



Excellence. For each and every student.

BOARD OF EDUCATION

Working Meeting - Monday, December 18, 2023 - 4:10 PM
Creekside
16000 41st Ave N.
Plymouth, MN 55446

Minutes of Work Session Meeting

A Work Session Meeting of the Board of Education of Wayzata Public Schools was held Monday, December 18, 2023, beginning at 4:10 PM in the Creekside 16000 41st Ave N. Plymouth, MN 55446.

| | |
|--|----|
| 1. ROLL CALL/CALL TO ORDER | |
| 2. ADMINISTRATIVE REPORTS | |
| A. FINANCE AND OPERATIONS REPORTS | |
| B. TEACHING AND LEARNING REPORTS | |
| 1. Read Act & Associated PD Plans (30 minutes) | 2 |
| C. HUMAN RESOURCE SERVICES REPORTS | |
| 1. Calendar (20 minutes) | 5 |
| 2. Earned Sick and Safe Time-ESST (20 Minutes) | 9 |
| D. SUPERINTENDENT'S REPORTS | |
| 3. BOARD REPORTS | |
| A. School Board Self Evaluation Follow Up (45 minutes) | 11 |
| 4. ADJOURN | |

Greetings Colleagues,

We hope you are enjoying this mild start to our winter! Without all the snow, it is hard to believe next week is the last week before break! Let us take this opportunity to wish all of you a well deserved break and hope you are able to rest, refuel, and enjoy your favorite activities this time of year.

The purpose of this email is to provide an update regarding MDE's Read Act legislation, specifically the Professional Development requirement that must be completed by July 2025 ([Phase 1](#)). On August 15, 2023 MDE posted three professional learning options for districts to select from. Since then, the T&L team members have been learning more about each option, consulting with other district leaders, and awaiting further guidance from MDE before moving forward with planning. Like other districts, we are working under a tight timeline to implement these expectations and know this is a lot to process. We apologize for the length of this communication but want to do our best to provide complete information.

We have shared a draft of the implementation plan with the WEA Executive Board, the Calendar Committee, and WPS principals to create a plan that meets requirements while also being as responsive to the feedback we received as we could be. We appreciate this input and collaboration and, as always, we value your feedback. Please feel free to email askTL@wayzataschools.org with any questions or suggestions you may have. We will compile common questions with answers in an [FAQ document](#) available to all staff.

MDE has identified three professional development training options that schools can select to meet the state mandate. After careful consideration, Wayzata has chosen CORE Learning for [Phase 1](#) training, with the exception of Early Childhood teachers. While MDE has assigned specific groups to complete the training by July of 2025, given the movement between grade levels and the time commitment to the training, Wayzata will train all K-5 classroom teachers in Phase 1. Additionally, the Read Act requires that special educators PreK-12 who provide literacy instruction, reading intervention teachers K-12, and EL K-5 teachers complete this training. We are working with Director of Student Support Services, Ginny Nyhus, to further assess the training requirements for our student support staff who are not directly engaging in the delivery of core instruction.

We have selected *LETRS for Early Childhood* for those with an early childhood licensure, as it is the training most aligned to the specific needs of our early learners. Michelle Bedor, Director of Early Learning, will be sending an email specifically to the Early Childhood teachers.

CORE Learning was chosen because we believe it best aligns with our approach to instruction and provides the most flexible training model.

- Provides content specific knowledge in all reading domains
- Teachers use the district core curriculum to implement high quality instructional practices
- Focuses on multilingual learners and structured literacy
- Focus for teacher training is "Be strategic, calm, and asset-oriented"
- Focus on asset framing learners and learning
- Quality teacher resources
- Reputable literacy leaders on board, research-based

- CCC has been affiliated with CORE for several years
- Not a brand new program in development, being refined
- Cohort model provides opportunities for flexibility for participants
- Scheduling advantages, sustainable within teacher contract
- Possibility to train in-district facilitators

To provide teachers with the time to complete the CORE professional development, Teaching & Learning collaborated with Human Resources to draft a calendar and plan for implementation that would best allow this work to be embedded into the existing teacher calendar and provide the most flexibility to our teachers. This was presented to the WEA Executive Board and Calendar Committee, and the plan reflects this valuable input. This professional learning plan and calendar provides flexible options for teachers to complete this work, including working from home.

