

## **Training and Retreat**

Saturday, January 28, 2023 9:00 AM

Board Assembly Room, 1250 West Broadway Avenue, Minneapolis, Minnesota 55411

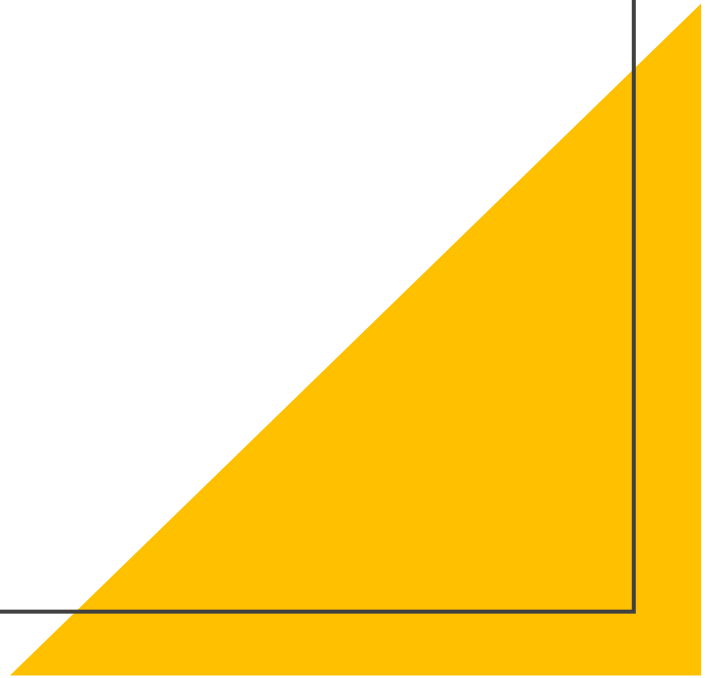
- 1) **Materials Provided to the Board**



MINNEAPOLIS  
PUBLIC SCHOOLS  
Urban Education. Global Citizens.

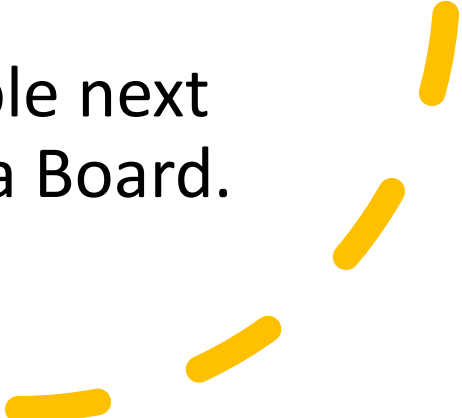
BOARD OF DIRECTORS  
EXCELLENCE IN BOARD GOVERNANCE

JANUARY 28, 2023





## DEVELOPMENT OBJECTIVES

- ❖ Build a sense of community within and among Board Members.
  - ❖ Strengthen and deepen our collective understanding of Board Governance.
  - ❖ Review, reflect on and revise disciplined processes for our oversight and monitoring functions.
  - ❖ Identify and agree on actionable next steps for our development as a Board.
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# INTRODUCTIONS

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The diversity (strengths) on our  
Team: **ACTIVITY**



## **North**

“Lets do it”  
Likes to act,  
try things,  
plunge in

## **South**

Likes to know  
that  
everyone’s  
feelings have  
been taken  
care of and  
voices heard

## **East**

Likes to look  
at the big  
picture and  
the  
possibilities  
before acting

## **West**

Likes to  
know the  
who, what,  
when,  
where, and  
why before  
acting

# OVERARCHING AGENDA

Gathering, Welcome,  
Introductions

The role of Governance:  
BOARD ROLES

Core Values and Norms

Leading for Equity: What is our  
shared definition?

Reviewing District Priorities:  
Excellence in Teaching,  
Instructional Leadership,  
Community Linkages,  
Governance(our work today)

Identifying Disciplined  
Processes and Protocols

Disciplined process for  
Identifying topics for work  
sessions

Disciplined process for  
conducting work sessions

Disciplined processes for  
communication  
between/among Board  
members, between Board and  
Administration, and between  
Board and stakeholders

Disciplined budget process

# GUIDING QUESTIONS

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What shared agreements have we reached regarding our roles and responsibilities as a Board (i.e., “good governance”)?

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What shared understandings do we have about how to pursue the budget development process in a disciplined fashion?

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As we pursue the budget development process, how do we “stay true” to our core values, our Board norms, and remain in the Board’s “lane?”

# Getting Better...

Adapted from the Center for Educational Leadership (CEL)

