

Work Session

Monday, November 14, 2022 7:00 PM

Laketown Elementary - Media Center, 960 Airport Rd, Waconia, MN 55387

1. **Superintendent Updates**

Presenter: Brian
Gersich,
Superintendent

2. **Assign Board Mentors to Newly Elected Board
Members**

Presenter: Chair
Geller

Standards for School Board Leadership

The Role of the School Board

As the entity legally charged with governing a school district, each school board is responsible to its community for governing efficiently and leading effectively to provide for equitable education, resulting in high student achievement.

The following five standards are essential to being an effective, high-performing school board team.

Standard 1: Conduct and Ethics

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

An effective, high-performing school board strives to meet the following benchmarks:

- A. Recognize the school board team consists of school board members and the superintendent and evaluates its performance at least annually.
- B. Take full responsibility for its activity and behavior at and away from the school board table.
- C. Encourage its members to express their individual opinions, respect others' opinions, and vote according to their convictions.
- D. Speak with one voice after reaching a decision.
- E. Spend time on board governance work rather than staff work - focuses on the ends not the means.
- F. Provide for orientation and ongoing training for all school board members.
- G. Follow established policies, including the chain-of-command, by directing people with concerns to the appropriate staff.
- H. Set an example of respectful and civil leadership.

Standard 2: Vision

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

An effective, high-performing school board strives to meet the following benchmarks:

- A. Use clear, focused, attainable, and measurable goals and outcomes to support gains in student achievement.
- B. Develop a strategic plan which includes well crafted school district belief statements, mission statement, vision statement, goals, and objectives that enable the school board to evaluate school district performance.
- C. Regularly monitor the strategic plan to evaluate progress toward goal achievement and school district success.
- D. Ensure that the school district belief statements, mission statement, vision statement, goals, and objectives are reflected in school board policies, mirrored in the budget planning and implementation efforts, and is supported district-wide.
- E. Communicate the strategic plan and the progress to the community.

Standard 3: Structure

The school board, to achieve its vision, establishes organizational and physical structures for student and staff success.

An effective, high-performing school board strives to meet the following benchmarks:

- A. Create organizational and physical structures based on equity in which all students and staff have the resources and supports to maximize achievement.
- B. Advocate and provide for learning through rigorous curriculum, effective technology, and a safe and secure environment.
- C. Select and employ one person – the superintendent – as the school district’s chief executive officer to lead and manage the school district.
- D. Hold the superintendent accountable for school district performance and compliance with written school board policy.
- E. Delegate the authority to the superintendent to recommend and evaluate all school district staff within the standards established through written school board policies.
- F. Accept ultimate responsibility for the care, management, fiscal oversight, and control of the school district while understanding that the day-to-day operations will be conducted by the staff.

Standard 4: Accountability

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

An effective, high-performing school board strives to meet the following benchmarks:

- A. Recognize the duty to itself and the community to determine whether the authority delegated to the superintendent is being used as intended.
- B. Evaluate the superintendent’s performance at least annually.
- C. Use student achievement data and other indicators when available as the basis for assessing progress toward school district goals and compliance with school board policies and state and federal laws.
- D. Recognize the distinction between “monitoring data” (data used by the school board to address accountability) and “management data” (data used by the staff for operations).

Standard 5: Advocacy and Communication

The school board advances its vision at the local, regional, state, and national levels.

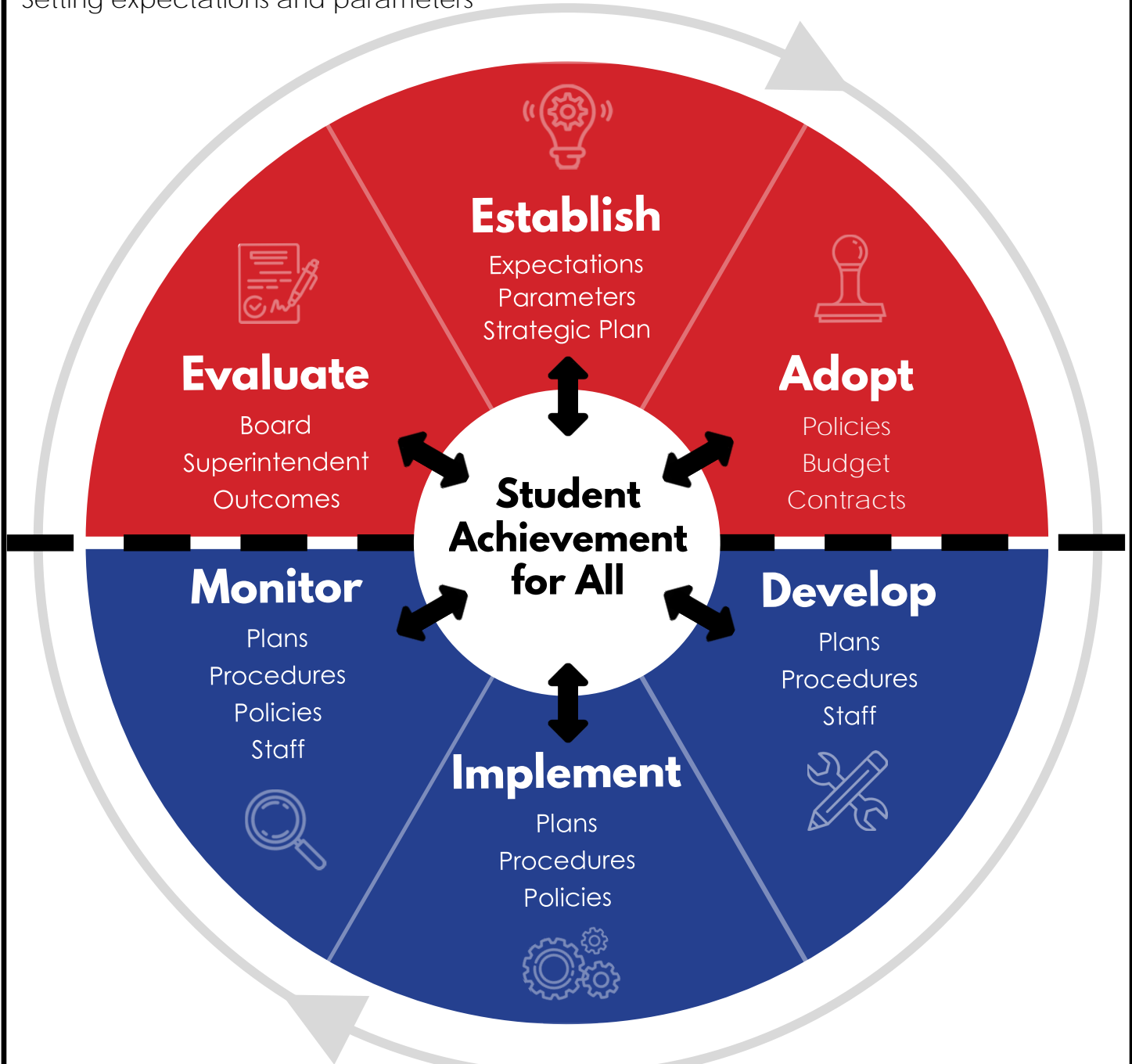
An effective, high-performing school board strives to meet the following benchmarks:

