



Finalize Strategic Roadmap
3-Year Governance Work plan
Board Structures and Workflow

April 29, 2024

Facilitated and submitted by



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Crosslake Community School’s Strategic Roadmap*

District Mission: *Our Core Purpose*

| | |
|--|--|
| Current <i>To grow environmentally literate, community-impacting learners of excellence.</i> | Proposed <i>Keep Current Mission</i> |
|--|--|

Vision: *What We Intend to Create*

| | |
|---|--|
| Current: <i>CCS: Where academics lead to a stronger, healthier community.</i> | Proposed: <i>CCS strives to be a school where students build meaningful connections with each other, the community, and the environment through exceptional and relevant learning experiences.</i> |
|---|--|

Core Values: *Drivers of Our Words and Actions*

- 1. Respect** – Treat others with kindness, understanding and empathy, always striving to be courteous, compassionate, inclusive and open-minded.
- 2. Excellence**– Pursuit of high standards and continuous improvement in order to reach my fullest potential and growth.
- 3. Learning** – Embrace joy, curiosity and enthusiasm on my lifelong journey of discovery and growth.
- 4. Integrity** – Contribute to a culture of trust, honesty and responsibility by doing what is right, even in the face of challenges.
- 5. Community**– Promote a sense of belonging, shared purpose and partnership with all members of our school community.

Strategic Directions: *Focus of Our Improvement Efforts*

- Providing effective, relevant and individualized instruction in each classroom.
- Enhancing staff professional growth and support systems to ensure a high-quality learning environment.
- Promoting positive student interactions and a welcoming, inclusive learning community.
- Improving technology to support effective teaching and learning.
- Improving and updating school operations, facilities and systems.

*This is the version that was shared with families and staff for feedback.

CROSSLAKE

COMMUNITY SCHOOL

Student Desired Daily Experiences

I feel appreciated, understood, cared for, and included.

I have the support I need when I'm struggling academically and/or emotionally.

I am able to learn about things that interest me and are relevant to my life.

Online Students

I have flexibility regarding when and where I do my work, in a format that meets my needs.

My online learning platforms and applications are easy to use and understand.

I have opportunities to connect with my peers during the school day and through extracurricular clubs.

Seat-Based Students

I am allowed to be independent, take responsibility, and have opportunities to make choices.

I have fun and feel engaged at school, with hands-on, interactive learning experiences and opportunities to explore and learn outdoors.

I have access to a variety of after-school activities.

CROSSLAKE

COMMUNITY SCHOOL

Staff Desired Daily Experiences

I am empowered and entrusted to perform my job well, have the freedom and flexibility to be creative, and the support and direction when I need it.

I engage in relevant training, professional development, and a formal staff evaluation process that helps me continuously grow as a professional and improve my skills.

I am recognized for my contributions, valued for my skills and experience, and satisfied with the compensation I receive.

I have a manageable workload based on my full time equivalent and/or role.

Online Staff

I feel connected to my fellow staff members and they care about me, personally. They lift me up and inspire me to do my best every day.

I am making a difference and feel connected to my students and co-workers.

I have the technology, resources, systems, and support that I need to facilitate my role and communicate effectively with my students, families and colleagues.

I meet the individual needs of my students through a standards-based, flexible learning platform.

Seat-Based Staff

I have a positive, safe work environment with team members who effectively communicate, collaborate and support each other.

I have strong relationships with students, families, and members of our greater community.

I have the furniture, materials, workspace and storage that allows me to be organized and effectively perform my job duties.

We have clear and consistent systems, rules and procedures that support both staff and students, and create a positive, safe environment.

CROSSLAKE

COMMUNITY SCHOOL

Family Desired Daily Experiences

CCS staff care about my student and make them feel safe, welcomed and a sense of belonging at school.

I receive timely, specific, and effective communication from CCS staff.

My student learns things at school that will help them meet their future goals and live a healthy and balanced life in the real world.

My student experiences high quality learning opportunities through standards-aligned content and engaging educational activities.

My student has access to qualified staff, resources and programs to support their needs.

Online Families

My student's schedule and commitments are easily accommodated by the online program.

I have a clear understanding of my role in my student's learning, how to support them at home, and can easily navigate the online platform.

My student has the opportunity to engage with peers in a welcoming environment where staff help them feel comfortable sharing and participating as they desire.

Seat-Based Families

My student is involved in a variety of community impacting activities and events.

I feel welcomed and have a sense of community when I enter CCS.

