



# ROCKFORD AREA SCHOOLS

INDEPENDENT SCHOOL DISTRICT 883  
BOARD OF EDUCATION

*A Tradition of Excellence, One Student at a Time*

Agenda for July 19, 2021

3:30 PM

Rockford Community Center  
7600 County Rd 50  
Rockford, MN 55373

1. **CALL MEETING TO ORDER**
  - A. Board Roll Call
2. **APPROVAL OF AGENDA**
3. **Develop Priority Strategies from the Strategic Plan** 2
4. **Superintendent Review Process**
5. **New Board Meeting format**
6. **BOARD ANNOUNCEMENTS**
  - A. Work Session of the Board of Education Monday, July 19, 2021, 5:30 p.m., in the RCC and a Regular Meeting of the Board of Education Monday, July 19, 2021, 6:30 p.m., in the RCC.
7. **ADJOURNMENT**

**Our Mission:** *In partnership with our communities and families, Rockford Area Schools provides challenging opportunities to engage, inspire, and educate globally-minded citizens.*

**Our Vision:** *Rockford Area Schools provides a supportive, rigorous, and relevant learning culture producing courageous learners prepared to enter a global society.*

## Rockford Board of Education

Brady Anderson

Eric Gordee

Jenny Kneeland

Amy Edwards

Jessica Johnson

Beth Praska

Superintendent Rhonda Dean



**ROCKFORD AREA SCHOOLS**

*A Tradition of Excellence, One Student at a Time*

# Education Leadership System Overview

## Board Worksession

June 24, 2021

In partnership with



## SESSION REVIEW

Dr. Ray Queener from TeamWorks International facilitated a session with the school board and superintendent that included the following agenda items:

1. Celebration – year in review
2. Work plan and structures
3. Education Leadership System introduction
4. Superintendent Evaluation
5. Key messages of value and learning

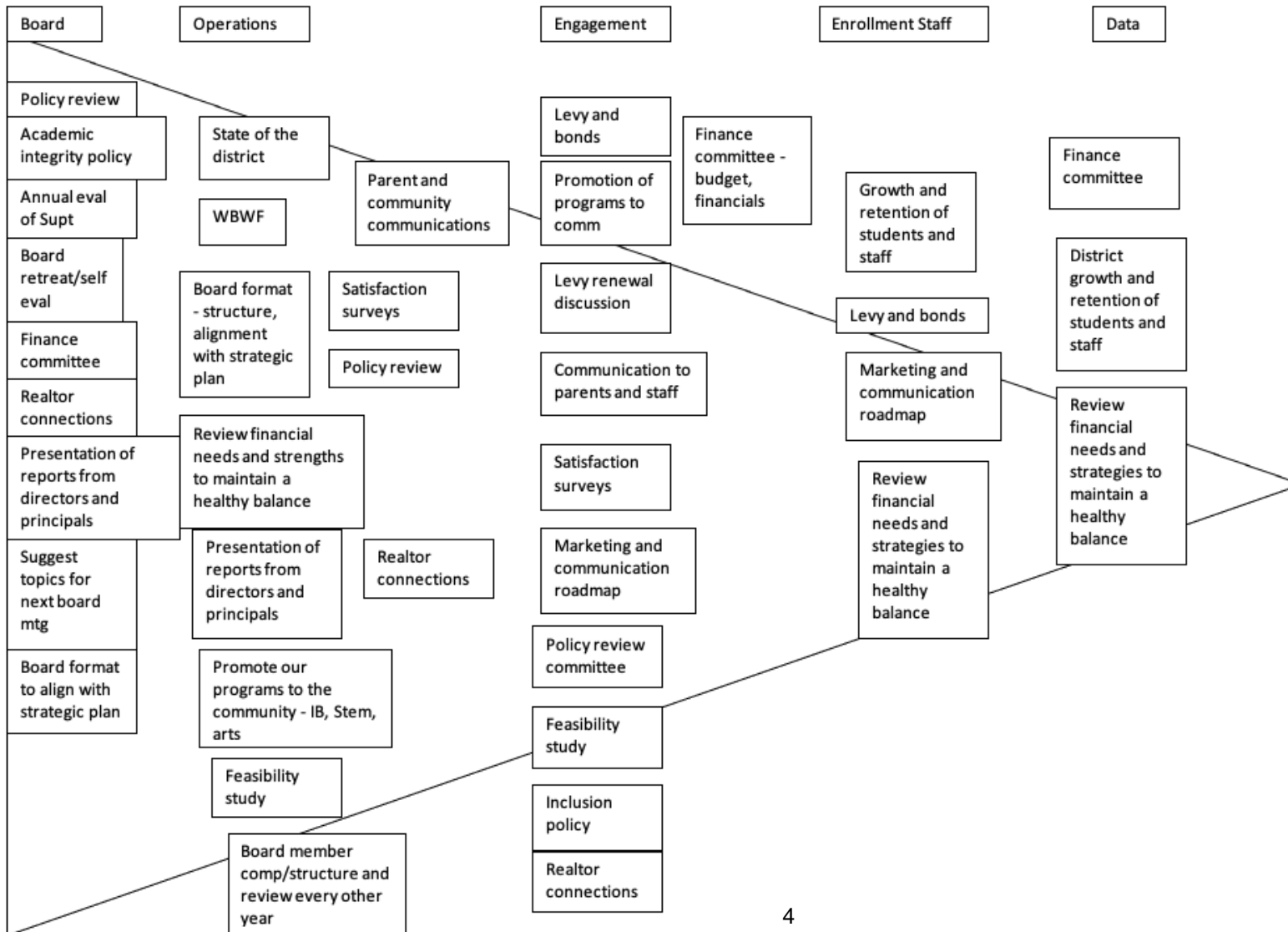
## YEAR IN REVIEW

Board members and Superintendent in groups highlighted and celebrated the school district successes of the 2020-21 school year. A summary of the successes and the top items for the district are highlighted below:

Board	District
<ul style="list-style-type: none"> <li>• Kept doing what we needed to do - efficient with tech</li> <li>• More leadership development opportunities for us - from home</li> <li>• Negotiated 3 different contracts - model contract language</li> <li>• Added more leadership positions, ex. HR Director</li> <li>• Virtual operation</li> <li>• Strategic plan</li> <li>• Hire a Supt</li> <li>• Enabling admin to respond</li> <li>• New board member!</li> <li>• Positive fund balance</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers persisted and pivoted like champs!</li> <li>• The students and families were flexible and worked well with all of the changes</li> <li>• Pushed to complete 1:1 device/tech stuff - access to everything</li> <li>• The school year was a success even with turnovers, changes and frustrations - especially with the "people first", empathetic leadership from Sup.</li> <li>• K-4 F2F</li> <li>• Fall sync learning - HS/MS</li> <li>• Activities - found a way</li> <li>• Hire HR, business manager, tech, ex. asst.</li> <li>• Summer school for all</li> <li>• IB approval</li> <li>• Graduated seniors</li> <li>• Prom</li> <li>• Facilities planning</li> <li>• Facilities cleaning</li> <li>• Bond refinance!!!</li> <li>• Covid response/quar. plan</li> <li>• Staff adaptability - irregular schedules for hybrid at MS and HS - always changing</li> <li>• 3 LM Δ's</li> </ul>

### SCHOOL BOARD 3-YEAR GOVERNANCE WORK PLAN

The board and superintendent completed a Wedge exercise prioritizing those initiatives that would create a path for others to follow. Round 1 included identifying the one thing that would be in front of the wedge. Round 2 was to identify two things, round 3 – 5 followed suit so that the wedge was completed. See image below:



Based upon the team’s work on the Wedge, a revised 3-year Board Governance Work Plan is proposed below.

<b>Rockford Area Schools</b> <b>School Board Work Plan 2021-22 to 2023-24 SYs</b> July 2021			
<b>School Board Roles of:</b>	<b>2021-22</b>	<b>2022-23</b>	<b>2023-24</b>
<b>District Policy</b>	<ul style="list-style-type: none"> <li>● Policy revision ¼ per year</li> <li>● Yearly mandated policies (discipline, etc.)</li> <li>● Technology policies related to students and staff</li> <li>● IB Policies</li> <li>● Title IX Policy</li> <li>● Inclusion Policy</li> <li>● Academic integrity policy</li> </ul>	<ul style="list-style-type: none"> <li>● Policy revision ¼ per year</li> <li>● Yearly mandated policies (discipline, etc.)</li> <li>● Social media policy</li> <li>● Directory information policy</li> </ul>	<ul style="list-style-type: none"> <li>● Policy revision ¼ per year</li> <li>● Yearly mandated policies (discipline, etc.)</li> </ul>
<b>School Board Roles of:</b>	<b>2021-22</b>	<b>2022-23</b>	<b>2023-24</b>
<b>Operations Oversight Annually</b>	<ul style="list-style-type: none"> <li>● Annual budget- financial committee (2 board, 2 community, Business manager and superintendent)               <ul style="list-style-type: none"> <li>○ Financial Statements</li> </ul> </li> <li>● Monitoring reports (roll up report of action card initiatives - identify off-track items and see how board can help) - communicating performance against vision cards               <ul style="list-style-type: none"> <li>○ Review of Student performance including high stakes assessments and plan to grow or remediate</li> </ul> </li> <li>● WBWF</li> <li>● Community satisfaction reviews</li> <li>● Student Satisfaction reviews</li> <li>● Staff satisfaction reviews</li> </ul>		
<b>Operational Oversight - Unique</b>	<ul style="list-style-type: none"> <li>● Board retreat- goals and vision review (June)</li> <li>● Evaluate needs for Levy/Bonds existing and new</li> <li>● District Growth and retention/recruitment of student and staff</li> </ul>	<ul style="list-style-type: none"> <li>● Board retreat- team building</li> <li>● Board retreat- goals and vision</li> <li>● Roadmap/Forecast (DTL/Tech/Facility)</li> </ul>	<ul style="list-style-type: none"> <li>● Board retreat- goals and vision</li> </ul>

	<ul style="list-style-type: none"> <li>○ Strategy to retain NWSISD students enacted (proactive outreach to ensure re-registration) in addition to transportation, communication engagement</li> <li>○ Engage the community and surrounding communities with our magnet programs to promote them</li> </ul>		
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School Board Roles of:	2021-22	2022-23	2023-24
<b>Board Governance</b>	<ul style="list-style-type: none"> <li>● Board Member Compensation</li> <li>● Board Member Term Discussion - June 2022</li> <li>● Self evaluation in June and December work sessions.</li> <li>● Align board agendas with strategic roadmap</li> <li>● Revise presentation format of staff reports at board meeting to create efficiencies and alignment with Excellence in Governance and Management</li> </ul>	<ul style="list-style-type: none"> <li>● Mentoring</li> <li>● Board Member Compensation</li> <li>● Board Member Term Discussion - July 2022</li> <li>● Self evaluation in June and December work sessions.</li> <li>● Board Handbook development</li> </ul>	<ul style="list-style-type: none"> <li>● Board Member Compensation</li> <li>● Review Board Handbook</li> <li>● Board Member Term Discussion - June 2024</li> <li>● Self evaluation in June and December work sessions.</li> </ul>

School Board Roles of:	2021-22	2022-23	2023-24
<b>Supt Relations</b>	<ul style="list-style-type: none"> <li>● Evaluation (annual with mid-year check in) <ul style="list-style-type: none"> <li>○ Develop evaluation tool</li> </ul> </li> <li>● Professional Development</li> <li>● Contract</li> </ul>	<ul style="list-style-type: none"> <li>● Evaluation (annual with mid-year check in)</li> <li>● Professional Development</li> <li>● Contract</li> </ul>	<ul style="list-style-type: none"> <li>● Evaluation (annual with mid-year check in)</li> <li>● Professional Development</li> <li>● Contract</li> </ul>