- A. Focus on community-wide concerns and values that best support equity and student achievement rather than being influenced by special interests.
- B. Develop communication strategies to build trust between the school board and the superintendent, staff, students, and community.
- C. Utilize a public relations strategy that supports the flow of information into and out of the school district.
- D. Engage and build relationships with both public and private stakeholders.
- E. Advocate on local, state, and national levels.

Board Governance Model

The School Board Governs

Setting expectations and parameters



The Superintendent Manages

Providing leadership and supervision



New Board Member Orientation Year At-a-Glance

The learning curve for new board members is high. New school board members must learn about their roles and responsibilities in providing effective leadership for the community in fulfilling its vision and mission for quality education for all students. In addition to the state-mandated training, MSBA recommends that the local school board chair assign each new board member a mentor. The mentor(s) and superintendent provide district-level orientation to the new school board members in order to provide a smooth transition into effective school board service. With this in mind, consider organizing the printed materials into an indexed notebook or orientation manual.

While printed materials are useful reference tools, they cannot take the place of personal interaction. School boards are encouraged to conduct learning sessions for new board members. These learning sessions should be conducted over several months so that the new board members have time to process the information and develop questions regarding their governance role.

The following suggestions are offered as guidance for mentors and superintendents who want to get new board members off to a good start. In addition, including all board members in the sessions may provide an opportunity for continued board professional development to strengthen governance practices. MSBA's website, www.mnmsba.org, provides other resources and, as always, please contact your MSBA with any questions.

Prior to First Board Meeting	New Board Member	Mentor	Superintendent	Board Admin. Assistant
Schedule an orientation with the new board member(s), board chair, board mentor, and the superintendent	✓	✓	✓	✓
Assign/introduce the new board member(s) to their mentor(s)		✓		
Provide contact information to the board administrative assistant	✓			✓
Provide and explain electronic access and/or equipment, if needed		✓		✓
Register for MSBA training for new board members (Phase I/II)	✓			✓
Register for the MSBA Leadership Conference	✓			✓
Examine the board member resources on the MSBA website	✓	✓		
Communicate first board meeting details with new board members:				
<input type="checkbox"/> Date, time, and location of the meeting		✓	✓	
<input type="checkbox"/> Board packet delivery date, review method and expectations		✓	✓	

Prior to First Board Meeting, Cont'd	New Board Member	Mentor	Superintendent	Board Admin. Assistant
Review with new board member(s):				
<input type="checkbox"/> Board calendar (meeting dates - timelines)		✓		
<input type="checkbox"/> Procedures for taking oath of office at board organizational meeting		✓	✓	
<input type="checkbox"/> Board culture and climate		✓		
Explain the Open Meeting Law (Policy 205)		✓	✓	
Explain limits of electronic use for board communications including email, social media and texting		✓	✓	
Provide new board member(s) access to and/or copies of:				
<input type="checkbox"/> District policies		✓		✓
<input type="checkbox"/> District mission, vision and beliefs statements		✓	✓	
<input type="checkbox"/> District World's Best Workforce and strategic plan		✓	✓	
<input type="checkbox"/> Board goal statement		✓		
<input type="checkbox"/> District calendar		✓	✓	
<input type="checkbox"/> Provide board minutes from previous year				✓
Provide a hard copy and review the following policies:				
<input type="checkbox"/> Board meeting procedures and format (Policy 203.1)		✓		
<input type="checkbox"/> Agenda format - preparation and dissemination (Policy 203.5)			✓	
<input type="checkbox"/> Public participation at board meetings and chain of command (Policy 206)		✓	✓	
<input type="checkbox"/> Board policy development: adoption, review, evaluation and oversight (Policy 208)		✓	✓	
<input type="checkbox"/> Board member code of ethics (Policy 209)		✓		
<input type="checkbox"/> Review Conflict of Interest (Policy 210)		✓	✓	
<input type="checkbox"/> Use of committees/advisory groups (Policy 213)		✓	✓	
<input type="checkbox"/> Provide copies of discipline policy and/or student handbooks (Policy 506)				✓
Become familiar with district office and procedures:				
<input type="checkbox"/> Tour district office facilities and services			✓	
<input type="checkbox"/> Meet district office staff			✓	
<input type="checkbox"/> Board compensation and expense reimbursement policy, procedures and provide forms (expense voucher, etc.)				✓

