POLICY TOOLKIT

3. Individual Board Member Reflection

This individual reflection tool aims to help board members conduct a self-assessment of their policy literacy and understanding of their local educational agency's (LEA) current policy development practices. Prompts are meant to highlight areas of strength and areas for growth and are aligned with the CSBA Policy Framework and other CSBA resources. This tool should be used before the board completes the CSBA Board Policy Process Evaluation and can be reused annually or as needed to help board members reflect and refine their skills and knowledge.

COMPANION TOOLS

In addition to this document, CSBA has developed additional resources that can be used for self-study. Below are the additional tools, along with their accompanying reference number:

Cover Letter The cover letter provides a brief overview of the toolkit and suggestions for the review process.

Policy Framework 101 The 101 document serves as a simplified version of the more comprehensive framework document, quickly orienting members to the tools and how to use them.

Policy Framework The Policy Framework equips board members with the tools to create effective policies, fostering shared understanding and informed decision-making, while enhancing the local educational agency's (LEA) ability to adopt and maintain strong policy practices.

Board Policy Process Evaluation This evaluation is used to guide the process of weighing and scoring the current practices that the board is engaging in when revising and adopting policies. The rubric helps boards understand where they can aspire to improve.

Policy Principles Quick Reference Guide The quick reference guide helps board members understand how to engage in high-quality policy review and discussion at the dais.

Additional CSBA Policy Resources *(Available by subscription only)*

GAMUT Policy — The most comprehensive set of sample school policies in California.

CSBA's Mandated and Conditionally Mandated Policy Language — A chart summarizing state and federal laws that mandate districts to adopt policies and regulations on specified topics, and the CSBA policy or regulation that addresses each mandate.

Policy Document Workshops — Develop a robust, up-to-date policy manual that addresses key issues and complies with state and federal mandates through a 2-3 day workshop facilitated by a CSBA consultant.

Policy Manual Reviews — A review of a board's policies resulting in a report identifying individual polices that need to be updated or added to the manuals.

MY POLICY PRACTICES

1. I feel_____ in my understanding of the policy development and review process (i.e. when policies are needed, how my LEA reviews policy updates).

   - ☐ Not confident at all
   - ☐ Minimally confident
   - ☐ Fairly confident
   - ☐ Very confident

2. I consider myself _____ in my role as a local policymaker.

   - ☐ Novice
   - ☐ Learning
   - ☐ Capable
   - ☐ Confident
   - ☐ Expert

3. Open-ended reflection: My experience with policy as a board member has been_____ .

4. I feel_____ to improve my policy literacy.

   - ☐ Highly unmotivated
   - ☐ Unmotivated
   - ☐ Neither motivated or unmotivated
   - ☐ Slightly motivated
   - ☐ Highly motivated

5. I would identify my current barriers to developing my policy literacy as (check all that apply):

- ☐ I'm not sure where I should access quality training
- ☐ I don't have the time due to my career or home responsibilities
- ☐ I don't have the financial resources to pursue training available to me
- ☐ Improving my policy literacy is not an expectation of me as a board member
- ☐ Other: _____

6. Policy review, development, and adoption are something I engage with _____ .

- ☐ Weekly
- ☐ Monthly
- ☐ Quarterly
- ☐ Other: _____

7. When I have questions about my LEA's policy (check all that apply), I:

- ☐ Ask my board colleagues
- ☐ Ask my superintendent or other LEA administrators and staff
- ☐ Ask the superintendent's executive assistant
- ☐ Ask board members outside my LEA
- ☐ Read my LEA's policy myself
- ☐ Access CSBA sample policies
- ☐ Review neighboring LEA policies
- ☐ Engage students and families
- ☐ Read state or federal education law (Ed Code) and regulations
- ☐ Other: _____

8. Open-ended reflection: I have enhanced my policy literacy through the following trainings (Note the organization and location of the training):

9. Some of the strengths of my LEA's policy preparation and practices are:

10. I am familiar with and comfortable engaging in policy conversations regarding:

- ☐ Philosophy, Goals, Objectives and Comprehensive Plans (0000s)
- ☐ Community Relations (1000s)
- ☐ Administration (2000s)
- ☐ Business and Non-Instructional Services (3000s)
- ☐ Personnel (4000s)
- ☐ Students (5000s)
- ☐ Instruction (6000s)
- ☐ Facilities (7000s)
- ☐ Board Bylaws (9000s)

11. I would like to improve my policy literacy in:

- ☐ Philosophy, Goals, Objectives and Comprehensive Plans (0000s)
- ☐ Community Relations (1000s)
- ☐ Administration (2000s)
- ☐ Business and Non-Instructional Services (3000s)
- ☐ Personnel (4000s)
- ☐ Students (5000s)
- ☐ Instruction (6000s)
- ☐ Facilities (7000s)
- ☐ Board Bylaws (9000s)

12. When considering adopting new policy, I can engage diverse members from my community by doing:

13. Strengths in my current policy practices I'd like to ensure continue include:

14. Some current LEA practices and policies that I would like to have a future board discussion on include:

15. When developing or reviewing my LEA's policies, I believe the top three items to prioritize are:

- ☐ Community engagement
- ☐ Staff input
- ☐ Review alignment of resources necessary for policy implementation
- ☐ Evaluation of district data
- ☐ Legal compliance
- ☐ Alignment with LEA strategic priorities goals (mission, vision, LCAPs, etc)
- ☐ Potential unintended impacts
- ☐ Other: _____

16. While there are many ways to support equitable LEA policy processes, check the top three items you believe to be most important.

- ☐ Looking at disaggregated student or family data
- ☐ Including diverse students, staff, and community members on the policy subcommittee
- ☐ Collaborating with community partners who are knowledgeable about serving diverse students and families
- ☐ Holding listening sessions, town halls, or other community engagement to collect feedback on equity impacts of current policies and practices
- ☐ Other: _____

17. What local data might we use to consider whether our policy practices are helping our LEA create strong conditions for teaching and learning?