

School Board

Booklet



NEENAH
JOINT SCHOOL DISTRICT

2024-2025

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Introduction

This handbook is intended to give you an overview of your roles and responsibilities as a Board member and to assist you in acquiring the knowledge necessary to be a skilled and effective Board member for the Neenah Joint School District. We hope you will find the information to be valuable as you provide leadership for your community in fulfilling its vision and mission for quality education.

Being an effective Board member begins with a genuine commitment to striving for high quality education. It means focusing your actions as Board member on the vision developed by the Neenah Joint School District:

- The Board keeps students as the focus of the work of schools
- The Board adopts a shared vision based on community beliefs to guide local education
- The Board demonstrates its strong commitment to the shared vision and mission by using them to guide decision making and communicating to others

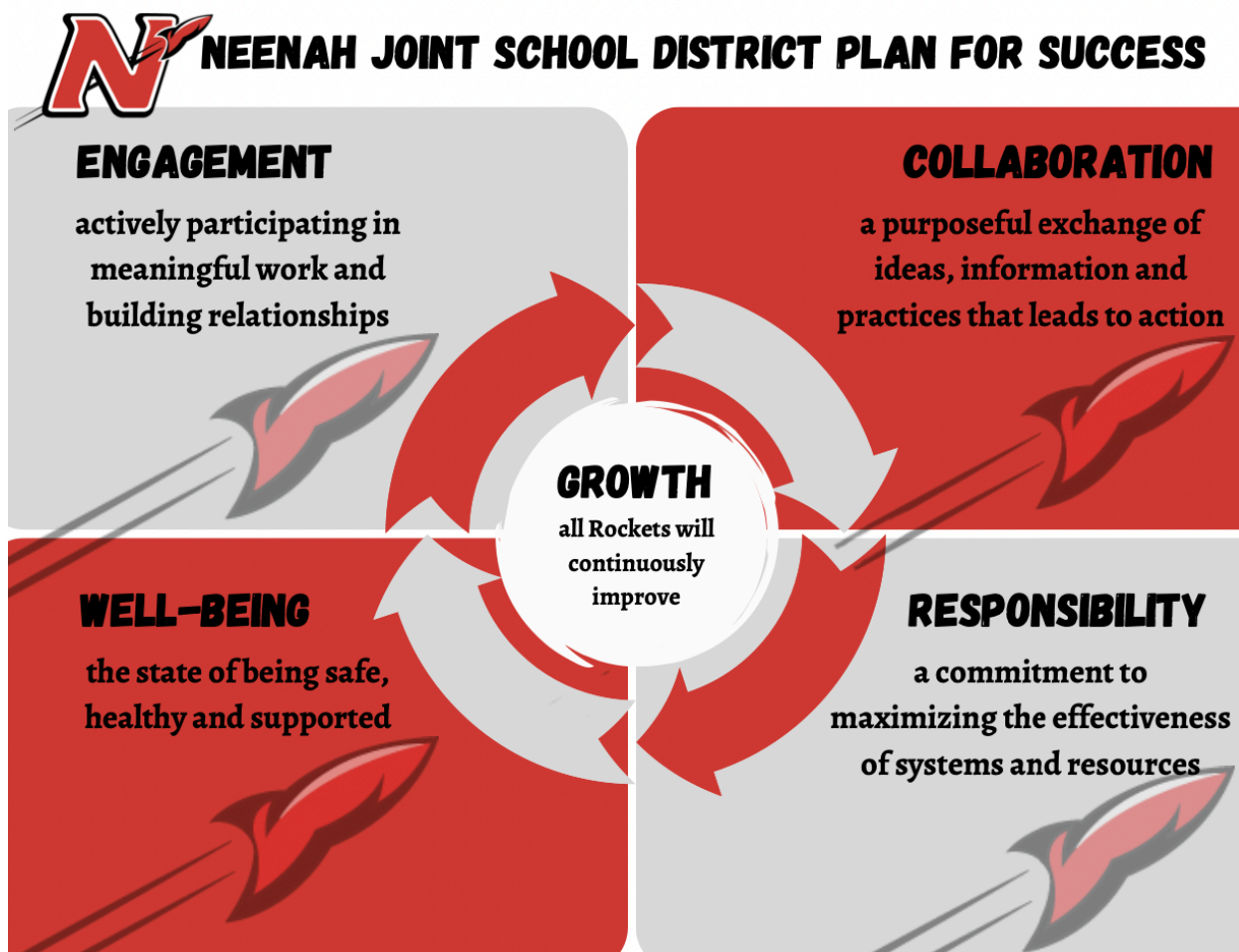
As a Board member, you have distinct duties and responsibilities (further explained in this booklet) and summarized below:

- Set the District's direction with performance-based goals
- Ensure the alignment of strategies, resources (including the approved budget), policies, programs and processes with District goals
- Assess and account for student achievement using comprehensive data, thorough deliberation and open communication
- Annually conduct a written performance assessment of the District Administrator
- Lead the District, accentuating and reinforcing the positive while correcting the negative

As a collective member of a unified group, as a Board member, you are instilled with helping to set a positive tone of operations by modeling respectful, courteous, cooperative, and professional behavior that is expected from employees, children, and the community.

Congratulations on being elected to the Neenah Joint District School Board! There is no greater contribution than serving as a member of a leadership team that provides education opportunities for the children in our community.

District Plan for Success



https://www.neenah.k12.wi.us/cms_files/resources/Neenah%20Joint%20School%20District%20Plan%20for%20Success.pdf

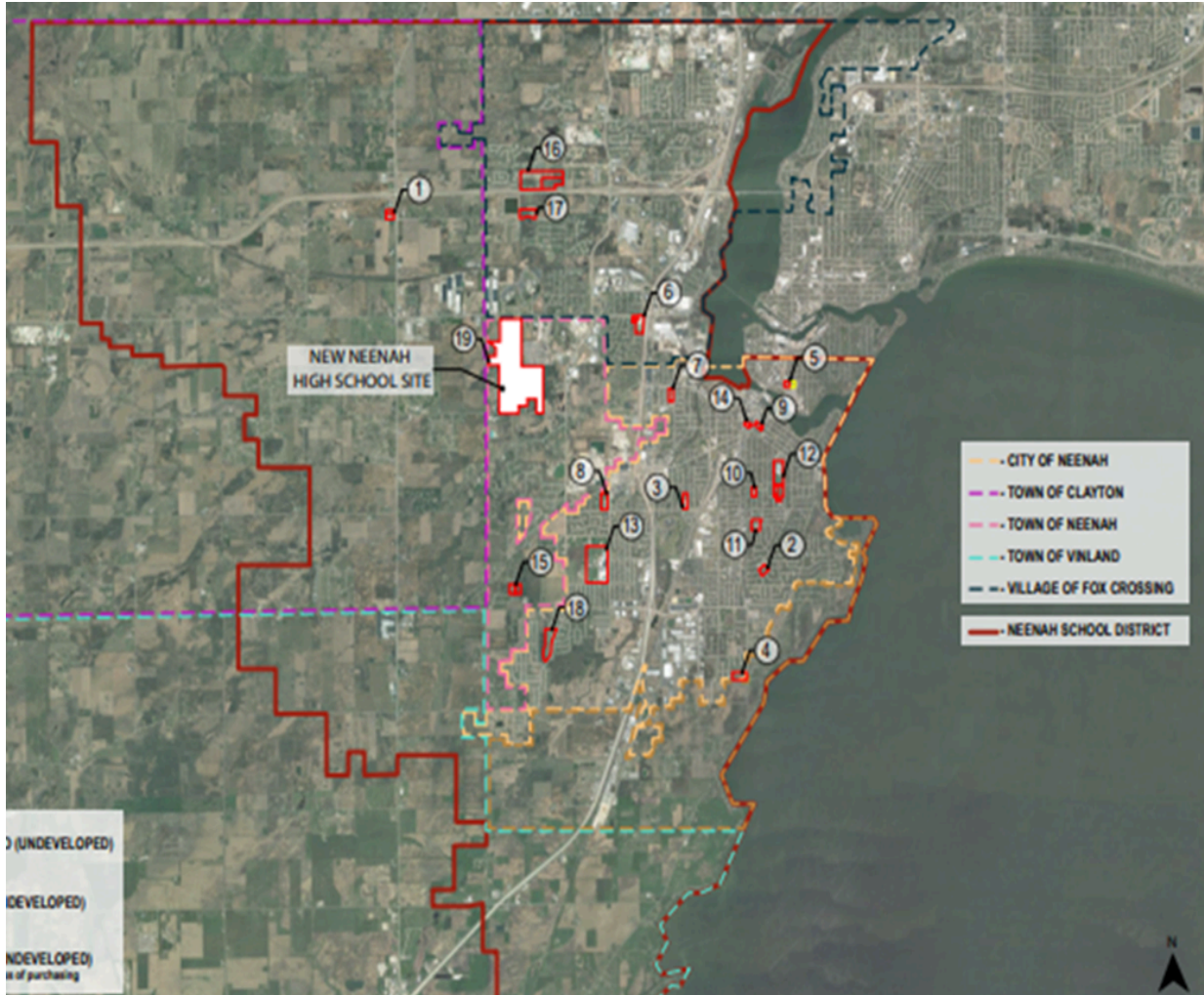
District and School Administration

Title	Name	District Phone (920) 751-6800	E-mail Address
District Administrator	Dr. Steve Harrison	Ext. 10100 920-585-8350 (cell)	stephan.harrison@neenah.k12.wi.us
District Administrator Assistant	Jane Coenen	Ext. 10100	jane.coenen@neenah.k12.wi.us
Assistant District Administrator of Learning and Engagement	Jackie Muñoz-Ellmann	Ext. 10104	jmunozellmann@neenah.k12.wi.us
Chief Financial Officer	Jon Joch	Ext. 10105	jjoch@neenah.k12.wi.us
Assistant District Administrator of Human Resources	Dr. Michael Cyrus	Ext. 10112	michael.cyrus@neenah.k12.wi.us
Director of Curriculum, Instruction and Assessment	Curtis Bartelt	Ext. 10115	cbartelt@neenah.k12.wi.us
Director of Student Growth & Support Programs	Ashley Kolb	Ext. 10114	ashley.kolb@neenah.k12.wi.us
Director of Pupil Services	Valerie Hurm	Ext. 10130	Valerie.hurm@neenah.k12.wi.us
Director of Instructional Technology	Rocco Marchionda	Ext. 10135	marchionda@neenah.k12.wi.us
Director of Facilities/Engineer	Jason Ebert	Ext. 10133	jason.ebert@neenah.k12.wi.us
Director of Communications	Jim Strick	Ext. 10136	jstrick@neenah.k12.wi.us

District School Buildings (Third Friday in September Count - 2024)

School	Principal	Address	Phone	Grades Served	No. of Students (6,471)
Neenah High School	Brian Wunderlich	500 Rocket Way, Neenah	(920) 751-6900 Ex. 16101	Grades 9-12	2004
Neenah Middle School	Jennifer Koenecke	1275 Tullar Road, Neenah	(920) 751-6850 Ex. 19100	Grades 5-8	1913
Alliance Charter School (Montessori)	Garrett Zimmerman	920 Higgins Avenue, Neenah	(920) 751-6970 Ex. 25101	Grades 4K-6	225
Clayton Elementary School	Nicole Kiplin	2916 W. Fairview Road, Neenah	(920) 751-6950 Ex. 11101	Grades K-4	206
Coolidge Elementary School	April Keepers	321 Alcott Drive, Neenah	(920) 751-6955 Ex. 12101	Grades K-4	329
Horace Mann Elementary School	Ryan Hammerschmidt	1021 Oak Street, Neenah	(920) 6940 Ex. 14101	Grades K-4	400
Lakeview Elementary School	Mary Renning	1645 S. Commercial St., Neenah	(920) 751-6965 Ex. 15101	Grades K-4	317
Spring Road Elementary School	Lyzette Maroszek	1191 County Road II, Neenah	(920) 751-6975 Ex. 20101	Grades K-4	299
Taft Elementary School	Karen Russell	133 Western Avenue, Neenah	(920) 751-6980 Ex. 21100	Grades K-4	179
Tullar Elementary School	Mary Toby	925 Tullar Road, Neenah	(920) 751-6985 23100	Grades K-4	342
Washington School of Early Learning	Michaela Neitzel	220 E. Franklin Avenue, Neenah	(920) 751-6990 24101	Early Childhood and 4K	247
Transitional Education Center	Lindsey Lewis	181 E. Northwest Water St. Neenah	(920) 751-6900 Ex. 16109	Ages 18-21 (after Grade 12)	7
Neenah High School Downtown Campus	Kyle Popp	109 W. Columbian Ave., Neenah	(920) 751-6900 Ex. 16109	Grades 9-12	40

