



# Robbinsdale Area Schools School Board Meeting Agenda

Monday, October 15, 2012 at 6:00 PM

Robbinsdale Area School Board Workshop

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

- 
1. Board Results Policy Committee Report 2
  2. Next Steps



Memo

Date: October 15, 2012

To: Members of the School Board

From: The Results Policies Committee  
Helen Bassett, Patsy Green, Linda Johnson, Aldo Sicoli, Lori Simon,  
Barb Van Heel, Gayle Walkowiak

Re: Workshop Discussion - Results Policies

The board will discuss the draft of the proposed Results Policies, which is the fourth section/quadrant of the Board Governance Policies Document.



# School Board Governance Policies

# School Board Governance Policies

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- 4. RESULTS (DISTRICT GOALS)**



## BOARD POLICY TYPE: GOVERNANCE PROCESS

### 1.1 DEFINITION

Adopted November 2, 2002  
Revised December 12, 2005

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



## BOARD POLICY TYPE: GOVERNANCE PROCESS

### **1.2 PURPOSE**

Adopted November 2, 2002

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As the legal entity charged by law with governing the School District, the School Board sits in trust for the entire community. In this essential governance capacity, the School Board answers the question, “who receives what benefit and at what cost,” and holds the superintendent accountable for the results.



## BOARD POLICY TYPE: GOVERNANCE PROCESS

### 1.3 GOVERNING STYLE

Adopted November 2, 2002  
Revised December 12, 2005

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The Board will govern lawfully with an emphasis on strategic leadership rather than administrative detail, encouragement of diversity in viewpoints, collective rather than individual decisions, proactivity rather than reactivity and clear distinction of Board and Superintendent roles.

The Board will:

1. Ensure that educational programs meet the individual needs of every learner.
2. Govern with a focus on the future, on results, and on continuous improvement.
3. Govern with a focus on the long-term benefits for students, not on the administrative means of attaining those benefits.
4. Foster an ongoing two-way conversation with the entire community.
5. Encourage and respect diverse viewpoints and collective decision-making within the board. Work toward consensus on important matters.
6. Cultivate a sense of collaboration and respect for diverse viewpoints among all stakeholders.
7. Guide the organization through careful deliberation, sound decision making and establishment of written policies that reflect the community's values and perspectives.
8. Hold itself responsible and accountable for excellence in governing.
9. Monitor its process and performance on a regular basis, which includes the policies in this document.
10. Provide orientation of new Board members in the Board's governance process.

Monitoring Method: Board Self-Assessment  
Monitoring Frequency: Annually in May or June



## BOARD POLICY TYPE: GOVERNANCE PROCESS

### 1.4 BOARD MEMBER CODE OF CONDUCT

Adopted November 2, 2002  
Revised December 12, 2005

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

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

1. Remember that my first and greatest priority must be the education of students.
2. Represent all School District community members honestly and equally.
3. Refuse to favor special interest or partisan political groups over my responsibilities to the greater good of the community.
4. Avoid any legal conflict of interest, as defined by Minnesota Statute; avoid the appearance of impropriety, which could result from my position; recuse myself when in a position of conflict of interest; and not use my School Board position for personal, financial, or partisan gain.
5. Recognize that a School Board member has no legal authority as an individual and that decisions can be made only by a majority vote at a posted School Board meeting.
6. Maintain the confidentiality of privileged information as applicable by law and information that otherwise may tend to compromise the integrity or legal standing of the District, especially those matters discussed in closed sessions.
7. Abide by majority decisions of the School Board, while retaining the right to seek changes in such decisions through appropriate and constructive channels.
8. Encourage and respect the rights of others to hold and express opinions.
9. Take no private action that might compromise the School District.
10. Acknowledge that my interaction with public, press or other entities must recognize the lack of authority vested in individuals and the inability of any Board member to speak for the Board except to repeat explicitly stated Board decisions.

*continued*

## **1.4 Board Member Code of Conduct *continued***

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

1. Conversation in a private setting between the offending member(s) and the Board Chair or other individual member(s). If the issue is not resolved proceed to Step 2.
2. Discussion in a public meeting between the offending member(s) and the full Board. If the issue is not resolved proceed to Step 3.
3. Public censure of the offending member(s) of the Board.

Monitoring Method: Board Self-Assessment  
Monitoring Frequency: Annually in May or June



## BOARD POLICY TYPE: GOVERNANCE PROCESS

### 1.5 JOB DESCRIPTION

Adopted November 2, 2002  
Revised December 12, 2005

The Board's job is to represent, lead and serve the school district community and to govern the organization by establishing expectations for student achievement and quality operational performance, and by monitoring actual performance against those expectations.