My student is engaged in environmental education, nature-based learning, and opportunities to be outside.

Strategic Roadmap Feedback

The Strategic Roadmap survey was shared with families and staff April 11-20 and received 21 responses: 3 identified as family/parent and 18 identified as staff.

Overall, the strategic roadmap was well received. All responses are included in the section below.

All raw data responses to survey questions:

| Our mission statement describes our core purpose. Review the mission statement on page 2 of the strategic roadmap document and share your feedback here. Do you have any refinements or changes you'd like to suggest for the mission statement? |
|--|
| No/None/Nope (5) |
| I do think that this mission is accurate for the impact that it has on the attending students. |
| What does environmentally literate and community impacting really mean? I read this and I think "that's a lot of big words, but WHAT, exactly, does that mean?" What do we want for students when they leave us? |
| I think it is really good. I know the mission should be short and sweet, but it does seem to be lacking something. To me what is missing is heart. I have only worked here for a handful of months, but you really get punched in the gut with the kindness here. It could be cool to add the words 'who care' to the end of the mission: To grow environmentally literate, community-impacting learners of excellence who care. |
| It is a good mission statement. I have no refinements or changes to suggest. |
| I think it's good. |
| Agree with continuing to use the existing mission statement. |
| No changes |
| No changes, this is very clear and concise. |
| No--looks good. |
| No I think this should stay as is. |
| No I don't feel that it needs to change |

Our vision statement describes what we intend to create. Review the vision statement on page 2 of the strategic roadmap document and share your feedback here. Do you have any refinements or changes you'd like to suggest for the vision statement?

| |
|--|
| No/None (4) |
| looks good |
| Love it! |
| Mission and vision statements seem a bit disconnected. Our vision seems to remember the "people" part of our students, where the mission seems confusing and "stiff" sounding. |
| LOVE the proposed one |
| How do we intend to have students build meaningful relationships with each other? |
| It is a good vision statement. I have no refinements or changes to suggest. |
| I like the proposal, but it's quite long. The original is short and sweet. |
| The updated vision statement is well thought out and specific. |
| No changes |
| I feel like its more wordier than the mission statement and saying the same thing. |
| proposed |
| The proposed is more student based and describes vision much better than current. |
| No, it looks good to me |
| I love the updates that were made. |

Our core values are the drivers of our words and actions at Crosslake Community School. Review the core values on page 2 of the strategic roadmap document and share your feedback here. Do you have any refinements or changes you'd like to suggest?

| |
|---|
| 1. Respect: add a comma after the word understanding; add a comma after the word inclusive 3. Learning: add a comma after the word curiosity 4. Integrity: add a comma after the word honesty 5. Community: add a comma after the word purpose |
| No/none (4) |
| I don't have any suggestions. |
| We could potentially work the 'environment' into these more, ex- Respect- Treat others and our environment with kindness... |

Our core values are the drivers of our words and actions at Crosslake Community School. Review the core values on page 2 of the strategic roadmap document and share your feedback here. Do you have any refinements or changes you'd like to suggest?

Excellent

They are good core values. Under Excellence, I suggest changing 'Pursuit of' to 'Pursue', in order to keep the form of the action words consistent.

Looks good

My suggestion for "5. Community– Promote a sense of belonging, shared purpose and partnership with all members of our school community." is to change shared (past tense) with sharing (current/future tense). Feeds off of the word promote being present/future tense. Just being consistent.

It is good as is.

Those are great words

No--love it!

No changes, these are great.

Maybe environmentalism could be expressed in our core values

I like these and they seem comprehensive yet simple.

Our Strategic Directions describe the focus of our improvement work. During this planning process, we identified 5 strategic directions. The initiatives that will support these strategic directions are included in our 3-year operational plan. Please review the 5 strategic directions on page 2 of the strategic roadmap document and provide your feedback here:

A. add a comma after the word relevant

E. add a comma after the word facilities

I do like the last 2 directions as there is some tweaking that could be done technology. Examples are the 2 platforms classes are on. The interfacing or non-interfacing of all platforms on the progress report. Also with not being able to access all students in one login for progress and attendance.

They are good strategic directions.

These look like good things to focus on.

Keep as is

It is all good.

I feel a few of these we are currently rocking at and we are already there on some.

When do we see the operational plan, why was that not discussed more in group settings, how are we supposed to be a team planning our future if we don't strategically talk about the operational plan. This was very disappointing to have left for last and it feels like very little could be contributed to it by the larger group.

