



# Robbinsdale Area Schools School Board Meeting Agenda

Saturday, July 23, 2011 at 8:30 AM

Robbinsdale Area School Board Workshop

Education Service Center Boardroom, 4148 Winnetka Avenue North,  
New Hope, Minnesota

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1. Welcome  
Presenter: Chair Van Heel  
Time: 8:30 a.m.
2. Board Governance Policies/By-Laws Review and Discussion  
Presenter: Chair Van Heel  
Time: 8:30 - 10:30 a.m.
  - A. Background 3
  - B. Identify purpose of discussion
  - C. Discussion outcomes
  - D. Clarify next steps
3. Break  
Time: 10:25 - 10:30 a.m.
4. Lighthouse Study 44  
Presenter: Chair Van Heel  
Time: 10:30 - 12:25 p.m.
  - A. Identify two areas of learning to strengthen our board's knowledge
  - B. Identify two areas of work to strengthen our board's leadership
5. Break  
Time: 12:25 - 12:30 p.m. (Working Lunch)
6. Connecting with the Community 64  
Time: 12:30 - 3:00 p.m.
  - A. Overview/perspective from Tia Clasen - Observations and Visions 69  
Presenter: Tia Clasen  
Time: 12:30 - 3:00 p.m.
  - B. Board discussion
    1. Identify purpose of connecting with the community, "what is our vision and how does connecting with the community tie in with the district's future?"
    2. Identify all ways in which the board connects with the community as a whole or representatives of the whole - see table (work in progress)

3. Identify gaps, if any
  4. Identify most time-consuming (of board time and individual board member time)
  5. Identify most effective ways of connecting with the community that address purpose and vision
  6. Discussion question, Is "*board time*" and "*individual board member time*" spent connecting with the community getting the "*most bang for our buck?*"
  7. Identify any adjustments, if necessary
7. Adjourn  
Presenter: Chair Van Heel  
Time: 3:00 p.m.

INDEPENDENT SCHOOL

DISTRICT 281



ROBBINSDALE  
area schools

## **School Board Policies**

# School Board Policies

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### **DISTRICT GOALS**



## BOARD POLICY

### GOVERNANCE PROCESS

#### 1.1 DEFINITION

Adopted November 2, 2002

Revised December 12, 2005

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Governance Process specifies how the School Board conceives, carries out and monitors its own work.



## BOARD POLICY

### GOVERNANCE PROCESS 1.2 PURPOSE STATEMENT Adopted November 2, 2002

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As a legal entity charged by the law with governing the School District, the School Board sits in trust for the entire community. In this essential governance capacity, the School Board holds the superintendent accountable for achieving appropriate results for the appropriate persons at an appropriate cost, and for avoiding unacceptable choices, conditions and activities. As a trustee for the community, the School Board continually defines, redefines and articulates District Goals to answer the recurring question: Who receives what benefit, and at what cost?



## BOARD POLICY

### GOVERNANCE PROCESS

#### 1.3 GOVERNING STYLE

Adopted November 2, 2002

Revised December 12, 2005

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The Board will govern lawfully with an emphasis on organizational vision, encourage diversity of viewpoints, focus on strategic leadership, observe clear distinction between Board and Superintendent roles, make collective decisions, exhibit future orientation, and govern proactively.

The Board will:

- A. Ensure that educational programs meet the individual needs of every learner, regardless of ability, race, gender, creed, sexual orientation, social standing, religion, or disability.
- B. Govern with a focus on the future, on results, on continuous improvement, and on the long-term benefits for students, not on the administrative means of attaining those benefits.
- C. Foster an ongoing two-way conversation with the entire community.
  1. Listen, understand and respond to the community's educational aspirations, desires and values.
  2. Inform the community of the district's performance.
- D. Encourage and respect diversity in viewpoints and collective decision-making within the board and work toward consensus on important matters.
- E. Respect the distinction between the School Board and Superintendent roles.
- F. Cultivate a sense of group responsibility and work in partnership with the Superintendent, staff, students, parents and community.
- G. Direct, control and inspire the organization through careful establishment of written policies reflecting the community's values and perspectives.
- H. Hold itself responsible and accountable for excellence in governing with respect to policy-making, respect of roles, continuity of governance, and thoughtful decision making after full discussion at publicly held board meetings.
- I. Monitor its process and performance on a regular basis, which will include comparison of Board activity and discipline to policies in the *Governance Process* and *Board-Superintendent Relationship* categories.



## BOARD POLICIES

### GOVERNANCE PROCESS

#### 1.4 BOARD MEMBER CODE OF CONDUCT

Adopted November 2, 2002

Revised December 12, 2005

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The Board commits itself and its members to ethical, businesslike, and lawful conduct, including proper use of authority and appropriate decorum when acting as Board members.

As a member of my local School Board, I shall do my utmost to represent the public interest in education by adhering to the following commitments:

- A. I shall represent all School District constituents honestly and equally.
- B. I shall refuse to surrender my responsibilities to the greater good of the community for the favor of special interest or partisan political groups.
- C. I shall avoid any legal conflict of interest, as defined by Minnesota Stat. 125.12, 471.87, 471.88, or the appearance of impropriety, which could result from my position, and shall not use my School Board membership for personal gain or publicity.
- D. I shall recognize that a School Board member has no legal authority as an individual and that decisions can be made only by a majority vote at a noticed School Board meeting.
- E. I shall respect the confidentiality of privileged information.
- F. I shall abide by majority decisions of the School Board, while retaining the right to seek changes in such decisions through ethical and constructive channels.
- G. I shall encourage and respect the free expression of opinion by my fellow School Board members and others who seek a hearing before the School Board.
- H. I shall take no private action that might compromise the School Board or Administration.

The Board and its individual members are committed to faithful compliance with the provisions of the Board's Code of Conduct, Policies and Processes. Compliance and enforcement of the provisions is the responsibility of each Board member. In the event of a member's violation of policy, the Board will seek resolution.



## BOARD POLICY

### GOVERNANCE PROCESS

#### 1.5 JOB DESCRIPTION

Adopted November 2, 2002

Revised December 12, 2005

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The job of the Board is to represent the citizens and taxpayers and lead the School District by determining and demanding appropriate and excellent organizational performance. To distinguish the Board's own unique job from the jobs of the Superintendent and staff, the Board will concentrate its efforts on the following:

- A. Ensure input from students, staff, parents, and the community as a means to link to the entire community.
- B. Fulfill the Board's powers and duties, which require Board action, as stated and implied in statute.
- C. Maintain, review, and refine written governing policies, which at the broadest level address:
  1. *District Goals*: organizational products, impacts, benefits, or results for specified recipients and their relative worth (what end result is desired for whom and at what cost);
  2. *Superintendent Limitations*: constraints on the Superintendent's authority which establish the practical, ethical, and legal boundaries within which all executive and decisions making takes place;
  3. *Governance Process*: provisions for how the Board conceives, carries out, and monitors its own work; and
  4. *Board-Superintendent Relationship*: how authority is delegated and its proper use monitored; the Superintendent role, authority and accountability.
- D. Ensure successful Superintendent performance through monitoring District Goals and Superintendent Limitations policies.
- E. Ensure successful Board performance through monitoring Governance Process and Board-Superintendent Relationship policies.
- F. Represent the Board, individually, on district and external committees.
- G. Promote the welfare of the district and all children through the political process at the local, state, and national level.
- H. Redirect specific complaints and requests to the Superintendent or other staff as appropriate.
- I. Properly prepare for Board deliberation.
- J. Make every reasonable effort to attend all board meetings and board committee meetings.

Provide for new Board Member orientation in collaboration with the administration.



## BOARD POLICY

### GOVERNANCE PROCESS 1.6 BOARD OFFICERS AND LEVEL OF AUTHORITY

Adopted November 2, 2002  
Revised December 12, 2005

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#### A. Chair

1. The Chair of the School Board, in addition to the duties and responsibilities imposed upon the office by state law, is empowered by the Board to ensure that board behavior is consistent with its own rules and those legitimately imposed upon it by law. Specifically, the Chair will strive to ensure that:
  - a. The Board will deal only with those issues, which according to Board policy, clearly belong to the Board to decide, not those falling within the purview of the Superintendent;
  - b. Deliberations will be fair, open and thorough, as well as efficient, timely, orderly and to the point.
  - c. Individual Board members are appointed, in consultation with the Board, to standing, ad hoc, district, and out-of-district committees to accomplish specific tasks.
2. The Chair, in consultation with the Superintendent and with input from school board members, will construct meeting agendas that provide an orderly and effective method of conducting Board business.
3. The authority of the Chair is limited to the topics covered by the Board's policies on School Board Process and School Board-Superintendent Relationship, except where the Board specifically delegates portions of this authority to others.
  - a. The Chair presides at all meetings of the Board and is empowered to chair board meetings within the rules and order adopted by the Board and the commonly accepted duties of that position (e.g., ruling on motions, recognizing speakers).
  - b. In the absence of specific Board directions to the contrary, neither the Chair nor any other member of the Board has authority to alter Board policy or to supervise or direct the Superintendent.
  - c. The Chair may represent the Board to outside parties in announcing Board-stated positions. The Chair may delegate this authority, but remains accountable for its use.
  - d. The Chair shall sign all contracts authorized by the board.

#### B. Vice Chair

The Vice-Chair shall have the powers and perform the duties of the Chair when the Chair is absent. The Vice-Chair shall preside at all School Board meetings in the absence of the Chair.

**C. Clerk**

The Clerk (or Deputy Clerk as the Clerk's designee) shall keep a complete record of proceedings of the School Board at its meetings, sign, or cause to be signed, all orders upon the Treasurer for payment of bills, salaries and contracts approved by the Board to be disbursed by the Treasurer, perform all other duties imposed by Minnesota statutes and other such duties as may be assigned by the School Board, serve as Chair in the absence of the Chair and Vice-Chair.

**D. Treasurer**

The Treasurer (or Deputy Treasurer as the Treasurer's designee) shall receive, hold in custody and expend all funds as directed by the School Board.



## BOARD POLICY

### GOVERNANCE PROCESS 1.7 BOARD CALENDAR AND MEETING AGENDAS

Adopted November 2, 2002  
Revised December 12, 2005

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- A. To accomplish its stated objectives, the Board will follow an annual calendar, which includes continued review, monitoring, analysis and refinement of district goals, periodic reports and statutory reports, linkage meetings with its various community and school groups, and Superintendent and Board evaluations.
  - B. The Board will manage meetings through the use of an agenda.
    - 1. Agendas will be prepared a minimum of 5 calendar days before the meeting.
    - 2. Individual board members may submit agenda items to the board chair during agenda planning.
    - 3. The board may vote to add agenda item or remove an agenda item.



## BOARD POLICY

### GOVERNANCE PROCESS

#### 1.8 SCHOOL BOARD DEVELOPMENT

Adopted November 2, 2002

Revised December 12, 2005

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The Board will invest in its governance capacity because poor governance costs more than learning to govern well. Board skills, methods, and supports will be sufficient to assure governing with excellence.

- A. Training and retraining will be used to orient new members and candidates for membership, as well as to maintain and increase existing member skills and understanding.
- B. External service providers may be engaged so that the Board can receive additional information for monitoring and improvement.



## BOARD POLICY

### GOVERNANCE PROCESS 1.9 LINKAGE TO THE COMMUNITY

Adopted December 12, 2005

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The Board is committed to gathering input from students, staff, parents, and the community. Such public engagement will be provided for in a variety of settings, forums, and process on an ongoing basis.



## BOARD POLICY

### SCHOOL BOARD STAFF RELATIONSHIP

#### 2.1 DEFINITION

Adopted November 2, 2002

Revised December 12, 2005

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Board-Staff Relationship defines how authority is delegated and its proper use monitored; the Superintendent's role, authority and accountability.



## BOARD POLICY

### SCHOOL BOARD STAFF RELATIONSHIP 2.2 BOARD SUPERINTENDENT RELATIONSHIP

Adopted November 2, 2002  
Revised December 12, 2005

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The Board employs one person—the Superintendent—and holds that person accountable for the performance of the entire District. The Board delegates authority to the Superintendent to pursue District Goals. Only decisions of the Board acting as a body are binding on the Superintendent. The Board-Superintendent relationship is based on mutual respect for their complementary roles.



## BOARD POLICY

### SCHOOL BOARD STAFF RELATIONSHIP 2.3 BOARD-OTHER STAFF RELATIONSHIP

Adopted November 2, 2002  
Revised December 12, 2005

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The Superintendent is the Board's only link to the operational organization of the School District; all authority and accountability of staff, as far as the Board is concerned, is considered to be the responsibility of the Superintendent.

- A. The Board will not give directives to any employee other than the Superintendent.
- B. The Board will not manage any staff other than the Superintendent. Except as required by law, the Board will not make personnel decisions. On all other personnel matters brought before it in compliance with the law, the Board will expect recommendations for action from the Superintendent.
- C. Board members or Committees requesting information or assistance must direct their request to the Executive staff. The Executive staff can refuse such requests that require, in their opinion, an excessive amount of staff time or resources or that are disruptive or unreasonable. Information resulting from these requests will be available to all Board members.



## BOARD POLICY

### SCHOOL BOARD STAFF RELATIONSHIP 2.4 MONITORING SUPERINTENDENT PERFORMANCE

Adopted November 2, 2002  
Revised December 12, 2005

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Board Superintendent job performance will be monitored systematically and rigorously against the Board's specified expectations of the Superintendent: organizational accomplishment of the District Goals and organizational operation within the boundaries established by Limitations of Superintendent's Authority.

The Board will view organizational accomplishment of the District Goals and compliance with the Limitations on the Superintendent's Authority as successful Superintendent performance.

- A. Monitoring will assess the degree to which District Goals are met. Information that does not contribute to this purpose is not considered monitoring data.
- B. In every case, the standard for compliance shall be whether the Superintendent has made a reasonable interpretation of the Board policy being monitored. The Board will make the final determination as to whether a Superintendent interpretation is reasonable.
- C. District Goals and Limitations of Superintendent Authority, which guide the Superintendent, will be monitored at a frequency and by a method chosen by the Board. The Board may monitor any policy at any time by any method, but ordinarily will depend on following an agreed upon schedule and method.

