

# SCHOOL TO YOU ROLES & PARTNERSHIP



## TEACHERS

- Create and enhance positive relationships with School to You students and families with the Mission & Vision at the core of the relationship
- Produce and deliver daily content aligned to developing compassionate, competent problem-solvers.
- Post daily content within the learning hub by 9 a.m. each day or on the day students access that class in the event it is an elementary specials class
- Schedule conferences for students which can include formats such as individual, small group or live Zoom sessions during class with the on-campus learners
- Provide feedback and assessments connected to standards and learning targets
- Maintain record of student participation in regular conferences and completion of assignments
- Complete the weekly attendance form emailed by STY staff
- Make the first parent contact via phone regarding concerns about attendance or assignment completion
- Prepare hands-on learning materials for inclusion in totes for parents and/or students to pick up depending on age of student
- Communicate and collaborate with School to You team about challenges or barriers from perspectives from families and students

## SCHOOL TO YOU TEAM

- Implement program objectives and produce desirable results consistent with the Charles City mission and vision
- Communicate and collaborate with food service staff to ensure registered families receive daily meal delivery including backpack program resources
- Send attendance form to teaching staff on weekly basis and communicate details to secretarial staff for PowerSchool records
- Support teachers by making follow up phone calls to parents in regard to conference attendance and completion of homework
- Provide technology support and tutorials for teachers and students. Serve as a liaison with the technology department to ensure families have reliable Internet access.
- Ensure weekly hands-on materials are ready for parent pick up each week and coordinate delivery of materials not picked up from totes each week to individual family homes
- Produce and deliver high quality parenting resources and Recess2You experiences for interested families
- Coordinate telecounseling and tutoring services for interested families
- Utilize School Messenger systems to engage in ongoing communication for families about updates regarding the learning experience
- Serve as a main point of contact for family concerns regarding School to You by answering phone calls, texts and emails on a daily basis







School to You



# Our Mission

*Regardless of who you are  
or what your story is,  
you can learn and be loved here.*

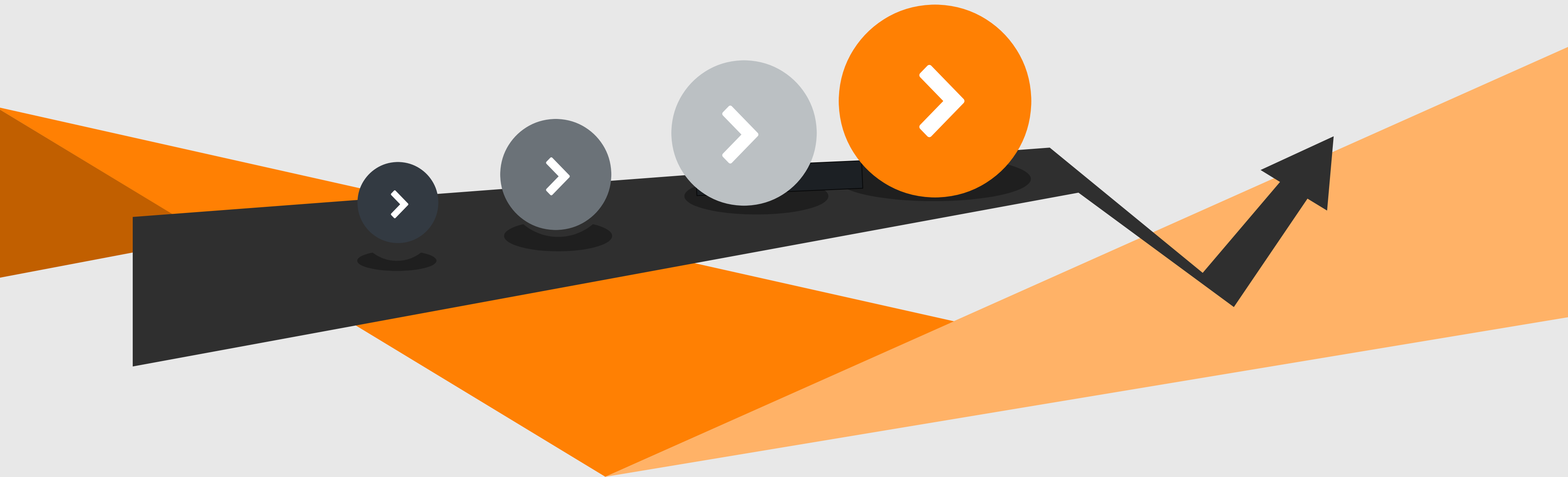


# Core Values

- We do what is best for all kids
- We are family
- We are committed leaders
- We are passionate
- We are invitational