School Board Roles of:	2021-22	2022-23	2023-24
<b>Public Engagement - Annual</b>	<ul style="list-style-type: none"> <li>● Truth in taxation</li> <li>● Worksessions</li> <li>● Board meetings</li> <li>● State of the District Report (in-person, recorded, digital) <ul style="list-style-type: none"> <li>○ Chamber Event -- State of the District</li> </ul> </li> <li>● Community Education annual report</li> </ul>		

	<ul style="list-style-type: none"> <li>● Community Forum</li> <li>● Community engagement with Rockford, Greenfield, Corcoran municipal leaders</li> <li>● Key community partnerships (businesses)</li> <li>● Key partnerships (foundation, boosters, volunteer organizations, etc) -- ensure this is on our roadmap</li> <li>● Legislative -- Days on the Hill</li> </ul>		
<b>Public Engagement - Unique</b>	<ul style="list-style-type: none"> <li>● Economic development engagement with cities and developers</li> <li>● Assess public receptiveness to new construction / remodeling (specifically middle school)</li> <li>● Local realtor connections</li> </ul>	<ul style="list-style-type: none"> <li>● New Construction Public Engagement (K-8)</li> <li>● Levy Renewal v1</li> <li>● Community Business Expo like we used to do with CE team (killed by covid) -- we have aligned with a Basketball tournament for foot traffic</li> <li>● Levy Renewal beginning discussion with community</li> <li>● Share out of findings from community survey</li> <li>● Local realtor connections</li> </ul>	<ul style="list-style-type: none"> <li>● Levy Renewal</li> <li>● Go for a renewal in Fall of 2024 because then we would have fall 2025 for a second chance</li> <li>● Share out of findings from community survey</li> <li>● Local realtor connections</li> </ul>

## INTRODUCTION TO EDUCATION LEADERSHIP SYSTEM

After review of ELS and the three authorities from the six groups of adults of the school district, the team began a discussion and initial assessment of the forces against and myths about each of the authorities (Governance, Management, Consultation). Several examples were discussed from previous conversations and discussions with board members and superintendent to further explore best practices for Excellence in Governance, Management and Consultation. The partially completed assessment is below and completion of the assessment may be part of future retreat sessions for continued learning and growing.

Excellence in Governance	High	Medium	Low
Forces Against	X		
A. Boards govern, councils manage, and most people do not know the difference			
B. State and Federal laws that assume or require a board to actively engage in management			
C. Staff and parents strategically pressure the school board to engage in management when it is in their self-interest to do so and complain when their self-interests are no longer served			
D. Board members run on campaigns designed around promises of management solutions			
Myths About			
1. Governance is theoretical and optional			
2. Freedom of speech grants the right for individual opinion, even after an act of governance			
3. Board members can “turn off” and “turn on” board status and position whenever they desire			
4. Board members represent a portion of the civic community, or a specific political orientation/party			
5. Those who work in public education are less competent, qualified or professional than in other professions			
6. Public education will operate better if it is “run like a business”			
7. There are low expectations of school boards to be professional and competent			
Excellence in Management			
Forces Against			
A. Some administrators operate in isolation			
B. Administrator preparation programs are largely designed to prepare graduates for risk, crisis, and tactical management, not leadership or Partnership			
C. Collective bargaining agreements that give up management responsibilities to those in consultation roles, thereby limiting the authority of principals			
D. A preference to avoid lawsuits at all costs and manage around “rights” and “privileges” (non-negotiated rights) of staff			
E. The public (and sometimes board members’) expectation that the administration should operate with complete transparency			
F. Staff operating largely around time, not outcomes			
Myths About			
1. Principals implement change to the degree their staff agrees with the change			

2. There are two classes of employee: teachers and everyone else			
3. Employees are union members first and employees second			
4. Staff is not accountable for student learning			
5. The administrators' loyalty is first to their staff and comes before accountability to the district			
<b>Excellence in Consultation</b>	<b>High</b>	<b>Medium</b>	<b>Low</b>
<b>Forces Against</b>			
A. Parents moving beyond advocacy to setting expectations and making demands on behalf of their child as if public education were a private institution			
B. Decision Making processes on broad, critical issues which are not explicit, transparent, consistent, and planned			
C. Often frustration and demands move those in the role of consultation to act outside of the ELS structure			
D. Management and governance often disregard consultation as less valid or important			
<b>Myths About</b>			
1. The people who want to provide input will			
2. The public knows about education – they were all students once			
3. Those in Consultation believe that their input and feedback need to be fully adopted			
4. Emotional appeals trump data			

The team discussed and applied the Governance / Management T-Chart on an issue mapping out the key governance questions:

Governance	Management
1) Why? 2) To what end? 3) At what cost? 4) Through what policies?	1) What? 2) When? 3) How will this get done? 4) Who will be responsible for doing it?