The Board will:

1. Ensure that the Results are the dominant focus of organizational performance.
2. Develop policies that address:
  - a. Governance Process-provisions for how the Board conceives, carries out, and monitors its own work.
  - b. Board-Staff Relationship-How authority is delegated and its proper use monitored; the Superintendent role, authority and accountability.
  - c. Operational Expectations-Statements of the Board's values about operational matters delegated to the Superintendent, including both actions and conditions to be accomplished and those prohibited.
  - d. Results-The intended outcomes for the students served by the district.
3. Ensure effective Superintendent performance through monitoring of Results and Operational Expectations policies.
4. Ensure effective Board performance through evaluation of Board actions and processes.
5. Initiate and maintain constructive two-way dialogue with students, staff, parents and citizens as a means to engage all stakeholders in the work of the Board and the organization.
6. Advocate for the district and the students it serves.
7. Perform all required statutory obligations.
8. Represent the Board, individually, on district and external committees.
9. Redirect specific complaints and requests to the Superintendent or other staff as appropriate.
10. Properly prepare for Board deliberation.
11. Make every reasonable effort to attend all board meetings and board committee meetings.

Monitoring Method: Board Self-Assessment  
Monitoring Frequency: Annually in May or June



## BOARD POLICY TYPE: GOVERNANCE PROCESS

### 1.6 BOARD OFFICERS AND LEVEL OF AUTHORITY

Adopted November 2, 2002  
Revised December 12, 2005

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The Board shall have an annual organizational meeting to elect a Chair, Vice Chair, Clerk, and Treasurer. School board officers are charged with the duty of carrying out the responsibilities delineated in this policy.

#### A. CHAIR

*The Chair shall:*

1. Preside at all meetings of the School Board and ensure the orderly conduct of the meetings.
2. Develop board meeting agendas in consultation with the Superintendent and input from board members.
3. Ensure the Board takes action on only those issues that, according to board policy, belong to the Board to decide, not those falling within the purview of the Superintendent.
4. Confer with the Superintendent as may be necessary and desirable.
5. Ensure deliberations are fair, open, thorough, as well as efficient, timely, and to the point.
6. Ensure that Board policies are appropriately implemented.
7. Represent the Board to outside parties in announcing Board-stated positions and in stating decisions and interpretations within the areas assigned to the Chair. The Chair may delegate this authority, but remains accountable for its use.
8. Direct the Superintendent only with specific directions from the Board.
9. Ensure the Superintendent and Board evaluations are completed according to board procedures.
10. Appoint, in collaboration with the Board, individual board members to out-of-district, district and board committees and organizations.
11. Initiate, in collaboration with the Board, ad hoc committees to accomplish specific tasks.
12. Countersign orders upon the treasurer for claims approved by the Board.

*Continued*

## **1.6 Board Officers and Level of Authority** *continued*

### **A. CHAIR** *continued*

13. Sign all contracts, agreements, deeds, and conveyances approved by the Board and all reports prepared by the administration that require the signature of the chair.
14. In case of the absence, inability, or refusal of the clerk to draw orders for the payment of money authorized by a vote of the majority of the Board to be paid, the chair may draw orders, or the office of the clerk may be declared vacant by the chair and treasurer and filled by appointment.

### **B. VICE CHAIR**

*The Vice Chair shall:*

1. Perform the duties of the Chair in the event of the chair's temporary absence.
2. Assist Chair as requested in the execution of Chair responsibilities.
3. Participate in meetings with the chair and Superintendent to develop the Board agendas.

### **C. CLERK**

*The Clerk shall:*

1. Perform the duties of the Chair in the temporary absence of the Chair and Vice-Chair.

*The Clerk (or Assistant Clerk as the Clerk's designee) shall:*

1. Keep a complete record of proceedings of the School Board at its meetings.
2. Sign, or cause to be signed, all orders upon the Treasurer for payment of bills, salaries and contracts approved by the Board to be disbursed by the Treasurer.
3. Assure accuracy of Board meeting minutes.
4. Perform all other duties imposed by Minnesota statutes and other such duties as may be assigned by the School Board.

### **D. TREASURER**

*The Treasurer shall:*

1. Perform the duties of the Chair in the temporary absence of the Chair, Vice-Chair and Clerk.
2. Serve as the Board representative on the Financial Advisory Council.

*The Treasurer (or Deputy Treasurer as the Treasurer's designee) shall:*

1. Receive, hold in custody and expend all funds as directed by the School Board.
2. Perform all other duties imposed by Minnesota statutes and other such duties as may be assigned by the School Board.

Monitoring Method: Board Self-Assessment  
Monitoring Frequency: Annually in May or June



## BOARD POLICY TYPE: GOVERNANCE PROCESS

### 1.7 BOARD CALENDAR AND MEETING AGENDAS

Adopted November 2, 2002  
Revised December 12, 2005

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The Board will use annual calendars that include:

1. Scheduled meeting dates of the board.
2. Tasks that must be completed at dates specified by statute.
3. Strategic plan monitoring.
4. District results monitoring.

