

APPLICATION CHECKLIST

LOCAL DISTRICT BOARDS OF EDUCATION

- I. LEADERSHIP FOR STUDENT ACHIEVEMENT**
 a) Narrative summary
 b) Supporting evidence
 c) Other documentation
- II. GROWTH IN STUDENT ACHIEVEMENT**
 a) Narrative summary
 b) Supporting evidence
 c) Other documentation
- III. BOARD DEVELOPMENT/
LEADERSHIP EFFECTIVENESS**
 a) Certification status
 b) Supporting evidence
 c) Board's written plan for improvement
 d) Other documentation
- IV. BOARD CONDUCT, OPERATIONS AND ETHICS**
 a) Narrative summary
 b) Supporting evidence
 c) Board ethics resolution
 d) Other documentation
- V. COMMUNICATIONS AND COMMUNITY RELATIONS**
 a) Narrative summary
 b) Supporting evidence
 c) Other documentation

INTERMEDIATE DISTRICT BOARDS OF EDUCATION

- I. LEADERSHIP FOR STUDENT ACHIEVEMENT**
 a) Narrative summary
 b) Supporting evidence
 c) Other documentation
- II. CLIENT SATISFACTION AND SERVICE USAGE**
 a) Narrative summary
 b) Supporting evidence
 c) Other documentation
- III. RESOURCE EFFICIENCY**
 a) Narrative summary
 b) Supporting evidence
- IV. BOARD DEVELOPMENT/LEADERSHIP EFFECTIVENESS**
 a) Narrative summary
 b) Supporting evidence
 c) Board's written plan for improvement
 d) Other documentation
- V. BOARD CONDUCT, OPERATIONS AND ETHICS**
 a) Narrative summary
 b) Supporting evidence
 c) Board ethics resolution
 d) Other documentation
- VI. COMMUNICATION AND COMMUNITY RELATIONS**
 a) Narrative summary
 b) Supporting evidence
 c) Other documentation

Board Visionary Leadership Award Official Nomination Form

District Name _____

Address _____

Board President Name (2005-06) _____

Telephone # _____

Superintendent Name _____

Telephone # _____

Please submit all documentation in notebook format.

Names of other trustees

(Officeholders July 1, 2005 – June 30, 2006)

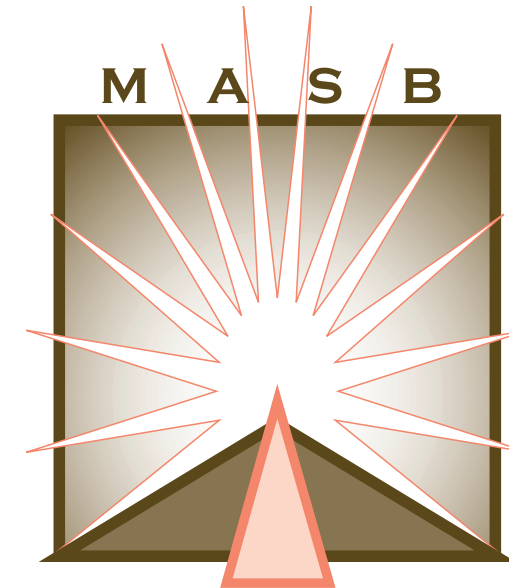
Signatures

President _____

Superintendent _____

Mail completed form and supporting documentation to:

PR/Communications Dept.
Michigan Association of School Boards
1001 Centennial Way, Ste. 400 • Lansing, MI 48917-9279



BOARD VISIONARY LEADERSHIP AWARD

Welcome to a new era of accountability for schools!

Dear Board Presidents and Superintendents:

It's time to step up and be recognized as a board of education/governance team for your vision, leadership and success in raising student achievement.

