

**BOARD OF EDUCATION
GOVERNANCE POLICY**

**St. Cloud Area School District 742
St. Cloud, Minnesota**

Adopted: May 24, 2007

I. VISION STATEMENT

The District will provide an outstanding learning environment that promotes excellence and that challenges each learner to reach his or her full potential. We will work together to ensure that all students enrolled in District schools receive the highest quality educational opportunities which will prepare them for successful, productive life experiences. ¹

To ensure that all students receive the highest quality educational opportunities, the District will work together to integrate the following key components of systems focused on high level student achievement:

1. Quality curriculum/effective instruction
2. Safe and healthy learning climate
3. Strong family and community partnerships
4. Continuous planning and improvement
5. Shared leadership and accountability
6. Financial oversight and stewardship of resources

II. MISSION STATEMENT

The mission of St. Cloud Area School District 742 is to prepare all learners, in partnership with their families and the community, to live and contribute within a changing and diverse world.

III. CORE VALUES

The foundation of District 742's effectiveness is based on the following core values:

1. *Academic Excellence*

District 742 will:

- Offer the highest quality of instruction.
- Implement programs that move students to higher levels of understanding.
- Maintain the highest level of standards and expectations while focusing on intellectual creativity and continuous learning for students and staff.

2. *Commitment to Individual Learners*

District 742 will:

- Accept ALL students and challenge each with high standards and high expectations in alignment with individual abilities.
- Inspire today's students to discover the potential of tomorrow's world.
- Prepare students for the future by developing their ability to think.
- Offer a rigorous course of study that gives students opportunity to reach their full individual potential, fosters a love of learning and encourages individual growth through differentiated instruction.
- Provide a caring and supportive learning environment.

3. *Multicultural Energy*

District 742 will:

- Embrace and reflect the multicultural energy of our community.
- Prepare students to live and work in a diverse and global community.
- Develop an understanding that students can adhere to their own values and beliefs while maintaining respect for the values and beliefs of others.

4. *More Opportunities*

District 742 will:

- Ensure that opportunities are provided that address the needs of all students.
- Provide extra-curricular programs that maximize the potential of learners of all backgrounds and abilities.
- Provide extensive arts opportunities essential to student learning.
- Offer differentiated curriculum options that enrich individual educational experiences.

5. *Leadership*

District 742 will:

- Act courageously in making decisions that further the mission of District 742.
- Participate in dialogue that determines vision and action that will enhance our District and community.
- Collaborate with parents, employees, businesses, communities of faith, employers and others.

- Work with organizations and community members to bring valuable perspectives, resources, feedback and ideas to carry out the District’s vision.

IV. CORE EDUCATIONAL GOALS²

A. *LIFELONG LEARNING*

Throughout their tenure in District 742, all students will demonstrate significant and measurable progress in the skills and knowledge essential to participate effectively in lifelong learning. Each student will be challenged to excel and reach his or her full potential in:

1. Reading, writing, speaking, listening, and viewing in the English language.
2. Mathematical and scientific knowledge, concepts, and methods.
3. History, government, and economics.
4. Locating, organizing, communicating, and evaluating information and developing methods of inquiry (i.e., problem solving).
5. Creative and critical thinking, decision making, and study skills.
6. Work readiness skills.
7. Use of a variety of tools and technology to gather and use information, enhance learning, solve problems, and increase human productivity.

B. *KNOWLEDGE AND SKILLS*

All students will demonstrate significant and measurable progress in a core of social, political, and scientific knowledge and skills necessary to contribute in modern society. Throughout their tenure in District 742, each student will be challenged to excel and reach his or her full potential so that he or she can:

1. Live as a responsible, productive citizen and consumer within local, state, national, and global political, social, and economic systems.
2. Bring many perspectives, including historical, to contemporary issues.

3. Develop an appreciation and respect for democratic institutions.
4. Communicate and relate effectively with cultures other than the students' own.
5. Understand and practice stewardship of the land, natural resources, and environment.
6. Have global and cultural understanding.

C. *THE ARTS*

District 742 will strive to provide outstanding opportunities and choices for students in the arts, including the opportunity to develop the foundations for artistic excellence. Students will have an appreciation for the arts and will have experienced creativity and self-expression choosing among a variety of artistic endeavors, including:

1. Visual
2. Music
3. Literature
4. Dance
5. The Performing Arts

D. *PERSONAL RESPONSIBILITY*

Throughout their tenure in District 742 students will have a sense of competence in and personal responsibility for:

1. Identifying and achieving personal, higher education, and career goals.
2. Adapting to change.
3. Leading a healthy and fulfilling life, both physically and mentally.
4. Living a life that will contribute to the well-being of others.
5. Becoming a self-directed learner.
6. Exercising ethical behavior.

E. ***HUMAN RELATIONS***

Students will have skills necessary to:

1. Appreciate, understand, and accept human diversity and interdependence.
2. Address human problems through individual and team effort.
3. Resolve conflicts and function constructively with others.
4. Promote a multicultural, gender-fair, and disability-sensitive society.