## Current State

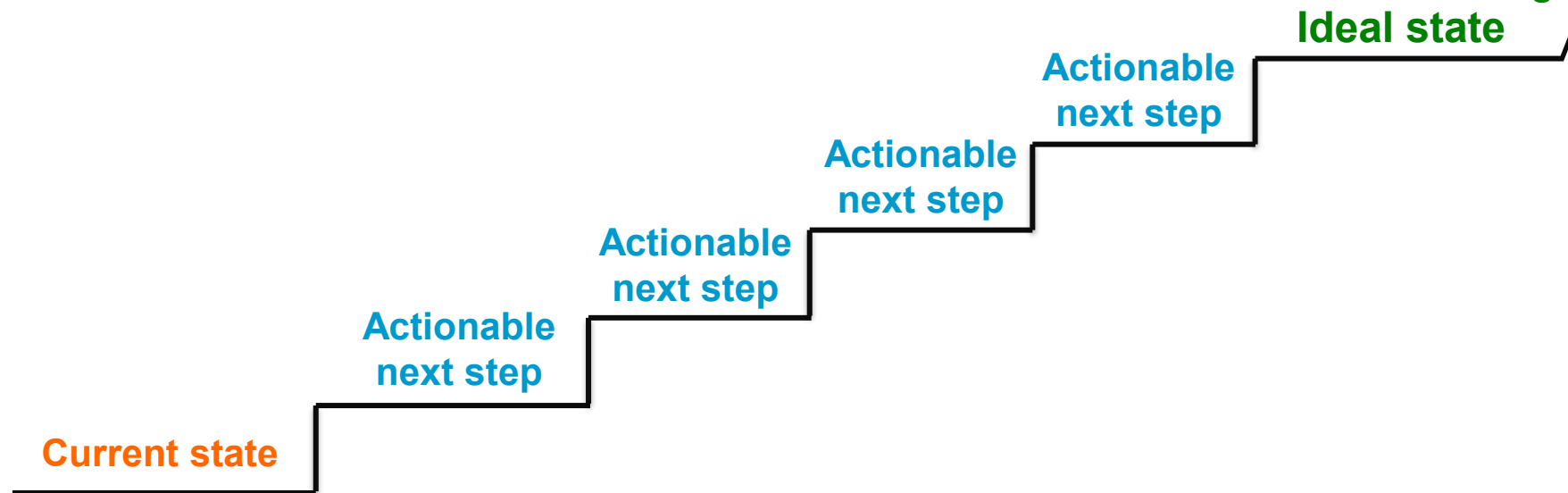
Data Analysis: Evidence-based decisions

- Student strength and needs
- Instructional Practice areas
- Instructional Leadership
- Governance

## Ideal State

Areas of focus Informed by:

- Standards
- Teaching Framework/rubric
- High Priority Practices
- Excellence in governance



# NORMS FOR OUR WORK TOGETHER

## Examples from Center For Educational Leadership

- I. **What do we need to pay attention to in our work together?**
- II. **How do you want to enter today?**
- III. **What do we need from ourselves and others?**
  - A. Take the opportunity to talk with others.
  - B. Limit email and texts and use your computers for the work.
  - C. Ask for what you need along the way.
  - D. Don't leave today unsure of the content or requirements.
  - E. Make sure all voices are heard.
  - F. Other??