All MASB member boards of education, both intermediate and local district boards, are eligible. The Board Visionary Leadership Award was established by the board of directors to recognize school leadership teams for effective governance that leads to improved student achievement. The distinctive honor will be based on nine building blocks to student achievement:

- a clear and shared focus on student achievement
- high standards and expectations
- effective school leadership
- high levels of communication and collaboration
- curriculum, instruction and assessment aligned with standards
- frequent monitoring of learning and teaching
- focused professional development
- supportive learning environment
- high level of family and community involvement

Document your team's success in raising student achievement while maintaining the highest standards of ethics, boardsmanship and superintendent/board relations. **Only whole boards may apply for the Board Visionary Leadership Award.** The deadline for applications is June 30, 2006. Awards will be presented at the MASB Annual Fall Leadership Conference, Nov. 9-12 in Detroit.



Applications must be postmarked by midnight, June 30, 2006

Applications must be postmarked by midnight, June 30, 2006

Instructions for Local District Boards of Education

A. Local boards of education will be evaluated on five key areas of school governance and team leadership.

I. LEADERSHIP FOR STUDENT ACHIEVEMENT

- a) Submit a narrative summary (not to exceed two typewritten pages) highlighting the governance team's clear and shared focus on improving student achievement.
- b) Provide evidence of this focus by submitting examples of pertinent board policies, initiatives, programs and activities. Documentation must show how the board makes the improvement of teaching and learning the central focus of its work; what the board has done to ensure that curriculum, instruction and assessment are aligned with state standards; and, what actions of the board contribute to a "supportive learning environment" in district classrooms. Identify each document and the activity it refers to. Evidence may include, but is not limited to:
- board goals
 - board policies
 - board meeting agendas
 - board minutes
 - board resolutions
 - superintendent's written communications to the board
 - school district newsletter
 - newspaper clippings

II. GROWTH IN STUDENT ACHIEVEMENT (DISTRICT MEETS OR EXCEEDS ANNUAL AYP GOALS)

- a) Submit a brief narrative summary highlighting the results of your leadership—the improvements in your district's student performance (not to exceed two typewritten pages).
- b) Provide evidence of improvement in each of the key measures of performance. Documentation may include, but is not limited to:
- Education YES! report cards/AYP results
 - CEPI data/reports
 - PA 25 annual education report
 - district newsletter
 - district news releases
 - other official district communications
 - newspaper clippings
 - district Web site materials

III. BOARD DEVELOPMENT/LEADERSHIP EFFECTIVENESS

- a) At time of application, at least five of the seven trustees must have completed the CBA level one certification. The remaining two trustees must each have completed at least CBA 101: Introduction to School Board Service (or CBA 501, an alternative certification available prior to 1992). MASB will verify the certification status of each board member listed on the application form.
- b) Provide evidence that a board self-assessment process has been conducted within the prior 24 months.
- c) Submit a copy of the board's current written plan for leadership development and training (adopted in the preceding 24 months).
- d) All board members and the superintendent have attended at least one MASB conference or one-day MASB workshop in the preceding 12 months (July 1-June 30).

IV. BOARD CONDUCT, OPERATIONS AND ETHICS

- a) Provide a narrative description of the board's approach to school governance (not to exceed two typewritten pages) highlighting:
- how it functions as a policymaking body, respecting the division between policy and administration;
 - how the concept of team governance is incorporated into the board's operations and conduct, and in its relationship with the superintendent and each other;
 - how it holds administrators and teachers accountable for student achievement through policies and practices that include frequent monitoring of teaching and learning;
 - how it employs collaboration to encourage community involvement and participation in decisions regarding student achievement and school district performance; and
 - how the board adheres to the highest standards of ethical conduct.
- b) Submit evidence to document statements in the narrative including, but not limited to:
- board policies
 - minutes of board meetings
 - board resolution adopting either the Michigan "Code of Ethical Relationships for School Boards and Administrators" or the "National Ethics Policy"
 - official written communications between the superintendent and the board.

V. COMMUNICATION AND COMMUNITY RELATIONS

- a) Provide a two-page narrative description of the board's approach to and success in building family and community support through its communications policies and practices:
- b) Submit evidence that illustrates:
- advocacy for student achievement
 - communication of high standards and expectations
 - encouragement of parent/family involvement
 - outreach to opinion leaders
 - existence of a comprehensive, up-to-date district communications plan including a crisis communications plan.
- c) Evidence may include but is not limited to:
- board policies
 - board meeting agendas and minutes
 - district newsletter
 - newspaper clippings
 - district annual report

Please submit all documentation in notebook format.

