

# Red Wing School District School Board Procedures

**DRAFT 2020-21**



Red Wing Public Schools  
2451 Eagle Ridge Drive  
Red Wing, Minnesota 55066

651-385-4500  
[www.rwps.org](http://www.rwps.org)

*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.

## Designations

The school board has designated the following individuals as the school district's human rights officers:

Human Rights Officer	Alternative Human Rights Officer (if Human Rights Officer not available)
Amy French, Human Resources Manager Red Wing Public Schools 2451 Eagle Ridge Drive Red Wing, MN 55066 651-385-4511 <a href="mailto:asfrench@rwps.org">asfrench@rwps.org</a>	Jess Whitcomb, Director of Teaching Learning Red Wing Public Schools 2451 Eagle Ridge Drive Red Wing, MN 55066 651-385-4504 <a href="mailto:jswhitcomb@rwps.org">jswhitcomb@rwps.org</a>

The school board has designated the following people to coordinate the school district's efforts to comply with and carry out its responsibilities under Title IX:

Title IX Coordinator	Alternative Title IX Coordinator (if Title IX Coordinator not available)
Amy French, Human Resources Manager Red Wing Public Schools 2451 Eagle Ridge Drive Red Wing, MN 55066 651-385-4511 <a href="mailto:asfrench@rwps.org">asfrench@rwps.org</a>	Jess Whitcomb, Director of Teaching Learning Red Wing Public Schools 2451 Eagle Ridge Drive Red Wing, MN 55066 651-385-4504 <a href="mailto:jswhitcomb@rwps.org">jswhitcomb@rwps.org</a>

The school board has designated the following people to coordinate the school district's efforts to comply with and carry out its responsibilities under the Americans with Disabilities Act (ADA) and Section 504:

ADA/Section 504 Coordinator	Alternative ADA/Section 504 Coordinator (if ADA/Section 504 Coordinator not available)
Cherie Johnson, Executive Director Goodhue County Education District 395 Guernsey Lane Red Wing, MN 55066 651-388-4441 <a href="mailto:cjohnson@gced.k12.mn.us">cjohnson@gced.k12.mn.us</a>	Marcia Walker, Special Education Director Goodhue County Education District 395 Guernsey Lane Red Wing, MN 55066 651-388-4441 <a href="mailto:mlwalker@rwps.org">mlwalker@rwps.org</a>

## Reporting Claims of Discrimination

To submit and resolve complaints, grievances, and reports of unlawful discrimination, harassment, violence, bullying, and hazing, individuals may contact one of the following:

- Advocate. A list of advocates for students will be available in the district office, in each school office, and on the district's website. Advocates assist students and/or parents with submitting reports and answering questions about the complaint process.
- Building principal/administrator or designee
  - Title IX Coordinator (if the complaint involves a claim of discrimination based on sex)
  - American with Disabilities Act (ADA) and Section 504 Coordinator (if the complaint involves a claim of discrimination based on disability)
  - A Human Rights Officer (if the complaint involves the building principal/administrator)
  - Superintendent (if the complaint involves the Human Rights Officer)
  - School Board Chair (if the complaint involves the Superintendent)
  - Any other school official. School officials will forward complaints to appropriate personnel

## Policies Prohibiting Discrimination

School district policies are available at [rwps.org](http://rwps.org) > District > Policies, Handbooks, and Notices or from the District Office.

<a href="#">Policy 102: Equal Educational Opportunity</a>	The purpose of this policy is to ensure that equal educational opportunity is provided for all students of the School District.
<a href="#">Policy 401: Equal Employment Opportunity</a>	The purpose of this policy is to provide equal employment opportunity for all applicants for School District employment and School District employees.
<a href="#">Policy 402: Disability Nondiscrimination</a>	The purpose of this policy is to provide a fair employment setting for all persons and to comply with state and federal law.
<a href="#">Policy 413: Harassment and Violence</a>	The purpose of this policy is to maintain a learning and working environment that is free from harassment and violence on the basis of race, color, creed, religion, national origin, sex, age, marital status, familial status, status with regard to public assistance, sexual orientation, or disability.
<a href="#">Policy 514: Bullying Prohibition</a>	The purpose of this policy is to assist the School District in its goal of preventing and responding to acts of bullying, intimidation, violence, and other similar disruptive behavior.
<a href="#">Policy 521: Student Disability Nondiscrimination</a>	The purpose of this policy is to protect disabled students from discrimination on the basis of disability and to identify and evaluate learners who, within the intent of Section 504 of the Rehabilitation Act of 1973 (Section 504), need special services, accommodations, or programs in order that such learners may receive a free appropriate public education.