# An Important Journey



# School to You Goals

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- Ensure the development of Compassionate and Competent Problem Solvers
- Foster deep personal relationships amongst students and teachers, as well as peers
- Provide the #CharlesCityExperience to all of our of family members



# Joint Partnership

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The diagram illustrates a joint partnership between two groups. On the left is a light gray rounded rectangle with an orange header and footer, labeled 'School to You Team'. On the right is a light gray rounded rectangle with a gray header and footer, labeled 'Classroom Teachers'. A teal line labeled 'Graphic' connects the bottom of the first box to the bottom of the second box.

School to You  
Team

Classroom  
Teachers

Graphic



# Compassion & Competent Problem Solvers

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- **Daily Pre-Recorded Mini Lessons**
  - CC Teacher-Created Digital Content
  - Targeted Instruction Aligned with Standards
- **Demonstrations of Understanding**
  - Open-Ended Tasks
  - Variety of Tech Tools





# Compassion & Competent Problem Solvers

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## ○ Weekly Virtual Conferences

- 2 each week at elementary and 1 at secondary for each content area
- Individual and/or small group
- Check for Understanding

## ○ Classroom Connections



# #CharlesCityExperience

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## ○ **Daily Meals Delivered to Student's Door**

- 163 Students
- 2 Delivery Routes

## ○ **Student Supports**

- Tutoring
- TeleCounseling
- North Grand
- Home Visits

## ○ **Parent Support**

- Parenting Expert
- Love & Logic Course



# Areas of Growth

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- Windows of Enrollment
- Virtual Meetings with Teachers
- Technology
- Peer Connections





# **School to You Program**

**Any questions can be directed to David Voves, STY & TLC Coordinator  
dvoves@charlescityschools.org**



## CHARLES CITY COMMUNITY SCHOOL DISTRICT

Code No. 101

### **EDUCATIONAL PHILOSOPHY, MISSION, VISION OF THE SCHOOL DISTRICT**

As a school corporation of Iowa, the Charles City Community School District, acting through its board of directors, is dedicated to promoting an equal opportunity for a quality public education to its students. The board's ability may be limited by the school district's ability and willingness to furnish financial support in cooperation with student's parents and school district community. The board is also dedicated to providing the opportunity to develop a healthy social, intellectual, emotional, and physical self-concept in a learning environment that provides guidance to, and encourages critical thinking in, the students for a lifetime.

The board endeavors, through the dedication of the school district's resources, to encourage students, who come to the school district from a variety of backgrounds, to look forward to the time when they will have jobs, homes, families, places in the school district community, and attain recognition as individuals. In order to achieve this goal, the board will seek qualified employees dedicated to development of their professional skills for the betterment of the education program and for the expertise for educational productivity.

Instruction and curriculum are the key elements of a public education. Critical thinking and problem solving skills that will assist the students' preparation for life is instructed as part of a sequentially coordinated curriculum. The school district strives to prepare students for employment, to discover and nurture creative talent and to prepare them to meet and cope with social change in an atmosphere conducive to learning.

The support and involvement of the home and the school district community are essential to achieve educational excellence in the school district. The school district strives to maintain an active relationship with the home and the school district community to create within the students an awareness of dignity and worth of the individual, civic responsibility and respect for authority.

### **MISSION STATEMENT**

Regardless of who you are or what your story is, you can learn and be loved here.

### **VISION STATEMENT**

Creating compassionate competent problem solvers.

Formerly: 100 Philosophy of the Charles City Community School District

Legal Reference: Iowa Code §§ 256.11 (2013).

Cross Reference:	102	Equal Educational Opportunity
	103	Long-Range Needs Assessment
	209	Board of Directors' Management Procedures
	600	Goals and Objectives of the Education Program
	602	Curriculum Development

Adopted: January 22, 1973

Revised: December 14, 1987, June 26, 2017

Reviewed: November 11, 1996, January 10, 2000, January 26, 2009, April 26, 2010, June 24, 2019

# Proposed Legislative Resolutions for 2021

## Amended and New Resolutions

New resolutions or those which received substantive changes by the LRC and Board will be debated and voted individually.

### **DROPOUT/AT RISK**

Supports the inclusion of dropout prevention and funding for at-risk students in the foundation formula and the inclusion of socio-economic status as a factor in determining a student's at-risk status. Supports allowing districts to request additional dropout prevention modified supplemental amount up to the 5% maximum cap. Opposes changes to the compulsory age of attendance unless sufficient funds are provided to implement strategies to retain those students.