V. **CORE OPERATING PRINCIPLES**

A. ***COMPLIANCE WITH HIGH LEGAL AND ETHICAL STANDARDS***

The Superintendent³ and other District employees will conduct the affairs of the District in accordance with law and District policy. All activities of the District will be conducted in accordance with high standards of honesty and ethics.⁴ The District's business will be conducted transparently and openly, except where law otherwise requires. Under supervision of the Superintendent, Executive Directors will have a primary duty to the Board to assure compliance with ethical standards and to provide timely and accurate information to the Board. Professionals retained by the Board, including the Board's auditor and attorneys, shall likewise have a primary duty to the Board to assure compliance with law and with high ethical standards. No contract or purported contract shall bind the District unless authorized and approved in accordance with law and within powers explicitly delegated to the Superintendent.

B. ***KEY WORKS***

The Board of Education operates under the National School Boards Association Key Works Framework. It focuses governance on the Vision and Mission, High Standards of Excellence, Assessment, Accountability, Alignment, Climate and Culture, Collaboration, and Continuous Improvement. To this end, the Board's efforts focus upon the following:

1. *Vision, Mission and Goals:* The Board will adopt and maintain a vision statement, mission statement and goals⁵ which establish a clear vision of student achievement as the top priority of Board, staff, parents and community. The Board will engage the community in regular revisions of its Vision, Mission and Goal

statements and will strive for systemic commitment to clear focus and direction and constancy of purpose.

2. *Standards:* The Board will adopt and maintain clear standards for student performance defining what students should be able to know and be able to do at key points in their school careers.⁶ The Board will involve key stakeholders in the establishment of these standards. As part of this process, we will create community forums to determine what needs staff, parents, business and the higher education community identify as important for the District's adopted standards. We will regularly compare our standards to state, national, and international norms.
3. *Assessment:* The District will establish and maintain an assessment process that measures success at regular intervals and at all levels of the District. The District's program of assessment include assessment at levels including (a) multiple approaches to measurement and monitoring of individual student progress, (b) measurement and monitoring of instructional effectiveness, (c) measurement and monitoring of school success, (d) measurement and monitoring of the performance of administrators and executives, and (e) measurement and monitoring of the performance of the Board. The District periodically utilizes outside expertise to assess the quality and efficiency of its operations.
4. *Accountability:* The District will establish and maintain a strong data-driven accountability process. Through its accountability process, the District will discuss data openly, use data to make decisions, evaluate effectiveness of programs and make changes where necessary.
5. *Alignment:* The District will align resources, including curriculum, staffing, training, books, other instructional materials, technology and supplemental services, to focus on student success in meeting District standards and realizing individual potential.
6. *Climate:* The District will maintain a positive climate for student success. To this end, the District will empower staff to meet student needs; will maintain a respect and professionalism at all levels of our operations, including at the Board level. The District will maintain clear expectations for behavior and school atmosphere which creates a safe and supportive learning environment, and the District will regularly seek data from staff, students, parents and community on whether we are meeting these objectives. The District will establish and maintain a facilities plan

which provides for appropriate learning space that supports student progress and staff productivity.

7. *Collaboration:* The District will maintain collaborative relationships with leadership in the community to make student success a top community priority.
8. *Continuous Progress:* The District will maintain a system of continuous progress for student achievement. We will implement an ethic that recognizes that we can improve and that invites a collaborative dialogue on progress. Efforts for continuous improvement will include (a) setting standards and benchmarks for performance (b) benchmark processes (c) collection of data and measurement of customer satisfaction in ways that invite constructive criticism (d) use of data-driven decision making (e) appropriate rewards for success and steps to eliminate failure (f) reassessment and recalibration of standards.

C. *LEADERSHIP SUCCESSION PLAN*

In consultation with the Board, the Superintendent will implement an administrative plan to assure that Superintendent responsibilities can be fulfilled on an emergency basis, should unexpected need arise.

D. *COLLABORATION WITH PARENTS, FAMILIES AND GUARDIANS*

Parents and families play a critical role in the education of children. The District will afford a high priority to cultivating a partnership between educators and families in the educational process. The Superintendent and other District employees will assure that parents are treated with respect and are supported in their efforts to be involved and engaged in their children's education. To this end the Superintendent and other District employees will:

1. Develop and implement effective ways to regularly communicate expectations regarding student performance and their progress towards those expectations.
2. Develop and implement a system for obtaining regular feedback from parents on how they perceive the success of their children's schools.
3. Develop and implement meaningful procedures to involve parents in efforts to promote continuous progress towards excellence.
4. Communicate a plan for accountability to parents for providing high quality education to their children.