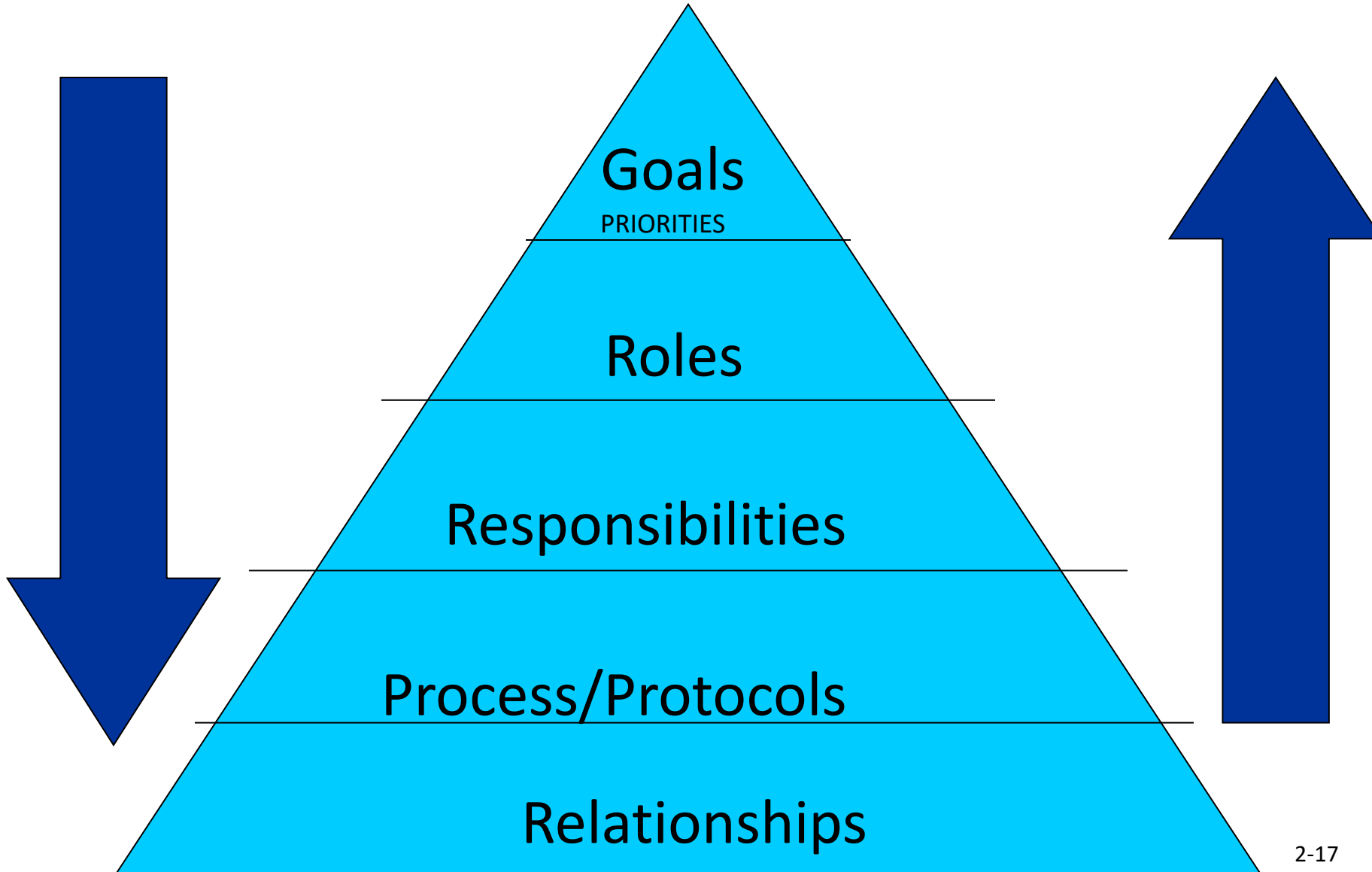


# OVERVIEW OF OUR WORK

EXCELLENCE IN GOVERNANCE

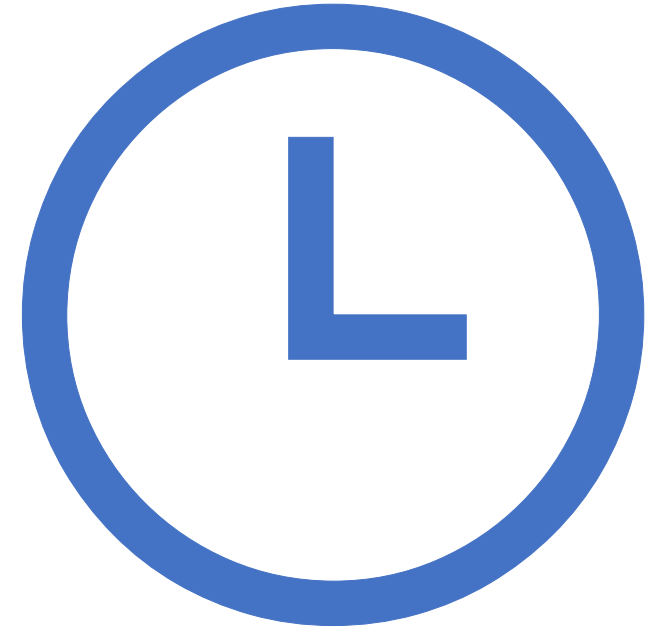
# BRINGING CLARITY, EFFICIENCY, AND TRANSPARANCY TO OUR WORK

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*“If I were given one hour to save the planet, I would spend 59 minutes defining the problem and one minute resolving it.”*

*Albert Einstein*





# CORE VALUES AND NORMS

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❖ **Core Values:** Basic beliefs and ideals that guide our actions

**We are committed to maintaining financial stability and accountability. Diversity is a valued strength to be affirmed and celebrated**

❖ **Norms:** Expectations for our behavior

**We will speak with “one voice.”:** We will honor our core values by speaking candidly and courteously to each other, listening to different viewpoints with an open mind, and ultimately act as one by supporting the decision and/or compromise reached by the Board. We will strive to represent common interests rather than factions and make decisions that are best for students.

# DISTRICT CORE VALUES

(*ACTIVITY: Norms  
and core Values*)

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Equity, Representation & Anti-Racism

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Physical and Emotional Safety & Wellbeing

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Relationships, Trust & Communication

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Shared Decision-Making & Voice

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Transparency & Accountability

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Evidence-Based Strategies



MPS FOUR  
GOALS  
FROM THE  
STRATEGIC  
PLAN

### **STUDENT ACHIEVEMENT**

Every student achieves their full potential through equal access to programming that is academically rigorous and connects learning with students' experiences.

### **EFFECTIVE STAFF**

School and district staff approach all work centered on students and equity.

### **STUDENT WELL-BEING**

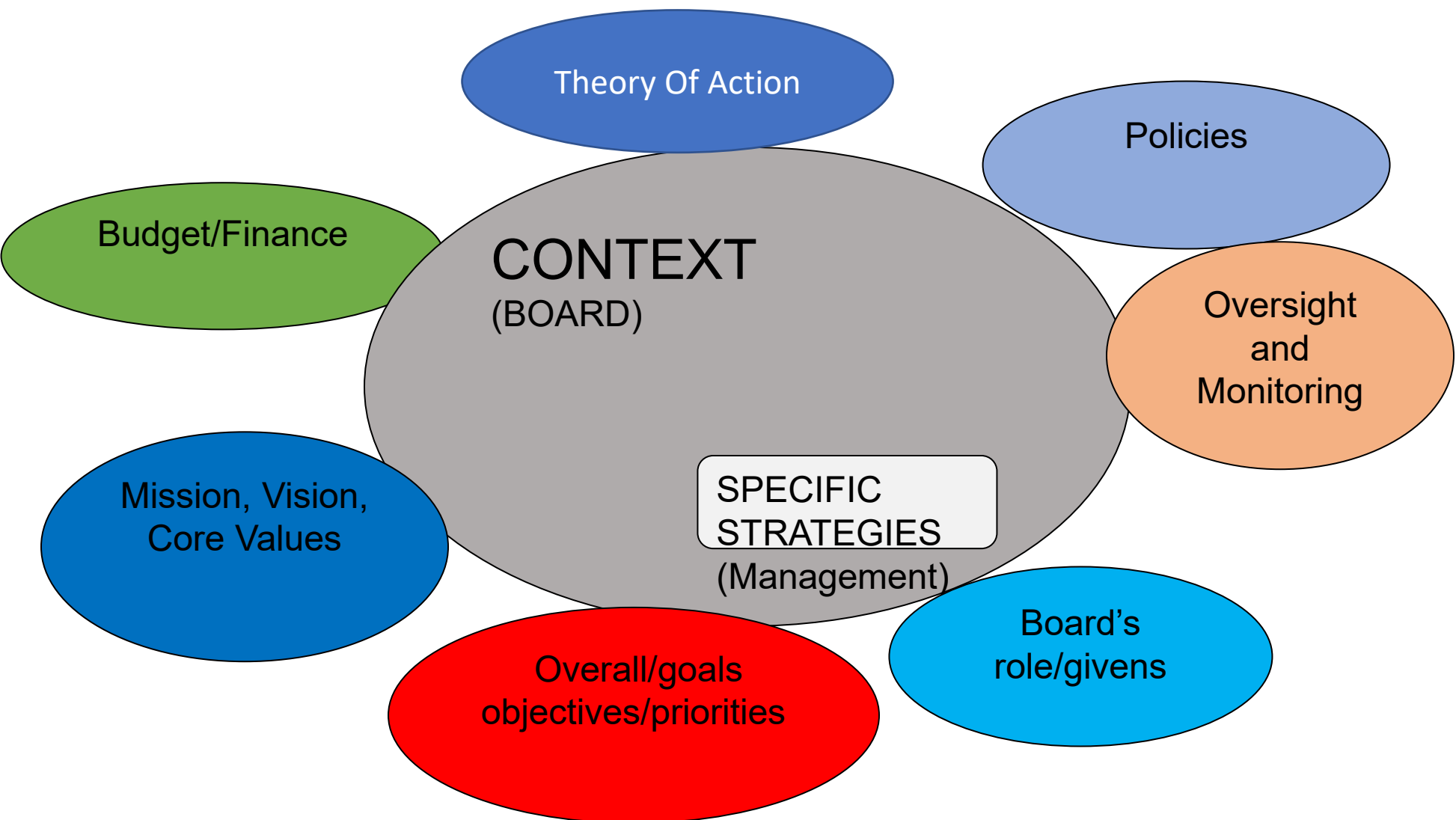
Every student's physical and mental wellbeing is addressed as an integral part of their education.

