

**INDEPENDENT SCHOOL
DISTRICT #624**



**BOARD RETREAT/
WORK-STUDY
AGENDA**

July 11, 2016

School Board Work-Study Session
July 11, 2016
2:30 p.m. – 5:30 p.m.
Location: District Center, Room 112

A. Strategic Items - Discussion **2:30 p.m.**

1. Reflections on accomplishments during 2015-16, including:
 - a) School Board/Superintendent Goals (*Update attached*)
 - b) Strategic Planning Mission, Core Values, and Objectives
2. Consideration of Priority School Board/Superintendent Goals for 2016-17

B. Review of Operating Protocols and Other Annual Reviews - Discussion **3:00 p.m.**

1. School Board Working Protocols
2. Review of Committees Assignments
3. Review of School Board Liaison Assignments
4. School Board Training for 2016-17
5. Evaluation of School Board and Superintendent

C. Update on Specific Goals – Discussion **4:00 p.m.**

1. Goal 2 – Ongoing Financial Stewardship and Budget Management
 - a) Updates on Long-Range Financial Planning
 - b) Update on Annual Operating Plan
2. Goal 1 Strategy III: *We will ensure our facilities support our district's mission and objectives.*
 - a) Facility Planning Process for 2016-17
 - b) Emerging Issues Related to Facilities and Programming.

D. Negotiations Study Session* **5:00 p.m.**

1. Negotiations

E. Adjournment **5:30 p.m.**

*This portion of the meeting may be closed to consider strategy for labor negotiations, including negotiation strategies or developments or discussion and review of labor negotiation proposals, conducted pursuant to Minnesota Statutes 179.A.01 to 179.A.25.

AGENDA ITEM: School Board/Superintendent Goals
MEETING DATE: July 11, 2016
SUGGESTED DISPOSITION: Discussion Item
CONTACT PERSON: Dr. Michel Lovett, Superintendent

BACKGROUND:

1. Reflections on accomplishments during 2015-16, including:
 - a) School Board/Superintendent Goals (update attached)

Red – Not begun
 Yellow – In progress
 Light Green – Partially operational
 Green – Fully operational

School Board/Superintendent Goals for 2015-16 (Updated for the Work Study Session of May 23, 2016)

Strategic Plan / Action Step	Details	Status	Report to the School Board	Evaluation	
Strategy I: We will develop a comprehensive understanding of our students' needs and interests to ensure students are challenged and excelling academically.					
Action Step 1.1: All students will achieve grade level in reading, writing and math by grade 3 and maintain grade level proficiency throughout their tenure in White Bear Lake Area Public Schools.	1.1. Proficiency and Growth This step will be aligned to the District's World's Best Work Force Plan.	Monitor progress based on a dashboard of metrics. During 2015-16 the District will design a set of metrics consistent with the goals of WBWF plan and the District's Equity Plan and regularly report to the School Board. As part of a comprehensive review of student progress, the District has designed new strategies for literacy for 2016-17, including at the elementary level comprehensives PLC teams at each school and literacy coaches.	August 10 School Board Meeting: Proficiency and Growth data reported to School Board; August 24: School Board Work Study Session: Focus on Proficiency, Growth, and Gaps; September 14: Focus on Measures of College and Career Readiness October 26: World's Best Workforce Executive Summary November 23: First Quarter Update on Leading Indicators February 22: School Updates to School Board Liaisons March 21: Update on Elementary Literacy	Evaluation plan will include metrics consistent with the state profile of the following: 1. Kindergarten readiness; 2. Third grade literacy; 3. Achievement gap analysis; 4. College and career readiness, and 5. Student graduation rates.	

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			April 25: Further updates on Elementary Literacy.		
Action Step I. 2: All students will have an ongoing plan for post-secondary readiness that will be monitored from grades 6 through 12 and all students will have the academic skills to be successful in a post-secondary institution.	<p>I.2 College and Career Readiness This step will be aligned to the District's World's Best Work Force Plan.</p> <p>Implementing of the WBWF Plan will include deepening our work to use post-secondary plans to increase our collective understanding of each learner's needs and interests and needs.</p>	<p>The 2015-16 school year is the fourth year of implementation of the grade 9-12 changes; counselors move with their students from North to South Campus.</p> <p>This is year 2 of the comparable guidance staffing for grades 6-8; Monitor progress based on a dashboard of metrics. During 2015-16 the District will design a set of metrics consistent with the goals of WBWF plan and the District's Equity Plan and regularly report to the School Board.</p>	<p>September 14: Focus on Measures of College and Career Readiness</p> <p>November 23: Update-Leading Indicators of Student Engagement</p> <p><u>May 23, 2016: update to the School Board on work with Equal Opportunity Schools during 2015-16 and plans for 2016-17.</u></p>	<p>Evaluation plan will include metrics consistent with the state profile of the following:</p> <ol style="list-style-type: none"> 1. Kindergarten readiness; 2. Third grade literacy; 3. Achievement gap analysis; 4. College and career readiness, and 5. Student graduation rates. 	
Action Step I.4: The District will build upon the International Baccalaureate (IB) offerings already in place at Matoska, Central and Sunrise Park Schools by increasing opportunities to access rigorous, comprehensive educational experiences.	I.4: IB and Other Rigorous Comprehensive Programs.	<p>In January, 2015 Sunrise Park and Central Middle Schools received I.B. authorization.</p> <p>In addition to deepening implementation of IB programming, the District will consider other options including but not limited to: Implementation of Career Pathways; Expanding Implementation of AVID; increasing opportunities for and access to college level classes; STEM programming, and other options for review.</p>		<p>Evaluation Plan will include:</p> <ol style="list-style-type: none"> 1. Assurance that all schools have rigorous comprehensive opportunities consistent with the Strategic plan, WBWF Plan and Equity Plan. 	

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Strategy II: We will create and implement a plan for global experiences and relationships to further understand world connections.					
Action Step II. 1: All students will expand their global perspective through the study of world language and culture at the elementary schools.	II.1 World Language K-5	Chinese is now offered K-5 in two elementary schools and Spanish in six elementary sites.		Evaluation plan includes: 1.Summary information measuring student participation and success in world language; 2. Assessment data measuring student global understanding.	
Action Step II. 2: Secondary students will develop global understanding and competitiveness through expanded world language opportunities at the secondary level.	II.2 World Language 6-12	Chinese is now offered 6-12; For Chinese and ASL, District has made application for college credit (CIS) status.		Evaluation plan includes: 1.Summary information measuring student participation and success in world language; 2.Assessment data measuring student global understanding; 3.Participation trends in secondary world language coursework.	
Action Step II. 4: All students will expand their global perspective by participating in annual service learning opportunities at the classroom or building level.	II.4 Service Learning	Operational beginning in 2012-13. For the 2014-15 school year, we collected data in a common format through our partnership with Free the Children/We Act, an international organization supporting and monitoring service and leadership. During 2015-16, a comprehensive report will be made to the School Board.	Schedule comprehensive report for the work-study session of May 23, 2016.	Evaluation plan includes: 1.Participation trends in global service learning projects, including comprehensive report from We Act; 2.Survey data on student understanding of global issues related to service learning opportunities.	