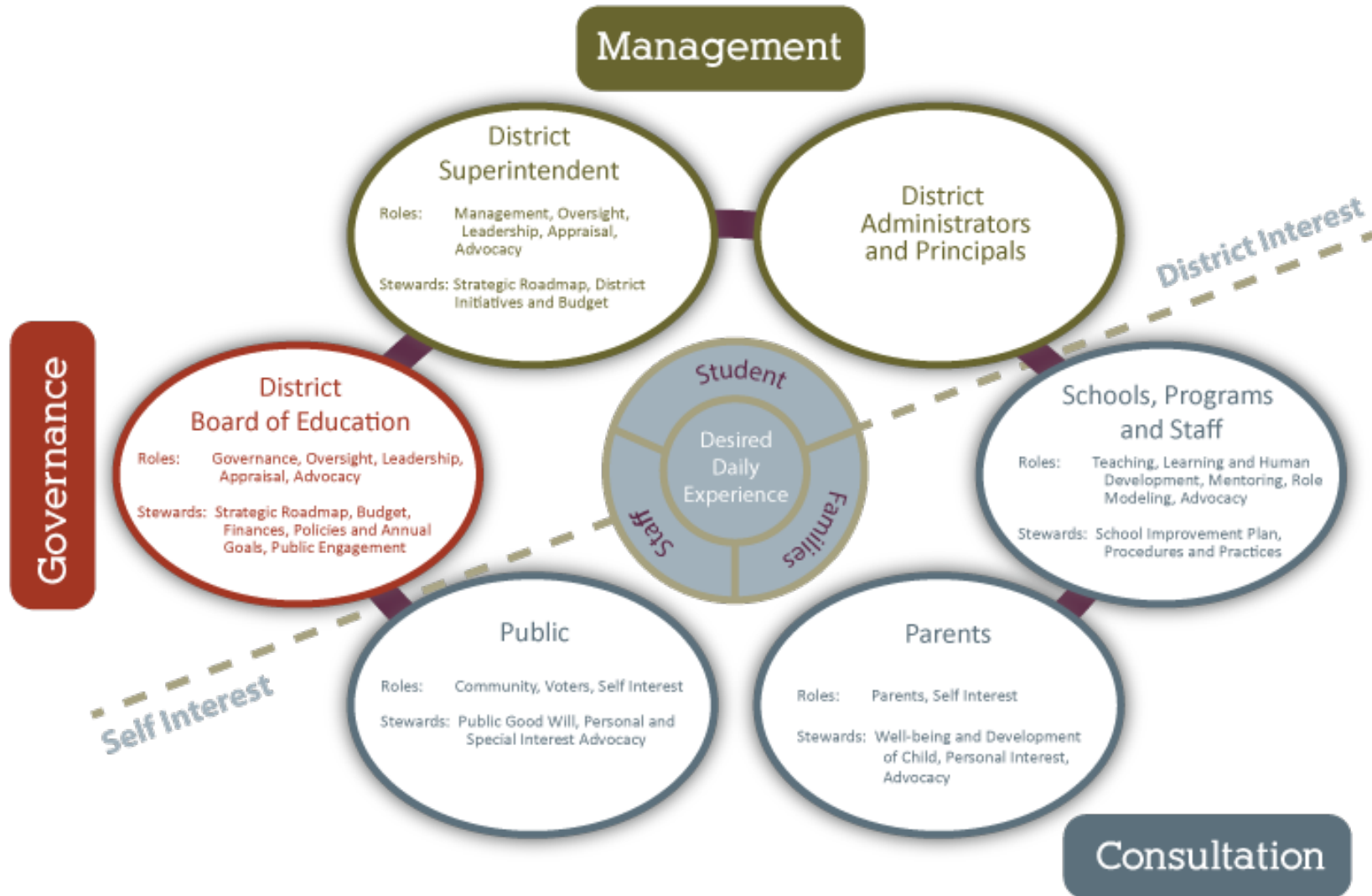
# iap2 public participation spectrum

developed by the international association for public participation

	INFORM	CONSULT	INVOLVE	COLLABORATE	EMPOWER
PUBLIC PARTICIPATION GOAL	To provide the public with balanced and objective information to assist them in understanding the problems, alternatives and/or solutions.	To obtain public feedback on analysis, alternatives and/or decision.	To work directly with the public throughout the process to ensure that public issues and concerns are consistently understood and considered.	To partner with the public in each aspect of the decision including the development of alternatives and the identification of the preferred solution.	To place final decision-making in the hands of the public.
PROMISE TO THE PUBLIC	We will keep you informed.	We will keep you informed, listen to and acknowledge concerns and provide feedback on how public input influenced the decision.	We will work with you to ensure that your concerns and issues are directly reflected in the alternatives developed and provide feedback on how public input influenced the decision.	We will look to you for direct advice and innovation in formulating solutions and incorporate your advise and recommendations into the decisions to the maximum extent possible.	We will implement what you decide.
EXAMPLE TOOLS	<ul style="list-style-type: none"> <li>• Fact sheets</li> <li>• Websites</li> <li>• Open houses</li> </ul>	<ul style="list-style-type: none"> <li>• Public comment</li> <li>• Focus groups</li> <li>• Surveys</li> <li>• Public meetings</li> </ul>	<ul style="list-style-type: none"> <li>• Workshops</li> <li>• Deliberate polling</li> </ul>	<ul style="list-style-type: none"> <li>• Citizen Advisory committees</li> <li>• Consensus-building</li> <li>• Participatory decision-making</li> </ul>	<ul style="list-style-type: none"> <li>• Citizen juries</li> <li>• Ballots</li> <li>• Delegated decisions</li> </ul>

Education Leadership System (ELS)