School District Map



School Building Historical Information

Building	Year Built	Additions
Administration Building	1907	1977 – garage and storage addition 2009 – entrance addition
Clayton	1957	1970 – office & classroom addition 1992 – gymnasium /classroom
Coolidge	1962	1965 – classroom addition 1996- gymnasium/classroom addition
Hoover (Closed 2024)	1952	1958 – classroom addition 1996 – office, library, cafeteria addition
Horace Mann	1960	1965 – classroom addition 1996 – elevator 2002 – classroom addition
Lakeview	1936	1951 – classroom addition 1957 – gymnasium & classroom addition 1967 – classroom addition 1998 - entrance
Neenah High School	2023	
Neenah Middle School	1966	1972 – Armstrong building constructed 1991 – pool addition 1996 – link addition 1997 – classroom addition 2001 – storage addition 2009 – entrance addition
Spring Road	1936	1954 – gymnasium addition 1958 – classroom addition 1996 – library addition
Taft	1956	1969 – classroom addition 1996 – classroom & office addition
Tullar	1953	1957 – gymnasium & classroom addition 1960 – office & classroom addition 1966 – classroom addition 2009 – elevator addition
Washington	1967	1976 – classroom addition
Wilson	1949	1952 – classroom addition 1992 – multi-purpose & classroom addition 2004 – office & classroom addition

School District Data

The Neenah Joint School District Serves about 6,500 students (approximately 500 per grade), Grades 4K to 12. The District covers approximately 60 square miles and serves the following municipalities:

City of Neenah
Town of Neenah

Village of Fox Crossing
Town of Vinland

Town of Clayton

The student population is made up of the following races/ethnicity (2022-2023):

<ul style="list-style-type: none"> ● White: 80.7% ● Hispanic/Latino: 7.2% ● Two or More Races 4.7% ● Asian: 4% ● Black or African American: 2.8% ● American Indian or Alaskan Native: .4% 	<p>The student groups include:</p> <p>Students with Disabilities: 16.1%</p> <p>Economically Disadvantaged: 33.9%</p> <p>English Language Learners: 3.9%</p>
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Graduation and Assessment Data

All 11th grade students take the ACT test (not just those who are planning to go to college).

- Results: **2023-24**: NJSD ACT exam score average is **21.2** vs. state-wide of **19.2**.

ACT Scores by Subject

Subject	Neenah (22-23)	Neenah (23-24)	Neenah Difference	State (22-23)	State (23-24)	State Difference
Composite	20.6	21.2	0.6	19.3	19.2	-0.1
English	19.6	20	0.4	18.3	18.1	-0.2
Math	20.4	21.3	0.9	19	19.1	0.1
Reading	20.6	21.3	0.7	19.5	19.4	-0.1
Science	20.9	21.5	0.6	19.8	19.7	-0.1
Writing	7/12	7.1/12	0.1	6.3/12	6.3/12	0

Neenah High School Graduation Rate

2024 97.2% **2023**: 96.1% **2022**: 95.1% **2021**: 95.4% **2019**: 92.2% **2018**: 95.8% **2017**: 93.2%
2016: 87.2%

Wisconsin State Assessment Scores 2023-2024

District School / Rating 2023-2024	Overall Score	Student Achievement	State Score
Neenah School District Exceeds Expectations	72.2	English Language Arts 70.0 Math 71.6	English Language Arts 58.3 Math 57.6
Neenah High School Exceeds	72.6	English Language Arts 71.8 Math 65.5	English Language Arts 58.3 Math 52.7
Neenah Middle School Meets Expectations	66.3	English Language Arts 70.6 Math 71.5	English Language Arts 58.1 Math 55.7
Alliance Charter School Significantly Exceeds Expectations	87.2	English Language Arts 90.4 Math 90.1	English Language Arts 58.6 Math 64.5
Clayton Elementary Significantly Exceeds Expectations	84.3	English Language Arts 76.4 Math 88.9	English Language Arts 58.6 Math 64.5
Coolidge Elementary Exceeds Expectations	80.5	English Language Arts 70.9 Math 82.4	English Language Arts 58.6 Math 64.5
Hoover Elementary Meets Few Expectations	52.6	English Language Arts 46.9 Math 60.9	English Language Arts 58.6 Math 64.5
Horace Mann Elementary School Exceeds Expectations	77.4	English Language Arts 53.1 Math 66.0	English Language Arts 58.6 Math 64.5
Lakeview Elementary Significantly Exceeds Expectations	92.8	English Language Arts 82.8 Math 97.3	English Language Arts 58.6 Math 64.5
Spring Road Elementary Exceeds Expectations	80.8	English Language Arts 64.0 Math 79.7	English Language Arts 58.6 Math 64.5
Taft Elementary Meets Expectations	69.0	English Language Arts 42.5 Math 55.7	English Language Arts 58.6 Math 64.5
Tullar Elementary Significantly Exceeds Expectations	87.7	English Language Arts 77 Math 96.7	English Language Arts 58.6 Math 64.5

Source: <https://wisedash.dpi.wi.gov/Dashboard/dashboard/22275>

Successes and Challenges

Successes in the District include:

- Neenah Joint School District (NJSD) scored “Exceeds Expectations” on the state report card for the third straight year and sixth time in the eight years report cards have been issued.
- Four Neenah schools Significantly Exceeded Expectations (Alliance, Clayton, Lakeview and Tullar) and four others Exceeded Expectations (Coolidge, Horace Mann, Spring Road and Neenah High School).
- Neenah’s graduation rate was 97.2%, which is higher than the state average of 92.0%.
- Neenah High School had the highest ACT score in the Valley three of the past four years. The 2023 Neenah High School graduating class posted a 20.6 composite ACT score. The score was higher than the state average of 19.2 and Neenah students outperformed state averages in each content area.
- Neenah High School offers 22 Advanced Placement (AP) courses. In 2022-23, a total of 353 students took 508 AP exams, earning college credit.
- Neenah High School and Neenah Middle School are the only two schools in the state of Wisconsin to be selected as Special Olympics Unified Champion Schools. To be eligible for the award, schools must have an inclusive school climate and exude a sense of collaboration, engagement and respect for all members of the student body and staff.
- Neenah High School opened a new high school in the 2023-24 school year. The school was supported by a \$114.9 million referendum approved by Neenah voters in April 2020. The referendum also supported the renovation of the previous high school into a middle school for grades 5-8.
- Horace Mann Elementary opened in 2023-24 and includes students from now-closed Roosevelt, Wilson and Hoover Elementary Schools.
- Alliance Charter School expanded to host students in grades 4K-6 and relocated into the previous Wilson Elementary School building in 2023-24. Alliance was one of 12 Wisconsin schools to receive a \$900,000 federal subgrant from the U.S. Department of Education for expanding its offerings to reach more students.
- The District completed a Fiber Optic Loop in 2023-24, providing expandable connectivity for all buildings.
- The District invested in at least one school-based counselor at every school, while maintaining or decreasing overall staffing levels. The changes also included the addition of a fourth RN to support health services throughout our District.
- Contributions to capital projects which support full inclusion and accessibility for students with disabilities to all facilities, programming and equipment have been made. This includes

playground equipment, ramps, instructional technology, accessible equipment, furniture and resources across the District.

- Classroom learning spaces at Tullar and Lakeview were upgraded to support Intensive Programming, including the addition of restrooms, sensory space, life skills stations, as well as expanded individual and group regulation spaces.
- Partnering continues with Fox Valley Technical College (FVTC), allowing high school students to earn an automotive diploma from FVTC following graduation.
- The District continues to be one of the only Wisconsin school districts with a fully-funded post-retirement benefit for all staff and one of a small number that continues to offer one.
- Neenah High School won its fourth WIAA girls cross country state championship in 2024 and first since 1983.
- Neenah High School's One Act Play has captured every award presented at the Wisconsin Interscholastic Theatre Arts Festival in 2023 and 2024.
- Neenah High School's fishing team captured its second Wisconsin Interscholastic Fishing Association state championship in 2024 and first since 2018.
- Allie Ziebell (Class of 2024) was the seventh athlete in Wisconsin history to be named to the McDonald's All-American girls basketball game. She ranked fourth in points scored in Wisconsin girls basketball history. She won a gold medal with the USA Under-19 national team at the world championships in Madrid, Spain during the summer of 2023.
- Jacob Herm (Class of 2025) became Neenah's 10th WIAA state individual wrestling champion in 2024. He was the seventh wrestler in Neenah history to finish as an undefeated state champion with a 47-0 record at 144 pounds.
- Berkley McInnis (Class of 2025) was one of 13 Wisconsin students to earn the four-year gold medallion from the Wisconsin High School Forensic Association. The award is presented to students who earn the top score in their specific category at the state speech festival.

Challenges for the District include:

- Closing the academic gaps in reading and math. We continue to observe persistent test score gaps between our students with and without disabilities as well as between our students who are economically disadvantaged and those who are not.
- Reading curriculum continues to be updated to improve reading in 4K and grades K-3 so that when they begin testing in 3rd grade, they are proficient.
- NJSD target <5% in not proficient, at about 15-25% not proficient in 3rd grade.
- Aging elementary buildings with insufficient maintenance over many years. A long-term plan for the elementary grades is needed.

- Funding for all grades and programs, but in particular special education, where the state has mandated improvements to special education without providing sufficient funding. Increased number (and percentage) of special education students.
- Student mental health needs continue to be a challenge for the District. Counseling, social work, and early mental health screenings have increased. Issues include depression, suicide, and threats of harm to self/others are increasing. Funding is insufficient and has been offered as grants. Our District has made this a priority.

Other Notes:

- The School Board recognizes former high school graduates for their contributions to society through the Neenah Joint School District's Hall of Fame. Recipients are notified in the spring and celebrated in the fall.
- School Board members receive monthly stipend in the second week of each month via electronic deposit. It is \$3,000 per year.
- School Board members may contribute to a student scholarship fund which is given in the spring, prior to graduation.

New Board Member Orientation Meetings

Source: Wisconsin Association of School Boards (n.d.). What every new School Board member needs to know guide

District Administrator Meetings

Prior to Election

Board meeting agenda developed and reviewed by:	
Parliamentary procedure used during the meetings:	
Purpose and structure of the public comment section of the Board meeting:	
District's financial condition:	
The Board member expectations for participating in community events	
The Board member stipend (if applicable):	

During the First Months

District's current financial condition:	
The Board member expectations for participating in community events:	
Purpose and structure of the public comment section of the Board meeting:	
The decision-making capability of the committees and how they make recommendations to the Board:	

Purpose of closed meetings and legalities of maintaining confidentiality:	
Process for updating policies:	
Board goals – when are they reviewed:	
How does the Board ensure that Board policies align with handbooks and staff practice:	
Board goals – when are they reviewed:	
When and how is data presented to the Board:	
When and how does the Board receive progress reports on efforts to improve instruction and student learning:	
How does the Board evaluate programs:	
Process and timeline for budget deliberations.	
Anticipated budget or financial issues the Board will need to address:	
Responding to staff or community complaints or concerns at Board meetings:	
Communications between and among the Board, Board members, and the District Administrator:	
Communications between the Board and other staff:	
Responding to community or staff complaints or concerns outside of Board meetings (chain of command):	

Individual Board member requests for information from staff:	
When does the Board seek legal advice?	
When and how the Board conducts a self-evaluation:	
When and how does the Board evaluate the District Administrator? What is the timeline?	
How are media requests handled?	
How and when are legislators contacted?	
How, when, and whom to notify about visiting school sites or participating in District activities:	
Board member participation on District committees and in District activities:	
What is the expectation for participating in community events:	
The Board member stipend (if applicable):	
Opportunities for professional development:	
Attending conferences, educational meetings, and community events:	
Making reservations for conferences, workshops, and District business trips:	
Travel expenses and reimbursements:	

New Board Member Orientation Meetings

Source: Wisconsin Association of School Boards (n.d.). What every new School Board member needs to know guide

Mentor/Board President

Prior to First Board Meeting

Board meeting agenda developed and reviewed by	
Placing items on the Board meeting agenda:	
Board meeting packet delivered when:	
Obtaining additional information about Board meeting agenda items before the meeting:	
Obtaining answers to questions about Board meeting agenda items before the meeting:	
Parliamentary procedure used during the meetings:	
Purpose and structure of the public comment section of the Board meeting:	
Board member participation on District committees and in District activities:	

During the First Months

Introducing new ideas for the Board's consideration:	
The decision-making capability of the committees and how they make recommendations to the Board:	

Purpose of closed meetings and legalities of maintaining confidentiality:	
Process for updating policies:	
Board goals – when are they reviewed:	
How the Board evaluates programs:	
Communications between and among the Board, Board members and the District Administrator:	
When and how the Board conducts a self-evaluation:	
When and how does the Board evaluate the District Administrator? What is the timeline?	
How and when are legislators contacted? (Legislative Committee)	
Board member participation on District committees and in District activities:	

Operating Protocol

Source: Michigan Association of School Boards (n.d.). A school Board member's resource guide: First-year orientation; Potossi School District (n.d.). A guide for candidates interested in running for a seat on the School Board.