5. Develop and implement effective ways to handle complaints and concerns.

E. ***COLLABORATION WITH STAFF***

The District is dedicated to maintaining collaboration with teachers, administrators, and all other staff. It is committed to developing an atmosphere that promotes high standards of performance and engenders mutual respect and professionalism. The District will establish policies and procedures that ensure compliance with all federal and state laws, and to maintain fair procedures for conflict resolution and the handling of grievances.

The District is committed to maintaining outstanding personnel practices. It will:

1. To the extent possible, maintain clear rules and procedures governing personnel policies.
2. Develop adequate job descriptions and compensation standards.
3. Maintain open, high quality recruitment procedures that afford fair opportunities to be considered for open positions without regard to nepotism or favoritism.
4. Maintain an effective personnel performance evaluation system that includes both summative and formative evaluations.
5. Provide constructive avenues for staff members to offer suggestions or concerns without fear of retaliation.
6. Maintain the integrity of personnel data.
7. Assure that staffing is aligned to budgetary authority.
8. Assure that contracts and compensation are approved transparently in strict conformance with Minnesota law, Board policy.
9. Provide accurate and timely information to the Board and administrators who rely upon personnel information.

F. ***SAFE, SUPPORTIVE ENVIRONMENT FOR STUDENT LEARNING***⁷

The District is committed to providing a safe, supportive environment consistently conducive to learning. Classrooms and schools are expected to maintain a climate that respects learning and insists on positive behavior. The District strives to challenge each student to reach his or her full potential.⁸

G. ***FINANCIAL PLANNING/BUDGETING***⁹

The District is committed to a transparent budgetary process that allocates resources through a multi-year planning process. The District involves stakeholders in the budgetary planning process. This budgetary process includes the following components:

1. Provides budgetary information to staff as the budgetary process evolves.
2. Involves community representatives in budgetary and financial planning.
3. Adopts budgets which are sustainable and which make it possible for the Board and public to understand the allocation of resources upon which the budget is based.
4. Credibly projects revenues and expenses, separate capital and operational items.
5. Provides accurate information on projected cash flow.
6. Accurately conveys a true sense of the District's financial condition and complies with applicable accounting practices including the Uniform Accounting and Reporting Standards for Minnesota School Districts.¹⁰

H. ***FINANCIAL CONDITION AND ACTIVITIES***

The Superintendent and Chief Financial Officer shall make regular reports to the Board on current expenditures and revenues and shall report immediately to the Board any change in circumstances which will require material adjustments in the budget. The Board shall take appropriate action when the Superintendent reports that changed circumstances may otherwise require:

1. Expenditure of more funds than have been received in the fiscal year to date.

2. Incurrence of debt which has not been specifically authorized by the Board.
3. Use of long-term reserves.
4. Failure to settle payroll and debts in a timely manner.
5. Impairment in the District's ability to pay its obligations when they fall due.
6. Material reallocation of budgeted revenue or expenses.

The District shall maintain and follow a procurement policy fully compliant with sound procurement policies and by Minnesota law.¹¹

I. ***ASSET PROTECTION***

The District shall maintain prudent policies to protect the assets and financial resources of the District.¹² Accordingly the Superintendent and District employees shall:

1. In all respects, comply with laws governing the District's financial affairs.
2. Implement and maintain a program of prudent theft and casualty insurance.
3. Implement and maintain a program of prudent liability insurance protecting the District, employees, and the Board.
4. With the advice of its public auditor, implement best practices and procedures for the handling of District funds.
5. With the advice of its public auditor, implement best practices and procedures by providing a readily identifiable audit trail for expenditures.
6. Maintain a program to assure that plant and equipment are properly maintained.
7. Invest or hold operating capital prudently in accord with Board policies.
8. Comply with other policies and procedures, which may be from time to time adopted by the Board.

J. ***POSITIONS, COMPENSATION AND BENEFITS¹³***

Except as expressly authorized by Board policy:

1. No position shall be established unless approved by resolution of the Board.
2. The compensation for any position shall be in conformance with compensation transparently approved by the Board after review of comparable salary ranges for such positions.
3. The hiring of each employee requires Board approval, and the resolution shall reflect the rate of compensation and starting step or lane, where applicable.
4. Compensation and other terms of individual contracts shall be consistent with bargaining agreements or Board action.
5. The Superintendent and District executives and administrators shall not allow tenure to be granted to licensed staff through inaction. The Superintendent shall annually prepare a list of persons for approval by the Board where contracts are being renewed resulting in the grant of tenure. The Superintendent shall certify that for each such person, the District has followed its practices to determine that grant of tenure is warranted, and tenure shall be granted only upon recommendation of the Superintendent and approval of the Board pursuant to that recommendation.

VI. **THE BOARD AND SUPERINTENDENT**

A. ***COMMUNICATION AND SUPPORT TO THE BOARD***

The Superintendent and Board will work collaboratively to make sure that the Board has the information that it needs to perform its work. The Superintendent and Board will endeavor to work collaboratively to communicate on their respective roles, consistently endeavoring to focus the Board on its Key Works, while supporting the Superintendent in his management role as Chief Executive of the District.

