

## GRAND ISLAND PUBLIC SCHOOLS

### 2231 AD HOC COMMITTEES, TASK FORCES, AND ADVISORY COUNCILS

The bulk of the Grand Island Public Schools Board's work is addressed through its five standing committees (Personnel, Policy Review, Facilities and Finance, Americanism (Leadership for Learning), and Public Relations and Partnership Development – Policy 2230). The Board can also accomplish its work through a variety of small groups including ad hoc committees, task forces, or advisory councils.

- **Ad hoc committees** are formed on annual basis to study and find creative solutions to a particular challenge the District is facing, such as Legislative and Greater Nebraska School Association, Calendar, Grand Island Public Schools Foundation, Extra standard, Labor Relations, and Safety.
- A **task force** can be formed if there is an objective that can be achieved in a relatively short period of time. Task forces are designed to bring people together to solve a problem and are short in duration with a specific focus, such as naming a facility, bond issue, or early childhood study.
- **Advisory councils or coalitions** assist boards in carrying out their work by providing expertise and advice in selected areas. Advisory councils do not have any governance responsibilities and are a good way to include former board members, potential board members, subject matter experts, and others in the work of the board without placing them on the board. The GIPS Parent Advisory Council, Key Communicators, and Teacher Leaders Coalition are examples of advisory councils in GIPS.

Ad hoc committees and task forces are a good way to involve non-board members in the board's work. This also gives the volunteer and staff leadership the opportunity to evaluate group members for their leadership potential and interest them in further volunteer opportunities or becoming a board member. Authorization to act on behalf of the board may only be delegated to standing committees comprised solely of board members.

Generally, small groups should be structured so that there are sufficient members to do its work. Limiting board member service to two members on each small group gives board members the opportunity to focus on an area and develop expertise that can further the work of the organization and allows for membership from the greater community. The small group membership should represent the diversity of the community to include students and parents, race, ethnicity, income level, gender, and age.

A member of the GIPS superintendent's cabinet facilitates the small group structure. The cabinet member is responsible for translating the board's goals for the group into meeting agendas and work plans. The cabinet member acts as facilitator working with staff as appropriate to prepare background materials for meetings, scheduling meetings, preparing minutes and reports, and otherwise keeping the group functioning. Cabinet members report on the work of their group to the full board.

Groups should perform regular self-assessments to determine if they are working effectively, achieving their established goals, and providing value to the organization. This is completed at the end of each meeting or on an annual or more frequent basis. When making a recommendation to the board, the GIPS Needs Analysis Protocol is shared with the Board.

References: Policy 2230 BOARD COMMITTEES  
GIPS Needs Analysis Protocol

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