Within the First Three Months - January to March	New Board Member	Mentor	Superin- tendent	Board Admin. Assistant
Explain the following board processes:				
<input type="checkbox"/> School board communication protocols		✓	✓	
<input type="checkbox"/> Process of communication between the board and superintendent, board and staff, among board members, board and media		✓	✓	
<input type="checkbox"/> Chain of command and procedures for responding to concerns from patrons/staff		✓	✓	
<input type="checkbox"/> Procedures for visiting schools		✓	✓	
<input type="checkbox"/> Procedures and authority for seeking advice from district legal counsel (Policy 202)		✓	✓	
<input type="checkbox"/> Expectations regarding board participation at district and community events		✓		
<input type="checkbox"/> Review process for school board self-evaluation		✓		
<input type="checkbox"/> Review strategic plan		✓	✓	
<input type="checkbox"/> Budget development, approval process, and adopted budget for the year		✓	✓	
Review documents related to superintendent's employment:				
<input type="checkbox"/> Employment contract		✓		
<input type="checkbox"/> Job description		✓	✓	
<input type="checkbox"/> Evaluation form process, criteria, and timeline		✓	✓	
Review process for development and approval of school calendar		✓	✓	
Review personnel related policies and documentation:				
<input type="checkbox"/> Provide copies of all master agreements and individual contracts			✓	
<input type="checkbox"/> PELRA			✓	
<input type="checkbox"/> Teacher Tenure 122A.40 - .41			✓	
Attend MSBA Leadership Conference	✓	✓	✓	✓
Register for MSBA Officers' Workshop and Phase III/IV	✓	✓	✓	✓

Within Four to Six Months - April to June	New Board Member	Mentor	Superin- tendent	Board Admin. Assistant
Provide a tour of the district campus to become familiar with locations of all buildings (maintenance and transportation facilities)		✓	✓	
Explain the status of district facilities: building maintenance projects; current and/or future construction projects			✓	
Prepare for school district graduation				
<input type="checkbox"/> Requirements (Policy 613)		✓	✓	
<input type="checkbox"/> Ceremonies and role of the school board		✓	✓	
Explain process and requirements of Meet and Confer		✓	✓	
Attend MSBA's Phase III/IV	✓	✓	✓	✓
Within Seven to Nine Months - July to September				
Explain key district instructional programs and assessments			✓	
Explain the district evaluation process for administrators, teachers and staff			✓	
Explain the current salary schedules and employee benefits			✓	
Plan to attend MSBA's learning opportunities				
<input type="checkbox"/> Register now for the MSBA Phase I/II training for new board members in August who haven't already attended	✓	✓	✓	✓
<input type="checkbox"/> Register for MSBA's Summer Seminar	✓	✓	✓	✓
Within Ten to Twelve Months - October to December				
Review the collective bargaining process, if applicable		✓	✓	
Review the process for developing and approving next year's budget		✓	✓	
Explain the procedures for program evaluation and curriculum review and revision processes			✓	
Explain programs for specialized populations (e.g., Title I, ELL, gifted, preschool, special education) and the schedule for program review		✓	✓	
Plan to attend MSBA's learning opportunities				
<input type="checkbox"/> Register for negotiations workshops every other year	✓	✓	✓	✓
<input type="checkbox"/> Register for MSBA's Leadership Conference in January	✓	✓	✓	✓