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Strategy III: We will ensure our facilities support our district's mission and objectives.					
Action Step III. 1: The District will ensure that inside and outside large group spaces are comparable to conference schools.	III.1 Facility – Large Group Spaces	<p>The District, in partnership with its municipalities and various athletics associations has completed an analysis of space issues across the District. The results of this study were presented to the School Board on May 20, 2013.</p> <p>A community forum about Phase I projects was held on February 24, 2015. At the School Board meeting of April 13, 2015, the Board acted to approve priorities identified in Phase I, including artificial turf at the South Campus stadium and new stadium lighting. Additional Phase I projects were completed during the summer of 2015, and work will continue during the 2015-2016 school year as well.</p> <p>Other athletic facilities improvements will be considered through a comprehensive, long-term facilities planning process.</p>	<p>The School Board was updated at the July 13, 2015 work-study session.</p> <p>October 26: Update on Comprehensive Facilities Plan. (Relates to all Action Steps under Strategy III)</p> <p>January 25, 2016: Update on comprehensive facilities planning and community achievement center project proposal update.</p> <p>March 28: Further update on comprehensive facilities planning, showing key long range dates, and updates on community achievement center project proposal, including legislative testimony.</p>	Evaluation plan includes: 1. Completion of Phase I recommendations. 2. Incorporation of action step into comprehensive, long-term facilities planning process (Phase II of Facilities Study).	
Action Step III. 2: At an additional three elementary schools, the District will provide a gym with a performing arts area separate from the cafeteria.	III.2 Facility – Elementary	<p>The completion of construction at Matoska IB Elementary School created a separate nutrition services area and a new gymnasium area.</p> <p>The remodeling of Lakeaires and</p>		Matoska addition was completed in the fall of 2013. Lakeaires and Willow Lane additions completed in the fall of 2014.	

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		<p>Willow Lane elementary schools included the addition of a gymnasium which created separate spaces for the nutrition services program and the physical education/performing arts programs.</p> <p>With the completion of the construction programs at these two schools in early 2015, all elementary schools will have the identified separate spaces. Other elementary site improvements of significance will be considered of a comprehensive, as part long-term facilities planning process.</p>			
<p>Action Step III. 3: The District will ensure that storage spaces are equitable for all district facilities.</p>	<p>III.3 Facility – Storage</p>	<p>Additional storage space was included as part of the 2014 Lakeaires addition. This additional space is currently being used for District storage. Other storage improvements of significance will be considered as part of a comprehensive, long-term facilities planning process.</p>		<p>Included in the strategic review of secondary sites and facilities.</p>	
<p>Action Step III. 4: The District will ensure that square footage to accommodate student population and program activities are equitable for all buildings.</p>	<p>III.4 Facility – Student Population Distribution</p>	<p>As part of a leadership team project during the 2012-2013 school year, an analysis was undertaken to determine if adjustments to elementary attendance boundaries would allow for the student populations at Central and Sunrise Park Middle Schools to become better balanced.</p> <p>The conclusions of this study</p>	<p>At School Board meeting of April 28, was incorporated into presentation on Strategy III.11.</p> <p>October 26: Update on Comprehensive Facilities Plan. (Relates to all Action</p>	<p>Included in the strategic review of secondary sites and facilities.</p>	

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		<p>determined that adjusting elementary attendance boundaries could help to balance the middle school populations in the short run. School start and dismissal time adjustments will be considered as part of this process.</p> <p>This goal will be incorporated into a comprehensive, long-term facilities planning process.</p>	<p>Steps under Strategy III)</p> <p>January 25, 2016: Update on comprehensive facilities planning and community achievement center project proposal update.</p> <p>March 28, Further updates on comprehensive facilities planning, showing key long range dates, and updates on community achievement center project proposal, including legislative testimony.</p>		
Action Step III. 5: Each district facility will have a standardized operations and a maintenance procedures manual consistent with best practices.	III.5 Facility – Standardized Procedures	Completed.		Evidence that manuals are in place and that employees have been trained appropriately.	
Action Step III. 6: Each district facility will have an HVAC system that provides optimum air quality throughout the district.	III.6 Facility – Air Quality	<p>Before 2015-16, all elementary buildings with the exception of Otter Lake had HVAC system upgrades that include air conditioning.</p> <p>The School Board acted to accept the bids for Otter Lake Elementary to upgrade to air conditioning at the meeting of 2/9/15. This work was done in the summer of 2015.</p> <p>Secondary buildings have certain areas that are air conditioned; however, the cost associated with having the remaining parts of the</p>	<p>Update to the School Board in July and August, 2015</p> <p>October 26: Update on Comprehensive Facilities Plan. (Relates to all Action Steps under Strategy III)</p>	Successful completion of HVAC projects scheduled for fiscal years 2015-2017.	

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		<p>buildings air conditioned will require major funding; this is not part of our current budget.</p> <p>The School Board acted to accept bids for the Sunrise Park Middle School replacement HVAC systems project at the meeting of 1/11/16. The work will be done in the summer of 2016.</p> <p>This goal will be incorporated into Phase II of Facility Plan.</p>			
<p>Action Step III. 8: The District will ensure that all schools provide secure entrances.</p>	<p>III.8 Facility – Secure Entrances</p>	<p>All secondary schools have either a secure entrance design or have attendants who monitor the main door throughout the student day.</p> <p>With the completion of both Lakeaires and Willow Lane elementary schools projects, all elementary schools will have facilities secured by entrances designed to lead all visitors into the office prior to entering the rest of the building.</p>		<p>Secure entrances at each site and appropriate protocols in place.</p>	
<p>Action Step III. 9: District facilities will be designed to allow for informational technology to be accessible by all ISD 624 employees, learners and families.</p>	<p>III.9 Facility – Technology Access</p>	<p>See Strategy IV.11</p> <p>During 2014-15, District begins pilots of space and classroom redesign to promote 21st Century skills.</p> <p>This goal will be incorporated into Phase II of Facility Plan.</p>	<p>October 26: Update on Comprehensive Facilities Plan. (Relates to all Action Steps under Strategy III)</p>	<p>Included in the strategic review of secondary sites and facilities, Strategy III.11</p>	
<p>Action Step III.10: The District will ensure that elementary class sizes are balanced across the district.</p>	<p>III.10 Facility – Balanced Elementary Class Sizes</p>	<p>Projected growth in the Northern portion of the District, along with housing turnover in the southern portion of the district requires</p>	<p>October 26: Update on Comprehensive Facilities Plan. (Relates to all Action Steps under Strategy III)</p>	<p>Data on class size averages and ranges.</p>	

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		careful study during 2015-16. Additionally, school start and end times will be considered for possible implementation in 2016-2017.	<p>January 25, 2016: Update on comprehensive facilities planning and community achievement center project proposal update.</p> <p>March 28, Further updates on comprehensive facilities planning, showing key long range dates, and updates on community achievement center project proposal, including legislative testimony.</p>		
Action Step III.11: Secondary facilities will be evaluated and recommendations will be made that improve programs and reduce transitions, including a cost benefit analysis of a single campus high school.	<p>III.11 Facility – Secondary Phase I recommendations</p> <p>Phase II recommendations</p>	<p>Secondary strategic program and facilities review begins in 2014-15.</p> <p>Action taken at April 13, 2015 Board meeting on Phase I improvements.</p> <p>Update to the School Board presented on July 13, 2015.</p> <p>Phase II of the secondary program and facilities review will expand to include preK-12 and senior facilities as part of a comprehensive, long-term facilities planning process.</p>	<p>October 26: Update on Comprehensive Facilities Plan. (Relates to all Action Steps under Strategy III)</p> <p>January 25, 2016: Update on comprehensive facilities planning and community achievement center project proposal update.</p> <p>March 28, Further updates on comprehensive facilities planning, showing key long range dates, and updates on community achievement center project proposal,</p>	Strategy III.11, facilities study. Included in the strategic review of secondary sites and facilities.	