### **SCHOOL AND DISTRICT CLIMATE**

MPS is seen by our community as welcoming, responsive, and connected.

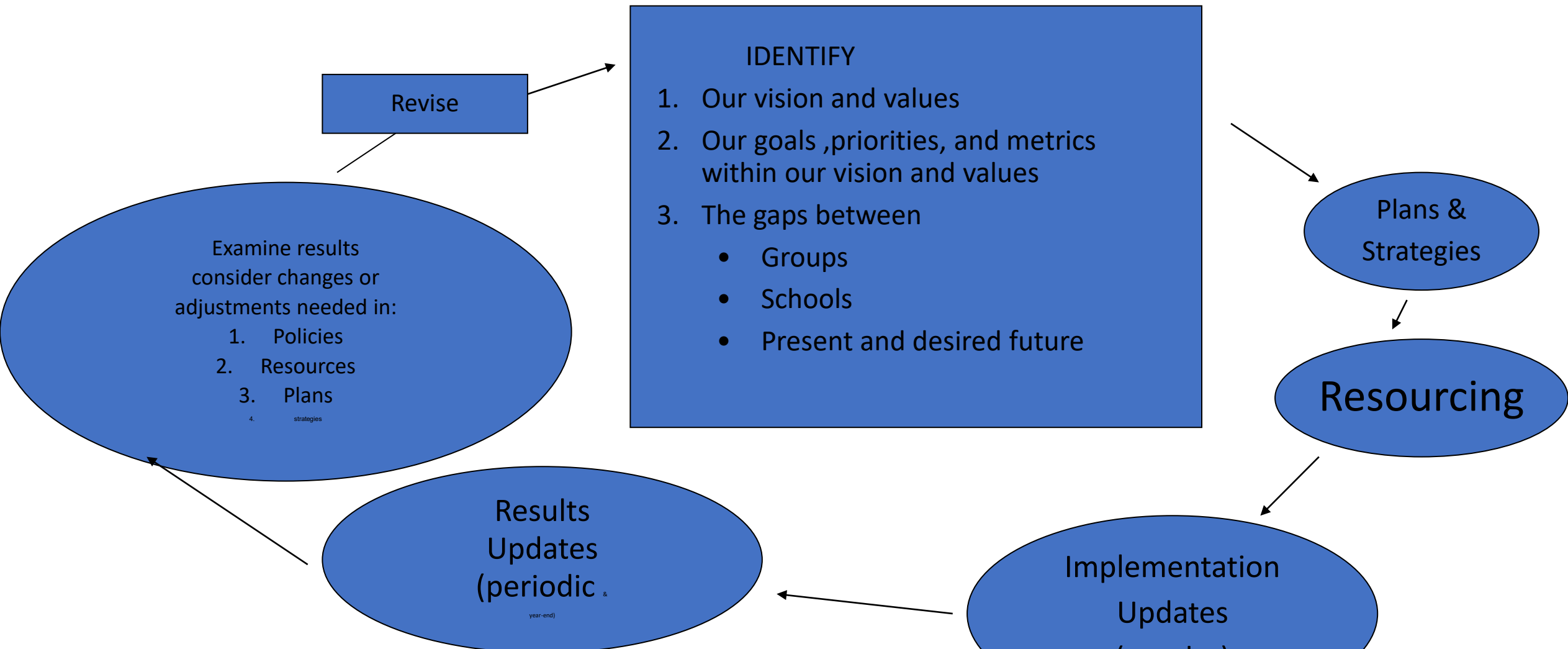
# ROLE OF THE BOARD

- Set the direction and provide context for the work of the system:
  - Policies
  - Budget and Finance
  - Monitoring and oversight
  - Communication and Collaboration: Administration, Board, Stakeholders
  - Mission, Vision, core values, goals (Priorities) and measures of success: The strategic direction;
  - Respect and support ***strategies of the Superintendent/administration***