1. Except in emergency circumstances, all requests for action are listed on the Board's proposed agenda with supportive materials provided at that time.
2. Board members should review the agenda and supportive materials in advance of the meeting and for action items, to the extent

possible, provide advance notice to the Superintendent or responsible presenter of additional information that they will require at the meeting.

3. The Board and Superintendent will agree on a plan for submission of data required by the Board for assessment and monitoring. The Superintendent will provide timely and accurate information, which assists the Board in the assessment or monitoring process.
4. The Superintendent will report to the Board in a timely manner any actual or anticipated noncompliance with law or policies of the Board, and will provide his plan to return to compliance.
5. The Superintendent will keep the Board informed of significant events which will assist them in performing their duties, such as threatened or pending lawsuits, material external and internal changes, or changes in the assumptions or factual foundations upon which the Board has previously acted.
6. The Superintendent will work with the Board to make sure that the Board has access to competing points of view necessary for sound decision making.
7. The Superintendent will work with the agenda committee to make sure that items are presented for the Board on a timely basis.

B. *BOARD ACTION AS AN ENTITY*

1. The Board acts in accordance with decisions of the full Board. Its decisions are implemented by the Superintendent who functions as the Chief Executive Officer of the District in accordance with applicable law and Board policy. The Board and Superintendent work collaboratively to make sure that each are fulfilling their respective roles. Individual Board members do not give instructions to the Superintendent nor do they purport to act on behalf of the Board. Officers of the Board have the duties and responsibilities assigned to them by Board policy, Board action, or by law.
2. The Board has the right to information that it requests by action of the full Board. The Chair and Vice-Chair acting as the agenda committee, in consultation with the Superintendent, determine the information which should initially be distributed with the agenda materials. In this regard, they endeavor to assure that adequate information is provided to all Board members so that they can effectively participate in decision making. The Superintendent and

Executive Directors do not limit access to information in order to steer the Board's decisions towards an intended result or to prevent Board members from fulfilling their proper function.

3. Officers, committee chairs, and individual Board members may request information from the Superintendent or Executive Directors as needed to fulfill their duties as members. In so doing, Board members endeavor to find ways to obtain information in a reasonable manner, affording a reasonable time to obtain the information in ways which do not interfere with the ability of the staff to perform its regular functions. The Superintendent and Executive Directors may freely advise individual Board members that a request is unduly burdensome and any disputes resulting from that determination shall be resolved through the Board Chair. After consultation with the Chair, in the event that a Board member still believes that he or she is being denied needed information, the Board member may request the Board to make a final determination.

C. ***SUPERINTENDENT EVALUATION***

The evaluation of the Superintendent's job performance is an important element of the Board's program of assessment and continuous progress.¹⁴ The Board conducts summative and formative evaluations of the Superintendent. Superintendent job performance will be monitored systematically and rigorously in accordance with best practices for the evaluation of educational leaders. The Superintendent evaluation system is based upon the following premises:

1. The evaluation should focus upon well-defined institutional goals, as well as management goals. To the extent possible, the District's goals, standards and assessment goal setting process should be related to the evaluation process.
2. The fundamental purpose of leadership evaluation is the improvement of teaching and learning through the building of the knowledge and skills of current and prospective leaders.
3. Evaluation has a judgmental component, but its main purpose is to foster growth. The formative process is the most important part of evaluation.
4. Evaluation involves teamwork and collaboration between the persons being evaluated and those doing the evaluation.

5. The evaluation system will always be based on actual performance data collected through multiple means that are representative of the Superintendent's total performance during the period covered by the performance assessment.
6. Data should be collected from staff, from stakeholders outside the institution, and from the Board and may involve peer review.
7. A key source of evaluative data is the Superintendent. The Superintendent should engage in self-evaluation. In that process, the Superintendent recommends goals for self-growth, identifies resources needed for a more effective administration, and develops a self-improvement plan for the coming year.
8. Evaluation of the Superintendent is one component of an institutional culture of self-improvement. Evaluation should occur at every level of the institution. An important purpose of the evaluative process is to identify and strengthen leadership at every level.

D. *GOVERNANCE COMMITMENT*

The purpose of the District 742 Board of Education, on behalf of its community, is to fulfill its statutory function and, through focus on the Key Works of School Boards, implement the vision, goals and objectives of the community leading to educational excellence.¹⁵ Its functions are more fully described in Board Policy 201.

E. *GOVERNING STYLE*

The Board will govern lawfully with an emphasis on organizational vision, encourage diversity in viewpoints, focus on strategic leadership, observe appropriate distinction between Board and Superintendent roles, make collective decisions, exhibit future orientation, and govern proactively. The Board will operate from the Vision, Mission and Goals which have been developed collaboratively and articulated to the public.

Accordingly:

1. The Board will cultivate a sense of group responsibility. The Board will work in partnership with the Superintendent, staff, students, parents, and the community. The Board will be responsible for excellence in governing.