| <u>Modules</u> | <u>Format</u> | <u>Hours</u> | <u>Date</u> | <u>Notes</u> |
|--|---------------|--------------|-------------------------------|---|
| One: Welcome | Asynchronous | 3-6 | March 29, 2024 | Professional Development Connected PD May WFH during the CORE portion. |
| Two: Big Picture Reading and Word Structure | Asynchronous | 3-6 | April 8, 2024 | Professional Development Connected PD from March 8. May WFH during the Core Portion *Elementary planning day is moved to March 8.* |
| Three: Effective Instruction and Early Literacy | Asynchronous | 3-6 | June 7 - WFH | Last day of school year **Teachers may work on this any time prior to June 7. |
| ----- | Synchronous | 1 | Week of June 7 | Modules 1-3 must be completed. **There will be a minimum of five synchronous options scheduled within this week to select from. |
| Four: Phonics, Decoding, and Irregular Words | Asynchronous | 3-6 | Summer Expectation 1.5 WFH | (Covered by Aug. 26 and .5 day Aug. 29) |
| Five: Multisyllabic Words, Spelling, and Fluency | Asynchronous | 3-6 | Summer Expectation 1.5 WFH | (Covered by Aug. 26 and .5 day Aug. 29) |

| | | | | |
|-------------------------|---|-----|---------------------------|---|
| ----- | Synchronous | 1 | August 29, 2024 | Back to school workshop Modules 4 & 5 must be completed |
| Modules 6-9 | Teachers may register for an AWE Course | 12 | TBD | OR |
| 6 Vocabulary | Asynchronous | 3-6 | September 23, 2024 WFH | Flex Day |
| 7 Syntax and Writing | Asynchronous | 3-6 | September 23, 2024 WFH | Flex Day |
| 8 Comprehension | Asynchronous | 3-6 | October 16, 2024 WHF | Reduce P/T conference by .5. |
| 9 Assessment | Asynchronous | 3-6 | November 8, 2024 WFH | Professional Development Day |
| ----- | Synchronous | 1 | Week of Nov. 8 WFH | Professional Development Day End of Day Modules 6-9 must be completed |

If you would like to learn more about the Read Act, you will find more details on the [MDE Read Act website](#) and the [MDE Professional Development Requirements summary](#). While this is mandated training from MDE and the result of the Read Act legislation, we do believe this is valuable professional learning to support each and every student in being a successful reader and to eliminate demographic discrepancies in our reading outcomes. To this end, it aligns well with our commitment to Each and Every learner.

Thanks for your continued dedication and hard work on behalf of our students and families.

Best for a wonderful weekend,

Dana Miller, Executive Director of Teaching and Learning
Stacie Vos, Executive Director of Human Resources