As part of the Board's annual planning cycle, the Board will conduct a formal summative evaluation of the Superintendent. The summative evaluation will be based upon data derived during the year from monitoring District Goals and Limitation of Superintendent Authority. A written composite evaluation document will be prepared by the Board. The Superintendent will have the opportunity to review the document before meetings-with the Board in closed session. The report will be signed by the Superintendent and the Board Chair.

All employment decisions regarding the Superintendent remain within the sole and continuing discretion of the Board and existing contract terms.



## BOARD POLICY

### SCHOOL BOARD STAFF RELATIONSHIP 2.5 DELEGATION TO THE SUPERINTENDENT

Adopted December 12, 2005

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The Board will instruct the Superintendent through written policies, which prescribe the organizational District Goals to be achieved and describe organizational situations and actions to be avoided. The Superintendent is allowed to use any reasonable interpretation of these policies.



## BOARD POLICY

### LIMITATIONS OF SUPERINTENDENT AUTHORITY

#### 3.1 DEFINITION

Adopted November 2, 2002

Revised December 12, 2005

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Limitations of Superintendent Authority defines the constraints on the Superintendent's authority, which establish the practical, ethical, and legal boundaries within which all executive and decisions making takes place.



## BOARD POLICY

### LIMITATIONS OF SUPERINTENDENT AUTHORITY 3.2 LIMITATIONS OF THE SUPERINTENDENT DISCRETION

Adopted November 2, 2002  
Revised December 12, 2005

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The Superintendent shall not cause or knowingly condone any practice, activity, decision or organizational circumstances which is either imprudent, illegal or in violation of commonly accepted business and professional ethics. The Superintendent will not commit the district to goals the Board has not confirmed.



## BOARD POLICY

### LIMITATIONS OF SUPERINTENDENT AUTHORITY 3.3 TREATMENT OF STUDENTS, THEIR FAMILIES, AND COMMUNITY MEMBERS

Adopted November 2, 2002

Revised December 12, 2005

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With respect to interactions with students, their families and community members, the Superintendent shall not cause or knowingly condone conditions, procedures, or decisions which are unsafe, disrespectful, undignified, unnecessarily intrusive, or which fail to provide appropriate confidentiality and privacy.

Accordingly, without limiting the statement above, the Superintendent shall not:

1. Use methods of collecting and managing information that fail to protect confidential information.
2. Fail to operate facilities with appropriate accessibility and security.
3. Fail to provide for effective handling of complaints.
4. Fail to establish policies and procedures to ensure compliance with all federal and state laws.
5. Fail to take reasonable steps to inform stakeholders of those policies and procedures.



## BOARD POLICY

### LIMITATIONS OF SUPERINTENDENT AUTHORITY

#### 3.4 EMPLOYEE RELATIONS

Adopted December 12, 2005

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With respect to the treatment of paid and volunteer staff, the Superintendent may not cause or allow conditions that are unfair, undignified, disorganized, or unclear.

Accordingly, with out limiting the statement above, the Superintendent shall not:

1. Fail to establish policies and procedures to ensure compliance with all federal and state laws.
2. Promise or imply permanent or guaranteed employment.
3. Operate without written personnel contracts and policies which:
  - a. clarify rules and procedures for staff;
  - b. provide for effective handling of grievances;
  - c. include adequate job descriptions for all staff positions;
  - d. include an effective personnel performance evaluation system; and
  - e. protect against wrongful conditions, such as nepotism and grossly preferential treatment for personal reasons.
4. Retaliate against any staff member for non-disruptive expression of dissent.
5. Use methods of collecting and managing information that fail to protect confidential information.
6. Fail to honor the terms of negotiated agreements with staff.
7. Fail to provide staff with the provisions of this policy.



## BOARD POLICY

### LIMITATIONS OF SUPERINTENDENT AUTHORITY 3.5 COMPENSATION AND BENEFITS

Adopted December 12, 2005

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No compensation and benefits for employees shall be established which are not internally consistent and externally comparable to the extent possible under existing contract and state law.

Accordingly, without limiting the statement above, the Superintendent shall not:

1. Change his or her own compensation and benefits; or
2. Create obligations over a longer term than revenues have been projected to maintain structural balance.



## BOARD POLICY

### LIMITATIONS OF SUPERINTENDENT AUTHORITY 3.6 FINANCIAL PLANNING/BUDGETING

Adopted December 12, 2005

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Financial planning for any fiscal year or the remaining part of any fiscal year shall not deviate materially from the Board's District Goals, priorities, risk fiscal stability, or fail to be derived from a multi-year plan.

Accordingly, without limiting the statement above, the Superintendent shall not:

1. Fail to disclose planning assumptions.
2. Fail to credibly project revenues and expenses, separate capital and operational items, and provide for adequate cash flow.
3. Fail to keep complete and accurate financial records by funds and accounts in accordance with the Uniform Financial Accounting and Reporting Standards for Minnesota School Districts (UFARS).
4. Plan the expenditure in any fiscal year of more funds than are conservatively projected to be received in that period without board approval.
5. Allow general fund cash and cash equivalents to drop below the safety reserve of five percent of the annual budget without Board approval.



## BOARD POLICY

### LIMITATIONS OF SUPERINTENDENT AUTHORITY 3.7 FINANCIAL ADMINISTRATION

Adopted December 12, 2005

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With to the actual, ongoing financial condition and activities, the Superintendent shall not cause or allow the development of fiscal jeopardy or a material deviation of actual expenditures from Board priorities established in District Goals policies.

Accordingly, without limiting the statement above, the Superintendent, without Board approval, shall not:

1. Expend more funds than have been received in the fiscal year to date unless debt guidelines in numbers 2-5 below are met.
2. Indebt the organization in an amount greater than can be repaid by certain, otherwise unencumbered revenues.
3. Use any long-term reserves.
4. Fail to settle payroll and debts in a timely manner.
5. Allow tax payments or other government ordered payments or fillings to be overdue or inaccurately filed.
6. Make or recommend a single purchase in excess of \$50,000 unless budgeted and in compliance with the law on bids and quotations.
7. Fail to pursue receivables after a reasonable grace period.
8. Compensate consultants and contract workers in a manner that is not internally consistent and externally comparable to the extent possible under existing contract and state law.



## BOARD POLICY

### LIMITATIONS OF SUPERINTENDENT AUTHORITY

#### 3.8 ASSET PROTECTION

Adopted December 12, 2005

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The Superintendent shall not allow corporate assets to be unprotected, inadequately maintained, or unnecessarily risked.

Accordingly, without limiting the statement above, the Superintendent shall not:

1. Fail to insure against theft and casualty losses to at least 100% replacement value and against liability losses to Board members, staff, and the organization itself.
2. Allow un-bonded personnel access to material amounts of funds.
3. Subject plant and equipment to improper wear and tear or insufficient maintenance.
4. Unnecessarily expose the organization, its Board, or staff to claims of liability.
5. Make any purchase without weighing:
  - a. reasonable precaution against conflict of interest;
  - b. comparative prices based on items of similar quality; and
  - c. the balance between long-term quality and cost.
6. Fail to use the competitive bidding procedures as required by state law.
7. Fail to protect intellectual property, information, and files from loss or significant damage.
8. Fail to preserve and dispose of all records related to affairs or business of the district in accordance with state law.
9. Receive, process or disburse funds under controls that are insufficient to meet the Board-approved auditor's standards.
10. Invest or hold operating capital in insecure instruments including uninsured checking or savings accounts according to state law.
11. Close or change the primary purpose of any district facility without Board approval.
12. Dispose or sell real estate, including facilities, without Board approval.



## BOARD POLICY

### LIMITATIONS OF SUPERINTENDENT AUTHORITY COMMUNICATIONS AND COUNSEL TO THE BOARD

Adopted November 2, 2002

Revised December 12, 2005

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The Superintendent shall not permit the Board to be uninformed or unsupported in its work.

Accordingly, without limiting the statement above, the Superintendent shall not:

1. Neglect to submit monitoring data required by the Board in a timely, accurate and understandable fashion, directly addressing the provisions of Board policies being monitored.
2. Fail to report in a timely manner an actual or anticipated noncompliance with any policy of the Board.
3. Let the Board be un-aware of relevant trends, anticipated adverse media coverage, threatened or pending lawsuits, material external and internal changes, particularly changes in assumptions on which any Board policy has previously been established.
4. Fail to inform the Board if, in the Superintendent's opinion, the Board is not in compliance with its own policies on Governance Process and School Board-Staff Relationships, particularly in the case of Board behavior that is detrimental to the working relationship between the Board and the Superintendent.
5. Fail to marshal for the Board as many staff and external points of view, issues, and options as the Board determines it needs for fully informed Board choices.
6. Present information that fails to differentiate among information of three types: monitoring; decision preparation; and incidental.
7. Fail to provide a mechanism for official Board, officer, or committee communications.
8. Fail to deal with the Board as a whole except when responding to officers or committees duly charged by the Board.
9. Fail to disseminate individual Board requests for information to all Board members.
10. Fail to supply for the consent agenda all items delegated to the Superintendent but required by law or contract to be Board approved, along with monitoring assurance pertaining to those items.
11. Fail to provide accurate and complete information and advice to the Board in a timely manner.



## BOARD POLICY

### LIMITATIONS OF SUPERINTENDENT AUTHORITY 3.10 EMERGENCY SUPERINTENDENT SUCCESSION

Adopted November 2, 2002  
Revised December 12, 2005

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In order to protect the Board in the event of sudden loss of Superintendent services, the Superintendent shall not fail to ensure that at least two other staff members are familiar with Board and Superintendent issues and processes and are capable of assuming Superintendent responsibilities on an interim basis, should unexpected need arise.

**Independent School District No. 281,  
Robbinsdale School Board**

**BYLAWS**

**I. NAME**

The name of this governing body is Independent School District 281 School Board. It is operated in accordance with the laws, rules and regulations pertaining to independent school districts in Minnesota.

**II. LEGAL STATUS OF THE SCHOOL BOARD**

The basis for the establishment and operation of the School Board lies in the State of Minnesota Constitution, Minnesota Statutes, court interpretations of these laws, and the powers implied under them. The School Board shall have the general charge of the business, management and governance of the District's schools. Generally, elected members of the School Board have binding authority only when acting as a School Board legally in session, and the School Board is not bound by an action or statement on the part of an individual Board member.

**III. SCHOOL BOARD MEMBERS AND ORGANIZATION**

- A. The membership of the School Board shall consist of seven elected members and the District Superintendent as an ex-officio member.
- B. The term of office of a Board member is four years, commencing on January 1 and continuing until a successor qualifies.
- C. The organizational meeting shall be held in the first week in January, or as soon thereafter as possible, on such date and at such place as the Board shall designate.
- D. The business of the organizational meeting shall include:
  - 1. Administration of the oath of office to Board members;
  - 2. Assignment of major tasks to School Board members;
  - 3. Designation of the official newspaper; and
  - 4. Election of officers for the ensuing year.

**IV. BOARD MEMBER DUTIES AND ETHICS**

To ensure that the Board's business is conducted with maximum effectiveness, efficiency, and trust, each School Board member shall understand the roles and responsibilities of the Board and follow the Code of Ethics below:

As a School Board member, I will:

1. Remember always that my first and greatest concern must be the educational welfare of students;
2. Attend all Board meetings insofar as possible;
3. Be informed about the issues to be considered at those meetings;
4. Exercise prudent judgment in initiating, reviewing, considering, discussing, and voting on items affecting the District;
5. Initiate and maintain constructive two-way dialogue with students, staff, parents and the citizens as a means to engage all stakeholders in the work of the Board and the District;
6. Represent the Board and the District to the community in a manner that fosters public confidence and respect;
7. Maintain a working rapport with other members of the Board and the Superintendent;
8. Respect the rights of others to hold and express opinions;
9. Support the employment of those persons best qualified to serve as District staff, and insist on a regular and impartial evaluation of all staff;
10. Recuse myself when in a position of conflict of interest, and not use my Board position for personal, financial, or partisan gain;
11. Refuse to surrender my responsibilities to the greater good of the community for the favor of special interest or partisan political groups;
12. Take no private action that will compromise the Board or District administration;
13. Respect the confidentiality of information that is privileged under applicable law; and
14. Abide by majority decisions of the Board while reserving the right to seek changes in such decisions through appropriate and constructive channels.

## **V. DUTIES OF OFFICERS**

The School Board shall appoint a chair, vice chair, clerk, treasurer and other officers as determined by the Board.

A. The Chair shall:

1. Preside at all meetings of the School Board and ensure the orderly conduct of the meetings;
2. Countersign orders for claims approved by the Board;
3. Sign all contracts, agreements, deeds, and conveyances approved by the Board and all reports prepared by the administration that require the signature of the chair;
4. Represent the Board in all matters for which such authority has been delegated;
5. Ensure that Board policies are properly implemented; and
6. Confer with the Superintendent as may be necessary and desirable.

In case of the absence, inability, or refusal of the clerk to draw orders for the payment of money authorized by a vote of the majority of the Board to be paid, the orders may be drawn by the chair and paid by the treasurer, or the office of the clerk may be declared vacant by the chair and treasurer and filled by appointment.

- B. The Vice-Chair shall, if the chair is absent or otherwise unable to fulfill his or her responsibilities, perform the duties of the chair.
- C. The Clerk shall:
  - 1. Keep a complete record of the minutes of the School Board;
  - 2. Sign all orders and contracts approved by the Board to be disbursed by the treasurer;
  - 3. Direct preparation of and inspect all records and required reports;
  - 4. Enter into the record book copies of all reports and of the proceedings of any meeting; and
  - 5. Keep an itemized account of all District expenses.

In the absence of the chair and vice chair, the clerk shall perform the duties of the chair.

D. Assistant Clerk

The School Board may designate one or more members of the Superintendent's staff who shall, under the direction of the clerk, perform the following duties:

- 1. Keep a proper and complete record of the Board's agenda and reference materials, copies of which shall be sent to each Board member three days prior to the regular meeting;
- 2. Keep a proper and complete record of Board proceedings;
- 3. Ensure the issuance, mailing and delivery of meeting notices;
- 4. Prepare the agenda and other memoranda; and
- 5. Perform such other duties as may be directed by the Board or the Superintendent.

