

Red Wing School District School Board Procedures

2020-21



Red Wing Public Schools
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Approved by the School Board on TBD

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Article 1: Non-Discrimination

Non-Discrimination Statement

The School District does not unlawfully discriminate on the basis of race, color, creed, religion, national origin, sex, marital status, parental status, status with regard to public assistance, disability, age, or sexual orientation, including gender identity and expression. The School District also ensures a free appropriate public education for students with disabilities, including regular or special education and related aides and services. For claims of discrimination, the School District has designated the following individuals to coordinate compliance with the Americans with Disabilities Act (ADA), Section 504 of the Rehabilitation Act of 1973, and Title IX of the Education Amendments Act of 1972.

ADA and Section 504 Coordinator	Alternate
Cherie Johnson Executive Director Goodhue County Education District 395 Guernsey Lane Red Wing, MN 55066 651-388-4441 cljohnson@rwps.org	Amy French Human Resources Manager Red Wing Public Schools 2451 Eagle Ridge Drive Red Wing, MN 55066 651-385-4511 asfrench@rwps.org

Title IX Coordinator	Alternate
Jess Whitcomb Director of Teaching and Learning Red Wing Public Schools 2451 Eagle Ridge Drive Red Wing, MN 55066 651-385-4501 jwhitcomb@rwps.org	Amy French Human Resources Manager Red Wing Public Schools 2451 Eagle Ridge Drive Red Wing, MN 55066 651-385-4511 asfrench@rwps.org

Human Rights Officers

The School Board has designated the following individuals as the School District's human rights officers:

Human Rights Officer	Human Rights Officer
Jess Whitcomb Director of Teaching and Learning Red Wing Public Schools 2451 Eagle Ridge Drive Red Wing, MN 55066 651-385-4501 jwhitcomb@rwps.org	Amy French Human Resources Manager Red Wing Public Schools 2451 Eagle Ridge Drive Red Wing, MN 55066 651-385-4511 asfrench@rwps.org

Article 2: Norms of Operation

Positive Relationships

We recognize it is essential to remain positive in working together:

- We will look for and recognize the positive contributions of each individual and shall refrain from speaking negatively about others.
- We will seek ways to turn obstacles into opportunities.
- We will maintain a sense of hope, optimism and humor in working together.

Quality Interaction

Conflict is a natural and inevitable feature of working together. The management of conflict is an opportunity to improve the quality of our interactions and relationships. We are responsible for quality interaction with each other as team members:

- We are each accountable to the team for our own actions.
- We will encourage and remain receptive to divergent views of other members.
- When conflict occurs, the focus will be on the issue, not the person.
- We will work to influence one another directly and in supportive ways.
- Should concerns about another team member arise, the person with the concern will share privately his/her views with the individual.

Collaborative Decision-Making

The team is committed to using a collaborative decision-making processes. We will:

- Define the objective (that is, what is being decided).
- Provide opportunity for input from internal and external persons affected by the decision.
- Gather all pertinent facts concerning the situation.
- Allow time for reflection throughout the process.
- Organize and analyze the collected data.
- Encourage the consideration of multiple solutions and their implications.
- Encourage compromise and seek consensus.
- Make a timely decision.
- Provide a written implementation plan.
- Communicate the decision to those affected.
- Support the decision and its effective implementation.
- Evaluate the decision in terms of its effectiveness.

Continuous Improvement

We are committed to an ethic of continuous improvement. We will:

- Regularly examine our progress towards meeting established School District goals.
- Annually review, evaluate and establish new School District goals.
- Annually evaluate the Superintendent. Unless requested to be open meeting by the Superintendent, the meeting will be closed. A public summary of the evaluation will be provided at the next meeting as required by law.
- Annually conduct a self-evaluation of School Board operations.

Accountability

The Board recognizes that it is accountable to the community and other stakeholders. We will:

- Communicate the “State of the School District” on an annual basis.
- Conduct open, transparent and frequent communications with the community.
- Encourage public engagement.