3. **World's Best Work Force Presentation**

Presenter: Sarah Klitzke, Interim Director of Teaching & Learning

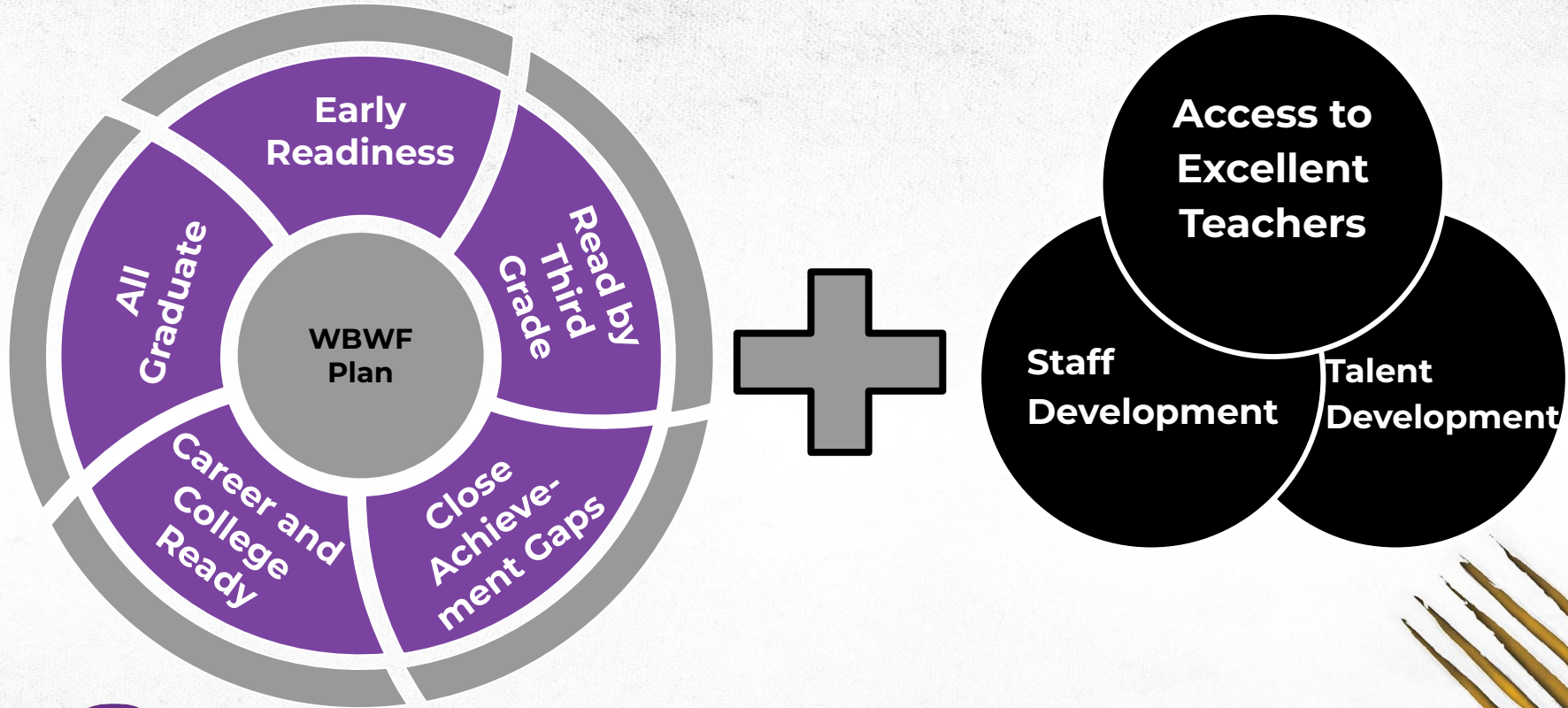


World's Best Workforce

Waconia Public Schools
ISD110

Monday, November 14

World's Best Workforce (WBWF)



Who is Responsible for WBWF?

([Minnesota Statutes, section 120B.11](#))

Minnesota Department of Education's Role

- Offer support to districts to help implement their WBWF plan in compliance with MN Stat., sect. 120B.11

School District's Role

- Create a WBWF plan to align curriculum and instruction so that students are college and career ready

School Board's Role

- Adopt a long-term, comprehensive strategic plan to support and improve teaching and learning
- Hold annual public meetings to report progress

WBWF Advisory Committee's Role

- Give recommendations on rigorous academic standards and student achievement goals and measures
- Help communicate and engage stakeholders around the plan components

Community's Role

- Partner with District
- Provide input on the plan
- Support the community strategies



WBWF Plan and Goals

[\(Minnesota Statutes, section 120B.11\)](#)

WBWF plan is a multi-year, detailed document that illustrates how a district will execute its goals or initiatives concerning the five WBWF goals.

Plans must include 6 elements:

1. Clearly defined district and school site goals for all student subgroups.
2. A process for assessing each student's progress toward meeting local and state standards.
3. A system to periodically review and evaluate all instruction and curriculum effectiveness.
4. Strategies for improving instruction, curriculum, and student achievement.
5. Effective practices that develop and support teacher quality, performance, and effectiveness
6. An annual budget for continuing to implement the district plan.



Balanced Assessment System

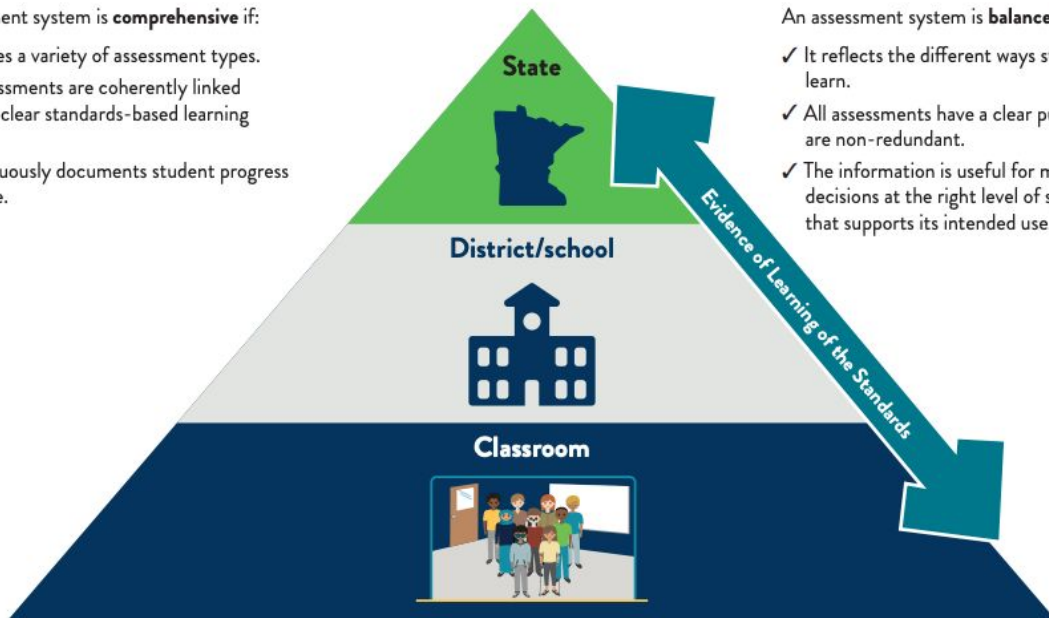
How do you know if your assessment system is **comprehensive** and **balanced**?