E. Treasurer

The treasurer shall ensure that all funds are received, held in custody, and expended as directed by the Board and keep detailed records of all orders processed. In the event there are insufficient funds on hand to pay valid orders presented to the treasurer, the treasurer shall ensure that such orders are received, endorsed, and processed in accordance with Minnesota law.

F. Deputy Treasurer

The Board may designate a member of the Superintendent's staff who shall, under the direction of the treasurer, perform the following duties:

1. Deposit District funds in the official depository;
2. Sign all contracts, orders, and agreements approved by the Board and all other reports that require the signature of the treasurer; and
3. Properly maintain all records pertaining to the receipt and disbursement of District funds.

G. Superintendent

The Superintendent shall be an ex officio, nonvoting member of the Board. The Superintendent shall:

1. Prepare reports and materials for the Board;
2. Submit appropriate and timely recommendations to the Board;
3. Keep the Board informed about District needs and operations;
4. Implement Board policies and carry out Board actions; and
5. Perform other duties prescribed by the Board.

**VI. CALL AND CONDUCT OF MEETINGS**

Robert's Rules of Order shall govern School Board meeting procedures. The School Board may temporarily suspend these Bylaws at any regular or special meeting by a majority vote of the School Board members present.

A. Call of Regular Meetings

The Board shall meet as required by law. No action authorized or required by law shall be taken by the Board except in a meeting open to the public and after appropriate notice to the public as required by law.

B. Call of Special Meetings

1. Special meetings of the Board may be called by the chair, clerk or any three members of the board.
2. Notice of special meetings will be provided to each Board member at least three (3) days prior to such meetings. The notice shall include the time, place and purpose of the meeting.
3. Board powers shall be the same at special meetings as at regular meetings.

## **VII. BOARD MEETING MINUTES**

### **A. Maintenance of Minutes and Records**

1. The clerk shall ensure that permanent records of School Board minutes and proceedings are kept. A copy of all motions and the names of the persons making and seconding motions shall be recorded. The vote shall be recorded if it is not unanimous.
2. Minutes of meetings shall be available for inspection at the administrative offices of the District after they have been prepared.
3. Meeting minutes shall be approved by the Board at a subsequent meeting, and signed by the chair and clerk after approval.

### **B. Publication of Official Proceedings**

1. Copies of minutes shall be given to all Board members.
2. The Board shall publish its minutes in its official newspaper as soon as practicable. The proceedings to be published may be a summary of the meeting if the summary adequately informs the public of the substance of the proceedings.

## **VIII. QUORUM**

No meeting shall be convened nor any business transacted by the Board unless a quorum of its members are present either in person or through other means. A quorum of the Board consists of a majority of the Board members.

## **IX. FISCAL YEAR**

The fiscal year of the Board shall commence on July 1 and end on June 30 of each year.

## **X. CORPORATE SEAL**

The Board shall have no corporate seal.

## **XI. AMENDMENTS TO BYLAWS**

The Bylaws may be amended by an affirmative vote of two-thirds of the members present at any meeting of the Board, provided that the proposed amendment has been submitted in writing to all School Board members at least twenty (20) days prior to such meeting.

# ROBBINSDALE AREA SCHOOLS

## Strategic Plan

July 2008

### Mission

The mission of Robbinsdale Area Schools is to inspire and educate all learners to discover their potential and positively contribute to their community.

### Vision

Every student, staff member, parent and community member takes pride in Robbinsdale Area Schools because of its:

**Outstanding academic achievement.** A challenging and comprehensive educational program engages all learners and helps them to reach their potential.

**Nationally acclaimed programs.** Fine arts, activities, athletics and specialized programs contribute to the development of a well-rounded student.

**Positive learning environment.** Every student, family and staff member takes personal responsibility for creating supportive, orderly and safe schools.

**Extraordinary staff.** Administrators, teachers and staff inspire achievement, engage every student and constantly reach for excellence.

**Sound fiscal management.** Fiscal accountability and wise resource management allow for consistent, equitable and quality educational services for all students.

**Sustained community support.** Active support from the entire community provides for a comprehensive, respected and sustainable educational program.

**Culture of innovation.** Innovation fosters an environment that encourages collaboration, creative ideas and dynamic new practices.

### Core Values

Respectful of one another

Responsible for one's actions

Responsive to the needs of others

Results that exceed expectations

# ROBBINSDALE AREA SCHOOLS STRATEGIC PLAN

## PRIORITIES AND GOALS

July 2008

1. Enrich and accelerate academic achievement.

Goals:

- Raise expectations and increase academic rigor for all students.
- Monitor student growth and design educational plans to accelerate achievement.
- Reduce race-based and poverty-based achievement gaps.
- Increase the percentage of students prepared for post-secondary opportunities.
- Provide all students opportunities in fine arts, activities, athletics and specialized programs (i.e., IB, AP).

2. Provide high quality, engaging teaching that challenges every student.

Goals:

- Attract, develop, support and retain exceptional teachers and staff.
- Provide innovative and researched-based methods, materials, programs and technology.
- Establish clear expectations at every level and insist upon results.
- Provide more frequent observation and evaluation of teaching practices.

3. Cultivate learning environments characterized by mutual respect and personal responsibility.

Goals:

- Improve students' sense of belonging at school.
- Ensure a safe and orderly learning environment.
- Minimize classroom disruptions that interfere with learning.
- Encourage and help families partner with schools to ensure student success.

4. Strengthen relationships among students, staff, families and community members.

Goals:

- Build trust in district administration and the Board of Education.
- Develop innovative, targeted communication that is clear, concise and compelling.
- Create a marketing plan that engages our communities and builds pride in the district.
- Establish citizen ambassadors to share information and provide community feedback.
- Monitor progress on the Strategic Plan and report results to the community.

5. Maximize resources and demonstrate financial accountability.

Goals:

- Establish a financial advisory council.
- Evaluate existing systems to ensure maximum efficiency, effectiveness and cost-benefit.
- Seek stable, predictable funding to support comprehensive educational programs.
- Increase funding through local referenda and supplemental resources.
- Create a facilities plan that meets the needs of our students and our communities.
- Identify and engage volunteers to provide specialized services for district initiatives.

**ROBBINSDALE AREA SCHOOLS**  
**Policy Alignment Process**  
**February 2011**

This proposal seeks to align the district policy manual with the Minnesota School Boards (MSBA) Model Policies. The model policies created by MSBA are widely used by Minnesota school boards. MSBA attorneys regularly review state and federal legislation, update the model policies accordingly, and alert member districts of any changes. An alignment to MSBA policies is proposed at this time because:

- Many district policies have not been reviewed or updated in a decade or longer, resulting in documents that may not reflect current legislation.
- When it becomes necessary to refer to the policy manual, district administrators often find it prudent to also review applicable statute and/or MSBA sample policies in order to be certain that the district's policy is valid.
- The existing district policy manual is bulky and hard to manage and contains procedural language that might otherwise be located in an administrative handbook.
- A single, easily accessible, web-based repository of policies and procedures does not exist for district and community stakeholders and requests from the community members to examine a particular policy is problematic.

Aligning the district policy manual with the MSBA model policies would strengthen the validity of the district policy manual by ensuring that it contains the most updated language. It would also prepare the district to confidently post its policies on the web site to ensure broad accessibility.

**MSBA Study**

MSBA organizes their policies into 3 categories, mandatory, legal and recommended, and 9 series including:

- 100 for School District policies
- 200 for School Board policies
- 300 for Administration
- 400 for Employees/Personnel
- 500 for Students
- 600 for Educational Programs
- 700 for Non-Instructional Operations and Business Services
- 800 for Buildings and Sites
- 900 for School District: Community Relations

Several years ago the district asked MSBA to cross-reference each of their model policies with district policies. The crosswalk collapsed roughly 242 district policies into about 130 MSBA model policies. The reduced number occurred because, in many cases, several district policies could be combined into 1 MSBA sample policy. Additionally, some district policies fell outside of MSBA's mandatory, legal or recommended categories and could therefore either be repealed or shifted to an administrative manual.

MSBA also recommends that districts adopt a review cycle to ensure that all mandatory policies are reviewed on an annual basis and that all legal and recommended policies are reviewed at least every 5 years.

### **Proposed Policy Review Process**

Administration suggests that the School Board review all mandatory policies within the next 12 months and begin to place the updated policies in a single, web-based repository that is easily accessible to all stakeholders. See the accompanying flowchart for more details

### **Repeal of Old District Policies**

In a January 2011 e-mail correspondence the MSBA policy attorney suggested that once all of the mandatory policies have been updated, the school board repeal any redundant district policies in one motion.

### **Annual Review of Mandatory Policies**

The annual review of Mandatory policies can be accomplished by series batch. When any particular series is to be reviewed, the assigned Cabinet member may scan all policies within the series and suggest any changes. Most policies would require no change and may thus be placed on the Consent Agenda and approved in one action. Policies within the series that require new language would follow the prescribed process for board approval.

### **5-Year Review Cycle for Legal and Recommended Policies**

It is suggested that Legal and Recommended policies be reviewed every 5 years. These policies can also be reviewed by series batch and approved in one action if no change is necessary. Policies that require new language would follow the prescribed process for board approval.

### **Continuous Update Based on Legislative Changes**

As mentioned above, MSBA regularly notifies the district of any suggested changes in policy language, or when a new policy must be created. It is proposed that the Cabinet member assigned to that particular policy would be responsible for reviewing the suggested change and for following the applicable process toward board approval.

## PROPOSED POLICY REVIEW PROCESS

### February 2011

1. Cabinet members are informed of policies that fall within their area of responsibility, the timeline for presenting recommended changes to Cabinet, and the timeline for the first and second reading.

2. Cabinet member obtains a working policy folder from Arlene Peszynski. The folder contains a copy of the MSBA model policy and any associated district policies. Members also receive an e-copy of the MSBA sample policy.

3. Respective Cabinet members examine the alignment between the MSBA model policy and the existing district policy and make changes or additions to the sample MSBA policy:

- Language from the MSBA model policy that is proposed to be deleted is shown using the ~~striketrough~~.
- Language that is proposed to be added to the MSBA model policy is underlined.

Cabinet member also indicates the status of the *existing* district policy:

- Portions of the district policy(s) that are embedded within the MSBA sample policy should be underlined; whole paragraphs can be bracketed.
- Portions of the district policy(s) that should NOT be embedded within the MSBA sample policy because they are obsolete should be noted by ~~striketrough~~.
- Portions of the district policy that should NOT be embedded within the MSBA sample policy and will be considered in a different MSBA sample policy should be circled.

4. Cabinet member prepares materials for the school board for the first reading including:

- A copy of the MSBA model policy with underline and ~~striketrough~~ to note any recommended changes.
- A copy of the district policy or policies that will be replaced by the model policy indicating which portion of the district policy is embedded in the model policy, deleted as obsolete, or found in yet another model policy.

A memo is prepared for the school board including:

- The name and number of the MSBA sample policy under review.
- The name (s) and number (s) of the district policy, or portions of the district policy that it would replace.

5. Cabinet member presents the first reading of the MSBA model policy (with revisions as indicated) to the school board. During the 2 weeks between the first and second reading the Cabinet member collects input and brings any suggested revisions to Cabinet for deliberation and prepares materials for the school board.

6. Once the policy is adopted by the School Board:

- All contents of the working folder are returned to Arlene where it is stored for 2 years.
- An electronic copy of the new policy is sent to Arlene where it is temporarily placed on the ESC Shared Drive (see "School Board Policy"). Once a location for school board policies is created on the web site Arlene will post all adopted school board policies, along with any accompanying forms.
- Arlene will prepare an Administrative Procedural Manual for any district policies that fall outside the mandatory, legal or recommended categories (unless they are rendered obsolete) as well as for other procedures recommended for inclusion in an Administrative Manual (the manual could be electronic).

