



EAST GRAND RAPIDS PUBLIC SCHOOLS

Kent County, Michigan

SPECIAL Meeting of the East Grand Rapids Board of Education

The James E. Morse Administration Center at Woodcliff, 2915 Hall Street SE East Grand Rapids, MI 49506
For Information: Phone 616-235-3535.

Monday, October 1, 2018

7:30 a.m.

AGENDA

1. Meeting Called to Order
2. Public Comments

PRESENTATION / DISCUSSION ITEMS

3. MASB Workshop – Dr. Kattula (Enclosure #3)
4. Adjournment

* Minutes for this meeting will be available in the Superintendent's Office at 2915 Hall Street SE, East Grand Rapids, MI 49506.

** If you plan to attend and have a special need and require accommodation to attend this meeting, please contact Dr. Heidi S. Kattula, Superintendent, at 616-235-3535.



BOARD ENCLOSURE

October 1, 2018

Item No. 3

MASB

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OF SCHOOL BOARDS

Board and Superintendent Roles and Relationships – Board Governance

for

East Grand Rapids Public Schools

Dr. Rodney Green

October 1, 2018

Board and Superintendent

- What is the purpose of the Board?
- Why are you on the Board?
- Purpose of Superintendent?



Board and Superintendent Role

- Trustees of the District or Representatives of the People?
- Oversight versus Management
- Chain of Command
- Value of 7-0 Votes or Danger of Rubber Stamping
- Role of Board Committees



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Board and Superintendent Role

- What is micromanagement? How does it affect an organization?
- What is delegation? How do you delegate and still hold people accountable?
- What is the Board's role in running the school district?
 - Board's role is oversight, not running
- How do you develop trust between Board and Superintendent?



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Board Role

Goal Setting The district vision is translated into long and short-term goals. The board establishes the structure to accomplish the vision, and periodically evaluates the results.

Policy

Establishes policy for the district and shares in policy development.

Designating and Evaluating Superintendents

Recruits, hires and evaluates the performance of the superintendent.

Budget

Reviews the budget submitted by the superintendent and aligns the funding priorities with the district goals.



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Board Role

Curriculum

Approves recommended curriculum and texts based on standards, goals and policies established by Board. Review and evaluate curriculum as it relates to student assessment results.

Staffing and Appraisal

Adopts policies governing salaries and salary schedules, terms and conditions of employment, fringe benefits, leave and professional development and employee evaluations.

Facilities

Determines school facility needs and communicates proposed construction plans to the community

Community Relations

Adopts policies governing school-community relations, advocates for the public school system and remains responsive to community ideas and needs.



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Superintendent Role

Goal Setting

Assists and advises board in creating the long and short-term goals. Based on the goals, establishes strategies for implementation at each school.

Policy

Advises board on policy development, need and impact and is responsible for creating and implementing administrative procedures to carry out the requirements of each policy.

Superintendent's Responsibilities

Manages operations in central office and coordinates and oversees efforts of all schools within the district. Works toward meeting district and superintendent goals established by Board.

Budget

Works with school administrators to develop a draft budget, recommends the budget to the board, makes revisions as requested by the board, and administers the budget adopted by the board.



Superintendent Role

Curriculum

Recommends courses of study and texts aligned with district vision, goals and objectives. Provide student assessment data for board analysis.

Staffing and Appraisal

Recommends all personnel to be hired; is responsible either directly or indirectly for performance evaluations

Facilities

Analyzes, interprets and communicates the needs of the school system to the board and supervises facility renovations and new construction projects.