AskTL@wayzataschools.org

| July 2024 | | | | | August 2024 | | | | | September 2024 | | | | | | | | | | |
|---|--------------------------|--------------------------|--------------------------|--------------------------|-----------------|-------------------|-----------------------|-----------------------|--|--|----------------------|--------------------|--|--------------------|--|--------------------------|---------|-----------------|--------------------------|--------------------------|
| 1 | 2 | 3 | 4 | 5 | 4 | | | | 1 | 2 | 2 | 3 | 4 | 5 | 6 | | | | | |
| | | | Holiday | | Contract Days | | | | | | Holiday | Start Q1 E/K-5/6/9 | Start Q1 7-8/10-12/T | | | | | | | |
| 8 | 9 | 10 | | 11 | 12 | 5 | 6 | 7 | 8 | 9 | 9 | 10 | 11 | 12 | 13 | | | | | |
| 15 | 16 | 17 | | 18 | 19 | | All Admin | | | | | | | | | | | | | |
| 22 | 23 | 24 | | 25 | 26 | 12 | 13 | 14 | 15 | 16 | 16 | 17 | 18 | 19 | 20 | | | | | |
| | | | | | | | Leadership Institute | Leadership Institute | | | | | | | | | | | | |
| | | | | | | 19 | 20 | 21 | 22 | 23 | 23 | 24 | 25 | 26 | 27 | | | | | |
| | | | | | | New Teachers | New Teachers | New Teachers | | | E/K-12/T PD Learning | | | | | | | | | |
| | | | | | | K-5 Comp 26 | *E/K-12/T Non Student | *E/K-12/T Non Student | *E/K-12/T Non Student | NonContract | 30 | | | 19/20 Student Days | 20 Contract Days | | | | | |
| • New Staff Orientation 8/19-21 • WPS Workshops, PD and Planning Days 8/26-29 • K-5 Literacy PD Comp Day - 8/26 and 0.5 of 8/29 | | | | | | | | | | • WHS S1 Evening Open House - 9/11 • K-5 Read Act PD - 9/23 | | | | | | | | | | |
| October 2024 | | | | | November 2024 | | | | | December 2024 | | | | | | | | | | |
| 20 | | 1 | 2 | 3 | 4 | 16/17 | 19 | | | 1 | 2 | 3 | 4 | 5 | 6 | | | | | |
| Student Days | | | | | | Student Days | Contract Days | | | | | | | | | | | | | |
| 7 | 8 | 9 | 10 | 11 | 12 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | | | | | |
| | | | | | | | | End Q1 E/K-5 | End Q1 6-12/T E/K-5 Non Student | E/K-12/T Non Student | | | | | | | | | | |
| 14 | 15 | HS/T Comp 16 | E/K-12/T Non Student | NonContract MEA | NonContract MEA | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | | | | | |
| 21 | 22 | 23 | 24 | 25 | 26 | Start Q2 E/K-12/T | | | | | | | | | | | | | | |
| 28 | 29 | 30 | 31 | 21 | Contract Days | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | NonContract Winter Break | Holiday | Holiday | NonContract Winter Break | NonContract Winter Break |
| • HS Evening Conferences 10/2 & 10/9 • K-8 Evening Conferences 10/15 • ELS Day Conferences 10/16 • K-5 0.5 Read Act PD/0.5 Conf. - 10/16 • 6-8 Day Conferences 10/16 • HS/T Conference Comp Day 10/16 | | | | | | | | | | • K-5 Planning Day 11/7 • K-12/T PD/Grading Day 11/8 • ECSE/K-12/T Conferencing Comp Day 11/27 | | | | | • HS Evening Conferences 12/11 | | | | | |
| January 2025 | | | | | February 2025 | | | | | March 2025 | | | | | | | | | | |
| 20 | 21 | 1 | 2 | 3 | 18 | 19 | | | | 3 | 4 | 5 | 6 | 7 | | | | | | |
| Student Days | Contract Days | Holiday | | | Student Days | Contract Days | | | | | | | | | | | | | | |
| 6 | 7 | 8 | 9 | 10 | 11 | 3 | 4 | 5 | 6 | 7 | 10 | 11 | 12 | 13 | 14 | | | | | E/K-12/T PD Learning |
| 13 | 14 | 15 | 16 | 17 | 18 | 10 | 11 | 12 | 13 | 14 | 17 | 18 | 19 | 20 | 21 | | | | | |
| | | | | | | | | | HS/T Comp 14 | E/K-12/T Non Student | | | | | | | | | | |
| 20 | 21 | 22 | 23 | 24 | 17 | 18 | 19 | 20 | 21 | 24 | 25 | 26 | 27 | 28 | | | | End Q3 E/K-12/T | E/K-12/T Non Student | |
| Holiday | | | End Q2 E/K-12/T | E/K-12/T Non Student | Holiday | | | | | | | | | | | | | | | |
| 27 | 28 | 29 | 30 | 31 | 24 | 25 | 26 | 27 | 28 | 31 | | | 19 | 20 | NonContract Spring Break | | | Student Days | Contract Days | |
| Start Q3 E/K-12/T | | | | | | | | | | | | | | | | | | | | |
| • K-12/T PD/Grading Day 1/24 • HS S2 Evening Open House 1/29 | | | | | | | | | | • HS Registration Night 2/5 • K-8 Evening Conferences 2/13 • ELS Day Conferences 2/13 • K-8 Day Conferences 2/14 • HS/T Conference Comp Day 2/14 • HS Evening Conferences 2/26 | | | | | • K-12/T PD/Grading Day 3/28 | | | | | |
| April 2025 | | | | | May 2025 | | | | | June 2025 | | | | | | | | | | |
| | 1 | 2 | 3 | 4 | 21 | 21 | | 1 | 2 | 2 | 3 | 4 | 5 | 6 | | | | End Q4 E/K-12/T | E/K-12/T Non Student | |
| | NonContract Spring Break | NonContract Spring Break | NonContract Spring Break | NonContract Spring Break | Student Days | Contract Days | | | | | | | | | | | | | | |
| Start Q4 6-12/7 | 8 | 9 | 10 | 11 | 5 | 6 | 7 | 8 | 9 | 9 | 10 | 11 | 12 | 13 | | | | | | |
| E/K-5 Non Student | Start Q4 E/K-5 | | | | | | | | | ECSE/K-12/T Comp | | | | | | | | | | |
| 14 | 15 | 16 | 17 | 18 | 12 | 13 | 14 | 15 | 16 | 16 | 17 | 18 | 19 | 20 | | | | Holiday | | |
| 21 | 22 | 23 | 24 | 25 | 19 | 20 | 21 | 22 | 23 | 23 | 24 | 25 | 26 | 27 | | | | | | |
| 28 | 29 | 30 | 17/18 | 18 | 26 | 27 | 28 | 29 | 30 | 30 | | | 4 | 6 | | | | Student Days | Contract Days | |
| | | | Student Days | Contract Days | Holiday | | | Last Day for Seniors | | | | | | | | | | | | |
| • K-5 Planning Day 4/7 | | | | | | | | | | • Last Day for Seniors 5/29 • Graduation Ceremony (Seniors) 5/30 | | | | | • Last Day for Teachers 6/6 • ECSE/K-12/T Conferencing Comp Day 6/9 | | | | | |
| STUDENT DAYS | | | | | | | | | | CONTRACT DAYS | | | *District closed on dates marked Holiday | | | | | | | |
| | E/K-5 | 6 | 7-8 | 9 | 10-11/T | 12 | WKHP | 4.0 | *Rosh Hashanah, Yom Kippur, Eid al-Fitr - No evening events or special daytime activities during the school day. Encourage minimal or no homework and testing. Students can makeup any coursework if they are absent without penalty. Eid al-Fitr date could change leading up to the event (based on lunar calendar). | | | | | | | | | | | |
| Q1 | 44.0 | 45.0 | 44.0 | 45.0 | 44.0 | 44.0 | Q1 | 47.0 | | | | | | | | | | | | |
| Q2 | 42.0 | 42.0 | 42.0 | 42.0 | 42.0 | 42.0 | Q2 | 44.0 | | | | | | | | | | | | |
| Q3 | 42.0 | 42.0 | 42.0 | 42.0 | 42.0 | 42.0 | Q3 | 44.0 | | | | | | | | | | | | |
| Q4 | 42.0 | 43.0 | 43.0 | 43.0 | 43.0 | 38.0 | Q4 | 45.0 | | | | | | | | | | | | |
| | 170.0 | 172.0 | 171.0 | 172.0 | 171.0 | 166.0 | | 184.0 | | | | | | | | | | | | |