Certain operating procedures and protocol help in enhancing teamwork among members of the School Board and between the Board and administration. These procedures should be adhered to collectively and individually:

1. The Board will emphasize planning, policy-making and public relations rather than becoming involved in the management of the schools;
2. Surprises to the Board or the District Administrator will be the exception, not the rule. There should be no surprises at a Board meeting. We agree to ask the Board President or the District Administrator to place an item on the agenda instead of bringing it up unexpectedly at the meeting;
3. Communications between staff and the Board are encouraged. However, School Board requests that will likely require considerable time or have political implications are to be directed to the Board President and/or District Administrator. All personnel complaints and criticisms received by the Board, or its individual members will be directed to the District Administrator;

4. Board members should follow the chain of command and insist that others do so. While the Board is eager to listen to its constituents and staff, each inquiry is to be referred to the person who can properly and expeditiously address the issue;
5. As a parent, a Board member retains the right to express his/her own personal opinions in verbal and/or written form.
6. A Board member will not "solicit an issue," become a "ball carrier" for others or work around administrative employees and will encourage others to present their own issues, problems or proposals in a constructive manner.
7. The Board will address its behavior by yearly self-evaluation and by addressing itself to any individual problems, such as poor meeting attendance or leaks of confidential information;
8. The Board will set clear goals for themselves and the District Administrator. The Board and District Administrator will set clear goals for the Neenah Joint School District;
9. The District Administrator is the chief executive officer and should recommend/propose/suggest on most matters before the Board;
10. Individual Board members do not have authority. Only the Board, as a whole, has authority. An individual Board member cannot take unilateral action. The Board president will communicate the position(s) of the Board on controversial issues.

Neenah Joint School District
Board of Education Meeting Calendar

Month	Agenda Item
January	<ul style="list-style-type: none"> ● Open Enrollment Criteria - Action ● 2025-26 Calendar Revision and 2026-27 Calendar Adoption - Action ● Summer School Next Year - Action ● WASB Proposed Resolutions - Action
February - Meeting 1	<ul style="list-style-type: none"> ● Financial Audit
February - Meeting 2 or March - Meeting 1	<ul style="list-style-type: none"> ● Budget Framework ● Staffing Proposal - Presentation
March - Meeting 1 or March - Meeting 2	<ul style="list-style-type: none"> ● Budget Framework ● Staffing Proposal - Presentation or Action
March - Meeting 2	<ul style="list-style-type: none"> ● Staffing Recommendation - Action
April - Meeting 1	<ul style="list-style-type: none"> ● If necessary, closed session related to preliminary notice of non-renewals of certified staff ● 2-Year District calendar update ● District Administrator Contract - Review
April - Meeting 2	<ul style="list-style-type: none"> ● Announcement of Election Results ● Vote, if necessary, on preliminary non-renewals of certified staff ● District Administrator Contract - Action
May - Meeting 1	<ul style="list-style-type: none"> ● Employee Policy Manual - Presentation ● Certified Staff/Administrator Contracts ● Election of Officers
May - Meeting 2	<ul style="list-style-type: none"> ● Employee Policy Manual - Action ● Staff Compensation Plans - Presentation
June - Meeting 1	<ul style="list-style-type: none"> ● Staff Compensation Plans - Action ● Student Fees - Presentation
June - Meeting 2	<ul style="list-style-type: none"> ● Student Fees - Action ● Final Budget ● Legal Services Vendors ● Food Service Contract

July	<ul style="list-style-type: none"> ● Academic Standards ● Independent Hearing Officer - Action
July/August	<ul style="list-style-type: none"> ● Board Retreat
August - Meeting 1	<ul style="list-style-type: none"> ● Management of Capital Assets ● Proposed WASB Resolutions - Presentation
September - Meeting 1	<ul style="list-style-type: none"> ● Proposed WASB Resolutions - Action
September - Meeting 2	<ul style="list-style-type: none"> ● At-Risk Plan - Action ● Summer Maintenance Projects Report
October - Meeting 1	<ul style="list-style-type: none"> ● Budget Action ● Health Insurance - Presentation (if necessary) ● School Calendar - Present (if necessary) ● Annual Seclusion and Restraint Data - Presentation
October - Meeting 2	<ul style="list-style-type: none"> ● Budget Hearing and Tax Levy Certification (Could be a special meeting) ● Health Insurance - Action (if necessary) ● School Calendar - Action (if necessary)
November - Meeting 1	<ul style="list-style-type: none"> ● CADR - Presentation ● Summer School Previous Year Review
November - Meeting 2	<ul style="list-style-type: none"> ● CADR - Action ● Monthly Financial Update
December - Special Meeting	<ul style="list-style-type: none"> ● On-Track Data Review
December - Meeting 1	<ul style="list-style-type: none"> ● Financial Audit Report - Action
December - Meeting 2	<ul style="list-style-type: none"> ● Calendar Adoption - Communication ● WASB Proposed Resolutions - Communication ● Capital Projects Update - Communication ● Summer School Next Year - Communication

Legislative Committee

Varies throughout the year	<ul style="list-style-type: none"> ● Legislative Committee will meet to discuss & develop WASB resolutions ● Discuss pertinent legislative issues, respond to legislative bodies
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Policy Committee

Monthly (usually)	<ul style="list-style-type: none"> ● Policy Committee will meet to revise & develop District policies
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Finance & Personnel Committee

Meeting	Agenda Item
Fall - Meeting #1	<ul style="list-style-type: none"> ● OPEB Quarterly Update ● Food Service Update ● Financial Audit ● Construction Bids (if necessary)
Winter - Meeting #2	<ul style="list-style-type: none"> ● OPEB Quarterly Update ● Major Maintenance Plan ● Review of Contracts Over \$10,000
Spring - Meeting #3	<ul style="list-style-type: none"> ● OPEB Quarterly Update ● Food Service Update ● Student Fees
Summer - Meeting #4	<ul style="list-style-type: none"> ● OPEB Quarterly Update ● Construction Bids

Curriculum Committee

Varies throughout the year	<ul style="list-style-type: none"> ● Curriculum committee will meet to discuss & review school program and assessment data ● Discuss pertinent curriculum issues
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Neenah Joint School District School Board Agenda Format

1. Opening Items

- A. Call to Order
- B. Roll Call
- C. Open Forum
- D. District Administrator/Board Consideration of Open Forum Issues

2. Approval of Minutes

- A. Regular Meeting

3. Reports

- A. Student Representative Report
- B. District Administrator's Report

4. Consent Agenda

- A. Employment of Personnel
- B. Presentation of Accounts

5. Official Action

- A. Property Purchase Recommendation

6. Communications

- A. Board Policy Committee
- B. Referendum Discussion

7. Closing Items

- A. Announcements
- B. Adjournment

Notes:

- A Closed Session would be scheduled following Item 7B.
- Topics under #5 and #6 vary depending on District business throughout the calendar year.
- Consent Agenda items may be brought to the floor for discussion if needed; otherwise, they are motioned to approve without detailed discussion or clarification.

NJSD School Board Collective Commitments

June 18, 2019 - Approved

DECORUM

Be Respectful:

- Think through comments and questions before speaking:
 - Be concise.
 - Has it been said already?
- Raise hand to speak, don't talk over other BOE members.
- Don't carry on two conversations at once.
- Be engaged in meetings and avoid excessive or disruptive multi-tasking.
- Stay in your lane (Board should not do administration work). See Legal Guidance on role of the Board.
- Engage in active listening.

Manage use of everyone's time:

- Be on time.
- Frequently attend Board and committee meetings, communicate when you cannot attend.
- Respect other Board members' time.
- Be respectful of other's opinions even if they differ from yours. Move on.
- Don't pull off consent agenda items only to discuss.
- Stop circular discussions, rehashing points that have already been made.

OPERATIONS

Prepare for meetings:

- If you need background information on agenda topics, request it ahead of the meeting.
- Pre-reads must be read ahead of the meeting.
- Understand and follow Robert's Rules of Order.

Clarify agendas:

- Keep a running list of potential future agenda topics.
- Agenda topics have desired outcomes - information, point of view, etc.
 - What action is to be accomplished?
- Reduce the number of topics per meeting.

Board member's role:

- Members at large can call for a vote.
- Board members will respectfully hold each other accountable on our collective commitments.

President's role:

- President will reel in discussions that are wandering and off topic if other Board members have not already done so.

Neenah Joint School District Board of Education Website

The screenshot shows the website for the Neenah Joint School District Board of Education. The header includes the district logo and navigation links for 'Referendum 2020', 'Enrollment', and '4K Program'. A secondary navigation bar contains links for 'ABOUT NJSD', 'ACADEMICS', 'SCHOOLS', 'FAMILIES', 'COMMUNITY', and 'STAFF'. The main content area is titled 'Board of Education Information' and includes a sidebar with links to 'Superintendent Welcome', 'Board of Education Calendar', 'Board of Education Meeting Information', 'District Calendar', 'District Map', 'District Office Directory', 'District Policies', 'Enrollment and Registration', 'Food Service (Chartwells)', and 'Human Resources & District Job Opportunities'. The main text describes the board's role and provides meeting information.

Board of Education Information

The members of the Board of Education are proud to represent the Neenah Joint School District and all the citizens of the school district in school related matters. The nine member school board makes policy and oversees the District's budget, curriculum, personnel, and physical facilities. Members are elected at large for three-year terms.

All Board meetings are open to the public, except for those specifically permitted by law to be closed for discussion of identified issues such as negotiation strategy or litigation. Meeting notices and agendas are posted in all District buildings and on the District's website prior to the meetings.

Click [here](#) to send an e-mail to the Superintendent. Individual Board of Education members may be contacted through the links in the directory below.

Board Meetings

Board of Education meetings are held on the first and the third Tuesdays of the month at 6:00 p.m. unless otherwise noted.

Board meetings are held at:

Neenah Joint School District Administration Building
Board Room
410 S. Commercial Street




Parents, community members, and students are encouraged to attend Board meetings. The first order of business is the open forum, a chance for members of the community to address the Board with any issues pertinent to the District. Comments limited to five minutes and may be restricted to fewer minutes to accommodate large crowds.

Audio recordings of Board meetings are available by contacting Jane Coenen in the Administration building at 751-6800 ext. 10100.

Board Meeting Information Available in BoardDocs 

Click the link above to see the agenda and board meeting information in BoardDocs.



LOG IN

User name:
deborah.watry@neenah.k12

Password:


SIGN IN

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410 South Commercial Street | Neenah, WI 54956-2527 | (920) 751-6800 Neenah Joint School District

NEENAH
Joint School District

FEATURED MEETINGS POLICIES LIBRARY



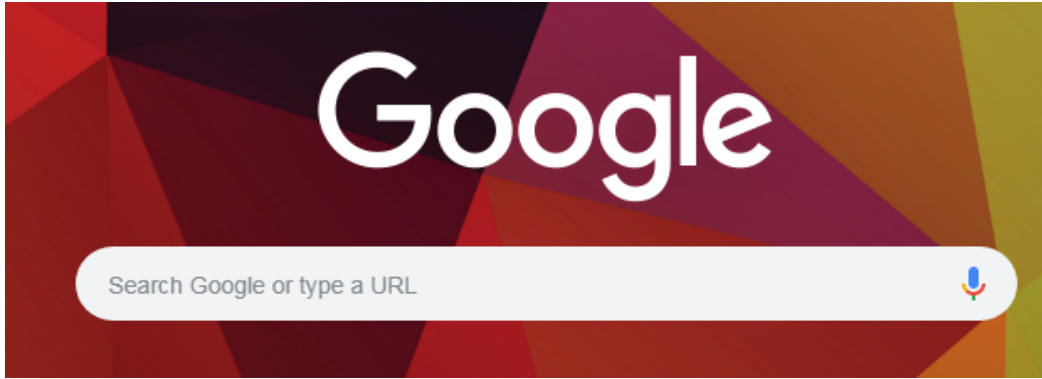
Board of Education



[Meetings & Minutes](#)

Board of Education meetings are held on the first and the third Tuesdays of the month at 6:00 p.m. unless otherwise noted.