Strategic Plan / Action Step	Details	Status	Report to the School Board	Evaluation	
			including legislative testimony.		
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Strategy IV: We will create a district-wide culture that inspires innovation, a passion for learning, and confidence to pursue dreams.					
Action Step IV.11: Every classroom will have equitable access to a core set of effective, innovative, and well supported technology.		<p>3-year implementation plan: 2015-16 - 7th-10th Grade 1:1 2016-17 - 6th-12th Grade 1:1 2017-18 - 1:1 classroom sets Grades 3-5 & 1:2 classroom sets in Grades K-2</p> <p>Elementary buildings wishing to accelerate this roll-out prior to 2017-18 can do so, knowing that all devices will be maintained, and fully integrated into the District replacement cycle.</p>	<p>November 9: Update on 1:1 Initiative in the Schools</p> <p>January 25, 2016 Study Session – Strategic Applications of Technology (Technology overview 2010-present)</p> <p>February 22, 2016 Study Session – technology Support Model (background and data)</p> <p>March 28, Further updates on comprehensive facilities planning, showing key long range dates, and updates on community achievement center project proposal, including legislative testimony.</p>	Evaluation plan includes: 1. Annual BrightBytes technology survey data; 2. Measures of student success; 3. Staff participation in 1:1 training, Summer Tech Camp, 4C's Mentors and Technology & Leadership Cohort.	
Action Step IV.12: The District will enhance communication, interaction, and collaboration through the use of a web site.	IV.12 District Website New website launched in June of 2012 and has been included in the Communications and Marketing Plan update presented to the board annually.	Recommend review of the website use and areas for improvement during 2015-16; develop and implement plan for Strategic updates and improvements.		Evaluation plan includes: TBD	

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Action Step IV.13: The District will establish a learning management system to support the development and management of online coursework to allow web-based learning for staff and students.	IV.13 Schoology	Schoology, our LMS, serves as a digital extension to the physical classroom as well as the hub of classroom communication, resources and materials. Skyward, our Student Information System (SIS), provides a record of attendance and completed grades as well as student data. Google Apps is playing an increasingly central role in the classroom communication model as well.		Evaluation plan includes: 1. Total number of courses; 2. Enrollment and student success in hybrid courses; 3. Usage statistics.	
Action Step IV.14: A policy will be developed and presented for board approval that leverages students' access to mobile technology and use of that technology in the classroom.	IV.14 Technology Policy	Mobile technologies use was included in the Electronic Technologies Acceptable Use policy.	The Electronic Technologies Acceptable Use policy revisions were approved by the Board on February 8, 2016.	Evaluation plan includes: 1. <u>Digital Learning Specialists will train teachers on the updated policy by December, 2016.</u>	
Action Step IV.15: Instructional technology will be available for use by students beyond the traditional school day/year.	IV.15 Access to Instructional Technology	See Strategy IV.11 We continue to partner with Brightbytes to measure our classroom technology use, access, skills and environment. By 2016-2017 all secondary students will have a 1:1 device. We continue to partner with Washington and Ramsey county library systems to provide broader access to our entire community. The partnership with Ramsey County is highlighted at a White House Conference on January 18,	February 8: As part of the Presidential Connect Ed Library Card Initiative with Ramsey County, jointly presented to the School Board on the access Middle School students have to resources to school and Ramsey County Library resources via student library cards.	Evaluation plan includes: 1. Student device ratio; 2. Student home Internet access as measured by Brightbytes survey.	

Strategic Plan / Action Step	Details	Status	Report to the School Board	Evaluation	
		<p>to which the Superintendent, County Library Director, and County Commissioner are invited; and at a March 11 statewide school administration conference.</p> <p>Work continues with Ramsey County Library to increase family access.</p>			
Strategy V: We will build a network of partnerships to provide personal and educational growth and service opportunities for students.					
<p>Action Step V. 1: The District will implement a process that will provide a consistent method to initiate and maintain community partnerships.</p>	<p>V.1 Partnership – Process</p>	<p>School Board Policy 900 was approved by the School Board at the May 12, 2014 School Board meeting. It includes a vetting process of partnerships with the office of Superintendency having final approval.</p> <p>An update was provided to the School Board at the work-study session of April 27, 2015.</p> <p>As of August 15, 2015, all building level partnerships project that all district level partnerships will be in compliance by September 30, 2015.</p>		<p>Successful implementation of Policy 900, Partnerships, including the following:</p> <ol style="list-style-type: none"> 1. Assure compliance with policy and protocols for all partnerships for the 2015-16 school year; 2. An evaluation of each partnership will be made by June 30, 2016 and annually thereafter consistent with policy. 	
<p>Action Step V.2: A comprehensive needs assessment will be developed and administered at every WBLA school in order to provide direction to future partnerships.</p>	<p>V.2 Partnership – Needs Assessment</p>	<p>An update was provided to the School Board at the work-study session of April 27, 2015.</p>		<p>Successful implementation the needs assessment section of Policy 900, Partnerships, including the assurance of compliance with policy and protocols for all partnerships for the 2015-16 school year;</p>	
<p>Action Step V.3: The District will create a process which aligns a partner with a compelling need or</p>	<p>V.3 Partnership – Vision</p>	<p>An update was provided to the School Board at the work-study session of April 27, 2015.</p>		<p>Implementation of process consistent with Policy 900, Partnerships.</p>	