# SAMPLE: Oversight and Monitoring Cycle

## The Oversight Cycle



# SYSTEMIC EXCELLENCE


- OPERATIONS EMBEDDED





# MSBA STANDARDS FOR BOARD WORK



- ❖ **Conduct and Ethics** (e.g. speak with one voice, focus on Board work and not staff work, board decisions belong to everyone).
  - ❖ **Vision:** (envision the educational future, set goals/priorities, define outcomes, set the course for the district).
  - ❖ **Structure:** (e.g. select one person..the Superintendent..to manage the district, safe and secure environments, regulate and ensure accountability through relevant polices)
  - ❖ **Accountability:** (Board operates as a team to evaluate the Superintendent, recognize the difference between oversight and monitoring data/information and management data/information/operation data.
  - ❖ **Advocacy and Communications:** (focus on communication to build trust)
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# EXCELLENCE IN GOVERNANCE

- Stay focused on doing the work of the Board (policy governance) and not the work of administration or staff (micromanagement).
- Pay attention both to DOING THE RIGHT THINGS and to DOING THINGS RIGHT.
- Pay attention to the vision and values they are trying to fulfill, the objectives they are trying to achieve, AND their processes for doing their work.
- Act on behalf of ALL citizens in the community and ALL children in the school system.
- Develop and sustain a productive relationship between the Board and the Superintendent, stakeholders, and each other
- Develop a work-plan, based on the system's overall strategic plan, and hold themselves accountable for accomplishing agreed on strategies and activities.
- Establish a code of conduct and hold themselves accountable for acting in a way that befits their roles and responsibilities.
- Work hard to find common ground amid differences of viewpoint, and once a decision has been reached, all Board members take responsibility for demonstrably supporting the decision of the Board as a whole.

# EXCELLENCE IN GOVERNANCE

- Board Members carry out the following roles with fidelity:
  - Ambassadors for the School System
  - Champions for ALL of the children
  - Stewards of the system's resources
  - Trustees for the mission, vision and values

Board members stay away from roles and activities that are not properly theirs and carry out with fidelity those roles and activities that can ONLY be fulfilled by the Board.

# QUICK REFLECTION AND WRITE

## ❖ **GUIDING QUESTIONS: What does it mean to be:**

- Ambassadors for the School System
- Champions for ALL of the children
- Stewards of the system's resources
- Trustees for the mission, vision and values



# FOUR ESSENTIAL DUTIES



Establishing and communicating the system's mission, vision, and core values.



Articulating expected results (e.g. student achievement, teaching, instructional leadership, financial integrity, ) and monitoring progress toward those results.



Creating conditions needed for achieving the expected results.



Ensuring a climate of commitment, trust, and respect.

# EXAMPLE: Budget Development: A Disciplined Process

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# PRINCIPLES FOR EACH STEP OF THE PROCESS

1. Set the context
2. Define roles, responsibilities and communication linkages: Board, Administration, school-based staff, community
3. Identify data and information needed
4. Define Timelines
5. Monitor elements of good governance: infusion of Core Values; upholding of Board Norms; fidelity to “staying in the Board’s lane”



# THREE DIMENSIONS OF COMMUNICATIONS ESSENTIAL TO BOARD WORK

BOARD PROCESSES AND PROTOCOLS

# COMMUNICATION PROCESSES AND PROTOCOLS

## Communications between/among Board Members

- Board Policy on norms AND core values of interaction

## Communications between Board and Administration

- Process for Board work sessions that specifies roles and responsibilities
  - Administration in helping the Board understand system initiatives and implications for Board decisions
  - Board members in asking for appropriate information with clarity in order to make good decisions.

## Communications between Board members and stakeholders.

- Electronic Newsletter
- Process for developing “talking points” on major initiatives.

# ADMINISTRATION TO BOARD



Reliable timely sharing of board requested information based on Board set priorities;



Shared understanding and consistent use of agreed upon communications processes and protocols developed in collaboration with Superintendent;



Transparent approach to reporting progress toward operational and student performance goals and objectives based on agreed on measures (in collaboration with Superintendent);



Provides leadership to align the school district with system-wide expectations, values, beliefs and goals



No surprises!!



# BOARD TO ADMINISTRATION

Board establishes an annual (or some established timeframe) calendar that communicates topics, major reports, information needs

Speak in one voice

Shared understanding and consistent use of agreed upon communications protocols and processes

Transparency in communicating “your” perspective

Check assumptions, act on facts

No surprises!!



# BOARD MEMBER TO EACH OTHER

- Board Self-Assessment;
- Annual Board Development Goals and Board developed Norms;
- Clarity re: board committee roles and responsibilities
- Clearly defined roles of board officers;
- Using data and reliable information sources.



# BOARD TO STAKEHOLDERS

- Linkage with community is differentiated
- Entire board assumes responsibility for linking with the entire community
- Board agrees on board participation in community linkage sessions
- Boards explore linkage with other boards, commissions, municipal agencies to secure feedback on relevant policies and initiatives



# REFLECTIONS AND ACTIONABLE NEXT STEPS

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## **BOARD OF EDUCATION WORKSHOP**

