empirical creativity (for developing and evolving it), fanatic discipline (for sticking to it) and productive paranoia (for sensing necessary change).

It is far more difficult to implement change if a District figures out what works, understands why it works, grasps when to change and knows when not to.

Amending the SMaC Recipe – Paranoid, Creative Consistency

Possible Questions to consider (aligned with the mega-trends analysis):

- How is the economy changing?
- How are markets changing?
- How is technology changing?
- How is the political landscape changing?
- How are law and regulations changing?
- How are societal norms changing?
- How are public schools changing

Reference: Jim Collins, *Great by Choice*

4. What specific practices correlate with the disappointments but not the successes?

5. Which of the practices associated with our successes can endure, remain relevant and last between 10-20 years and apply across a wide range of circumstances to further our success?

6. What insights do we have regarding why these specific practices work?