The Board will manage meetings through the use of an agenda.

1. Agendas will be prepared a minimum of 5 calendar days before the meeting.
2. Individual board members may submit agenda items to the board chair for consideration during agenda planning.
3. The board may vote to add an agenda item or remove an agenda item at the board meeting.
4. A consent agenda will be used for the passage of routine and noncontroversial items or items of a similar nature.

Monitoring Method: Board Self-Assessment  
Monitoring Frequency: Annually in May or June



## BOARD POLICY TYPE: GOVERNANCE PROCESS

### 1.8 SCHOOL BOARD DEVELOPMENT

Adopted November 2, 2002  
Revised December 12, 2005

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The board is responsible for its own performance and commits itself to continuous improvement. The Board will ensure that its members are provided with the training and professional support necessary to govern effectively.

1. Training will be used to orient new board members as well as to maintain and increase existing board member skills and understanding.
2. All board members will attend board training as required by state statute.
3. All school board members are encouraged to participate in school board and related workshops and activities sponsored by local, state, and national school boards associations, as well as in the activities of other educational groups.
4. Any travel for board training will comply with the Out-of-State Travel by School Board Members policy.
5. External service providers may be engaged so that the Board can receive additional information for monitoring and improvement.

Monitoring Method: Board Self-Assessment  
Monitoring Frequency: Annually in May or June



## BOARD POLICY TYPE: GOVERNANCE PROCESS

### 1.9 LINKAGE TO THE COMMUNITY

Adopted December 12, 2005

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The Board is committed to two-way communication with students, staff, parents, and the community. Such public engagement will be provided for in a variety of settings, forums, and processes on an ongoing basis.

Monitoring Method: Board Self-Assessment  
Monitoring Frequency: Annually in May or June



## BOARD POLICY TYPE: GOVERNANCE PROCESS

### 1.10 BOARD COMMITTEES

Adopted

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The School Board may designate standing or ad hoc board committees when it is determined that a committee will facilitate the work of the Board.

1. A School Board committee will be formed by school board resolution, which shall define the charge and membership of the committee, and may designate the committee chair.
2. Board committees are advisory in nature and only have the authority as specified by the School Board.
3. The Board will receive reports or recommendations from each committee. The Board, however, retains the right and has the duty to make all final decisions related to such reports or recommendations.
4. The Board reserves the right to limit, create, or abolish any standing or ad hoc committee as it deems appropriate.
5. All committee meetings shall be open to the public in compliance with the Open Meeting Law, and notice shall be given as prescribed by law.

Monitoring Method: Board Self-Assessment  
Monitoring Frequency: Annually in May or June



BOARD POLICY TYPE:  
SCHOOL BOARD STAFF RELATIONSHIP

**2.1 DEFINITION**

Adopted November 2, 2002  
Revised December 12, 2005

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



## BOARD POLICY BOARD POLICY TYPE: SCHOOL BOARD STAFF RELATIONSHIP

### 2.2 BOARD SUPERINTENDENT RELATIONSHIP

Adopted November 2, 2002  
Revised December 12, 2005

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The Board employs one person—the Superintendent—and holds that person accountable for the performance of the entire District. The Board directs the Superintendent only through decisions of the Board acting as an entity. The Board delegates authority to the Superintendent to pursue District Goals. The Board-Superintendent relationship is based on mutual respect for their complementary roles.

1. The Board will make official decisions by formal, recorded vote in order to avoid any lack of clarity.
2. The Board, acting as an entity, may provide direction to the Superintendent in a posted meeting.
3. The Superintendent is neither obligated nor expected to follow the directions or instructions of individual Board members, officers and committees unless the Board has specifically delegated such exercise of authority.
4. If individual board members or board committees request information or assistance without Board authorization, the Superintendent may refuse such requests that, in the Superintendent's opinion, are disruptive, unreasonable, or require an excessive amount of resources or staff time.
5. If individual board members or board committees request public information or assistance without Board authorization, all board members will receive a notice that the requested information is available.

Monitoring Method: Board Self-Assessment  
Monitoring Frequency: Annually in May or June



BOARD POLICY BOARD POLICY TYPE:  
SCHOOL BOARD STAFF RELATIONSHIP

## 2.3 BOARD - OTHER STAFF RELATIONSHIP

Adopted November 2, 2002  
Revised December 12, 2005

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

1. The Board will not give directives to any employee other than the Superintendent. The Board will not manage any staff other than the Superintendent.
2. The Board will not make personnel decisions, except as required by law. On all other personnel matters brought before the Board in compliance with the law, the Board will expect recommendations for action from the Superintendent.
3. Individual board members can direct their requests of information or assistance to the Executive staff and must inform the Superintendent of their request. The Executive staff may refuse such requests that, in their opinion, are disruptive, unreasonable, or require an excessive amount of resources or staff time.
4. Board Committees requesting information or assistance can direct their request to the Executive staff. The Executive staff may refuse such requests that, in their opinion, are disruptive, unreasonable, or require an excessive amount of resources or staff time.
5. If individual board members or board committees request public information or assistance without Board authorization, all board members will receive a notice that the requested information is available.