Part of the FrameWorks Series

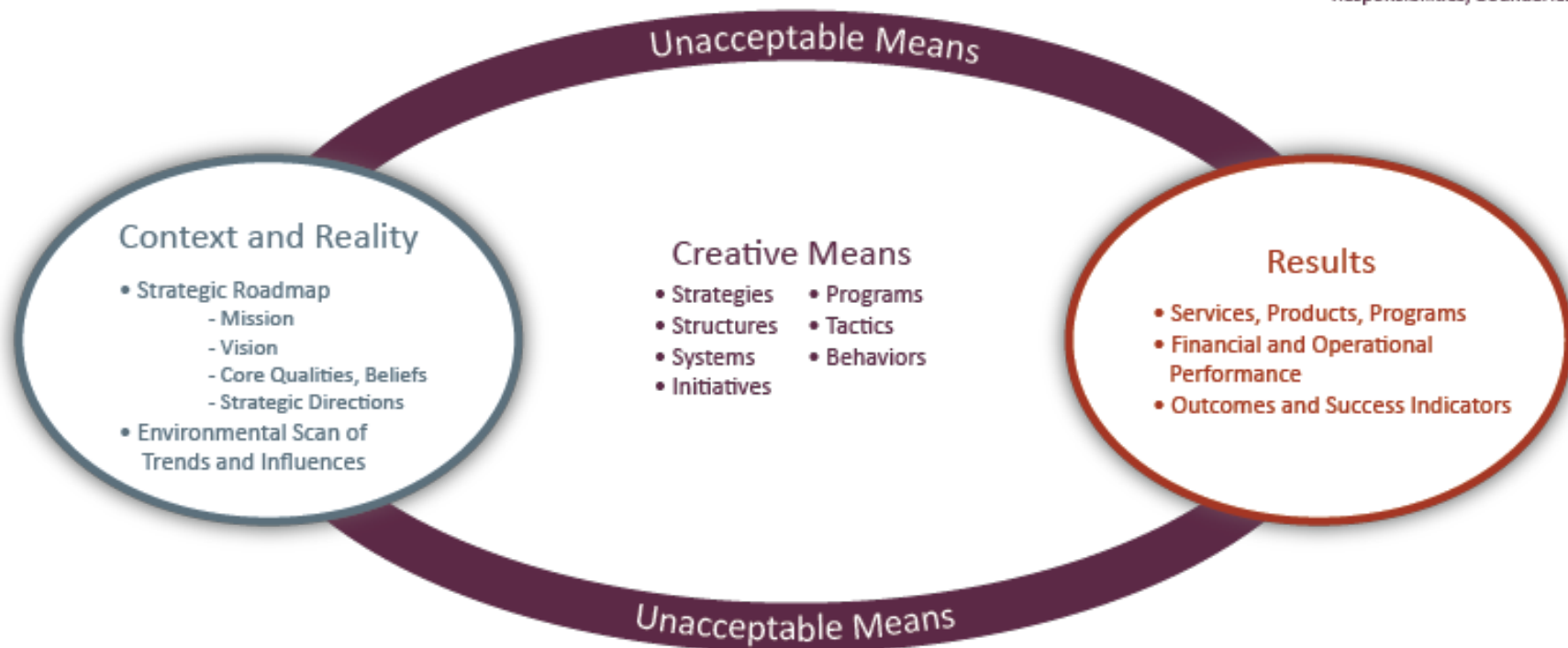


## Guiding Change

Part of the FrameWorks Series

Used For:

- Governance and Operational Leadership
- Establishing Boundaries for Creative Work
  - Clarity of Roles, Responsibilities, Boundaries



# Decision Making

Part of the FrameWorks Series

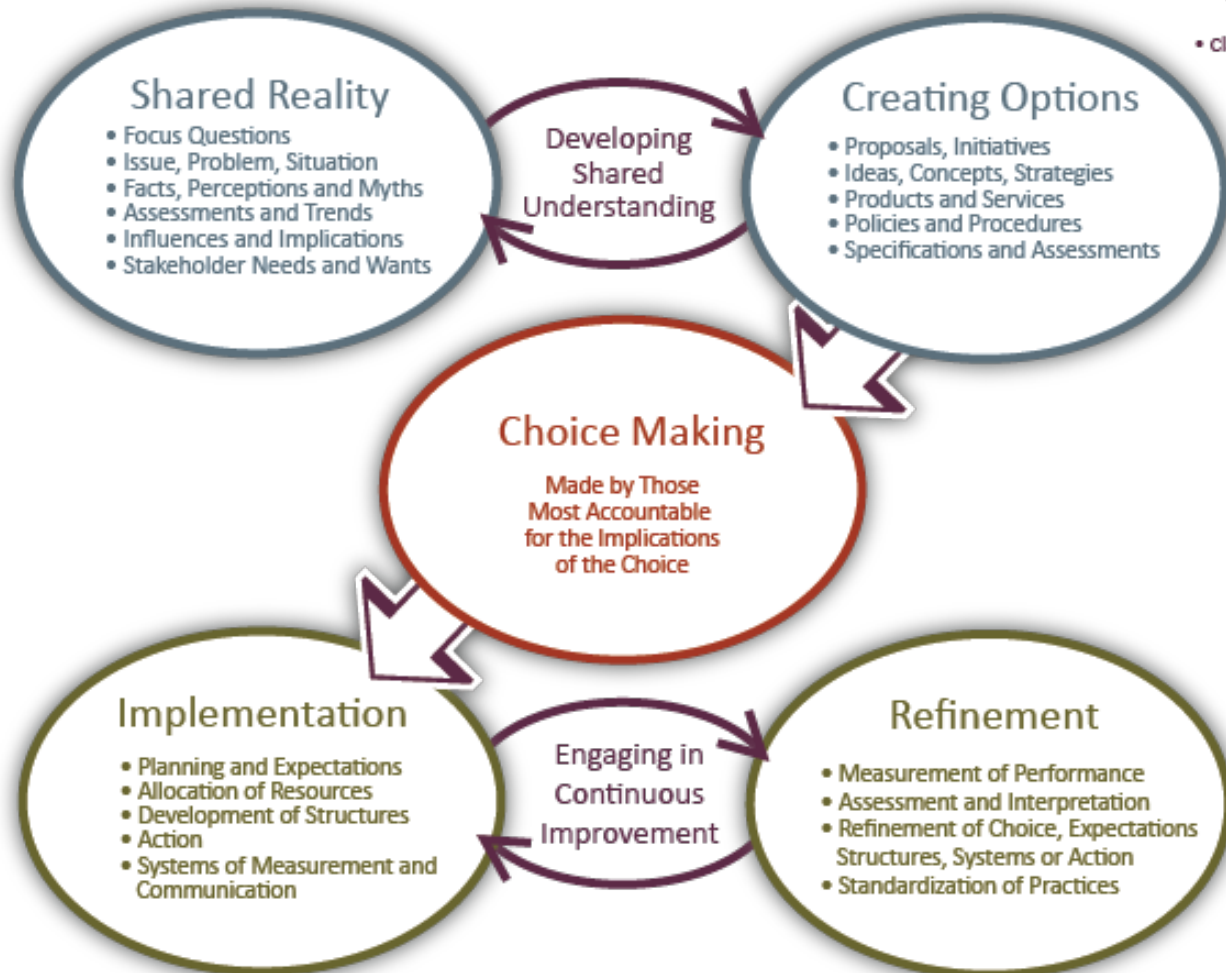
Used For:

- Choice Making
- Managing Participant's Time and Roles
- Clarification of Authority

Consultation

Governance

Management



Key Messages of Value and Learning for session:

1. Governance
2. Be productive as a board
3. Cross check/support each other
4. Set up for success
5. Careful of engagement
6. Board meeting structure



# ROCKFORD AREA SCHOOLS

*A Tradition of Excellence, One Student at a Time*

## Strategic Roadmap and Plan

July 2021

In partnership with





## District Strategic Roadmap

<p><b>District Mission</b> <i>Our Core Purpose</i></p> <p><b>In partnership with our communities and families, Rockford Area Schools provides challenging opportunities to engage, inspire, and educate globally-minded citizens.</b></p>	<p><b>Core Values</b> <i>Drivers of Our Words and Actions</i></p> <p><b><u>Excellence:</u></b> To be our best, expect our best; to be inspired daily to become the very best we can be</p> <p><b><u>Students First:</u></b> A safe, healthy environment to challenge, engage and inspire all students</p> <p><b><u>Community:</u></b> It's about all of us, all the time</p> <p><b><u>Integrity:</u></b> Align actions and words with values and beliefs while respecting differences</p> <p><b><u>Stewardship:</u></b> Care and responsibility with our resources including natural and social environments</p> <p><b><u>Student Experience:</u></b> All students have access to engage in a rich arts and academics environment, and an abundance of extracurricular opportunities</p>
<p><b>Vision:</b> <i>What We Intend to Create</i></p> <p><b>Rockford Area Schools provides a supportive, rigorous, and relevant learning culture producing courageous learners prepared to enter a global society.</b></p>	<p><b>Strategic Directions:</b> <i>Focus of Our Improvement Efforts</i></p> <ul style="list-style-type: none"><li>A. Improving our educational programs and partnerships</li><li>B. Aligning and developing proactive training and response protocol for increased safety and security</li><li>C. Improving supports for students and their learning</li><li>D. Strengthening instructional practices, processes, curriculum and assessment</li><li>E. Improving parent, community and staff awareness and engagement</li></ul>

## Theory of Action

If we	Hold students to high expectations and support them through the use of flexible, personalized, and persistent strategies across multiple settings	and
If we	Create inclusive environments where students and families feel safe being themselves, feel like they belong, feel valued, and have a voice	and
If we	Respond to adversity with calm determination and engage in collaborative problem-solving to teach our learners that they can be resilient	and
If we	Create a culture where staff and students are challenged and empowered to take calculated risks	and
If we	Ensure a curriculum that represents real-world applications and skill building demonstrable of adult experiences to emphasize college and career readiness	and
If we	Support the social, emotional, and academic growth for students, staff, and families through a culture of collaboration, trust, and safety	and
If we	Ensure transparency, collaboration, and effective communication	and
If we	Give students a voice and some choice in their learning	and
If we	Engage students in active learning that uses relevant content for their future	
Then	We foster a system of teaching and learning in which all learners thrive, know their worth, and contribute to their workplace, families, and communities as global citizens.	

**Rockford Area Schools**  
**School Board Work Plan 2021-22 to 2023-24 SYs**  
 March 2021

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<b>District Policy</b>	<ul style="list-style-type: none"> <li>● Policy revision ¼ per year (MSBA Model Policies)</li> </ul>	<ul style="list-style-type: none"> <li>● Policy revision ¼ per year</li> <li>● Technology policies related to students and staff</li> <li>● Yearly mandated policies (discipline, etc.)</li> <li>● Distant learning policy (MOU signed 20-21)</li> <li>● Social media policy</li> <li>● Directory information policy</li> <li>● IB Policies</li> <li>● Title IX Policy</li> </ul>	<ul style="list-style-type: none"> <li>● Policy revision ¼ per year</li> <li>● Yearly mandated policies (discipline, etc.)</li> <li>● Social media policy</li> </ul>	<ul style="list-style-type: none"> <li>● Policy revision ¼ per year</li> <li>● Yearly mandated policies (discipline, etc.)</li> <li>● Social media policy</li> </ul>

**Notes:**

- No board policy committee at this time

School Board Roles of:	2020-21	2021-22	2022-23	2023-24
<b>Operations Oversight Annually</b>	<ul style="list-style-type: none"> <li>● Annual budget- financial committee (2 board, 2 community, Business manager and superintendent)</li> <li>● Monitoring reports (roll up report of action card initiatives - identify off-track items and see how board can help) - communicating performance against vision cards</li> <li>● WBWF</li> <li>● Review of Student performance including high stakes assessments and plan to grow or remediate</li> <li>● Financial Statements</li> <li>● Roadmap/Forecast (DTL/Tech/Facility)</li> <li>● Evaluate needs for Levy/Bonds existing and new?</li> <li>● District Growth and retention/recruitment of student and staff</li> <li>● Community satisfaction reviews</li> <li>● Student Satisfaction reviews</li> <li>● Board review/evaluation</li> <li>● Staff satisfaction reviews</li> </ul>			
<b>Operational Oversight - Unique</b>	<ul style="list-style-type: none"> <li>● Board retreat- team building with new members after election</li> </ul>	<ul style="list-style-type: none"> <li>● Board retreat- goals and vision review (June)</li> </ul>	<ul style="list-style-type: none"> <li>● Board retreat- team building</li> <li>● Board retreat- goals and vision</li> </ul>	<ul style="list-style-type: none"> <li>● Board retreat- goals and vision</li> </ul>