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promising vision.					
Action Step V.5: The District will communicate information related to partnerships using a variety of resources.	V.5 Partnership – Communication	<p>Communication regarding current partnerships has been done via school board meetings, and through the communications office, including electronics, print, and other media.</p> <p>By March 31, 2016, the District will design a section of the District's website that features information about District partnerships, and questions and answers about the policy and procedures.</p>	An update will be given to the Board at the May 23, 2016 Work-Study meeting.	<p>Communications plan implemented, including the following:</p> <ol style="list-style-type: none"> 1. Policy 900 is listed on the web page in the policy section; 2. A section of the District's website features information about District partnerships, and questions and answers about the policy and procedures 	
Strategy VI: We will foster connections with and among students and staff members to ensure all feel valued, supported and understood; and we will establish an environment that cultivates understanding and respect for differences among people.					
Action Step VI. 1: The District will adopt a comprehensive bullying prevention, intervention, and support program for students and staff that promotes a safe, civil, and inclusive climate and is implemented in each building, program, and service.	VI.1 Bullying Policy and Program	<p>New program implemented during 2012-13.</p> <p>During 2014-15 additional training was provided to all staff to comply with new State law and the District's policy 514, revised in October, 2014.</p> <p>During the 2014-15 school year, the administration developed protocols to assure ongoing compliance with our Bullying Prevention Policy, policies, and implementation of the curriculum currently in place.</p> <p>For 2015-16, all staff will receive training on compliance with state law and district policy.</p>		<p>The evaluation plan will include:</p> <ol style="list-style-type: none"> 1. Reviewing data from the Minnesota Student Survey scheduled for spring, 2016; 2. An internal audit to assure that all schools are complying with expectations to provide the curriculum: 3. On-going review of other sources of data, including student discipline data. 4. Assurance that all staff receive the required training annually. 	
Action Step VI. 2: The	VI.2 Faculty	Beginning during 2015-16, the		Employment metrics will be reported	

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District will increase the number of faculty and staff from culturally diverse communities to more closely reflect the diversity of the student population.		human resources office will develop a set of metrics on recruitment, selection, and retention consistent with this action step.		annually to the School Board.	
Action Step VI. 3: During curriculum review cycles in all areas, the District will identify best practices that promote and enhance multicultural understanding.	VI.3 Equity in Curriculum and Instruction	An update on the Equity Plan was presented at the work-study session of July 13, 2015. Consistent with the District's Equity Plan, during 2015-16 develop and implement strategies to assure equity in curriculum and instructional practices.		An evaluation plan will be developed consistent with the equity plan.	
Action Step VI. 4: Programs will be adopted and implemented and resources allocated for students and families to promote a positive transition between buildings and programs.	VI.4 School Transitions	Transition plans are in place at each level, including: 1. Kindergarten Jumpstart for four year olds; 2. WEB for the middle school; 3. LINK Crew for new ninth grade students at the high school. For 2015-16, the District will develop additional transition support for students who enter as new students during the year or at grades not served by the current transition plans.		Evaluation plan will include: 1. Annual Board updates on transition programming; 2. Attendance data reflecting student participation in transition programming; 3. Student survey data on the effectiveness of transition programming.	
Action Step VI. 5: The District will provide programming that will continue to create an environment of understanding similarities and differences among students, staff, administration, community	VI.5 Equity in all Programming	An update on the Equity Plan was presented at the work-study session of July 13, 2015. For 2015-16, the District will participate in the following programming: 1. Marnita's Table, designed as intentional social interaction across race, socio-economic	Presentation to Board at work-study session of March 28 th from students who planned and delivered first student lead "International Social Interaction" event in the Northeast Metro and first in the White Bear Lake	An evaluation plan consistent with the Equity plan, will include: 1. Minnesota Student survey data regarding students feeling connected and welcome at school; <u>2016 data released to District from State end of May, review and summarize to compare to 2013.</u> 2. Staff survey data regarding school	

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members, and parents.		groups, and age; First student lead ISI took place on January 28 th at Willow Lane Elementary, approximately 140 participants (families, staff, and student leaders). Dinner and conversation centered around “We are all Bears” and “Closing the Achievement Gap” together. 2. PIQE, designed to engage parents in learning more about school and partnering with the schools to support all children; 3. Training for District leaders in cooperation with EMID member school districts; 4. Other strategies consistent with Equity Plan	Area Schools. <u>Additional ISI was planned and completed at Lakeaires Elementary on May 26th. Met on June 23rd with SRFC to discuss funding for 2016-17 school year.</u> Presentation to the School Board on April 25, including overview of EMID from the Executive Director, and update on District’s EMID programing. Presentation to the School Board on May 23 highlights work with PIQE and Equal Opportunity Schools.	climate; 3. Parent feedback on school climate.	
Action Step VI. 6: The District will review and assess the current plan related to cultural competency.	VI.6 Cultural Competency	An update on the Equity Plan was presented at the work-study session of July 13, 2015. During the 2015-16 school year, this action step will be aligned with the District’s WBWF and Equity plan.		Evaluation plan will include: 1. Annual review and approval of the Achievement and Integration Plan by the School Board; 2. State approval of the District’s Plan; 3. Other measures consistent with the Plan.	
Goal 2 - Ongoing Financial Stewardship and Budget Management	Details	Status	Report to the School Board	Evaluation	
The District continues to identify greater efficiencies in operations that will help to maintain financial stability and allow for improvements in program	Strong community support, which led to the passage of the November 2011 operating levy renewal by a margin of 73% to 27% and the capital projects levy in	For 2014-15, the District increased the frequency of financial reporting from semi-annually to quarterly. A quarterly budget update and	November 23: Quarterly Financial Update and Report on Workers Compensation. March 28 work-study:	Evaluation plan will include: 1. Ongoing financial stewardship on investments and budget management are reviewed annually as part of the financial audit; 2. The audit report for FY 2014-15 is	

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quality and student success.	<p>2013, gives the School District a measure of financial stability.</p> <p>The District has established an excellent record of financial reporting by both ASBO and GFOA, and also achieving an AA Bond Rating initially in 2008, and confirmed in 2011, 2012, 2013 and 2015. Further, the District has restructured long-term debt to allow for more level tax levies over the next several years.</p>	<p>preliminary budget for 2015-16 was presented on May 18, 2015 with Board approval on June 8, 2015.</p> <p>In July the administration provided an update on the 2015-16 budget subsequent to the Legislative Special Session.</p> <p>An annual operating plan, to include information related to all major District funds, will be finalized during the 2015-2016 school year, with preliminary presentation on May 23 and budget action recommended on June 13, 2016.</p>	<p>Presentation on long range key dates in financial planning, including bond refinancing and potential renewal referendum in the fall of 2017.</p> <p>March 22: Presentation on long range financial issues and planning.</p> <p>May 23: Presentation of preliminary budget for 2016-17, and information on financial matters which require Board action.</p>	<p>presented to the Finance Committee in the fall and to the School Board and public at the regular School Board meeting in December;</p> <p>3. The administration will continue the practice of quarterly reports to the School Board;</p> <p>4. Will increase communication with the public by posting additional financial information on the District's website.</p> <p>5. Review the role and membership of the finance advisory committee.</p> <p>6. Present an annual operating plan in June 2016.</p>	
Goal 3: Continue Implementation of the Communications and Marketing Plan for the District.	Details	Status	Report to the School Board	Evaluation	
Goal 4: Operational Improvements	Details	Status	Report to the School Board	Evaluation	
a. Recognition Program, Phase III, will evaluate and expand recognition of community, partnerships, and volunteers.	Goal 4a Recognition Program	The staff recognition program will be reviewed based on the results of the School Culture Survey completed in Spring of 2015, and actual steps developed.		Evaluation plan will be developed which will include: 1. Annual School Culture results; 2. Other measures based on the specific goals of the program.	
b. Complete implementation of the recommendations of the Gifted and Talented program review.	Goal 4b Gifted and Talented Program	<p>School-Within-A-School will be offered in the 2015-16 school year at Lincoln Elementary School with two sections.</p> <p>During 2015-16, the District will develop metrics for all gifted and</p>	Report scheduled for the May 23 work-study session.	Evaluation plan will include: 1. Metrics on student annual growth 2. Survey data from parents, staff, and students.	