Monitoring Method: Board Self-Assessment  
Monitoring Frequency: Annually in May or June



BOARD POLICY BOARD POLICY TYPE:  
SCHOOL BOARD STAFF RELATIONSHIP

## 2.4 MONITORING SUPERINTENDENT PERFORMANCE

Adopted November 2, 2002  
Revised December 12, 2005

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Superintendent job performance will be monitored at a frequency and method chosen by the Board, according to the Board's specified expectations of the Superintendent including, but not limited to, achievement of the District Goals and compliance with the Operational Expectations.

As part of the Board's annual planning cycle the Board will conduct a formal summative evaluation of the Superintendent. The evaluation will be based upon data derived during the year from monitoring District Goals, Superintendent Operational Expectations and other criteria the Board deems appropriate. A written composite evaluation document will be prepared by the Board. The Superintendent will have the opportunity to review the document before meeting with the Board. The report will be signed by the Superintendent and the Board Chair.

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

Monitoring Method: Board Self-Assessment  
Monitoring Frequency: Annually in May or June



## BOARD POLICY BOARD POLICY TYPE: SUPERINTENDENT OPERATIONAL EXPECTATIONS

### **3.1 DEFINITION**

Adopted November 2, 2002  
Revised December 12, 2005

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Superintendent Operational Expectations establishes the responsibilities that the Superintendent is expected to fulfill and defines the constraints on the Superintendent's authority. These Operational Expectation policies establish the expectations and the practical, ethical, and legal boundaries within which executive decision making takes place.



BOARD POLICY BOARD POLICY TYPE:  
SUPERINTENDENT OPERATIONAL EXPECTATIONS

**3.2 GENERAL EXPECTATIONS**

Adopted November 2, 2002  
Revised December 12, 2005

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The Superintendent shall not cause or knowingly condone any practice, activity, decision or organizational circumstance that is unlawful, unethical, unsafe, racist, disrespectful, imprudent, in violation of Board policy or jeopardize the organization's public image or credibility. The Superintendent will not commit the district to goals the Board has not confirmed.

Monitoring Method: Superintendent Evaluation  
Monitoring Frequency: Annually in May or June



BOARD POLICY BOARD POLICY TYPE:  
SUPERINTENDENT OPERATIONAL EXPECTATIONS

**3.3 TREATMENT OF STUDENTS AND THEIR  
FAMILIES AND COMMUNITY MEMBERS**

Adopted November 2, 2002  
Revised December 12, 2005

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The Superintendent shall maintain an organizational culture that treats all people, including parents, community members, and students with respect, dignity and courtesy.

The Superintendent shall:

1. Assure that the public is adequately informed about the condition and direction of the district.
2. Manage information to assure that public information is readily available to all.
3. Manage information in such ways that private and confidential information is protected.
4. Maintain processes for the effective handling of complaints.
5. Maintain an organizational culture that:
  - a. Focuses on student achievement
  - b. Values diversity
  - c. Values individual differences of opinion
  - d. Reasonably includes people in decisions that affect them
  - e. Provides open and honest communication
  - f. Maintains a responsive and welcoming environment;
  - g. Promotes life-long learning
  - h. Fosters the qualities of leadership.
  - i. Focuses on issues rather than personalities
6. Operate facilities with appropriate accessibility and safety.
7. Establish policies and procedures to ensure compliance with all federal and state laws.

Monitoring Method: Superintendent Evaluation  
Monitoring Frequency: Annually in May or June



BOARD POLICY TYPE:  
SUPERINTENDENT OPERATIONAL EXPECTATIONS

### 3.4 EMPLOYEE RELATIONS

Adopted December 12, 2005

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The Superintendent shall assure the recruitment, employment, development, evaluation and compensation of district employees is done in a manner necessary to assure equity and enable the organization to achieve its goals. The Superintendent must maintain conditions that are equitable, respectful and responsive with respect to the treatment of employees.