Stacie Vos, Executive Director of Human Resources
16000 41st Ave N | Plymouth, MN 55446
763-745-5014 | Fax: 763-745-5015 | Stacie.Vos@wayzataschools.org

Date: December 14, 2023

To: Calendar Committee Representatives

From: Stacie Vos, Executive Director of Human Resources

RE: 2024-2025 Calendar

The 2024-2025 calendar committee has worked diligently and collaboratively to create the proposed calendar before you today. Please note building principals and Teaching and Learning staff have provided input in this proposal.

Highlights:

1. This calendar is very similar to the calendar we have this year.
2. Due to the Read Act professional development requirements any one completing the CORE training will have a comp day on August 26 and a .5 comp day on August 29.
3. The pre-workshop day has been removed and Back to School workshops are all in the same week.
4. September 3 - First day of school of Early Learning School, All Elementary Schools, 6th grade and 9th grade students. This is being done in an effort to conduct orientation for 6th and 9th grades and new students. This is a cost containment measure as it reduces the transportation costs that were necessary in the way we are currently doing orientation. This is subject to board approval.
5. September 4 - First day of school for 7, 8, 10, 11, and 12 grade students.
6. No changes in October and November.
7. Winter Break is from December 23-January 1. Students return on January 2.
8. No changes in February, March, or May.
9. Last day of School for students is Thursday, June 5
10. Last day for staff is Friday, June 6