An assessment system is **comprehensive** if:

- ✓ It includes a variety of assessment types.
- ✓ The assessments are coherently linked through clear standards-based learning targets.
- ✓ It continuously documents student progress over time.

An assessment system is **balanced** if:

- ✓ It reflects the different ways students learn.
- ✓ All assessments have a clear purpose and are non-redundant.
- ✓ The information is useful for making decisions at the right level of specificity that supports its intended use.



WBWF Goal Area (State-Wide)	Current Measures of Progress
All students are ready for school	Fall FASTbridge (FAST) Early Reading
All third-graders can read at grade level.	K-2 FASTbridge (FAST) Early Reading and aReading 3rd Grade Reading Minnesota Comprehensive Assessment (MCA)
All racial and economic achievement gaps are closed	Grades 3-8 Reading and Math MCA
All students are ready for career and college	ACT
All students graduate from high school.	Graduation Percentage

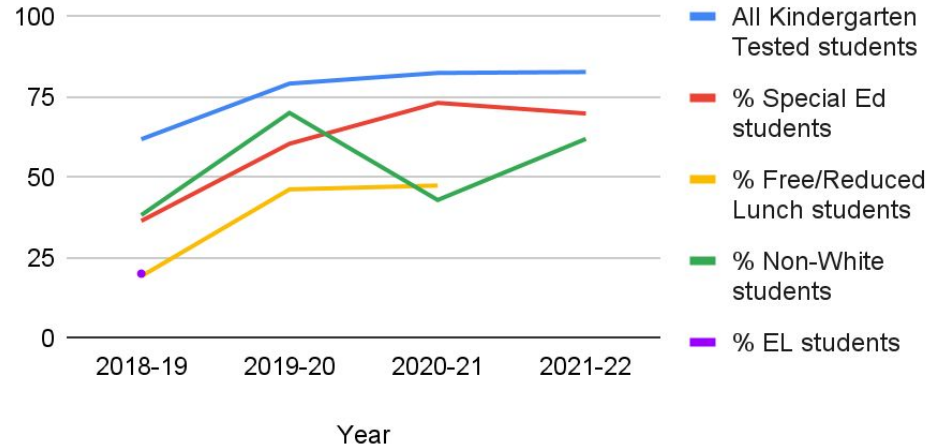


All Students are Ready for School

**Fall Early Reading
Grade Kindergarten**
% of students Meeting Fall Benchmark

Student Group	ISD110 2018-19	ISD110 2019-20	ISD110 2020-21	ISD110 2021-22
All Kindergarten Tested students	61.8%	79.1%	82.4%	82.7%
Special Ed students & Gap	36.4% -25.5%	60.4% -18.6%	73.1% -9.4%	69.8% -12.9%
Free/ Reduced Lunch students & Gap	19.2% -42.6%	46.2% -32.9%	47.4% -35.1%	Too Small
Non-White students & Gap	38.2% -23.6%	70.0% -9.1%	42.9% -39.6%	61.9% -20.8%
EL students & Gap	20.0% -41.8%	Too Small	Too Small	Too Small

Fall Early Reading Kindergarten
% of Students Meeting Fall Benchmark



All Students are Ready for School

Insights:

We are continuing to increase kindergarten readiness for our students.

We need a way to look at kindergarten readiness data according to the type of early childhood experiences each student has had prior to entering kindergarten

We need to gather more interim data points while students are attending Wildcat Preschool to better inform instruction during their PreK experience.

We are continuing to close the kindergarten readiness gap of our Special Education population.

Next Steps:

Gather early childhood background in Kindergarten registration

Continue to implement Teaching Strategies Gold to gather authentic assessment data of our PreK students.

Continue to align Social Emotional curriculum with our Pyramid Model

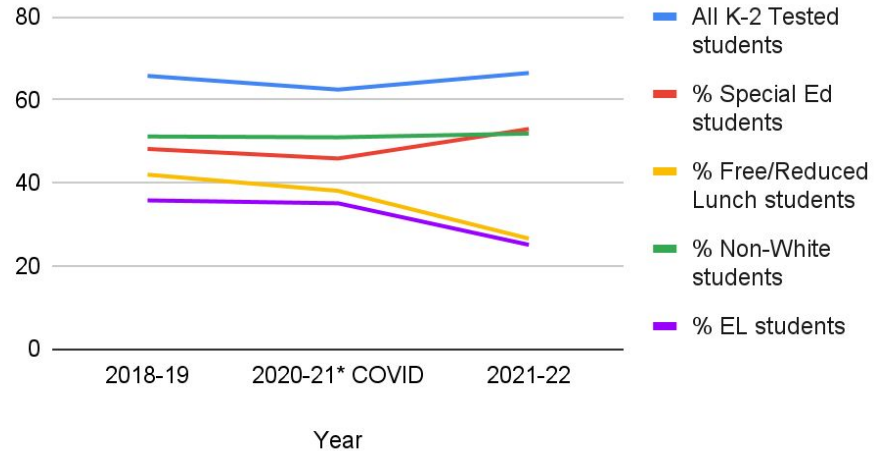
Create opportunities for vertical teaming between PreK and Kindergarten teachers