<a href="#"><u>Policy 522: Student Sex Nondiscrimination</u></a>	Students are protected from discrimination on the basis of sex pursuant to Title IX of the Education Amendments of 1972 and the Minnesota Human Rights Act. The purpose of this policy is to provide equal educational opportunity for all students and to prohibit discrimination on the basis of sex.
<a href="#"><u>Policy 526: Hazing Prohibition</u></a>	The purpose of this policy is to maintain a safe learning environment for students and staff that is free from hazing. Hazing activities of any type are inconsistent with the educational goals of the School District and are prohibited at all times.
<a href="#"><u>Policy 528: Student Parental, Family, and Marital Status Nondiscrimination</u></a>	Students are protected from discrimination on the basis of sex and marital status pursuant to Title IX of the Education Amendments of 1972 and the Minnesota Human Rights Act. This includes discrimination on the basis of pregnancy. The purpose of this School District policy is to provide equal educational opportunity for all students and to prohibit discrimination on the grounds of sex, parental, family, or marital status.
<a href="#"><u>Policy 1000: Inclusive Education Plan</u></a>	The purpose of this policy is to establish and maintain a written plan to assure an inclusive education program as defined in Minnesota Statutes 3500.0550.

## Article 2: Norms of Operation

### Positive Relationships

We recognize it is essential to remain positive in working together

1. We will look for and recognize the positive contributions of each individual and shall refrain from speaking negatively about others.
2. We will seek ways to turn obstacles into opportunities.
3. 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 will:

1. We are each accountable to the team for our own actions.
2. We will encourage and remain receptive to divergent views of other members.
3. When conflict occurs, the focus will be on the issue, not the person.
4. We will work to influence one another directly and in supportive ways.
5. 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:

1. Ensure that all board member voices are valued and equal.
2. Make decisions with equity as a priority.
3. Define the objective (that is, what is being decided).
4. Provide opportunity for input from internal and external persons affected by the decision.
5. Gather all pertinent facts concerning the situation.
6. Allow time for reflection throughout the process.
7. Organize and analyze the collected data.
8. Encourage the consideration of multiple solutions and their implications.
9. Encourage compromise and seek consensus.
10. Make a timely decision.
11. Provide a written implementation plan.
12. Communicate the decision to those affected.
13. Support the decision and its effective implementation.
14. Evaluate the decision in terms of its effectiveness.

## **Continuous Improvement**

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

1. Regularly examine our progress towards meeting established district goals.
2. Annually review, evaluate and establish new district goals.
3. Evaluate the Superintendent at least annually.
4. Annually conduct a self-evaluation of board operations.
5. Complete Phase I and II training sponsored by the Minnesota School Board Association (MSBA) during the first year of service.
6. Encourage members to complete two learning sessions sponsored by the MSBA (such as Phase III and IV training) each year after the first year of service.

## **Accountability**

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

1. Communicate the “World’s Best Workforce,” a state-required annual report that outlines the district’s comprehensive strategic plan to support and improve teaching and learning.
2. Conduct open, transparent and frequent communications with the community.
3. Encourage public engagement.

## Article 3: Superintendent Evaluation and Negotiations

### Summary of Processes

As coordinated by the chair, the 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.

Pursuant to M.S. 123B.143, the school board may negotiate a subsequent contract with the Superintendent during the last year of his/her current contract. Generally, decisions about whether to negotiate a subsequent contract are made following the fall evaluation. This timing gives the Superintendent an opportunity to find other employment and time for the School Board to select the best possible candidate for the position.