Meetings







- Tuesday, February 18, 2020
Board of Education Meeting
- Tuesday, February 18, 2020
NOTICE - 2020 State Convention Recap
- Monday, February 17, 2020
NOTICE - Community Referendum Informational Session



 Drive 

Finding Shared Board Documents




 New

-  My Drive
-  **Shared with me** 
-  Recent
-  Starred
-  Trash

Shared with me

Name

Earlier this month

-  Referendum Overview_New_Embedded.mp4
-  2017-18 End-of-Cycle Summary
-  ECL Data Training 4-30-2019 and 5-1-2019

Communication

Source: Carr, N. and Cook, G. (2012). *Telling your story: a Communications guide for School Boards*; Hamilton, L. (2007). *The secrets of School Board success: Practical tips for Board members*; Michigan Association of School Boards (n.d.); Potosi School District (n.d.). *A guide for candidates interested in running for a seat on the school board*; A school Board member's resource guide: *First-year orientation*; Pennsylvania School Board Association (2015); *Essentials of school Board service: A guide to surviving your first year*; Peterson, M. (2013). *School Board's role in communication*.

Good Board communication plays an important and significant role in building positive school perceptions and fostering school community relations in a school district. Successful communication does not just happen. It takes well-planned communications strategies based on research and implemented effectively.

TIPS for Board Members

Communication Tips for Board Members

1. Listen actively.
2. Be attentive. Concentrate on what is being said.
3. Be impartial. Do not form an opinion, just listen.
4. Reflect back. Restating what has been said helps the speaker know that you understand.
5. Summarize. Pull together the important messages so that you and the speaker recognize what was important during the conversation.
6. Use nonverbal listening skills.
7. Be quiet. Allowing several seconds to pass before you begin to talk gives the speaker time to catch his or her breath and gather thoughts.
8. Maintain eye contact. Look at the other person while he or she speaks. Doing so demonstrates your attentiveness and helps keep your mind from wandering.
9. Posture. Let your body show that you are interested by sitting up and leaning toward the speaker. Equal positioning. If the speaker is standing, you stand. If the speaker is sitting, you sit as well.
10. Facial expression. Remember that feelings are reflected in facial expressions.
11. Gestures. Your body language reveals a lot about how you interpret a message, so be aware of when you send signals that might cause the speaker to believe that you are angry, in a hurry, bored, etc.

Communication with the District Administrator

Work to establish a productive working relationship with your District Administrator. To do this, you will have to talk to that individual. If you have questions, it is better to call the District Administrator and discuss them before the Board meeting rather than surprise him or her at a public meeting. If these questions are concerns or relate to negative feelings from the community, the District Administrator will appreciate knowing about these in advance of the Board meeting so that he or she can come prepared to address them. It is appropriate to call the District Administrator, set up a meeting to discuss questions, or even email him or her for simple questions or requests.

If your suggestion needs to be discussed by the entire Board and voted on, it should be added to an upcoming Board agenda. Contact the District Administrator or the Board President to discuss your idea

and have it either put on the agenda or referred to the committee. The District provides a form for Board members to submit agenda item ideas.

Talking with other Board Members

Based upon case law and *the Sunshine Act's* definition of the term "meeting," it is unlikely a court would find a violation of the *Sunshine Act* just because a group of members chat in the parking lot after a meeting, provided that the parking lot get-together is spontaneous and is not held for the purpose of deliberating or acting on agency business. Board members may get together in a social setting, even if it is prearranged, provided they are not getting together for the purpose of deliberating or acting on agency business. It is wise to be cautious whenever a quorum of a Board or committee is present in an unadvertised gathering. Even the most innocent and legal of gatherings could raise public suspicion and invite legal challenges

Relating to Fellow Board Members (Lynn Hamilton)

1. Treat all members with equal respect. "Be friendly and warm to everyone, especially new members and those who may be a little shy. As always, words mean things, but your actions speak louder than words."
2. Your actions should demonstrate clearly your concern for all children in your school district. Practice the credo "The Students Come First."
3. Let the other Board members know from time to time how much you enjoy serving with them. "Sharing appreciation helps to build trusting relationships."
4. If you disagree with another member, address the issue, not the person. "Allow the other member to defend him/herself and their position at length without interruption. Make eye contact to show you are listening. When you reply, do not begin a sentence with the word 'you' as in, 'You are mistaken.' Instead talk about your own perception of the issue, as in 'I feel....' Also, don't feel you must have the last word."
5. If you are on the losing side of a split vote, do not take the loss personally and do not carry a grudge. "Be friendly. It's important for you to take your loss well, because you'll want the other Board members to do the same at some point in the future when they're on the losing side."
6. Lose the little battles now so you can win the big ones later. "Learn the art of compromising. Your flexibility demonstrates your respect for the opinions of others and confirms for everyone that you're a team player."
7. Except on rare occasions, do not be the only "no" voter. If you frequently find yourself alone in voting "no," you need to examine your motives. What are you accomplishing? You are telling the community that you are not a team player, and you are hurting your rapport with the other Board members."
8. Actively encourage bright, energetic citizens to get involved with the school district. "This may mean serving on a committee or joining a Booster Club or PTO. Strong Boards have a succession plan with a pool of qualified and competent individuals who are interested in serving on the Board sometime in the future."

Productive Relationships with School District Employees (Lynn Hamilton)

In addition to the District Administrator, you will come in contact with District employees, including administrators, teachers and other staff members. While there is nothing wrong with talking to district staff, keep in mind the chain of command. For example, teachers report to principals; principals report to the District Administrator; the District Administrator reports to the Board. If you have a request for information, you should ask the District Administrator unless he or she indicates otherwise.

1. Be active in the schools. "You need to know firsthand about the climate and personalities in the District. You can volunteer in the schools and schedule visits through the principal."
2. Any employee with a complaint must be encouraged to use the chain of command. "Remember that you are hearing only one side of the issue. Do not try to be their hero. Direct them to the appropriate channels."
3. Do not be a pest in the School. "This can be seen as meddling by employees and over- involvement by other Board members."
4. Do not ever give employees orders, and do not offer any unsolicited suggestions or recommendations to anyone other than the District Administrator. "The District Administrator is the only employee of the Board. The District Administrator directs the other employees of the District."
5. The payoff for actively listening to employees and conducting yourself with professionalism is that you will be trusted. "Without trust, very little can be accomplished."

What If I Am a Parent in the District?

No matter what you say about "speaking as a parent, not a Board member." It is difficult for some teachers to separate your role on the school Board from your role as a parent. It is not surprising that some teachers may be somewhat intimidated by your role as a Board member.

Make sure you are not using your position as a Board member to secure special treatment for your child. Your child should be treated the same as other students and be subject to the same rules and requirements. If there are issues you wish to discuss with a teacher, you should follow the normal procedures for contacting your child's teacher to discuss them.

Keep in mind you do not have to relinquish your parental rights now that you're a Board member. At the same time, you must remain sensitive to the fact that because you are on the School Board, you are not just like any other parent.

Visiting Schools in the District

You have the same right as a parent or community member to visit the schools in your District, so long as you follow whatever procedures your district has for visitors. As a Board member, you may also visit the schools in an official capacity for purposes and in accordance with procedures authorized by the Board. As a Board member, you should use school visits to build good working relations with building principals and staff, to celebrate the positive accomplishments of the schools, and to show your pride as a member of the Board. Look for opportunities to visit when a school is hosting a special event or recognition program for students and staff. In any event, be sure to tell the District Administrator and/or principal in advance of attending such events and follow the established procedures for arranging other authorized visits.

Keeping the public informed must be an ongoing activity. Although discussion at open Board meetings and an organized public relations program can help provide information to the public, many people gain their information about the schools from personal contacts. Members of the Board and of the school staff should remember that what they say in conversations with their friends and relatives will heavily influence the perceptions those people have about the schools. Board members in particular must be aware that their position lends weight to their words. Everything said about the schools will affect the views that some people have.

Follow the Chain of Command

All successful and effective organizations have and consistently use a chain of command. When you as a Board member receive a complaint or concern, listen intently, ask clarifying questions, and restate the concern to promote understanding. Then follow these steps:

1. Inquire who the person has talked to in the District about their concern.
2. Explain the chain of command for complaints:
 - a. Teacher, Coach, or Supervisor
 - b. Principal, Athletic Director, or Pupil Services Director
 - c. District Administrator
 - d. Board of Education
3. Remind the person that using the chain of command results in a quicker and more efficient response.
4. Encourage the person bringing the complaint to contact the appropriate person in the District.
5. Thank him or her for bringing a concern to attention.
6. Encourage the person to let you know when the problem is resolved.
7. As an informational courtesy, contact the District Administrator about the concern. Do not expect that the District Administrator will “fix” each problem.
8. Make no promises to the person that you will “fix” the problem. As an individual Board member, you do not have the authority to do this.
9. The Board should be the very last recourse for complaints. It’s reasonable to assume that complaints that follow the chain of command can be resolved by school personnel before it ever reaches the Board level.

Communicating with the Public

Keeping the public informed must be an ongoing activity. Although discussion at open Board meetings and an organized public relations program can help provide information to the public, many people gain their information about the schools from personal contacts. Members of the Board and of the school staff should remember that what they say in conversations with their friends and relatives will heavily influence the perceptions those people have about the schools. Board members in particular must be aware that their position lends weight to their words. Everything said about the schools will affect the views that some people have.

Accept your job on the Board as one of responsible leadership in the community. You will be expected to attend and participate intelligently in many public meetings on school affairs. This is more than an opportunity; it is an obligation to interpret school affairs to an interested public. You may clear away doubts, misconceptions and misunderstandings. You can do more than merely inform the public; you can help form public opinion and create active, intelligent support for education in your community.

Commit to earning and keeping the community’s trust. Earning that trust is how a school Board goes about connecting to its community. Find out what the residents want, and open clear channels of communication between the community and the school Board. Make this effort a two-way street that allows the Board and the community a chance to really talk to each other. Use a variety of communications tools to reach all segments of your community.

School Board members are free to speak publicly about school matters but should clarify that their statements reflect their own views, not necessarily the official position of the District.

Serve as a Conduit between the Schools and the Community.

The school board represents two publics – the schools and the community. As insiders in both groups, Board members need to act as a go-between through which information flows from one group to another and then back again. Keep public opinion in perspective. A School Board needs to find ways to take the pulse of the community.

Public opinion can make or break a School Board's effectiveness. Be aware of the headline-grabbing issues locally and nationally. Both can impact Board decisions. Good community outreach techniques will help a School Board maintain a focus on what local issues are of most concern to the community. Don't forget the need to weigh the importance of public input and keep it in proper perspective. There may be times when the Board needs to make unpopular decisions that go against public opinion. That is when the Board's ability to communicate effectively will be most severely tested.

Develop relationships which are the key to effective communications. In good times and especially in bad times, there's nothing that will help the School Board and the District more than strong relationships with key members of the community. Reach out to key communicators in the business community, ministerial association, senior citizen groups, civic organizations, city government and parent groups. Communicate frequently with these groups. Remember to build two-way communication channels with these groups.

Listening can be every bit as important as telling.

Points to Consider

1. Remember that the only authority you have lies in the corporate action of the School Board. You have no legal authority to act alone unless the Board as a whole specifically delegates a task to you. The Board as a whole may not support your view, and you could find yourself in an embarrassing position of having committed yourself to a stand that the Board rejects.
2. Do not let your differences of opinion degenerate into personality conflicts.
3. Do not talk too much. You may acquire a reputation for wisdom simply by not saying the wrong thing at the wrong moment.
4. If possible, keep out of teacher/personnel problems. The Board has hired a District Administrator and staff to take the responsibility.
5. Give the District Administrator and staff your public support. Except in unusual and mitigating circumstances, the District Administrator has a right to expect this.
6. Make an effort to be informed. School business is always important business – and big business – with budgets into the hundreds of thousands, even millions of dollars. To be informed requires time and effort.
7. Welcome people who come to you about school problems. Listen carefully, then refer them to the appropriate person according to Board policy. If the problem is controversial, remember that you may be hearing only one side of the story. Do not commit yourself to a course of action that you may regret later.
8. When a special interest group approaches you, insist on your right to hear and review all the facts. A vocal minority can force a School Board to act before all the facts are known and evaluated. If you are being pressed, tell them that you need more time to find out further information.

Board Member Use of Telecommunications and E-Mail

Each Board member shall be provided an email account on the District's network and shall use this account for all District communication. No Board member shall allow anyone else, including family members and other Board members, to use his/her individually assigned email account. The District provided email account is managed by the District in a manner similar to other user accounts. Just as District employees, Board members have no expectation of privacy when using the District email. Due to *Public Record Retention and Public Record Request* laws, Board members are discouraged from using a non-District email account for Board communications. If, for any reason, a Board member uses a personal email account for communications involving Board issues, any email sent from or received by that account is a public record that must be retained in accordance with the public records law and must be made available upon request.