2. The Board will use the expertise of individual Board members to enhance the ability of the Board as a body, but will not substitute individual judgments for the Board's collective wisdom.
3. The Board will maintain a system of Board accountability for governing with excellence. The Board will be accountable for policymaking principles, respect of roles, ensuring the continuity of governance capability, and endeavoring to make policy decisions only after full discussion at publicly held Board meetings.
4. The Board will govern the organization through the careful establishment of written policies reflecting the community's values and perspectives.¹⁶ The Board's major policy focus will be on the intended long-term benefits for students, not on the administrative means of attaining those benefits.
5. Consistent with the institutional commitment to continuous improvement, the Board will monitor its process and performance on a regular basis.¹⁷ Self-monitoring will include comparison of Board activity and discipline to policies in the Governance Process. The Board will regularly evaluate its relationship to the Superintendent to assure that it is providing the Superintendent with sufficient operational flexibility to effectively manage the District.

F. ***BOARD JOB DESCRIPTION***

The job of the Board is to represent the citizens and taxpayers and lead the School District by determining and demanding appropriate and excellent organizational performance. To distinguish the Board's own unique job from the jobs of the Superintendent and staff, the Board will concentrate its efforts on the following:¹⁸

1. Fulfilling the Board's powers and duties, which require Board action, as stated and implied in statute. The Board implements its function by focusing on its Key Works in ways appropriate to its policy making role of vision, standards, evaluation, accountability, climate, collaboration and continuous progress. Many statutes require Board action on decisions which are primarily operational in nature, such as the hiring of individual teachers and approval of individual contracts. The Board conducts these statutory decision making functions with a due respect for the Superintendent's executive functions.

2.
 - a. Developing written governing policies which, at the broadest levels, address vision, mission and goals.
 - b. Monitoring core operating principles which guide the executive processes.
 - c. Continuously improving its governance process: provisions for how the Board conceives, carries out, and monitors its own work.
 - d. Maintaining an effective Board-Superintendent Relationship: how authority is delegated and its proper use monitored; the Superintendent role, authority, and accountability.
3. Ensuring Superintendent performance through monitoring accountability procedures.
4. Ensuring Board performance through monitoring Governance Process.
5. Ensuring that vision, mission and goals are the focus of organizational performance.

G. ***OFFICERS ROLES¹⁹***

School Board officers are charged with carrying out the responsibilities entrusted to them by the full Board of Education for the integrity of governance. The purpose of this policy is to delineate those responsibilities.

Organization

The School Board shall meet annually on the first Monday in January, or as soon thereafter as practicable, and organize by selecting a chair, a vice-chair, a clerk, and a treasurer. These officers shall hold office for one year and until their successors are elected and qualify. The Superintendent shall be an ex-officio member of the School Board.

Officers' Responsibilities

1. Chair
 - a. The Chair is charged to lead a process where excellent governance is the product. The Chair is empowered by the

Board to make decisions within Board policies, and to make reasonable interpretation of the provisions of these policies.

- 1) The Chair, having derived his/her authority from the Board, is therefore secondary to the Board, but is the leader in Board discipline and adherence to its own principles of governance.
- 2) The Chair's role is to support and strengthen Board unity and clarity of purpose, and to represent the Board to outside parties in communication of Board-stated positions and decisions.

- b. The Chair shall preside at all meetings of the School Board, countersign all orders upon the Treasurer for claims allowed by the School Board, and represent the School District in all actions and perform all duties a Chair usually performs.
- c. In case of absence, inability, or refusal of the Clerk to draw orders for the payment of money authorized by a vote of the majority of the School Board to be paid, the Chair may draw the orders, or the office of the Clerk may be declared vacant by the Chair and Treasurer and filled by appointment.
- d. The Chair shall lead the Agenda Setting Committee.

2. Vice-Chair

- a. The Vice-Chair shall perform the duties of the Chair in the event of the Chair's temporary absence.
- b. The Vice-Chair shall be a member of the Agenda Setting Committee.

3. Treasurer

- a. The Treasurer deposits the funds of the School District in the official depository.
- b. The Treasurer shall make all reports which may be called for by the School Board and perform all duties a Treasurer usually performs.

- c. In the event there are insufficient funds on hand to pay valid orders presented to the Treasurer, the Treasurer shall receive, endorse, and process the orders in accordance with Minn. Stat. 123B.12.
 - d. The Treasurer shall chair the Finance and Audit Committee.
4. Clerk
- a. The Clerk is responsible for the integrity of Board documents, certifying the evidence of Board action, including attendance at meetings, Board policies and minutes.
 - b. The Clerk shall make and transmit to the Commissioner certified reports, showing:
 - 1) Age and square footage of school properties by December 31 of each year.
 - 2) A report of the revenues, expenditures, and balances in each fund for the preceding fiscal year by December 1.
 - 3) Length of school term and enrollment and attendance by grade for current school year by October 1.
 - c. The Clerk shall furnish to the county auditor, on or before September 30, a copy of the Board approved proposed tax levy.
 - d. The Clerk shall draw and sign all orders upon the Treasurer for the payment of money for bills allowed by the School Board for salaries of officers and for teachers' wages and all claims, to be countersigned by the Chair.
 - e. The Clerk shall perform such duties as required by the Minnesota Election Law or other applicable laws relating to the conduct of elections.
 - f. School District personnel as directed by the Board of Education may assist the Clerk.