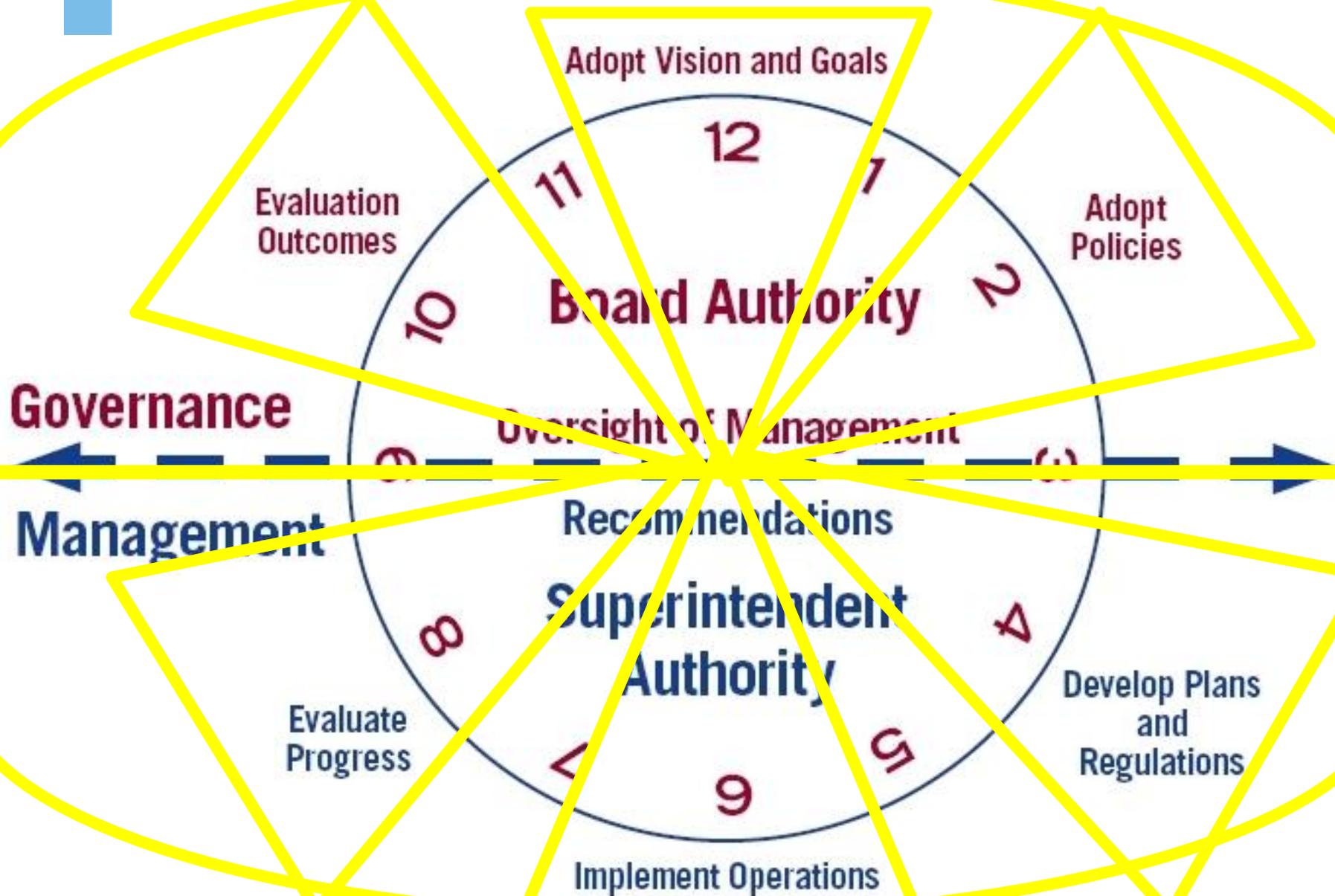
Community Resources

Recommends and implement a program of school-community relations and keeps all stakeholder groups informed about district policies, programs and procedures.