All 3rd Graders Can Read at Grade Level

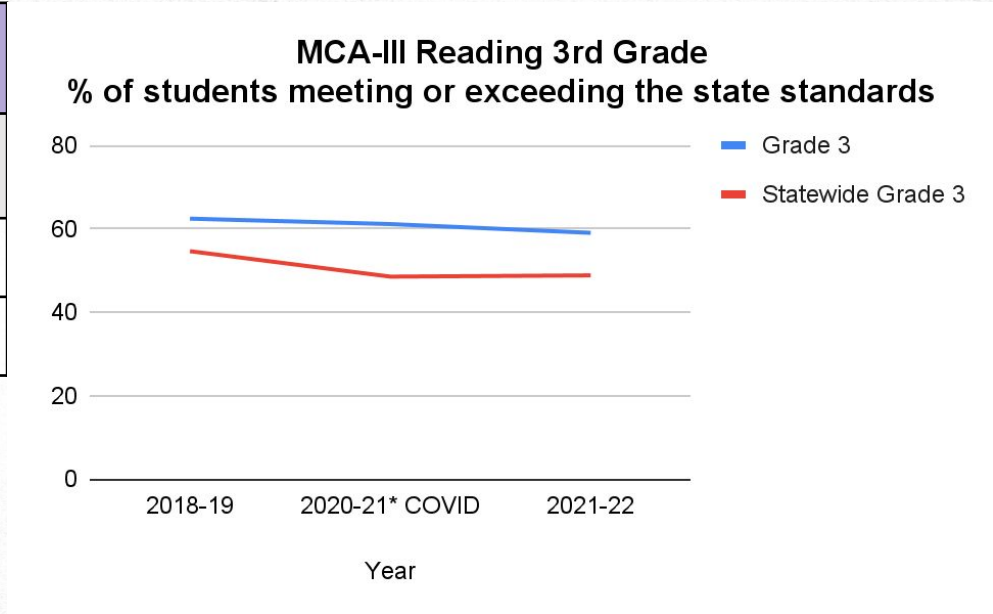
Spring EarlyReading and aReading Kindergarten - 2nd Grade <i>% of students in each grade meeting the spring benchmark</i>				
Student Group	ISD110 2018-19	ISD110 2019-20 *Covid	ISD110 2020-21 *Covid	ISD110 2021-22
All K-2 Tested students	65.7%	No Data	62.4%	66.4%
Special Ed students & Gap	48.1% -17.6%	No Data	45.8% -16.6%	52.9% -13.4%
Free/ Reduced Lunch students & Gap	41.9% -23.9%	No Data	38.0% -24.4%	26.5% -39.9%
Non-White students & Gap	51.1% -14.7%	No Data	50.9% -11.5%	51.8% -14.6%
EL students & Gap	35.7% -30.0%	No Data	35.0% -27.4%	25.0% -41.4%

Spring EarlyReading and aReading K-2
% of students in each grade meeting the spring benchmark



All 3rd Graders Can Read at Grade Level

MCA-III Reading 3rd Grade <i>% of students meeting or exceeding the state standards</i>				
Student Group	ISD110 2018-19	ISD110 2019-20 *Covid	ISD110 2020-21 *Covid	ISD110 2021-22
Grade 3	62.4%	No Data	61.1%	59.0%
Statewide Grade 3	54.6%	No Data	48.5%	48.8%



All 3rd Graders Can Read at Grade Level

Insights:

Our K-2 students early literacy skills have grown to slightly above pre-Covid proficiency levels.

The achievement gap for our K-2 Special Education students continues to close

The achievement gap for our Free and Reduced Lunch and English Language Learners continues to grow

Next Steps:

Continue to provide support for full implementation of curriculum aligned to the Science of Reading

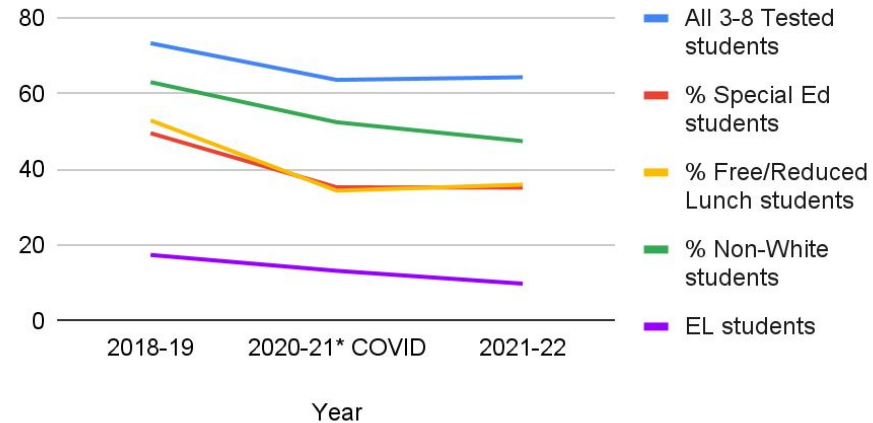
Implement action steps aligned to our district's Multi-Tiered System of Supports (MTSS), including data analysis and intervention supports

Begin the foundational learning to prepare for the upcoming English Language Arts curriculum review in 2023-2024.