Our Strategic Directions describe the focus of our improvement work. During this planning process, we identified 5 strategic directions. The initiatives that will support these strategic directions are included in our 3-year operational plan. Please review the 5 strategic directions on page 2 of the strategic roadmap document and provide your feedback here:

None

No

This is a great snapshot that covers everything related to online learning.

It would be helpful to see the operational plan because these statements sound nice but how will they actually be executed and when?

The "Desired Daily Experience" (DDE) statements for students, staff and families influence what initiatives are on our operational plan and our progress monitoring report. Please review the student, staff and family DDE statements on pages 3-5 of the strategic roadmap document and share your feedback here.

Online Staff : add a a comma after facilities

Family Desired Daily Experience: In the sentence...my student and makes them (the word them should not be used here- because my student is singular. Instead of using them, him/her could be used. There are other similar sentences that could be changed also, but I did not list them all, because I was not sure how fussy you wanted to be with this.

I do think that is accurate.

Looks good

The online staff desired daily experiences below are slightly repetitive, but okay:

I feel connected to my fellow staff members and they care about me, personally. They lift me up and inspire me to do my best every day.

I am making a difference and feel connected to my students and co-workers.

Otherwise they are good.

The DDEs sound good and I hope we can accomplish them.

All well said!

Agree

The "Desired Daily Experience" (DDE) statements for students, staff and families influence what initiatives are on our operational plan and our progress monitoring report. Please review the student, staff and family DDE statements on pages 3-5 of the strategic roadmap document and share your feedback here.

These are ideal, but how will we get there. What's going to be done and who's going to do it?

None

Under seat-based staff--last statement--perhaps delete "and create a positive, safe environment" since that is stated in the first statement.

These are good detailed descriptions outlining each participant's role in a successful online experience. Can't think of anything more that could be added.

Again, great ideas but how will it become a reality and how will we know if/when it does?

If you have any additional feedback regarding the strategic roadmap, please share here:

Kudos to all involved with this Strategic Roadmap. You did a GREAT JOB!!

With the technological upgrades mentioned above I think that things would be most optimal. I do appreciate all of the hard work that the staff does for the students. Everyone really goes above and beyond compared to other settings!

I have no additional feedback that comes to mind at this time.

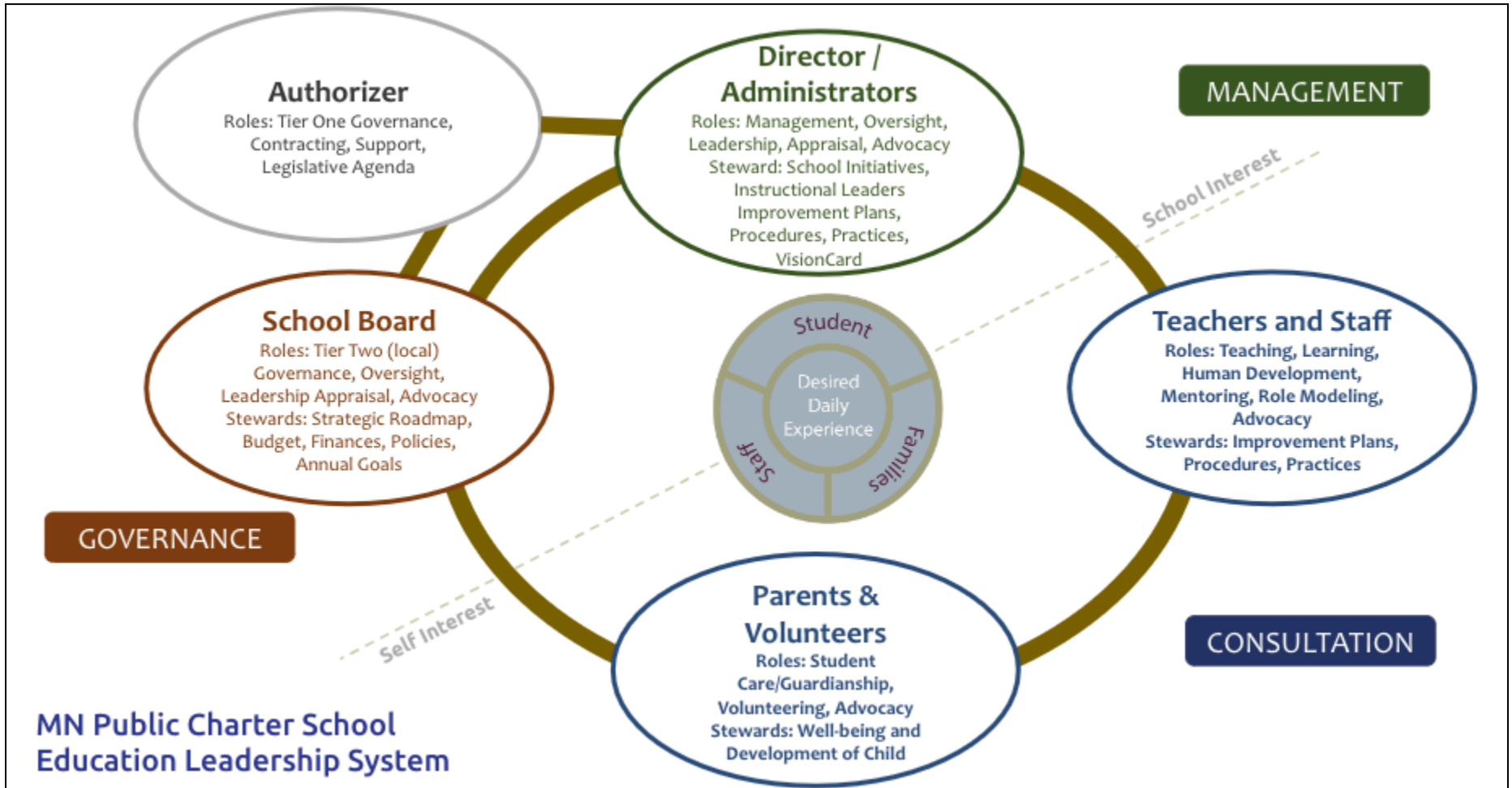
Categories of core values: vs. strategic values:
The first word in each of the strategic values end in "ing" I suggest changing the following words under the core values to represent consistency to the reader:
Treat to treating
Pursuit to pursuing
Embrace to embracing
Contribute to contributing
Promote to promoting