## SCHOOL BOARD POLICY REVIEW - Sorted by Policy Type

3/2/2011									
No.	Description	Type	Person Responsible	Cabinet Review	First Reading	Second Reading	Comments	Progress	Replaces
#102	Equal Educational Opportunity	Mandatory Policy	Lori	3/21/2011	4/4/2011	4/20/2011		To LS 11-22	S-21,S21A,S21C,S-40
#214	Out-of-State Travel by School Board Members	Mandatory Policy	Board				Added from MSBA On-line List		Added
#401	Equal Employment Opportunity	Mandatory Policy	Stephanie	12/20/2010	1/3/2011	1/19/2011		To SC 11-22 DONE	P-11, P-12
#402	Disability Nondiscrimination	Mandatory Policy	Stephanie	1/24/2011	2/7/2011	2/23/2011		To SC 1/4 DONE	P-12,S-21,S-21A,S-21C
#406	Public/Private Personnel Data	Mandatory Policy	Stephanie	1/24/2011	2/7/2011	2/23/2011		To SC 1/4 DONE	Added
#410	Family/Medical Leave (FMLA)	Mandatory Policy	Stephanie	3/21/2011	4/4/2011	4/20/2011		To SC 3/2	Added
#412	Expense Reimbursement	Mandatory Policy	Lonnie	2/28/2011	3/7/2011	3/21/2011	Past Recommended Policy	To LS 2/3	B-27
#413	Harassment and Violence	Mandatory Policy	Lori	12/20/2010	1/3/2011	1/19/2011		To LS 11-22 DONE	P-12,P-16,P-16A,S-23,S-23A,Handbook
#417	Chemical Use/Abuse	Mandatory Policy	Lori	4/18/2011	5/2/2011	5/16/2011			P-8,S-16
#418	Drug Free Workplace/School	Mandatory Policy	Stephanie / Lori	4/18/2011	5/2/2011	5/16/2011			C-9,P-9,S-17
#419	Tobacco-Free Environment	Mandatory Policy	Stephanie	3/21/2011	4/4/2011	4/20/2011	Added from MSBA On-line List	To SC 3/2	C-12,P-10,S-33
#501	Weapons	Mandatory Policy	Lori	5/23/2011	6/6/2011	6/20/2011			Handbook
#502	Student Searches	Mandatory Policy	Lori	6/27/2011	7/11/2011	7/11/2011			Handbook
#506	Student Discipline (Conduct)	Mandatory Policy	Lori	July	August	August			C-12A,P-10A,S-13,S-20
#514	Bullying Prohibition	Mandatory Policy	Lori	July	August	August	Past Recommended Policy		Added
#515	Protection & Privacy of Pupil Records (FERPA)	Mandatory Policy	Dennis	July	August	August			B-29,S-27,S-28,S-28A,S-28B
#516	Student Medication	Mandatory Policy	Gayle / Ann	July	August	August	Added from MSBA On-line List	To AG 2-14	S-10,S-10A
#521	Student Disability Nondiscrimination	Mandatory Policy	Lori / Ellen	August	September	September		To SC 1/5	P-12,S-15C,S-21,S-21A,S-21C
#522	Student Sex Nondiscrimination	Mandatory Policy	Lori	August	September	September			P-12,S-21,S-21A,S-21C
#524	Internet Acceptable Use	Mandatory Policy	Dennis	September	October	October			P-24,P-24A
#526	Hazing Prohibition	Mandatory Policy	Lori	September	October	October			Handbook
#531	Pledge of Allegiance	Mandatory Policy	Lori	October	November	November			B-30,S-43
#532	Use of Peace Officers & Crisis Teams to Remove IEP Students	Mandatory Policy	Lori / Ellen	October	November	November			S-14,S-14A
#533	Wellness	Mandatory Policy	Gayle / Ann	3/21/2011	4/4/2011	4/20/2011	Added from MSBA On-line List	To AG 2-14	Added
#601	School District Curriculum and Instruction Goals	Mandatory Policy	Gayle		November	November	Past Recommended Policy		Added
#603	Curriculum Development	Mandatory Policy	Gayle		November	November	Past Recommended Policy		Added
#612.1	Development of Parental Involvement Policies for Title I Programs	Mandatory Policy	Gayle		December	December	Past Legal Requirements Policy		No Number
#616	School District System Accountability	Mandatory Policy	Gayle		December	December	Past Legal Requirements Policy		C-5,C-5A
#709	Student Transportation Safety	Mandatory Policy	Lonnie	2/28/2011	3/7/2011	3/21/2011		To LS 2/3	P-18,P-18A,S-39,S-39A,S-42
#806	Crisis Management	Mandatory Policy	Lori		December	December			C13 ,I-12,P-23,S-26
#202	School Board Officers	Legal Requirements Policy	Aldo						SB-7,SB-9,SB-10,SB-11,SB-12,SB-13,SB-14,SB-15,SB-17
#204	School Board Meeting Minutes	Legal Requirements Policy	Aldo						Added
#205	Open Meetings/Closed Meetings	Legal Requirements Policy	Aldo						SB-18
#210	Conflict of Interest - School Board Members	Legal Requirements Policy	Aldo						B-14,P-11,SB-26,SB-26A
#210.1	Conflict of Interest - Charter School Board Members	Legal Requirements Policy					Added from MSBA On-line List		Added

No.	Description	Type	Person Responsible	Cabinet Review	First Reading	Second Reading	Comments	Progress	Replaces
#404	Employment Background Checks	<a href="#">Legal Requirements Policy</a>	Stephanie						Added
#405	Veteran's Preference; Hiring	<a href="#">Legal Requirements Policy</a>	Stephanie						Added
#407	Employee Right to Know - Exposure to Hazardous Substances	<a href="#">Legal Requirements Policy</a>	Lonnie	3/7/2011	3/7/2011	3/21/2011	Past Mandatory Policy	To LS 2/7	Added
#414	Child Neglect/Physical/Sexual Abuse	<a href="#">Legal Requirements Policy</a>	Lori/Lonnie						S-12,S-12A
#415	Maltreatment of Vulnerable Adults	<a href="#">Legal Requirements Policy</a>	Stephanie						S-12,S-12A
#416	Drug/Alcohol Testing	<a href="#">Legal Requirements Policy</a>	Stephanie						P-18,P-18A
#420	Aids/Other Infectious Disease	<a href="#">Legal Requirements Policy</a>	Stephanie				Past Mandatory Policy		P-1,P-1A,S-11,S-11A
#424	License Status	<a href="#">Legal Requirements Policy</a>	Stephanie						Added
#425	Staff Development	<a href="#">Legal Requirements Policy</a>	Gayle						P-5
#503	Student Attendance	<a href="#">Legal Requirements Policy</a>	Lori						S-1,S-1A,S-1B
#507	Corporal Punishment	<a href="#">Legal Requirements Policy</a>	Lori						Added
#508	Extended School Year for Students with IEP's	<a href="#">Legal Requirements Policy</a>	Lori / Ellen						Added
#509	Enrollment of Non-resident Students	<a href="#">Legal Requirements Policy</a>	Lori/Dennis						S-2,S-3,S-4,S-4A
#520	Student Surveys	<a href="#">Legal Requirements Policy</a>	Gayle						No Number
#528	Student Parental/Family/Marital Non-discrimination	<a href="#">Legal Requirements Policy</a>	Stephanie						P-12,S-21,S-21A,S-21C
#529	Notification to Staff Re: Violent Students	<a href="#">Legal Requirements Policy</a>	Stephanie						No Number
#530	Immunization Requirements	<a href="#">Legal Requirements Policy</a>	Lori						S-9,S-9A
#608	Special Education Services	<a href="#">Legal Requirements Policy</a>	Lori / Ellen						S-15C,S-40
#611	Home Schooling	<a href="#">Legal Requirements Policy</a>	Lori						I-17,I-17A
#613	Grad Requirements	<a href="#">Legal Requirements Policy</a>	Gayle						I-5-2
#614	Testing Plan & Procedure	<a href="#">Legal Requirements Policy</a>	Gayle						Added
#617	Preparatory and High School Standards	<a href="#">Legal Requirements Policy</a>	Gayle						Added
#618	Assessment of Standard Achievement	<a href="#">Legal Requirements Policy</a>	Gayle						Added
#619	Staff Development for Standards	<a href="#">Legal Requirements Policy</a>	Gayle						P-5
#620	Credit for Learning	<a href="#">Legal Requirements Policy</a>	Gayle						I-14,I-14A
#624	On-line Learning Options	<a href="#">Legal Requirements Policy</a>	Dennis / Gayle						Added
#701	Establishment/Adoption of School District Budget	<a href="#">Legal Requirements Policy</a>	Lonnie						B-2,B-2A,B-3,B-4
#701.1	Modification of School District Budget	<a href="#">Legal Requirements Policy</a>	Lonnie						B-2,B-2A,B-3,B-4
#702	Accounting	<a href="#">Legal Requirements Policy</a>	Lonnie						Added
#703	Annual Audit	<a href="#">Legal Requirements Policy</a>	Lonnie						SB-16
#705	Investments	<a href="#">Legal Requirements Policy</a>	Lonnie						B-11,B-12
#706	Acceptance of Gifts	<a href="#">Legal Requirements Policy</a>	Lonnie						B-8
#707	Transportation of Public School Students	<a href="#">Legal Requirements Policy</a>	Lonnie						S-30
#708	Transportation of Non-Public Students	<a href="#">Legal Requirements Policy</a>	Lonnie						S-30
#713	Student Activity Accounting	<a href="#">Legal Requirements Policy</a>	Lonnie				Added from MSBA On-line List		Added
#801	Equal Access to Facilities	<a href="#">Legal Requirements Policy</a>	Lonnie						Added
#802	Disposition of Obsolete Equipment and Materials	<a href="#">Legal Requirements Policy</a>	Lonnie						B-7,B-35,B-35A
#805	Waste Reduction/Recycling	<a href="#">Legal Requirements Policy</a>	Lonnie						Added
#101	Legal Status (see New BP/Bylaws)	<a href="#">Recommended Policy</a>	Aldo						SD-2
#101.1	Name of the School District (see New BP/Bylaws)	<a href="#">Recommended Policy</a>	Aldo						SD-1
#103	Complaints (see New LSA)	<a href="#">Recommended Policy</a>	Aldo						C-2,C-2A,P-15,P-15A
#104	Mission Statement (see New LSA)	<a href="#">Recommended Policy</a>	Aldo						I-1
#201	Legal Status (see New BP/Bylaws)	<a href="#">Recommended Policy</a>	School Board						SB-1,SB-2,SB-5

No.	Description	Type	Person Responsible	Cabinet Review	First Reading	Second Reading	Comments	Progress	Replaces
#203	Operation of the School Board - Governing Rules (see New BP)	Recommended Policy	School Board						SB-18A
#203.1	School Board Procedures - Rules of Order (see New BP)	Recommended Policy	School Board						SB-8,SB-20
#203.2	Order of the Regular School Board Meeting (see New BP)	Recommended Policy	School Board						SB-19
#203.5	School Board Meeting Agenda (see New BP)	Recommended Policy	School Board						Added
#203.6	Consent Agendas (see New BP)	Recommended Policy	School Board						Added
#206	Public Participation/Complaints about Persons/Data Privacy Considerations at School Board Meetings (see New BP)	Recommended Policy	School Board						SB-22,SB-22A
#207	Public Hearings (see New BP)	Recommended Policy	School Board						Added
#208	Development/Adoption/Implementation of Policies (see NEW BP/LSA)	Recommended Policy	School Board						SB-25
#209	Code of Ethics (see New BP)	Recommended Policy	School Board						SB-3
#211	Criminal or Civil Action Against School District/School Board Member/Employee or Student (see New BP)	Recommended Policy	School Board						Added
#212	Board Member Development (see New BP)	Recommended Policy	School Board						Added
#213	School Board Committees (see New BP)	Recommended Policy	School Board						Added
#301	School District Administration (See New BSR)	Recommended Policy	School Board						Added
#302	Superintendent (See New BSR)	Recommended Policy	School Board						Added
#303	Superintendent Selection (see New BSR)	Recommended Policy	School Board						Added
#304	Superintendent Contract, Duties & Evaluation (See New BSR and Monitoring BG & LSA)	Recommended Policy	School Board						P-7,SB-27
#305	Policy Implementation (See New LSA)	Recommended Policy	School Board						Added
#306	Administrator Code of Ethics (See New LSA)	Recommended Policy	School Board						Added
#403	Discipline/Suspension/Dismissal of Employees	Recommended Policy	Stephanie						C-12A,P-10A
#408	Subpoena of an Employee	Recommended Policy	Stephanie						Added
#409	Employee Publications, Instructional Materials, Inventions & Creations	Recommended Policy	Dennis						B-13
#421	Gifts to Employees	Recommended Policy	Lonnie						Added
#422	Policies Incorporated by Reference	Recommended Policy	Lonnie						Added
#423	Employee/Student Relationships	Recommended Policy	Stephanie						Added
#504	Dress/Appearance	Recommended Policy	Lori/Stephanie						Added
#505	Distribution of Non-school Sponsored Materials on School Grounds by Employees and Students	Recommended Policy	Jeff						Added
#510	School Activities	Recommended Policy	Lori						S-36,S-36A
#511	Student Fundraising	Recommended Policy	Lori						Added
#512	School Sponsored Student Publications	Recommended Policy	Lori						Added
#513	Student Promotion, Retention and Program Design	Recommended Policy	Gayle						I-3,I-3A ,I-19,I-19A,I-19B
#517	Student Recruiting	Recommended Policy	Lori/Gayle						Added
#518	DNR/DNI Orders	Recommended Policy	Lori						Added
#519	Interviews of Students by Outside Agencies	Recommended Policy	Jeff						S-19,S-19A
#523	Policies Incorporated by Reference	Recommended Policy	Aldo						Added
#525	Violence Prevention	Recommended Policy	Lori						Added

No.	Description	Type	Person Responsible	Cabinet Review	First Reading	Second Reading	Comments	Progress	Replaces
#527	Student Use/Parking of Motor Vehicles; Inspections/Searches	Recommended Policy	Lori						B-32,B-32A
#602	School Calendar/Day	Recommended Policy	Stephanie						Added
#604	Instructional Curriculum	Recommended Policy	Gayle						Added
#605	Alternative Programs	Recommended Policy	Lori						I-15,I-15A,S-41,S-41A
#606	Textbooks/Instructional Materials	Recommended Policy	Gayle						C-3,C-3A,C-3C,C-3E,I-7,I-7A,I-7C,I-7E
#607	Organization of Grade Levels	Recommended Policy	Lori						Added
#609	Religion	Recommended Policy	Gayle						I-18,I-18A,S-32,S-32A
#610	Field Trips	Recommended Policy	Lori						No Number
#615	Testing/Modifications/Exemptions of IEP and LEP Students	Recommended Policy	Gayle/Ellen						Added
#623	Summer School	Recommended Policy	Lori						Added
#704	Fixed Assets Inventory/Accounting System	Recommended Policy	Lonnie						Added
#710	Extra-Curricular Transportation	Recommended Policy	Lonnie						Added
#711	Videotaping on School Buses	Recommended Policy	Lonnie						Added
#712	Video Surveillance Other Than on Buses	Recommended Policy	Lori						Added
#720	Vending Machines	Recommended Policy	Lonnie						Added
#901	Community Education	Recommended Policy	Al						C-10,C-10A
#902	Use of School Facilities and Equipment	Recommended Policy	Al						B-34,B-35,B-35A,C-7,P-22
#903	Visitors	Recommended Policy	Jeff/Al						C-8,P-19,P-23,S-38
#904	Distribution of Materials on District Property by Nonschool Person	Recommended Policy	Al / Jeff						I-9
#905	Advertising	Recommended Policy	Aldo						Added
#906	Community Notification of Sex Offenders	Recommended Policy	Stephanie						Added
#907	Rewards	Recommended Policy	Jeff/Stephanie				Added from MSBA On-line List		Added



## **School Board/Superintendent/Cabinet Lighthouse Project Study Guide Notes – Revised Compilation (includes Module 9 notes)**

### Study Workshop Dates

October 18, 2010 – Introduction, Module 1  
November 15, 2010 – Module 2  
January 5, 2011 – Module 3, Module 4  
March 2, 2011 – Module 5, Module 6  
May 18, 2011 – Module 7, Module 8  
June 20, 2011 – Module 9

## **Introduction**

### **Why are we taking time to do this study? Why did you choose to run for the Board?**

- On the board because I want to give back to the district
- To help us see the forest, not the trees
- To make a positive difference for students and the district
- To be a part of community growth and have a positive effect on the community
- Feel a responsibility to serve
- To represent neighbors, friends and other members of the district
- Have a background of being involved in schools/church, etc.