Follow the public official's golden rule: Do not blog, tweet, or post anything you would not want splashed across the front page of the daily newspaper.

Here are some other quick tips:

1. Board ethics and conflict of interest policies apply to social media outlets. Do not use social media to leak closed session materials and/or information that is protected by law.
2. Keep the tone conversational and informal but use proper grammar and show the same sensitivity regarding word choice you would in other venues. If this is difficult for you, have someone follow behind you as a proofreader before you hit send.
3. Social media is a commitment. If you don't want to keep sites updated, it's better not to start them in the first place.
4. Snarky does not play well if you are not a teenager. Keep your communications professional, albeit more informal in tone and manner.
5. Connect your site to the official District website, social media outlets, etc.
6. Be transparent — let people know who you are and what you stand for. Do not hide behind the anonymity afforded by social media.
7. Take the high road. You will take some unfair hits — that comes with the territory. Do not get into fights with parents, students, teachers, and other bloggers. You will lose.

Responding to Media Inquiries

Know and follow the District policy for responding to the media. Particularly on issues of great sensitivity, a single spokesperson – for example, the Board President, committee chair – may be designated to speak for the Board. If the media is waiting to do an interview following a Board meeting, then it is appropriate to refer the question to the President or the District Administrator.

Board members should be free to explain their votes or comments they may have made at a public meeting. If you are contacted by a local reporter and you are not prepared or do not have the relevant information, do not say, "No comment." Instead, tell the reporter you will get an answer and get back to them. Ask what kind of deadline they have, and then promptly follow through.

In all situations, be honest – never lie! Talk in plain English, in short, quotable sentences, and stay on message. Answer the question that was asked. Do not feel compelled to offer more information than needed to answer the question. Be friendly and warm. If you are on camera, remember that body language is as important as what you say.

Types of Meetings and Quorums

Source: Kentucky School Board Association (2018). KSBA School Board leadership guide; Michigan Association of School Boards (n.d.). A School Board member’s resource guide: First-year orientation; Potosi School District (n.d.). A guide for candidates interested in running for a seat on the School Board.

The School Board Meeting

By law, a local Board of education must meet at least once a month throughout the year in a regular Board meeting at a place and time set by the Board.

Board meetings cover the business of the District, such as authorizing bill payments, adopting policies and making decisions on construction projects, but they also include discussions on topics such as student achievement, future District goals, presentations by students and comments from parents or community groups.

All Board meetings are subject to the state *Open Meetings Act*, which sets procedures for when and how meetings are called and held. Board members need to have a working understanding of the Act, because failure to observe its requirements can result in Board actions being set aside by a court and fines levied against individual Board members.

Types of Board Meetings

1. Regular Meetings (Open Meetings)

Under the *Open Meetings Act*, all Boards must adopt a calendar of regular Board meetings that reflects the date, time and place of each meeting. All meetings on the calendar are the regular meetings of the Board. Regular Board meetings feature an agenda for action and discussion, which may be amended at the meeting (as opposed to special meetings, where the agenda cannot be altered). The regular meeting schedule must be made available to the public.

Open Meetings

1. All meetings of a public body (i.e., School Board) must be open to the public.
2. A “meeting” is defined as the convening of a public body at which a quorum is present for the purpose of deliberating toward or rendering a decision on a public policy.
3. The *Open Meetings Act* does not apply to a social or chance gathering or conference where a quorum is present as long as Board members in attendance do not collectively discuss matters of public policy.
4. An advisory committee composed of less than a quorum of the full Board can also be a “public body” subject to the *Open Meeting Act’s* requirements.

Guidelines

- All decisions of a public body must be made at a meeting open to the public.
- All deliberations of a public body constituting a quorum of its members must take place at a meeting open to the public unless a closed meeting exception applies
- A public body cannot hold a meeting without first giving public notice of the meeting at its principal office.

- Minutes must be kept of all meetings, whether open or closed, and regardless of whether the meeting is identified as a regular or special meeting, study session, committee of the whole or by some other name.
- Members of the public have the right to attend all open meetings and to address the Board during the meeting according to rules adopted by the Board.

Special Meetings

All meetings not listed on the adopted calendar are special meetings. Special meetings are subject to additional requirements and restrictions under the *Open Meetings Act*. They must attend to specific criteria:

1. When a special meeting is called, an agenda must be delivered along with the notice of the meeting; the meeting is limited to the agenda sent with the notice.
2. Once published, the agenda cannot be amended in any way during the special meeting and only items listed in the agenda can be discussed at the meeting. This would include opening the floor for comments from the public unless it is specifically addressed in the agenda, regardless of the Board's practice for public comments at regular meetings. The agenda for a special meeting may only be amended when a new notice and reposting of the agenda, as amended, is completed prior to the 24-hour period before the meeting as required by statute.
3. Special Board meetings can be called by the Board President or by the committee chair or if requested by a majority of the Board members.
4. State law requires each member to receive written notice of a special meeting and the notice must include an agenda and the date, time and place of the special meeting. The written notice must be delivered as soon as possible in person, by fax, mail, or email to every member of the Board as well as to all media organizations that have filed a written request for such notifications.
5. If the Board member or media organization has filed a written request to receive notice by email, then special meeting notice must be delivered to the address supplied in the written request.
6. All notices of a special meeting, however delivered, must be received by the Board member or requesting media at least 24 hours prior to the meeting. The written notice of the special meeting must be posted in conspicuous places in the building where the meeting will take place and in the central administration building.

Emergency Meetings

An emergency special Board meeting can be called by the Board President or if requested by a majority of Board members.

1. A reasonable effort must be made to notify the members of the Board, media organizations and the general public of the emergency meeting.
2. At the beginning of an emergency meeting, the chairperson must describe briefly for the minutes of the meeting those circumstances that prevented compliance with notification requirements for a special meeting.
3. Discussion and action at the emergency meeting are limited to the emergency for which the meeting is called.
4. An emergency meeting normally is called only when there is a threat to individuals' health or safety or there is a threat to the District, such as property loss or damage. In this context, emergency means emergency.

Closed Session or Executive Session

The law is very strict on what topics can be discussed in closed session. Also, the topics must be specifically defined on its agenda, along with the state statute that allows it – Wisconsin Statutes 19.85 (1). The Board will not allow executive sessions to take the place of public discussion issues. Closed sessions shall be attended only by members of the Board, the District Administrator, and persons designated by the Board. All discussions shall be treated confidentially by all in attendance. If a formal vote on a matter is necessary, the vote or the results of the vote must be announced in open session.

- a. Legal reasons to move to closed session:
- b. Considering dismissal, demotion, licensing, or discipline of an employee or student;
- c. Hearing complaints or charges brought against an employee or Board member;
- d. Considering a periodic personnel evaluation of an employee;
- e. Conducting strategy and negotiation sessions;
- f. Considering the purchase or lease of property;
- g. Consulting with legal counsel regarding pending litigation;
- h. Reviewing applications for employment or appointment when the applicant requests confidentiality;
- i. Considering material exempt from discussion or disclosure by law.

What are the Different Kinds of Quorums?

1. **Quorum:** A majority of the members of the Board (4) shall constitute a quorum needed for the transaction of business during a meeting. A majority vote of the total membership is necessary for the adoption of any motion or resolution.
2. **Walking Quorum:** A walking quorum is a series of meetings, telephone conversations, emails, text messages, or other means of communicating such that groups of less than a quorum are effectively meeting and can arrive at a consensus or understanding regarding governmental business that, collectively, would constitute a quorum.
3. **Negative Quorum:** A negative quorum is a sufficient number of members to determine a governmental body's course of action if the group votes as a block. If enough members are present to block action by the body on an issue that requires a supermajority overriding a veto, for example, then there is a negative quorum.

Qualities of Effective School Board Members

Source: Kentucky School Board Association (2018). KSBA School Board leadership guide; Michigan Association of School Boards (n.d.). A School Board member's resource guide: First-year orientation; Potossi School District (n.d.). A guide for candidates interested in running for a seat on the school Board.

Being a successful Board member begins with a genuine commitment to striving for high-quality public education that supports the full development of all children. There are certain skills and attributes that are consistently present in effective Board of education members. Here are some steps to consider:

1. Have a clear vision for the District. Work to set the vision, mission, strategic plan, and goals. Measure the success of the District and District Administrator against the goals.
2. Have a clear understanding of the roles of the District Administrator, Board President, Board members and Board committees.
3. Become familiar with the function of the integral components of their school system.
4. Develop and practice skills for conducting, managing and participating in productive meetings. Be prepared to participate responsibly.
 - a. Do your homework, come prepared to work.
 - b. Be trustworthy and able to communicate clearly, solve problems, and serve professionally.
 - c. Be responsible for group behavior and productivity. You are responsible for not only yourself but the group. If the group doesn't do its job, meddles in administration, or breaks its own rules, you personally share that responsibility.
 - d. Work as a team. Collaborate well with others and be respectful of the other Board members and the District Administrator.
 - e. Honor divergent opinions without being intimidated by them. You are obligated to express your honest opinions on issues, and so are each of the other Board members. Encourage your colleagues to speak their opinions and listen to them carefully and respectfully. Do not allow yourself to be intimidated by louder or more insistent Board members.
 - f. Support the Board's final choice. No matter which way you voted, you are obligated to support the Board in its decision. This does not mean you have to pretend to agree with it. You may maintain the integrity of your dissent. What you support is the legitimacy of the choice even though you don't agree.
 - g. Balance and monitor your discussion. Keep the conversation focused on values, mission, vision and goals.
 - h. Bring concerns to the President and/or District Administrator so they may be resolved ahead of time or placed on the agenda for Board input and resolution.
 - i. Keep executive session discussions confidential. Do not reveal the content, discussion, or participants of closed sessions afterward when asked by others
5. Practice consistency and impartiality in all dealings with personnel, constituents and issues.
6. Stay informed about the public's concerns about the schools, listen to their opinions and help them secure needed information.

7. Communicate the Board's actions to the community. Through public discourse and written reports, strong School Board members keep the public informed of the District's progress and challenges.
8. Represent the community, not a single constituency. Understand and/or identify with certain constituencies (parents, neighborhoods or communities, special ed, etc.), but remember that being a Board member means serving in trust for the entire community. You can be from a constituency, but you must not let yourself represent it.
9. Maintain a high (but appropriate) level of visibility in the schools, community and the District; they visit schools to gain clearer insights, but do not interfere with the operation of the school.
10. Be aware of the community and staff's perceptions of the Board. If the Board is perceived as being unethical, dishonest, secretive or self-serving, whether justified or not, that will become reality for the community and staff. Consider how stakeholders might interpret your behaviors and decisions then act accordingly.
11. Seek opportunities to grow through specially planned workshops, seminars and conferences.
12. Let employees know that they are appreciated and valued.
13. Periodically evaluate themselves and the Board as a whole.
14. Perform objective evaluations of the District Administrator in accordance with policy and established goals and objectives.
15. Advocate at the local, state, and national level for public education. Take advantage of opportunities to communicate the needs of public schools to other levels of government and advocate for strong public schools.
16. Continuously ask of yourself and the Board, "Is this Board work?" The deliberations of the Board must add value. They must deal with fundamental, long-term issues that require the wisdom and decision making of a diverse group of people who look at the whole.
17. Keep students first and practice sound governance that permeates their thinking, planning and voting.
18. Continually ask, "Is this what's best for students and learning?" Ensure every deliberation, decision and action reflects the best interests of every student you serve. No child is more important than another.

Board Responsibilities

Source: Michigan Association of School Boards (n.d.). A School Board member's resource guide: First-year orientation.

In order to give the best service to the local community, school Board members need to develop skills and knowledge in a variety of areas. These include:

Polymaking

A Board's major function, and the foundation upon which the District's structure is built, is the setting of policy. Policies spell out how the District will operate. They should be based on:

1. The Board's vision for the District
2. Boards don't carry out a policy. The responsibility for implementing policy is delegated to the District Administrator.

Designating the District Administrator

The Board is responsible for:

1. Recruiting
2. Hiring
3. Evaluating the performance of the District Administrator

Planning, Goal Setting and Evaluation

The shared community vision is translated into long- and short-range goals. The Board establishes the structure to:

1. Accomplish the vision with input from community, staff, parents and students
2. Evaluation is the mechanism by which Boards are held accountable to the public for the goals that are set for education in their communities

Financial Resources

The Board approves and adopts the budget

Staffing and Evaluation

In most districts, the Board delegates the tasks of recruiting, recommending for hire, evaluating, promoting and disciplining staff (in accordance with Board policy) to the District Administrator.

The Board has the responsibility for establishing policy that governs:

1. Salaries and salary schedules
2. Terms and conditions of employment
3. Fringe benefits
4. Leave
5. In-service training

Instruction

The Board, working with the District Administrator and staff, must:

1. Set clear expectations or standards
2. Adopt policies based on instructional program
3. Boards don't carry out a policy. The responsibility for implementing policy is delegated to the District Administrator.

School Facilities

1. The Board is responsible for determining school housing needs and:
2. Communicating those needs to the community
3. Purchasing, disposing of or leasing school sites
4. Approving building plans that will support the educational programs

Students

The Board can accept, modify or reject policies recommended by the District Administrator regarding school:

1. Admissions
2. Placement
3. Promotion
4. Attendance
5. Expulsion
6. Suspension
7. Graduation
8. Conduct
9. Discipline
10. Safety
11. Health services
12. Food services
13. Transportation services

Communication with Various Constituencies

The Board is responsible to maintain an ongoing two-way communication with:

1. School staff
2. Students
3. Members of the community

Advocacy

Board members, both individually and collectively, need to serve as advocates for children.

Adjudication and Investigation

The Board may have to hear appeals from staff members or students on issues that involve Board policy implementation.

Establishing Bylaws

1. The Board is responsible for:
2. Procedures for the operation of the Board
3. Election of officers
4. Reviewing and evaluating Board operations and performances
5. Establishing and maintaining effective Board-District Administrator relations

General

Other activities include:

1. Establishing procedures for the operation of the Board
2. Electing Board officers
3. Establishing attendance zones for the school district
4. Retaining an attorney or law firm for the school district
5. Setting strategy and coordinating litigation decisions when the school district is involved in a lawsuit
6. Establishing and maintaining effective Board/District Administrator relations
7. Periodically reviewing and evaluating the Board operations and performance
8. Working with (as well as authorizing the administration to work with) city, county and other government and nongovernment officials and agencies

Effective School Board Meetings

Lynn Hamilton

Source: Hamilton, L. (2007). *The secrets of School Board success: Practical tips for Board members.*

1. Follow a simple set of parliamentary rules that allow for fair and efficient meetings. "Generally, you only need to use main motions, amendments to main motions, motions to table (temporarily delay consideration), and motions to postpone to a specific date."
2. Use the "unanimous consent" procedure. "This concept eliminates meaningless votes and wasted time in meetings. For instance, if a member asks for a brief recess, the President can say, "with the Board's consent, we will take a five-minute recess." Then after a brief pause, he or she can follow with, "Hearing no objections, we are recessed and will reconvene in five minutes." The President assumes that the Board has given its unanimous consent when no one objects."
3. Apply your rules consistently to be certain all Board members are treated fairly and equally. "Consistency creates expectations and a comfort level. Applying the Board's rules consistently helps keep the meeting on track."
4. Allow each Board member to feel fully heard on any topic. "If you see a member who is quiet and not contributing, ask them for their thoughts during deliberation on a subject."
5. You must maintain a quorum to conduct business. A quorum with a nine-member Board is five members. If less than five members show up for a Board meeting, then the meeting needs to be rescheduled.
6. Arrange your meeting in a "C" formation. "Allowing all Board members to see each other promotes more effective discussion and understanding of positions."
7. Use a pre-published, written agenda of business. The Board should have an established agenda format that is used for meetings. The Board President and District Administrator traditionally collaborate to create the meeting agendas."
8. Start your meetings on time. "Not doing so lowers expectations and encourages tardiness of Board members."
9. Allow time for public comment and do not keep visitors waiting a long time to hear you consider a particular item on your agenda. "However, members of the public shouldn't interrupt the Board's business or discussion; ask for comments in the "public comment" portion of the agenda."
10. Do your homework. "Read your packet before the meeting."
11. If possible, avoid asking potentially embarrassing questions in Board meetings. "It presents a better image to the public and your thoughtfulness will be appreciated."
12. Don't needlessly drag out meetings by rambling off track in your discussions. "Doing so is a waste of people's precious time and gives you the reputation of being full of hot air."
13. Ways the President can promote successful meetings:
 - a. Set the tone by being impartial, fair, and conciliatory.
 - b. Include and recognize all members during Board discussion.
 - c. Go slowly when first taking office as President.
 - d. Talk very little in meetings.
 - e. Refer problems to the Board; you don't need to provide all answers yourself.
 - f. Invite differences of opinion. If possible, alternate your recognition of members.
 - g. Be consistent in following your Board's rules and parliamentary procedures. Don't allow the public to interrupt the Board's business.

Roles and Responsibilities of Board and District Administrator

Source: Potosi School District (n.d.). A guide for candidates interested in running for a seat on the School Board.

Because the needs of a District vary; because leadership and management styles vary, there are not encompassing answers to “who has the authority for what.” The real need in each District is for the Board and District Administrator to decide what each is to do and establish proper procedures that will lead to the performance of those duties.

Board members, as they make decisions and find themselves involved in the business of the District, should ask themselves: Are we providing leadership to the District Administrator and staff and establishing policy for the District, or have we stepped into the role of the administration? District Administrators should ask themselves: Am I providing leadership to the Board in pointing out areas where policy is needed, or am I usurping the Board’s responsibility by establishing policy? Worse yet, am I forcing the Board to make administrative decisions because I don’t want to take the responsibility?

Keeping roles clear and communications open is the key to good Board/District Administrator relationships.

The following division of roles and responsibilities between the Board and District Administrator are provided as examples.

	<u>School Board</u>	<u>District Administrator</u>
1. Policy	Adopts	Implements and suggests
2. Meetings	In charge of	Serves as a resource person
3. Budgets/Finance/ Audits	Adopts and monitors	Prepares, administers, monitors details
4. Instruction	Establish criteria, approves and monitors	Recommends, oversees staff’s efforts, provide reports to the Board
5. Personnel	Establishes criteria, approves or rejects	Interviews, recommends, hires, evaluates, promotes staff development
6. Facilities / Transportation / Food Services	Develops policy on use of facilities, transportation, food services	Implements policy, writes rules and regulations, makes recommendations, monitors the program and details.
7. Community Relations	Creates a positive image for District	Creates a positive image for District, directs communications
8. The Board and District Administrator	Hires the District Administrator, establishes expectations, evaluates	Works at the pleasure of the Board, is chief executive officer of the District

Sixteen Tenets of the Effective Board/District Administrator Leadership Team

Source: Michigan Association of School Boards (n.d.). A School Board member's resource guide: First-year orientation.

Board Members Should:	District Administrators Should:
1. Recognize their function as being legislative and judicial and respect the executive function of the District Administrator.	1. Recognize his/her function as being executive and respect the legislative and judicial functions of the Board.
2. Attend all Board meetings and assure that the Board doesn't meet in the absence of the District Administrator except when his/her terms of employment are under discussion.	2. Attend all Board meetings except when his/her terms of employment are under discussion.
3. Recognize that authority to act rests with the entire Board or a legally constituted quorum of the Board and that business may be transacted only in official meetings. Refrain from making commitments to individuals or groups as an individual Board member.	3. Interpret official actions of the Board to school employees and community groups in a faithful, accurate and objective manner, and not make any commitments to individuals or organizations outside the context of adopted school policy.
4. Support the District Administrator as the executor of Board policies.	4. Faithfully and objectively administer the policies of the District.
5. Listen courteously to parents with questions and complaints, referring them to an appropriate member of the school staff in accordance with policies of the school.	5. Establish a program of school-community relations leading to open, two-way communications between the District and all parties.
6. Refer personal requests and criticism by school staff directly to the appropriate administrative officer in accordance with Board policies.	6. Provide written grievance procedures for school staff and assure an effective means of communication among staff, Board and District Administrator.

Board Members Should:	District Administrators Should:
7. Keep the District Administrator and fellow members of the Board advised of community reaction to school policies.	7. Keep the Board continuously, adequately and objectively informed concerning the school program, curriculum, and problems, both current and anticipated.
8. Submit items to be placed on the Board meeting agenda in ample time so the District Administrator may assemble information bearing upon the subject and according to locally adopted policy.	8. Accept items to be placed on the Board meeting agenda from members of the Board and others and gather pertinent information relative to the items on the agenda.

9. Encourage and support the District Administrator to consult with staff and community to seek opinions and recommendations for Board consideration.	9. Formulate, when appropriate, with members of the school staff, Board and community recommendations to make to the Board.
10. Require that meetings of the Board be conducted on the basis of a planned agenda prepared by the super- intendent in accordance with Board policies and be made available to Board members prior to the Board meetings.	10. Prepare for all Board meetings, in cooperation with appropriate Board officers, an agenda and supporting materials to be distributed to Board members in ample time prior to Board meetings.
11. Develop a clear set of policies regarding such items as size of school, class size, assigned responsibilities, budget preparation, staffing, suspension or dismissal.	11. Carry out Board policies and be held accountable for them. Assist the Board in maintaining focus on policy matters and recommend and evaluate policy at all times.
12. Require that the administrative rules and regulations be in harmony with school policy.	12. Present to the Board for its advice, counsel and approval administrative rules and regulations implementing the policies of the Board.

Board Members Should:	District Administrators Should:
13. Delegate full executive responsibility to the District Administrator to make recommendations that establish and operate a total school program of acceptable standards.	13. Accept full executive responsibility for establishing and operating a total school program of acceptable standards.
14. Assume responsibility for adopting fiscal policies that will allow the District Administrator to operate a total school program of acceptable standards.	14. Assume responsibility for presenting to the Board responsible and detailed fiscal plans to assure the smooth operation of the school program.
15. Adopt policies that will allow the District Administrator, staff and the Board to keep abreast of contemporary developments in education through conference attendance, in-service workshops and consultant services.	15. Advise the Board of programs designed to keep the District Administrator and staff abreast of contemporary developments in education through conference attendance, in-service workshops and consultant services.
16. Act on the selection, promotion, demotion or dismissal of school personnel only after submission of a specific recommendation by the District Administrator.	16. Present to the Board recommendations for selection, promotion, demotion or dismissal of school personnel.

District Administrator Performance Evaluation Procedure

The District Administrator's (DA) performance evaluation is intended to provide measurement and constructive feedback* on District accomplishments, leadership, and involvement in the community to guide performance improvement needed and identify development opportunities. The evaluation also is used to inform any contract and/or salary changes.

The DA performance evaluation will be completed twice per year, in December and in April, by all Board members. The November evaluation incorporates final results from the prior school year while the April evaluation incorporates current school year accomplishments.

Prior to Board members completing the evaluation, applicable measurements will be provided to and reviewed by the Board. In addition, the DA will complete a self-evaluation and share it with the Board.

By the due date requested, each Board member must submit their measurements and constructive feedback to the Board President for consolidation into one completed evaluation. Each Board member's feedback and measurements will be shared with the DA.

The Board members, in a closed session, will then discuss their evaluations with the DA and share the reasons for the measurement provided, feedback, and identified development opportunities.

Subsequent to the final performance evaluation discussion in April, the DA will be excused, and the Board will have a preliminary salary and benefits handling discussion, referencing the previous year's salary memo.

In a separate closed session Board meeting, the final salary and benefits handling decision will be shared with the DA.

*Note: Constructive feedback is either praise or criticism; includes specific information, factual (not opinions), issue focused, and is based on observations using examples. Criticism should include recommendations on how the work might be improved.

Roberts Rules of Order – Cheat Sheet

Source: Handberg, E. (2015). *The little book of Boards: A Board member's handbook for small (and very small) nonprofits*; Potosi School District (n.d.). *A guide for candidates interested in running for a seat on the School Board.*

Voting Motions

Here is an overview of how votes are taken under Robert's Rules of Order

1. First, someone makes a "motion." A Board member could say, "I move to adopt the budget as presented."
2. The next step: Someone "seconds" the motion. This is what allows the Board to consider something for a vote. (The Board secretary should record the names of the originator of the motion and the second.)
3. If no one chooses to second the motion (which is unlikely but possible), it is dropped, and nothing happens.
4. At this point the Board discusses the motion. No other business of the Board can happen until the motion has been resolved. (In Robert's Rules of Order—speak, the motion is considered "privileged.")

Resolving Motions

1. How is a motion resolved? Generally, by a vote.
2. After discussion, the Board President will say, "Seeing no other questions or comments... all those in favor of the motion, please signify by saying 'Aye.' "
3. Then everyone in favor votes. "All opposed, please signify by saying 'Nay.' " Then everyone against the motion votes. (The Board secretary records the results.)
4. In a small Board meeting, this kind of voice vote is usually enough for the President and the secretary to tell whether a vote has passed, and who voted on which side. But sometimes it is not clear.
5. If there are one or more votes against the motion, anyone may ask for a roll call vote – and it must be carried out, either before the vote is taken or even after the vote was taken. For example, during discussion it appears that several members will vote against a particular motion; anyone, including the President, may say "I request a roll call vote on this motion."
6. If either the President or the secretary is unsure, they should ask for a roll-call vote in which everyone gives their vote one at a time so there is no confusion.
7. The two results of the vote are simple to understand: a motion can be approved (the majority vote for it), or it can be defeated (the majority vote against it).
8. A note on abstentions: Sometimes a Board President will say at this point, "Abstentions?"
 Note: If you were absent for that meeting (minutes of a meeting), you abstain from voting for approval. Someone who has a conflict of interest might voice their name here.
9. Unless you have a specific reason for abstaining, you should vote for or against the motion and not sit it out. Even if you do not like either option, voting is part of your job.
10. After votes have been counted, the Board President should say something like "The motion passes" or "The motion fails" for absolute clarity. No one should be in doubt about what happened.

11. Sometimes, though, a motion can be resolved without a vote if the Board votes to “table” it, which means the Board instead votes to postpone further consideration of the motion until a later meeting.

Technically, “tabling” a motion is not in *Robert’s Rules of Order*. The book has a different word for doing that. But “tabling” is so universally used that you may as well know it and expect its use.

Other Order of Business

1. Discussion before a motion, not after. Almost all Boards will discuss a topic for a while before anyone actually makes a motion on it, as opposed to making the motion and then discussing it.
2. Motions may be amended numerous times, but each amendment needs a second; in addition, an amendment may also be amended with a second but only once. At this point, no more amendments may be made, and the amendment must be voted upon, starting with the last amendment first, until reaching the main motion which may then be voted upon.
3. “Friendly amendments” There’s no such term in Robert’s Rules of Orders, but again: it is common at Board meetings. Basically, it means that someone in favor of the motion suggests something that would improve the original motion or make it more palatable to someone who is not currently in support. The original maker of the motion agrees as does the one who seconded it, and the motion goes forward as amended. The original maker of the motion may disagree – and then the person may attempt to make it as an amendment, if it receives a second.
4. If there have been any amendments (friendly or otherwise) to a motion, the Board President should always reaffirm the final text of the motion being voted upon before calling for the vote.

Point of Information and Call for the Question: Keeping the Meeting on Track

1. “Point of Information.” A motion is on the table. You can always ask for clarification on what is at stake and what a “yes” or a “no” vote means. If you want to do that, you say, “Point of Information” and then ask your question. You may not actually need to say “Point of Information” in a regular meeting, but if things are contentious and you are legitimately asking for information (and not arguing under the guise of asking for information), you may want to preface your question with this. According to Robert’s Rules of Order, it must be addressed.
2. “Call for the question.” If a debate is going on and on and on, you can “call for the question.” This forces the Board to decide whether to continue debating or whether to just vote. Here’s how it’s supposed to work: A vote immediately takes place on whether to continue discussion. If two-thirds of the Board votes that they are ready to vote on the motion at hand, then voting on the motion takes place immediately. In practice, though, by the time you’re exhausted from debate, so are most other Board members. If you call for the question, a Board will often just get on with the vote on the motion.

Parliamentary Procedure Motions and Amendments

Source: Oregon School Boards Association (2010). A guide to parliamentary procedure.

Parliamentary law has three main purposes:

- Enables a Board to transact business with speed and efficiency.
- Protects the rights of each Board member.
- Preserves a spirit of harmony.

To achieve these purposes, always consider the five basic principles of parliamentary procedure

1. Only one subject may claim the attention of the Board at one time.
2. Each proposition presented for consideration is entitled to full and free debate.
3. Every Board member has rights equal to every other Board member.
4. The will of the majority must be carried out, and the rights of the minority must be preserved.
5. The personality and desires of each member should be merged into the larger unit of the organization.

Types of Motions

Main motion

The objective of a main motion is to bring a question, or proposition, before the Board for consideration. Only one main motion can be considered at a given time by the Board, and such a motion, when introduced, excludes all other main motions until it has been disposed of.

Secondary motion

A secondary motion can be made while the main motion is on the floor and before it has been decided. Secondary motions are divided into three classes which relate to their use in parliamentary procedure.

1. **Subsidiary motion** – A motion that modifies or disposes of the main motion being considered. Its existence depends entirely upon the principal motion to which it is subordinate.

Since it relates to the question before the Board, it is “in order” to propose a subsidiary motion when a main motion is still before the Board and to vote on it before voting on the main motion. For example: “I move that we postpone the motion to replace the playground equipment until the next meeting due to the lateness of the hour.”

A subsidiary motion has rank among other subsidiary motions commonly called the order of precedence. A motion of higher rank can be made while a motion of lower rank is on the floor. See the centerfold chart for order (rank) of motions.
2. **Privileged motion** – A motion that has no connection whatsoever with the main motion before the Board but is a motion of such importance that it is entitled to immediate consideration. A motion of this class has the privilege of interrupting the main business before the Board. For example: “I move that we recess for 10 minutes.”
3. **Incidental motion** – The name “incidental” was chosen because a motion of this class arises only incidentally out of the business of the Board. For example: “I call for a rollcall vote on the motion to adjourn since I’m not sure we had a majority in favor of adjournment.”

How Should a Motion Progress?

- A member raises his or her hand or requests recognition and addresses the presiding officer. The presiding officer should be addressed by title, as “Mr. (or Madam) Chairman.” If the specific title is not known, it is always correct to use the term “Mr. (or Madam) Chairman.”

- The member is recognized by the presiding officer. The chairman recognizes a member by name or by a nod. Having thus received formal recognition from the chairman, a member is said to “have the floor” and is the only member entitled to present a motion.

- The member proposes a motion. A motion is always introduced in the form, “I move that,” followed by a statement of the proposal. This is the only correct phraseology. Except for very brief explanatory remarks, it is not permissible to discuss the merits of a motion either prior to, or immediately following, the formal proposal of the motion. All discussion must wait until after the chairman has stated the motion to the Board and has called for discussion.

- Another member seconds the motion. Another member, without addressing the chairman, may say, “I second the motion.” Seconding a motion is merely an indication that the member seconding it wishes the matter to come before the Board for consideration. If no one seconds the motion, the chairman may ask, “Is there a second to the motion?” If there is none, he may declare, “The motion is lost for want of a second.” Or the chairman may second the motion.

- The presiding officer states the motion to the Board. When a motion has been properly proposed and seconded, the chairman repeats the motion to the Board, or “states the motion.” After it has been formally stated to the Board, it may be spoken of as a “question,” a “proposition,” or a “measure.”

- The Board discusses or debates the motion. After the motion has been formally stated by the chairman, any member has a right to discuss it. The member must obtain the floor in the same manner as when presenting a motion. Normally, the first person who asks for recognition is entitled to speak, but when several members wish to speak or present motions at the same time, certain guiding principles should determine the decision of the chairman:

1. The chairman should always show preference to the proposer of the motion.
2. A member who has not spoken has prior claim over one who has already discussed the question, or who has proposed another motion.
3. If the chairman knows the opinions of the various members regarding the measure before the Board, he should alternate between those favoring the measure and those opposing it.
4. The chairman should recognize a member who seldom speaks in preference to one who frequently claims the attention of the Board.

Discussion must be confined to the question that is “before the Board.”

- The presiding officer takes the vote on the motion. When all members who desire to discuss the question have done so, the chairman “puts the motion to a vote.” He may, before taking the vote, inquire, “Is there any further discussion?” or “Are you ready for the question?” If no one speaks, the chairman presumes discussion is closed and will proceed to take the vote by announcing, “All in favor of the motion (state the motion) say ‘Aye.’”

Following response from the Board, the chairman then says, "Those opposed say 'No'." If the chairman cannot determine from the volume of voices which way the majority has voted, he says, "The chair is in doubt. Those in favor of the motion please rise." After counting, the chairman says, "Be seated. Those opposed, rise." After counting, he says, "Be seated." Another alternative is to simply call for a show of hands.

- The presiding officer announces the result of the vote.

The chairman formally announces the result of the vote, saying: "The motion is carried: therefore (state the intent of the motion)." If a majority voted in the negative, the chairman says, "The motion is lost." As soon as the vote has been announced by the chairman, another motion is in order.

Amendments

How may a motion be amended?

The purpose of the motion to amend is to modify a motion that has already been presented in such a manner that it will be more satisfactory to the members.

Methods of Amending:

1. By addition or insertion – To add something to the motion which it did not contain.
2. By elimination or by striking out – To subtract or eliminate something from a motion that was originally a part of it.
3. By striking and inserting – This method is a combination of the first two methods; something is stricken, and something inserted in its place. The word or words must be together, and the insertion must also be kept together.
4. By substitution – When it is not possible to satisfactorily amend the motion without changing several parts or rewriting the motion entirely, a new motion may be presented as a substitute motion. Debate then proceeds on the original motion, then on the substitute motion, and then a vote is taken on whether to substitute.

The most important principle to understand in connection with any form of the motion to amend is that an amendment "may be hostile, but it must be germane."

- "Hostile" means opposed to the spirit and aim of the motion to which it is applied.
- "Germane" means having direct bearing upon the subject matter of the motion; that is, relevant, or relating to it.

An amendment may be opposed to the actual intent of the original motion and, in fact, nullify it, but if it relates to the same subject matter, it is germane.

How to Handle Amendments

Amendment of the first rank – An amendment to a motion. For example: “I move that the motion (to replace the playground equipment at the Oak Street Elementary School) be amended by adding the phrase ‘with wooden material’ after the word ‘equipment.’”

Amendment of the second rank – An amendment to the amendment. (The amendment to the amendment must modify and relate directly to the amendment and not to the main motion, otherwise it is out of order.) For example: “I move that we amend the amendment by striking ‘wooden’ and inserting ‘cedar wood.’”

No amendment beyond that of second rank is possible.

It is never in order to propose more than one amendment of each rank at one time. If a Board member desires to amend two separate and unrelated parts of a motion, this must be done by two amendments of the first rank, and one must be voted on before the other is proposed.

It is possible, however, to have one amendment to the motion (amendment of the first rank), and one amendment to the amendment (amendment of the second rank) before the Board at one time.

Until the amendment of the second rank has been voted on, no other amendment of the second rank is in order. Until the amendment of the first rank has been voted on, no other amendment of the first rank can be proposed.

Order of voting on Amendments

Amendments are voted on in inverse order, that is, the one of second rank is disposed of first.

1. Discussion is held and the vote taken on the amendment to the amendment (amendment of second rank).
2. Discussion is called for and the vote is taken on the amendment to the motion (amendment of first rank).
3. When the vote on this has been taken, discussion upon the original or main motion as amended is opened and, when completed, a vote is taken on the main motion.

Parliamentary Procedures Discussion
Board Retreat 7,26,23
Purpose of Using Parliamentary Procedure

NSJD's policy on Parliamentary Procedure - **Policy 0161**

0161 - PARLIAMENTARY AUTHORITY

The parliamentary procedure governing the Board, for the orderly conduct of meetings, shall be Robert's Rules of Order, Newly Revised as defined in Chapter XVI, "Boards and Committees" (including such procedural flexibility allowed in Section 49 of Robert's: "Procedure in Small Boards") all cases in which it is not inconsistent with statute, administrative code, or these bylaws.

When appropriate, the Board President may appoint the parliamentarian who shall decide any challenges to parliamentary procedure. The parliamentarian need not be a Board member.

Any failure to comply with the above procedural protocols will not affect the validity of any substantive action taken by the Board within its legal authority.

A quick parliamentary primer on a scenario that has arisen repeatedly over the last year.

SCENARIO: a motion is made and in the course of debate the maker of the motion changes their mind.

COURSES OF ACTION:

Vote the motion down. The maker of the motion should be given voice in order that they may express to the body their changed view and encourage particular action. The body then votes.

When a motion fails, the process begins anew.

Amend. If the gist of the motion is still favored but a portion is no longer wanted/necessary any member of the body may make a motion to amend the main motion. Amendments can be additions or deletions. If there are too many changes to perfect the motion, the appropriate action is to vote the motion down.

Each amendment must also be approved before approving the main motion.

RATIONALE: Once a motion has been made and seconded, it belongs to the body and it cannot be rescinded by one person. Therefore, the body must act to either vote against the motion or amend it.

At times, it might be useful to have discussion as a committee of the whole before a motion is on the floor. This could allow for the body to gain clarity about exactly what the motion needs to entail.

At other times, having a conversation as a committee of the whole before a motion is before the body causes more confusion and less clarity about the possible actions are.