**Date: January 28, 2023**

### **AGENDA ONE**

<b>TIME</b>	<b>ACTIVITY</b>
9:00-9:30 A.M.	Gathering and check-in and introductions setting the context: Board Governance Overview
9:30-10:30	Overview of Board Governance and exercise <b>Guiding Question: What does it mean to be</b> <ul style="list-style-type: none"> <li>❖ <b>AMBASSADORS</b> for the school system.</li> <li>❖ <b>CHAMPIONS</b> for ALL children.</li> <li>❖ <b>STEWARDS</b> of the system's resources.</li> <li>❖ <b>TRUSTEES</b> of the system's vision and values.</li> </ul>
10:30-10:45	Break
10:45- 11:30	Shared understanding of our Core Values for moving forward: (Share SAMPLES) <ul style="list-style-type: none"> <li>• Equity, Representation &amp; Anti-Racism</li> <li>• Physical and Emotional Safety &amp; Wellbeing</li> <li>• Relationships, Trust &amp; Communication</li> <li>• Shared Decision-Making &amp; Voice</li> <li>• Transparency &amp; Accountability</li> <li>• Evidence-Based Strategies</li> </ul> <p style="margin-left: 40px;">➤ Critical Task: Building on the exiting (if there is one) draft core values, articulate a clear, shared set of core values that will be “owned” by each Board member and by the Board as a whole</p> <p><b>GUIDING QUESTIONS</b></p> <p style="margin-left: 40px;">➤ What shall be the core values that serve as the foundation for progress into the future and drive the next phase of our work?</p> <p>Critical Task: Develop a clear, shared set of norms that will be “owned” by each Board member and by the Board as a whole:</p> <p><b>GUIDING QUESTIONS</b></p>

	<ul style="list-style-type: none"> <li>➤ What shall be the norms that serve as the foundation for our work together going forward?</li> <li>➤ Activity: Individual reflection, small group conversation, whole group prioritizing.</li> </ul>
11:30-12:00	LUNCH
Noon-12:30	<p>Leading for Equity: Working lunch</p> <ul style="list-style-type: none"> <li>• Critical task: Develop a clear, shared definition of “equity” that can be used to guide future decision-making</li> <li>• Guiding question: <ul style="list-style-type: none"> <li>➤ What do we mean by “equity?”</li> </ul> </li> <li>• Activity: Individual reflection, small group conversation and whole group consensus building.</li> </ul>
12:30-1:30	<p>Identifying a set of District Priorities for goals embedded in the Vision (Strategic Plan)</p> <ul style="list-style-type: none"> <li>• Critical Task: Develop a clear, shared set of district priorities that will be used to inform Work Session topics going forward</li> <li>• Guiding Questions: <ul style="list-style-type: none"> <li>➤ What shall be a set of the priorities and performance measures that serves as the foundation for our work going forward based on achieving our BHAG and achieving the District’s Agenda?</li> <li>➤ How shall these priorities inform topics for our work sessions?</li> </ul> </li> <li>• Activity: Presentation and recommendations by Superintendent Cox followed by individual reflections, small group conversation, and whole group prioritizing.</li> </ul>
1:30-2:00	<p>The Path Forward: Next Session</p> <p>Critical Task: Develop a clear set of shared next steps to be used to inform next steps for our work together.</p> <ul style="list-style-type: none"> <li>• Individual reflections, small group conversation, whole group prioritizing. <ul style="list-style-type: none"> <li>➤ Topics: Disciplined process for Identifying topics for work sessions</li> <li>➤ Disciplined process for conducting work sessions</li> <li>➤ Disciplined processes for communication between/among Board members, between Board and Administration, and between Board and stakeholders</li> <li>➤ Disciplined budget process</li> </ul> </li> </ul>

## **BUDGET DEVELOPMENT PROCESS**

### **GUIDING QUESTIONS:**

1. **What shared understandings do we have about how to pursue the budget development process in a disciplined fashion?**
2. **As we pursue the budget development process, how do we “stay true” to our core values, our Board norms, and remain in the Board’s “lane”?**

### **BUDGET DEVELOPMENT: A DISCIPLINED PROCESS**

1. Develop a set of budget ASSUMPTIONS and PROGRAMMATIC/STRATEGIC PRIORITIES (e.g., all day kindergarten, class size, etc.)
2. Review all current revenue and revenue sources (e.g., State and Federal funding, grants, etc.)
3. Cost out an “aspirational” budget (e.g., What would the ideal budget look like based on assumptions and priorities?)
4. Adjust “aspirations” to reality: (What do we “trim” and from where?)
5. DEVELOP AND REVIEW DRAFT BUDGET

### **PRINCIPLES FOR EACH STEP IN THE PROCESS**

1. Set the context for budget development
2. Define roles, responsibilities, and communication linkages: Board, Administration, school-based staff, community).
3. Identify the data and information you will need to make decisions.
4. Define timelines.
5. Monitor for the elements of good governance practices: Infusion of core values, upholding of Board norms, fidelity to “staying in the Board’s Lane”.

## **DISCIPLINED PROCESS FOR COMMUNICATING EFFECTIVELY WITH OUR VARIOUS COMMUNITIES**

### **GUIDING QUESTIONS**

1. Using a major district initiative as a concrete example, what have been some of our successes, and what have been some of our challenges in communicating effectively with our various communities?
2. What specific steps can the Board take to build on our successes and address our challenges?
3. What specific steps can our administration take in assisting the Board to be prepared to communicate effectively with the Communities in differentiated ways?

**EXAMPLE: It reasonable to have the administration prepare specific talking points that Board Members can review and use in communicating as a team with various communities?**

4. What do Board Members need to do, individually and collectively, to ensure we “stay true” to our core values and norms as part of the process for communicating with the various communities?

**SAMPLE SCHOOL DISTRICT BOARD OF EDUCATION**

**CORE VALUES**

**DRAFT FOR DISCUSSION**

**THE CORE VALUES PROMOTED BY THE SAMPLE AREA SCHOOL DISTRICT AFFECT OUR STUDENTS AND THEIR FAMILIES, OUR STAFF, AND THE COMMUNITY. THESE VALUES PROVIDE A FOUNDATION THAT GUIDES OUR ACTIONS.**

**1. Student achievement is our number one priority and is the main purpose for our existence.**

- ❖ All students are capable of meeting and exceeding rigorous standards and becoming skilled, knowledgeable, responsible, and productive citizens in the real world.
- ❖ We will be a school system that uniformly holds all students accountable for meeting high expectations that build on their strengths. We will be a school system that uniformly supports all students in meeting these high expectations.