All Racial and Economic Achievement Gaps are Closed - Reading

MCA-III Reading 3-8 Grades
 % of students meeting or exceeding the state standards

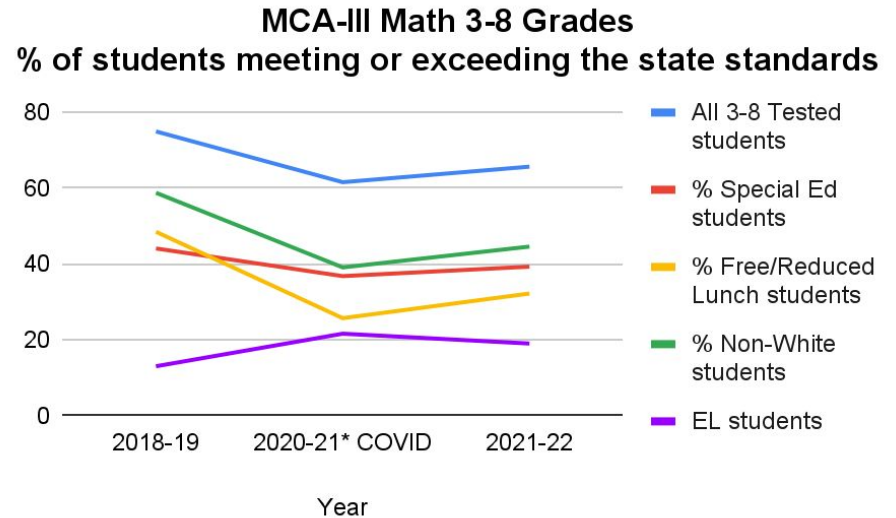


MCA-III Reading 3rd - 8th Grades % of students meeting or exceeding the state standards				
Student Group	ISD110 2018-19	ISD110 2019-20 *Covid	ISD110 2020-21 *Covid	ISD110 2021-22
All 3-8 Tested students [State Proficiency]	73.4% [60%]	No Test	63.7% No State	64.4% [50.5%]
District Special Ed students District Gap [State Proficiency]	49.6% -23.7% [30.1%]	No Test	35.3% -28.4% No State	35.2% -29.2% [25.6%]
Free/ Reduced Lunch students District Gap [State Proficiency]	53% -20.3% [40.4%]	No Test	34.4% -29.3% No State	36.0% -28.4% [30.8%]
Non-White students District Gap [State Proficiency]	63.1% -10.3% [45.4%]	No Test	52.5% -11.2% No State	47.5% -16.8% [35.9%]
EL students District Gap [State Proficiency]	17.4% -56.0% [14.5%]	No Test	13.2% -50.5% No State	9.8% -54.6% [11.8%]



All Racial and Economic Achievement Gaps are Closed - Math

MCA-III Math 3rd - 8th Grades <i>% of students meeting or exceeding the state standards</i>				
Student Group	ISD110 2018-19	ISD110 2019-20 *Covid	ISD110 2020-21 *Covid	ISD110 2021-22
All 3-8 Tested students <i>[State Proficiency]</i>	75.0% <i>[56.9%]</i>	No Test	61.6% <i>No State</i>	65.7% <i>[45.8%]</i>
Special Ed students District Gap <i>[State Proficiency]</i>	44.1% -30.9% <i>[29.4%]</i>	No Test	36.8% -24.8% <i>No State</i>	39.3% -26.4% <i>[24.8%]</i>
Free/ Reduced Lunch students District Gap <i>[State Proficiency]</i>	48.5% -26.6% <i>[35.8%]</i>	No Test	25.7% -36.0% <i>No State</i>	32.2% -33.5% <i>[24.0%]</i>
Non-White students District Gap <i>[State Proficiency]</i>	58.8% -16.3% <i>[38.8%]</i>	No Test	39.1% -22.5% <i>No State</i>	44.6% -21.1% <i>[28.9%]</i>
EL students District Gap <i>[State Proficiency]</i>	13.0% -62.0% <i>[19.0%]</i>	No Test	21.6% -40.0% <i>No State</i>	19.0% -46.7% <i>[12.8%]</i>



All Racial and Economics Achievement Gaps are closed in Reading & Math

Insights:

We are starting to make recovery from the academic losses during Covid-19

Our overall scores in Reading and Math are better than the state averages

Next Steps:

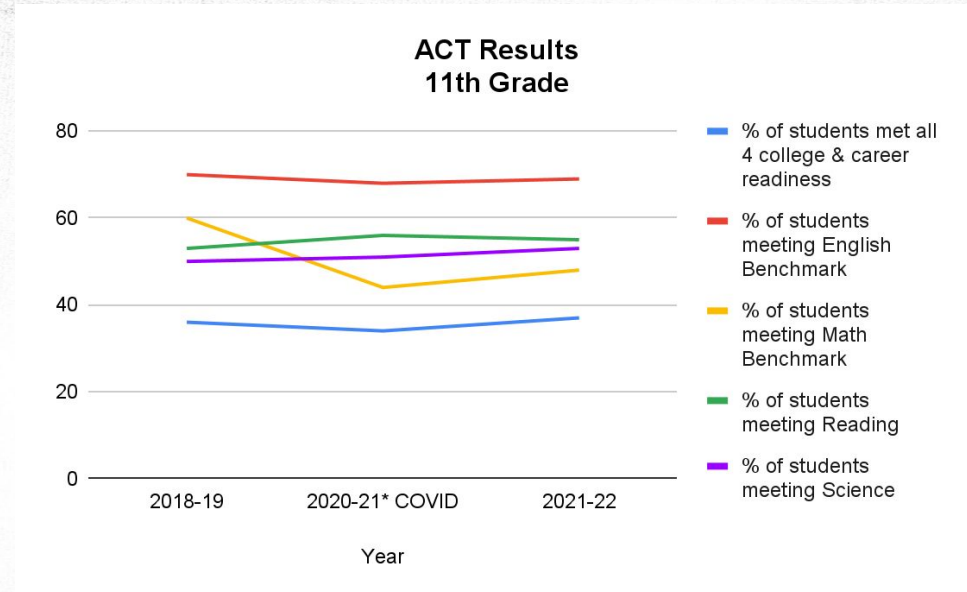
We will continue to establish consistent core best practice strategies in pedagogy and instruction to close the achievement gaps

