



**Ritenour
Board of
Education**

Governance Manual

**MORAL
IMPERATIVE**

Ritenour School District Board Governance Guide

Welcome to Ritenour School District Board of Education. This guide highlights general information on board governance practices and expectations. This is a living document that may undergo annual revisions.



Mission

The mission of Ritenour School District is to ensure learning occurs in a supportive environment that enables every student to think critically, solve problems and develop the knowledge and skills necessary for success in our diverse, global society.

Vision

Ritenour School District, in partnership with parents and community, will develop leaders recognized for academic excellence and produce graduates who will become productive citizens and lead lives of personal integrity and fulfillment.

Equity Statement

Encourage the Ritenour community to speak up, ask questions, learn more, build bridges.
Invest and engage students in their learning by supporting student and teacher efficacy.
We will annually review, reflect on, and commit to an equity statement, inclusive practices, and policies that reflect our commitment to equity in our schools and the families we represent and serve.

Understanding the Moral Imperative as an RSD Member

Moral Imperative—The “why” behind being an elected board member and why you are in this space

What is our moral imperative: Ensuring every child is learning and growing and ensuring our decisions are aligned to that reflect this. Keep in mind do the votes and decisions align with supporting the imperative.

Ritenour Board of Education Tenets

- Achievement
- Communication
- Teamwork
- Trust
- Serving Families

According to the Missouri School Boards' Association:

The School Board is a governing body, elected by the citizens of the district, with statutory authority to provide governance leadership for the district.

What Does a Board Do?

Board Responsibilities

- Clarify purpose
- Connect with community
- Employ Superintendent
- Delegate authority
- Monitor performance
- Take responsibility for themselves
- Comprehensive School Improvement Plan (CSIP)
- Budget
- Superintendent Evaluation
- District Professional Development Plan
- Board Meeting Agenda

(Foundational Principles of Effective Governance)

Governing Documents

- School Board Policy

Governance Responsibilities of the Board

1. Establishing strategic directions and related outcomes.
2. Providing ongoing policy direction and approval.
3. Stewardship and support for the work of the district.
4. Oversight and accountability.
5. Community leadership



GOVERNANCE MINDSET

Governance Mindset

Components of Governance Mindset

1. **Systems Thinker**—Take collaborative actions that will positively influence Ritenour School District.
2. **Strategic Focus**—Maintain the focus on the child and keep a focus on the overall strategic planning/operation. Ensuring we are remaining strategic in our actions. Responsibility of establishing strategic direction, oversight & accountability.
3. **Deep Learning**—Critical Thinking - Being prepared and committing to personal growth and development for every BOE member, every day.
4. **Manner**—Supporting staff members and being creative. Creating an environment of accountability.

Board Mindset

- Focus on the children & long-term goals
- Supporting staff
- Watching the budget
- Coherence

Superintendent Mindset

- Purposeful approach
- Working in partnership
- Provides direction for the staff
- Collaborative



RSD Board Policies that Guide Governance Practices



Book Policy Manual

Section School Board Governance and Operation

Title Administration School Board Member Ethics

Code BBF

Status Active

Adopted October 13, 2016

Members of the Ritenour Board of Education are expected to maintain a high level of ethical conduct as they carry out their responsibilities in governing the school district. In doing so they are expected to :

1. Remember that the first and greatest concern must be the education welfare of all students attending the public schools.
2. Obey the laws of Missouri and the United States.
3. Recognize that an individual Board member has no authority to speak or act for the Board.
4. Work with other Board members to establish effective Board policies.
5. Delegate authority for the administration of the schools to the superintendent.
6. Encourage ongoing communications between Board members and stakeholders.
7. Render all decisions based on the available facts and independent judgment rather than succumbing to the influence of individuals or special interest groups.
8. Make every effort to attend all Board meetings.
9. Become informed concerning the issues to be considered at each meeting.
10. Improve his/her boardsmanship by studying education issues and by participating in in-service programs and training.
11. Support the employment of staff members based on qualifications and not as a result of influence.
12. Support a process of regular and systematic assessment of the education system, in order to provide accountability for the school district.
13. Avoid conflicts of interest or the appearance thereof.
14. Refrain from using the Board position for the benefit of family members, business associates or for personal gain.
15. Express personal opinions but, once the Board has acted, accept the will of the majority.
16. Refrain from divulging confidential information presented during closed sessions, except when required by law.

Consequences for ethical violations vary. In some cases consequences are delineated in other policies. As examples, BBFA, Conflict of Interest and Financial Disclosure, covers self-dealing, handling of confidential information, financial interests, conflict of interest, and more. BBD, Removal from Office, spells out the procedure for removal of a board member from office for lack of attendance at board meetings. In the case of other items above, such as being "informed concerning the issues to be considered at each meeting," there is no specific penalty. In those cases, however, a majority of the Board may censure a board member for failing to meet the minimum expectations of being a board member.

Status: Adopted - 10/13/2016

Legal Refs:

Cross Refs:

Global Competences for Learning: The 6C's



Character

Proactive stance toward life and learning to learn

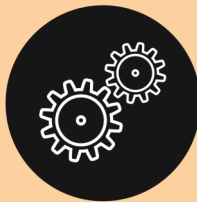
- Grit, tenacity, perseverance, and resilience
- Empathy, compassion, and integrity in action



Citizenship

A global perspective

- Commitment to human equity and well-being through empathy and compassion for diverse values and world views
- Genuine interest in human and environmental sustainability
- Solving ambiguous and complex problems in the real world to benefit citizens



Collaboration

Working interdependently as a team

- Interpersonal and team-related skills
- Social, emotional, and intercultural skills
- Managing team dynamics and challenges



Communication

Communication designed for audience and impact

- Message advocates a purpose and makes an impact
- Reflection to further develop and improve communication
- Voice and identity expressed to advance humanity



Creativity

Economic and social entrepreneurialism

- Asking the right inquiry questions
- Pursuing and expressing novel ideas and solutions
- Leadership to turn ideas into action

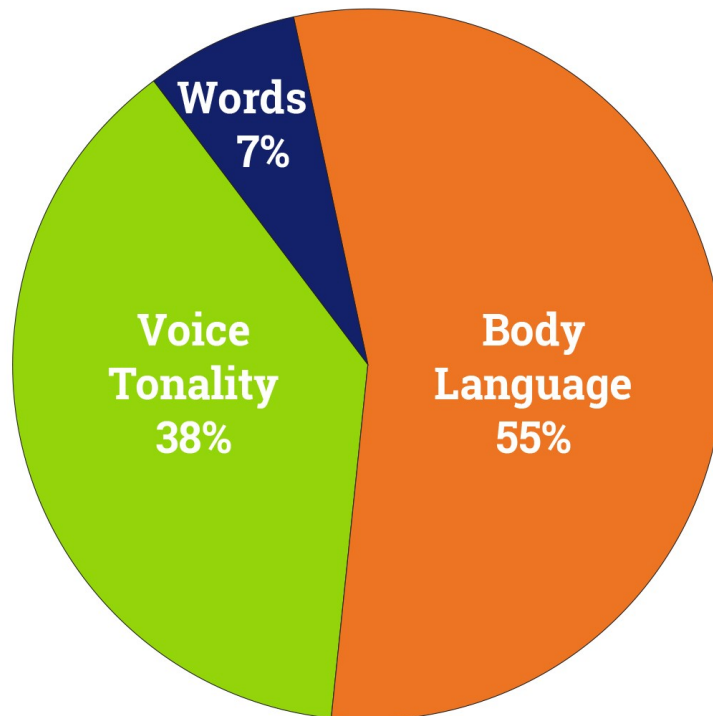


Critical Thinking

Evaluating information and arguments

- Making connections and identifying patterns
- Constructing meaningful knowledge
- Experimenting, reflecting, and taking action on ideas in the real world

Communication is Both Verbal and Nonverbal



Chinese Listening Symbol

The Chinese characters that make up the verb “to listen” tell us something significant about this skill.

To Listen



SUPERINTENDENT

Book	Policy Manual
Section	General School Administration
Title	Duties Of The Superintendent
Code	CB-R
Status	Active
Adopted	November 11, 1993
Last Revised	October 14, 2010

The major duties and responsibilities of the superintendent include but are not necessarily limited to the following.

- Attending and participating in all board meetings, except when his/her own employment status is being considered, and unless excused by mutual agreement.
- Keeping Board members well-informed about all district activities and issues which they need and wish to know about and which help them to better meet their responsibilities.
- Formulating policies, regulations, plans, programs and proposals and presenting them to the Board for approval and/or information.
- Implementing and enforcing Board of Education, municipal, state and federal laws, policies and regulations which apply to the District and recommending changes to board policy when they are needed.
- Responding to needs in the District which are not covered specifically by board policy and keeping the Board sufficiently and timely informed about such actions.
- Recommending the employment, promotion, assignment, transfer and dismissal of school employees in accordance with board policy, and providing for continuing staff development requirements and opportunities.
- Preparing the annual district budget for presentation to and approval of the Board.
- Administering, monitoring and interpreting the budget and insuring the prudent expenditure of district funds and an accurate and public accounting for them.
- Keeping well-informed about current educational thought and practices and leading the staff and Board in the effective implementation of practices which are likely to improve educational opportunities for Ritenour students.
- Conducting a community and public relations program which keeps the local and greater community and staff well-informed about activities, successes and needs of the District, which invites, obtains and accurately assesses the opinions of all constituencies, and which furthers a positive and cooperative relationship between the District and its constituencies.
- Involving citizens in advisory roles and volunteer activities of the District.
- Maintaining ongoing communication with legislators and pursuing legislative matters which are in the interest of the District, in conjunction with board members.
- Delegating operational responsibilities efficiently to subordinates and insuring that activities of the District are effectively completed.
- Maintaining accurate and current records and submitting timely reports as required by law, the Department of Elementary and Secondary Education and the Board of Education.
- Orienting new board members, informing board members of opportunities that assist them in the performance of their duties, and supporting them participating in the opportunities.
- Providing an agenda to board members prior to board meetings, supported with appropriate background information.
- Providing leadership which encourages a team effort and results in the best efforts of employees.
- Supervising and evaluating administrative personnel and making annual recommendations to the Board regarding administrative employment and compensation.
- Resolving student disciplinary problems resulting from principals' referrals.
- Representing the Board in discussions with employee representatives.
- Representing the District in its interactions with other districts, institutions, agencies, governmental bodies, community organizations and the general public.
- Performing other duties as may be assigned by the Board or as may be required to implement board policies.

Decision Making Process

This “decide who decides” matrix is flexible and may change based on conditions. The “why” behind including this documentation is to ensure potential candidates understand expectations and shared commitments. Ensuring every child is learning and growing and ensuring our decisions are aligned to that end. As there is value in ensuring we are aligned. Consider - How do our votes/decisions fall in line with that imperative?

Examples are captured in each of the four quadrants.

Four Types of Decision Making Situations:

**I. Superintendent
Decides and Informs
the Board.**

**II. Superintendent
Decides with Input
from the Board.**

**III. Board and
Superintendent
work together—
The Board provides
guidance regarding
the decision. (The Board
could vote or could
provide clear guidance
through discussion.)**

**IV. The Board
Decides and the
Superintendent Facilitates
a Process to Reach a
Decision. (Board votes.)**



I. Superintendent Decides and Informs the Board

Examples within the category:

1. Short term emergency/Crisis conditions
2. Compliance with state guidelines
3. Placing a staff member on leave

How can Dr. Kilbride communicate with the Board:

1. Immediate memo to BOE if situation is going to be on the news, i.e. media story about the district or an employee.
2. Written on BoardDocs or BOE Gmail accounts and text or alert BOE to look for information.

Other issues within this category:

II. Superintendent Decides with Input from the Board

Examples within the category:

1. How to handle formal ceremonies where the Board is involved or we represent the district to the community.
2. Branding and messaging from the district.
3. Adding community members to district level committees.
4. Designing RTL (Return to Learning) plan.
5. Setting up processes.

How can Dr. Kilbride communicate with the Board:

1. Weekly meetings with BOE President and Vice President.
2. Quick poll of the BOE by phone or memo/feedback to BOE.

Other issues within this category:

III. Board and Superintendent work together—The Board provides guidance regarding the decision. (The Board could vote or could provide clear guidance through discussion.)

Examples within the category:

1. Student discipline hearings/appeals.
2. Legal decisions, such as contract disputes.
3. Negotiations with employee groups.
4. Budget decisions and the budgeting process.

How can Dr. Kilbride communicate with the Board:

1. Discussions at meetings.
2. Phone calls/Memo on BoardDocs or Gmail.
3. BOE retreats.

Other issues within this category:

IV. The Board decides and the Superintendent facilitates a process to reach a decision. (Board votes.)

Examples within the category:

1. Redrawing school boundaries.
2. Return to Learning plan.
3. School calendar decision.
4. Board Policies.
5. Curriculum adoptions.

How can Dr. Kilbride communicate with the Board:

1. Written background information.
2. Work session dialogue prior to BOE decision.
3. Sharing feedback from committee groups.

Other issues within this category:

**WELCOMING
NEW TRUSTEES**

RSD New Board Member Orientation Checklist

New Board Member

- ✓ Swearing in and Oath - April Business Meeting
- ✓ Read governance book
- ✓ Review RSD governance guide & board policies BBF & BBA
- ✓ Review district staff/role powerpoint prior orientation or touring
- ✓ Touring RSD school building & meeting staff
- ✓ Set up time to with board president/vice president to debrief learnings
- ✓ Attend school/district activities
- ✓ Complete MSBA New Board member training

New Board Member Mindset

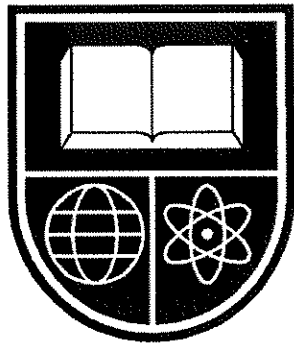
- ✓ Suspend all preconceived notions about the district, the staff and the board
- ✓ Get up to speed in a reasonable amount of time
- ✓ Avoid conflicting interests
- ✓ Accept the realities of governance
- ✓ Understand that time is your best friend
- ✓ The BOE hat is never off
- ✓ What do I say versus What do I not say?

Existing Board Member

- ✓ Reach out to welcome new board member and provide contact information
- ✓ Ensure school site visits are arranged
- ✓ Assign a mentor

From Citizen to Board Member

Speak as an individual	Convey the Board's decision and message with one voice
Commiserate about issues & intervene	Direct concerns via chain of command
Respond with opinion, personal experience or anecdotal information	Respond in accordance with policy based on district level data
Respond immediately	Respond as a Board after due diligence & policy guidance
Personal communication	Public communications



Ritenour School District

April 15, 2021
7 p.m.
Lower Lobby

New Board Member Orientation

Purpose of Orientation

- 1) To provide clarity around department responsibilities
 - 1) To illustrate the level of planfulness involved in the work
- "Listen with the intent to understand, not with the intent to reply"*
- Stephen Covey*

Purpose of Orientation

3) *Move towards a norm of inquiry as opposed to "trapped knowledge"*

3) *Build a connection and a level of confidence for new BOE members*



Department Presentations

Child Nutrition
Transportation
Support Services/Operations
Business Office
Technology
Human Resources
Community Services
Special School District
Data and Student Supports
Curriculum and Instruction

Format of Presentations

- Each department will have 10 minutes for their presentation
- 3 minutes will be allowed for questions following presentation
- Will use the Who Am I?/What Do I Do?/What is My Why?

“Who Am I?”

Purpose:

Develop awareness of prior experiences

Illustrate skills and abilities to accomplish responsibilities

Develop a connection with new BOE Members

Each Administrator will have up to 3 slides:

Educational/Work Experience

Quotes that resonate with your leadership style

“What Do I Do?”

Purpose:

Promote clarity of department objectives

Illustrate strategies to deal with complexity in organization

Promote understanding of level of “with-it-ness”

Each Administrator will use slides to:

- List department objectives

- Share visuals to illustrate strategies tied to objectives

“What is My Why?”

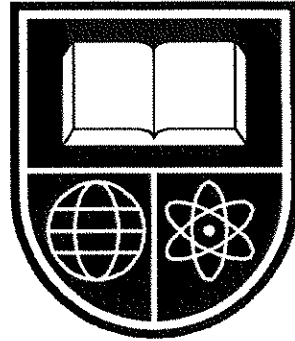
Purpose:

Develop connection between BOE Members and administrators

Illustrate the connection between intrinsic motivation and accomplishment of objectives

Each administrator will use one slide to:

- Share one visual representation of why you are committed to your work and the organization



**Ritenour
School
District**

New Board Member Orientation

Child Nutrition

“Who Am I?”

Deana Hill - Interim Director Child Nutrition

Personal: I have been married for 25 years. I have a son that is 18 years old. We love to go hiking, biking and hanging out at our family farm.



“Who Am I?”

Education: Serve Safe Sanitation Certification
Member of the School Nutrition Association
Member of the Missouri School Nutrition Association

Work Experience:

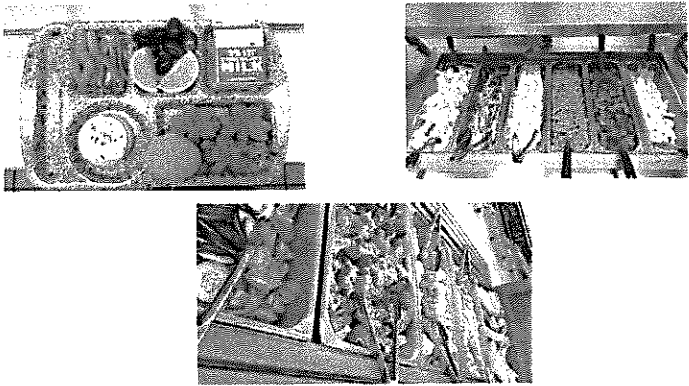
- Ritenour School District: 15 years Child Nutrition Supervisor and 2 years as Interim Director
- Chartwells: Worked at Francis Howell School District 1999-2000 Assistant Director Food Service
- Worked at Clayton School District 2000-2002 Director Food Service
- Worked at Bayless School District 2002-2004 Director of Food Service
- 10 years Food service management experience in health care

“What Do I Do?”

Oversee the district's Child nutrition programs for students and employees.

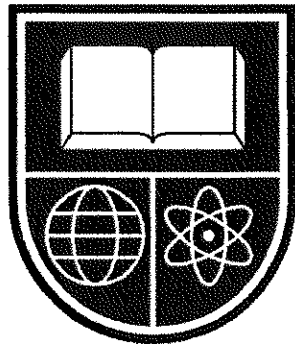
- Plan and supervise the preparation and serving of menus
- Recommend, implement and monitor annual operating and capital budgets
- Interpret government regulations regarding food service for the administrators, staff, and public
- Prepare required reports to DESE
- Plan and effectively use government commodities in the school food program

“What Do I Do?”



“What is My Why?”





**Ritenour
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New Board Member Orientation

Transportation

Personal: Who Am I?



Education:

- Lindenwood University
- Master of Science – Human Resources Management
- University of Missouri – St. Louis
- Bachelor of Arts – I/O Psychology

Who Am I?

Work Experience

Ritenour School District

- Director of Transportation 2017-Present
- Helped build the department from the ground up

Hazelwood School District

- Director of Transportation 2012-2017
- Managed 135 bus drivers, 10 mechanics and 6 office staff

First Student

- Managed Ritenour, Ladue and University City school districts' transportation from 2010-2012

What Do I Do?

Transportation Department Objectives

- Provide Excellent Customer Service
- Maintain a minimum 99% on time average
- Ensure Safe and Efficient Transportation
- Help plan for future growth of the District

What Do I Do?

Customer Service

- Greet students in the morning, giving a solid start to their day
- Deliver students safely in the afternoon

On Time Delivery

- Continually recruit new drivers to insure all routes are filled with qualified personnel to keep deliveries safe and timely

Safe and Efficient Transportation

- Maintain buses to run safe and clean

What Do I Do?

Help plan for future growth of the district

HSC

- Work with Director of Facilities in developing the new Husky Support Center to be neighborhood conscious, and provide extended support services to the community

Student Support Services

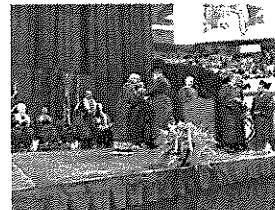
- Work with Student Support Services to provide additional transportation for students' extra curricular activities

What Will I Do?

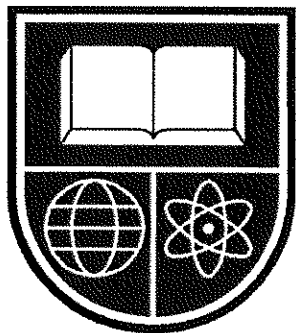
Transportation Department Objectives

- Continue to provide Excellent Customer Service while striving to be better
- Always work to improve on our 99%+ on time service
- Maintain and update school buses to keep them safe and clean
- Continue to support the educational and services growth of this school district

What is My Why?



What is My Why?



**Ritenour
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**New Board Member Orientation
Operations**

Who Am I?

Michael Smith

Personal:

Wife Angie and kids,
Madison (24),
Emerson (19),
Harrison (17)



Education:

Lindenwood University

- Bachelor of Arts – Education, Master of Arts – Education Administration, Education Specialist

Who Am I?

- Michael Smith
 - Servant Leadership

“Servant leadership is all about making the goals clear and then rolling your sleeves up and doing whatever it takes to help people win. In that situation, they don’t work for you; you work for them.”

- Ken Blanchard

Who Am I?

Work Experience:

Ritenour School District

- Director of Operations: 2018-Present
- Marvin Elementary Principal: 2016-2018
- Marvin Elementary Assistant Principal: 2009-2016
- Iveland Elementary Assistant Principal: 2006-2009
- Ritenour Middle Assistant Principal: 2001-2006

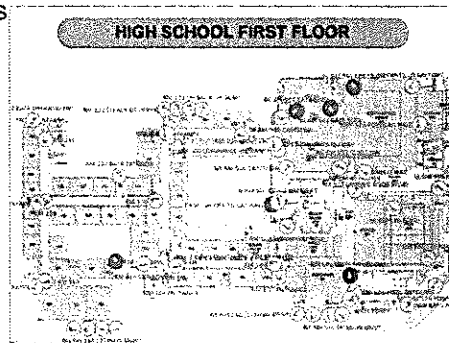
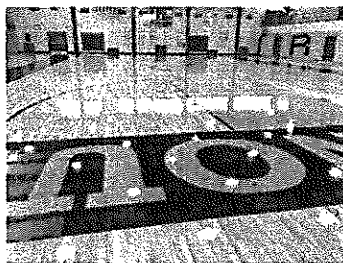
Francis Howell School District

- Bryan Middle Science Department Chair and teacher: 1998-2001
- Barnwell Middle Science Teacher: 1996-1998
- Francis Howell North High School Teacher: 1996

What Do I Do?

Support Service Department Objectives

- Provide Excellent Customer Service
- Minimize distractions to learning environment
- Support instructional needs of students, staff and administrators
- Ensure Safe and Secure facilities
- Plan for future Capital needs



What Do I Do?

Capital Planning

- Capital Improvement and Construction
- Building Renovations and Expansion

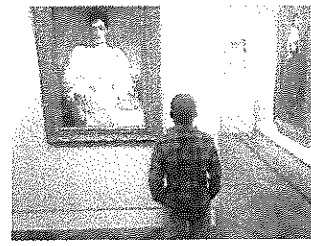
Facilities and Grounds

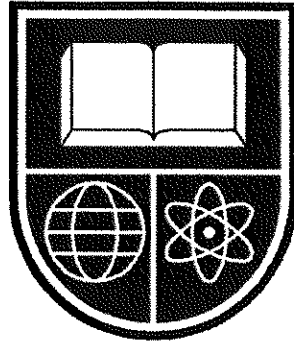
- Maintenance and Grounds - Glenn Taylor, supervisor
- Custodial Services – Mark Grady, supervisor
- Community Facility Use – Dionne Gleckler, staff assistant

Safety and Security

- Safety and Security Plans
- Safety/Security staff and student training
- Emergency Responder/Ritenour coordination
- Crisis management

What is My Why?





**Ritenour
School
District**

**New Board Member Orientation
Business Office**

Who Am I?

- **Educational Experience**

- Illinois State University
 - Bachelors of Science in Accounting



Who Am I?

- **Work Experience (School Districts)**

- Auditor in public accounting profession
 - Involved in audit of about 12 different St. Louis metropolitan area school districts
- Hazelwood School District (20 Years)
 - Director of Accounting & Finance (5.5)
 - Assistant Superintendent- Finance & Facilities (14.5)
- Ritenour School District (in 5th Year)
 - Chief Financial Officer



Who Am I?

- **Personal Accomplishments**

- Certified Public Accountant (CPA)
- Chair Trustee of the CSD Insurance Trust
- Chair Trustee of the CSD Retirement Trust
- Member
 - Missouri Association of School Business Officials
 - Greater St. Louis Association of School Business Officials

What Do I Do?

- **Objectives**

- Maximize revenue and reduce expenditures in order to provide maximum resources to schools and programs in alignment with the district's mission, vision and goals, in order to help every student, every day achieve at his/her highest potential.



What Do I Do?

- **Objectives**

- Provide information about the financial position and performance of the organization.
- Operate the district in the most efficient and effective way possible.



What Do I Do?

- **Objectives**

- **PROVIDE SUPPORT**

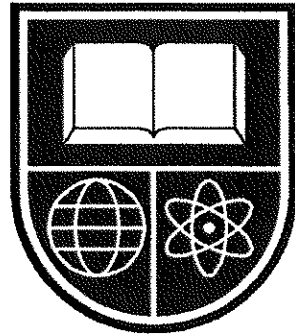
- Staff
 - Payroll & Benefits
 - Business Partners
 - Accounts Payable
 - Parents/Students
 - Bus Transportation
 - Child Nutrition
 - Facilities/Operations
 - Classroom resources
 - Adult Education



What is My Why?



- Taking PRIDE in my work knowing that our decisions affect the lives of....
 - 600+ Employees
 - 6,000+ Students
 - 43,000+ Residents
- Providing resources to support great classroom instruction and increased student achievement



**Ritenour
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New Board Member Orientation Technology

Who Am I?

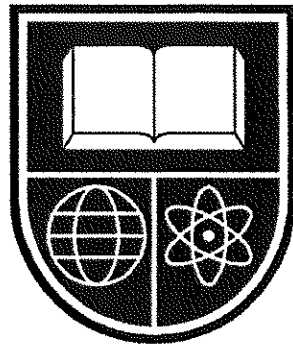
- Fred Harlan – Director of Technology
 - Background (family & public education).
 - Corporate IT (20+ years).
 - Experience in edTech (12 years at RSD).
 - Technology team (Suzanne Jackson, Samantha Hamilton, Darrell Jones, Chuck Hill, Sandra Busch, Willie Bledsoe, Josh Yarbrough, Matt Huston, Dalton Caringer, Richard Johnson, Dakota Merriman and Marcelo Aldave).

What Do I Do?

- Operations, Management and Instructional Technology for RSD
 - Budget & Planning
 - Devices (laptops, desktops, tablets, phones)
 - Networks (wired & wireless)
 - Operations (backups, installs, monitor, support)
 - Team
 - Projects
 - Servers, printers, file shares, applications
 - Software (SIS, Gmail & Google, OS, AV, education software)

What is My Why?

- General interest in education (especially public education) and appreciation for what it did for me and my kids.
- Career in education, technology and technology management.
- Pride and passion for the work.



Ritenour School District

New Board Member Orientation

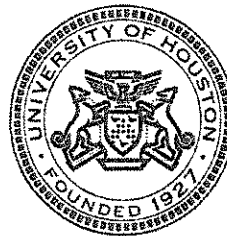
Human Resources

HR Team: Dr. Mike LaChance, Charles Love,
Wendy Jackson, Jamie Sims, Sue Knoesel

Who Are We?

Education Experience

- | | |
|--|---|
| <ul style="list-style-type: none">• Bachelors Degrees<ul style="list-style-type: none">– Elementary Education– Special Education k-12• Masters Degree - Education Administration• Doctorate of Education<ul style="list-style-type: none">– Administrative Leadership | <ul style="list-style-type: none">• University of Houston<ul style="list-style-type: none">-Bachelors Degree-Business Administration in Management - Human Resources |
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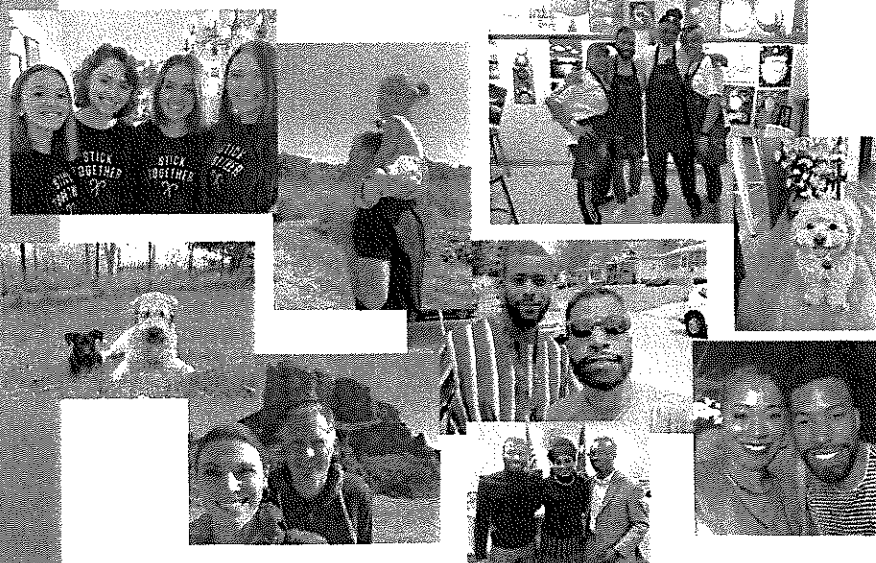


Who Are We?

Educational Work Experience

- | | |
|--|---|
| <ul style="list-style-type: none"> • 1999 - 02 Middle School Special Education Teacher • 2002 - 06 Sixth Grade Teacher - Hoech Middle • 2006 - 10 Assistant Principal - Ritenour High • 2010 - 13 Principal - Marion Elementary • 2013 - 20 Assistant Superintendent – Curriculum & Instruction • 2020 - 21 Assistant Superintendent – Human Resources | <ul style="list-style-type: none"> • 2012-14- Executive Team Leader- South Houston, Texas Region • 2015-18-Benefits Specialist- Cigna • 2018-19- Human Resources Assistant- Ritenour School District • 2019-21- Human Resources Manager- Ritenour School District |
|--|---|

Who Are We?



What We Do?

- Attract, develop, and retain highly qualified staff to support our students
- Implement effective and efficient processes and procedures designed to promote exemplary customer service while adhering to local and federal laws
- Promote excellence, particularly in the area of continuous growth and improvement for adults, which supports growth and achievement for students
- Promote and ensure an inclusive work environment

What We Do?



"Great vision without great people is irrelevant"
- Jim Collins

What is Our Why?

"Children learn from anything and everything they see. They learn wherever they are, not just in special learning places."

— John Holt, *Learning All The Time*



"We are the ones we've been waiting for. We are the change we seek."

"I see what's possible when we recognize that we are one American family, all deserving of equal treatment"

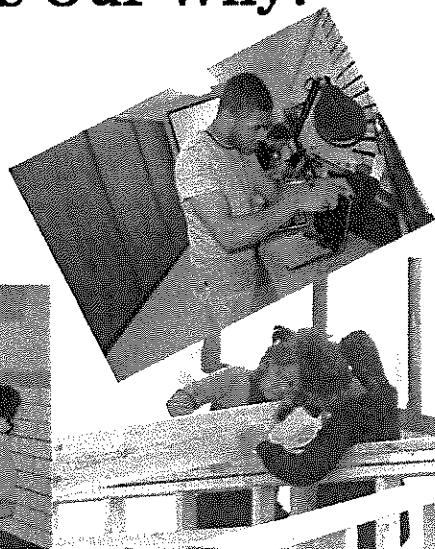
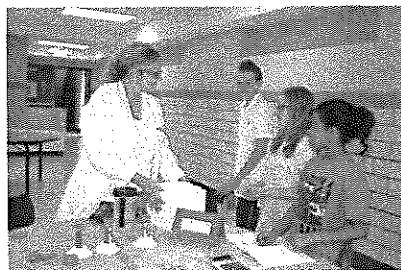
—Barack Obama



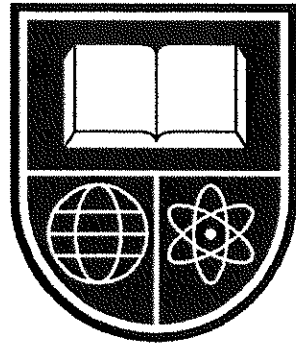
What is Our Why?

We can change the world and make it a better place. It is in your hands to make a difference.

- Nelson Mandela



Developing agency in staff members and students



Ritenour School District

New Board Member Orientation

Ritenour Communications and Community Services

Who Am I?

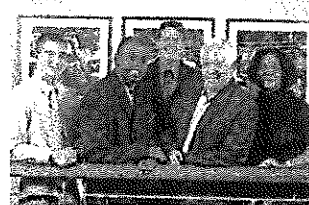
Doug Bray – Director of Communications & Community Services

Educational/Work Experience:

– Degree in Communications from Southern Illinois University Edwardsville

– St. Louis Rams Football Team (1997- 2003)

- Part of an award winning public relations department for the top team in football, winners of Super Bowl XXXIV and NFC Champions in 2001; also handled all publication design and was the team's internet coordinator.



Who Am I?

- **Educational/Work Experience (Cont.):**

- **St. Louis Sports Commission (2003-2006)**

- Hosted Final Four in 2005; won bids for NCAA Wrestling and NCAA Frozen Four; hosted numerous Olympic Trials; named 2005 "National Sports Commission of the Year" by National Association of Sports Commissions and received many local and regional awards.



- **Ritenour School District (2006 – Present)**

- Communications Specialist (2006-2012)
 - Named Top 35 Under 35 School PR pros in the nation in 2012
 - Interim Director of Communications & Community Services (2012-2013)
 - Director of Communications & Community Services (2013-Present)
 - North County Incorporated's 30 Leaders in their Thirties



Who Am I?

- ***"We are what we repeatedly do. Excellence, then, is not an act, but a habit."***
– Aristotle



- ***"When you believe in yourself and the people you surround yourself with, you will win something really big someday."***
– Retired NFL Coach Dick Vermeil

- ***"Surround yourself with great people and great things will happen."*** – Retired NFL Coach Dick Vermeil



- ***"To you from failing hands we throw the torch. Be yours to hold it high."*** – From 1915 Poem "In Flanders Fields"

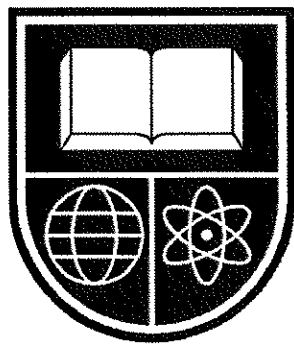
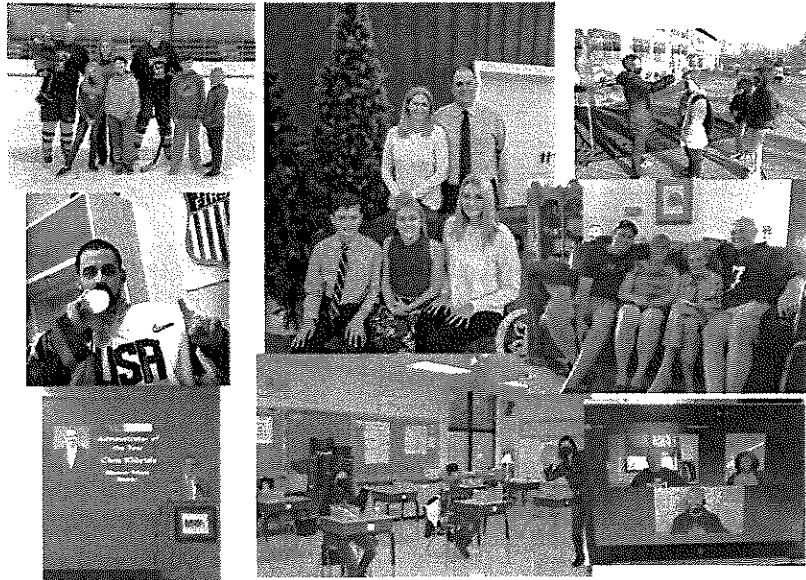
What Do We Do?

- Promote our amazing students, staff and community everyday!
- Our team provides effective internal and external public relations and other communication programs.
- Serves as public relations and communications counselor.
- Conducts research relating to opinions of community and employees and other components associated with effective communication and satisfaction levels.
- Serves on district safety and crisis teams as media relations and communications liaison.
- Schedules and coordinates printing, graphic design, publications, website and social media.
- Assures good communication with news media, responsiveness by school officials and honest, open information is provided to reporters.
- Plans and coordinates special events, projects and activities.

What Do We Do?

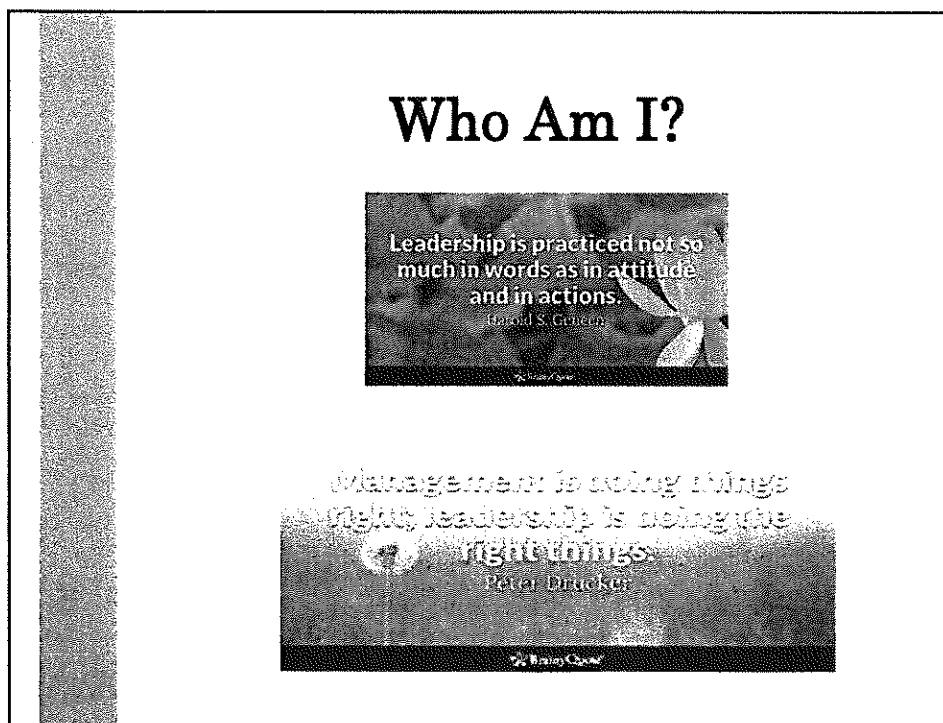
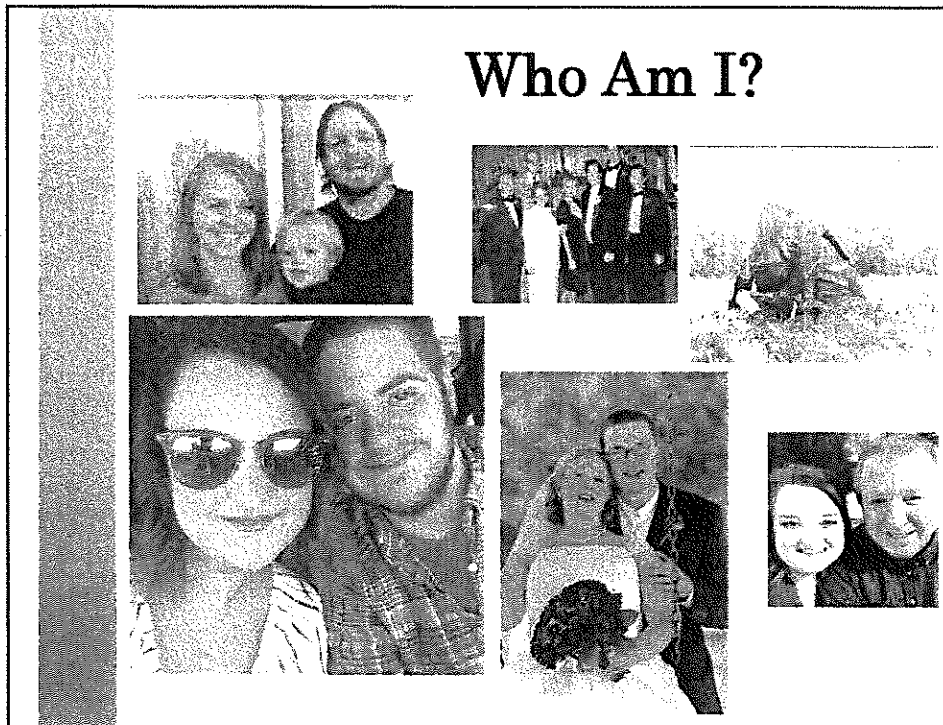
- **The success of our schools and programs depend on outstanding communication by everyone, every day**
 - Effective, on-going, two-way communication is at the heart of successful schools that help students succeed
 - Research shows students are successful when parents and the community are involved with schools. Through excellent communication, we help everyone understand and value their roles in the success of our school district
- **How do we achieve our goals and provide effective communications?**
 - Communicate district's fundamental message
 - Build honest, strong and supportive public opinions
 - Build trust & understanding with students, staff and community
 - Help develop feeling of ownership & pride for our district
 - Positively impact student achievement by connecting families and community to our school district

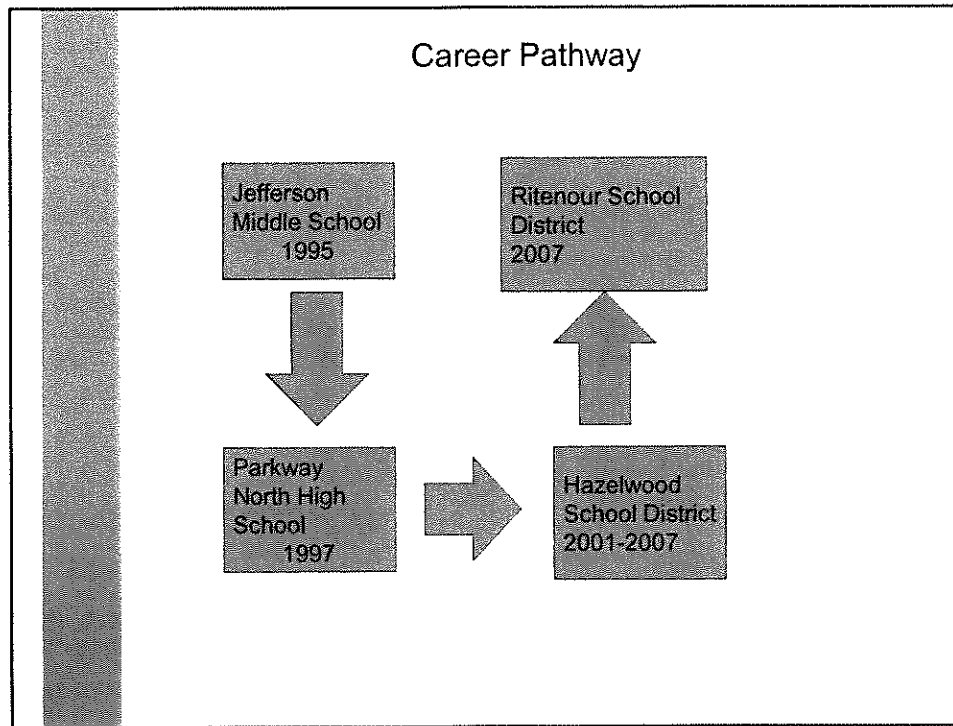
What is My Why?



**Ritenour
School
District**




**New Board Member Orientation
Special Education**





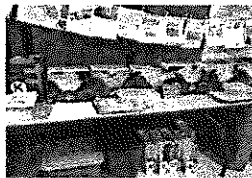
Who Am I?

- Graduate of UMSL, Lindenwood University and Missouri Baptist University
- Special Education Teacher
- Area Coordinator - Special Education Administrator
- Director of Special Education

What Do I Do?

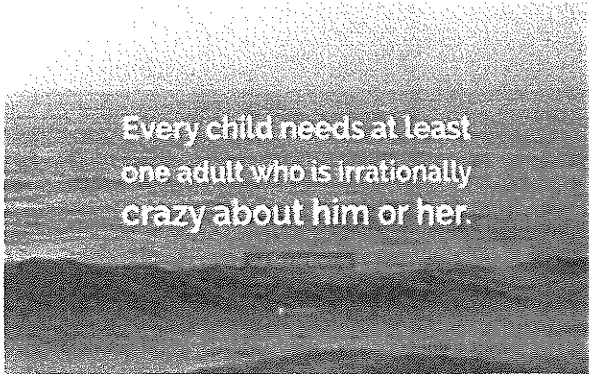
- Plan and develop programs for students with disabilities.



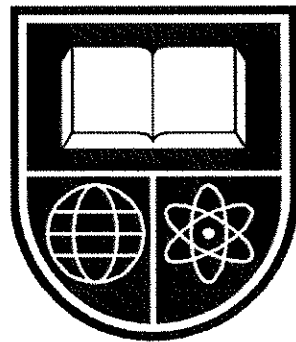
What Do I Do?

- Ensure strong collaboration between Ritenour School District and SSD.
- Facilitate professional development for special education and general education staff regarding students with disabilities.
- Evaluation and staffing levels for students with disabilities.
- Ensure compliance with state and federal regulations for individuals with disabilities.

What is My Why?



Every child needs at least
one adult who is irrationally
crazy about him or her.



**Ritenour
School
District**

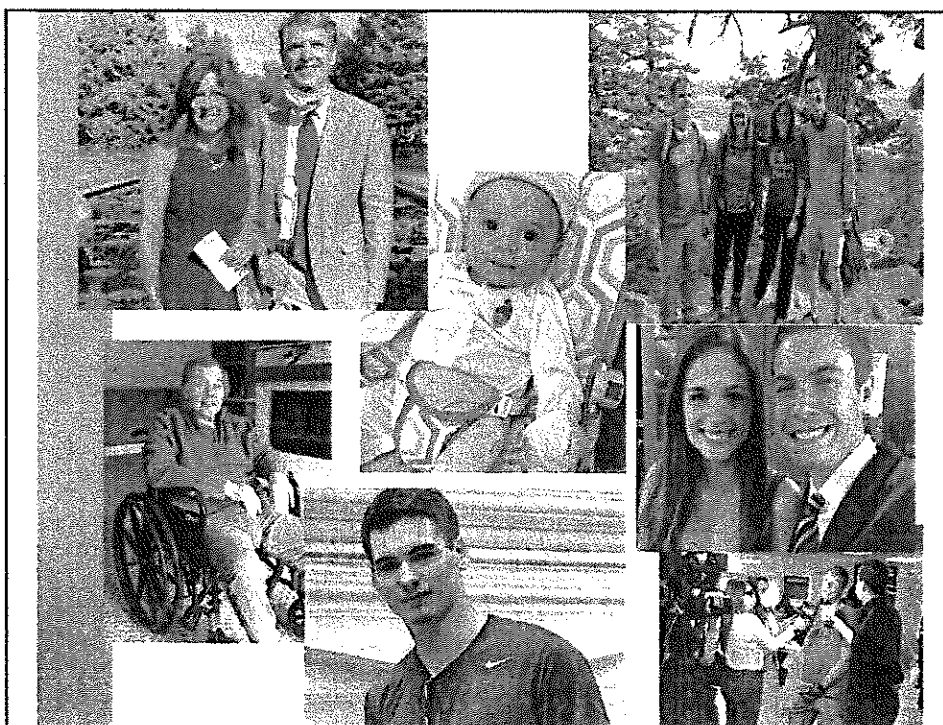
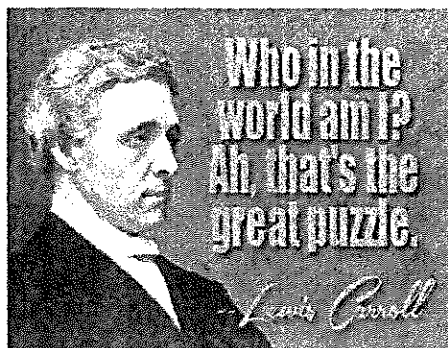
New Board Member Orientation

**Department of Data
and Student Supports**

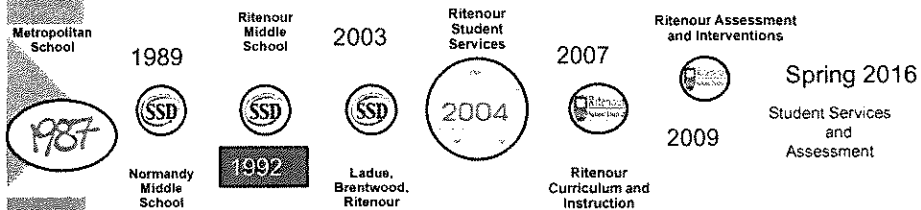
Julie Hahn

Betty Satterley, Robin Kern, Yibeli Lopez, Jennifer Schumacher

Who Am I?

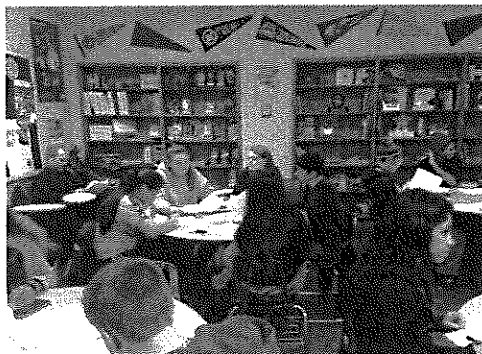


Career Highlights



What Do I Do?

- Plan and implement a variety of programs and activities to enhance the personal, social and emotional development of students.



What Do I Do?

- Support teachers to better understand the academic and social/emotional needs of our English Language Learner students.

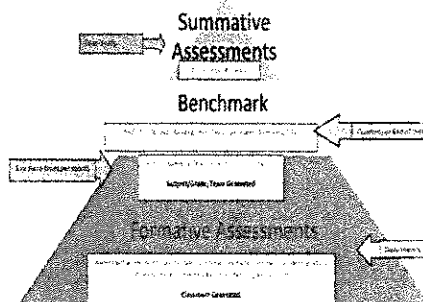


Ritenour School District
**INTERNATIONAL
WELCOME CENTER**

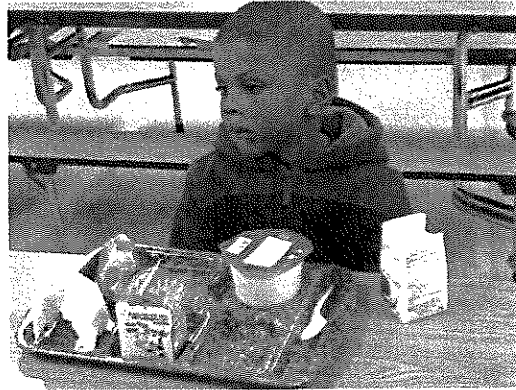


What Do I Do?

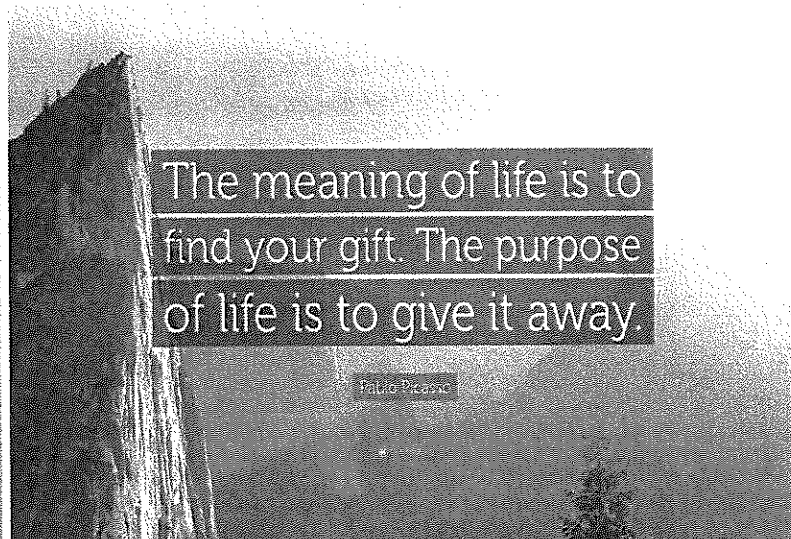
- Coordinate local and state assessments.

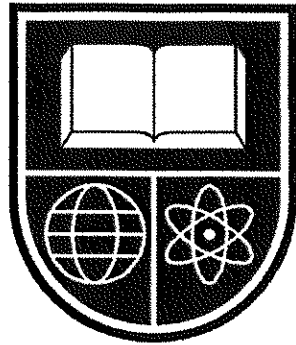


What is My Why?



What is My Why?





Ritenour School District

New Board Member Orientation Curriculum & Instruction Dept.

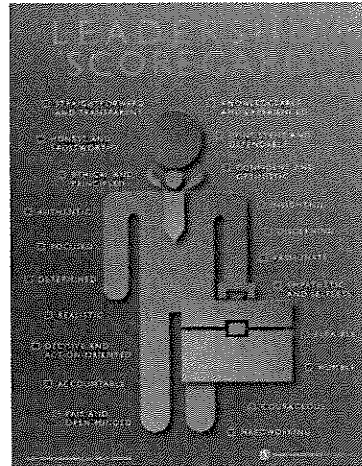
Denean Steward, Evelyn Gilliam, Dr. Bruce Green, Rolanda Piggs
Mandy Harvell, Melissa Crowley, Melanie Turnage, Michael Nobile,
Tim Burkard, Shenee McCoy

“Who Am I?”



“Who Am I?”

- 24 years in education
- Teacher
- Reading Specialist
- Instructional Coach
- Assistant Principal - RSD
- Principal- RSD
- Assistant Superintendent of Curriculum & Instruction



Who Am I?

- Graduate of California State University of Long Beach (Bachelor's Degree)
- Master's Degree and Doctorate - Maryville University

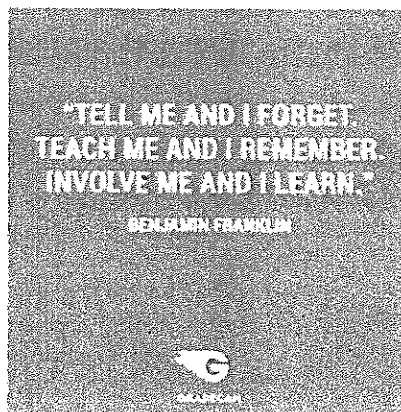


“What Do I Do?”

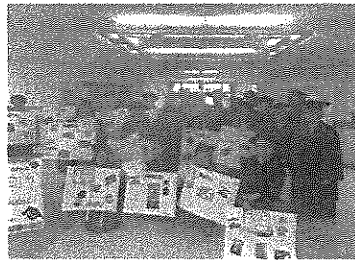
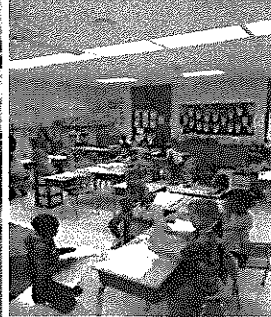
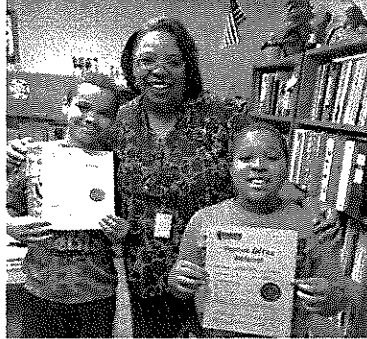
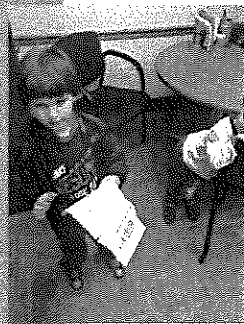
Assistant Superintendent
of Curriculum & Instruction

- Process of curriculum development, alignment and implementation
- Instructional improvement
- Extended day & summer school curriculum
- Comprehensive School Improvement Program
- Title 1 Schoolwide Program
- Advanced Course Curriculum
- Dual Credit & Enrollment
- Career & Technical Education
- MSIP Program Evaluation Process

What Do I Do?



“What is My Why?”



“Who am I?”



“Who Am I?”

Other Interesting Facts (Who am I?)

- 5+ years administrative experience as an assistant superintendent
- 7 years professional experience as a secondary principal
- 2 years professional experience as a secondary assistant principal
- 20 years teaching experience on secondary and postsecondary levels
- Lifelong learner and educational equity advocate and champion
- Ability to analyze data, assess/develop curriculum, and implement program evaluation



“Who Am I?”

Other Interesting Facts (Who am I?)

- Managed and facilitated the implementation of a grant for technology enhancements
- Hosted and coordinated the Great Central U.S. Shake Out, national earthquake drill
- Executed best practices in the educational field
- Increased scholarship potential by more than \$25 million in less than five years
- Successful implementation of Hazelwood School District 1:1 Chromebook roll-out (over 10,000 students)
- Increased the District graduation rate while simultaneously serving as the principal of Carnahan High School of the Future



“What Do I Do?”

Director of Secondary Education

- Assist the assistant superintendent of curriculum and instruction in directing the administration and coordination of the district’s secondary educational program
- Set priorities, measure goals, and effectively manage district resources
- Support secondary school leadership to design and implement Comprehensive School Improvement Plans and corresponding plans to improve student achievement and educational outcomes
- Identify and implement effective curriculum, instruction and assessment policies and practices that maximize educational options and lead to improved achievement for all students
- Community Relations and Stakeholder Engagement

“What Do I Do?”

Director of Secondary Education

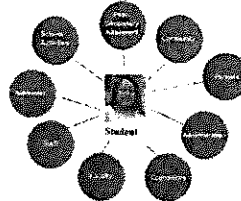
***“Success by Design, Not by
Chance!”***

- Ray McNulty

“What is My Why?”

“We can, whenever and wherever we choose, successfully teach all children whose schooling is of interest to us. We already know more than we need in order to do this. Whether we do it must finally depend on how we feel about the fact that we haven’t so far.”

- Dr. Ren Edmonds



Ritenour Board of Education Evaluation

Name: _____ School Year: _____

August: Policy

The Board provides feedback on Board policies presented by the Superintendent:

- ☐ Performance does not meet expectations
- ☐ Performance meets expectations some time
- ☐ Performance meets expectations most of the time
- ☐ Performance fully meets expectations

Please describe why you selected the answer above: _____

The Board ensures the district practices are aligned with governing policies and are reviewed on an as needed basis:

- ☐ Performance does not meet expectations
- ☐ Performance meets expectations some time
- ☐ Performance meets expectations most of the time
- ☐ Performance fully meets expectations

Please describe why you selected the answer above: _____

Ritenour Board of Education Evaluation

Name: _____ School Year: _____

September: Community Relations

The Board actively participates in community events to build positive partnerships:

- ☐ Performance does not meet expectations
- ☐ Performance meets expectations some time
- ☐ Performance meets expectations most of the time
- ☐ Performance fully meets expectations

Please describe why you selected the answer above: _____

The Board reviews input from students, staff, parents, and the community:

- ☐ Performance does not meet expectations
- ☐ Performance meets expectations some time
- ☐ Performance meets expectations most of the time
- ☐ Performance fully meets expectations

Please describe why you selected the answer above: _____

The Board maintains an awareness of community values, concerns, and interests:

- ☐ Performance does not meet expectations
- ☐ Performance meets expectations some time
- ☐ Performance meets expectations most of the time
- ☐ Performance fully meets expectations

Please describe why you selected the answer above: _____

The Board channels all complaints and/or grievances through the district's chain of command:

- ☐ Performance does not meet expectations
- ☐ Performance meets expectations some time
- ☐ Performance meets expectations most of the time
- ☐ Performance fully meets expectations

Please describe why you selected the answer above: _____

Ritenour Board of Education Evaluation

Name: _____ School Year: _____

October: Strategic Planning

The Board ensures the District Strategic Plan, vision and mission statement, equity statement, governance policies, roles and responsibilities policies and student achievement expectations are met:

- ☐ Performance does not meet expectations
- ☐ Performance meets expectations some time
- ☐ Performance meets expectations most of the time
- ☐ Performance fully meets expectations

Please describe why you selected the answer above: _____

The Board annually reviews and approves expectations for student achievement as per alignment with academic state standards and regularly monitors progress during the school year:

- ☐ Performance does not meet expectations
- ☐ Performance meets expectations some time
- ☐ Performance meets expectations most of the time
- ☐ Performance fully meets expectations

Please describe why you selected the answer above: _____

The Board actively participates in a review of the district Strategic Plan:

- ☐ Performance does not meet expectations
- ☐ Performance meets expectations some time
- ☐ Performance meets expectations most of the time
- ☐ Performance fully meets expectations

Please describe why you selected the answer above: _____

Ritenour Board of Education Evaluation

Name: _____ School Year: _____

November: Board Meetings

The Board performs all actions in public board meetings in accordance with local, state and federal laws:

- ☐ Performance does not meet expectations
- ☐ Performance meets expectations some time
- ☐ Performance meets expectations most of the time
- ☐ Performance fully meets expectations

Please describe why you selected the answer above: _____

The Board holds meetings in the presence of the Superintendent or his/her designated administrator, unless otherwise requested by the board during contract and salary negotiations for the Superintendent:

- ☐ Performance does not meet expectations
- ☐ Performance meets expectations some time
- ☐ Performance meets expectations most of the time
- ☐ Performance fully meets expectations

Please describe why you selected the answer above: _____

The Board establishes the operational procedures for meetings including reviewing and approving the meeting agenda presented by the Superintendent:

- ☐ Performance does not meet expectations
- ☐ Performance meets expectations some time
- ☐ Performance meets expectations most of the time
- ☐ Performance fully meets expectations

Please describe why you selected the answer above: _____

Continued ➔

Ritenour Board of Education Evaluation

November: Board Meetings (Continued)

The Board identifies, for the Superintendent, specific information needed to assist the Board in making final decisions:

- ☐ Performance does not meet expectations
- ☐ Performance meets expectations some time
- ☐ Performance meets expectations most of the time
- ☐ Performance fully meets expectations

Please describe why you selected the answer above: _____

Ritenour Board of Education Evaluation

Name: _____ School Year: _____

December: Board/Superintendent Relationships

The Board actions reflect an understanding of the distinction between the Board's Role versus the Superintendent's role:

- ☐ Performance does not meet expectations
- ☐ Performance meets expectations some time
- ☐ Performance meets expectations most of the time
- ☐ Performance fully meets expectations

Please describe why you selected the answer above: _____

The Board encourages open discussion in a respectful and dignified manner:

- ☐ Performance does not meet expectations
- ☐ Performance meets expectations some time
- ☐ Performance meets expectations most of the time
- ☐ Performance fully meets expectations

Please describe why you selected the answer above: _____

The Board encourages open communication between the Board and the Superintendent:

- ☐ Performance does not meet expectations
- ☐ Performance meets expectations some time
- ☐ Performance meets expectations most of the time
- ☐ Performance fully meets expectations

Please describe why you selected the answer above: _____

Ritenour Board of Education Evaluation

Name: _____ School Year: _____

January: Student Services

The Board approves district policies and expectations for student programs:

- ☐ Performance does not meet expectations
- ☐ Performance meets expectations some time
- ☐ Performance meets expectations most of the time
- ☐ Performance fully meets expectations

Please describe why you selected the answer above: _____

The Board reviews and approves student services programs presented by the Superintendent and his staff that best supports all students:

- ☐ Performance does not meet expectations
- ☐ Performance meets expectations some time
- ☐ Performance meets expectations most of the time
- ☐ Performance fully meets expectations

Please describe why you selected the answer above: _____

The Board ensures the district student services programs act in compliance to support our students:

- ☐ Performance does not meet expectations
- ☐ Performance meets expectations some time
- ☐ Performance meets expectations most of the time
- ☐ Performance fully meets expectations

Please describe why you selected the answer above: _____

Ritenour Board of Education Evaluation

Name: _____ School Year: _____

February: Personnel

The Board will employ, evaluate and discipline the Superintendent:

- ☐ Performance does not meet expectations
- ☐ Performance meets expectations some time
- ☐ Performance meets expectations most of the time
- ☐ Performance fully meets expectations

Please describe why you selected the answer above: _____

The Board will participate in disciplining employees, other than the Superintendent, only when required by law:

- ☐ Performance does not meet expectations
- ☐ Performance meets expectations some time
- ☐ Performance meets expectations most of the time
- ☐ Performance fully meets expectations

Please describe why you selected the answer above: _____

The Board will give direction only to the Superintendent, except as required by law:

- ☐ Performance does not meet expectations
- ☐ Performance meets expectations some time
- ☐ Performance meets expectations most of the time
- ☐ Performance fully meets expectations

Please describe why you selected the answer above: _____

Continued ➔

Ritenour Board of Education Evaluation

February: Personnel (Continued)

The Board will employ certified staff only after consideration of the recommendation of the Superintendent:

- ☐ Performance does not meet expectations
- ☐ Performance meets expectations some time
- ☐ Performance meets expectations most of the time
- ☐ Performance fully meets expectations

Please describe why you selected the answer above: _____

The Board, in dealing with personnel complaints or concerns, will adhere to the district's chain of command:

- ☐ Performance does not meet expectations
- ☐ Performance meets expectations some time
- ☐ Performance meets expectations most of the time
- ☐ Performance fully meets expectations

Please describe why you selected the answer above: _____

The Board will act on personnel matters only after consideration of the Superintendent's recommendations:

- ☐ Performance does not meet expectations
- ☐ Performance meets expectations some time
- ☐ Performance meets expectations most of the time
- ☐ Performance fully meets expectations

Please describe why you selected the answer above: _____

Ritenour Board of Education Evaluation

Name: _____ School Year: _____

March: Instruction

The Board will hold itself accountable to the citizens of the district by focusing on the Strategic Plan, vision and mission statement, equity statement, governance policies, roles and responsibilities policies of the district:

- ☐ Performance does not meet expectations
- ☐ Performance meets expectations some time
- ☐ Performance meets expectations most of the time
- ☐ Performance fully meets expectations

Please describe why you selected the answer above: _____

The Board will adopt new and/or changes to standards and instructional programs as appropriate to meet district, state and federal requirements:

- ☐ Performance does not meet expectations
- ☐ Performance meets expectations some time
- ☐ Performance meets expectations most of the time
- ☐ Performance fully meets expectations

Please describe why you selected the answer above: _____

The Board will adopt graduation requirements conforming to district, state and federal standards:

- ☐ Performance does not meet expectations
- ☐ Performance meets expectations some time
- ☐ Performance meets expectations most of the time
- ☐ Performance fully meets expectations

Please describe why you selected the answer above: _____

Continued ➔

Ritenour Board of Education Evaluation

March: Instruction (Continued)

The Board will annually report to the community the status of education in the district:

- ☐ Performance does not meet expectations
- ☐ Performance meets expectations some time
- ☐ Performance meets expectations most of the time
- ☐ Performance fully meets expectations

Please describe why you selected the answer above: _____

The Board will approve the district calendar:

- ☐ Performance does not meet expectations
- ☐ Performance meets expectations some time
- ☐ Performance meets expectations most of the time
- ☐ Performance fully meets expectations

Please describe why you selected the answer above: _____

Ritenour Board of Education Evaluation

Name: _____ School Year: _____

April: Labor Relations

The Board will maintain a process for the salary discussion for certified and support personnel:

- ☐ Performance does not meet expectations
- ☐ Performance meets expectations some time
- ☐ Performance meets expectations most of the time
- ☐ Performance fully meets expectations

Please describe why you selected the answer above: _____

The Board will approve salary schedules and/or set salaries for all employees:

- ☐ Performance does not meet expectations
- ☐ Performance meets expectations some time
- ☐ Performance meets expectations most of the time
- ☐ Performance fully meets expectations

Please describe why you selected the answer above: _____

The Board is responsible for the Superintendent's contract, benefits and salary:

- ☐ Performance does not meet expectations
- ☐ Performance meets expectations some time
- ☐ Performance meets expectations most of the time
- ☐ Performance fully meets expectations

Please describe why you selected the answer above: _____

Ritenour Board of Education Evaluation

Name: _____ School Year: _____

May: Budget

The Board does establish and provide the Superintendent with the board's priorities and parameters for the development and implementation of the budget:

- ☐ Performance does not meet expectations
- ☐ Performance meets expectations some time
- ☐ Performance meets expectations most of the time
- ☐ Performance fully meets expectations

Please describe why you selected the answer above: _____

The Board will adopt a fiscally responsible budget based on the district's Strategic Plan, vision and mission statement, equity statement, governance policies and roles and responsibilities policies, and will continually monitor the fiscal health of the district:

- ☐ Performance does not meet expectations
- ☐ Performance meets expectations some time
- ☐ Performance meets expectations most of the time
- ☐ Performance fully meets expectations

Please describe why you selected the answer above: _____

The Board will ensure that an annual independent external audit is in place:

- ☐ Performance does not meet expectations
- ☐ Performance meets expectations some time
- ☐ Performance meets expectations most of the time
- ☐ Performance fully meets expectations

Please describe why you selected the answer above: _____

GOVERNING WITH COHERENCE

Board Coherence

The Coherence Framework



Distractions to Coherence

- Balancing individual core values and the board's unity of purpose
- Micromanagement or accountability?
- Representing a constituency
- Having a single agenda/one program/one purpose
- My way or the board's way: Is compromise selling out?
- The rubber stamp conundrum
- Confidentiality
- Trustee leader or follower
- Handling trustee professional expertise
- What do I do when I vote "no" and it passes?

Source: Campbell, Davis. The Governance Core



GOVERNANCE CULTURE

Ritenour Board of Education Culture/Norms

- ✓ Understanding of board policies: BBF/BBFA/BBD
- ✓ Make every effort to attend all board meetings
 - 1st Thursday - Work Session (planning session in preparation for the following weeks business meeting)
 - 2nd Thursday - Business Meeting
- ✓ Prepare for meetings reviewing meeting materials
- ✓ Improve board growth by studying education issues & by participating learning retreats/sessions both internal & external (ie. MSBA conference)
- ✓ Include student representation on the board
- ✓ Work with other board members to establish effective board policies
- ✓ Encourage ongoing communications between board members and stakeholders
- ✓ Complete annual board and superintendent evaluations
- ✓ Spend some time connecting on our core governance beliefs every year

Purposes, Powers, Duties and Ethics - BBA

The Board of Education is an agency of the State of Missouri. The Board is also our presentative body elected by the registered voters of the Ritenour School District of St. Louis County. The Board exercises general supervision over the schools of the District and ensures that the schools are maintained as required by state and federal constitutions, statutes, the rules, and regulations of the Missouri State Board of Education and/or the Missouri Department of Elementary and Secondary Education, and the policies, rules and regulations of the District. In addition, the Board is accountable to the electorate, and is committed to being responsive to the educational needs and the imposed financial constraints of the District. The Board has authority to take action only when it is in session and acting as a body.

In functioning as the governing authority for the District, the Board assumes the following general responsibilities:

Legislative and Policy Making—Developing policies, rules, and regulations to support the District’s mission and to serve as guidelines for the general management and administrative actions of the District. Establishing goals and objectives and obtaining the financial support needed to fulfill the mission and reach those goals and objectives are a part of the policy making function of the Board.

Executive—Employing a superintendent to serve as the chief executive officer of the District. The Board delegates the executive and administrative duties and responsibilities necessary for carrying out its policies to the superintendent in writing and holds the superintendent accountable. The Board evaluates the superintendent annually.

- **Appraisal**—Evaluating the implementation and effectiveness of its policies and programs.
- **Provision of Financial Resources**—Adopting the annual budget to fund personnel, facilities, materials, and equipment to enable the District to carry out its educational program. The Board monitors and approves district expenditures.
- **Staffing and Appraisal**—Employing the professional and support staff necessary for carrying out the District's instructional program and establishing salary schedules, terms of employment, and other personnel policies, and for regular evaluation of its staff.

In functioning as the governing authority for the District, the Board assumes the following general responsibilities (Continued)

- **Public Relations**—Communication with all stakeholders to keep District patrons informed about the schools, and for keeping itself and the school staff informed about the needs and wishes of the public.
- **Educational Planning and Evaluation**—Establishing educational goals which guide both the Board and the staff in working together toward the continuing improvement of the educational programs and for providing for an ongoing evaluation of the school program as measured through the goals and objectives set forth by the Ritenour and Missouri State Boards of Education.
- **Judicial**— Acting as the arbiter of appeals by staff members, students, and district patrons when policy issues are unresolved at a lower level.
- **Calendar**— Adopting an annual calendar which specifies attendance and employment requirements for students and staff.

Fulfilling the high responsibility of Board membership requires a Board member to:

- Be unified with the Board in vision and mission.
- Make decisions in the best interest of the District and children without regard for personal interest or criticism.
- Take action and make commitments only as a member of the corporate body.
- Make decisions and vote on the basis of complete information. Avoid block voting or vote trading and abstain from voting only when a conflict of interest is involved.
- Work with fellow Board members, respect personal differences and accept and support majority decisions of the Board.
- Act in a statesmanlike manner at all times and represent all areas and segments of the District rather than individual attendance areas, aspects of the program or interest groups.
- Observe the distinction between the policy-making and legislative functions of the Board and the administrative responsibilities of the superintendent.
- Act with integrity and courage in one's actions and relationships, especially with the superintendent.
- Refer inquiries from residents and staff members concerning the operation of the District to the superintendent or appropriate administrators.
- Help identify areas for study and long-range planning.
- Be willing to accept ideas from others.
- Believe firmly in democratic processes and in the right of all groups to be heard.
- Communicate extensively with all constituency groups.
- Exhibit humaneness in dealing with patrons and employees fairly, ethically and respectfully.
- Insist that the Board get value received without regard to personal interest or friendships.
- Insist that employees and subcontractors implement Board policies and decisions.

Legal Refs: Section 171.011, RSMo.

Student Advisor Prerepresentation on RSD Board



Purpose: To have student voice to the decision-making process as students are actively involved in school community. Student representatives support their peers through representation and communicating student opinions to the Board of Education.

Criteria

- Application process is open to all 11th grade* students
- Serve a one year term

Expectations/Norms

- Meet with BOE on a monthly basis communicate concerns
- Students would consistently attend meetings of the BOE (2-3 hours)
- Students are expected to prepare in advance of meetings (1 hour)
- Students are expected to present to the BOE as necessary (ie. graduation)
- Selection for the position will be competitive through an essay process
- Bring student voice to the boardroom, although they non – voting members
- Do not attend closed session

Application Process

- Applicants for the position must respond to the following: *“How will you make a difference as the student advisor to the BOE?”*
- Students can respond one of three ways:
 1. Essay
 2. Video
 3. Interview
- Board Members review submissions in advance and vote to select the top candidate
- Secretary to the BOE tallies BOE votes
- Student Representative is seated at the April business meeting

*11th grade classification based credits definition

THE JOB OF GOVERNANCE

Governance Responsibilities of the Board

1. Establishing strategic directions and related outcomes - setting and sustaining the direction of the school district in alignment with set policies and goals. Decisions will have an impact on the district.
2. Providing ongoing policy direction and approval - putting into practice governance mindset, governance framework, and quality decision making processes lead to ongoing effective policy development. Systems thinking, strategic focus and deep learning are key in this area.
3. Stewardship and support for the work of the district - creating and supporting a positive organizational culture in the district by:
 - Model board norms, professionalism
 - Support district goals in alignment with budgetary responsibility
 - Uphold board policies & decisions
 - Access & address resources to support priorities
 - Celebrate progress and be willing to identify areas of concern
4. Oversight and accountability - working to build individual and collective responsibility in the district's culture through:
 - Quality program evaluations that includes qualitative and quantitative outcomes
 - Timely policy reviews
 - Board evaluation
 - Superintendent evaluation
5. Community leadership - building a relationship with the community by listening, learning, and facilitating inclusive practices in district culture.



GOVERNANCE TOOLS

Ritenour School District Board of Education Meeting Calendar
July 1, 2021 through June 30, 2022

DATE	TYPE OF MEETING - SCHOOL OF THE MONTH	LOCATION	TIME
July 8, 2021	Regular Business Meeting	Administrative Center	7:00 P.M.
August 5, 2021	Board Superintendent Work Session	Ritenour High School	7:00 P.M.
August 12, 2021	Regular Business Meeting	Administrative Center	7:00 P.M.
September 2, 2021	Board Superintendent Work Session	Administrative Center	7:00 P.M.
September 9, 2021	Regular Business Meeting Iveland Elementary is School of the Month	Administrative Center	7:00 P.M.
October 7, 2021	Board Superintendent Work Session	Administrative Center	7:00 P.M.
October 14, 2021	Regular Business Meeting Ritenour High School is School of the Month	Administrative Center	6:00 PM
November 4, 2021	Board Superintendent Work Session	Administrative Center	6:00 P.M.
November 11, 2021	Regular Business Meeting Marvin Elementary is School of the Month	Administrative Center	7:00 P.M.
December 2, 2021	Board Superintendent Work Session	Administrative Center	7:00 P.M.
December 9, 2021	Regular Business Meeting Kratz & Wyland Elementary are Schools of the Month	Administrative Center	7:00 P.M.
January 13, 2022	Regular Business Meeting IWC & RMS are Schools of the Month	Administrative Center	7:00 P.M.
January 20, 2022	Board Superintendent Retreat	Administrative Center	7:00 P.M.
February 3, 2022	Board Superintendent Work Session	Administrative Center	7:00 P.M.
February 10, 2022	Regular Business Meeting Hoech Middle is School of the Month	Administrative Center	7:00 P.M.
March 3, 2022	Board Superintendent Work Session	Administrative Center	6:00 PM
March 10, 2022	Regular Business Meeting Buder & Marion Elementary are Schools of the Month	Administrative Center	6:00 PM
April 14, 2022	Regular Business Meeting & Re-Organizational Meeting SECE is School of the Month	Administrative Center	7:00 P.M.
April 21, 2022	Board Member Orientation-If Needed	Administrative Center	6:00 PM
May 5, 2022	Board Superintendent Work Session	Ritenour High School	7:00 P.M.
May 12, 2022	Regular Business Meeting K-8 Student Recognition	Ritenour High School	7:00 P.M.
June 2, 2022	Board Superintendent Work Session	Administrative Center	7:00 P.M.
June 9, 2022	Regular Business Meeting	Administrative Center	7:00 P.M.
June 16, 2022	Board Superintendent Retreat	Administrative Center	7:00 P.M.

Ritenour School District

Board of Education Governance Tools

Declaring a Quorum

- BOE President declares that all members are present.
- If any members are absent, the BOE President calls for a motion and a second to excuse those members.
- Pending a majority vote, the member is excused from the meeting.
- Board Members who misses three consecutive regular meetings without being excused by the board will be considered vacating their seat.

Creating and Approving Agendas

- All agendas are considered draft agendas and must be posted for the public 24 hours in advance of a meeting.
- Agendas are posted electronically and a hard copy is sent to each building to be posted in a conspicuous location.
- A meeting is defined as a committee of the whole (defined as 4 or members of the collective).
- BOE President calls for a motion and a second to approve the agenda in the open meeting.
- A majority of the BOE members present is required for the motion to pass.
- Agendas for work sessions do not require action. Work sessions are for planning purposes only and no action is taken.
- Minutes are not recorded for work sessions.
- The creation of the agenda takes place during the BOE President meeting with the Superintendent prior to BOE approval in an open meeting. In addition, advance notice of draft agendas is pushed out to the BOE in the weekly memo.
- The BOE may amend the agenda by a motion and a second from another member of the BOE. The majority of the BOE must approve the amendment to the agenda. The majority of the BOE must then approve the amended agenda through a motion, second and majority vote.

Consent Agenda

- Includes recurring monthly items.
- Consent agenda items generally include:
 - Policy edits.
 - Program evaluations.
 - Monthly financials.
 - Meeting minutes.
- RSD BOE maintains the norm that neither personnel items nor items in which money is expended are on the consent agenda.
- A BOE member may request an item on the consent agenda be moved to a business item for open discussion. This is done through an amendment to the agenda prior to the agenda being adopted for the business meeting.
- There is no consent agenda at work sessions.

Board of Education Governance Tools (Continued)

Making a Motion

- An agenda item is delivered to the BOE-Members may ask questions on the content of the presentation.
- BOE President calls for a motion and a second on the item.
- BOE President may also make a motion or second a motion (this is typically not a practice the BOE performs).
- BOE President calls for any additional comments on the recommendation before the vote.
- BOE President calls for the vote by roll call.

Calling the Question

- A BOE Member may “call the question” by making a motion without the BOE President calling for a motion.
- This is known as “calling the question”.
- If a Member calls the question and gets a second, then a vote of the BOE takes place, facilitated by the President.
- No additional dialogue takes place of the collective.
- Rather, a BOE Member may share their perspective before their individual vote.

Moving to Closed Session

- BOE President calls to reconvene in closed session.
 - State statute 610.021 must be mentioned in the reason for moving to closed session.
 - The specific purpose should also be mentioned in the motion to move to closed session.
 - It is illegal to discuss items in closed session that are not mentioned in the agenda.
 - If BOE states closed session will be called for legal, then discussion must focus only on that topic.
- A second is required as well as a roll call vote of each member. A majority is required to move to closed session.
- Once the BOE approves moving into closed session, the BOE generally calls a brief recess at which time, those employees and attendees at the meeting not participating in closed leave the meeting.
- After the recess, it is not necessary to vote to reconvene, rather closed session begins with only those present who are involved.
- All closed session discussion is confidential.
- Only roll call votes are allowed in closed session-no voice votes allowed.
- Minutes of closed session become public 72 hours after the closed session (upon request).
 - Minutes are redacted as deemed necessary.
 - Minutes must be approved in closed session, not in open session
- If a BOE Member is participating electronically and not present, they are able to participate, but not vote.
- BOE President calls to adjourn the meeting:
 - If the adjournment takes place in closed session, it is a closed session item.
 - BOE President seeks a second to the motion.
 - Roll call vote taken and a majority vote adjourns the meeting.
 - The time of the adjournment is taken and noted in the minutes.

Board of Education Governance Tools (Continued)

BOE President Weekly meeting

- The BOE President and Vice President meet on a weekly basis, with the Superintendent creating a draft agenda of items.
- BOE President and Vice President add agenda items as necessary.
- The weekly meeting is open to all members of the BOE, however should a majority of BOE members attend, then a quorum is established and the meeting would need to be posted.
- The content of the meetings generally focuses on:
 - BOE Meeting draft agendas.
 - Current concerns.
 - Important topics related to district business.

BOE Members Attending District Events

- BOE Members (a quorum of the collective) may attend district events without an agenda being posted.
- These public events are posted for the community, which meets the notice requirements.
- The expectation is that BOE Members will not be discussing district business while in attendance.

Public Comments

- A public comment portion is included in every business meeting.
- Public comments are not included in work sessions.
- Residents seeking to address the BOE during the open meeting must complete a form stating their intent and residence information.
- The form also includes the guidelines for addressing the BOE.
- When addressing the BOE:
 - 5 minutes is the maximum allowable per person.
 - Persons may not call out others by name.
- During public comment:
 - BOE Members should listen and not respond in the moment.
 - BOE Members and the Superintendent will follow up as necessary.

Book	Policy Manual
Section	School Board Governance and Operation
Title	Public Participation at Board Meetings
Code	BDDH
Status	Active
Adopted	November 11, 1993
Last Revised	August 12, 2010

The Board invites citizens, staff and students to attend its meetings in order to become better acquainted with the schools and so that the Board may have a formal opportunity to hear the concerns, requests and suggestions of members of the Ritenour school community. Public comments are normally scheduled at all regular meetings and at some special meetings. No more than 30 minutes is normally allotted for public comments.

Persons wishing to address the Board concerning either agenda or non-agenda items, may do so according to the following procedures:

- List name, address, telephone number and subject to be addressed on the form provided. (Instructions for speaking are on the form.)
- Must have a completed form to address the Board of Education.
- Limit presentation to five minutes unless time is extended by the superintendent or the Board.
- If more than six individuals request to speak, each individual will be allocated an equal portion of the thirty minutes scheduled for public participation. Speakers are not permitted to yield their time to another person.
- Speakers may not criticize specific individuals in a public session. Other channels provide for Board consideration of complaints involving individuals.
- Board members normally do not respond to speakers' comments or questions at the meeting except for clarification. Usually the Board directs the superintendent to investigate the issue and respond appropriately.

The chair reserves the right to terminate a presentation if the presenter does not follow the procedures above. Written correspondence may also be directed to the Board, through the superintendent, for consideration at a meeting. Content of such correspondence will be made available to all board member.

Legal Refs: Sections 610.010-.035, RSMo.

INSTRUCTIONS FOR ADDRESSING THE BOARD OF EDUCATION

Any person wishing to address the Board at the time provided for this, listed under **PUBLIC COMMENTS** on the agenda, will list the date, their name, telephone number, address and concerns in the space provided below and will present the form to the Board President or Board Secretary before the start of the meeting.

Date: _____

Name: _____ **Telephone #:** _____

Address: _____

List the item to be addressed: _____

The person will be allowed a maximum of five (5) minutes for his or her presentation, although an extension of time may be granted by the superintendent in the scheduling of the agenda, or later by the Board as it hears the individual. It is the general practice not to extend the maximum amount of time.

A maximum of thirty (30) minutes of each regularly scheduled meeting will be allocated for public comments. If more than six individuals request to speak before the Board, each individual will be allocated an equal portion of the thirty minutes scheduled for public comments. When this occurs, an attempt will be made to notify the individuals requesting to speak before the Board. Individuals will not be permitted to yield their time to another person.

Dialogue between Board members and the public at Board meetings should be limited to clarifying the nature of questions or comments. The Board members do not respond to visitor's comments or questions at the meeting. Instead, a response will be given no later than one week after the meeting, in order to provide time to gather the information to answer questions or concerns accurately and completely.

Speakers may offer criticism of school operations and programs, but the Board will not hear complaints about school personnel or other persons at a public session. Other channels provide for Board consideration of complaints involving individuals.

The chairperson has the authority to terminate the opportunity of a person to speak before the Board if the individual does not adhere to Board procedures.

**PRESENT THIS FORM TO THE BOARD PRESIDENT OR BOARD SECRETARY
BEFORE THE START OF THE MEETING.**

Board of Education Planning Calendar

Recurring and Annual/Termed Agenda Items			
	Agenda	Type	Frequency
Regular Monthly Agenda Items			
President's Report	Work Session	Report	Monthly
Agenda Review	Work Session	Procedural	Monthly
Policy Review	Work Session	Procedural	Monthly
Pledge of Allegiance	Business	Procedural	Monthly
School of the Month	Business	Procedural	Monthly
Public Comments	Business	Procedural	Monthly
LAC Report	Business	Report	Monthly
MSBA Report	Business	Report	Monthly
SSD Report	Business	Report	Monthly
President's Report	Business	Report	Monthly
Superintendent's Report	Business	Report	Monthly
Personnel Recommendations	Business	Approval	Monthly
Policy Edits & Readings	Consent	Approval	Monthly
Treasurer's Report	Consent	Approval	Monthly
Purchase Orders/Transfers/Amendments	Consent	Approval	Monthly
Warrants	Consent	Approval	Monthly
Minutes	Consent	Approval	Monthly
Closed Meeting Minutes	Closed	Approval	Monthly
Annual and Termed Agenda Items			
July			
Personnel Recommendations	Business	Approval	Yearly
August			
Summer Grad Recognition	Work Session	Recognition	Yearly
First Day of School Planning	Business	Report	Yearly
Transportation Update	Business	Report	Yearly
MEC Conflict of Interest Policy Re-Adoption	Business	Approval	Yearly
STLCC Agreement for Dual Enrollment	Business	Approval	Yearly
Program Evaluation: Transportation	Consent	Approval	Yearly
Appointment of Title IX Coordinator	Consent	Approval	Yearly
Appointment of ELL Coordinator	Consent	Approval	Yearly
Appointment of Foster Care Liaison	Consent	Approval	Yearly
VSP Administration Contract Renewal	Consent	Approval	2023
September			
PAT Update	Work Session	Report	Yearly
Assessment Results	Work Session	Report	Yearly
Board Communication Goals	Business	Report	Yearly
Board Equity Statement	Business	Approval	Yearly
Bank Depository Bid	Business	Approval	2024
APR Update	Business	Report	Yearly
Program Evaluation: Gifted Education	Consent	Approval	Yearly
Program Evaluation: Facilities and Grounds	Consent	Approval	Yearly
SSD Homebound Education Services Contract	Consent	Approval	Yearly
Tax Rate Hearing - TBD	Hearing	Approval	Yearly
October			
Board Self Evaluation	Work Session	Discussion	Quarterly
Goals Update - SECE & Elementary Schools	Work Session	Report	Yearly
Goals Update - RHS and Middle Schools	Business	Report	Yearly
SRO Contract Approval	Business	Approval	Yearly
Bus Route Approval	Consent	Approval	Yearly
Program Evaluation: Food and Nutrition	Consent	Approval	Yearly
Special School District Partnership Agreement	Consent	Approval	Yearly
Superintendent Evaluation	Closed	Discussion	Quarterly

Continued ►

November			
Comprehensive School Improvement Plan	Business	Approval	Yearly
Instructional Effectiveness Report including MAP Results	Business	Report	Yearly
Summer School Program Evaluation	Consent	Approval	Yearly
December			
BOE Pre-Candidate Forum 6 PM Start	Work Session	Presentation	Yearly
Academic Calendar	Work Session	Report	Yearly
MSBA Conference Report	Work Session	Report	Yearly
Community/Staff Survey Results	Work Session	Report	Yearly
Enrollment/Class Size Report	Business	Report	Yearly
Audit Approval	Business	Approval	Yearly
Academic Calendar	Business	Report	Yearly
Program Evaluation: Safety and Security	Consent	Approval	Yearly
Probationary Teacher/ Admin Update	Closed	Report	Yearly
Negotiations Planning	Closed	Discussion	Yearly
January			
Chaifetz Arena Contract Extension	Business	Approval	2022
Negotiations Planning	Closed	Discussion	Yearly
February			
Budget Planning	Work Session	Report	Monthly
Program Evaluation Preview	Work Session	Report	Yearly
Talent Acquisition Report	Work Session	Report	Yearly
Board Goals	Work Session	Discussion	Yearly
Student Representative Interview	Work Session	Discussion	Yearly
Board Meeting Calendar	Business	Approval	Yearly
Board Self Evaluation	Business	Discussion	Quarterly
Return to Learning Approval	Business	Approval	Monthly
Bus Route Approval	Consent	Approval	Yearly
Program Evaluation: School Counseling	Consent	Approval	Yearly
Program Evaluation: Community Education	Consent	Approval	Yearly
Negotiations Update	Closed	Discussion	Yearly
Superintendent Evaluation	Closed	Discussion	Quarterly
March			
Goals Update - SECE & Elementary Schools	Work Session	Report	Yearly
Board Self Evaluation	Work Session	Discussion	Quarterly
Goals Update - RHS and Middle Schools	Business	Report	Yearly
Tech Competency Update	Business	Report	Yearly
Kick Up Agreement	Business	Approval	2023
ACE/Chancelight Contract	Business	Approval	2022
Custodial Contract Extension and Approval	Business	Approval	Yearly
Program Evaluation: World Languages	Consent	Approval	Yearly
Program Evaluation: Social Studies	Consent	Approval	Yearly
Program Evaluation: Alternative Education	Consent	Approval	Yearly
Superintendent Evaluation	Closed	Discussion	Quarterly
Negotiations Update	Closed	Discussion	Yearly

Continued ►

April			
Unofficial/Official Election Results	Business	Approval	Yearly
Oath-Re-Organ.-MSBA/SSD Delegates	Business	Approval	Yearly
Approval of Support Staff Salaries	Business	Approval	Yearly
Approval of Teacher Salary Schedule & Contract	Business	Approval	Yearly
Budget Update	Business	Report	Yearly
Student Representative Oath of Office	Business	Approval	Yearly
Board Self Evaluation	Business	Discussion	Quarterly
Copier Services Bid	Business	Approval	2024
WAN and Firewall Recommendations	Business	Approval	2024
Lawn Care Contract	Business	Approval	2023
Program Evaluation: Health & PE	Consent	Approval	Yearly
Program Evaluation: ELA	Consent	Approval	Yearly
Approval of Admin Salaries	Closed	Approval	Yearly
Superintendent Evaluation	Closed	Discussion	Quarterly
Appointment of Probationary Teachers	Closed	Approval	Yearly
Personnel Update	Closed	Approval	Yearly
May			
Student Recognition Ceremony	Work Session	Recognition	Yearly
Curriculum Proposal	Work Session	Report	Yearly
Budget Update	Work Session	Report	Monthly
NSBA Conference Report	Work Session	Report	Yearly
Official Election Results	Business	Approval	Yearly
Curriculum Adoption	Business	Approval	Yearly
Appointment of Board Secretary and Treasurer	Business	Approval	Yearly
SEC Enrollment and Fees	Business	Approval	Yearly
Student Recognition Ceremony	Business	Recognition	Yearly
Trash Contract Approval	Business	Approval	2022
Elevator Contract	Business	Approval	2022
Grounds Contract Approval	Business	Approval	2023
Audit Contract	Business	Approval	2023
Pest Control Contract	Consent	Approval	2023
Program Evaluation: Ritenour Reading Railroad	Consent	Approval	Yearly
Program Evaluation: Math	Consent	Approval	Yearly
Program Evaluation: English Language Learner	Consent	Approval	Yearly
Program Evaluation: Special Education	Consent	Approval	Yearly
Program Evaluation: Media/Library	Consent	Approval	Yearly
Program Evaluation: Science	Consent	Approval	Yearly
Program Evaluation: Visual Arts	Consent	Approval	Yearly
June			
MSIP 6 Structures	Work Session	Report	Yearly
Meal Price Report/Community Eligibility/Food Service Bids	Work Session	Report	Yearly
Budget Proposal	Work Session	Report	Yearly
AEL Update	Work Session	Report	Yearly
Budget Hearing and Approval	Business	Approval	Yearly
End of the Year Budget Amendment	Business	Approval	Yearly
Meal Price Report/Community Eligibility/Food Service Bids	Business	Approval	Yearly
Fire Safety Contract	Business	Approval	2024
Adult Learning Center Lease Contract	Business	Approval	2023
Professional Development Plan	Consent	Approval	Yearly
Program Evaluation: Safe/Drug Free Schools	Consent	Approval	Yearly
Program Evaluation: CTE	Consent	Approval	Yearly
Program Evaluation: Homeless and Migrant	Consent	Approval	Yearly
Program Evaluation: Performing Arts	Consent	Approval	Yearly
Program Evaluation: School Health Services	Consent	Approval	Yearly
Program Evaluation: Adult Education and Literacy	Consent	Approval	Yearly

Reference Guide

Campbell, Davis and Fullan, Michael; The Governance Core School Boards, Superintendents and Schools working together.

<https://go.boarddocs.com/mo/rsdmo/Board.nsf/vpublic#> Policy BBF Administration School Board Member Ethics

[How Not to Be a Terrible School Board Member](#), by Richard E. Mayer 1st Edition