### **MENTAL HEALTH**

Supports efforts to establish comprehensive community mental health systems to offer preventative and treatment services and comprehensive school mental health programs that include:

- Increased access for in-school and telehealth services;
- Increased access to mental health professionals via in-person or telehealth visits;
- Creation of a categorical funding stream designated for mental health professionals serving students;
- Equitable reimbursement by Medicaid and private insurers for in-school services;
- Ongoing teacher, administrator, and support staff training to improve the awareness and understanding of child emotional and mental health needs;
- Integration of suicide prevention and coping skills into existing curriculum;
- Expanding state-funded loan forgiveness programs to include mental health professionals who agree to provide services to schools; and
- An ongoing mental health resources clearinghouse for schools and community providers.

### **SPECIAL EDUCATION—FEDERAL**

Supports federal commitment to fund 40% of the cost of educating students receiving special education services through the Individuals with Disabilities Education Act (IDEA). We urge the federal government to modernize and fully fund IDEA by emphasizing improved outcomes for students with disabilities.

### **AREA EDUCATION AGENCIES**

Supports full funding of the area education agencies to provide essential services in a cost-effective manner to school districts including, but not limited to:

- Special education;
- Technology;
- Professional development;
- Curriculum assessment;
- Student assessment data analysis
- Teacher training on social-emotional learning and services for students in schools; and
- Creating and maintaining an online platform for students for remote learning.

### **TEACHER LEADERSHIP AND DEVELOPMENT**

Supports adequate resources for research-based programs and strong instructional leadership, including:

- Teacher leadership and development;
- Beginning teacher mentoring programs;

# Proposed Legislative Resolutions for 2021

## Amended and New Resolutions

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- Quality professional development programs, including those that prepare teachers for online or remote learning strategies; and
- Ongoing and additional cultural competency training.

### **COVID-19 REMEDIATION**

Supports additional resources to school districts and AEAs to:

- Identify achievement gaps among individual students that have occurred as a result of COVID-19 breaks in instruction; and
- Provide remediation for all students impacted negatively by loss of instruction due to COVID-19 school closings.

### **LOCAL ACCOUNTABILITY AND DECISION-MAKING**

Supports providing local school boards with decision-making authority regarding methods to accomplish desired educational outcomes. IASB opposes overly restrictive or inefficient limitations which inhibit innovation, efficiency, and the ability of school boards to meet local needs. Local accountability and decision-making includes:

- Student Achievement: As locally elected officials, school boards should have the ability to set priorities, customize programming, and maximize community strengths to improve outcomes for all students;
- Accountability & Reporting: Data collection for state accountability should enhance the ability of school boards to focus on student learning and school improvement. IASB supports streamlining state-level reporting on management operations and eliminating duplicative or inefficient reporting processes;
- Funding flexibility: School boards should have the ability to maximize existing resources to meet local needs;
- Transparency: School boards should have flexibility to provide public access to records in ways that promote transparency for citizens while balancing the cost to taxpayers; and
- Flexibility on Health and Safety Emergencies: School boards should have the ability to make decisions, in partnership with local health officials, regarding the health and safety needs of students, staff, families and the community.

### **EXPANDING EDUCATIONAL OPPORTUNITIES**

Supports providing the flexibility to expand educational opportunities and choices for students and families. Educational options must remain under the sole authority of locally elected school boards charged with representing community interests and accountability. IASB supports efforts including:

- Investment in magnet and innovation schools; expansion in flexible program offerings; and greater partnerships among schools and community organizations;
- Establishment of charter schools under the direction of the locally elected public school board; and
- Establishment or use of online schools or classes while maintaining per pupil funding.

Supports opportunities for continued collaboration between public and nonpublic schools; however, the association opposes the use of additional taxpayer funds for the creation of vouchers or educational savings accounts or an increase in tax credits or deductions directed toward nonpublic schools.

### **SHARING AND REORGANIZATION**

Supports continuation of sufficient incentives and assistance to encourage sharing or reorganization between school districts including the establishment of regional schools. Supports expanding the positions eligible for operational sharing incentives.

# Instructional Support Program

## Part 3

From Part 1 on ISL – What is the Instructional Support Levy?

From Part 2 on ISL - Income Surtax rather than property tax may be used to generate ISL funding.

## Who decides how ISL is used?

The ISL public measure put before the voters includes a statement as to its uses. The voters may vote to support or oppose those uses. The uses in the public measure are broad to allow the District flexibility in its uses.