### **Why is important that we take time to do study?**

- To make a difference – this type of work gives you more connect with work we need to do – gives us an opportunity to connect to the achievement gap
- Like the idea that this helps us be more focused on student achievement and data
- Gives the Board permission to learn more about curriculum and instruction – need to focus and understand to address achievement
- To improve instruction
- Close the achievement gap
- Would like to see more discussion with principals and teacher leaders to make better connection with those in the trenches – very energizing to hear from them
- Starting monitoring setting goals – helps us see which goals we are focusing on and how they interact
- Instruction vs. technology – teachers making a difference not technology
- Make sure our schools remain safe – if kids don't feel safe, they won't learn
- Closing gap – achievement for all

- Become broad-based about student learning – looking at the section of the population not doing well
- Sense of commitment to a clear vision and direction so people feel confident about what we are doing
- Curriculum alignment – that it be strong so we have good flow through for student learning
- Highly qualified, engaged staff – that shared a sense of urgency that we agreed to after the first meeting on the Lighthouse
- Treat systems that affect all student learning
- Hoping this will result in board being more informed in student achievement
- Addresses sense of urgency with staff
- Hope it brings us together as one district – hope that out of the conversations there is clarity in engaging our community
- Developing collective will across the district to become problem solvers
- See that we talk the talk as we walk the walk
- Like the piece that is uniting around a set of common beliefs – things we need to do to create that commonality

**Key Words – What are some beliefs about student learning you have heard expressed?**

- We believe all students can learn
- Over the years have heard class sizes get too big, not enough money, students don't come prepared to learn
- Some things have been presented as reasons/excuses for not achieving
- Life stresses, mobility – provide tools that in the face of these things need to address – mobility/variables are not changing
- Arts is important part of student achievement
- We can increase student achievement – can be done – needs to be done but hard for education to do it alone – when kids come with baggage, partnerships are important – collaboration
- Whole community has to see commitment

**What are the catch phrases we hear?**

- Equality – student being treated the same
- Conversation – yes we don't have enough money – but money we have has to be placed on priorities – a plus for our community to see and hear – planful in looking at options
- Everyone has a commitment to do this and will help us close the achievement gap

**Module 1 – Committing to High Expectations for All**

**What are three excuses that are sometimes made for students not achieving?**

- Kids in poverty are less ready to learn
- Mobility – kids come to us with gaps in their education – we spend so much time getting kids caught up – so everyone is falling behind
- For every excuse there is going to be a rationale – important to look at the rationale that people use – parents don't know about education tools
- Need to acknowledge and recognize excuses that are in the culture in schools/state
- Teachers saying they taught it – but students didn't learn it – need for shift to go from teaching to learning

- If you spend so much talking about why – but at a certain level power it through – to change something – can't take forever. At a level, push idea through and don't accept talking about why not – have to some level of push it through and then allow people to catch up
- Don't want to get bogged down – need momentum so you develop a culture of “can do”
- Believe we need to set high expectations – how depressing it would be to come to work if it's hopeless and can't make a difference – high expectations help staff and students
- Excuses tell us what roadblocks might be – need multiple strategies – so no detours
- Can't underestimate expectation for high achievement
- Kids in poverty have so many social issues at home that it is hard for them to learn
- When we talk about kids in poverty – there are many levels – need to be careful between those who don't have a lot of money and those engaged in unacceptable behavior

### **Lessons from Great Gains**

- Accept negative information
- Courage to acknowledge poor performance
- No excuses – look for solutions
- How do we change without blaming? Need to be sensitive.
- Past results are not result of poor behavior
- Keep it at a systemic level – not personal – find ways for teachers to work together, compare, talk about strategies
- Create a collective will – buy-in – everyone working together
- Leaders believe it is the moral and ethical thing to do – where in the system can we make improvements?
- The more teachers work together and communicate – the more they will see us as one
- Do not want a culture where we don't celebrate achievement – not how we focus on high achievement – want to see schools celebrating success as a district
- We know we are competitive – but need a team mentality
- How do we ensure that there is time in every school to collaborate – and how do we work that into the budget?
- May be an opportunity to look at Q-Comp again – need to know that money is going to be there
- When one school is successful – raises levels for all
- Set high expectations – preparing students for life beyond school – set students up for high expectations.

### **Overall Conclusions – What are we Doing Well? What do we need to do better to have high expectations?**

- We have an achievement gap
- We have a strategic plan
- Board not afraid to take action – firm, strong commitment to public education
- Express high expectations – create a culture that needs to permeate a consistent message – needs to be spread
- In terms of questions to board/administration – believe we are on the same page. Board/Superintendent have same message – we are developing a culture of change – we've got a base – most people can make a difference and be successful with kids – so we can be hopeful that we can move in a right direction
- How does the board/administration show our commitment – how are we intentional about showing our commitment that all kids can learn
- Highlight a successful achievement – talk about gap and what we are doing to address the gap

- All in agreement on level of success that we want – working to set some goals – as board members talked about adopting a couple of schools – jointly with administration in supporting sense of urgency, no excuses – to complete the circle – what would it mean and what would be the line we don't want to cross
- Adopting a school would help board members show their commitment
- Keep track of suggestions – sharing ideas along the way
- Recognize what you've done
- Teacher teams presenting to groups – and then to the board.
- As we systematize things more – value in schools coming in to inform what they are doing in their buildings to address achievement gap
- More organized board presentations to the schools – having two schools that you adopt – how do we do this without being intrusive?
- Like idea – but maybe playful and organized – what are expectations – more staff presenting to the board – how do we help staff understand the board's commitment?
- Need to define collective vision – board/superintendent. How do we demonstrate collective commitment?
- How does the board work as a team – here is the plan – how do we demonstrate it – how do you show it's not lip-service.
- Allocation of resources – one step in identifying priorities – resources is the next big thing that will impact the way they can do their job.

## **Module 2 – Focusing on Instruction**

### **What do you feel are the essential actions in focusing on instruction?**

- Focus on success of staff
- Intentional staff development
- Rhetoric – Communicate goal
- Indicate the policy of instruction
- Staff training
- Quality Assessment
- Build commitment throughout the community – make clear to teachers
- Learn about initiatives and be clear about what it will take
- Monitor and report progress on achievement goal
- Allocate required resources – say this will be number one priority
- Plan time for teachers to collaborate
- Identify what is expected of staff and community
- Commitment for success with the program – that we are on the same path and committed to move forward
- Clarity about our status
- Professional development
- Board to review and understand data
- Staff development
- Provision to monitor progress over time – set the benchmark

### **What do you feel are the critical assets – what must be happening to focus on the core?**

- Teaching and Learning
- Board has knowledge of curriculum and staff development

- Core district goal is learning
- Customizing instruction to meet student needs
- Testing procedures in place and data
- Engage all staff – implementation that everyone is on the same page
- Concentrate on improving instruction
- Teachers assuming responsibility for instructional practices
- Align curriculum within district and with state requirements while customizing instruction
- Principals should be instructional leaders

### **What must be happening in the district for students to achieve?**

- Identify barriers to having things connected
- What are the barriers – structural things to overcome – statutes and rules – how do you make sure everything fits together – perception of what those instructional challenges might be
- Issue of aligning curriculum and making sure people are teaching curriculum
- Innovation – people not going off in different directions but under an umbrella – you need innovation and that what makes the job fun – but within a framework
- How do you ferret out best practice?

HANDOUT – DuFour, R. (2010). *Raising the Bar and Closing the Gap: Whatever it Takes*, (pp. 23-24). Bloomington, IN: Solution Tree Press.

*Intervention will have a powerful impact on student achievement when the educators in a school:*

*Acknowledge a collective responsibility to ensure that students learn rather than that they are taught.*

*Are organized into collaborative teams whose members work interdependently to achieve common, results-oriented goals for which members accept mutual accountability.*

*Work together collaboratively to establish the essential knowledge (priority standards), skills, and dispositions all students must learn in each unit of instruction.*

*Create pacing guides or curriculum maps each teacher will follow to clarify when the essential skills will be taught.*

*Develop frequent common formative assessments to monitor the learning of each student, and provide teachers with relevant feedback.*

*Clarify the common standard of proficiency each student must demonstrate in order to be deemed proficient and/or the agreed-upon criteria the members of the team will use to assess the quality of each student's work.*

*Have access to timely and accurate information regarding student learning in order to identify students who need support, students who need enrichment, and the instructional strategies that appear to be most effective in helping all students learn.*

### **What are the most important factors for successful change?**

- Focus on improved instruction – staff development is all we have – measure data to see if students are learning and then adapt curriculum – centralized and de-centralized

- Research has shown (site based decision) and we learned – don't decentralize curriculum – daily lesson plan/same text book – now able to set a system – fits within pyramid response – for every students we know intervention
- Principals support what is happening and support discussion
- How do you monitor teachers – growth by student/classroom - teachers all know growth
- Teachers working in groups – what are your kids getting and then they help one another
- Structure is what we keep tight – the strategy gets down to individual students – where professional development is building strategies – not sharing on structural level – theory of the pyramid model
- Sounds like we have a good foundation from what Gayle described – then how can we add to what we are doing that brings additional dimension to that – how do you utilize best (master's teachers) - don't want to lock up so much that we don't have good utilization
- SmartBoards – makes abstract more concrete – that's what we want to see – math teachers using SmartBoards to differentiate instruction – December 22, 23 – first two days of winter break – E2T2 teachers in for two days and they get paid because of grant
- Have to focus on instruction – instruction all about staff development and channeling the best of what we have
- Important to know staff development budget – board should know that during school day - is there time for teachers to meet and learn about instruction
- Best practice says job imbedded during the day
- Stress role of principals as instructional leaders
  - Doing independent evaluation of teacher
  - Teacher evaluation instrument – dialogue and discussion – principals have learned about evaluations and what is an effective teacher and what is the instructional leader looking for – the formal piece
  - Informal things principals can do – being with department leaders and teams – some sort of minutes and what they looked at for their next meeting – principals should be looking at those things – are these things in place – did teachers bring data – Walkthroughs – if a principal is in classrooms – asking is this teacher on pace with others – role of instructional leaders is very critical
  - If we are working with principals – and if in five years we haven't seen a change in gap – what is it we are going to do differently to make that change – in past, curriculum review cycle was 7 years – we are finding a way to do that faster – to get structure in place faster – so when leaders are doing walkthroughs – what priority standards are you working on this week – don't have enough common assessments – but once they are together, principals will be in on those data chats – Rtl – what is intervention on a frequent basis
  - Sounds like it takes a lot of time – we are running out of time
  - Work with principals in conducting teacher evaluations – whether or not we tenure teachers – but looking at tenured teachers who are perhaps underperforming – the process used at last principal meetings – for elementary and secondary was eye-opening – what kind of evidence they were using to rate a teacher – continue that work – something lacking in principal preparation program – principal group needs to be on the same page in terms of what evaluating
- What happens to principals' management jobs – adding something more on top of what they have – could be difficult
  - Principals need to hand off to assistant principals – how to make all happen – none of the other responsibilities go away – decide what you have to hand off to other staff

## **Conclusions and Implications – what are our strengths and what might be improved?**

- **Strengths**
  - Over last few years – administrative models we’ve worked with – an opportunity to do more differentiating – sounds like we have an array of talent and focus to have instructional leaders and proficient in what they are doing and teaching and learning administrative structure is aligned
  - Commitment to student achievement and closing gap
  - Looking at strategic plan and action plans
  - Setting goals and monitoring is a huge strength
  - Board demonstrated this is our strength and administrative focus on this – every time we meet we highlight how intentional we are – student learning, teacher improvement and staff learning
  - Common goal – safe schools – raise bar – lower gap – academic progress – same goal that we are aligned with what we want to accomplish
  - Data savvy school board – board gets data and goes beyond
  - Principals and teachers – they are also very data hungry – that’s amazing and a strength
  - Impressed with how focused on doing what’s best for kids – impressed with knowledge on curricular areas and implementation – a real strength
  
- **Need improvement**
  - Allocate more time to train all teachers
  - Make sure school board understands strategies, goals and assessments
  - Communicate to staff and community
  - See monitoring – see actions
  - Keeping the focus – day to day things that come up – getting back to the focus
  - Make sure we are paying attention to see where we are going and where we want to go
  - Communication based – consistency – community hearing whole picture – getting everyone’s viewpoint
  - Like to think we are about the kids
  - Find a short way to articulate – how do we sell school wide – and stay intent upon closing the gap – don’t want highest achievers to get left out
  - Articulate message
  - Caution as we get further down the road – things we want to improve on and sense of urgency – sometimes that leads to simplistic, working in isolation – in other words – we as a board/staff team – make sure we don’t throw out one thing that might be working

## **Module 3 - Setting Clear and Focused Goals**

### **High achieving districts – what are essential actions for a board that wants to use goals as a powerful lever to get district moving toward high achievement for all?**

- We want a strategic plan but need to focus on one or two things. Consider reducing the number of the goals now or next time, we have too many goals and objectives.
  - Suggestion: focus on strategic plan with 2-3 goals over a set number of years and still have objectives for the goals and allocate resources to achieve them.
  - Our action plans have dates, how do we want to integrate the plans?
  - Need to address ongoing needs in addition to goals
- Our new goal is to reduce the reading and math gaps. How many people know we’re talking about this? Consider using a dashboard style which puts it into one page views for

elementary, middle school and high school staff. Scary but puts our goals out there. All board members should know this and have it front and center.