School Board Roles of:	2020-21	2021-22	2022-23	2023-24
<b>Board Governance</b>	<ul style="list-style-type: none"> <li>● Board meeting evaluations internal (2 times/year) and possible external if needed or desired</li> <li>● Board member compensation and Structure (June 2021)</li> </ul>	<ul style="list-style-type: none"> <li>● Board Member Compensation</li> <li>● Board Handbook development</li> <li>● Board Member Term Discussion - June 2022</li> <li>● Self evaluation in June and December work sessions.</li> </ul>	<ul style="list-style-type: none"> <li>● Mentoring</li> <li>● Board Member Compensation</li> <li>● Board Member Term Discussion - July 2022</li> <li>● Self evaluation in June and December work sessions.</li> </ul>	<ul style="list-style-type: none"> <li>● Board Member Compensation</li> <li>● Review Board Handbook</li> <li>● Board Member Term Discussion - June 2024</li> <li>● Self evaluation in June and December work sessions.</li> </ul>

**Notes:**

Compensation structure review by a committee and brought to the board for approval

Keep Handbook Development simple

School Board Roles of:	2020-21	2021-22	2022-23	2023-24
<b>Supt Relations</b>	<ul style="list-style-type: none"> <li>● Evaluation (annual with mid-year check in)</li> <li>● Development</li> <li>● Contract</li> </ul>	<ul style="list-style-type: none"> <li>● Evaluation (annual with mid-year check in) <ul style="list-style-type: none"> <li>○ Develop evaluation tool</li> </ul> </li> <li>● Development</li> <li>● Contract</li> </ul>	<ul style="list-style-type: none"> <li>● Evaluation (annual with mid-year check in)</li> <li>● Development</li> <li>● Contract</li> </ul>	<ul style="list-style-type: none"> <li>● Evaluation (annual with mid-year check in)</li> <li>● Development</li> <li>● Contract</li> </ul>

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<b>Public Engagement - Unique</b>	<p>Examples:</p> <ul style="list-style-type: none"> <li>● Facilities evaluation</li> <li>● Donuts with Ms. Dean (monthly)</li> <li>● Written &amp; social media communications (enable / support through budgeting process)</li> <li>● Local Realtor connections</li> </ul>	<ul style="list-style-type: none"> <li>● Standards based grading</li> <li>● Share out of findings from community survey</li> <li>● Work with Cocoran on understanding growth plan</li> <li>● Work with Lennar on status of their expansion plans</li> <li>● Assess public receptiveness to new construction / remodeling (specifically middle school) in partnership with Corcoran and Lennar (or other builders)</li> <li>● Local realtor connections</li> <li>● Campaign to attract open enrollments (this isn't really public engagement - but don't know where to put it)</li> </ul>	<ul style="list-style-type: none"> <li>● New Construction Public Engagement (K-8)</li> <li>● Levy Renewal v1</li> <li>● Levy Renewal beginning discussion with community</li> <li>● Share out of findings from community survey</li> <li>● Local realtor connections</li> </ul>	<ul style="list-style-type: none"> <li>● Levy Renewal</li> <li>● Go for a renewal in Fall of 2024 because then we would have fall 2025 for a second chance</li> <li>● Share out of findings from community survey</li> <li>● Local realtor connections</li> </ul>

Guiding Principle: The only time the public hears from the District and the Board should not be when the District needs funding support

**Board Action Plan**

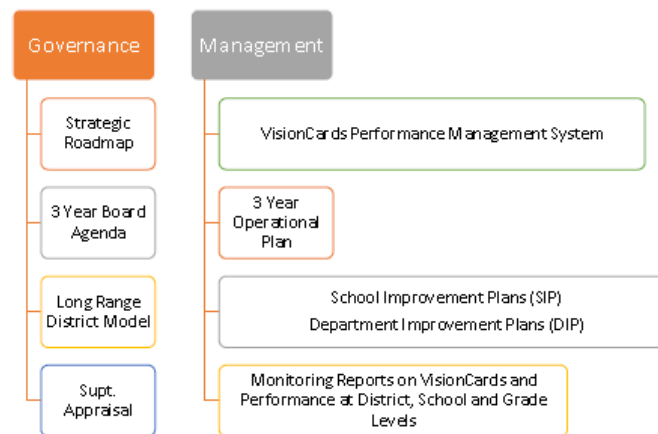
What?	Who?	When?
Schedule board retreats with specific topics		
Superintendent evaluation tool		
Policy committee created		
Revisit board business meeting structures to align with Strategic Roadmap and operations of district		
Board self-evaluation		
Relook at district operations (see financial above) committee with additional structure		
Align work plan with district capacity to achieve initiatives		
Policy review cycle		
Finalize the strategic roadmap, operational plan and board 3-year work plan		
Plan for consistent staff, community and student satisfaction reviews (surveys)		

## Board of Education Structure and Workflow

When a Board of Education desires to move towards excellence in governance, improvement in its key role of self-governance requires assessment and refinement of the Board structure and workflow. The graphic describes an effective structure for consideration.

Some key points to begin with are:

1. Board generally operates in two patterns:
  - a. Committee of the Whole where all work of the Board is done by all in Work Sessions, or
  - b. Committees to effectively do the work of the Board and are limited in number, usual examples are
    - i. Policy
    - ii. Finance, Facilities and Long Range Planning
    - iii. Executive and Superintendent Relations
    - iv. Public Engagement and Legislative Agenda
    - v. Negotiations
2. The Office of the Superintendent has Councils, which are consultative to the management work of the district, with examples such as:
  - i. Technology
  - ii. Curriculum
  - iii. Special Education
  - iv. Community Education
3. Boards also have Assignments for members such as liaisons or appointments to other Boards
4. Governance and Management “own” different and parallel elements of a District Strategic Plan and Performance Management Systems