<b>Fiscal Year</b>	<b>ISL %</b>	<b>Use as per public measure</b>
Prior to 2005	4%	Purchase equipment, supplies and maintenance
2005 to 2017	7%	4% for purchase of equipment, supplies maintenance and 3% any general fund use.
2017 to 2022	7%	Any General Fund use *

\*In 2017 the entire 7% ISL stated for any general fund purpose, allowing the District the flexibility to decide how to use, some for materials and some for salaries and benefits.

## How have we used our ISL historically?

The District has purchased miscellaneous supplies, classroom furniture, copiers, software, band equipment, textbooks, and library books, among many other things. In 2005 when the District increased the levy from 4% to 7%, the additional 3% was used for salaries and benefits. This allowed the District to avoid expenditure reductions during the times of declining enrollment and/or low supplemental state aid.



**Memorandum of Understanding  
Between  
Charles City Community School District  
And  
Charles City Community Educational Services Association**

**October 26, 2020**

The Charles City Community Educational Services Association (CCCESA) and the Board of Education of the Charles City Community School District agree to the following paragraphs. These two paragraphs are omitted from the CCCESA (Support Staff) collective bargaining but included in the teachers collective bargaining agreement. The goal of the District is to create similar leaves between the two associations.

**7.1.9 Sick Leave**

9. In the event that an employee spends his/her accumulated sick leave days, the superintendent may grant additional sick leave days. If an individual has a catastrophic situation requiring significant extended sick leave, the superintendent, with permission from the affected individual, may request voluntary donations of sick leave from staff for use by the affected individual. The superintendent will determine the amount of days to be granted on a case-by-case basis. Each staff member would be able to voluntarily donate up to 2-days of sick leave per request. Donations will be taken in the order received until the maximum amount of days required is met. The superintendent could approve and request additional donation days for the same individual if the original allotment runs out and the superintendent deems it appropriate to offer additional extended leave.

**8.6.4 Other Leave**

4. If an employee has exhausted his/her family illness leave provided under Section 16.7.1 and the employee has a catastrophic situation requiring extended family illness leave, the superintendent, at the request of the employee, may permit the employee to use additional sick leave days from his/her personal sick leave account for this catastrophic family illness. The superintendent will determine the number of personal sick leave days to be granted on a case-by-case basis. If the employee has already exhausted all of his/her personal sick leave days, the superintendent, with permission from the employee, may request voluntary donations of sick leave from staff for this catastrophic family illness following the procedures and subject to the conditions set out in the preceding paragraph.

**Future Considerations**

This memorandum of understanding will be implemented retroactive back to July 1, 2020 pending approval by the Association, and School Board.

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Kim Usher, CCCESA President

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Dated

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Josh Mack, Board President

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Dated

### Memorandum of Understanding – Cancellations

The Charles City Community School District and the Charles City Educational Services Association (CCESA), agree to the following;

- 1) **Article 4: Employee Hours Section 4.2 (5)** allows for the first two days of school cancelled for students and not made up to be paid to support staff employees. Any days missed beyond the two paid non-makeup days can be made up so there is no loss in pay.
- 2) The District and the Association agree to amend the language in Section 4.2 (5) so that two days is replaced with three days. For 2020-2021, support staff will have the first three days cancelled and not rescheduled with students paid at their regular daily wage.
- 3) This memorandum of understanding will be attached to the Master Contract for the 2020-2021 school year.
- 4) The parties will discuss permanently changing the language during negotiations for 2021-2022 Master Contract.

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For the District

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Date

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For the Association

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Date

# How to Handle Difficult Conversations with Grace



Dealing with difficult conversations—with the public, your superintendent, or even other board members—has always been one of the bigger challenges of serving on the school board.

With the heightened passions over partisan politics and the current issues surrounding the pandemic, you're probably experiencing a significant increase in the number and intensity of these kinds of challenging conversations.

Here are some simple tips that will make it easier to communicate effectively when emotions might run high.

## Listen to understand

We have two ears and one mouth. So, we should listen twice as much as we talk. Drop any preconceived notions and the habit many of us have of listening mainly to respond or react.

The first thing you'll want to do when engaging in a challenging conversation is listen. Develop a habit of working to understand where the other person is coming from. Listen closely to what they have to say. You don't have to agree or even like what someone is saying to appreciate their point of view.

Remaining focused on the other person—and genuinely opening your mind to understanding what they are saying—is easier said than done. The rewards are worth it, but it may take some practice.