Article 3: Evaluation of Superintendent

As coordinated by the chair, the school board will conduct fall and spring evaluations of the Superintendent. The fall evaluation is based on the evaluation model developed by the Minnesota School Boards Association (MSBA) and Minnesota Association of School Administrators (MASA). The spring evaluation is based on implementation of the Education Plan and other previously identified goals. Tentative deadlines are:

June	Review position description, evaluation process, form(s), and evaluation timeline.
October / November	<p>The Superintendent provides a self-evaluation and each board member completes an evaluation based on MSBA’s model evaluation.</p> <p>During the evaluation session, school board members discuss the evaluation, set measurable and achievable goals, and identify acceptable supporting documents, evidence, and data to be used to measure performance. This session is closed unless the Superintendent requests it to be open. The meeting will be audiotaped or videotaped.</p> <p>The chair presents a summary of the evaluation and goals at the next regular school board meeting. The chair places the summary in the Superintendent’s personnel file.</p>
January	The Superintendent and chair will review the most recent evaluations, evaluation process, and evaluation forms with new school board members.
April / May	<p>The Superintendent provides a self-evaluation and each board member completes an evaluation of progress toward completing the Education Plan and other previously identified goals.</p> <p>During the evaluation session, school board members discuss the evaluation, set measurable and achievable goals, and identify acceptable supporting documents, evidence, and data to be used to measure performance. This session is closed unless the superintendent requests it to be open. The meeting will be audiotaped or videotaped.</p> <p>The chair presents a summary of the evaluation and goals at the next regular school board meeting. The chair places the summary in the Superintendent’s personnel file.</p>

Article 4: School Board and Committee Meetings

Operational Norm

We choose to conduct our meetings in an open and orderly fashion and in a manner consistent with our operating principles.

- School Board meeting agendas are developed cooperatively between the School Board Chair and Superintendent with input from other administrators and School Board members as appropriate.
- Committee meeting agendas are developed cooperatively between the Committee Chair and responsible administrator.
- Committee assignments and objectives are approved annually.
- The School Board Chair determines which committee addresses a topic if there are questions about which committee is responsible for an area under discussion.
- School Board and committee agendas and support materials/documents (including minutes of past meetings) are distributed in advance to encourage informed discussion.
- Surprises at meetings from School Board members and/or administrators are counterproductive.
- The School Board values citizen input and will provide a forum for such input at each regular meeting.
- At the end of the discussion, the School Board will summarize issues and articulate next steps as well as clarify understandings of the discussion.

Agenda Preparation and Distribution

The following table summarizes guidelines for developing the School Board agenda packet. The School Board Chair and/or Superintendent may grant exceptions to the deadline and/or procedures as necessary.

Deadline Prior to Meeting	Topic
14 calendar days (Typically Mondays)	The District Administrative Assistant contacts each person expected to give a presentation or provide information for the School Board meeting.
7 calendar days (Typically Mondays)	Presentation materials, requests to add items to the School Board agenda, and all relevant materials (including PowerPoint presentations) must be submitted electronically to the District Administrative Assistant. Requests from community members must include the person's name, address, purpose of the item, action desired, and pertinent background information.
7 calendar days (Typically Mondays)	The District Administrative Assistant compiles consent agenda information, including minutes from previous meetings, bills, and human resources information. New hires must include a reason for hiring for the position (for example, replacement due to retirement) as well as his/her step placement.
6 calendar days (Typically Tuesdays)	The Superintendent confers with the School Board Chair to finalize agenda items. The District Administrative Assistant compiles the board packet.
5 calendar days (Typically Wednesdays)	The District Administrative Assistant posts the agenda packet online and posts meeting notices.

3 calendar days (Typically Fridays)	Individual School Board members will contact the School Board Chair or Superintendent if they need additional background information. Questions may be asked at meetings, but board members are encouraged to ask the Superintendent in advance so materials can be prepared that might be helpful for the discussion.
Board meeting	The School Board approves or revises the agenda at the start of each meeting, and the School Board Chair conducts the meeting based on the approved agenda.
Future meetings	School Board members can request an item be placed on a future agenda by contacting the Superintendent and/or School Board Chair according to established guidelines.

Meeting Preparation and Attendance

1. The District Administrative Assistant prepares and updates calendars that show meeting dates, times, and locations. He/she reserves rooms for board meetings.
2. Except for closed sessions, the District Administrative Assistant attends all school board meetings.
3. The District Administrative Assistant completes the following:
 - Drops off gavel, nameplates, and other items.
 - Places a copy of an agenda packet and Public Comment Sign-In Sheet at an entrance to the meeting room.
 - Shares the Public Comment Sign-In Sheet with the School Board Chair prior to the beginning of the meeting, keeps a copy of the sign-in sheet on file, and ensures that community members receive an email message or phone call, if requested.
4. The Superintendent audiotapes or videotapes all closed sessions of the School Board as needed and provides all audio recordings to the District Administrative Assistant to secure in accordance with applicable data retention expectations.