- g. The School Board by resolution may combine the duties of the offices of Clerk and Treasurer in a single person in the office of business services.

H. ***BOARD MEMBERS' CODE OF CONDUCT***

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.²²

Accordingly:

1. Board members will represent the interests of the citizens of the entire School District. This accountability to the whole District supersedes any conflicting loyalty a member may have to other groups or organizations, to staff, or personal interests.
2. Board members may not attempt to exercise individual authority over the organization except as explicitly set forth in Board policies.
 - a. Members' interaction with the Superintendent or with staff must recognize the lack of authority vested in individuals except when explicitly authorized by the Board.
 - b. Members' interaction with the public, press, or other entities must recognize the same limitation and the inability of any Board member to speak for the Board except to repeat explicitly stated Board decisions.
 - c. Members shall maintain the confidentiality appropriate to sensitive issues and information that otherwise may tend to compromise the integrity or legal standing of the Board, especially those matters discussed in legally closed session.
 - d. Members will make every reasonable effort to attend all Board and Board committee meetings.
 - e. Members will be properly prepared for Board deliberations.
 - f. Where a member identifies a potential conflict of interest, that Board member shall notify the Chair

(or in the case of the Chair, the Vice-Chair) of the potential conflict and the intended resolution. When a Board member decides that a potential conflict does not bar the member from participating in deliberation, the Board member will then make an official record of the potential conflict and explain the member's decision.

- g. Members will engage in continuous self-monitoring on governance processes to ensure clear communication and positive growth as a governing body.

I. ***BOARD CONFLICT RESOLUTION***

The Board and its members are committed to faithful compliance with the provisions of the Board's policies. The Board and its members are committed to collaboration and respectful communication. When Board members have concerns about perceived issues regarding the conduct of another Board member, it is appropriate to obtain clarification directly from the Board member. Where a Board member for whatever reason cannot resolve conflict directly, the Chair should endeavor to communicate the concern directly to the Board member so that it may be resolved early and informally.

In the event that there is a concern regarding a Board member's conduct, including violation of policy, the Board will seek remedy by the following process:

1. Conversation in a private setting between the member and the Board Chair (or in the case of conduct involving the Chair, the Vice-Chair).
2. Discussion by the full Board.
3. Where propriety of the conduct involves potential legal violations, obtaining advice of counsel.
4. Discussion in a public meeting.
5. Public censure of major misconduct by an offending member of the Board.

J. ***BOARD COMMITTEE PRINCIPLES***

The Board relies heavily on committees to prepare the Board for its work. Board committees are used to support the work of the Board and to reinforce the wholeness of the Board's job and never to interfere with the responsibility of the Superintendent. Accordingly, committees of the Board will be governed by the following:

1. Board committees are to assist the Board with its functions, not to direct or advise the staff or Superintendent. Committees ordinarily will assist the Board by preparing policy alternatives and provide the Superintendent with recommendations on the kind of information which should be presented to the Board to support recommended Board action.
2. Board committees may not speak or act for the Board except when formally given such authority for specific and time-limited purposes. Expectations and authority will be carefully stated by the Board to assure that committee authority will not conflict with the responsibilities of the Superintendent.
3. Board committees may not exercise authority over the Superintendent or staff. The Superintendent works for the full Board, and any direction to the Superintendent related to a committee recommendation must come from the full Board.
4. Where a committee is formed on an adhoc basis, the Board will determine the policies applicable to the conduct of that committee.
5. All Board committee meetings are open to the public, but may be closed in accordance with the open meeting law. Any Board member may attend any Board committee meeting, but non-committee members do not participate in committee deliberations except at the request of the committee.
6. Standing meetings should prepare an annual meeting schedule with regularly scheduled meetings. The Clerk will assure that the Board maintains a meeting schedule on its website.

K. ***BOARD COMMITTEE STRUCTURE***

The only standing Board committees are those which are listed in this policy.²³ Other adhoc committees will be created as needed and will cease to exist as soon as their tasks are complete.

Agenda Planning Committee

The Agenda Planning Committee consists of two permanent Board Members, the Board Chair and the Board Vice-Chair. In addition to the Chair and the Vice-Chair, other Board members are encouraged to attend and will be regularly invited to participate in this open meeting.

The general purpose of the Agenda Planning Committee is to meet with the Superintendent and his/her designees in advance of the Board of Education meetings to set the meeting agendas.