You can help yourself stay present in the moment and focused on the message by putting away anything that might distract you. Stick your cell phone in your pocket, put your tablet on the table, and close out computer browser windows. In person, you might like to lean into the moment of the communication.

## Have an attitude of curiosity

Everyone knows something you don't. Ask yourself some simple questions to help you develop an attitude of curiosity. These questions include:

- What do they know that might be helpful?
- What point of view do they have that will fill in some of the blanks for me?
- What can I learn from them to help make better decisions?

These questions will help you to focus and frame things in a positive or at least neutral way. By doing this, you'll become more receptive to differing points of view. Who knows, by asking these questions, you might reveal things that you weren't able to get at before.

## Separate the ideas from the individual

One of the things that you can do to communicate and listen more effectively is to pay close attention to ideas and issues. This helps you to remain objective and focused—especially when communicating about sensitive topics.

Suspend your judgments about the person you're communicating with. This may require a great deal of patience and discipline. One way to do this is to see the interaction and the person as if it's the first time you've heard the issue and the first time you've talked to this person.

## Find common ground

The final piece of the puzzle in becoming a better communicator is to listen for and ask questions that illuminate where you agree. When you hear things that you agree with, make a mental note. When appropriate, mention the things that you agree upon.

It is an effective technique to start your side of a dialogue by highlighting the areas of common interest and agreement. You may have heard it said that it's easier to start with what you agree upon, rather than where you disagree.

To find out how TASB Board Development Services can help your board members deal with difficult communication, including Crucial Conversations training, please contact us at 800.580.8272, ext. 2453 or email [board.dev@tasb.org](mailto:board.dev@tasb.org).

## Watch 10 Ways to Have a Better Conversation with Celeste Headlee

Celeste Headlee has made a living talking with people as a radio host for decades, and she knows the ingredients of a great conversation. Watch her insightful TED Talk for her 10 useful rules for having better conversations.

*Video courtesy of TED. [10 Ways to Have a Better Conversation with Celeste Headlee](#).*





Source: <https://www.tasb.org/trustees/expand-your-knowledge/stay-informed/feature-stories/leadership-and-governance/how-to-handle-difficult-conversations.aspx>



# Decision-Making Process: Board Engagement and Communication

**In Times of Turbulence**

**Board Engagement**



[Administrative  
Research and Action]

- A. Is this something the board should decide? Why?
- B. Where in the process should the board engage?
- C. What will be the board's role? (Use the T-Chart to clarify)

1. What kinds of communication is needed?
2. What is realistic?
  - Who will provide info?
  - When?

# Reopening Schools Under COVID-19

## *Key Health and Safety Factors for Board/Superintendent Team Discussion*

Area	Governing Questions for Board/Superintendent Discussion
<b>Key Connections: Health and Legal</b>	<ol style="list-style-type: none"> <li>1. Have we established communication with local health officials? How is that process going? (strengths and challenges)</li> <li>2. In what ways are we vetting changes with legal counsel or ensuring compliance with laws?</li> </ol>
<b>Students and Staff at High Risk</b>	<ol style="list-style-type: none"> <li>3. In what ways are we preparing to support the health and safety of our students and staff considered at high risk?</li> </ol>
<b>Mitigation Practices</b>	<ol style="list-style-type: none"> <li>4. What practices are we implementing, and on what state or federal guidance are they based?</li> <li>5. Are practices feasible to implement consistently? Resources, time, staffing, training?</li> <li>6. What measures may be controversial/could benefit from greater board engagement?</li> <li>7. Which recommended practices are not being implemented? Why?</li> </ol>
<b>Positive Cases and Exposure</b>	<ol style="list-style-type: none"> <li>8. Have clear procedures been established for these situations?</li> <li>9. Are the appropriate staff trained to implement them consistently?</li> <li>10. What are the potential impacts on school operations?</li> </ol>
<b>School Closures Under Senate File 2310</b>	<ol style="list-style-type: none"> <li>11. Under what circumstances can we predict the need to close a building? The district?</li> <li>12. Will the board authorize requests for waivers for in-person learning requirements, or delegate that authority to the superintendent?</li> </ol> <p>Updated 10/2020</p>



## Leadership Reflection Questions

1. What does our district stand to gain if we act on this? What is the risk if we do not lead in this area (if we don't make this decision)?
2. How can we be innovative, yet sensitive to the impact on the community?
3. What's it like to be on the receiving end of this discussion or decision? (What discomforts do we anticipate others will face because of this discussion or decision?) What supports should we consider or put in place for those on the receiving end?
4. When is it time to decide? When is it time to pause? (Speculate on the power and disadvantages of pausing/waiting.)
5. How are we doing at having ongoing discussions about situations well before and after decisions are made? (We may think we have discussed a topic a lot, but have the discussions been framed in a way that leads to board action?)
6. Have we identified common, consistent messages that clarify the direction we are headed and why we are doing this?
7. How well are we modeling leadership behavior aligned with the direction set?