The Superintendent shall:

1. Establish policies and procedures to ensure compliance with all federal and state laws.
2. Operate with written documentation which:
  - a. clarifies rules and procedures for staff
  - b. includes adequate job descriptions for all staff positions
  - c. includes an effective personnel performance evaluation system
3. Protect against wrongful conditions, such as nepotism and preferential treatment for personal reasons.
4. Provide for effective handling of concerns, complaints and grievances
5. Use methods of collecting and managing information that protect confidential information.
6. Honor the terms of negotiated agreements with staff.
7. Develop compensation and benefit plans to attract and retain the highest quality employees within available resources.
8. Ensure that all staff members are qualified and trained to perform the responsibilities assigned to them.
9. Maintain an organizational culture that positively impacts the ability of staff to responsibly perform their jobs and allows them to work in an environment of professional support, collaboration and courtesy.

The Superintendent may not:

1. Promise or imply permanent or guaranteed employment.
2. Retaliate against any staff member for non-disruptive expression of dissent.

Monitoring Method: Superintendent Evaluation  
Monitoring Frequency: Annually in May or June



BOARD POLICY TYPE:  
SUPERINTENDENT OPERATIONAL EXPECTATIONS

### 3.5 FINANCIAL PLANNING/BUDGETING

Adopted December 12, 2005

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The SUPERINTENDENT shall develop and maintain a multi-year financial plan that is related directly to the Board Goals and that avoids long-term fiscal instability to the district.

The Superintendent shall:

1. Disclose planning assumptions.
2. Credibly project revenues and expenses, separate capital and operational items, and provide for adequate cash flow.
3. Maintain complete and accurate financial records by funds and accounts in accordance with the Uniform Financial Accounting and Reporting Standards for Minnesota School Districts (UFARS) and Generally Accepted Accounting Principles (GAAP).
4. Develop a budget that assures fiscal soundness in future years.
5. Present the budget in a summary format understandable to the Board and presented in a manner that allows the Board to understand the relationship between the budget and the District Goals.

The Superintendent may not:

1. Plan the expenditure in any fiscal year of more funds than are conservatively projected to be received in that period without board approval.
2. Allow General Fund Balance to drop below the safety reserve established in District Policy 714 without Board approval.

Monitoring Method: Superintendent Evaluation  
Monitoring Frequency: Annually in May or June



BOARD POLICY TYPE:  
SUPERINTENDENT OPERATIONAL EXPECTATIONS

### 3.6 FINANCIAL ADMINISTRATION

Adopted December 12, 2005

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The Superintendent shall not cause or allow the development of fiscal instability in the district's financial conditions, nor cause a material deviation of actual expenditures from Board priorities established in District Goals policies.

The Superintendent shall:

1. Assure that payroll and legitimate debts of the district are promptly paid when due.
2. Make all reasonable efforts to collect any funds due the district from any source.
3. Keep complete and accurate financial records by funds and accounts in accordance with generally accepted principles of governmental accounting.
4. Compensate consultants and contract workers in a manner that is internally consistent and externally comparable to the extent possible under existing contract and state law.

The Superintendent may not:

1. Expend, without Board approval, more funds than have been received in the fiscal year unless revenues are made available through other legal means, including the use of fund balances and the authorized transfer of funds from reserve funds.
2. Make a single purchase in excess of \$50,000 unless budgeted or approved by the Board.
3. Indebt the organization without Board approval.
4. Allow required reports to be overdue or inaccurately filed.
5. Receive, process, or disburse funds under controls that are insufficient under generally accepted accounting procedures.
6. Change his or her own compensation and benefits.

Monitoring Method: Superintendent Evaluation  
Monitoring Frequency: Annually in May or June



BOARD POLICY TYPE:  
SUPERINTENDENT OPERATIONAL EXPECTATIONS

### 3.7 ASSET PROTECTION

Adopted December 12, 2005

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The Superintendent will assure that all organizational assets are adequately protected, properly maintained, appropriately used and not placed at undue risk.

The Superintendent shall:

1. Insure against theft and casualty losses to at least 100% replacement value and against liability losses to Board members, staff, and the organization itself.
2. Consider for any purchase:
  - a. reasonable precaution against conflict of interest
  - b. comparative prices based on items of similar quality
  - c. the balance between long-term quality and cost
3. Use competitive bidding procedures as required by state law.
4. Protect intellectual property, information, and files from loss or significant damage.
5. Preserve and dispose of all records related to affairs or business of the district in accordance with state law.
6. Receive, process or disburse funds under controls that are sufficient to meet the Board approved auditor's standards.
7. Invest or hold operating capital in secure instruments including insured checking or savings accounts according to state law.

The Superintendent may not:

1. Allow un-bonded personnel access to material amounts of funds.
2. Subject plant and equipment to improper wear and tear or insufficient maintenance.
3. Unnecessarily expose the organization, its Board, or staff to claims of liability.
4. Close or change the primary purpose of any district facility without Board approval.
5. Purchase, dispose or sell real estate, including facilities, without Board approval.