Nathan Flansburg, Ed.D., Associate Superintendent
1455 County Road 101 North | Plymouth, MN 55447-3053
763-745-5010 | Fax: 763-745-5091 | Nathan.Flansburg@wayzataschools.org

Date: December 18, 2023

To: Chase Anderson, Superintendent
284 School Board Members

From: Nathan Flansburg, Associate Superintendent
Stacie Vos, Executive Director of Human Resources
Dana Miller, Executive Director of Teaching and Learning
Scott Gengler, Principal, Wayzata High School
Meg Bennett, Principal, East Middle School
Ryan Carlson, Principal, West Middle School
Xavier Reed, Principal, Central Middle School

Re: Proposed change to first day of school for 6th and 9th grade students

Background:

The first day of school, the first Tuesday after Labor Day, is the first day for all secondary students in grades six through twelve. To assist with student transitions from elementary to middle school and middle school to high school buildings, the three middle schools and the high school dedicate time for 6th and 9th-grade students to begin transitioning to their new buildings. Transportation is contracted to assist with this process.

Proposal:

Middle School and High School:

- All 6th-grade and new 7-8th-grade students would begin the first day of school to orient students on Tuesday, September 3. All other 7th and 8th-grade students will start school on Wednesday, September 4.
- All 9th-grade and new 10th- 12th-grade students would begin the first day of school with their Link Leaders on Tuesday, September 3. All other 10th, 11th, and 12th grade students will start school on Wednesday, September 4.
- Adding this orientation day for incoming 6th-grade students and new students aligns with information gathered from the Middle School Study. This day allows our 6th graders and new students to acclimate to their new middle school, learn more about their teachers, follow a schedule, and feel more comfortable and confident when everyone is in the building on September 4.
- The primary objective of the freshman/new student orientation day is to offer our incoming 9th-grade students an opportunity to familiarize themselves with the high school environment, connect with their peers, and gain essential insights into academic expectations and extracurricular opportunities.

Currently, this day is a partial day scheduled during workshop week.

- This dedicated time will allow for comprehensive activities and presentations without the presence of 7th-grade, 8th-grade, sophomores, juniors, and seniors, ensuring a more intimate and tailored experience for our 6th-graders and freshmen.
- This is a cost containment measure as it reduces the necessary transportation costs in the way we are currently doing orientation.
- Benefits:
 - A focused and tailored introduction for freshmen, setting a positive tone for their high school experience.
 - Increased comfort and confidence among incoming students.
 - An opportunity for staff and faculty to connect with freshmen on a more personal level.
 - Significant cost savings in transportation by moving the 9th grade/new student orientation out of workshop week.
 - Sends the message that we value and recognize the significance of successful and seamless transitions from level to level.



Stacie Vos, Executive Director of Human Resources
16000 41st Ave N | Plymouth, MN 55446
763-745-5014 | Fax: 763-745-5015 | Stacie.Vos@wayzataschools.org

Date: December 14, 2023

To: All Wayzata Employees

From: Stacie Vos, Executive Director of Human Resources

RE: Earned Sick and Safe Time (ESST)

Starting on January 1, 2024 the newly mandated [Earned Sick and Safe Time](#) legislation goes into effect. In an effort to implement this new mandate to the best advantage of our employees, the district has worked closely with all bargaining units. We are excited to share with you that this legislation has expanded the reasons in which you may utilize your accrued sick leave, and it also allows for employees to earn sick and safe time who have previously not had the opportunity to earn time off. We hope that these new procedures will allow you more time to take care of the people you love, provide you resources in stressful situations and overall create an environment of support.

This is your notice of Earned Sick and Safe Time benefits

Employees in Minnesota are entitled to earn sick and safe time, a form of paid leave. Employees must accrue one hour of earned sick and safe time for every 30 hours worked, up to a maximum of 48 hours in a year. The state has determined that accrual of ESST will be determined utilizing one of the three methods:

- 1) **Full Time Employees:** Front load 80 hours, which is inclusive of all types of time off, personal days, vacation days, etc, in which 48 hours may be utilized for ESST reasons. Absence reasons are listed below.
 - a) In Wayzata, full time employees already have at least 80 hours of time off and receive those days at the beginning of the year or the beginning of each month depending upon their contract. As a Wayzata employee, the district will not limit you to the 48 hours of ESST time. This, in essence, allows you to use your sick leave for more reasons than are currently articulated in your contract(s).
- 2) **Part Time Employees:** Once a part time employee works for a total of 80 hours they then earn one hour of ESST for every 30 hours worked.
 - a) Wayzata part time employees that are covered under a contract: Employees will earn ESST at the start of employment or will have their accumulated hours deposited for use at the beginning of each month. This is dependent upon the language of the contract they are hired under.
 - b) Wayzata part time employees not covered under a contract: Employees will need to work for 80 hours and then will earn one hour for every thirty hours worked.
- 3) **Option per the State:** Wayzata will not be using this option as it does not align with current bargaining unit agreements. This option allows the district to front load 48 hours and then pay out any unused hours.

Earned sick and safe time must be paid at the same hourly rate employees earn from employment and employees should not be deterred from using sick and safe time due to the employer's ability to find a replacement. Sick and safe time may be used in hourly increments. Details of time off used and balances can be viewed on Employee Access under Time Off. Casual labor's time off is used during the pay period and the balance will be printed on the pay stub.

Earned sick and safe time can be used for:

- an employee's mental or physical illness, treatment or preventative care;
- the mental or physical illness, treatment or preventative care of an employee's family member;
- closure of an employee's workplace due to weather or public emergency or closure of their family member's school or care facility due to weather or public emergency; and
- absence due to domestic abuse, sexual assault or stalking of an employee or their family member;
- when determined by a health authority or health care professional that an employee or their family member is at risk of infecting others with a communicable disease

Earned sick and Safe time expands the definition of family and sick and safe time may be used for the defined family members below:

- their child, including foster child, adult child, legal ward, child for whom the employee is legal guardian or child to whom the employee stands or stood in loco parentis (in place of a parent);
- their spouse or registered domestic partner;
- their sibling, stepsibling or foster sibling;
- their biological, adoptive or foster parent, stepparent or a person who stood in loco parentis (in place of a parent) when the employee was a minor child;
- their grandchild, foster grandchild or step-grandchild;
- their grandparent or step-grandparent;
- a child of a sibling of the employee;
- a sibling of the parents of the employee;
- a child-in-law or sibling-in-law;
- any of the family members (1 through 9 above) of an employee's spouse or registered domestic partner;
- any other individual related by blood or whose close association with the employee is the equivalent of a family relationship; and
- up to one individual annually designated by the employee.

Notifying your employer and documentation of an absence from work:

Notification of the use of Earned Sick and Safe time should follow the language articulated in your bargaining agreement for requesting time off and should follow the district expectation that absences are called in as soon as possible in an effort to successfully cover classrooms. Wayzata Schools may request documentation of consecutive absences from work, again following the expectations outlined in your contract.

Retaliation, right to file a complaint:

It is against the law for an employer to retaliate, or take negative action, against an employee for using or requesting earned sick and safe time or otherwise exercising their earned sick and safe time rights under the law. If an employee believes they have been retaliated against or improperly denied earned sick and safe time, they can file a complaint with the Minnesota Department of Labor and Industry. They can also file a civil action in court for earned sick and safe time violations.

For more information:

Contact the Minnesota Department of Labor and Industry's Labor Standards Division at 651-284-5075 or dli.laborstandards@state.mn.us or visit the department's earned sick and safe time [webpage](#).

As always, please reach out to me if you have any questions or concerns. We look forward to working with all of you to expand upon the reasons you may use your sick leave. Thanks for all you do!

QUESTION #1: ADHERENCE TO THE WAYZATA SCHOOL BOARD SOP

THEMES:

- Organizational Meeting
 - Agenda Meeting/ Planning
 - Responding to Emails
 - Public Participation in Board Meetings (Engagement)
 - Board Meetings (Issues)
-

SPECIFIC RESPONSES:

- Communication between board members
- Hope: Regular self evaluation and professional development
- Board is thoughtful in partnering with administrative support
- Overall good adherence
- Conduct of meeting- disconnect in communication
- Great election process this year
- Agenda planning process
- Move from reactionary (post-pandemic) to planful (DOP)
- Positive policy work
- Board prep ahead of meetings
- “No surprises” rule really important
- Meetings are run well (follow Robert’s Rules)
- Submitting questions early to administration
- Agenda planning process
 - Agenda planning process not always clear of goal
 - Opportunity for board members to weigh in
 - Clarity- expansion of how to add to agenda
- Emails on behalf of board: Making it acceptable for all members to respond
- Keep organizational meeting in December
- Board leadership succession process
 - Need to clarify election process
 - Are we over valuing experience for board officers

