

Tools for Connecticut School Governance Councils

[Access Google Drive Here](#)

1. Setting the Course

Getting Started: Setting Goals and Priorities

Determining priorities allows members to focus on areas of activity chosen for special emphasis over a period of time. Setting goals gives members a clear sense of what they want to achieve over the course of their term.

2. Staying on Track

School Advisory Council Self-Assessment (PA)

The purpose of the School Advisory Council Self-Assessment Survey is to obtain data on the quality of implementation in order to improve the effectiveness of the council. This survey should be administered annually at the end of the school year.

Are School Councils Working? (GA)

A self-assessment based on the Five Stages of Council Development:

Stage One: Traditional Role

Stage Two: Developing Advisory Capabilities

Stage Three: Advisory Role

Stage Four: Developing Partnership Capabilities

Stage Five: Advanced Partnerships

Profile of an Effective School Site Council (MA)

The profile of an Effective School-Site Council is a tool developed for councils to assess themselves on six broad categories or components:

- Education Direction of School
- Meeting Mastery
- Ability to Work as a Team
- Management of Team Diversity
- Communication
- Team Leadership

3. Rules of the Road

Connecticut State Department of Education

- School Governance Council Legislation
- Roles and Responsibilities
- Resources for Conducting Elections
- List of Schools Required to Implement Councils

Connecticut Association of Boards of Education (CABE)

Open Meetings and Freedom of Information Requirements

- [Connecticut Freedom of Information Commission](#)
- Understanding the Connecticut Freedom of Information Act (Pullman & Comley)