Monitoring Method: Superintendent Evaluation  
Monitoring Frequency: Annually in May or June



BOARD POLICY TYPE:  
SUPERINTENDENT OPERATIONAL EXPECTATIONS

**3.8 COMMUNICATIONS AND COUNSEL  
TO THE BOARD**

Adopted November 2, 2002  
Revised December 12, 2005

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The Superintendent shall assure that the Board is fully and adequately informed about matters that relate to Board work or are of significant organizational concern.

The Superintendent shall:

1. Provide accurate and complete information and advice to the Board in a timely manner.
2. Submit monitoring data required by the Board in a timely, accurate and understandable fashion, directly addressing the provisions of Board policies being monitored.
3. Inform the Board in a timely manner of an actual or anticipated noncompliance with any policy of the Board and any anticipated failure to achieve reasonable progress toward District Goals.
4. Provide for the Board information about relevant trends, anticipated adverse media coverage, threatened or pending lawsuits, material external and internal changes and other information relevant to the Board's work.
5. Counsel the Board or individual members if, in the Superintendent's opinion, the Board or individual members have encroached into areas of responsibility assigned to the Superintendent, especially when the behavior is detrimental to the working relationship between the Board and the Superintendent.
6. Counsel the Board or individual members if, in the Superintendent's opinion, the Board is not in compliance with its own policies on Governance Process and School Board-Staff Relationships.
7. Assure that the Board has adequate information from a variety of internal and external viewpoints to assure informed board decisions.
8. Present information in simple and concise form, indicating clearly whether the information is for formal monitoring, decision preparation, or informational purposes only.
9. Provide a mechanism for official Board communications to stakeholders.
10. Work with the Board as a whole except when responding to the office of the chair or board committees duly charged by the Board.

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*continued*

### **3.8 COMMUNICATIONS AND COUNSEL TO THE BOARD** *continued*

11. Treat all board members equally and assure that they have equal access to information.
12. Place on the consent agenda all items delegated to the Superintendent but required by law or contract to be Board approved and provide adequate information to the Board about these items.
13. Inform the Board in a timely manner of the administrative action taken on complaints forwarded to the Superintendent by the Board.
14. Inform the Board in advance of any deletions of, additions to or significant modifications of any instructional programs.

Monitoring Method: Superintendent Evaluation  
Monitoring Frequency: Annually in May or June



BOARD POLICY TYPE:  
SUPERINTENDENT OPERATIONAL EXPECTATIONS

### 3.9 EDUCATIONAL PROGRAM

Adopted November 2, 2002  
Revised December 12, 2005

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The Superintendent shall ensure the district provides a challenging and comprehensive educational program that engages all learners and helps them to reach their potential.

The Superintendent shall:

1. Ensure high expectations and academic rigor for all students.
2. Monitor student growth and design educational plans to accelerate achievement.
3. Provide all students a variety of educational opportunities including fine arts, activities, athletics and challenging academic programs. (We especially welcome suggestions for the wording)
4. Ensure that the instructional program addresses the different learning styles and needs of all students.
5. Promote new and innovative programs, carefully monitoring and evaluating the effectiveness of all such programs.
6. Ensure that all instructional programs are regularly evaluated and modified or eliminated as necessary to assure the effectiveness of the overall instructional program.
7. Ensure appropriate and innovative use of instructional technology in the educational program.

Monitoring Method: Superintendent Evaluation  
Monitoring Frequency: Annually in May or June



BOARD POLICY TYPE:  
SUPERINTENDENT OPERATIONAL EXPECTATIONS

### 3.10 LEARNING ENVIRONMENT

Adopted November 2, 2002  
Revised December 12, 2005

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The Superintendent shall maintain a positive learning environment that is safe, respectful and conducive to effective learning.

The SUPERINTENDENT shall:

1. Promote a learning environment in which every student, family and staff member takes personal responsibility for creating supportive, orderly and safe schools.
2. Promote a climate that is characterized by support and encouragement for high student achievement.
3. Ensure all staff consistently demonstrate effective classroom management practices.

Monitoring Method: Superintendent Evaluation  
Monitoring Frequency: Annually in May or June



BOARD POLICY TYPE:  
SUPERINTENDENT OPERATIONAL EXPECTATIONS

**3.11 EMERGENCY SUPERINTENDENT  
SUCCESSION**

Adopted November 2, 2002  
Revised December 12, 2005

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In order to protect the district in the event of sudden loss of Superintendent services, the Superintendent shall ensure that at least one other executive staff member is familiar with Board and Superintendent issues and processes and is capable of assuming Superintendent responsibilities on an interim basis.

Monitoring Method: Superintendent Evaluation  
Monitoring Frequency: Annually in May or June



## BOARD POLICY TYPE: RESULTS POLICIES

### 4.1 DEFINITION

Adopted  
Revised

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Results Policies describe the knowledge, skills and expertise students from Robbinsdale Area Schools will develop to succeed in their career, work and life.