- Collaborate with stake holders to set specific goals
- Keep the focus on these main goals and the progress toward them.
- Align budget process with the goals and top priority.
- Our focus is on raising achievement in reading and math, the numbers are arbitrary. Different schools have different targets. Next, gather data, we do know the achievement gap is steady. Decisions need to be made soon to eliminate achievement gap and need to take steps to get there.
- What can board do to help with budget discussions? Staff needs to figure out best recommendations to make to the board. Board needs to be cognizant why resources are being reallocated, raising the bar and closing the gap.
- When we say staff, who do we want to include? All district and building level and teachers.
- Are there policies set by the board that are making it difficult for staff to accomplish this? Need to know what it costs to close the gap. Is there evidence that addresses the costs to close the gap. We know where we want to close the gap. Is there any information about what it costs to close the gap? Different stories exist in different schools and districts but it has been multiple strategies that have made a difference. Looking for more consensus from staff.
- According to this chapter, is our goal too big? Case study talked about a more focused method to achieve goal.
- We're in this process and it is a multiple year process, we can't set the budget this year and expect to get to our goals now.
- If we had a million dollars to close the gap, where would we put it? RTI? We could frame it that way. We are saving those positions with Federal stimulus money. Good Question.
- Our students can't wait, we need to know where we're heading.
- Clear focused goals need all of us to make progress on this.
- Once the administration makes a recommendation the board needs to be ready to react to emails and phone calls and the message needs to be clear concise and the same.
- 90-90-90 research shows what successful schools are doing. Professional development is aligned to strategic plans and goals. Very strong focus on academic writing. There is agreement across about how to tackle, structure systems so it gives leverage to ask schools to change. A super structure across systems work. RTI is requested, says stay the course, early intervention works, Professional Dev. can help teachers know when to help students.
- Remember to add early childhood to overall strategy. It has been part of staff conversations and considered important.
- Are we willing to make some people uncomfortable to make the changes and has this board has done this with the necessary data? We are not willing to do business as usual. What are we giving administration to make necessary changes to accomplish the goal? We will leave unhappy customers.
- Need to better with marketing it and explaining it. We are not doing business as usual. We are doing more with less and our secondary elective offerings are many.
- Have necessary information before proceeding.
- Determine what we stand for and are good at and what we will change.
- Planning for legislative outcomes but what one thing can we do now?

**Two to three great gains school district - describe what it takes to increase achievement:**

- Reality of the timeframe of attainable goals,
- Develop high, specific measureable goals. Culture of high expectations and keep raising goals after success has been attained, and keep focus of goals at all levels.
- Use resources to support goals.

- PBIS could address loss instructional time for behavior issues.

### **Overall conclusions:**

- As a board we work together well with administration and value their opinion.
- We need to take time to talk about “what if’s”.
- We have a strategic plan and are monitoring it, great work is in place but strategic plan is also a challenge.
- We have clear goals in place.
- Need to keep focus during meetings.
- Spend more time on vision. Board spends time on so many things during work sessions and asks for a lot of data. The more process questions the board asks takes away from the goal.
- Recommend adding policies around strategic goals. Keep focus on vision and outcomes and monitor
- Board requires knowledge about school improvement plans prior to year versus getting them in retrospect.

## **Module 4 - Making Professional Development Relevant and Useful**

### **Lessons from Great Gains Districts Critical attributes – What must be happening for districts to build strong collaborative work cultures?**

- Time is needed for staff development/collaboration and teaming.
- More focus on achievement goals
- Differing levels of staff development- stratified....building leadership/internal resources and external resources.
- Board sets policies that demonstrate their belief that staff development makes a difference.
- Staff development must be on-going and collaborative.
- Teachers have say in the content, consider how much.
- Administrators actively lead the skill development efforts of teachers
- Develop a resource pool of templates to have available to jump start known effective staff development
- Peer collaboration is important. How would this fit in?

### **The Power of Professional Development: What are actions that 281 can take?**

- Do our policies really help to set direction?
- We don’t want more policies as a board, so perhaps the policies around staff development could be better connected with the overall district/board vision.
- Time and resources are needed.
- Provide opportunities so that teachers can practice what they learn.
- Board needs to monitor the results – periodically put staff development matters on the board agenda.
- Now data coaches are proving to be invaluable at the elementary level. Job embedded instruction close to the teacher in their own classrooms and buildings are well received, and very effective.
- See page 49 for consideration of adopting items 1-5 as possible foundation for board policy.
- Strengths – we have a professional development academy.
- Increased focus on staff development as a means to address student achievement aims.
- Need more focus on our specific math and reading goals..

- The board needs to increase our awareness and knowledge about what staff development is occurring and how it aligns to the district goals.
- Excitement around the discussion about the achievement gap.

### **Wrap up - Once round the Table**

- Appreciation of the opportunity for a deeper discussion.
- Value of focusing on this work without other multiple issues on the table.
- Inspiring to be able to be closer to what we think and believe and the opportunity to share with colleagues, this can help staff embrace the new normal in a positive way. Helps to soften fears about failure in the face of the competing demands of the economy in the new normal.
- MDE has a federal audit coming up, and our staff have been working hard to insure that we meet the demands of oversight and compliance.
- Open dialogue is valuable for administration.
- Thinking outside the box is exciting. Why not try something different. This has helped us think about changes that will help us move forward.
- Open dialogue around the questions posed in the Light House workbook. The discussion took us deeper in examining what it means to our district.
- Caring about kids, closing the gap, and facing big changes are great opportunities.
- Pleased as punch! We are getting a lot more out of this training that was anticipated.
- This is one of the best conversations that the board has had during the last several years, talking about students and learning. Great!
- Reading through the book gave an opportunity to see that these two chapters 3 and 4 really get to the meat of the work the board has to do.
- This work helped answer the question about what is the work of the board? This discussion and focus helps make it clearer what board work is. Use the board to help increase value of our staff development and don't forget to pull in the community.

## **Module 5 – Effective Use of Data for Accountability and Improvement**

### **Data as a strong board tool – What are essential actions for a board that wants to use data to make better decisions?**

- Increase use of data with multiple measures
- Improve systems for ---data
- Train staff in use of data decisions
- Opportunity for improvement
- Disaggregate data
- Celebrate progress and be honest about further needs
- Use data for accountability and improvement
- Develop specific goals targets by which to measure.
- Student perception of always being tested---incremental? Student understanding of why we're testing.
- Protocol in place to detail with students where they need to focus. How widely used unsure.
- As principal met w/ 3-4-5 graders after winter break to discuss their map scores. Kids got it. (last year)
- Still working on principal walk thru in classrooms not moved on to students
- Accountability
- Anticipate data- right amount \*view data as opportunity not "I got cha"

- What gets measured gets done. Put action to it.

### **Lessons great gains districts**

- No excuses mentality - teachers take initiative to do what it takes to achieve student success.
- Data used to identify successful strategy in teachers and also to strengthen those teachers who hadn't been as successful.
- Principal shared data with teachers results last year. Did affect staff awareness.
- One year in to MAP need trend level when looking at individual teacher. Data privacy
- Wrong direction. Many factors part of success of teacher. Keep focus on big picture
- Teacher looking at evaluation to use as self motivation. Not for public.
- Change for teachers and this is different. Could be used in wrong way. Single solution remedies. Teacher bashing backfires. Administration monitors staff. Improvements always being made. Teachers are held accountable every day. This is why principals evaluate their staff.
- "Walkthroughs" show value in classrooms. Trust in team facilitates use of data.
- Board facilitates environment where trust happens. Looking at how system works. Learning how what we do connects to this.
- Professional conversations about what is happening in the class with principals
- Sharing the accountability of what our district does to help our staff improve. We do a lot progress being made.
- Building a House. We are learning. Very cool to find out what we do as a district to facilitate this.
- Delicate process-don't want to set what we're working toward back. Conversations on how to help students work better/learn better.
- Board just wants to understand. To provide proper support. Time, resources, training.

### **Ensure data is energizing – Responsibilities**

- Board needs to listen well. Facilitate community's vision. Need solid info to come back with.
- Use data to energize staff, identify opportunities, make it shared responsibility
- Strategic plan is boards tool to indicate what we are doing.
- Monitoring what's happening well ,improvement, what needs to change to meet goals. Admin and board identify critical factors to monitor (graduation etc)
- Supt. assist board to understand appropriate date and context.
- Admin. reports results to board, help understand data, take corrective action if needed.

### **Actions to take**

- Highlight staff
- Preset list of questions to look for. Ongoing check points to look at. To maintain consistency. Keep our level where it is suppose to be
- Put a face on data:
- Case study that is representative of what is being talked about. Individual success stories.
- Don't move too far away from data. Get out into schools. Scholastic endeavors.
- Use data to look forward towards improving.
- We need to continue to get training.
- Think about what you do well as a board. Use data well. Can get better, but we are doing this very well. Are the measures we use appropriate. Does not achieving goal equate to failure? NCLB Don't want data to become a hammer. Instructional.

- Learning balance on what to ask and what to stay out of.
- What is that right balance?
- How to succeed
- Clarity stability and rhythm. Know what to expect.
- Work with staff develop clear expectation \*clear indicators of progress\* identify how board can supply needed support.
- Working together.

### **Making a change:**

- To improve-district improvement plans, school improvement plans already in place
- We do a lot of these things well. Monitoring calendar, etc. Kudos to us.
- 10 years into continuous improvement. Keep up to date, get into hands of staff so they can utilize to improve their instruction. For self and in teams. TRUST. Develop assessments to use with kids together. Delve deep. Amazing work going on.
- Very motivated to succeed. Continuous improvement. We are human and work with humans. Challenging. Get better each day. No time for complacency.
- Culture focused on student learning. District focused on using data. Understand it. Want to do right by students, don't beat up on selves, perspective needed to create positive change. Urgency understood, work to be better.
- Frequent relative assessments. Clear goals, more training, calendar in place. Improve on communicating district goals to families and community. Staff up to speed on using data from map. (time needed-continuing challenge) what can board do to prioritize need for time
- Remain calm. Why-why. Didn't get outcome, why. Keep at it until explore fully. When works, why- how duplicate. Do the exercise at end of year. Evaluate.
- Commitment to using data at board level. Talk concretely about aligning resources to effect change identified.
- Outstanding education happening. Need data to bet represent district. Reinforce positive message. System Accountability- using data early and responsibly. Cutting edge.
- Trust. Vision. Technology. Use it smartly Think about the future and public education is not getting easier. Visioning system that will change rapidly. Saving public education is focus for boards. Under attack. Support.

## **Module 6 - Developing Leadership and Collaboration Around Shared Purpose**

**STRUCTURES that SUPPORT CONNECTIONS and COMMUNICATION – What are essential actions for a board to take that wants to build an inclusive team focused on student achievement?**

- Already have district leadership team
- Have principal representatives (elementary and secondary) are in cabinet meetings.
- What about board meeting with district leadership team to discuss recommendations from leadership team and what is needed to implement
- Foster responsibility at all levels of the district
- We can be a little more intentional about meeting with district leadership team. Get clarity on how we are doing this now and how it compares to what is recommended in the book.
- Next month group dialogue with principals

- Some things in book apply more to smaller rather than larger school districts. With a smaller district principals may meet with board more. We need to think about who is going to be at the table. Different issues in our district may have different groups working on them.
- In book they talk about teams at different level. Page 73
  - Board supt team
  - Administrators (attending board work sessions)
  - District leadership team
  - Peer coaching or study teams
- Higher achieving boards can articulate structures (not assume things are happening- ie “I know we’re doing a lot of things in that area”
- If you understand better, helps explain with budget cuts
- Delicate balance of how much board is involved and knows vs Policy Governance- want to hear about results
- Page 74- Talks about the role of the board
- We have board members on a lot of committees, get more involved there. Sometimes certain committees get more prominence at the board table depending on who the board rep is.
- As more information is provided, how can we do it in a balanced manner?
- District Leadership--See it more related to the overall instruction in the district.
- Teacher leadership positions- Don’t have to be a principal to be a leader.
- Education is going to have to change.
- Handful of administrators has to work with all staff. Could this structure be changed? Groups
  - 1) classrooms
  - 2) mentors
  - 3) another level. Tiered approach so that administration has more time.
- Shared leadership- staff is going to national PBIS approach. A principal takes your leadership team around how you use data. Looking at having MCREL come into district for training.
- A lot of things in this book make you wonder how we may be already doing these. It’s good to hear that we are doing this and how.
- Last 3-4 years this has been high achieving board with heavy business to deal with. School closures, right sizing, budget cuts, referendum, transportation. Now we finally have some stability to have these conversations. Important to acknowledge all the hard work that has been done.

### **Responsibilities: Board**

- Where do we see we need to be?
- We have made many changes to improve student achievement over the years. What does board, supt. do?
- Board needs to set broad policies that state our expectations. Have important discussions to set policies.
- I think the difference between policy governance and Lighthouse- Lighthouse seen as more teamwork.
- We all may have difference in view of policy governance.
- Encourage board to learn more about what the role of the principals as instruction leaders, get in schools. What is working well, what are the challenges. Concern about board members seen as usurping the supt.
- Amazing how much weight a single board member can have.
- Having board members visit principals is a good idea. We need to have a structure set up to support it. If we want to do this, how could we best do that so that everyone is comfortable with it- board, cabinet, supt, principals?
- I’d rather be invited into schools that inviting myself in.

- Previously have gone into high schools with SABE students.
- Partnering not only with principal but parent org. and students.
- This is a good conversation to have at our retreat. Are we using our time more effectively?
- Exploring the role of the board is being worked on this year

## **OVERALL CONCLUSIONS and IMPLICATIONS**

- Collaborative effort, consistent message, encourage leaders among the staff, getting the message out there that we expect all our students to achieve. We are figuring this out as we go.
- Page 74-75 Good map for board. Agree we should talk about this at the retreat. We need to figure out what is really going to make a difference.
- Impressed with how this is being pushed out to the principals. Principals more in classrooms and doing evaluations and training. Consistent evaluations.
- There are whole different levels of leadership. Nice to see it's working at other levels. What is it we can be thinking about before the retreat?
- Board is pushing data driven decision making and looking how we can push student achievement.
- Board and administration are both changing.
- We work as a team very well. Board/supt/admin. Collaborate. Continuing to do that is a good thing.
- Collaboration across district is a good thing too.
- **SECONDARY LEVEL**  
School level have SLC grants expands leadership team.  
AT high school hard for one person to be instructional leader for entire school. Work with school team leaders to ensure role out of initiatives. When money is gone they will go back into classroom, but with intensified skills.
- How do you sustain PBIS? The team sustains it. Staff on second floor are teachers. Important to have teacher to teacher relationship.