QUESTION #2: ALIGNMENT WITH THE ESSENTIAL FUNCTIONS OF A SCHOOL BOARD

THEMES:

- Community Trust/ Distrust
- Superintendent Evaluation Process
- Creating Conditions for District Success (What it Means)
- Sharing More Information to the Community

SPECIFIC RESPONSES

- District Road Map serves us well
 - Active participants in Road Map development and practices
- Conditions for success vague- need more information
- .Community / staff losing trust in the district
- Public engagement
 - more board initiation
 - getting into schools
 - Engagement for both internal and external stakeholders
 - Reaching out to communities who are not traditionally at the table
 - Adopt-a-school; attending events
- Connected DOP, superintendent eval, and board self evaluation
 - Strong relationship with superintendent
 - Need to ensure timely eval process and quarterly check-ins
- Legislative advocacy
 - Build on relationships with legislators
 - Advocacy in line with board consensus
- Stewardship
 - Understand and learn
 - CFAC/ Finance
 - Literacy instruction

QUESTION #3: ALIGNMENT AND PROCESS TOWARD THE DISTRICT ROADMAP

THEMES:

- Accountability in Assessing Progress on the Roadmap
- Communicating Results / Status to Stakeholders

SPECIFIC RESPONSES

- Better recognize the full understanding of an ever changing global society and lean into it
- Board clearly understands and whole heartedly agrees with Roadmap and Equity Statement
- Understand intersectionality and identify where we may be ill-equipped
- Shared Values:
 - Each and every
 - Continuous improvement
 - Student success
 - Roadmap to of mind
- How are we living our district values?
- More overt discussion about how different stakeholders utilize the Roadmap
- Continue high quality daily experience to reduce achievement gaps
- Deep commitment to excellence
- Keeping areas of Roadmap top of mind when making all decisions is important
- Reference Roadmap when highlighting a program or change in practice
- Demonstrate respect for all voices
-

2023 Self Evaluation



QUESTION #4: OUR WORK ALONG THE CONTINUUM OF GOVERNANCE & MANAGEMENT

THEMES:

- What Does a “7” Mean on the Continuum of Governance & Management
- Governance “Gray Zone”. How to Identify; How to Deal With it
- How to Communicate Governance & Management to the Community

SPECIFIC RESPONSES

- Committees give the board a bit of “gray zone” experience
- Community expectations may seem more of a managerial roll
- Committee work can invite management crossover; must resist
- Ask questions but do not provide advice
- Policy guides the process by which to manage situations
- Time and energy successfully geared towards understanding governance & management
- The board has clear desire to be in governance lane
- Use committees to engage in more management discussions
- Need more delineation of what a “7” looks like
- Lack of clearly defined parameters

2023 Self Evaluation



QUESTION #5: PROFESSIONAL DEVELOPMENT SUGGESTIONS & OPPORTUNITIES FOR 2024

THEMES:

- Board Team Building
 - Board Development
 - Governance
 - Collaborative Leadership
 - How to Utilize Committees
 - Board Role on Committees
-

SPECIFIC RESPONSES

- Tech training
- Understand the board role in the DOP
- Need refresher on quorum rules
- Strong mentoring of new members important
- Make good use of mentor system
- Need practical examples of governance
- Continue with MSBA training
- Continuing Ed:
 - Governance
 - Collaborative leadership
 - Superintendent evals
 - Community engagement
- Professional development in addition to MSBA 2x per year
- Creating trust among the team
- Notice slight split- factions
- Focus PD on teambuilding
-

2023 Self Evaluation



QUESTION #6: OTHER FEEDBACK

THEMES:

- Review SOP's
- Consider Developing Board Handbook
- Succession Planning

SPECIFIC RESPONSES

- Review and revise SOP's
- Improve mentor relationship/ partnership
- create profiles and allow selection process based on best matched profile instead of assignments
- Explore creation of board member handbook
- Have community evaluate the board in addition to self evaluation