# Charles City Board Development Workshop

Monday, October 26, 2020

**Facilitator:**

Harry Heiligenthal

Associate Executive Director, Board Development

[hheiligenthal@ia-sb.org](mailto:hheiligenthal@ia-sb.org)

(515) 247-7062

[www.ia-sb.org](http://www.ia-sb.org)

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## Key Insights

1. List two key insights you gleaned from the article (or the Celeste Headlee video).



# Role of the Board and the Superintendent

Charles City School Board Work Session  
Monday, November 25, 2019

Board	Superintendent
<ol style="list-style-type: none"> <li>1. Big picture/high level leadership</li> <li>2. Sets vision/district direction</li> <li>3. Establishes policy</li> <li>4. Fiscal oversight</li> <li>5. Has legal authority (for areas of responsibility)</li> <li>6. Collaboration</li> <li>7. Hire supt. Approve HR (vote on hiring other staff based on supt's recommendations)</li> <li>8. Listen and redirect community/staff to appropriate pathways to address concerns</li> </ol>	<ol style="list-style-type: none"> <li>A. Implements strategies (to accomplish district vision/goals) Execute the district direction</li> <li>B. Makes day-to-day decisions</li> <li>C. Tends to details</li> <li>D. Makes recommendations (to the board)</li> <li>E. Recommends HR hires to the board</li> <li>F. Liaison (for board and district to the community)</li> <li>G. Communicator (understands and explains to staff and community)</li> <li>H. Is accountable to the board</li> <li>I. Handles concerns</li> </ol>



# Is It Governance or Is It Management?

<b>Governance (Ends)</b> <b>Role of Board</b>	<b>Management (Means)</b> <b>Role of the Superintendent</b>
A. Setting policy and goals for the entire organization that provide a general direction and support of mission.	A. Directing and leading the work of the organization; making decisions to implement board policy.
B. “The governance model enables the board to focus on the larger issues, to delegate with clarity, to control management's job without meddling, to rigorously evaluate the accomplishment of the organization; to truly lead its organization.” *	B. “Management is in the best position to establish the means by which the ends identified by the board may be accomplished.” *
1. Does it relate to the “big picture” of the ability of the school district to achieve its mission for children?	1. Does it relate to the day-to-day activities of the school district?
2. Does it have to do with setting general policy on how the district carries out its functions in the best interests of student learning?	2. Does it relate to carrying out the policy of the district in specific situations?
3. Is it being analyzed from the “10,000 foot” or “balcony” perspective; looking at the interests of the entire school district rather than close up and involving personalities?	3. Is it being analyzed from the building or classroom level; looking at an individual instance or situation within the overall district perspective?
4. Is it setting direction in the sense of big-picture goals that will lead toward accomplishment of district mission and vision?	4. Is it moving the district in the direction established by the board in the sense of setting personal goals and making decisions that lead toward accomplishment of district goals?

\*Carver, John. *Boards That Make a Difference*. San Francisco: Jossey-Bass Inc., Pub.



# Decision-Making Process: Board Engagement and Communication

## In Times of Turbulence

### Board Engagement



[Administrative  
Research and Action]

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## Additional Considerations and Questions ('filters')

- A. Is this a response to a mandate or a recommendation? (Such as: the health department, department of education, governor, etc.)
- B. If it is a crisis, people are going to want information faster than usual and will have an expectation for more information.
- C. Extending grace with stakeholders and each other is more important than ever. How are we well are we demonstrating this?
- D. How will we tend to the board/superintendent relationship while navigating this situation?

1. What are the pathways for board members to ask questions and get information (background information to inform decision making)? What works well? Why?

2. What are the pathways for board members to contribute and communicate their expertise without assuming the role of employees (without bypassing the authority or responsibilities of administrators and staff)?

3. What level of board member input is appropriate? How can the board gauge or self-regulate the level of input that is appropriate?