Adapted from [The Partnership for 21<sup>st</sup> Century Skills](#) (2009)



## BOARD POLICY TYPE: RESULTS POLICIES

### 4.2 ACADEMIC PERFORMANCE

Adopted  
Revised

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As a result of our efforts, students will meet or exceed state and district standards for academic proficiency in all content areas. In addition, the following will be embedded within the state and district standards:

#### **A. Global Awareness**

Students will:

1. Use 21<sup>st</sup> century skills to understand and address global issues
2. Learn from and work collaboratively with individuals representing diverse cultures, religions and lifestyles in a spirit of mutual respect and open dialogue in personal, work and community contexts
3. Understand other nations and cultures, including the use of non-English languages

#### **B. Financial, Economic, Business and Entrepreneurial Literacy**

Students will:

1. Know how to make appropriate personal economic choices
2. Understand the role of the economy in society
3. Use entrepreneurial skills to enhance workplace productivity and career options

#### **C. Civic Literacy**

Students will:

1. Participate effectively in civic life through knowing how to stay informed and understanding governmental processes
2. Exercise the rights and obligations of citizenship at local, state, national and global levels
3. Understand the local and global implications of civic decisions

#### **D. Health Literacy**

Students will:

1. Obtain, interpret and understand basic health information and services and using such information and services in ways that enhance health
2. Understand preventive physical and mental health measures, including proper diet, nutrition, exercise, risk avoidance and stress reduction

continued

3. Use available information to make appropriate health-related decisions
4. Establish and monitor personal and family health goals
5. Understand national and international public health and safety issues

#### **E. Environmental Literacy**

Students will:

1. Develop knowledge and understanding of the environment and the circumstances and conditions affecting it, particularly as relates to air, climate, land, food, energy, water and ecosystems
2. Develop knowledge and understanding of society's impact on the natural world
3. Investigate and analyze environmental issues, and make accurate conclusions about effective solutions
4. Take individual and collective action towards addressing environmental challenges

Monitoring Method:

Monitoring Frequency:



## BOARD POLICY TYPE: RESULTS POLICIES

### 4.3 LEARNING AND INNOVATION SKILLS

Adopted  
Revised

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As a result of our efforts, students will develop critical thinking and problem-solving, creativity and innovation, and communication and collaboration skills as follows:

#### A. CRITICAL THINKING AND PROBLEM SOLVING

Students will:

##### 1. Reason Effectively

Use various types of reasoning as appropriate to the situation

##### 2. Use Systems Thinking

Analyze how parts of a whole interact with each other to produce overall outcomes in complex systems

##### 3. Make Judgments and Decisions

- a. Effectively analyze and evaluate evidence, arguments, claims and beliefs
- b. Analyze and evaluate major alternative points of view
- c. Synthesize and make connections between information and arguments
- d. Interpret information and draw conclusions based on the best analysis
- e. Reflect critically on learning experiences and processes

##### 4. Solve Problems

- a. Solve different kinds of non-familiar problems in both conventional and innovative ways
- b. Identify and ask significant questions that clarify various points of view and lead to better solutions

#### B. CREATIVITY AND INNOVATION

Students will:

##### 1. Think Creatively

- a. Use a wide range of idea creation techniques
- b. Create new and worthwhile ideas
- c. Elaborate, refine, analyze and evaluate their own ideas in order to improve and maximize creative efforts

continued

## **2. Work Creatively with Others**

- a. Develop, implement and communicate new ideas to others effectively
- b. Be open and responsive to new and diverse perspectives; incorporate group input and feedback into the work
- c. Develop originality and inventiveness in work and understand the real world limits to adopting new ideas
- d. View failure as an opportunity to learn; understand that creativity and innovation is a long-term, cyclical process of small successes and frequent mistakes

## **3. Implement Innovations**

Act on creative ideas to make a tangible and useful contribution to the field in which the innovation will occur

# **C. COMMUNICATION AND COLLABORATION**

Students will:

## **1. Communicate Clearly**

- a. Articulate thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts
- b. Listen effectively to decipher meaning, including knowledge, values, attitudes and intentions
- c. Use communication for a range of purposes
- d. Utilize multiple media and technologies, and know how to predict their effectiveness as well as assess their impact
- e. Communicate effectively in diverse environments

## **2. Collaborate with Others**

- a. Develop ability to work effectively and respectfully with diverse teams
- b. Exercise flexibility and willingness to be helpful in making necessary compromises to accomplish a common goal
- c. Assume shared responsibility for collaborative work, and value the individual contributions made by each team member

Monitoring Method:

Monitoring Frequency:



## BOARD POLICY TYPE: RESULTS POLICIES

### 4.4 INFORMATION, MEDIA AND TECHNOLOGY SKILLS

Adopted  
Revised

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As a result of our efforts, students will develop a range of functional and critical thinking skills related to information, media and technology as follows:

#### **A. INFORMATION LITERACY**

Students will:

##### **1. Access and Evaluate Information**

- a. Access information efficiently and effectively
- b. Evaluate information critically and competently

##### **2. Use and manage Information**

- a. Use information accurately and creatively for the issue or problem at hand
- b. Manage the flow of information from a wide variety of sources
- c. Apply a fundamental understanding of the ethical and legal issues surrounding the access and use of information

#### **B. MEDIA LITERACY**

Student will:

##### **1. Analyze Media**

- a. Understand both how and why media messages are constructed, and for what purposes
- b. Examine how individuals interpret messages differently, how values and points of view are included or excluded, and how media can influence beliefs and behaviors
- c. Apply a fundamental understanding of the ethical and legal issues surrounding the access and use of media

##### **2. Create Media Products**

- a. Understand and utilize the most appropriate media creation tools, characteristics and conventions
- b. Understand and effectively utilize the most appropriate expressions and interpretations in diverse, multi-cultural environments

continued

## **C. INFORMATION, COMMUNICATIONS AND TECHNOLOGY LITERACY**

Students will:

### **Apply Technology Effectively**

- a. Use technology as a tool to research, organize, evaluate and communicate information
- b. Use digital technologies communication/networking tools and social networks appropriately to access, manage, integrate, evaluate and create information to successfully function in a knowledge economy
- c. Apply a fundamental understanding of the ethical and legal issues surrounding the access and use of information technologies

Monitoring Method:

Monitoring Frequency:



## BOARD POLICY TYPE: RESULTS POLICIES

### 4.5 LIFE AND CAREER SKILLS

Adopted  
Revised

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As a result of our efforts, students will develop skills that enable them to navigate complex global and rapidly changing life and work environments through:

#### **A. FLEXIBILITY AND ADAPTABILITY**

Students will:

##### **1. Adapt to Change**

- a. Adapt to varied roles, jobs responsibilities, schedules and contexts
- b. Work effectively in a climate of ambiguity and changing priorities

##### **2. Be Flexible**

- a. Incorporate feedback effectively
- b. Deal positively with praise, setbacks and criticism
- c. Understand, negotiate and balance diverse views and beliefs to reach workable solutions, particularly in multi-cultural environments

#### **B. INITIATIVE AND SELF-DIRECTION**

Students will:

##### **1. Manage Goals and Time**

- a. Set goals with tangible and intangible success criteria
- b. Balance short-term and long-term goals
- c. Utilize time and manage workload efficiently

##### **2. Work Independently**

Monitor, define, prioritize and complete tasks without direct oversight

##### **3. Be Self-directed Learners**

- a. Go beyond basic mastery of skills and curriculum to explore and expand one's own learning and opportunities to gain expertise
- b. Develop initiative and perseverance to achieve goals
- c. Develop commitment to learning as a lifelong process
- d. Reflect critically on past experiences in order to inform future progress

continued

## **C. SOCIAL AND CROSS-CULTURAL SKILLS**

Students will:

### **1. Interact Effectively with Others**

- a. Know when it is appropriate to listen and when to speak
- b. Conduct themselves in a respectable, professional manner

### **2. Work Effectively in Diverse Teams**

- a. Respect cultural differences and work effectively with people from a range of social and cultural backgrounds
- b. Respond open-mindedly to different ideas and values
- c. Leverage social and cultural differences to create new ideas and increase both innovation and quality of work

## **D. PRODUCTIVITY AND ACCOUNTABILITY**

Students will:

### **Manage Projects**

- a. Set and meet goals, even in the face of obstacles and competing pressures
- b. Prioritize, plan and manage work to achieve the intended result

### **2. Produce Results**

Develop additional attributes associated with producing high quality products including the abilities to:

- Work positively and ethically
- Manage time and projects effectively
- Multi-task
- Participate actively, as well as be reliable and punctual
- Present oneself professionally and with proper etiquette
- Collaborate and cooperate effectively with teams
- Respect and appreciate team diversity
- Be accountable for results

continued

## **E. LEADERSHIP AND RESPONSIBILITY**

Students will:

### **1. Guide and Lead Others**

- a. Use interpersonal and problem-solving skills to influence and guide others toward a goal
- b. Leverage strengths of others to accomplish a common goal
- c. Inspire others to reach their very best via example and selflessness
- d. Develop integrity and ethical behavior in using influence and power

### **2. Be Responsible to Others**

Act responsibly with the interests of the larger community in mind

Monitoring Method:

Monitoring Frequency: