

WAYZATA PUBLIC SCHOOLS

Independent School District 284
Wayzata, Minnesota

BOARD OF EDUCATION

Special Work Session Meeting - December 4, 2017 - 4:30 PM
District Administration Building, 210 County Road 101 N

AGENDA

1. **CALL TO ORDER**
2. **BOARD ORGANIZATION FOR 2018**
 - A. Discussion of Officers 3
 - B. Standing and Ad Hoc Committees 6
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 - A. Board Kitty
 - B. Parting Thoughts
6. **ADJOURN**

WAYZATA PUBLIC SCHOOLS

Independent School District 284
Wayzata, Minnesota

MISSION

Our Core Purpose:

The mission of Wayzata Public Schools is to ensure a world-class education that prepares each and every student to thrive today and excel tomorrow in an ever-changing global society.

VISION

What We Intend to Create and Experience:

The vision of Wayzata Public Schools is to be a model of excellence where all students discover their unique talents, develop a love and tenacity for learning and demonstrate confidence and capacity for success through:

Exceptional Student Learning, Experiences and Relationships:

- High achievement by each and every student—no exceptions, no excuses;
- Content-rich, rigorous and personalized education;
- Meaningful relationships with teachers, staff, mentors and peers in a welcoming, nurturing and safe environment where all are valued for who they are and the contributions they make.

Community Trust, Confidence and Partnership:

- Comprehensive learning opportunities meeting diverse learner needs and community aspirations;
- Committed to being the first choice for students and families;
- Maintaining the highest levels of satisfaction and pride by staff, parents and community.

Operational Excellence:

- Attraction, development and retention of exemplary, creative and engaged employees;
- Accountability by all staff for individual and collective performance;
- Effective and efficient use of time and human, financial and physical resources;
- Culture of continuous improvement and responsive innovation;
- High performing district governance, management and partnerships.

WAYZATA PUBLIC SCHOOLS

Independent School District 284

Wayzata, Minnesota

BOARD OF EDUCATION OFFICERS

Chair: _____

Vice Chair: _____

Clerk: _____

Treasurer: _____

The Role of the School Board

As the entity legally charged with governing a school district, each school board is responsible to its community to govern efficiently and effectively. This obligation imposes some fundamental duties on the board.

Vision

The board, with community input, envisions the educational future of its community and then formulates the goals, defines the outcomes, and sets the course for its district. An effective board:

- Provides direction through its planning and goal-setting efforts and by evaluating progress toward goal achievement.
- Develops a well-crafted district vision statement, goals, and outcomes that enable the board to monitor district performance and evaluate success.
- Ensures that the district vision, goals, and outcomes are articulated in written board policy, reflected in every part of the organization, and mirrored in the budget planning and implementation efforts.
- Uses clear, focused, attainable, and measurable goals and outcomes to make sure gains in student achievement are being made.

Structure

To achieve its vision, the board establishes a structure and hires a superintendent to accomplish that vision. An effective board:

- Creates an organizational structure and environment in which all students are provided the opportunity to attain their maximum potential.
- Selects and employs one person – the superintendent – as the district’s chief executive officer to lead and manage the district and holds the superintendent accountable for district performance and compliance with written board policy.
- Evaluates the superintendent’s performance and its own performance annually.
- Delegates the authority to the superintendent to recommend and evaluate all district staff within the standards established by written board policy and subsequently acts on the superintendent’s recommendation(s) at its meeting(s) as required in statute.
- Accepts ultimate responsibility for the care, management, and control of the district.
- Understands that the day-to-day operations of the district will be conducted by the staff.

Accountability

The board is accountable to the community for constantly monitoring the conditions affecting the district as a whole. An effective board:

- Has a duty to itself and the community to determine whether the authority delegated to the superintendent is being used as intended.
- Uses data and other indicators as the basis for assessing progress toward district goals and compliance with written board policy.
- Recognizes the distinction between “monitoring data” (data used by the board to address accountability) and “management data” (data used by the staff for operations).

Advocacy

The board advances its vision by focusing on student achievement, partnering with the community, and being proactive in addressing issues that affect education on local, state, and national levels. An effective board:

- Uses ongoing, two-way communications to build trust and support among community, board, superintendent, staff, and students.
- Focuses on community-wide concerns and values that best support student achievement rather than being overly influenced by special interests.
- Utilizes a system of public relations that allows it to formalize the flow of information into and out of the district.

Conduct and Ethics

The board, as a whole, provides leadership to the community on behalf of the district by conducting its business in a fair, respectful, legal, and responsible manner. An effective board:

- Takes full responsibility for its activity and behavior.
- Encourages its members to express their individual opinions, respect others’ opinions, and vote their conscience.
- Speaks with one voice after reaching a decision.
- Spends its time on board work rather than staff work.
- Provides for orientation and ongoing training for all board members.
- Follows its established policies, including the chain-of-command, by directing people with concerns to the appropriate staff.
- Sets an example of respectful and civil leadership.

12.4.2017 Organizational Work Session Proposals

Review of Committee Alignment with the Wayzata Public Schools Strategic Road Map and Board Governance

Chris McCullough

1. Consider adding an Ad Hoc committee for strategic roadmap and scorecard.
2. If we are looking to eliminate a board standing committee (not saying that we are) we could: (a) eliminate stakeholders; (b) combine facilities and finance; or (c) combine HR and superintendent eval.
3. Consider reducing the number of required board members for each standing committee from 3 to 2. And keep 1 alternate.
4. Convert the appointment for Partners for Healthy Kids from a rotation to 1 dedicated board member. It might even make sense to appoint that board member to Partners in Prevention.
5. Where it makes sense, consider hosting meetings via telephone for some / all committee members.
6. Instead of creating a new or Ad Hoc committee for strategic plan/scorecard, broaden the roles of board members who serve on the Superintendent Eval/Review committee to include assisting Chace with further development of the strategic plan/scorecard.

Sarah Johansen

1. Consider adding a committee for strategic roadmap.
2. Consider adding Board assessment planning to the Supt. Eval
3. Consider adding CITAC as an appointment (possibly to be done by a member of T & L)
4. Should CFK and GE still be separate liaisons?
5. Make Partners for Healthy Kids a standing appointment.
6. Broaden scope of stakeholders beyond communications (possibly include the community ed rep).
7. Neighboring Districts have school liaisons, community liaisons and/or opportunities to connect with the Board.
Can we discuss?

Bonita Lucky

1. Reduce current standing committees from 7 to 5
 - a. Finance & Business/Facilities Develop & Long Range Planning
 - b. Human Resources/Superintendent Evaluation/Compensation
 - c. Teaching & Learning
 - d. Stakeholder
 - i. Incorporating board appointment WEF
 - e. Policy & Regulation
2. Reduce current number of board members on each committee from 3 to 1 or 2.

Add at minimum a dial-in conference call number for all standing committees

Linda Cohen

1. Not all committees need to have 3 Board members, depending on what people want—some 2, some 3.
2. Combine Finance and Facilities
3. Have 1/2 hour discussion/report at each work session on one of the Strategic Directions, cover each direction twice each year. (Therefore, 4 work sessions would not have the report)
4. Eliminate some of the appointments, unless people eager to cover so many.

Erik Brown

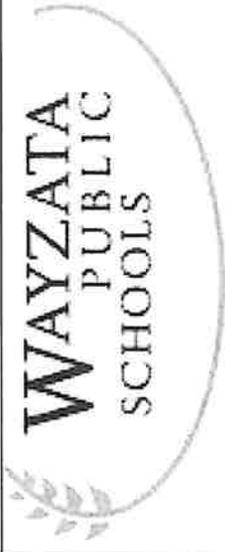
Proposals to be given verbally during the 12.4.2017 work session.

Andrea Cuene

Proposals to be given verbally during the 12.4.2017 work session.

Cheryl Polzin

Proposals to be given verbally during the 12.4.2017 work session.



Wayzata Public Schools Strategic Road Map
“Excellence. For Each and Every Student.”

<p>Mission</p> <p>Our Core Purpose</p> <p>The Mission of Wayzata Public Schools is to ensure a world-class education that prepares each and every student to thrive today and excel tomorrow in an ever-changing global society.</p>	<p>Core Values</p> <p>Achievement: Challenging oneself and others for excellence in all we do</p> <p>Collaboration: Working together to maximize opportunities and eliminate barriers to learning for all</p> <p>Community: Maintaining a sense of belonging to and responsibility for the broader community</p> <p>Equity: Meeting the specific needs of all students</p> <p>Integrity: Doing the right thing in the right way at the right time, even when no one is aware</p> <p>Respect: Valuing others for their diverse talents, backgrounds, cultures and viewpoints</p>	<p>Drivers of our Words and Actions</p>
<p>Vision</p> <p><u>What We Intend to Create and Experience</u></p> <p><u>By Realizing our Vision, We Achieve Our Mission</u></p> <p>The Vision of Wayzata Public Schools is to be a model of excellence where students of all ages discover their unique talents, develop a love and tenacity for learning and demonstrate confidence and capacity for success through:</p> <p>Exceptional Student Learning, Experiences and Relationships:</p> <ul style="list-style-type: none"> • High achievement by each and every student – no exceptions, no excuses; • Content-rich, rigorous and personalized education; • Meaningful relationships with teachers, staff, mentors and peers in a welcoming, nurturing and safe environment where all are valued for who they are and the contributions they make. <p>Community Trust, Confidence and Partnership:</p> <ul style="list-style-type: none"> • Comprehensive learning opportunities meeting diverse learner needs and community aspirations; • Committed to being the first choice for students and families; • Maintaining the highest levels of satisfaction and pride by staff, parents and community. <p>Operational Excellence:</p> <ul style="list-style-type: none"> • Attraction, development and retention of exemplary, creative and engaged employees; • Accountability by all staff for individual and collective performance; • Effective and efficient use of time and human, financial and physical resources; • Culture of continuous improvement and responsive innovation; • High performing district governance, management and partnerships. 	<p>Strategic Directions Focused Allocation of Resources</p> <p>(2015-2018)</p> <p><u>Through Focus on Priorities and Strategy Execution, We Achieve Excellence and Realize Our Vision</u></p> <ol style="list-style-type: none"> 1. Achievement: By the end of third grade, all students will achieve at or beyond grade level expectations for reading, writing, speaking, and mathematics. 2. Each and Every: Student achievement will not be predictable by any demographic classification, i.e. race, socioeconomic status, gender, or disability. 3. Personalization: All students will know and understand their unique talents, have a voice in their educational experiences, and take ownership for their learning, career aspirations, and future success. 4. Health and Well-Being: All students will feel a sense of belonging and connection to their school where social-emotional, physical and mental health is nurtured and valued. 	

**WAYZATA PUBLIC SCHOOLS
Independent School District 284
Wayzata, Minnesota**

**BOARD OF EDUCATION
2018 COMMITTEE STRUCTURE**

The School Board will function with the following Standing Committees and will establish Ad Hoc Committees on an as-needed basis.

STANDING COMMITTEES

FINANCE AND BUSINESS

Purpose: To review systems and long-range planning recommendations; to develop and recommend policies; to serve as the Board's audit subcommittee; to obtain community financial expertise through the Citizens Financial Advisory Council; to meet and work with the transportation department and the OPEB committee.

Meet: Monthly, second Monday in advance of CFAC & the Regular Board Meeting, DAB, meeting time 12:00pm-1:30pm

Members:

2017:	<u>Cheryl Polzin – Committee Chair</u>	2018:	_____
	<u>Erik Brown</u>		_____
	<u>Sarah Johansen</u>		_____
	<u>Bonita Lucky– Alternate</u>		_____
	<u>Andrea Cuene – Alternate</u>		_____

Administrative Liaisons: Jim Westrum, Executive Director of Finance and Business Services
Chace B. Anderson, Superintendent of Schools

HUMAN RESOURCES

Purpose: To review personnel matters including negotiations; to develop long-range planning recommendations; to develop and recommend policies; to address issues that fall under Meet and Confer (Public Employment Labor Relations Act, Section 179A.08), leaves of absence, sabbaticals, resignations, benefits, wellness, and employee engagement.

Meet: Monthly, Wednesday in advance of the Regular Board Meeting, DAB, meeting time flexible

Members:

2017:	<u>Andrea Cuene – Committee Chair</u>	2018:	_____
	<u>Chris McCullough</u>		_____
	<u>Linda Cohen</u>		_____

Administrative Liaison: Stacie Vos, Executive Director of Human Resource Services

TEACHING AND LEARNING

Purpose: The purpose of the teaching and learning committee is to: provide oversight of the teaching/instruction and the curriculum, serve as a resource and sounding board for the administration, build alignment between administration and the School Board, and think strategically about future directions and initiatives.

Meet: Monthly, ESC, during school hours

Members:

2017:	<u>Linda Cohen– Committee Chair</u>	2018:	_____
	<u>Andrea Cuene</u>		_____
	<u>Sarah Johansen</u>		_____
	<u>Erik Brown – Alternate</u>		_____

Administrative Liaison: Jill Johnson, Executive Director of Teaching and Learning

STAKEHOLDER RELATIONS

Purpose: To develop and recommend policies; to review communication matters including community engagement; business partnerships, WEF (Foundation), alumni, public relations, and student focus groups.

Meet: Quarterly as required, DAB

Members:

2017:	<u>Bonita Lucky – Committee Chair</u>	2018:	_____
	<u>Chris McCullough</u>		_____
	<u>Cheryl Polzin</u>		_____

Administrative Liaison: Amy Parnell, Director of Communications and Community Involvement

SUPERINTENDENT’S EVALUATION/COMPENSATION

Purpose: To review the process/timelines for the Superintendent’s Evaluation and to develop a recommendation for Superintendent’s compensation in accordance with performance review and contract provisions. To organize the whole board of education to meet with the superintendent one or two times a year for intermediate feedback sessions.

Meet: As required

Members:

2017:	<u>Erik Brown – Committee Chair</u>	2018:	_____
	<u>Bonita Lucky</u>		_____
	<u>Andrea Cuene</u>		_____

Administrative Liaison: Chace B. Anderson, Superintendent of Schools

FACILITIES DEVELOPMENT AND LONG RANGE PLANNING

Purpose: To oversee bond referendum and other capital projects, and to develop long-range plans for facilities development.

Meet: Monthly, third Wednesday, DAB, 7:30am-9:00am

Members:

2017:	<u>Cheryl Polzin – Committee Chair</u>	2018:	_____
	<u>Chris McCullough</u>		_____
	<u>Erik Brown</u>		_____
	<u>Sarah Johansen – Alternate</u>		_____

Administrative Liaisons: Jim Westrum, Executive Director of Finance and Business Services

POLICY AND REGULATION REVIEW

Purpose: The purpose of the policy committee is to review and update District policies in accordance with the adopted policy review cycle. All policies are reviewed with consideration of relevant laws and statues, MSBA model policies, current District practice, and congruence with the Wayzata Public Schools Strategic Road Map. Once the policies have been vetted in committee, they are brought to the Full Board for consideration and approval.

Meet: Monthly as required, DAB, meeting time flexible.

Members:

2017:	<u>Sarah Johansen – Committee Chair</u>	2018:	_____
	<u>Bonita Lucky</u>		_____
	<u>Linda Cohen</u>		_____

Administrative Liaisons: Chace B. Anderson, Superintendent
Stacie Vos, Executive Director of Human Resource Services
Jill Johnson, Executive Director of Teaching and Learning
Jim Westrum, Executive Director of Finance and Business Services

AD HOC COMMITTEES

Ad Hoc Committees of the Board will have from one to three Board members, will be established for a specific task, and will disband upon completion of its charge. (Note: There are no Ad Hoc Committees currently planned for 2018.)

WAYZATA PUBLIC SCHOOLS
Independent School District 284
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BOARD OF EDUCATION
APPOINTMENTS FOR 2018

ASSOCIATION OF METROPOLITAN SCHOOL DISTRICTS (AMSD)

Meets the Second Friday of the Month at 7am @ the TIES building in Roseville

Board Representative: 2017: Cheryl Polzin
Andrea Cuene, Alternate

Board Representative: 2018:

CFK / Great Expectations

CFK meets quarterly at 8am, GE meets as needed

Board Representative: 2017: Sarah Johansen; CFKI
Linda Cohen; Great Expectations

Board Representative: 2018:

CITIZENS FINANCIAL ADVISORY COUNCIL (CFAC)

CFAC meets on the 3rd Tuesday of the month at 7:30am in the DAB

Board Representative: 2017: Cheryl Polzin
Erik Brown
Sarah Johansen
Bonita Lucky, Alternate
Andrea Cuene, Alternate

Board Representative: 2018:

COMMUNITY EDUCATION ADVISORY COUNCIL

Meets Quarterly in the ESC at 9:30am-10:30am

Board Representative: 2017: Erik Brown
Andrea Cuene, Alternate

Board Representative: 2018:

DISTRICT LIAISON COMMITTEE

Meets monthly during the 1st week at CMS alternating Thursday evenings and Fridays at noon

Board Representative: 2017: Rotation

Board Representative: 2018: ROTATION

INTERMEDIATE DISTRICT 287

Board Representative: 2017: Andrea Cuene

Board Representative: 2018:

LEGISLATIVE ACTION COMMITTEE (LAC)

Meets monthly on the 2nd Wednesday in the DAB at 7:45am-9:00am

Board Representative: 2017: Andrea Cuene (through June 2018)
Cheryl Polzin, Alternate

Board Representative: 2018:

MINNESOTA SCHOOL BOARD ASSOCIATION (MSBA)

Board Representative: 2017: Cheryl Polzin
Sarah Johansen, Alternate

Board Representative: 2018:

MINNESOTA STATE HIGH SCHOOL LEAGUE (MSHSL)

Meets semi-annually

Board Representative: 2017: Erik Brown
Chris McCullough, Alternate

Board Representative: 2018:

PARTNERS FOR HEALTHY KIDS

Meets monthly from 3-4:30pm on the 2nd Wednesday at Interfaith Outreach

Board Representative: 2017: ROTATION

Board Representative: 2018: ROTATION

PARTNERS IN PREVENTION (PIP)

Meets 2.12.2018 (2:30-4:00pm), 3.26.2018 (9:00-10:30am), 5.21.2018 (2:30-4:00pm) at IOCP

Board Representative: 2017: Chris McCullough
Bonita Lucky, Alternate

Board Representative: 2018:

Q-COMP

Meets quarterly at ESC in the afternoons

Board Representative: 2017: Linda Cohen
Bonita Lucky, Alternate
Sarah Johansen, Alternate

Board Representative: 2018:

WEST METRO EDUCATION PROGRAM (WMEP)

Meets the 2nd Thursday of the Month at 5:30 at the WMEP offices

Board Representative: 2017: Sarah Johansen

Board Representative: 2018:

WAYZATA EDUCATION FUND (WEF)

Meets 2nd Tuesday of the month at DAB 7:00-8:30pm

Board Representative: 2017: Bonita Lucky
Erik Brown, Alternate

Board Representative: 2018:

Agenda Section: Board Assignments

Item: Community and School Liaison Opportunities

Comments By: Sarah Johansen

Many of our neighboring school districts have designated liaisons to their various school buildings, community leaders and/opportunities to chat with the Board.

Some variations of these structures have been suggested by various members of the Board. Since we are looking closely at the committee and appointment structure, it seemed appropriate to discuss.

Communities:

Plymouth
Wayzata
Maple Grove
Medicine Lake
Medina
Minnetonka
Corcoran
Orono

Possible connections: Make contact with city leaders, send periodic emails or check ins when something is happening in the District

Building Liaisons:

Wayzata Early Learning School
Birchview
Gleason Lake
Greenwood
Kimberly Lane
Meadow Ridge
Oakwood
Plymouth Creek
Sunset Hill
Central Middle School
East Middle School
West Middle School
High School

Possible Connections: Attend at least one PTO and Staff Meeting, Try to attend an event or two, other possible Communication....

Coffee with the Board:

Bi-Monthly? Quarterly? In buildings or in the community (or both?) Publicized in the communicator and/or school newsletters. Chance for informal connections with the Board- 2-3 members attend

Agenda Planning and Superintendent/Board Connection Lunch Discussion Notes

WAYZATA PUBLIC SCHOOLS
Independent School District 284
Wayzata, Minnesota

BOARD OF EDUCATION

STANDARD OPERATING PROCEDURES

The Standard Operating Procedures have been developed in accordance with Board of Education policies and reflect past and present practice according to the guidelines established under Board Policies 207, 207-R, 208, 208-R, 210, 210-R, 211, 212, 212-R. It is intended that these procedures be reviewed annually, modified as necessary, and approved at the Board’s Organizational Meeting ~~each January~~. within the month of December, but no later than the second Monday in January.

Should anything in these Standard Operating Procedures be found to be in conflict with state or federal law or regulations, these procedures shall be modified accordingly.

A. **BOARD ORGANIZATION**

1. The officers of the Board of Education, as established by law, are the Chair, the Clerk, and the Treasurer.
2. It is the practice of the Wayzata Board of Education to also elect a Vice-Chair.
3. All officers shall be elected at the Organizational Meeting held annually on or as close to January 1 as practical, but no later than the second Monday of January.
4. A Board of Education member not elected to an office shall be designated as “Director.”
5. Annually the Board of Education may establish “Standing Committees” and further designate the membership and charge of such committees. according to the guidelines established under Board Policies 208 and 208-R.
6. The Board of Education may, for specific purposes, establish “Ad Hoc Committees.” The Board shall set a charge, membership specifications, and timeline for such committees.
7. Annually it is necessary to name Board representatives to other organizations. The Board Chair shall appoint such representatives, subject to ratification by the Board of Education.

B. **BOARD MEETINGS**

1. Schedule
 - a. Within the month of December ~~On or as close to January 1 of each year as practical~~, but no later than the second Monday in January, the Board of Education shall conduct an Organizational Meeting. The purposes of such meeting shall include:
 - 1) Discussion ~~Election~~ of officers

B. BOARD MEETINGS – Schedule (continued)

- 2) Designation of Board committee structure
- 3) Appointment of Board representatives to other bodies
- 4) Such other action as may be deemed necessary

b. Election of officers and formal action for the organizational structure will be taken at the January Regular Board Meeting.

c. ~~b.~~ At the first meeting of each new school year in July, the Board will:

- 1) Designate official relationships
- 2) Approve membership in professional organizations
- 3) Designation of Official Cash Depositories
- 4) Designation of Official Investment Brokers

2. Agendas

a. Board agendas will be prepared according to a schedule established by the Superintendent. The following is a one-month example:

SEPTEMBER 12 REGULAR BOARD MEETING

Wednesday,	Aug. 17	Agenda Items Due to Superintendent
Monday,	Aug. 22	First draft of agenda reviewed at Board Work Session
Tuesday,	Aug. 23	First draft of agenda reviewed at Strategy Leadership Team Meeting
Tuesday,	Aug. 30	First draft Reviewed at Strategy Leadership Team Meeting
Tuesday,	Sept. 6	Reviewed at Strategy Leadership Team Meeting
Tuesday,	Sept. 6	Finalized by Board Chair, Vice Chair and Superintendent
Thursday,	Sept. 8	Public Agenda Posted
Friday,	Sept. 9	Board packets released to Board
Friday,	Sept. 9	Board packets released to public
Monday,	Sept. 12	Regular Board Meeting

b. Board members may place items on the agenda for Regular Board Meetings or Work Sessions by contacting the Board Chair, Vice Chair or the Superintendent, ~~or for a Regular Board Meeting, at the time the tentative agenda is reviewed at a prior work session.~~ After the agenda has been prepared and posted, new items may be considered for placement on the agenda at the Regular Board Meeting under the “Approval of Agenda” item.

c. The Board shall annually review and establish its Regular Board Meeting agenda format. The format shall include a “Consent Agenda” which provides for routine items to be enacted with one motion. There will be no separate discussion of these items unless a Board member or citizen so requests, in which event the item will be removed from the Consent Agenda and addressed in sequence. Changes in agenda format may be approved by the Board during the school year.

- 5) Board packets will be prepared in BoardBook and released to Board members so that they can be downloaded no later than three (3) days prior to a Regular Board Meeting.

B. BOARD MEETINGS – Agenda (continued)

- 6) All Board meeting agendas and notices shall be posted on the District web site, and the official bulletin board at the Administration Building, at least three (3) days in advance of the meeting.

3. Conduct of Meetings

- a. The rules of parliamentary procedure in the latest edition of Robert’s Rules of Order shall prevail if there is any question concerning the conduct of any meeting.
- b. Voting on Motions/Resolutions
 - 1) When calling for a vote on a motion, the Board Chair will use the following procedure:
 - All in favor say “Aye.”
 - All against say “No.”
 - Any abstentions?
 - 2) In the event of a divided voice vote, the Board Chair may request a roll call vote.
 - 3) The Board Chair will vote last on all motions and resolutions and will summarize the vote tally.
 - 4) The Clerk will record all votes on the “Clerk’s Record of Motions” sheets.
 - 5) Finance actions and resolutions will have a roll call vote.
- c. Public hearings may be established by Board action for specific purposes.

4. Public Participation in School Board Meetings and Work Sessions**a. Audience Opportunity to Address Board**

The School Board shall normally provide a specified period of time during a Regular Board Meeting where citizens may address the School Board on any topic, subject to the limitations of policy. The School Board reserves the right to allocate a specific period of time for this purpose and limit time for speakers accordingly.

b. Agenda Items

- 1) Citizens who wish to address the School Board on a particular subject may speak during the discussion of that item only at the discretion of the Board Chair.
- 2) The School Board Chair will recognize one speaker at a time and only those speakers recognized by the Chair will be allowed to speak. Each speaker must fill out a form that discloses their name, address, and the issue they would like to speak on.
- 3) The School Board retains the discretion to limit discussion of any agenda item to a reasonable period of time as determined by the School Board.

B. **BOARD MEETINGS** – Public Participation – Agenda Items (continued)

- 4) The School Board Chair shall promptly rule out of order any discussion by any person, including School Board members, that would violate the provision of state or federal law, Board Policy as specified, or the statutory rights or privacy of an individual.
- 5) It is the practice of the School Board not to engage in discussion or debate with the speaker during the Board meetings. The School Board may follow up with the speaker at a later date, or may designate staff members to follow-up with the speaker.

5. **Record of Meetings**

- a. The Board Clerk is legally responsible for the official Board records; however, the Board delegates to the Superintendent the responsibility for providing the personnel and equipment for Board meeting record keeping.
- b. The Board minutes will record votes as follows (samples):

Unanimous voice vote: “The motion carried unanimously.”

Roll call vote on a motion: “The motion carried unanimously with a roll call vote,” or, “A roll call vote was taken and the following voted in favor thereof: (names will be listed); and the following voted against the same: (names will be listed); whereupon said motion carried (or failed) on a (numbers to be inserted) vote.”

Standard resolution roll call vote: “Board member (name) introduced the (title of resolution) and moved its adoption. The motion was seconded by Board member (name).” The vote will be recorded either with “The resolution carried unanimously with a roll call vote,” or “The following voted in favor thereof: (names will be listed); and the following voted against the same: (names will be listed); whereupon said resolution was declared duly passed or adopted (or failed) on (numbers to be inserted) vote.”

- c. Regular Board Meetings will be broadcast live on cable television; Special Board Meetings will be audio recorded.
- d. All Board Work Sessions will be audio recorded and tapes will be kept on file for a period of ninety (90) days.
- e. Published minutes will list a summary of Board Action and Other Business items. Individual gifts will not be published, but the official minutes available in the District Administration Building will be retained with complete information.
- f. Complete minutes of all Regular and Special Board Meetings will be kept on file in the Superintendent’s Office. Official minutes will be bound in some manner, and/or digitally filed on the district network, and maintained as a permanent record in the Administration Building.

C. **OTHER BOARD PROCEDURES**1. **Access to Administrative Support**

- a. Board members should direct requests for information to the following:
 - 1) Superintendent of Schools
 - 2) Executive Director of Human Resources
 - 3) Executive Director of Teaching and Learning

C. OTHER BOARD PROCEDURES – Access to Administrative Support (continued)

- 4) Executive Director of Finance and Business Services
- 5) Executive / Administrative Assistant

b. The Administration will furnish all Board members with information prepared at the request of an individual Board member.

2. Legal Advice

- a. The Superintendent is empowered to seek legal counsel as required during the normal course of business and within the limits of the budget.
- b. If there are legal concerns involving the Board and the Superintendent, the Board chair is empowered to seek legal counsel.

3. Attendance at State and National Meetings of School Board Organizations

- a. The School Board feels it is beneficial to have representation at state and national meetings of School Board organizations with consideration given to timely issues and the established budget.

4. New Media/Board Relations

- a. When the Board issues news releases and/or responds to questions from the media, the “official” spokesperson for the School Board will be the Board Chair.
- b. Board agenda materials will be available to the public at the same time they are released to School Board members. Items of new Board business should not be given to the public other than through release of Board agenda materials.
- c. When individual Board members speak to the news media, they should issue a standard disclaimer that emphasizes: “These are my personal views and do not necessarily reflect the views of the full School Board.”
- d. The Superintendent will administer the District Public Information Program according to the guidelines established under Board Policy 901 and 901-R.

WAYZATA PUBLIC SCHOOLS
INDEPENDENT SCHOOL DISTRICT 284
Wayzata, Minnesota

BOARD OF EDUCATION
Regular Meeting – (Date) – (Time)
(Place)

AGENDA

1. CALL TO ORDER

2. APPROVAL OF AGENDA AND CONSENT AGENDA ITEMS

Consent Agenda items are considered to be routine in nature and will be enacted by one motion. There will be no separate discussion of these items unless a Board members or citizen so requests, in which event the item will be removed as a Consent Agenda item and addressed. Consent Agenda Items are as follows:

- A. Approval of Minutes
- B. Finance and Business Recommendations
- C. Human Resource Recommendations
- D. Others

3. REPORTS FROM ORGANIZATIONS

4. RECOGNITIONS

- A. Employee of the Month
- B. Others

5. STUDENT CURRICULUM PRESENTATION

6. SUPERINTENDENT'S REPORTS AND RECOMMENDATIONS

- A. Superintendent
(Items will be listed as 1., 2., etc.)
- B. Teaching and Learning
(Items will be listed as 1., 2., etc.)
- C. Finance and Business Services
(Items will be listed as 1., 2., etc.)
- D. Human Resource Services
(Items will be listed as 1., 2., etc.)

7. OTHER BOARD ACTION

(Items will be listed as 1., 2., etc.)

8. BOARD REPORTS

9. AUDIENCE OPPORTUNITY TO ADDRESS SCHOOL BOARD

This section of the agenda provides an opportunity for those who have called in and placed their names on the list and for members of the audience who wish to address the School Board.

10. ADJOURN

Wayzata Board of Education Guidelines for Interaction

1. Board members will keep one another and the Superintendent informed about issues that arise. There will be no surprises in Board Meetings or Board Work Sessions.
2. Board members will go to the Superintendent for information.
 - a. The Superintendent may:
 - i. Provide the information directly to Board member(s)
 - ii. Act as a conduit for Board members to obtain information from staff.
 - b. When a Board member is detailed to a specific task, the Board member may obtain information from an executive director involved in the task.
 - c. Board members will not ask staff to do work for them. They will refer those requests to the Superintendent.
3. The Superintendent will take issues he has with other Board members to the Board Chair. The Board members will address the issue with the Board member. If there are unresolved issues between the Superintendent and the Board Chair, the Superintendent will address the issues with the Board Vice-Chair.
4. Board members commit to one another that they will discuss directly with specific Board members any problems or issues that they have with that person.
5. Board members and the Board Chair will ensure that there is communication with all Board members about assignments, committees, etc. that arise.
6. The Board asserts and will ensure that School District interests will always have priority ahead of any political party interests.

Elaborations

1. Partisan Politics- The Board agrees to the following principles regarding partisan or party politics:
 - a. It is important to subordinate partisan or party politics to the school districts interests.
 - b. There is a difference between the work of the Legislative Action Committee and party politics. The former promotes the School District's interests with the state legislature.
 - c. It is important that Board members not be partisan or be seen as partisan.
 - d. One of the Board's strengths is that it is not partisan.
2. Sensitivity to Role- The Board acknowledges the difficulty of separating their job as Board members from their role as parents or community members. Board members agree that they need to remind constituents or staff when they are speaking as Board members and when they are addressing issues as parents or community members
In addition, Board members agreed they need to remind constituents and staff that when they are speaking to an issue or listening to feedback, they are speaking as one member of the Board. They are not speaking for the Board.

Established February 7, 2004 and re-established on January 18, 2006

Eight characteristics of effective school boards: At a glance

What makes an effective school board – one that positively impacts student achievement? From a research perspective, it's a complex question. It involves evaluating virtually all functions of a board, from internal governance and policy formulation to communication with teachers, building administrators, and the public.

But the research that exists is clear: boards in high-achieving districts exhibit habits and characteristics that are markedly different from boards in low-achieving districts. So what do these boards do? Here are eight characteristics:

1. Effective school boards commit to a vision of high expectations for student achievement and quality instruction and define clear goals toward that vision. Effective boards make sure these goals remain the district's top priorities and that nothing else detracts from them. In contrast, low-achieving boards "were only vaguely aware of school improvement initiatives" (Lighthouse I). "There was little evidence of a pervasive focus on school renewal at any level when it was not present at the board level," researchers said. (Lighthouse I)

2. Effective school boards have strong shared beliefs and values about what is possible for students and their ability to learn, and of the system and its ability to teach all children at high levels. In high-achieving districts, poverty, lack of parental involvement and other factors were described as challenges to be overcome, not as excuses. Board members expected to see improvements in student achievement quickly as a result of initiatives. In low-achieving districts, board members frequently referred to external pressures as the main reasons for lack of student success. (Lighthouse I)

3. Effective school boards are accountability driven, spending less time on operational issues and more time focused on policies to improve student achievement. In interviews with hundreds of board members and staff across districts, researchers Goodman, Fulbright, and Zimmerman found that high-performing boards focused on establishing a vision supported by policies that targeted student achievement. Poor governance was characterized by factors such as micro-management by the board.

4. Effective school boards have a collaborative relationship with staff and the community and establish a strong communications structure to inform and engage both internal and external stakeholders in setting and achieving district goals. In high-achieving districts, school board members could provide specific examples of how they connected and listened to the community, and school board members received information from many different sources, including the superintendent, curriculum director, principals and teachers. Findings and research were shared among all board members. (Lighthouse I; Waters and Marzano) By comparison, school boards in low-achieving districts were likely to cite communication and outreach barriers. Staff members from low-achieving districts often said they didn't know the board members at all.

5. Effective school boards are data savvy: they embrace and monitor data, even when the information is negative, and use it to drive continuous improvement. The Lighthouse I study showed that board members in high-achieving districts identified specific student needs through data, and justified decisions based on that data. Board members regularly sought such data and were not shy about discussing it, even if it was negative. By comparison, board members in low-achieving districts tended to greet data with a "blaming" perspective, describing teachers, students and families as major causes for low performance. In these districts, board members frequently discussed their decisions through anecdotes and personal experiences rather than by citing data. They left it to the superintendent to interpret the data and recommend solutions.