## **Module 7- Connecting with the Community**

### **What are essential actions for a board that wants to make a firm, meaningful connection with the community?**

- Engaging entire community—
- Meaningful involvement in committees by community members could do better
- Engaged community in strategic plan-keep them engage...monitor plan. Parent Compact - specifies their roles and responsibilities.
- Parent compact - elevates involvement to higher level with defined action plans, differentiates between involvement in school (not as important)and how to improve students opportunity to learn
- Engage those not typically engaged.
- Equity teams in schools. District involvement leads to more opportunity for community members. Tie community in to results. Let them know their part in our successes.
- Parent coordinator at schools? We have AVC activity volunteer coordinator. A 5-6 hrs year. Volunteers in Action.

### **Lessons learned**

- Surveys around student achievement - how to do this. (does your student have dedicated work space etc)
- Can be too detailed do parents have knowledge base to input.
- Have done stuff in the past... ie. Adding credits...
- Informing them on what's happening and why. Depends on level of what's being discussed. Not many here for stem...cutting activities, more people.
- Online survey-low expense...how many take it.
- Board role, reminding community what they can do to participate
- Communicate key goals and focus. Keep message Closing the Gap forefront.
- What is our key message. Clarify.
  1. High expectations for all students
  2. High Arts program recognition
  3. Fiscally prudent district.
- Same for our district (message)
- IMPROVING STUDENT ACHIEVEMENT
- When have reports, emphasize why they are so important. All demographic groups MUST be represented.
- Board members reluctant to share bad news, but when coupled with our plan to address it can have positive results. Get community on board. Engage them.
- Be positive but address where need improvement.
- Be first to tell the bad news, and why and what doing about it.
- Balanced picture.
- Create alliances with organizations in community to improve student achievement
- Ideas, dollars, expertise.
- Adds support for later initiatives.
- Reach out to critics. Educate them. Try.
- Shared belief unite to deliver equitable learning. Reeducate our community on changes in education doctrine.
- Kids are getting it. They understand what value of improved scores.
- Parents need to understand why we're undertaking these reforms and our expectations of their success.
- Talk about student gains.. bring to community conversations.
- **Your kids are doing well** at community conversations.

### **Responsibilities:**

- How do principals convey to parents...news letters...phone call...personal touch with parents on good news of their student.
- **Do we reach out to all our students? Once a year or so...may be doing**
- Personal touches. Positive enforcement. Relationships. Negative feedback given in context. PBIS.
- Still need to work. Some dragging, some looking at what can do to make student succeed.
- What can board do?
- Form committees. Be true to the focus of the meeting. Be sure our message in the meeting is student achievement.
- Community Conversation Initiative.We need to be intentional about the successes
- Talking points, actively communicate.
- Frequent reporting to community.
- Imbed community input into policy. Monitor progress. What doing not done before, impact.

- Doing good things...dollars in budget from closing schools, kept class size low, arts & music still here.
- Set clear expectations practice transparency strong connections with community.
- Be a role model keep it front and center, ask about it.
- Customer service. Everyone is an ambassador.
- Engagement around urgency.. how do we generate that.
- Engagement happens when family impacted. Must be personal. Everyone needs to push the message.
- Can get caught up in need to educate about everything and people don't want to know. What are their general perception...Focus can drive perception. Talking about ach. Gap can create perception of a problem. Talk about what we can do for your kids.
- G-reading in the tents at Cooper. Reach out and Read. All night, involved community. Building wide education effort where can go room to room and learn about dif things.
- Steph-when kids do well, affects entire community. To draw in those without kids, everybody benefits. Educating your workforce.
- GAP can have negative image. Overuse can tarnish district. Excellence Every day Every Child
- Demonstrate financial implication of failure, financial gains of success. Drag to economy, contribution to economy.
- Key messages and the story behind it to share out ... story changes, message is same.
- Strengths
- Superintendent... send good messages...community on committees... we do pretty good at this.

## **Module 8 – Staying the Course of Improvement**

### **What are essential actions for a board to take that wants to make sure the district does not give up on school improvement?**

- Improvement does not happen overnight. Need continuous effort
- Stay focused on the goals. Don't be distracted by \$ that don't relate back to student achievement.
- Stay the course. It's not a particular program but staying with the program. Implementation and buy-in of staff that matters
- Bring in new staff and board – orientation  
Board- good to meet with each board member  
Ensure new staff and board members have commitment to goals
- Training to increase student achievement
- No magic bullet. No superman theory. It's putting the pieces of the plan together and staying committed to plan.
- Less time spent squabbling, the less time you have to spend on important issues.
- Build leadership in the community. Look for people to run for board that will support the work in progress.
- Celebrate progress and recognize people.
- Stability on board and staff, administration
- Community trust is important
- Marathon not sprint
- Quote in beginning of chapter great
- Keep on going and it will be internalized

- Data driven improvement and dashboards

## **LESSONS from Great Districts – What must be happening in districts to commit to long-term school improvement?**

- Stability and leadership
- Ensure implementation throughout the district and consistently
- Use time productively
- Evaluate programs and focus on and stick with programs that work
- Money goes to priorities
- No magic bullets- no superman
- Commit to ensuring that the policies are implemented
- Kids need to do well- look at implementing faster but still marathon
- We're doing a lot with instructional leadership.
- Everyone is feeling pressure to increase student achievement. These things take time. Ideas
  - 1) Longer MS school day
  - 2) Does it make sense to do a quality magnet program?
- Everywhere you go see schools with longer days and years.
- To improve bottom line can 1) decrease costs 2) increase productivity—longer MS day
- Where does staff think the board needs to improve? Do people see value in the school board?
- Staff recognizes the importance of the board. To make things a reality, has to go through board. Some staff don't know how the system works, especially lines of authority and board role-not in operations.
- Staff job satisfaction and job security is important
- Orientation- staff and board. Describe the role of the board and how they fit into big picture.

## **WHAT ACTIONS CAN BOARD TAKE TO HANG IN THERE?**

- Continue to have board meetings focus on student achievement
- Next year we'll use RTI & PBIS as the method by which we will meet the goals. These are all big and require a lot of effort to implement. Better you get at implementation, the closer you get to your goals.
- Stay the course
- Build leadership in community
- Perpetual renewal- search for better ways/refine what you're doing
- Does it take longer for larger districts to make reforms? Most like Communication is more difficult with larger staff. Takes time and energy.
- Create a collaborative environment. Board-supt and admin-staff. Keep focus on goals
- Celebrate success! Stop and say wow, this works. Congratulations! It's so motivating. Success breeds success.
- Staff development.
- As current elementary students move to middle school they should be more successful.

## **KEY WORDS**

- Stay focused. Have strategic plan and keep front and center.
- Keep communication framework consistent and in the framework of student achievement. What you say determines how you think.
- Positive communication.
- Reinforce that we're monitoring. Need time to get data and monitor. Monitoring calendar is a great tool to keep focus.

- Develop the community leaders before the school board elections.
- When we revise our strategic plan, engage community.
- Show why what we're doing is working (data) you can get community members on the same page.
- Board orientation-not only roles but focus would be helpful. Maybe a group conversation with the full board may be more helpful than individual conversations. MSBA session on a High Functioning Board was great!
- When one new person comes in it affects the board dynamics. Need to orient one or more board meets. Have a mentor for each new board member. Don't want to give appearance that board members are teaming up. Could have former board member mentor new board members.
- Professional development needs to be a long-range deal. Focus for this year is equity. Should we be framing it as student achievement and equity gets us closer to the goal. Need to be careful how we talk about those things. Don't want to say we have a lot of inequity in the district. We need the frame the message of equity and student achievement.
- We've talked about looking at achievement through an equity lens. Don't want to focus so much on behavior that loose sight of student achievement. Equity is not an add on. It's the lens through with we look at practices and policies. Look at through; all kids have same opportunities to achieve.
- We must have a consistent message.
- Sustained staff training
- Continue to sell the vision

#### **WHAT ARE KEYS IDEAS of ALIGNMENT? Overall Conclusions:**

- Talk about ALL employees understanding the vision.
- Use data for decision making. Dashboards. Student data folders so students could track their own progress.
- Data base superintendent performance goals
- Making time to discuss monitoring and improvement efforts.
- Board know our roles and support each other. Let people do their jobs.
- Understand and acknowledge that you will get push back at times and be prepared for it and work through it.
- Evaluate our work-supt & board team
- Recognizing and spotlighting the really good things that we're doing. Teachers tell their stories
- Train, train, train. More professional development.
- Honest about our need for improvement and state how we'll improve.
- Monitor our goals.
- Say, we invested X\$ and here are the results. Return on Investment (ROI)
- The stimulus money for RTI and PBIS was critical and perfectly timed.
- Board can help prevent distractions.
- Building leadership within the community that will continue the focus.
- Continue to communicate in terms of the focus.

## **Module 9 - Conclusion**

**How do you see your board/superintendent team being strengthened by it's shared learning?  
What did you notice happening as you worked together?**

- Developed shared vision w/ specific focus. Team aspect towards goals and student learning.
- Opportunity to talk about student learning on a global level. Learned from staff and each other

- Greater depth and understanding of what's being done to improve student learning. Better grasp of language.
- Length of time on study makes summarizing difficult
- Coming to understanding of different roles board and administration have.
- Clarity of the challenges.
- Productive discussion. Span of study difficult. Able to go in depth on academic achievement.
- What is roles, what is governance. Looking at policies and pulling the hows out of it. Create procedure document separately.
- Define achievement gap. How long gap has remained flat and how long it takes to achieve closure of gap. Knowing that this is the board goal. Define what teaching and learning does to address this.
- Thanks to Aldo and staff for taking this journey with us. Taking the time to look at this. Able to put the board back at the level we should be. Stay out of the drama.
- Helps to look long term in planning. Carves out time to look forward.
- Learn more about our district and call out all that we are doing and are ready to move forward. We are pretty darn good at what we do. Good to Great!!!

**Overall conclusions: What raised the most interest in your board? What did you see, as a board, was the biggest gap from where you are now to where you would like to be?**

- Emphasized need to narrow focus.
- Info to focus on student achievement. Every child learns.
- Communication overall theme. Demonstrate commitment: in schools, with staff.
- Need better communication, getting there. Staff/community.
- Professional development. relevant and useful.
- Time constraints to make professional development happen and that it fits goals.
- Board policy – leadership vs management policies. (Pgs. 100-101 in book)
- Work being done to improve policies.
- Set policy to set direction.
- How to achieve structural change. If what we do we're doing well, how do we move as a group to improve student learning and success. Global lang.
- Urgency, can we be more nimble in addressing student needs.
- What to focus on –schedule-etc
- Where to allocate dollars to increase impact.
- Strategic plan good, but parts not equally weighted.
- Lighthouse is best practice
- Some of it (lighthouse strategies) applies better to smaller districts
- Information to make good decisions
- Stay the course. Tweak it, don't toss it.

**Identify areas of work**

- Can-Do culture. Urgency/no excuses
- Set board policy – define goal/vision for student achievement. Decide what we are going to use.
- Create system wide culture of high expectations for all students. Board must stay clear on this goal.
- How do we model that we are committed to that culture.
- Board sets an environment
- Monitor smaller set of instructional improvement policies as driver of system.
- Board/staff stick to roles

- Define specific focus provide development and resources to reach that focus
- Increase achievement for all students
- Reports more meaningful – in depth discussion lacking – how to carve out time for dialogue. Implications of report/
- Using work session. Dialogue to have these discussions. Can some of reporting on monitoring calendar be combined.
- What is important to measure, what are metrics.
- Way to have the discussion could be to set board policy
- ???????One formal board mtg/two work sessions? Perhaps short mtg prior to one work session.
- Strategic plan, go through and identify in community setting what should be tracked and how it impacts student improvement.
- See outcomes, but what are we doing that is impacting that success programs that work
- Communication +++++
- Board development / strategic
- Steps for focus area – plan for going forward. Continue discussion next year.
- Work on focus.

**School Board - Connecting with Community – table for workshop 7-23-2011 (work in progress)**

<b>*Group dialogue</b> (full board)	<b>*Committee Liaisons</b> <b>(**w/rankings)</b> (1 to 2 board reps.)	<b>Community Events/Outreach</b> <b>(New this year)</b> (some board)	<b>Public Meetings</b> (full board)	<b>Media</b> (Chair/some board, all board)	<b>Listening Time</b> (3 board members, prearrange)	<b>+Sch/Student Events</b> <b>By invitation</b> (some board as time allows)	<b>Dist. Events</b> <b>By invitation</b> (some board)
CAPP	CAPP - 1	Parades	Recognitions	Letters to Editor	Groups/parents	Homecoming	Vol. recog.
CAC	CAC - 1	Farmers Market	Arts Showcase	Print interviews	Individual/parents	NHS	Staff ret.
FAC	Comm. Coll. - 2	Outreach	Reg. meetings	TV Interviews	Groups/staff	Highview Grad	Empty bowls
ISC	CEAC - 2		Hearings	Guest Columns	Individual/staff	A-school grad	
LAC	FAC - 3		Work sess.		Other	I Love Read Mo.	
SEAC	Gov. Ad. - 2					O Hall Concert	
SABE	Healthy SC - 1					Arts shows	
Principals	ISC - 2					All dis. concerts	
Bargaining Reps	LAC - 2					School concerts	
MS Students	Redesign - 3					GED grad	
Teachers/Prin.	7 Dreams - 2					+AHS/CHS Grad	
Stu. Group (KT)	SEAC - 2					Hist. Day RMS	
HS Boosters	SABE - 3					K - registration	
ISC	SAC - 2					Elder Wisdom, F	
						Pancake Break.	
						Dist. competitions	

Suggested Gaps (to date)

Social Media

Individual school and or PTA/liaisons

\* Group Dialogue – occasionally, group dialogue discussions with some groups has been moved to work sessions- some are scheduled yearly, others are occasionally or one time only.