Strategic Plan / Action Step	Details	Status	Report to the School Board	Evaluation	
c. Review of District programs and services supporting students with Mental Health and Chemical Dependency Needs	Goal 4c Student support	<p>talented programing.</p> <p>Based on feedback from school staff during listening sessions at District schools during the 2014-15 school year, in the summer of 2015 the administration began to consider options to study our current level of services for students in the areas of mental health and chemical dependency, and the extent of training and support for staff. This objective is intended to provide a structure for a careful study of the status quo and determine areas for improvement.</p>	<p>October 26: Plan presented to the School Board.</p> <p>Planning meeting with small group on January 5, January 21, and February 2, 2016.</p> <p>Large Group Launch (22 participants) on February 9, 2016 (2-4 pm). Included national, regional, and local data. Followed by survey of current practice per building, due March 10, 2016.</p> <p>Large Group meetings held on March 17, 2016, and May 5, 2016.</p> <p>May 23: Update to the School Board on the mental health and chemical dependency review.</p> <p><u>Final large group meeting was convened on June 16th to discuss preliminary findings. Small group will meet July 13 to summarize discussion and data outcomes. Anticipating Board work-study presentation in October of 2016 with final recommendation discussion.</u></p>		

Strategic Plan / Action Step	Details	Status	Report to the School Board	Evaluation	
d. Follow-up on Program Review of Preschool and Early Childhood Programs	<p>Goal 4d Follow-up on Preschool and Early Childhood Programs.</p> <p>During 2014-15, the District made a thorough review of our current preschool and early childhood program; an assessment of the needs of our preschool children and families; an assessment of steps for improving quality of programming and space for program growth; and recommendations for potential next steps.</p>	<p>A report to the School Board was provided at the March 23, 2015 work-study session. The final report and recommendations were made to the School Board at the May work-study session.</p> <p>For 2015-16, develop follow-up plans for preschool improvement consistent with the recommendations of the 2014-15 Preschool program review.</p> <p>Preschool facilities planning will be incorporated into the district's facilities planning process as described in Goal 1, Strategy III.11.</p> <p>From November, 2015, through April, 2016, administration continues to work closely with the Legislature, Ramsey County, and other partners on obtaining funding and support.</p>	<p>October 26: Update on Comprehensive Facilities Plan. (Relates also to all Action Steps under Strategy III)</p> <p>November 26: Update the School Board on the Preliminary Plan for Early Learning Achievement Center</p> <p>March 22: Update the School Board on planning for the Achievement Center.</p>	<p>Evaluation plan will include:</p> <ol style="list-style-type: none"> 1. Comprehensive long range plans for preschool program design, including vertical alignment with kindergarten, and other strategies consistent with the 2014-15 Preschool Review. 2. Comprehensive facilities plan for all preschool programming, with completed in conjunction with Phase II of the District facility planning process. 	
e. Comprehensive Review of Senior Services.	<p>Recognizing demographic changes in our community, including significant increases of size of the population sixty-five and older, the District through our Community Services and Recreation Department and Senior Program, will begin engagement with our ten member communities, elective officials, business community, including for</p>	<p>In the summer of 2015, the school district invited more than 100 representatives of local government, state government, business community, faith communities, and for profit and nonprofit agencies serving seniors to participate in a community forum.</p> <p>In September of 2015, the community members are invited to a follow-up meeting to work on</p>		<p>Evaluation plan will include:</p> <ol style="list-style-type: none"> 1. Development of a comprehensive review of senior services in the school district, including an assessment of current programming and the identification of priorities for action in a one to five year window. 2. The development of a comprehensive plan completed in conjunction with our community partners and presented to the School 	

Strategic Plan / Action Step	Details	Status	Report to the School Board	Evaluation	
	<p>profit and nonprofit organizations, our faith communities and other agencies working with the senior population.</p> <p>The goal of this comprehensive review will be to identify the challenges and opportunities that are arising from a growing senior population; gaps in our current services; and community priorities that can either be addressed through the School District or in partnership with other entities.</p>	<p>the development of a survey in the fall of 2015 to our senior population.</p> <p>Work with the Community has continued through the fall of 2015.</p> <p>An update on the progress of the Community Forums was given to the School Board at the January 25, 2016 work-study session.</p> <p>A fourth Community Forum was held on February 10, 2016 with forty-four people in attendance. The community members formed action teams around five themes that came from the survey. They are: recreation, transportation, housing, healthcare, and services.</p> <p>A follow up meeting was held on April 6 with the next meeting scheduled for May 25, 2016.</p>		Board on June 30, 2015.	

AGENDA ITEM: Strategic Planning Mission, Core Values, and Objectives

MEETING DATE: July 11, 2016

SUGGESTED DISPOSITION: Discussion Item

CONTACT PERSON: Dr. Michel Lovett, Superintendent

BACKGROUND:

We have attached this document, approved by the Board in 2011.

Core Values

- Compassion
 - We will understand the circumstances and viewpoints of others.
 - We will develop the capacity to forgive others and ourselves.
 - We will celebrate the contributions of others.
 - We will promote a peaceful, caring and safe community.
- Integrity
 - We will stand up for what we believe.
 - We will be honest with ourselves and others.
 - We will demonstrate fairness in our judgments and actions.
 - We will fulfill commitments and promises.
- Respect
 - We will believe in the inherent dignity of all people.
 - We will celebrate individuality.
 - We will value and appreciate diversity.
 - We will honor self and others through words and actions.
- Responsibility
 - We will take ownership of our behavior as individuals.
 - We will have the courage to think and act independently.
 - We will demonstrate problem solving and decision-making skills.
 - We will be reliable and trustworthy.
- Service
 - We will find positive ways to contribute to the broader community.
 - We will share time and talents with others.
 - We will take an active role in service opportunities in the school and community.
 - We will celebrate involvement in service.

Mission

The mission of the White Bear Lake Area School District, a leader in innovative education and community partnerships, is to ensure our students:

- develop a love for learning,
 - excel academically,
 - are inspired to realize their dreams, and
 - become engaged citizens with a global understanding
- by challenging each student within a dynamic, respectful and inclusive environment that nurtures the unique talents and abilities of every student.

Objectives

- All students love to learn.
- All students excel academically.
- All students feel valued.
- All students are interculturally competent.
- All students are involved in the community.
- All students understand and respect differences.
- All students are confident and prepared to pursue their goals and dreams.

Parameters

- We will always treat our students, staff, families and community members with fairness, impartiality, dignity and respect.
- We are committed to the success of every student
- We expect excellence from every staff member

Strategies

1. We will develop a comprehensive understanding of our students' needs and interests to ensure students are challenged and excelling academically.
2. We will create and implement a plan for global experiences and relationships to further understand world connections.
3. We will ensure our facilities support our district's mission and objectives.
4. We will create a district-wide culture that inspires innovation, a passion for learning, and confidence to pursue dreams.
5. We will build a network of partnerships to provide personal and educational growth and service opportunities for students.
6. We will foster connections with and among students and staff members to ensure all feel valued, supported and understood; and we will establish an environment that cultivates understanding and respect for differences among people.