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<b>Students and Staff at High Risk</b>	<ol style="list-style-type: none"> <li>3. In what ways are we preparing to support the health and safety of our students and staff considered at high risk?</li> </ol>
<b>Mitigation Practices</b>	<ol style="list-style-type: none"> <li>4. What practices are we implementing, and on what state or federal guidance are they based?</li> <li>5. Are practices feasible to implement consistently? Resources, time, staffing, training?</li> <li>6. What measures may be controversial/could benefit from greater board engagement?</li> <li>7. Which recommended practices are not being implemented? Why?</li> </ol>
<b>Positive Cases and Exposure</b>	<ol style="list-style-type: none"> <li>8. Have clear procedures been established for these situations?</li> <li>9. Are the appropriate staff trained to implement them consistently?</li> <li>10. What are the potential impacts on school operations?</li> </ol>
<b>School Closures Under Senate File 2310</b>	<ol style="list-style-type: none"> <li>11. Under what circumstances can we predict the need to close a building? The district?</li> <li>12. Will the board authorize requests for waivers for in-person learning requirements, or delegate that authority to the superintendent?</li> </ol> <p>Updated 10/2020</p>



## Role of the Board and the Superintendent

Board	Superintendent





## Leadership Quotes

1. "Don't follow the crowd, let the crowd follow you." —Margaret Thatcher
2. "Leadership is the art of giving people a platform for spreading ideas that work." —Seth Godin
3. "A true leader has the confidence to stand alone, the courage to make tough decisions, and the compassion to listen to the needs of others. He does not set out to be a leader but becomes one by the equality of his actions and the integrity of his intent." —Douglas MacArthur
4. "The task of the leader is to get their people from where they are to where they have not been." —Henry Kissinger
5. "Leadership is the capacity to translate vision into reality." —Warren G. Bennis
6. "A leader is a person you will follow to a place you would not go by yourself." —Joel Barker
7. "A leader takes people where they want to go. A great leader takes people where they don't necessarily want to go, but ought to be." —Rosalynn Carter
8. "Leadership and learning are indispensable to each other." —John F. Kennedy
9. "The quality of a leader is reflected in the standards they set for themselves." —Ray Kroc
10. "Do what you feel in your heart to be right, for you'll be criticized anyway." —Eleanor Roosevelt
11. "I cannot give you the formula for success, but I can give you the formula for failure, which is: Try to please everybody." —Herbert Swope
12. "Before you are a leader, success is all about growing yourself. When you become a leader, success is all about growing others." —Jack Welch
13. "Today a reader, tomorrow a leader." —Margaret Fuller
14. "The things we fear most in organizations--fluctuations, disturbances, imbalances--are the primary sources of creativity." —Margaret Wheatley
15. "A genuine leader is not a searcher for consensus but a molder of consensus." —Martin Luther King Jr.
16. "Never doubt that a small group of thoughtful, concerned citizens can change the world. Indeed, it is the only thing that ever has." —Margaret Mead



## Leadership Reflection Questions

1. What does our district stand to gain if we act on this? What is the risk if we do not lead in this area (if we don't make this decision)?
2. How can we be innovative, yet sensitive to the impact on the community?
3. What's it like to be on the receiving end of this discussion or decision? (What discomforts do we anticipate others will face because of this discussion or decision?) What supports should we consider or put in place for those on the receiving end?
4. When is it time to decide? When is it time to pause? (Speculate on the power and disadvantages of pausing/waiting.)
5. How are we doing at having ongoing discussions about situations well before and after decisions are made? (We may think we have discussed a topic a lot, but have the discussions been framed in a way that leads to board action?)
6. Have we identified common, consistent messages that clarify the direction we are headed and why we are doing this?
7. How well are we modeling leadership behavior aligned with the direction set?



## Common Messages

What are 2-3 key insights we want the community and staff to know about:

- Status update, progress report, or presentation
- Discussion
- Meeting
- Decision



# Sample Board Questions for Progress Reports or Presentations at Board Meetings

## Purpose of this Tool

The questions on the next page are intended as samples that boards may wish to consider as a “frame” for administrator/staff progress reports. The board/superintendent team can use these questions “as is” or modify them to fit the district and current circumstances. These “board centric” questions were developed through ongoing work with multiple board teams over the course of a 2-3-year period. Participating board/superintendent teams have said these kinds of questions have helped build board understanding in ways that can impact the work of boards within their areas of responsibility (provide support, advocate for improvement work, enhance accountability, etc.). Administrative and staff leaders have also said these questions are a helpful guide to them for planning and providing meaningful progress reports and presentations to the board.

Typically, after board/superintendent discussion and refinement (or deciding to use them “as is”), the superintendent and administrative team will share these questions with administrative and teacher leadership well in advance of reporting progress. Then, administrators and teachers use the questions as a “frame” for planning and reporting progress on key initiatives, professional development and/or goals during the year.