All this is great and sounds awesome, but it's very difficult to understand where this is going to take us and what needs to happen next and who's going to do what. If I knew that then it might be easier to see how this is going to work and give feedback on these statements.

Well done!!! Thanks to all that were involved!

Much work has been done by the team on this and it looks great!

I hope we get a lot of feedback from families too!



Excellence in Governance in Public Education

The key purpose of a school board is to serve as the school governing body (while in communication and partnership with the school's authorizer.) The role represents the school's interest and provides oversight for the institution and to the authorizer.

School Governance and Policy

- Ends Policy defining what (results) is to be provided to whom (stakeholders) at what cost (budget and capital)
- Limitations Policy (unacceptable means) to attaining the results
- Monitoring Reports (data-informed analysis that describes how effectively the results have been achieved and the unacceptable means have been avoided). Monitoring Reports are tools that communicate high quality data and analysis from the administration to the board. They are based on the school's performance on VisionCards (strategic plan measures) and school goals. The reports explain the performance of the school and implementation of school policy, identify emerging governance and management issues, and recommend processes/programs for refinement. Monitoring Reports are also a key element in the Executive Director's annual evaluation, annual reports to the authorizer, and contract renewal.

Operational Oversight

- Strategic Roadmap articulating the school's Mission (purpose), Core Values (drivers of words and actions), Vision (the desired state in the short term), Strategic Directions (focus of time and resources)
- Oversight of operational issues, challenges, and opportunities
- Partnership through board Excellence in Governance and the Executive Director's Excellence in Management to address the dynamic and unpredictable realities of charter school public education

Board Governance Policy

- Governance policy and practices
- Structures and systems of governance, partnership, and consultation
- Board self-management and appraisal

Executive Director Relations

- Executive Director relations and communications
- Recruitment, hiring, appraisal, retention, development, and discipline of the executive director

Public Engagement

- On issues of policy development
- On issues of education, school community need, and critical systemic decisions
- Advocacy for the school and charter school education at the local, regional, and state level