AGENDA ITEM: Consideration of Priority School Board/Superintendent Goals for 2016-17

MEETING DATE: July 13, 2015

SUGGESTED DISPOSITION: Discussion Item

CONTACT PERSON: Dr. Michel Lovett, Superintendent

BACKGROUND:

In the development of priority goals for the following year, it has been our practice to consider other priorities from the School Board.

The goals are normally discussed further at the August work-study session, with action planned at the September School Board meeting.

AGENDA ITEM: Review of Operating Protocols and other Annual Reviews

MEETING DATE: July 11, 2016

SUGGESTED DISPOSITION: Discussion Item

CONTACT PERSON: Dr. Michel Lovett, Superintendent

BACKGROUND:

1. School Board Working Protocols
2. Review Committee Assignments
3. Review School Board Liaison Assignments
4. Consider School Board Training for 2016-17
5. Evaluation of the School Board and Superintendent

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.

Adopted: November 13, 1995

Revised: August 25, 2003

Revised: May 9, 2005

Revised: December 14, 2009

White Bear Lake Area School Board Policy 205

Revised: November 8, 2010

Revised: December 10, 2012

Revised: November 11, 2013

205 OPEN MEETINGS AND CLOSED MEETINGS

I. PURPOSE

- A. The school board embraces the philosophy of openness in the conduct of its business, in the belief that openness produces better programs, more efficiency in administration of programs, and an organization more responsive to public interest and less susceptible to private interest. The school board shall conduct its business under a presumption of openness. At the same time, the school board recognizes and respects the privacy rights of individuals as provided by law. The school board also recognizes that there are certain exceptions to the Minnesota Open Meeting Law as recognized in statute where it has been determined that, in limited circumstances, the public interest is best served by closing a meeting of the school board.
- B. The purpose of this policy is to provide guidelines to assure the rights of the public to be present at school board meetings, while also protecting the individual's rights to privacy under law, and to close meetings when the public interest so requires as recognized by law.

II. GENERAL STATEMENT OF POLICY

- A. Except as otherwise expressly provided by statute, all meetings of the school board, including executive sessions, shall be open to the public.
- B. Meetings shall be closed only when expressly authorized by law.

III. DEFINITION

"Meeting" means a gathering of at least a quorum or more members of the school board, or quorum of a committee or subcommittee of school board members, at which members discuss, decide, or receive information as a group on issues relating to the official business of the school board. The term does not include a chance or social gathering.

IV. PROCEDURES

- A. Meetings
 - 1. Regular Meetings

A schedule of the regular meetings of the school board shall be kept on file at its primary offices. If the school board decides to hold a regular meeting at a time or place different from the time or place stated in its

schedule, it shall give the same notice of the meeting as for a special meeting.

2. Special Meetings

- a. For a special meeting, the school board shall post written notice of the date, time, place, and purpose of the meeting on the principal bulletin board of the school district or on the door of the school board's usual meeting room if there is no principal bulletin board, and on the school district website. The school board's actions at the special meeting are limited to those topics included in the notice.
- b. The notice shall also be mailed or otherwise delivered to each person who has filed a written request for notice of special meetings.
- c. This notice shall be physically posted, and posted on the school district website, and mailed or delivered at least three days before the date of the meeting. As an alternative to mailing or otherwise delivering notice to persons who have filed a written request, the school board may publish the notice once, at least three days before the meeting, in the official newspaper of the school district or, if none, in a qualified newspaper of general circulation within the area of the school district.
- d. A person filing a request for notice of special meetings may limit the request to particular subjects, in which case the school board is required to send notice to that person only concerning those particular subjects.
- e. The school board will establish an expiration date on requests for notice of special meetings and require refiling once each year. Not more than 60 days before the expiration date of request for notice, the school board shall send notice of the refiling requirement to each person who filed during the preceding year.

3. Emergency Meetings

- a. An emergency meeting is a special meeting called because of circumstances that, in the judgment of the school board, require immediate consideration.
- b. If matters not directly related to the emergency are discussed or acted upon, the minutes of the meeting shall include a specific description of those matters.

- c. The school board shall make good faith efforts to provide notice of the emergency meeting to each news medium that has filed a written request for notice if the request includes the news medium's telephone number.
- d. Notice of the emergency meeting shall be given by electronic means or any other method used to notify the members of the school board.
- e. Notice shall be provided to each news medium which has filed a written request for notice as soon as reasonably practicable after notice has been given to the school board members.
- f. Notice shall include the subject of the meeting.
- g. Posted or published notice of an emergency meeting shall not be required.
- h. The notice requirements for an emergency meeting as set forth in this policy shall supersede any other statutory notice requirement for a special meeting that is an emergency meeting.

4. Recessed or Continued Meetings

If a meeting is a recessed or continued session of a previous meeting, and the time and place of the meeting was established during the previous meeting and recorded in the minutes of that meeting, then no further published or mailed notice is necessary.

5. Closed Meetings

The notice requirements of the Minnesota Open Meeting Law apply to closed meetings.

6. Actual Notice

If a person receives actual notice of a meeting of the school board at least 24 hours before the meeting, all notice requirements are satisfied with respect to that person, regardless of the method of receipt of notice.

7. Health Pandemic or Declared Emergency

In the event of a health pandemic or an emergency declared under Minn. State. Ch. 12, a meeting may be conducted by telephone or other electronic means in compliance with Minn. Stat. § 13D.021.

B. Votes

The votes of school board members shall be recorded in a journal kept for that purpose, and the journal shall be available to the public during all normal business hours at the administrative offices of the school district.

C. Written Materials

1. In any open meeting, a copy of any printed materials, including electronic communications, relating to the agenda items prepared or distributed by the school board or its employees and distributed to or available to all school board members shall be available in the meeting room for inspection by the public while the school board considers their subject matter.
2. This provision does not apply to materials not classified by law as public, or to materials relating to the agenda items of a closed meeting.

D. Data

1. Meetings may not be closed merely because the data to be discussed are not public data.
2. Data that are not public data may be discussed at an open meeting if the disclosure relates to a matter within the scope of the school board's authority and is reasonably necessary to conduct the business or agenda item before the school board.
3. Data discussed at an open meeting retain the data's original classification; however, a record of the meeting, regardless of form, shall be public.

E. Closed Meetings

1. Labor Negotiations Strategy
 - a. The school board may, by a majority vote in a public meeting, decide to hold a closed meeting to consider strategy for labor negotiations, including negotiation strategies or developments or discussion and review of labor negotiation proposals.
 - b. The time and place of the closed meeting shall be announced at the public meeting. A written roll of school board members and all other persons present at the closed meeting shall be made available to the public after the closed meeting. The proceedings shall be tape recorded, and the tape recording shall be preserved for two years after the contract discussed at the meeting is signed. The recording shall be made available to the public in accord with state law.