Meeting Minutes

1. The District Administrative Assistant takes notes at each school board meeting.
2. A rough draft of the minutes is forwarded to the School Board Clerk for review.
3. Draft minutes are added to the online board meeting webpage and to the next consent agenda.
4. The School Board Clerk signs the minutes after school board approval.

5. The District Administrative Assistant forwards a summary of the board meeting to the school district's official newspaper for publication. The summary must be accurate, clear, coherent, and include the "essential elements" of the resolutions, financial statements, and other official actions. In addition, the summary should include who attended the meeting, the meeting's place and time (starting and ending times), and the votes on action items. The summary must indicate that a full text of the minutes is available for public inspection at a designated location or by mail.

(Note: The school district is required to publish the minutes of each board meeting within 30 days of the meeting in the "official newspaper of the district." If the board meets just once a month, the minutes must be published within 10 days after the board has approved the proceedings.)

7. Signed minutes are maintained in the district office.

Consent Agenda

1. The District Administrative Assistant compiles each meeting's consent agenda.
2. The District Administrative Assistant takes contracts to regular board meetings to be signed by the Chair and/or Clerk after approval by the School Board.
3. The District Administrative Assistant informs district office staff of the status of the consent agenda items after each meeting.
4. The District Administrative Assistant informs each person of the status of the hiring process and/or leave request after each regular meeting.

Donations

1. The District Administrative Assistant compiles resolutions accepting donations.
2. The District Administrative Assistant takes completed resolutions to regular board meeting to be signed by the Chair and/or Clerk.
3. The District Administrative Assistant prepares letters for each donor for signature of the superintendent.

Article 4: Communications

Operational Norm

We are committed to communication that promotes openness and understanding:

- We believe the most effective communication requires high levels of trust.
- We will establish and maintain open channels of formal and informal communication.
- We will be honest and direct with each other.
- Information required by statute to be discussed in closed session will remain confidential.
- Information pertinent to School Board business, including written information compiled by an administrator at the request of an individual board member, should be shared with all School Board members in a timely manner.
- The Superintendent should be informed of any substantive conversations between a board member and an administrator. Important information should then be shared with the full School Board as appropriate.

Open Meeting Law

All board members are required to comply with the Open Meeting Law.

Administrative Updates

The Superintendent will provide regular updates to board members via reports during board meetings and/or email messages. Updates may include summaries of relevant topics discussed during meetings between the Superintendent and individual board members, copies of responses to requests for information, and other relevant information.

Response to Correspondence Sent to the School Board

1. When a quorum of School Board members receives an email about a complaint or issue that requires investigation, the School Board chair or committee chair forwards a copy to the Superintendent if he/she is not included on the list of recipients.
2. The Superintendent informs the staff member or community member as well as School Board member(s) about how the inquiry will be handled.
3. As needed, the School Board chair reviews progress with the Superintendent on the handling of the inquiry.
4. As needed, board members copy the Superintendent on any responses made by individual board members.
5. A summary of the School District's response to the inquiry is shared with School Board members as allowed by State law.
6. A board member may contact the Superintendent and/or School Board chair to request that the issue or the School District's response be discussed at an upcoming meeting.

Response to Public Comment at School Board Meetings

1. Community members are encouraged to share public comment at the beginning of regular board meetings according to board-established policies and practices.
2. School board members listen to the public comments but will not discuss the topic at the meeting.
3. The Superintendent and/or school board chair may provide a response outlining steps the school district has taken or will take to address the concerns.
4. A summary of the school district's actions in response to public comment is provided to the school board, individuals submitting public comment, and/or public at a later date as appropriate.

Individual Meetings between Board Members and Superintendent

Board members are encouraged to set up in-person and/or virtual individual meetings with the Superintendent on a periodic or regular basis.

Questions about Board Agenda Topics

After posting of the the meeting agenda, board members may request additional information. The Superintendent and/or board member may provide a verbal response at the board meeting and/or a written response to all board members and media representatives. Written documentation will be available to members of the public.

Public Input

1. Data is available to the public when needed for board decisions.
2. If one board member requests information, responses are shared with all board members.
3. The Superintendent addresses questions and gathers information requested.
4. The board should determine how much information is needed for any given decision.
5. The district obtains feedback from staff members (through staff meetings and meet and confer sessions), parents (through surveys and focus groups), and students as appropriate.
6. Explore ways to increase parent and community involvement on important school decisions by communicating with diverse internal and external stakeholders.