Specific responsibilities of the Agenda Planning Committee are:

1. Communicate and facilitate the agendas of the bi-monthly meetings of the School Board.
2. In consultation with the Superintendent, establish a quarterly list of issues and agenda items which need Board attention. The Chair will deliver a quarterly report to the Board on progress on this list so that the Board may make such adjustments to the list of agenda items as it deems appropriate.
3. Board Policy 203.2 governs standard agenda format. Board Policy 203.6 governs the consent agenda. Board Policy 203.5 governs individual agenda preparation. Board Policy 204.4 governs preparation of the minutes. Board Policy 205 implements the open meeting law. Board Policy 206 governs public participation at meetings and implements certain data privacy considerations.

Board Development Committee

The Board Development Committee consists of three Board members. The Board Chair shall designate one of the Board members to chair the committee.

The general purpose of the Board Development Committee is to promote the highest professional and ethical standards of Board functioning through education, training, recognition and professional development of Board members. In its mission to continually improve Board governance, the committee is charged with reviewing the policies of the Board in relation to how the Board governs itself and provides oversight for the operation of the Board.

Specific responsibilities of the Board Development Committee are:

1. Examine yearly goals of the Board, Superintendent, and District for consistency and clarity.
2. Regularly review governing policies of the District and recommend changes as necessary.
3. Recommend Board Development activities as needed for effective governance.
4. Design a process for evaluation of Board performance based on agreed-upon criteria.
5. Provide oversight for education and training activities with the goal of continued growth in individual and collective Board member wisdom.
6. Provide outreach to the community with the intent of building interest in becoming a member of the Board of Education.

Community Linkages Committee

The Community Linkages Committee consists of two Board members and one non-Board member. The Board Chair shall designate one of the Board members to chair the committee. The non-Board member, who shall have a full and equal committee vote, will be decided upon by the Board members of the Community Linkages Committee and appointed by the Board Chair.

The general purpose of the Community Linkages Committee is to oversee the Board's process for linkage with its stakeholders. The Community Linkages Committee is charged with the important goal of establishing effective communication strategies and information flow to a wide array of citizens, businesses, and community organizations in District 742.

Specific responsibilities of the Community Linkages Committee are:

1. Develop strategies for outreach to increase representation of diverse ideas and feedback on District policies and programs.
2. Engage previously underrepresented populations in becoming actively involved in dialogue about our educational system.
3. Provide mechanisms for input from the business, education, government professional and other human services communities to facilitate partnerships with community schools.

4. Coordinate efforts with the District Community Relations Task Force as needed.

Finance and Audit Committee

The Finance and Audit Committee consists of two Board members and one non-Board member. The Board Chair shall designate one of the Board members to chair the committee. The non-Board member, who shall have a full and equal committee vote, will be decided upon by the Board members of the Finance and Audit Committee and appointed by the Board Chair.

The general purpose of the Finance and Audit Committee is to serve as an advisor or sounding board to the Superintendent for business issues that require special expertise that is not within the traditional purview of educators (real estate, bonding, construction, etc.) and to serve as the Board's watchdog to assure fiscal sustainability and to help the Board understand the long term financial consequences of its actions.

Specific responsibilities of the Finance and Audit Committee are:

1. Discuss and represent the Board's commitment to seeking outside independent advice such as "efficiency studies" and "independent reviews."
2. Assume an active role in the audit process such as discussing continuous progress with the auditor so as to improve the quality of our financial operations over time.
3. Review, organize, simplify and clarify complex financial issues that come before the Board into a format and presentation which is more easily understood by the Board and the public.
4. Work collaboratively with other entities in the District and the community to develop funding support from the State Legislature.

Legislative Committee

The Legislative Committee consists of two Board members and one non-Board member. The Board Chair shall designate one of the Board members to chair the committee. The non-Board member, who shall have a full and equal committee vote, will be decided upon by the Board members of the Legislative Committee and appointed by the Board Chair.

The general purpose of the Legislative Committee is to advocate for public school education issues, and to communicate and collaborate with

state and federal legislators regarding legislation and budgets affecting public school education.

Specific responsibilities of the Legislative Committee are:

1. Research and formulate legislative proposals that are in the best educational interests of the District.
2. Arrange public hearings, legislator visits, and testifying opportunities before Legislative Committees.
3. Coordinate and conduct parent and community lobbying efforts for legislation directly affecting education programs and services in the District.

Personnel and Negotiations Committee

The Personnel and Negotiations Committee consists of three Board members. The Board Chair shall designate one of the Board members to chair the committee.

The general purpose of the personnel aspect of the Personnel and Negotiations Committee is to set goals with the Superintendent and to coordinate and/or facilitate the Superintendent evaluation process. The general purpose of the negotiations aspect of the Personnel and Negotiations Committee is to build social and bargaining capital between and amongst the bargaining units and the District. Members of this committee may or may not be on the District bargaining team.