## Board of Education Structure and Workflow

Board Committees	Board Work Session	Board Business Meeting
<ul style="list-style-type: none"> <li>● Purpose and focus of work is defined by the Board</li> <li>● Committees are standing, generally meeting quarterly or monthly</li> <li>● Agenda is developed by Committee Chair and assigned Executive</li> <li>● Session is managed by Committee Chair</li> <li>● Session is more informal</li> <li>● Members may or may not include public persons</li> <li>● Public comment is generally not provided</li> <li>● Task Forces are created for some short term and task-bound efforts which report back to Committee</li> </ul>	<ul style="list-style-type: none"> <li>● Agenda is developed by Executive Committee</li> <li>● Session is managed by Vice Chair</li> <li>● Session is more informal, inclusive of Office of Superintendent</li> <li>● Ideal for reception of Reports from Committees or Superintendent with robust discussion by members</li> <li>● Robert’s Rules are not used and voting does not take place</li> <li>● End of meeting is a good point for Board members to suggest future Agenda items</li> <li>● Public input is limited to end of meeting and only on Agenda items discussed</li> </ul>	<ul style="list-style-type: none"> <li>● Agenda is developed by Executive Committee</li> <li>● Session is managed by Chair</li> <li>● Session is formal and follows Robert’s Rules of Order</li> <li>● Ideal for formal Action with brief recap of Board Committee and Work Session efforts that led to readiness for Board Action</li> <li>● Meeting Agenda usually includes an open comment by the public without Board response or discussion</li> <li>● Meeting Agenda is structured with or without timeframes into                             <ul style="list-style-type: none"> <li>○ Consent Agenda</li> <li>○ Superintendent Report</li> <li>○ Information Items</li> <li>○ Discussion organized by Strategic Directions</li> <li>○ Decisions organized by Strategic Directions</li> </ul> </li> </ul>
<p>Action Options</p> <ol style="list-style-type: none"> <li>1. Research and exploration of focus of work</li> <li>2. Develop Recommendations for Board</li> <li>3. Develop Recommendations for Office of Superintendent</li> <li>4. Informal consultation to Office of the Superintendent</li> </ol>	<p>Action Options</p> <ol style="list-style-type: none"> <li>1. Extend, delay, or drop</li> <li>2. Delegate / Send to Board Committee</li> <li>3. Delegate / Send to Office of Superintendent</li> <li>4. Informal consultation to Office of the Superintendent</li> <li>5. Move to Board Business Meeting for Action</li> </ol>	<p>Action Options</p> <ol style="list-style-type: none"> <li>1. As defined by Robert’s Rules of Order</li> <li>2. Informal consultation to Office of the Superintendent</li> </ol>



## Discussion Items and Review

Review Board Committees	Board Work Sessions	Board Business Meeting
<ol style="list-style-type: none"> <li>1. Governance / Management T-Chart to determine functions</li> <li>2. Are there any board exclusive committees?               <ol style="list-style-type: none"> <li>a. May consider HR, policy</li> </ol> </li> <li>3. Operations committee? Tell me more.               <ol style="list-style-type: none"> <li>a. Functions like a District Finance Committee (community)</li> <li>b. Buildings and grounds?</li> <li>c. There is not a district facilities committee</li> </ol> </li> <li>4. Curriculum Advisory System Accountability Committee – review definition.               <ol style="list-style-type: none"> <li>a. How do board members get community input?</li> <li>b. Parents on committee - how do they participate?</li> </ol> </li> <li>5. Staff Development Committee?               <ol style="list-style-type: none"> <li>a. Used to report back to board</li> <li>b. To be discussed in future for consideration</li> </ol> </li> <li>6. Representative committees - governing boards               <ol style="list-style-type: none"> <li>a. Authority to vote?</li> <li>b. How discussed at board meetings?</li> <li>c. Consider future discussions around parameters for authority - balance between extremes (full control, no control)</li> </ol> </li> </ol>	<ol style="list-style-type: none"> <li>1. Review structures</li> <li>2. What changes are considered?               <ol style="list-style-type: none"> <li>a. Consideration of vice chair to lead.</li> <li>b. Worksession posted three days in advance - not special meeting</li> </ol> </li> <li>3. Minutes               <ol style="list-style-type: none"> <li>a. Taken much like regular business meetings</li> <li>b. Executive Assistant shares minutes with clerk</li> <li>c. Do worksession minutes need to be approved? Need to check with legal.</li> </ol> </li> <li>4. How publicized               <ol style="list-style-type: none"> <li>a. Website - yes</li> </ol> </li> </ol>	<ol style="list-style-type: none"> <li>1. Review structures               <ol style="list-style-type: none"> <li>a.</li> </ol> </li> <li>2. Open forum               <ol style="list-style-type: none"> <li>a. How do you handle comments?</li> <li>b. Typically no questions, no comments, refer to the superintendent with commitment to follow up at a subsequent meeting and do so.</li> </ol> </li> <li>3. Agenda structures</li> <li>4. Board packet distribution timelines – typically they are one day short for effective               <ol style="list-style-type: none"> <li>a. Questions before meeting</li> <li>b. Does not mean cannot ask questions at meeting</li> <li>c. May need to determine timelines for packet, staff, agenda setting</li> </ol> </li> <li>5. Treasurer review of payables?</li> <li>6. Discussion of reports               <ol style="list-style-type: none"> <li>a. What is helpful?</li> <li>b. What could be more efficient?</li> <li>c. What are the governance questions?</li> <li>d. Key messages provided to board summarizing the report</li> <li>e. Time boxed for reports</li> <li>f. Don't read the slides to board</li> </ol> </li> </ol>

## Difference Between Governance and Management

<u>Governance</u>	<u>Management</u>
<ul style="list-style-type: none"><li>● Why?</li><li>● To what end?</li><li>● At what cost?</li><li>● Through what policies?</li></ul>	<ul style="list-style-type: none"><li>● What?</li><li>● When?</li><li>● How will this get done?</li><li>● Who will be responsible for doing it?</li></ul>

**Rockford Area Schools**  
**ACTION CARD for Key Strategic Initiatives**

**Step 1: Name of Initiative: -**  
**Owner:**

**Step 3: Vision at Completion of Initiative**                      **Narrative and Numbers**                      *Use the Whole System View FrameWork*  
 ●

<b>Step 4: Key Steps</b>	<b>Who</b>	<b>When</b>	<b>Speed Bumps and Contradictions</b>

**Step 2: Current Reality**                      **Narrative and Numbers**                      *Use the Whole System View FrameWork*  
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