### Tentative Timelines

June	Board members 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. The board chair develops a rough draft of an evaluation summary in preparation for the evaluation session by the board.</p> <p>During the evaluation session, board members discuss the evaluation, review the evaluation summary, 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 is audiotaped or videotaped.</p> <p>The chair presents a summary of the evaluation summary and goals at the next regular board meeting. The chair places the summary in the Superintendent's personnel file.</p>
January	The Superintendent and chair review the most recent evaluations, evaluation process, and evaluation forms with new 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. The board chair develops a rough draft of an evaluation summary in preparation for the evaluation session by the board.</p> <p>During the evaluation session, board members discuss the evaluation, review the evaluation summary, 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 is audiotaped or videotaped.</p> <p>As per State law, the chair presents a summary of the evaluation summary and goals at the next regular board meeting. The chair places the summary in the Superintendent's personnel file.</p>

# Article 4: Superintendent Succession Planning

## Acknowledgement

This article is largely copied/adapted with permission from New Ulm Public Schools.

## Emergency / Short-Term Absence

1. When the Superintendent is not available for a short period of time (generally for fewer than 15 consecutive working days), administrators complete the following work:

RWHS Principal	Responsibility for oversight of all district programming and personnel, including supervision responsibilities for employees supervised by the Superintendent, as long as a superintendent's license is not required.  Oversight of special education and Section 504 services. Serves as link with GCED. Official contact with legal counsel. School closure decisions. All other responsibilities not overseen by the Business Manager and/or Director of Teaching and Learning.
Business Manager	Supervisor of Director of Buildings and Grounds, Director of Technology, Nutrition Services Director, and transportation services.

2. The School Board will consider assigning or hiring someone to serve as an Acting Superintendent if the Superintendent is not able to fulfill his/her duties (generally for at least 15 consecutive working days).
  - The Acting Superintendent must possess a license to serve as a superintendent in Minnesota.
  - The appointment may be through designation in this handbook or made during a public meeting.
  - The Acting Superintendent will complete all work that requires a superintendent's license or signature.
  - Possible candidates may include current employees, past employees, neighboring superintendents, and individuals recommended by the Minnesota School Board Association and/or Minnesota Association of School Administrators.
  - The Superintendent and Acting Superintendent review roles, duties, major decisions, and annual goals of the Superintendent and School District.
  - The School Board Chair communicates with parents, staff members, media representatives, and others when an Acting Superintendent is utilized. He/she serves as the official spokesperson for the School District and handles all media contacts and external inquiries.
  - The RWHS Principal and Business Manager may be assigned to complete tasks in the aforementioned section.
  - The District Administrative Assistant will maintain a list of potential candidates and/or consultants that provide acting or interim superintendents.
3. If the emergency or short-term absence is determined to be a long-term or permanent, the School Board will follow guidelines outlined in the "Permanent Leadership Change" section.



## **Permanent Leadership Change**

1. A vacancy is determined through a decision not to negotiate a subsequent contract with the Superintendent or approval of a resignation, retirement or termination.
2. The School Board considers hiring an outside consultant such as the Minnesota School Boards Association to conduct a search.
3. The School Board sets timelines and schedule for recruitment and follows district hiring practices.
4. The School Board communicates the process and progress toward filling the position.
5. The School Board Chair serves as the official spokesperson for the School District and handles all media contacts and external inquiries.
6. The School Board screens, interviews, and selects a candidate.
7. The School Board negotiates the new Superintendent's contract.
8. The outgoing Superintendent, incoming Superintendent, and School Board Chair discuss transition options and timelines. Transitions could include an overlap of work, exchanging duty days before and after the contract year, and part-time consulting/employment.

## **Review**

1. The Personnel Committee annually reviews this article and make recommendations for consideration by the School Board.
2. The Personnel Committee prepares for and helps manage a change in leadership in building and district leadership positions.

# Article 5: Board and Committee Meetings

## Operational Norms

Meetings are conducted in an open and orderly fashion consistent with the following principles:

1. Agendas for board and committee meetings are developed cooperatively between the chair and responsible administrator with input from other administrators and board members.
2. Committee assignments and objectives are approved annually.
3. The Chair determines which committee addresses a topic if there are questions about which committee is responsible for an issue.
4. Board and committee agendas and support materials/documents (including minutes or notes of past meetings) are distributed in advance to encourage informed discussion.
5. Surprises at meetings from board members and/or administrators are counterproductive.
6. The board will summarize issues, clarify understandings, and explain next steps.