Specific responsibilities of the Personnel and Negotiations Committee are:

1. Research and recommend various Superintendent evaluation systems.
2. Act as a sounding board and/or an advisory committee to the Superintendent on items related to personnel policies and human resource issues.
3. Meet with bargaining group representatives for listening and discussion sessions.
4. Research other School District employee contracts for comparables and contrasts.

5. Advise the Board on the formulation of bargaining issues and interests in the form of principles, parameters and proposals in advance of District negotiations.
6. Work with the Superintendent, Human Resources Director, and the employee bargaining groups to design and implement appropriate bargaining models, processes and timelines which accentuate the underlying principles of fairness, sustainability and stability.

L. *SCHOOL BOARD MEMBER DEVELOPMENT*

In recognition of the importance of continuing education and training in ongoing Board development, this policy outlines expectations and opportunities for Board members to improve their individual and collective Board functioning.

1. New School Board members are expected to attend orientation and training sessions sponsored by the Minnesota School Boards Association, and expenses pertaining to that training will be reimbursed by the District according to approved budget allocations.
2. All School Board members are encouraged to participate in educational activities sponsored by local, state and national associations and educational groups. A budget for such activities will be set annually at the Board reorganization meeting.
3. Board members may elect at the reorganization meeting to defer part of their individual Board compensation to be used for educational expenses beyond the usual Board allowance. Each Board member has the option for this deferral; it is by no means mandatory or expected. This deferred compensation amount is a one time annual election, and if the expense amount is not utilized, it will remain in the general fund for use in other District expenses.
4. School Board members are expected to report back to the School Board with summaries of meetings attended and information obtained which might be of interest to the Board's work.
5. Training specific to the entire Board and/or consultation on Board development activities should be referred to the Board Development Committee for discussion and recommendation to the Chair and full Board of Education.

6. Requests for exceptions to this policy will be referred to the Board Development Committee for consideration and recommendation to the full Board.

¹ Board Policy 104

² Board Policies in the 600 Series deal with educational programs.

³ Board Policy 302 governs the responsibility of the Superintendent.

⁴ Board Policy 306 is an administrator code of ethics.

⁵ Board Policy 250 requires annual adoption of goals.

⁶ Board Policies in the 600 Series deal with educational programs.

⁷ Board Policies in the 500 Series contain a variety of policies affecting students.

⁸ Several provisions deal with climate. This section (V.-F.) deals with providing a safe, supportive environment. Section V.-B. of this governance policy deals globally with climate, an environment that is free from religious, racial or sexual harassment and violence. “The School District prohibits any form of harassment and violence related to religion, race, gender, or sexual orientation.” Administrative Policy 105A deals with harassment and violence and states that “It is the policy of St. Cloud Area Schools to maintain a learning and working environment that is free from intolerant and harassing behavior. Harassment is a form of discrimination which violates Minnesota Statutes 15.85, the Minnesota Human Rights Act, and various sections of the Civil Rights Act of 1964, as amended. The School District prohibits any form of harassment and discrimination that deprives an individual of her/his human dignity.”

⁹ Board Policies in the 700-706 Series deal with financial matters.

¹⁰ The policy includes the commitment to prevent the unreserved fund balance to drop below the safety reserve of \$500,000 by June 30, 2005; \$1,000,000 by June 30, 2006; \$1,500,000 by June 30, 2007; or \$2,000,000 by June 30, 2008. This policy is now embodied in Board Resolution on the levy commitments.

¹¹ Board Policies in the 740-744 Series govern procurement.

¹² See also Board Policy 202 (control of funds, signing of checks); 202.2 (control of funds, management of bank accounts).

¹³ Board Policy Series 400 contains a variety of personnel policies.

¹⁴ Board Policy 304 governs Superintendent evaluation.

¹⁵ Board Policy 201 describes the legal status of the School Board.

¹⁶ Board Policy 208 describes the procedure for policy development.

¹⁷ Board Policy 251 governs Board evaluation.

¹⁸ See Board Policy 203 (Operation of School Board-Governing Rules).

¹⁹ Board Policy 202 governs the responsibility of officers.

²⁰ Board Policy 203.1 governs School Board Procedures – Rules of Order.

²¹ Board Policy 202.3 is Chair Signature Policy, allowing Chair signature only upon presentation of documentation tying the proposed signature with the official authorizing resolution. The purpose of Board Policy 202.3 is to prevent staff from inadvertently presenting a document to the Chair for signature without carefully identifying the authorizing document, and to prevent the Chair from inadvertently signing a document without requiring proof of authorization. Board Policy 202.3 also creates an audit trail making it easy for our public auditor to trace signature to authorizing resolution.

²² Board Policy 209 is a “code of ethics” that comes from the Minnesota School Boards Association.

²³ Board Policy 213 governs committees.

²⁴ Board Policy 212 contains a policy regarding Board training and development.

²⁵ Board Policy 207 governs the mandatory and discretionary conduct of public hearings.