Unified Response

1. The board needs to be unified in responding to internal and external stakeholders.
2. One spokesperson should be identified to respond on behalf of the board. This is usually the Superintendent unless otherwise agreed upon.
3. There are instances when the Superintendent might delegate a response to another administrator such as the Business Manager or principal depending on the question.
4. At times, the board chair serves as the spokesperson on a topic such as board review of a bond proposal.

Handling Stakeholder Questions and Concerns

We – as a School Board and as individual members – will handle public concerns of both individuals and groups in a tactful, orderly and effective ways. Board members will:

1. Listen to the concern and, if appropriate, ask questions or summarize the concern to check and confirm understanding.
2. Ask if the issue has been discussed with the person immediately responsible or the immediate supervisor.
3. Thank the person for reaching out and for their interest in whatever topic is being discussed.
4. Affirm the desire to reach a satisfactory solution through appropriate Chain of Responsibility in place for responding to concerns, questions, and requests for information.
5. Encourage the person to report back on the progress or resolution of the concern when appropriate.
6. Direct them to the person in the Chain of Responsibility or connect them to the Superintendent to assist with a response.
7. Individual board members should not respond to stakeholders with responses including answers, promises, offers to gather more information, attempts to solve the concern, serving as a go-between to solve the concern, making editorial comments, etc. The board member can respond if it is something informational only and can be quickly answered such as the timing of the next board meeting and the name of an administrator. Everything else should be forwarded to the Chain of Responsibility or Superintendent.
8. Inform the Superintendent of the concern when appropriate and needed.

Article 5: Policies

Policy Maintenance

1. The District Administrative Assistant maintains electronic copies of each policy and related forms.
2. School Board agenda packets include copies of proposed policy changes.
3. The District Administrative Assistant maintains all versions of policies, distinguished by date.
4. When a policy is adopted or revised, the District Administrative Assistant makes all necessary changes—including adopted, revised, and revocation dates—on the master copy of the policy, which is maintained on the shared administrators' drive; uploads adopted and revised policies on the website; and notifies building administrators and secretaries of policy changes as necessary.

Policy Review Schedule

Policies 214, 413, 414, 415, 506, 514, 522, 524, 806, and 1000 are reviewed annually.

The Superintendent will develop a review cycle enabling the School Board to review approximately one third of the policies annually:

2021 calendar year:	400-series and 500-series
2022 calendar year:	600-series, 700-series, 800-series, 900-series, and 1000-series
2023 calendar year:	100-series, 200-series, and 300-series

Article 6: Planning

Planning Cycle

Each year, the school district reviews the following planning areas, but in designated years the school district will focus extensively on certain areas, solicit stakeholder input as needed, and analyze comparative data. The listed sub-items are tasks that may be undertaken.

Planning in 2021

Human Resources Plan

- Update and re-band position descriptions
- Analyze comparative pay data
- Compile class size ratio comparisons
- Ensure compliance with pay equity standards

Financial Plan

- Complete demographic study with long-range enrollment projections
- Update 5-year enrollment projections
- Update 5-year assumptions
- Update 5-year budget forecast

Facilities Plan

- Conduct thorough review of building spaces
- Establish community-based long-range facilities task force
- Review community needs
- Identify options for grade configurations
- Consider attendance zone elementary schools versus grade-level centers
- Update long-range facilities plan with multiple options

Planning in 2022

- Educational Plan
- Referendum Plan

Article 7: Student School Board Members

Purpose

The purpose of the Student School Board Member Program is to include student views on school-related issues. Student representatives serve as liaisons between the School Board and student body.

Structure

There will be up to two representatives from the senior class and up to two representatives from the junior class. One female and one male from each class will be selected.

Application and Selection Process

1. Any student who will be junior or senior is encouraged to apply by submitting an application to the District Office.
2. Interviews will be conducted by the selection committee, which may include the superintendent, school board member(s), high school principal, and/or sitting student board member(s).

Student School Board Member Expectations

1. Student representatives are expected to attend one or two board meetings each month during the school year. They are expected to stay for at least one hour.
2. Student representatives should report conflicts with meetings as soon as possible to their school board member mentor.
3. Student board members are expected to give a report about a variety of activities, including academics, arts, athletics, and clubs.
4. Student board members are encouraged to share information with leaders of student organizations.

Internal Support

A school board member mentor will serve as the primary contacts for the student school board members.