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The Governance Clock



Board and Superintendent

- Board decides the “What”
- Superintendent decides the “How”
- Oversight vs Micromanagement
- Accountability
- Trust each to perform responsibilities, but check in with each other



The Division of Responsibilities

School Board

Superintendent

End Results	Focus	Means
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What? Why? How much? How well?	Questions to be addressed	How? When? Where? By whom?
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Mission Goals Policies Standards Linkages	Tools	Strategies Procedures Regulations Assignments
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Vote	Methods	Documentation Recommend
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TRUST



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Board and Superintendent

- Understanding the Big Picture
 - Developing vision for the District
 - Developing Goals, both long term and short term
 - Holding administration accountable for developing action plans, systems for accomplishing goals
- Day to Day Decision-Making
 - Holding subordinates accountable
 - Developing good procedures for everything



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Management Systems

- The Board is generally concerned about the effectiveness of the management system, rather than each individual management decision
- Superintendent must keep the Board informed, give heads up when potential problems arise, and must develop effective systems to manage the district



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Communication

- Regular updates from superintendent
- Praise in public – criticize in private
- No hidden agendas – be honest with each other – no surprises at public meetings?
- Board and superintendent should discuss type and level of communication
- New Board member orientation



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How to Handle Complaints

- Do not say you'll handle it
- The person with the complaint needs to understand who they should be talking to
- The person with the complaint always has more credibility to help address the problem, but at the right level
- Listen, but redirect



Handling Complaints

- Problems are best solved at the closest level to the concern, not the Board or superintendent level
- Board members **MUST** Be Objective
- Be supportive of both the complainer and the person being complained about
- There is **ALWAYS** another side to the story, don't get caught up in believing the only side you've heard



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Handling Complaints

- Remember, people are complaining about your employees, who have rights, contracts, bosses, procedures and so forth
- Don't necessarily say, "put it in writing", this almost always causes more problems
- Don't answer email complaints back by email, a call is better
- After listening, "Thank you for speaking with me, have you talked with the principal or supervisor?"

Board President Role

- Elected to office by majority of board members annually
- Presides at the board meeting
- Handles conflict between members
- Appoints members to committees if needed
- Has expanded role with superintendent
- Has a role with board member development
- Discusses Board agenda with superintendent



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Meeting Agenda Protocols

- How is the flow of your board meeting?
- Length? Board's or administration work?
- Public Comment Protocols?
- Consent Agenda?
- Reports
- Action Items
- Discussion Items
- Monthly Board Calendar
- Questions from Board members prior to Board meetings



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Handling Questions

- Board members should be knowledgeable about general issues in the district and be able to answer
- Board members should not feel a need to answer specifics on issues
- If specific questions are being asked, handle just as you would with a complaint. Refer to the source of information, generally the administration
- If information is needed, board should be asking superintendent to provide info



Group Norms

- Norms are important and are a good way of developing governance team
- Group norms allow for all board members to participate and to be valued
- Norms can also include administration
- Meeting protocols and norms allow for better and more productive meetings



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Examples of Norms

Boards can set up norms for members such as:

- Spokesperson for Board – Board President
- Spokesperson for District – Superintendent or Communications Director (sometimes)
- Handling complaints - process
- Dealing with staff – chain of command
- Handling public participation at board meetings



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Group Norms

- Praise in public and criticize in private
- Portraying a positive image of the district
- Round robin discussion opportunity
- Professionalism when engaging in discussion – allowing others to talk
- Don't have your own agenda, be willing to work with the team
- Trust administration to have the best interest of District & stakeholders in mind
- Trust other board members
- No grandstanding



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Superintendent Evaluation

- MASB Instrument
- Training
- Timeline for Evaluation Process
- Expectations
- Progress Report/Check In
- Self-Evaluation and Evidence Meeting
- Final Consensus Evaluation Meeting



Ethics and Protocols

- Relationships are grounded on honesty, respect, responsibility, and accountability.
- No surprises to administration or other members.
- Acknowledge mistakes.
- Be respectful of confidential issues and communications.
- Follow the chain of command.
- Contact superintendent when needing information regarding school issues.



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Commitments

- Commit to the development and ongoing review of a long-range plan focusing on what's best for the overall district and community.
- Maintain an open mind when deliberating on issues before making decisions, keeping emotions or biases in check.
- Make no promises as individuals and remember that final authority rests with the full board.
- Commit to support the final decision of the Board of Education.



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THANK YOU!

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