6. Effective school boards align and sustain resources, such as professional development, to meet district goals. According to researchers LaRocque and Coleman, effective boards saw a responsibility to maintain high standards even in the midst of budget challenges. "To this end, the successful boards supported extensive professional development programs for administrators and teachers, even during times of [fiscal] restraint." In low-achieving districts, however, board members said teachers made their own decisions on staff development based on perceived needs in the classroom or for certification.

7. Effective school boards lead as a united team with the superintendent, each from their respective roles, with strong collaboration and mutual trust. In successful districts, boards defined an initial vision for the district and sought a superintendent who matched this vision. In contrast, in stagnant districts, boards were slow to define a vision and often recruited a superintendent with his or her own ideas and platform, leading the board and superintendent to not be in alignment. (MDRC/Council of Great City Schools)

8. Effective school boards take part in team development and training, sometimes with their superintendents, to build shared knowledge, values and commitments for their improvement efforts. High-achieving districts had formal, deliberate training for new board members. They also often gathered to discuss specific topics. Low-achieving

districts had board members who said they did not learn together except when the superintendent or other staff members made presentations of data. (Lighthouse I; LFA; LaRocque and Coleman)

Though the research on school board effectiveness is in the beginning stages, the studies included in this report make it clear that school boards in high-achieving districts have attitudes, knowledge and approaches that separate them from their counterparts in lower-achieving districts. In this era of fiscal constraints and a national environment focused on accountability, boards in high-performing districts can provide an important blueprint for success. In the process, they can offer a road map for school districts nationwide.

Posted January 28, 2011. Copyright Center for Public Education.

This summary is based on a report written for the Center for Public Education by Chuck Dervarics and Eileen O'Brien. O'Brien is an independent education researcher and consultant in Alexandria, Virginia. Much of her work has focused on access to quality education for disadvantaged and minority populations. O'Brien has a Master of Public Administration from George Washington University and a Bachelor of Science degree in psychology from Loyola University, Chicago. Chuck Dervarics is an education writer and former editor of Report on Preschool Programs, a national independent newsletter on pre-k, Head Start, and child care policy. As a writer and researcher, he has contributed to case studies and research projects of the Southern Education Foundation, the American Council on Education, and the Massachusetts Board of Higher Education, often focusing on issues facing disadvantaged populations. Dervarics has a Bachelors degree from George Washington University.

School Board Shared Google Calendar Discussion Notes

1. Ask Administrative Assistant to the Superintendent and School Board to create a new calendar in Google.
2. This calendar proposes to allow all School Board Members, the Superintendent, and the Administrative Assistant to the Superintendent and School Board to create, view, and edit events.
3. This calendar proposes to include dates, times, and locations of the following meetings:
 - a. Finance and Business Committee
 - b. Human Resource Committee
 - c. Teaching and Learning Committee
 - d. Stakeholder Relations Committee
 - e. Superintendent's Evaluation/Compensation Committee
 - f. Facilities Development and Long Range Planning Committee
 - g. Policy and Regulation Review Committee
 - h. Ad Hoc Committees
 - i. Employee Negotiations
 - j. Agenda Planning
 - k. Association of Metropolitan School Districts (AMSD)
 - l. CFK/Great Expectations
 - m. Citizens Financial Advisory Council (CFAC)
 - n. Community Education Advisory Council
 - o. District Liaison Committee
 - p. Intermediate District 287
 - q. Intermediate District 287 Core Team
 - r. Legislative Action Committee (LAC)
 - s. Minnesota School Board Association (MSBA)
 - t. Minnesota State High School League (MSHSL)
 - u. Partners for Healthy Kids
 - v. Partners in Prevention (PIP)
 - w. Q-Comp
 - x. Wayzata Education Fund (WEF)
 - y. West Metro Education Program (WMEP)

School Board Compensation - West Metro Schools
as of January 2016

District	Directors	Chair	Vice-Chair	Clerk	Treasurer	Additions
Eden Prairie	\$4,800	\$6,600	\$4,800	\$4,800	\$4,800	
Edina	\$2,400	\$2,400	\$2,400	\$2,400	\$2,400	No increases since 1994
Hopkins	\$5,256.53	\$5,975.28	\$5,256.53	\$5,256.53	\$5,256.53	Increased 2% for 2015-16
Minnetonka	\$4,500	\$6,000	\$5,250	\$4,500	\$4,500	\$50.00 per committee meeting, up to 4 per month (total \$200/month)
Orono	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	Board voted for no compensation.
Richfield	\$6,000	\$6,600	\$6,000	\$6,300	\$6,000	
Robbinsdale	\$6,600	\$7,800	\$6,900	\$6,900	\$6,900	as of December 2014
St. Louis Park	\$3,225	\$3,893	\$3,225	\$3,607	\$3,225	\$55.00 for extra Board meetings.
Wayzata	\$4,320	\$5,100	\$4,320	\$4,320	\$4,320	\$50.00 for extra Board meetings.
AVERAGE (excluding Orono)	\$4,638	\$5,546	\$4,769	\$4,760	\$4,675	

Stipends included in annual rate. Extra meetings are not; average of 8-10 extra meetings per year.

Most districts also reimburse for conference attendance, mileage, and other Board-related expenses, which are not included here.