\*Committee Liaisons

\*AMSD, District 287, WMEP –Out of District Board Committees – these are time consuming out of district committees (all ranked 3 – must go)

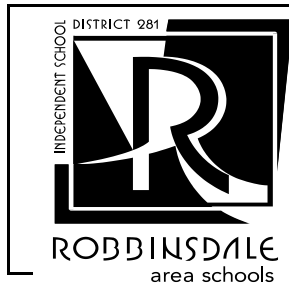
\*\* Rankings – 3 = must go, 2 = good to go, 1 = you are appreciated

+Sch/Student Events - The only school/student event we formally arrange board member presence in AHS/CHA graduation

## School Board Committee Assignments 2011

<b>Out of District Standing Committees</b>	<u>2010 Liaisons</u>	2011 Primary	2011 Alternate
1. AMSD	Patsy Tom (alt)	Patsy	Linda
2. District 287	Linda	Linda	XXXXXXXX
3. WMEP	Helen	Helen	XXXXXXXX
<b>NON-MEETING COM.</b> (Board Contact Person)			
4. MSBA Education		Tom	
5. MSBA Legislative	Helen	Tom	XXXXXXXX
6. MSHSL Armstrong	Sherry	Sherry	XXXXXXXX
7. MSHSL Cooper	Patsy	Patsy	XXXXXXXX
8. NSBA Legislative	Helen	Helen	XXXXXXXX
<b>District Standing Committees</b>			
9. Career and Technical	<i>inactive?</i>		
10. CAPP –	Tom	Sherry	
11. Communications Advisory –	Linda	Tom	
12. Community Collaborative -	Helen	Sherry	Mark, Helen
13. Community Education Advisory Council -	Barb	Barb	
14. Finance Advisory Council -	Sherry	Linda (Treasurer)	XXXXXXXX
15. Government Advisory -	Linda Mark (alt)	Mark	
16. Healthy Schools Council	Barb	Barb	
17. Interschool Council	Mark Linda (alt)	Linda	Mark, Barb
18. Legislative Action Coalition	Patsy Tom (alt)	Tom	
19. Redesign	Mark	Mark	
20. Seven Dreams	Tom Patsy (alt)	Patsy	Tom
21. Special Ed Advisory Council	Mark	Mark	Helen
22. Student Advisory to the Board of Education	Sherry Linda (alt)	Sherry	Tom
23. Systems Accountability Council	Helen	Helen	Mark

Totals (not including non-meeting): Barb 2/1, Helen 2/2, Linda 3/1, Mark 3/3, Patsy 2/0, Sherry 3/0, Tom 2/2



*The mission of Robbinsdale Area Schools  
is to inspire and educate all learners  
to discover their potential and  
positively contribute to their community.*

## 2011-2012 School Board Meeting Calendar

Regular meetings of the school board are held on the first and third Monday of each month (except when calendar does not permit) at the Education Service Center, 4148 Winnetka Avenue North, New Hope, Minnesota, third floor boardroom, 7 – 9 p.m.

Monday	July 11, 2011	7:00 p.m.	Regular Meeting
Saturday	July 23, 2011	8:30 a.m. – 3:00 p.m.	School Board Workshop – Education Service Center
Monday	August 8, 2011	5:30 p.m.	Work Session
Monday	August 15, 2011	5:30 p.m. 7:00 p.m.	Group Dialogue Regular Meeting
Tuesday	September 6, 2011	6:00 p.m. 7:00 p.m.	Listening Time Regular Meeting
Monday	September 12, 2011	5:30 p.m.	Work Session
Monday	September 19, 2011	5:30 p.m. 7:00 p.m.	Group Dialogue Regular Meeting
Monday	October 3, 2011	6:00 p.m. 7:00 p.m.	Listening Time Regular Meeting
Monday	October 10, 2011	5:30 p.m.	Work Session
Monday	October 17, 2011	5:30 p.m. 7:00 p.m.	Group Dialogue Regular Meeting
Monday	November 7, 2011	6:00 p.m. 7:00 p.m.	Listening Time Regular Meeting
Monday	November 14, 2011	5:30 p.m.	Work Session

Monday	November 21, 2011	5:30 p.m. 7:00 p.m.	Group Dialogue Regular Meeting
Monday	December 5, 2011	6:05 p.m. 7:00 p.m.	Truth in Taxation Hearing Regular Meeting
Monday	December 12, 2011	5:30 p.m.	Truth in Taxation Hearing Continuance (if necessary) Work Session
Monday	January 9, 2012	6:00 p.m. 7:00 p.m.	Listening Time Regular Meeting
Tuesday	January 17, 2012	5:30 p.m.	Work Session
Monday	January 23, 2012	5:30 p.m. 7:00 p.m.	Group Dialogue Regular Meeting
Monday	February 6, 2012	6:00 p.m. 7:00 p.m.	Listening Time Regular Meeting
Monday	February 13, 2012	5:30 p.m.	Work Session
Tuesday	February 21, 2012	5:30 p.m. 7:00 p.m.	Group Dialogue Regular Meeting
Monday	March 5, 2012	6:00 p.m. 7:00 p.m.	Listening Time Regular Meeting
Monday	March 12, 2012	5:30 p.m.	Work Session
Monday	March 19, 2012	5:30 p.m. 7:00 p.m.	Group Dialogue Regular Meeting
Monday	April 2, 2012	6:00 p.m. 7:00 p.m.	Listening Time Regular Meeting
Tuesday	April 10, 2012	5:30 p.m.	Work Session
Monday	April 16, 2012	5:30 p.m. 7:00 p.m.	Group Dialogue Regular Meeting
Monday	May 7, 2012	6:00 p.m. 7:00 p.m.	Listening Time Regular Meeting

Monday	May 14, 2012	5:30 p.m.	Work Session
Monday	May 21, 2012	5:30 p.m. 7:00 p.m.	Group Dialogue Regular Meeting
Monday	June 4, 2012	6:00 p.m. 7:00 p.m.	Listening Time Regular Meeting
Monday	June 11, 2012	5:30 p.m.	Work Session
Monday	June 18, 2012	5:30 p.m. 7:00 p.m.	Group Dialogue Regular Meeting
Monday	July 9, 2012	7:00 p.m.	Regular Meeting

**Connecting with the Community  
School Board Workshop  
July 23, 2011**

**Observations – board members**

- Active and supportive
- Approachable
- Involved with schools and community
- Respectful - to other members and staff

**Observations – activity**

- Engaged in doing new things and trying new ideas
- Connecting schools and district to community
- Visible
- Brainstorming ways to “work smarter, not longer”

**Observations – meetings**

- Respectful of time
- Many meetings
- Willing to try new things (dialogues, recognitions, etc.)
- Once-a-month listening sessions, communicated to community, welcoming

**Activity – Marketing and Communications Department (since March 2011)**

- Meeting staff, visiting schools and programs
- Building relationships with administration – district and school
- Inventorying communications practices, publications, etc. in ISD 281
- Researching history of district
- Researching surrounding districts (know thy competition)
- Meeting community (TwinWest, New Hope, Crystal, etc.)
- Creating new focus for department with strong emphasis on marketing and customer service – *at all levels*
- Creating stronger presence online
  - Up-to-date websites with a plan for implementation at local level (building, department, etc.)
    - Friendly reminders to schools with continued support from Marketing/Communications office
    - Presentation to principals in August regarding stipend positions at schools
  - Updating and revamping district website
    - New homepage
    - New navigation
    - Streamlining

- Updating all pages with current information
  - Creation of Facebook page for district, with daily updates and ideas for engagement
    - Resources
    - News releases
    - District information – one stop shop (links at left hand side of page)
    - At least one update per day
    - Over 10,000 views since it was launched in late June
    - 80% female usage, 60+% between ages of 25-49
- Updating print publications
  - Fact Sheets – schools
  - Fact Sheets – district
  - “By the Numbers” sheet – Financial Advisory Council
  - Updating Printed Materials policy (Policy 904)
  - Ideas for consolidation of and effective print publications
    - District calendar
    - Various flyers
    - Kindergarten brochure
    - Realtor sheet
- Creating a beginning of a “brand” that focuses first and foremost on excellent academics
  - Weaving this idea of branding into aspects of district
    - Publications
    - Banners
    - Website
    - Facebook page
  - Bringing this focus more prominently into discussions
  - Getting this focus out to the community
- Beginning discussion of more formalized transformation in brand
- Beginning discussion of more formalized focus on customer service
  - Working with district admin
  - District system emails sent to me
  - Working with IT and technology to create ways to bring to district level
  - Finalization of inventory of practices at local level (schools)
    - Secretaries
    - Phone calls
    - Emails
    - Websites
    - Teacher websites
- Advertising
  - TwinWest map (both paper and interactive), with new ad
  - Crystal Frolics softball tournament banner
  - Banner for parades

## Going Forward

- Continued discussion and focus on refreshing and updating district “brand”
  - Communications Advisory Council scheduled meetings
  - Awards Task Force – apply for awards, scream the accomplishments
  - Screaming the “theme” – what is our “message”?
- Discussion on ways to improve communication with and to parents/families
  - Surveys at parent/teacher conferences
  - Posting directions for Parent Portal on Facebook (how-to-register video)
  - Posting directions for School Fusion on Facebook (how to create digests)
  - Expectations for updated school home pages
    - Stipend positions for school “webmaster”, charged with keeping things updated
  - Expectations for updated teacher information – gradebooks, websites
  - Increase use of electronic communication tools
    - Trainings held at schools for Parent Portal and School Fusion – facilitated by parents, for parents
    - Going green – possibly have electronic mid-term grades and eventually electronic report cards (Eden Prairie)
- Expectations for updated information district-wide (websites, Facebook)
- Continued collaboration with all district schools and departments
- Beginning/continuing plan to reach out to new families
  - New babies born in community
  - Continued letter to families from Aldo
  - Community Conversations
    - Reach out to new groups of community members
    - Revisit those we’ve already talked with before
      - Show our commitment and sincerity
    - Visibility of district administration and board
      - Schools
      - Community
  - Targeted marketing
    - Strong emphasis on rigorous, challenging academics in Robbinsdale
      - AP, pre-AP
      - IB at all levels
      - Continued use of media
      - Realtor Day – resurrect, create materials
        - Board members present
        - Superintendent present
        - Building administration present
    - Continued support of choice for families
      - The arts
      - Spanish Immersion
      - IB, AP

**Can You Hear Me Now?**  
*A comparison of two districts*  
*Where We Are, Where We Can Go From Here!*

<b>Practice</b>	<b>Kearney</b>	<b>RAS</b>
Branding	Apple logo, "Excellence in Education"	R logo, No "real" tagline
Branding	Logo for each school	Logo for each school
Branding	Logo for programs	Logo for Community Ed, Seven Dreams Education Foundation
Branding – Slogan	Excellence in Education	None
Message – Newsletters	Consistent format for ALL schools	Practices vary by school
Message – Newsletters	Expectations/standards consistent for all schools	Practices vary by school
Message – Newsletter delivery	Listserv – all elementary schools email newsletters	Practices vary by school. We do have a listserv for district
Message – District Newsletter	Sent monthly via listserv	Discover e-newsletter weekly via listserv (Constant Contact)
Message – Marquees	Marquees at schools for unique messages and celebrations	Marquees at some schools for messages and celebrations
Message – Phone Calls	ConnectEd Texting capabilities	Messenger No texting capabilities
Online Student Information Systems	Power School	Infinite Campus
Face to Face Communication - Committees	Superintendents Parent Committee	InterSchool Council
Face to Face Communication – Committees (outside of PTAs, PTOs)	Parent Committees: Preschool, Native American, Migrant, Career/Tech Ed Parent Involvement	?
Face to Face Communication – Conferences	Surveys, promotion of summer programs	?
Face to Face Communication	Annual Parenting Workshop	?
Communication with Community	SchoolFusion Website – people can register for specific pages and receive email when a page is updated	People can register for "daily digests" to receive email updates (I believe this is the same as the Kearney site).
Communication with Community	All teachers have current web pages	Not all teachers utilize web pages
Communication with Community	Facebook	Facebook – started late June 2011

Communication with Community	Celebration of Education – summer publication of awards and accomplishments	We have reconvened the Awards Task Force to look at awards and ways to communicate them
Communication with Community	Local Radio Show – “Talk of the Town” – superintendent and school board members	?
Communication with Community	Local Television Programming – “Learning Curve”	Channel 12 broadcasts things about our community, but we don’t have a dedicated segment outside of “Standout Student”
Reaching out to Community	A book given to every child born in the community	I have ideas about this very thing! ☺
Reaching out to Community	Volunteers – campaign	Volunteers in Partnership
Reaching out to Community	Luncheon during American Education Week – principal, sup’t. and board members invite one-two guests from community	
Reaching out to Community	Placemats to local restaurants	
Staff Communication	All staff are ambassadors – captive audience at district all-staff meeting before school starts	District Opener Letter from Superintendent
Staff Communication	Intranet	Employee Portal (Intranet)
Staff Communication	District grade level group pages	District Department Pages (not content or grade specific)
Staff Communication	Team Talk weekly staff newsletter	Direct Line
Staff Communication	Themed years (“I am Kearney Schools”)	
Staff Communications	Personal communication to staff from administration (cards, etc.)	
Staff Communication	Weekly informal coffee/donut sessions with Board at a school	

Staff Recognition	Yearly recognition – Evening of Excellence – more than retirement – includes Years of Service, Outstanding educator, Outstanding Retired Educator, etc.	Yearly Retirement banquet Years of Service Pins at schools
Staff Recognition	Staff Appreciation Day – something every year, depends on budget	?
Staff/Student Recognition	Board meetings	Board meetings
Student Communication	Mandatory posting of all assignments	
Student Communication	Empowering students to communicate positive messages among themselves (“Slash the Slang”)	SABE
Board Communication	Electronic communication of meetings and agendas	Board Book Board Summaries Board Meeting Schedules
Board Communication	Sits in on teacher negotiations	?
Board Communications	Very visible in schools – both during the day and at events	Have become more visible in schools Community Conversations committee
Communicating the Good, Bad, Ugly	Timely information Heading bad publicity off at the pass Engaging the public to express their opinions Postcards from students	Timely information Heading bad publicity off at the pass Engaging the public to express their opinions
Communicating the Good, Bad, Ugly	Telling the “district story” often	Telling the “district story” often – increase in media coverage, use of online newspapers
Communications Evaluation	Surveys at Parent Teacher Conferences twice a year	Online (website) survey done in May 2011