Parliamentary Procedures Discussion
School Board Meeting 9/5/23

Ending Debate

When a member of the body wishes to finish discussing a motion and move from debate to a vote, the following steps are taken:

The member of the body is recognized by the chair

The member makes a motion to end debate. This motion can also be made by calling for the “previous question” which refers to the main motion.

The motion to end debate requires a second. IF the motion is seconded, all debate ceases and a vote is taken immediately to end debate. The motion to end debate is not amendable or debatable. It must pass by a 2/3 vote.

Once passed, a vote is then immediately taken on the main motion.

If the majority of the body wishes to continue debate, then they simply vote no on the motion to end debate.

References: Robert's Rules of Order 6:6 and pgs t24-t25 line 70

Glossary of Educational Terms and Acronyms

Source: Pennsylvania School Board Association (2015). Essentials of School Board service: A guide to surviving your first year; Wisconsin Association of School Boards (n.d.). Glossary of terms.

Academic intervention services – Services required of the school district to provide extra help to students who are not yet meeting the learning standards.

Accountability – Requiring school districts and states to ensure that schools meet their goals/standards.

Adequate yearly progress – The measurement established to determine the progress toward attaining proficiency in state assessments for all students and students in certain specified accountability groups in each public school, school district and charter school.

Alternative assessment – Any testing instrument other than standardized, multiple-choice questions, such as short-answer response and extended response, observation, individual or group performance assessment, and portfolios.

Appropriation – An authorization from the Board of education or voters to make expenditures and to incur obligations for specific purposes.

Assessed valuation – The monetary worth of all property in the District as determined by the municipal assessor.

Assessment – Measuring or judging the learning and performance of students or teachers.

Audit - An inspection of accounting records and procedures for the purpose of verifying the accuracy and completeness of the records.

Average daily attendance – The aggregate days of attendance during a given reporting period divided by the number of days school is in session during that period. An important element in determining state aid.

Benchmark – A detailed description of a specific level of performance expected of students at particular ages, grades or developmental levels, typically used to monitor progress toward meeting performance goals within and across grade levels.

Block grants – Federal or state funding distributed in a lump sum directly to states or localities to administer and direct programs.

Categorical aid – State or federal aid which is intended to finance or reimburse a specific category of instructional or support programs or to aid a particular target group of pupils.

Charter school – An “independent and autonomous public school” established under state charter school law, eligible for funding from both private and public local, state and federal monies.

Cohort – A group of students who share the same statistical or demographic characteristic, such as grade level.

Common Core Learning Standards – A set of national standards that define the knowledge and skills students should have within their K-12 education careers in order to graduate from high school able to succeed in entry-level, credit-bearing academic college courses and in workforce training programs.

Consent Agenda - an item listed on the regular agenda that groups routine items under one agenda Heading. The purpose of the consent agenda is to expedite business and streamline the meeting

Core curriculum – The body of knowledge that all students are expected to learn.

Data-driven (or data-based) decision-making – Analyzing varied forms of data to identify educational strengths and/or weaknesses to plan for and implement improvements in student achievement as well as monitoring trends and using this information to make decisions about the effectiveness of continuation or changes in district practices, curriculum, programs, procedures and policies.

Deficit – The amount by which total expenditures exceed total revenues for the fiscal year.

Demographic data – Information describing the students and citizens of a school district; usually includes characteristics such as race, age, gender, income, educational level and profession.

Distance learning – A mode of delivering education and instruction via the internet without a student physically attending the class.

Educator Effectiveness - The Wisconsin Educator Effectiveness System is a performance-based continuous improvement system designed to improve the education of all students in the state of Wisconsin by supporting guided, individualized, self-determined professional growth and development of educators.

Equalized Value – The Equalized Value is the estimated value of all taxable real and personal property in each taxation district, by class of property, as of January 1, and certified by the Department of Revenue on August 15 of each year.

Executive session – A portion of the school Board meeting that is not open to the public, most commonly referred to under the law as a closed session.

Fiscal Year - The period of 365 days commencing on July 1 of each year and ending on June 30 of the following year.

Free and Reduced Lunch- High-poverty schools are defined as public schools where more than 75.0 percent of the students are eligible for free or reduced-price lunch (FRPL), and low-poverty schools are defined as public schools where 25.0 percent or less of the students are eligible for FRPL

Fund balance – The reserves districts have to protect education programs and avoid property tax spikes when state aid is reduced, or unexpected contingencies occur.

GASB – Governmental Accounting Standards Board, which sets the accounting rules for all governmental entities, including school districts.

Growth model – An accountability system that tracks student achievement over time. Inclusion – Educating students with disabilities as appropriate in a regular classroom setting along with students without disabilities.

Individualized Education Program (IEP) – A written statement outlining the plan for providing an educational program for a disabled student based on the unique needs of that student.

Learning standards – The level of knowledge, skills and understanding that students should be able to demonstrate over time as a result of instruction or experience. There are two types of standards, according to the State Education Department: content standards (what children should know, understand and be able to do as a result of their schooling) and performance standards (acceptable levels of student achievement).

Magnet school – A school that offers enriched curriculum in one or more subject areas; sometimes used as a means of desegregation.

Open Meetings Law – A state law that governs the conduct of Board of education meetings. See also Public Records Law.

Parliamentary procedure – A system of organizing a meeting to ensure an orderly, democratic process; Robert's Rule of Order is most commonly used in Wisconsin.

Performance-based assessment – Tests which measure students' abilities to perform tasks and solve problems rather than choosing answers from a number of possibilities.

Public Records Law – A state law that gives the public access to government records, as a way to foster increased understanding of and participation in government. The law provides a list of the kinds of records that are exempted. See also Open Meetings Law.

Referendum - is a public question placed on a ballot by a local unit. Past referenda have included construction projects (for various taxing units, including schools) and operating needs (for schools). Property taxes that are approved by voters in a referendum are not subject to the property tax caps.

Rubric – Used to evaluate student or teacher performance on specific tasks that cannot be scored by machine; specific descriptions, usually three or four, of what a particular task looks like at several different levels of performance.

Title I – A federal aid program to provide schools with a high percentage of low-income families with additional funds to improve academic achievement.

Value-added assessment – A type of growth model that focuses on the gains made year to year by individual students, their schools and districts.

Voucher – A way to allocate and distribute education money directly to parents to pay for their children's education in a public or private school.

Common Acronyms

ACT – American College Testing	DPI – Department of Instruction (Wisconsin)
ADA – Average Daily Attendance	ECS – Education Commission of the States
ADD/ADHD – Attention Deficit Disorder/ Attention Deficit Hyperactivity Disorder	EE – Educator effectiveness
AED – Automated External Defibrillators	EIP – Educational Improvement Plan
AFT – American Federation of Teachers	ELA – English Language Arts
AP Program – Advanced Placement Program	ELL or EL – English Language Learners
ASBO – Association of School Business Officials	EPIC – Effective Parenting Information for Children
ASCD – Association for Supervision and Curriculum Development	ERIC – Educational Resources Information Center
AWSA – Association of Wisconsin School Administrators	ERSS – Educationally Related Support Services
AYP – Adequate Yearly Progress	ESEA – Elementary and Secondary Education Act
BIP – Behavioral Improvement Plan	ESL – English as a Second Language
BOE – Board of Education	ESSA – Every Student succeeds Act
CIMS – Comprehensive Instructional Management System	ETS – Educational Testing Service
CIPA – Children’s Internet Protection Act	FAPE – Free Appropriate Public Education
CRT – Criterion Referenced Test	4K – Four-year-old kindergarten
CSE – Committee on Special Education	FERPA – Family Educational Rights and Privacy Act
CTE – Career and Technical Education	FTE – Full-Time Equivalent
DAC – District Assessment Coordinator	GAO – General Accounting Office
DARE – Drug Abuse Resistance Education	GASB – Governmental Accounting Standards Board

DDDM – Data Driven Decision Making	GED – General Education Diploma
DEOP – District Emergency Operational Plan	HG&D - Human Growth & Development
HOPE - Healthy Outcomes, Positive Engagement	OML – Open Meetings Law
IDEA – Individuals with Disabilities Education Act	PAC – Political Action Committee
IEP – Individualized Education Program	RTI – Response to Intervention
K-16 – Kindergarten-College	SAT – Standardized Assessment Test
LEA – Local Education Agency	SEA – State Education Agency
LEP – Limited English Proficiency	SES – Supplemental Educational Services
LGBTQ – Lesbian, Gay, Bisexual, Transgender, Questioning	SINI – School in Need of Improvement
LRE – Least Restricted Environment	SLO - Student learning objectives
MOU – Memorandum of Understanding	ST-3 – School District Annual Financial Report
NEA - Neenah Education Association	STEAM – Science, Technology, Engineering, Art, Math
NAEP – National Assessment of Educational Progress	STEM – Science Technology Engineering Math
NAESP – National Association of Elementary School Principals	STW – School-to-Work
NAPT – National Association for Pupil Transportation	UFT – United Federation of Teachers
NAPT – National Association for Pupil Transportation	UPK – Universal Pre-Kindergarten
NASSP – National Association of Secondary School Principals	USDOE – U.S. Department of Education
NBPTS – National Board for Professional Teaching Standards	WASB – Wisconsin Association of School Boards
NCATE – National Council for Accreditation of	WASBO – Wisconsin Association of School

Teacher Education	Business Officials
NCES – National Center for Education Statistics	WASDA – Wisconsin Association of School District Administrators
NCLB – No Child Left Behind Act	WEAC - Wisconsin Education Association Council=
NEA – National Education Association	WIAA - Wisconsin Interscholastic Athletic Association
NSBA – National School Boards Association	WRS – Wisconsin Retirement System
OCR – Office for Civil Rights, part of US Department of Education	YRE – Year-Round Education

Resources

Blue Ribbon Commission on School Funding

https://docs.legis.wisconsin.gov/misc/lfb/misc/206_recommendations_of_the_blue_ribbon_commission_on_school_funding_1_4_19.pdf

Neenah Joint School District <https://www.neenah.k12.wi.us/>

Neenah Joint School District School Board <https://www.neenah.k12.wi.us/about/boardofeducation.cfm>

Title Programs in Education

<https://sellingtoschools.com/education-management/cheat-sheet-overview-federal-education-funding-sources/>

WISEdash –Wisconsin Information System for Education

<https://wisedash.dpi.wi.gov/Dashboard/portalHome.jsp>

Wisconsin Administrative Codes - https://docs.legis.wisconsin.gov/code/admin_code

Wisconsin Association of School Boards (WASB) - <https://www.wasb.org/>

Wisconsin Department of Instruction <https://dpi.wi.gov/>

Wisconsin School Report Cards <https://dpi.wi.gov/accountability/report-cards>

Wisconsin State Statutes – Education

<https://docs.legis.wisconsin.gov/statutes/index/index/e/education>

Best Practices

Reading

Best Practices in K-12 Literacy Models (2014).

<https://www.hanoverresearch.com/media/Best-Practices-in-K-12-Literacy-Models.pdf>

Best Practices in Reading: A 21st Century Skill Update.

<https://collabonline.com/RT%20Best%20Practices%20for%2021st%20century.pdf>

Classroom Reading Instruction That Supports Struggling Readers, C.A. Denton.

<http://www.rtinetwork.org/essential/tieredinstruction/tier1/effectiveteaching>

Math

Best Practices in Math Interventions (2014).

<https://cdn2.hubspot.net/hubfs/3409306/Nurturing/Content%20Asset%20Downloads/K12/Reports%20and%20Briefs/Best-Practices-in-Math-Interventions.pdf>

What Does Good Math Instruction Look Like? N. Protheroe (2007).

<https://www.naesp.org/sites/default/files/resources/2/Principal/2007/S-Op51.pdf>

The Effective Mathematics Classroom.

https://www.andrews.edu/sed/leadership_dept/webinars/presentationdocuments/the_effective_mathematics_classroom.pdf

Science

National Science Teachers Association (NSTA). Position Statements.

<https://www.nsta.org/about/positions/#list>

Trends in Elementary Science, R. Allen (2006).

<http://www.ascd.org/publications/books/106206/chapters/Trends-in-Elementary-Science-Education.aspx>

What Works in Middle School Science, K.C. Wilcox (2009).

https://www.albany.edu/nykids/files/MiddleSchool_Science_FullReport.pdf

Social Studies

Essential Social Studies Skills and Trends. National Council for the Social Studies.

<https://www.doe.in.gov/sites/default/files/standards/essential-social-studies-skills-and-strategies.pdf>

Research and Best Practices for Social Studies.

<http://education.ohio.gov/Topics/Learning-in-Ohio/Social-Studies/Resources-for-Social-Studies/Research-and-Best-Practices-for-Social-Studies>

Preparing Students for College, Career, and Civic Life. The National Council for the Social Studies.

<https://www.socialstudies.org/c3>

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