**2. Parent and family engagement is critical to the success of students.**

- ❖ Parents and family members share responsibility, accountability, and credit for student success.
- ❖ We will actively support the involvement of parents and families as partners in the success of students.

**3. Our schools are part of the larger community.**

- ❖ We will support the community as part of an expanded learning environment for all students. We recognize that learning takes place in school, at home, and in the wider community.
- ❖ We value the community's involvement as partners in the education of all students. We will work to build a culture and the necessary leadership to sustain achievement, trust, and collaboration.

**4. Diversity is a valued strength to be affirmed and celebrated.**

- ❖ We will recognize and value differences and provide various learning experiences in our schools. We will value equity by providing all students with fair treatment, appropriate and adequate resources, and the opportunity to receive a high-quality education.
- ❖ We will not tolerate discriminatory practices.

**5. Our actions will be characterized by trust, respect, fairness, truth, and transparency.**

- ❖ We will be open and honest in our interface with students, staff, parents, families, and the wider community. We will report progress and challenges on a regular and open basis.
- ❖ We will take to heart collaboration, inclusiveness, partnerships, and cooperation in our planning and execution of the district's achievement agenda.

**6. We are committed to safe and supportive environments that are physically, intellectually, and emotionally conducive to teaching and learning.**

- ❖ We will do all that we can to ensure that staff and students are safe, both in and around our school buildings.
- ❖ We will enforce policies related to zero tolerance for violence and disruptive behaviors.

**7. Our staff is a valued asset and critical to student learning.**

- ❖ We will recognize and celebrate the skills, energy, enthusiasm, effectiveness, and intellect that staff bring to the work of the district.
- ❖ We will invest in professional learning in order to ensure the growth, improvement, and accountability of staff.

**8. We are committed to maintaining financial stability and accountability.**

- ❖ We will honor our role as stewards of the public's resources and manage them in ways that maintain and improve public credibility and trust.
- ❖ We will ensure that our communications and decision-making processes help stakeholders to be engaged and well-informed.

## SAMPLE BOARD OF EDUCATION

### STATEMENT OF VALUES

As members of the **sample** Board of Education, we must stay true to our beliefs while recognizing that others may have conflicting beliefs. At times, compromise may be necessary. We must recognize that because of the diversity of experience and perspective that we each bring to the Board, we possess more wisdom collectively than we do individually. We also recognize the necessity for professional growth and development as a Board and as individuals and commit to regular training to increase our experience.

We recognize that the Board is part of the **sample** Public Schools family. We must commit to communicating openly and honestly with each other, the administration, and our stakeholders. We must be willing to actively listen to each other and seriously consider alternative points of view. We must each commit to providing input -- each voice must be heard.

Even when our ideas conflict, we must treat each other with respect and courtesy and agree not to take disagreements personally. Only by operating in a system of trust can the Board truly guide the school system to world-class status.

We must never push personal agendas in our actions. Rather, our discussions, decisions and actions must focus solely on what is best for all students in the **sample** Public Schools. We are committed to increasing the quality of teaching and learning for all -- and ALL means ALL.

Our thinking and behavior must always be ethical and equitable. We must be prepared to make difficult and unpopular decisions and take risks when it is in the best interest of our students. We will model the behavior that we expect from others: basing decisions on data, acting with integrity and honesty, and listening to all voices within and outside of the school system.

We believe the Board serves the school system and the schools. We do not micromanage. We place our trust in each other and the administration to act in the best interest of our students. We readily accept our roles as ambassadors for the school system promoting support for public education and spreading the news of our success. Even as we acknowledge the hard work and high level of commitment required by service on the Board, we see a place for humor and fun in our interaction and service.

### NORMS

#### **We will speak with one voice.**

We will hear each opinion, but ultimately act as one. We will speak candidly and courteously to each other and listen to dissenting or different viewpoints with an open mind. Even when our ideas conflict, we must treat each other with respect and courtesy and agree not to take disagreements personally. We will help each other to “depersonalize” disagreements. Once we reach a decision or compromise as a Board, we will each support the decision in word and deed.

#### **We will recognize a single official “voice” of the Board.**

The Chair (or Vice Chair, as appropriate) will speak as the official and public “voice” of the Board.

**We will be clear about, and stay true to, the role of the Board.**

We will be mindful of the different roles played throughout the school system and the responsibilities associated with those roles (i.e., School Board, Superintendent, administration, staff). We will maintain a focus on policy governance. We will focus on the Board's role of policymaking and evaluation and not become involved in the day-to-day operations of the school system. We will not engage in the resolution of problems. Rather we will refer these concerns to the **Superintendent or designee**. We will also be mindful of the different roles we play as individuals (Board member, citizen, etc.) and act and speak only in role-appropriate ways. We will be focused in our work.

**We will build trusting relationships.**

We will encourage open and honest dialogue that is inclusive. We will prepare ourselves for and support each other in making difficult decisions or taking risks by maintaining a strong foundation for our actions in research and data, developing a clear understanding of the risks and benefits of each action, and sustaining a climate of trust among ourselves and with the administration.

**We will be on time and prepared for meetings.**

We will make every effort to be on time for Board meetings and activities. We will read all materials provided to us so we are prepared for meetings. Board members who are absent or tardy will take the initiative to find out what they missed.