Board of Education 3-Year Work Plan: EXAMPLE

| Key Roles of the Board | Example Responsibilities, tasks (some may take place annually, others once every 2-3 years) | 2024-2025 SY | 2025-2026 | 2026-2027 |
|--|--|--------------|-----------|-----------|
| School Governance and Policy | <ul style="list-style-type: none"> ● 1/3 policy manual review ● Discipline Policy Review ● Discussion of unique policies based on 3-year operational plan | ● | ● | ● |
| Operational Oversight and Long-Range Planning | <ul style="list-style-type: none"> ● Annual budget ● Review Strategic Roadmap ● State required decisions ● Staff contract negotiations ● Long term facility maintenance plans ● 5-year (or 10-year) financial projection model** ● Board finance committee ● World’s Best Workforce report ● School Contract - all members have read & understand the content of their contract | ● | ● | ● |
| Board Self-Governance | <ul style="list-style-type: none"> ● MACS training ● MSBA phase training (1, 2, 3) ● VOA Charter School Leadership Conference ● ? Open Seats ● Board candidate info session (for prospective board members) ● New member orientation ● TW “Education leadership system” review/training ● Board structures, processes and workflow review ● Board Retreat ● BoE Annual Evaluation* | ● | ● | ● |

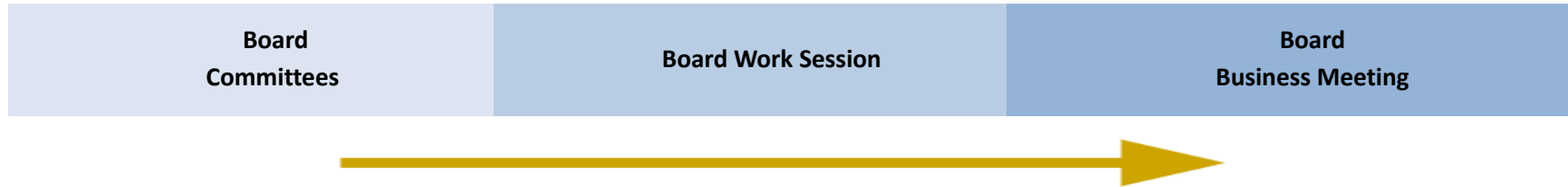
Board of Education 3-Year Work Plan: EXAMPLE

| Key Roles of the Board | Example Responsibilities, tasks (some may take place annually, others once every 2-3 years) | 2024-2025 SY | 2025-2026 | 2026-2027 |
|---------------------------|--|--------------|-----------|-----------|
| Director Relations | <ul style="list-style-type: none"> ● Annual evaluation ● Director Contract Negotiations ● New contracts for Directors ● Monthly board member and Director meetings | ● | ● | ● |
| Public Engagement | <ul style="list-style-type: none"> ● Visibility, board members’ access to community and at school and community events ● Public comment during board meetings (review process) ● Strategic public engagement forums for large school initiatives (facilities etc.) ● Public awareness of board work (EX: school board handbook,* governance vs. management awareness video*) | ● | ● | ● |

**TeamWorks can provide examples for reference.*

***A long-range district model is a 10-year model of all revenue (state, local, federal and grant) plus all expenses and the resulting impact on fund balances, captured on a spreadsheet. This is usually developed by the office of the executive director and it allows the board to visualize the impact of as many as 20 different variables such as enrollment, state funding formula, employee contracts, and operational expenses such as energy, supplies, and transportation. The goal is to gain understanding based on ways the variables might interact and the implications for the district. TeamWorks can share an example and additional resources to develop this.*

Excellence in Governance Series: Board of Education Structure and Workflow



When a Board of Education desires to move toward excellence in governance, improvement in its key role of self-governance requires assessment and refinement of the Board structure and workflow.

Some key points to begin with are:

1. A Board of Education 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, common examples are
 - i. Policy
 - ii. Finance, Facilities and Long-Range Planning
 - iii. Executive Director Relations
 - iv. Public Engagement and Legislative Agenda
 - v. Negotiations (*sometimes*)
2. The Office of the Executive Director 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 System.