2. Sessions Closed by Bureau of Mediation Services

All negotiations, mediation sessions, and hearings between the school board and its employees or their respective representatives are public meetings except when closed by the Commissioner of the Bureau of Mediation Services (BMS). The use of recording devices, stenographic records, or other recording methods are prohibited in mediation meetings closed by the BMS.

3. Preliminary Consideration of Charges

The school board shall close one or more meetings for preliminary consideration of allegations or charges against an individual subject to its authority. If the school board members conclude that discipline of any nature may be warranted as a result of those specific charges or allegations, further meetings or hearings relating to those specific charges or allegations held after that conclusion is reached must be open. A meeting must also be open at the request of the individual who is the subject of the meeting. A closed meeting must be electronically recorded at the expense of the school district, and the recording must be preserved for at least three years after the date of the meeting. The recording is not available to the public.

4. Performance Evaluations

The school board may close a meeting to evaluate the performance of an individual who is subject to its authority. The school board shall identify the individual to be evaluated prior to closing a meeting. At its next open meeting, the school board shall summarize its conclusions regarding the evaluation. A meeting must be open at the request of the individual who is the subject of the meeting. A closed meeting must be electronically recorded at the expense of the school district, and the recording must be preserved for at least three years after the date of the meeting. The recording is not available to the public.

5. Attorney-Client Meeting

A meeting may be closed if permitted by the attorney-client privilege. Attorney-client privilege applies when litigation is imminent or threatened, or when the school board needs advice above the level of general legal advice, i.e., regarding specific acts and their legal consequences. A meeting may be closed to seek legal advice concerning litigation strategy, but the mere threat that litigation might be a consequence of deciding a matter one way or another does not, by itself, justify closing the meeting. The motion to close the meeting must specifically describe the matter to be discussed at the closed meeting, subject to relevant privacy and confidentiality considerations under state

and federal law. The law does not require that such a meeting be recorded.

6. Dismissal Hearing

- a. A hearing on the dismissal of a licensed teacher shall be public or private at the teacher's discretion. A hearing regarding placement of teachers on unrequested leave of absence shall be public.
- b. A hearing on dismissal of a student pursuant to the Pupil Fair Dismissal Act shall be closed unless the pupil, parent or guardian requests an open hearing.
- c. To the extent a teacher or student dismissal hearing is held before the school board and is closed, the closed meeting must be electronically recorded at the expense of the school district, and the recording must be preserved for at least three years after the date of the meeting. The recording is not available to the public.

7. Coaches; Opportunity to Respond

- a. If the school board has declined to renew the coaching contract of a licensed or nonlicensed head varsity coach, it must notify the coach within 14 days of that decision.
- b. If the coach requests the reasons for the nonrenewal, the school board must give the coach the reasons in writing within 10 days of receiving the request.
- c. On the request of the coach, the school board must provide the coach with a reasonable opportunity to respond to the reasons at a school board meeting.
- d. The meeting may be open or closed at the election of the coach unless the meeting is closed as required by Minn. Stat. § 13D.05, Subd. 2, to discuss educational or certain other nonpublic data.
- e. A closed meeting must be electronically recorded at the expense of the school district, and the recording must be preserved for at least three years after the date of the meeting. The recording is not available to the public.

8. Meetings to Discuss Certain Not Public Data

Any portion of a meeting must be closed if the following types of data are discussed:

- a. data that would identify alleged victims or reporters of criminal sexual conduct, domestic abuse, or maltreatment of minors or vulnerable adults;
- b. active investigative data collected or created by a law enforcement agency;
- c. educational data, health data, medical data, welfare data, or mental health data that are not public data, or
- d. an individual's personal medical records.
- e. A closed meeting must be electronically recorded at the expense of the school district, and the recording must be preserved for at least three years after the date of the meeting. The recording is not available to the public.

9. Purchase and Sale of Property

- a. The school board may close a meeting:
 - (1) to determine the asking price of real or personal property to be sold by the school district;
 - (2) to review confidential or nonpublic appraisal data; and
 - (3) to develop or consider offers or counteroffers for the purchase or sale of real or personal property.
- b. Before closing the meeting, the school board must identify on the record the particular real or personal property that is the subject of the closed meeting.
- c. The closed meeting must be tape recorded at the expense of the school district. The tape must be preserved for eight (8) years after the date of the meeting and be made available to the public after all real or personal property discussed at the meeting has been purchased or sold or the school board has abandoned the purchase or sale. The real or personal property that is the subject of the closed meeting must be specifically identified on the tape. A list of school board members and all other persons present at the closed meeting must be made available to the public after the closed meeting.
- d. An agreement reached that is based on an offer considered at a closed meeting is contingent on its approval by the school board at an open meeting. The actual purchase or sale must be approved at an open meeting and the purchase price or sale price is public data

10. Security Matters

- a. The school board may close a meeting to receive security briefings and reports, to discuss issues related to security systems, to discuss emergency response procedures, and to discuss security deficiencies in or recommendations regarding public services, infrastructure, and facilities, if disclosure of the information discussed would pose a danger to public safety or compromise security procedures or responses.
- b. Financial issues related to security matters must be discussed and all related financial decisions must be made at an open meeting.
- c. Before closing a meeting, the school board must refer to the facilities, systems, procedures, services, or infrastructures to be considered during the closed meeting.
- d. The closed meeting must be tape recorded at the expense of the school district and the recording must be preserved for at least four (4) years.

11. Other Meetings

Other meetings shall be closed as provided by law, except as provided above. A closed meeting must be electronically recorded at the expense of the school district, and the recording must be preserved for at least three years after the date of the meeting. The recording is not available to the public.

F. Procedures for Closing a Meeting

The school board shall provide notice of a closed meeting just as for an open meeting. A school board meeting may be closed only after a majority vote at a public meeting. Before closing a meeting, the school board shall state on the record the specific authority permitting the meeting to be closed and shall describe the subject to be discussed.

Legal References: Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)
Minn. Stat. Ch. 13D (Open Meeting Law)
Minn. Stat. § 121A.47, Subd. 5 (Student Dismissal Hearing)
Minn. Stat. § 122A.33, Subd. 3 (Coaches; Opportunity to Respond)
Minn. Stat. § 122A.40, Subd. 14 (Teacher Discharge Hearing)
Minn. Stat. § 179A.14, Subd. 3 (Labor Negotiations)
Minn. Rules CH.5510 (Bureau of Mediation Services)
Brown v. Cannon Falls Township, 723 N.W.2d 31 (Minn. App. 2006)
Brainerd Daily Dispatch v. Dehen, 693 N.W.2d 435 (Minn. App. 2005)