## Open and Closed Meetings

The board follows the [Open Meeting Law](#) and [Policy 205: Open Meetings and Closed Meetings](#) to determine when meetings must be open or closed to the public.

## Audiotaping, Videotaping, and Livestreaming of Meetings

1. Each regular board meeting is videotaped and livestreamed if feasible.
2. The Board Chair will determine if special meetings, workshops and training sessions, and committee meetings are videotaped or livestreamed.
3. Closed sessions are audiotaped or videotaped as required by law.

## Regular Meeting Agenda Preparation and Distribution

This table summarizes guidelines for developing the board agenda packet. The Chair and/or Superintendent may grant exceptions to the deadline and/or procedures as necessary as long as legal requirements are met.

General Deadline Prior to Meeting	Topic
7 calendar days (Typically Mondays)	Presentation materials, requests to add items to the board agenda, and all relevant materials (including PowerPoint presentations) are 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 include a reason for hiring (for example, replacement due to retirement) and step placement.
6 calendar days (Typically Tuesdays)	The Superintendent confers with the Chair and Vice-Chair to finalize agenda items.

5 calendar days (Typically Wednesdays)	The District Administrative Assistant enters agenda items into BoardBook and posts meeting notices as described in the following section.
3 calendar days (Typically Fridays)	Individual board members contact the Superintendent if they need additional background information.  Questions may be asked at meetings, but board members are expected to ask the Superintendent in advance so materials can be prepared that might be helpful for the discussion.
Board meeting	The board approves or revises the agenda for regular meetings at the start of each meeting. Topics for special meetings cannot be added after the required posting timeline. The Chair conducts the meeting based on the approved agenda.
Future meetings	Board members can request an item be placed on a future agenda by contacting the Superintendent and/or Chair according to established guidelines.

## Posting of School Board and Committee Meetings

The District Administrative Assistant:

1. Enters agenda items into BoardBook.
2. Creates a meeting notice, saves it as a PDF in the meeting folder on the shared drive, and posts it on Boardbook under Meeting Agenda.
3. Prints two (2) copies of the meeting notice.
4. Publishes the meeting on Boardbook.
5. Writes the date and time of the posting on a paper copies and obtains initials of the District Office Receptionist or other individual.
6. Posts meeting notices on the District Office bulletin board and by exterior door #36 at least five (5) days before the meeting. For example, a meeting notice for a meeting on Monday is posted on or before Wednesday of the previous week. Exceptions consistent with state law must be approved in advance by the Chair, Vice-Chair, and Clerk.
7. Takes picture of the meeting notice after it is posted, saves the .jpg in the meeting folder on the shared drive, emails the .jpg to the School Board Chair and Clerk for school board meetings/workshops and Committee Chair and Clerk for committee meetings.

## Agenda Committee Meetings

1. The Chair, Vice-Chair, and Superintendent may meet to collaborative develop the agenda for upcoming meetings and workshops and discuss other topics.
2. The meetings will be posted as public meetings.
2. The Superintendent will email all board members with a summary of the meeting content.

## **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 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 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 or Board Chair audiotapes or videotapes all closed sessions of the board as needed and provides all audio recordings to the District Administrative Assistant to secure in accordance with applicable data retention expectations.

## **Board Meeting Minutes**

1. For each board meeting, the District Administrative Assistant prepares a rough draft of board meeting minutes for review by the Clerk.
3. Draft minutes are added to the next consent agenda.
4. The Clerk signs the minutes after board approval.
5. The District Administrative Assistant forwards a summary of the board meeting to the 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 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.)

6. The District Administrative Assistant posts the approved minutes on Boardbook.
7. Signed minutes are maintained in the district office.

## **Committee Meeting Notes**

1. Unless an administrator takes notes, the District Administrative Assistant typically prepares a rough draft of committee meeting notes for review by the responsible administrator.
2. The District Administrative Assistant posts notes in the Reports Section of the next regular board meeting.
3. The committee chair provides a verbal update at the next regular meeting.

## **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 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 meetings to be signed by the Chair and/or Clerk.
3. The District Administrative Assistant prepares letters for each donor for signature of the superintendent.