# Sample Board Questions for Progress Reports or Presentations at Board Meetings

## Initial Ideas for a Template

\_\_\_\_\_ Board Session

The intent of these questions (which may be revised and adopted by the board and superintendent) is to guide the format of presentations and progress reports shared by staff and community.

### 1. What is this action/initiative intended to improve?

(Describe the desired result, outcome or purpose as succinctly as possible.)

### 2. Which goal is this action/initiative aligned with?

(Describe the link between this action/initiative and a goal or priority it is intended to address.)

### 3. What does it take to do or implement this well?

(Please focus on the big picture or “balcony view” essential elements or supports it takes to “make this work.” For example: time, training, resources, leadership, financial elements, etc.)

### 4. What is the impact of this action/initiative? How do we know its impact (data/information)?

(What is the anticipated impact of this action/initiative? How will we know its impact?)

### 5. What are the key roadblocks or challenges to doing this well?

(What are the likely ways to work around these roadblocks or challenges?)

### 6. What are some of the key implications of this presentation/progress report for the board (and superintendent)?

(Implications might include areas such as: board leadership/advocacy, board learning, sharing common messages with the public/staff, “staying the course,” providing time/resources/financial support, etc.)

## Montezuma School Board Meeting Review

Rankings from 1 = Low/Disagree up to 5 = High/Agree

LOW				HIGH
1	2	3	4	5

1. The board operated the meeting based on its own policies, procedures, and guidelines with which all members are familiar.

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2. The board meeting included an opportunity for learning about the organization's activities.

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3. All board members fully and positively participate in discussion.

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4. All board members came prepared for the meeting.

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5. Board members received meeting agendas and supporting materials in time for adequate advance review.

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6. The substance of the meeting was primarily composed of items truly the board's responsibility.

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7. All board decisions focused on students' needs and providing the best possible learning environment.

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8.

--	--	--	--	--

9.

--	--	--	--	--

10.

--	--	--	--	--

Any specific highlights of the meeting you would like to mention?

--

Any specific things you would like to see done differently at the next meeting or at future meetings?

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SAMPLE

## Board Self-Reflection

This sample developed by IASB based on operating principles generated by the Charles City Board (principles identified on Nov. 25, 2020)

Date \_\_\_\_\_

<b>Principle</b>  Sample description below provided by IASB facilitator	<b>Rating of the Board Team</b>  <b>1</b> Just starting on this principle <b>2</b> Some progress on this principle <b>3</b> Good progress on this principle <b>4</b> Well on our way with this principle	<b>Evidence for this Rating – What this principle looks like</b> (Comments on why I chose this rating)
<b>#1 Information for one is information for all</b> The board and superintendent have the same key information to inform decision-making.		<b>(Insert) What this principle looks like</b>  A. _____ B. _____ C. _____
<b>#2 No surprises –</b> Meeting participants have sufficient info to make informed, effective decisions.		<b>Sample ideas provided by IASB facilitator</b> A. As often as possible, questions are asked routinely asked in advance to allow those presenting the opportunity to prepare and provide information that addresses board member needs. B. Questions asked in advance allows time for information to be provided to the whole board to in advance to consider before making decisions. C. Board members know what will be on the agenda and have adequate time to consider background info. D. _____  <b>Comments (why I chose this rating)</b>



<b>#3 Verify facts.</b> _____		<p>(Insert) What this principle looks like</p> <p>A. _____</p> <p>B. _____</p> <p>C. _____</p> <p><b>Comments (why I chose this rating)</b></p>
<b>#4 Think ahead</b> _____		<p>Sample ideas provided by IASB facilitator</p> <p>A. Board leadership and the superintendent allocate time during meetings to speculate about future decision-making, board learning, and information needs that will help inform deliberations and decision-making.</p> <p>B. The Board regularly forecasts big areas of upcoming work and decision-making. The board discusses these topics and information during board work sessions or meetings.</p> <p>C. _____</p> <p><b>Comments (why I chose this rating)</b></p>
<b>#5 Disagree, (explain your thinking), then commit.</b> _____		<p>(Insert) What this principle looks like</p> <p>A. _____</p> <p>B. _____</p> <p>C. _____</p> <p><b>Comments (why I chose this rating)</b></p>

1. When our board is working most effectively, what board actions help us operate as a high functioning team?
2. When our board is not working as effectively, what board actions are roadblocks to providing the best leadership possible for our district?
3. What are 1-2 specific strategies this board might use to work around the roadblocks?