Go to www.masb.org/page.cfm/704
for complete details.

For questions contact Jennifer Rogers at
517.327.5908.

Instructions for Intermediate District Boards of Education

B. Intermediate district boards of education will be evaluated on six key areas of school governance and team leadership.

I. LEADERSHIP FOR STUDENT ACHIEVEMENT

- a) Submit a narrative summary (not to exceed two typewritten pages) highlighting the governance team's clear and shared focus on improving student achievement.
- b) Provide evidence of this focus by submitting examples of pertinent board initiatives, policies, programs and activities. Documentation must show how the board makes the improvement of teaching and learning the central focus of its work; what the board has done to ensure that curriculum, instruction and assessment are aligned with state standards; and, what actions of the board contribute to a "supportive learning environment in classrooms. Identify each document and the activity it refers to. Evidence may include but is not limited to:
- board goals
 - board policies
 - board meeting agendas
 - board minutes (highlighted to reveal relevant items)
 - board resolutions
 - superintendent's written communications to the board
 - school district newsletter
 - newspaper clippings

II. CLIENT SATISFACTION AND SERVICE USAGE

- a) Submit a written summary (not to exceed two typewritten pages) highlighting the Intermediate District's success in meeting client district needs in each of the following key service areas:
- professional development (helping districts deliver quality instruction in core curriculum through trained staff)
 - vocational/technical/career education
 - alternative education
 - special education
 - other
- b) Provide documentary evidence of client satisfaction and service usage.

III. RESOURCE EFFICIENCY

Provide evidence of success (e.g. evaluation instrument) in achieving resource efficiency to help local districts direct more resources to classrooms. Consider both innovative initiatives and traditional efforts like collaboration, cooperative agreements and inter-agency and business partnerships.

IV. BOARD DEVELOPMENT/LEADERSHIP EFFECTIVENESS

- a) At time of application, at least three of the five trustees must have completed the CBA level one certification. The remaining two trustees must each have completed at least CBA 101: Introduction to School Board Service (or CBA 501, an alternative certification available prior to 1992). MASB will verify the certification status of each board member.
- b) Provide evidence that a board self-assessment process has been conducted within the preceding 24 months.
- c) Submit a copy of the board's current written plan for leadership development and training (adopted in the preceding 24 months).
- d) All board members and the superintendent have attended at least one MASB conference or one-day MASB workshop in the preceding 12 months (July 1-June 30).

V. BOARD CONDUCT, OPERATIONS & ETHICS

- a) Provide a narrative description of the board's approach to school governance, not to exceed two typewritten pages, highlighting:
- how it functions as a "policy-making" body, respecting the division between policy and administration;
 - how the concept of team governance is incorporated into the board's operations and conduct, and in its relationship with the superintendent and each other;
 - how it holds itself and its administrators accountable through policies and practices that include frequent monitoring of programs and services to constituent districts; and
 - how the board adheres to the highest standards of ethical conduct.
- b) Submit evidence to document statements in the narrative, including but not limited to:
- Board resolution adopting either the Michigan "Code of Ethical Relationships for School Boards and Administrators" or the "National Ethics Policy" (required)
 - Board policies
 - Minutes of board meetings
 - Official written communications between the superintendent and the board.

VI. COMMUNICATION AND COMMUNITY RELATIONS

- a) Provide a two-page narrative description of the board's approach to and success in building family and community support through its communications policies and practices:
- b) Submit evidence that illustrates:
- advocacy for student achievement
 - communication of high standards and expectations
 - encouragement of parent/family involvement
 - outreach to opinion leaders
 - existence of a comprehensive, up-to-date communications plan including a crisis communications plan.
- c) Evidence may include but is not limited to:
- board policies
 - board meeting agendas and minutes
 - district annual report
 - district newsletter

Please submit all documentation in notebook format.

A checklist is provided for your
convenience to ensure you have met
the MINIMUM REQUIREMENTS
for nomination.