## **Suggestions for Meeting Effectiveness and Efficiency**

1. Limit scope of work to focus on most important or urgent priorities. We can not do everything all of the time.
2. Following posting schedule so board members can read materials before the meeting and provide written questions to be answered prior to or during the meeting.
3. Limit administrative reports to 3-5 minutes plus time for questions and discussion. Verbal presentations should highlight most important points.
4. Shift some topics to workshops, especially if they require extensive discussion and do not require an immediate vote.
5. Review the most important aspects of Robert's Rules of Order, including the timing of making a motion, use of amendments, calling the previous question, tabling or postponing issues, and making a point of order.
6. Reasonably limit discussion while giving everyone the opportunity to speak and ask questions.
7. Summarize notes in committee meetings.
8. Include redline versions of policy changes.
9. Refer issues to administrators and/or committees as appropriate.
10. Encourage board members to follow-up with administrators before having broad discussions during board meetings.
11. Focus on agenda topics, not on positioning in the public arena.
12. Readily use the consent agenda.
13. Use the "parking lot" to refer ideas, questions, and topics to another time.
14. Identify (but not discuss) potential topics when discussing topics for upcoming meetings.

# **Article 6: Communications**

## **Operational Norms**

We are committed to communication that promotes openness and understanding:

1. We believe the most effective communication requires high levels of trust.
2. We will establish and maintain open channels of formal and informal communication.
3. We will be honest and direct with each other.
4. Information required by statute to be discussed in closed session will remain confidential.
5. Substantive Information shared with a board member (including written information compiled by an administrator at the request of an individual board member) should be shared with the Superintendent and all board members.

## **Administrative Updates**

The Superintendent provides regular updates to board members via reports during board meetings. 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 Board**

1. When a quorum of board members receives an email about a complaint or issue that requires investigation, the 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 individual and board member(s) about how the inquiry will be handled.
3. As needed, the Chair reviews progress with the Superintendent in addressing the inquiry.
4. As needed, board members copy the Superintendent on any responses they make to the correspondence.
5. Board members may contact the Superintendent and/or Chair to request discussion about the issue or response during an upcoming meeting.

## **Public Comment at 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. Board members listen to the public comments but will not discuss the topic at the meeting.
3. The Superintendent and/or Chair may provide a response outlining steps the district has taken or will take to address the concerns.
4. A summary of the district's actions in response to public comment may be provided to the 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 the meeting agenda, board members may request additional information. As appropriate, 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.

### **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/community members (through surveys and focus groups), and students as appropriate.
6. The board will 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 provide unified responses 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..
4. At times, the board chair serves as the spokesperson on a topic such as board review of an operating levy or building bond proposal.

## **Handling Stakeholder Questions and Concerns**

We – as a board and as individual members – will handle public concerns of both individuals and groups in 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 him/her 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.

## **Sharing of Meeting Summaries**

1. The District Administrative Assistant prepares meeting summaries.
2. Summaries are emailed to staff members and posted on social media accounts and the district's webpage.



# Article 7: Policies

## Development, Adoption, and Implementation of Policies

1. The board follows [Policy 208: Development, Adoption, and Implementation of Policies](#) to establish policies for the district.
2. Generally, the Legislative and Policy Committee reviews proposed policies prior to submission to the board.
3. Generally, the board approves a policy after first and second reading of the policy.

## Policy Maintenance

1. The District Administrative Assistant maintains digital copies of policies and related forms.
2. 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

The Legislative and Policy Committee will annually review policies 214, 413, 414, 415, 506, 514, 522, 524, 806, and 1000.

The Superintendent will develop a review cycle enabling the Legislative and Policy Committee to review approximately one third of the policies each year:

### Tentative Schedule

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 8: Planning

## Planning Cycle

Each year, the district reviews the following planning areas, but in designated years the 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 selected position descriptions and re-band as appropriate
- Analyze comparative pay data
- Compile class size ratio comparisons
- Ensure compliance with pay equity standards

### Financial Plan

- Complete 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 9: Student Board Members**

## **Purpose**

The purpose of the Student Board Member Program is to include student views on school-related issues. Student representatives serve as liaisons between the 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. The selection committee, which may include the superintendent, board members, high school principal, and/or sitting student board member(s), interviews candidates and makes selections.

## **Student Board Member Expectations**

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

## **Internal Support**

A board member will serve as a mentor and primary contact for the student board members.