**We will respect all persons presenting to the Board.**

**We will respect staff and fellow Board members at ALL times.**

**We will advocate for Sample Public Schools and public education. We readily accept our roles as ambassadors for the school system, promoting support for public education and spreading the news of our success.**

**We will communicate positively about other Board members, staff, and the system.**

**We will strive to represent common interests rather than factions. We will make decisions that are best for students in all cases: ALL means ALL.**

**We will maintain the confidentiality of privileged information, including statements made in any executive session of the Board.**

**We will recognize the necessity for professional growth and development as a Board and as individuals, and commit to regular training to increase our experience.**

## SAMPLE DISCIPLINED PROCESS FOR BORD WORK SESSIONS

### PURPOSE

The \_\_\_\_\_ Board and Administration have jointly developed and agreed upon a four-step Disciplined Process for board work sessions. The Disciplined Process defines the ways in which both Administration and Board prepare for, and then conduct, Work Sessions. The Disciplined Process has been developed to accomplish the following objectives:

1. to enhance shared ownership (Board and Administration) for the process.
2. to create a more streamlined and efficient process.
3. to provide the opportunity for a deeper exploration of major focus topics.
4. to enhance opportunities for genuine dialogue and discussion among Board members and between Board and Administration.
5. to assist the Board in making high-quality decisions; and
6. to clarify expectations concerning communications and follow-up.

### DESCRIPTION

#### Step 1

**Once a topic has been identified and agreed on by the Board and Administration,** background Information on the "major focus topic" is provided by Administration to Board. Administration develops the background information using the following framework, when applicable:

- Proposed Implementation Plan, including Timelines
- Long-term and short-term budget options and impacts (programmatic and operational).
- Current and/or future policy and/or legislative implications.
- Technology issues.
- Communications and Community Engagement Strategy
- Accountability and Responsibility for Progress, including Progress Reports
- Board's Role

#### Step 2

Individual Board members provide input concerning the background information by forwarding questions and comments, via e-mail, to the Board Administrator. Board members frame their questions and comments using the Protocol outlined above. The complete set of all Board members' questions and comments is collected and communicated back to the Board, so that each Board member can see the kinds of questions and comments that have been generated. Board members' questions and comments are also forwarded to Administration so they can be used to help refine and inform the Work Session Presentation and Board members' talking points by Administration. Board members agree not to expect "answers" to their questions or responses to their comments prior to the Administration's formal Presentation.

### **Step 3**

Administration provides a presentation at the board work session that highlights the external communications initiatives and community/parent engagement strategies; in addition to the Board's role in supporting and communicating to stakeholders.

### **Step 4**

After the presentation and the receipt of 'talking points'; if the board has additional questions or desires additional information as a result of conversations and discussions with stakeholders, the Board and Administration alike will utilize the established five-day response protocol for Board members' requests for information.

**SAMPLE DISTRICT BOARD OF EDUCATION**

**COMMUNICATIONS BETWEEN THE BOARD AND ADMINISTRATION  
DRAFT FOR DISCUSSION**

**We will work collaboratively to identify and develop topics and a calendar for the Board Work Sessions (do we have work sessions where we do not make formal decisions)????.**

**We will set up mutual expectations for generating and receiving timely information for Board Work Sessions.**

**Information requests not related to Board Work Sessions must be generated by more than one Board member and must initially go directly to the Superintendent. The Superintendent may delegate the appropriate staff to respond.**

**Individual Board members may interact directly with the Superintendent at any time to ask questions and/or identify concerns.**

## **A PROCESS AND PROTOCOL FOR BOARD WORK SESSIONS: AN EXAMPLE FOR NASD CONSIDERATION**

**PURPOSE:** This process defines the ways in which the \_\_\_\_\_ School District Board and Administration prepare for and conduct **Board Work Sessions** with the following objectives in mind:

1. Ensure shared ownership by the Board and Administration for the process.
2. Enhance the opportunity for informed dialogue and discussion among Board members and between the administration and the Board.
3. Enhance efficiency, effectiveness, and good use of time.
4. Provide the Board with opportunity to get information and ask questions, thereby increasing the likelihood of making high-quality decisions.
5. Keep the Board and administration focused on targets, priorities, and core values.
6. Provide opportunities for the public to focus comments on agenda topics.
7. Enhance clarity around communications and follow up.
8. Other??

### **Step 1**

**Once topics have been identified and agreed on by the Board and Administration,** information is gathered by the administration and provided to the Board. The following protocol should be used in gathering and providing information:

- (a) Purpose of the initiative, program, or strategy with proposed implementation plan including timelines;
- (b) Programmatic and operational budget implications and impact.
- (c) Priorities, targets, core values to be impacted.
- (d) Policy and/or legal or legislative implications.
- (e) Internal and external communications strategies; accountability and responsibility for progress including success measures and reporting timelines.
- (f) To ensure “speaking with one voice,” clearly identify the Board’s role and talking points for internal communications AND Board communication to stakeholders.

### **Step 2**

Board members may provide to the Superintendent or designee input, questions, comments via-email regarding information that has been provided. Questions, comments, etc. from Board members should be framed around the protocol outlined above. A complete set of Board members’ questions and comments will be collected and communicated back to the Board so that everyone has a picture of the collection of questions being generated. These will help refine the Administration’s work session presentation. Answers and/or responses to questions, comments should not be expected prior to the presentation by the administration on the selected work session topics.

**Step 3**

The administration will prepare and provide a presentation to the Board at the work session framed using the protocol outlined in step 1.

**Step 4**

During the work session, the dialogue, discussions, and conversation should flow from the Administration presentation and be framed using the protocol outlined in step 1.

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