Review and Discussion: Board of Education Committees

| Board Committee - Suggested Practice | Review Board Committees | Notes |
|--|--|-------|
| <ul style="list-style-type: none"> ● Purpose and focus of the committee are defined by the Board ● Committees are standing, generally meeting quarterly or monthly ● Agenda is developed by Committee Chair and assigned Executive/ Administrator ● Session is managed by Committee Chair ● Session is more informal ● Members may or may not include public persons ● Public comment is generally not provided ● Task Forces are created for some short term and task-bound efforts which report back to Committee <hr style="width: 25%; margin-left: 0;"/> <p>Action Options</p> <ul style="list-style-type: none"> ● Research and exploration of focus of work ● Develop Recommendations for Board ● Develop Recommendations for Office of the Executive Director ● Informal consultation to Office of the Executive Director | <ol style="list-style-type: none"> 1. Are there any board exclusive committees? <ul style="list-style-type: none"> ● What is working well? ● Anything you'd like to change? ● Is the purpose/focus of the work of each committee defined? Written as policy? 2. In board committees and work sessions, It is acceptable to ask <u>management questions to inform a governance decision</u>. A helpful tool: Governance / Management T-Chart (page 14) 3. Are there any committees or boards you're appointed to, (ex: member of an intermediate district)? <ul style="list-style-type: none"> ● Does the board member have the authority to vote at these meetings? ● How are votes, agenda, etc. communicated? ● Consider future discussions around parameters for authority - balance between extremes (full control, no control) | |

Review and Discussion: Board of Education Work Sessions

| Work Sessions - Suggested Practice | Review Work Sessions | Notes |
|---|---|-------|
| <ul style="list-style-type: none"> ● Agenda is developed by Executive Committee ● Session is managed by Vice Chair ● Session is more informal, inclusive of Office of Superintendent ● Ideal for reception of Reports from Committees or Superintendent with robust discussion by members ● Robert’s Rules are not used, and voting does not take place ● End of meeting is a good point for Board members to suggest future Agenda items ● Public input is limited to end of meeting and only on Agenda items discussed <hr/> <p>Action Options</p> <ul style="list-style-type: none"> ● Extend, delay, or drop ● Delegate / Send to Board Committee ● Delegate / Send to Office of Executive Director ● Informal consultation to Office of the Executive Director ● Move to Board Business Meeting for Action | <ol style="list-style-type: none"> 1. Review structures <ul style="list-style-type: none"> ● Frequency ● How is agenda developed ● Who manages the meeting? ● Who’s present? ● What is working well? ● Anything you’d like to change? 2. Minutes <ul style="list-style-type: none"> ● Less formal than regular business meetings ● Executive Assistant shares minutes with clerk 3. How publicized? 4. Considerations: <ul style="list-style-type: none"> ○ Vice chair lead? ○ If worksessions aren’t on a set schedule, post three days in advance (except for special/emergency meeting) | |

Review and Discussion: Board Business Meetings

| Board Business Meetings - Suggested Practice | Review Business Meetings | Notes |
|--|--|-------|
| <ul style="list-style-type: none"> ● Agenda is developed by Executive Committee ● Session is managed by Chair ● Session is formal and follows Robert’s Rules of Order ● Ideal for formal Action with brief recap of Board Committee and Work Session efforts that led to readiness for Board Action ● Meeting Agenda usually includes an open comment by the public without Board response or discussion ● Meeting Agenda is structured with or without timeframes into <ul style="list-style-type: none"> ○ Consent Agenda ○ Executive Director Report ○ Information Items ○ Discussion organized by Strategic Directions ○ Decisions organized by Strategic Directions <hr/> <p>Action Options</p> <ol style="list-style-type: none"> 1. 1.1As defined by Robert’s Rules of Order 2. Informal consultation to Office of the Executive Director | <ol style="list-style-type: none"> 1. Review structures <ul style="list-style-type: none"> ○ How are items added to the agenda? ○ Overall, what is working well? ○ Anything you’d like to change? 2. Open forum <ul style="list-style-type: none"> ○ How do you handle comments? ○ How is it working for you? ○ <i>Standard approach: no questions, no comments, refer to the executive director with commitment to follow up at a subsequent meeting and do so.</i> 3. Agenda format <ul style="list-style-type: none"> ○ Consider organizing around strategic directions - ties the roadmap to the work of the board. ○ Anything legislatively mandated of a management nature should go in consent agenda (ex: formal approval of hiring). 4. Board packet distribution timelines <ul style="list-style-type: none"> ○ What is your timing? ○ How is this working for you? ○ We reco a full week - allows time for questions before meeting (but does not mean cannot ask questions at meeting - better to ask than vote with an unanswered question). 5. Do you have a board treasurer? What is your process for reviewing payables? 6. Reports by Staff/Departments <ul style="list-style-type: none"> ○ What is helpful? ○ What could be more efficient? ○ Is there a time limit, set structure to reports? ○ What are the governance questions? | |

Difference Between Governance and Management

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

As a board and as board members:

1. What are things you definitely want to **keep doing**?
2. What are things you should **improve**?
3. What are things you should **stop doing**?
4. What are things you should **start doing**?