The Free Press v. County of Blue Earth, 677 N.W. 2d 471 (Minn. App. 2004)
Prior Lake American v. Mader, 642 N.W.2d 729 (Minn. 2002)
Star Tribune v. Board of Education, Special School District No. 1, 507 N.W.2d 869 (Minn. App. 1993).
Minnesota Daily v. University of Minnesota, 432 N.W.2d 189 (Minn. App. 1988).
Moberg v. Independent School District No. 281, 336 N.W.2d 510 (Minn. 1983).
Sovereign v. Dunn, 498 N.W.2d 62 (Minn. App. 1993), *rev. denied.* (Minn. 1993)
Dept. of Admin. Advisory Op. No. 11-004 (April 18, 2011)
Dept. of Admin. Advisory Op. No. 10-020 (September 23, 2010)
Dept. of Admin. Advisory Op. No. 09-00 (September 8, 2009)
Dept. of Admin. Advisory Op. No.08-015 (July 9, 2008)
Dept. of Admin. Advisory Op. No. 04-004 (February 3, 2004)

Cross References: WBLASB Policy 204 (School Board Meeting Minutes)
WBLASB Policy 206 (Public Participation in School Board Meetings/
Complaints about Persons at School Board Meetings and Data Privacy
Considerations)
WBLASB Policy 207 (Public Hearings)
WBLASB Policy 406 (Public and Private Personnel Data)
WBLASB Policy 515 (Protection and Privacy of Pupil Records)
MSBA Service Manual, Chapter 13, School Law Bulletin “C”
(Minnesota's Open Meeting Law)

Independent School District #624
White Bear Lake Area Schools

2016
SCHOOL BOARD COMMITTEE ASSIGNMENTS

Committees	Chapman	Fahey	Kimball	Mullin	Newberg	Newmaster	Wilson
American Indian Parent Committee							
Association of Metropolitan School Districts (AMSD)			X				
Community Curriculum Advisory Council	X			X			
Community Services Advisory Liaison						X	
Finance Advisory Committee			X	X			X
Metro ECSU	X						
Policy Committee			X		X		
Special Education Parent Advisory Liaison			X				
White Bear Educational Foundation							X
Other District Boards							
East Metro Integration District #6067 Board		X					
N.E. Metro District 916 Board					X		

Approved at the January 11, 2016 School Board Meeting.

Philosophy and Rationale for School Board Liaison Role

In order to give the School board greater visibility and first-hand knowledge of the schools, board members will be assigned liaison relationships with individual schools in the district. Board members and building staff and parent leaders will be informed of the relationship. Board members will establish and maintain, to the degree possible, a periodic physical presence at the school and will work to be aware of significant school and building issues, events, and accomplishments.

Responsibilities for School Board Members in the Liaison Role

The following is a list of representative activities that can be attended by the School board member. While the number of events will depend on the Board member's schedule, the member should try to attend at least some events in each category during the course of the year.

- Attend Meet the Teacher events (elementary).
- Attend Open House events.
- Attend monthly PTO/PTA meetings (elementary).
- Attend parent involvement group events (secondary).
- Attend music, theater and/or carnival events.
- Establish phone and email communication with building principal for the purpose of serving in the liaison role.
- Report significant news/upcoming events at the school during the "board forum" portion of school board meetings.

**INDEPENDENT SCHOOL DISTRICT #624
SCHOOL BOARD LIAISON ASSIGNMENTS
2015-2016**

School	Chapman	Fahey	Kimball	Mullin	Newberg	Newmaster	Wilson
Birch Lake					X		
Hugo/Oneka							X
Lakeaires				X			
Lincoln				X			
Matoska International	X						
Otter Lake						X	
Vadnais Heights	X						
Willow Lane		X					
Central					X		
Sunrise						X	
North Campus		X					
South Campus			X				
ECFE			X				
ALC & Transition Education Center							X

Approved by the School Board on January 11, 2011 for the 2015-16 School Year.

Adopted: December 11, 1995
Revised: December 10, 2001
November 8, 2004
February 8, 2016

White Bear Lake Area School District
School Board Policy 304

304 SUPERINTENDENT CONTRACT, DUTIES AND EVALUATION

I. PURPOSE

The purpose of this policy is to provide for the use of an employment contract with the superintendent, as well as for a position description and the use of an approved instrument to evaluate the performance of the superintendent.

II. GENERAL STATEMENT OF POLICY

- A. The superintendent's contract shall be used to formalize the employment relationship and to specifically identify and clarify all conditions of employment with the superintendent.
- B. The specific duties for which the superintendent is accountable shall be set forth in a position description for the superintendent and shall be measured by a performance appraisal instrument approved by the school board in consultation with the superintendent. The school board shall use this instrument to evaluate the performance of the superintendent. (See Addendum A for process calendar and Addendum B for Superintendent's Performance Appraisal Form)
- C. The school board may use the model contract approved by the boards of the Minnesota School Boards Association and the Minnesota Association of School Administrators as model instruments.

Legal References: Minn. Stat. 123B.143 (Superintendent)

Cross References: MSBA Service Manual, Chapter 3, Superintendent of Schools (See Model Contract, Sample Performance Appraisals, and Model Job Description)

Addendum A - Process Calendar for Evaluation of Superintendent

Addendum B - Superintendent's Performance Appraisal Form

Adopted: December 11, 1995
Revised: February 8, 2016

White Bear Lake Area School District
School Board Policy 304
Addendum A

304 Addendum A PROCESS CALENDAR FOR EVALUATION OF SUPERINTENDENT

Superintendent and district objectives shall be reviewed at the July and August regular school board meetings, and shall normally be acted on at the September school board meeting.

The superintendent will provide a self-evaluation to the board no later than August 1 of each year. Upon receipt of the superintendent's self-evaluation, the chair of the school board will distribute a Superintendent Evaluation template to each board member, and will provide completion and deadline instructions.

The chair will prepare a summary document that contains the numerical averages of scores in each standard under review, along with all comments provided by board members. This summary document will not identify board members' individual numerical scores for each standard, and will not identify the source of each comment. The superintendent will be provided with a copy of this summary document before the board's August work-study meeting. The board will meet with the superintendent in closed session at its August work-study meeting to discuss the results of the evaluation.

The chair will prepare a general summary of the evaluation process and the evaluation and will read it in open session at the September regular board meeting. This general summary will not include any of the numerical scores provided by individual board members, nor the average of scores for each of the standards in the evaluation.

AGENDA ITEM: Update on Specific Goals
MEETING DATE: July 11, 2016
SUGGESTED DISPOSITION: Discussion Item
CONTACT PERSON: Dr. Michel Lovett, Superintendent

BACKGROUND:

1. Goal 2 – Ongoing financial Stewardship and budget Management
 - a) Updates on Long-Range Financial Planning
 - b) Update on Annual Operating Plan
2. Goal 1 Strategy III: We will ensure our facilities support our district’s mission and objectives.
 - a) Facility Planning Process for 2016-17
 - b) Emerging Issues Related to Facilities and Programming

AGENDA ITEM: Negotiations Study Session

MEETING DATE: July 11, 2016

SUGGESTED DISPOSITION: Discussion Item

CONTACT PERSON: Dr. Kazmierczak, Assistant Superintendent of Finance and Operations
Linda Goers, Director of Human Resources

BACKGROUND:

Linda Goers and Dr. Kazmierczak will provide an update on negotiations.

This portion of the meeting may be closed to consider strategy for labor negotiations, including negotiations strategies or developments or discussion and review of labor negotiation proposals, conducted pursuant to Minnesota Statutes 179.A.01 to 179.A.25.