We will clearly define and develop our MTSS framework; focus on intervention systems at all levels



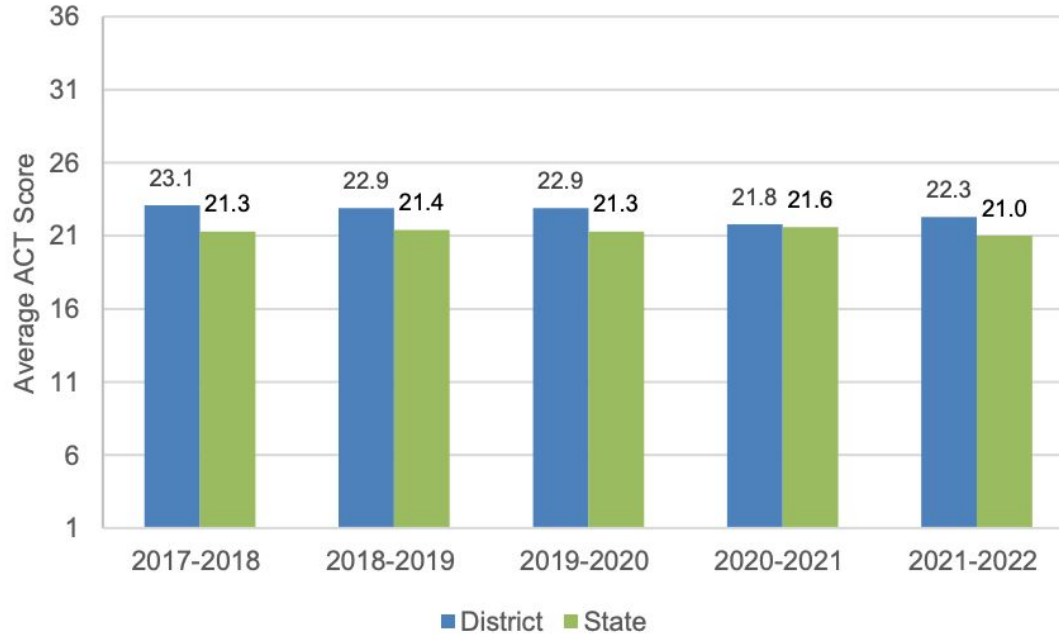
All Students are Ready for Career and College

ACT Results 11th Grade				
Student Group	ISD110 2018-19	ISD110 2019-20 *Covid	ISD110 2020-21 *Covid	ISD110 2021-22
ACT Average Composite Score	22.5	No Data	22.2	22.3
% of students that met all 4 college and career readiness benchmarks (English, Math, Reading & Science)	36%	No Data	34%	37%
% of students meeting English Benchmark (18) & Avg score	70% 21.3	No Data	68% 21.2	69% 21.2
% of students meeting Math Benchmark (22) & Avg score	60% 22.7	No Data	44% 21.6	48% 21.8
% of students meeting Reading Benchmark (22) & Avg score	53% 22.8	No Data	56% 23.0	55% 23.1
% of students meeting Science Benchmark (23) & Avg score	50% 22.5	No Data	51% 22.4	53% 22.6



All Students are Ready for Career and College

Figure 1.1. Average Composite Scores: 5 Years of Testing*



All Students are Ready for Career and College

Insights:

The percentage of students meeting all 4 college and career readiness benchmarks has recovered since COVID.

Largely, our ACT scores are staying flat.

The district has consistently stayed about 1-1.6 points above the state average.

Next Steps:

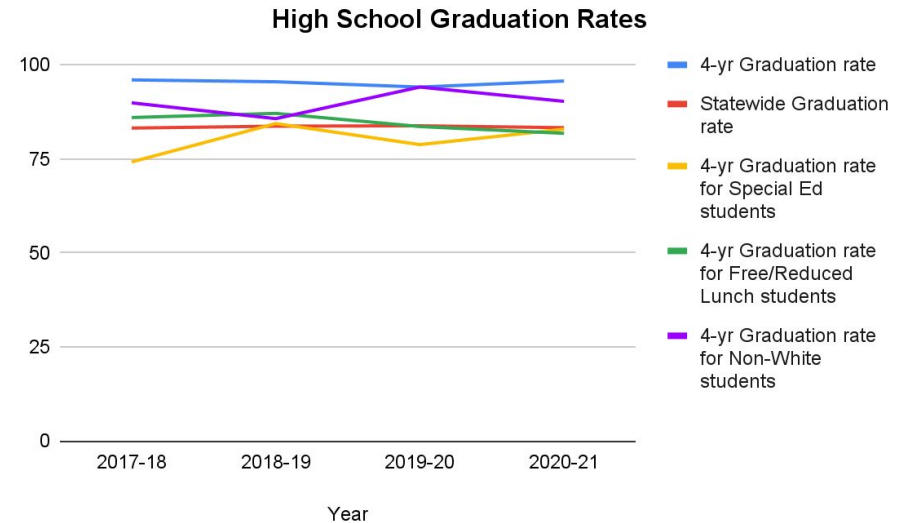
Continue to drill down into our ACT data to determine more granular areas for growth.

Continue to refine the process that ensures each and every student has a plan for a smooth and successful transition to postsecondary education or employment.



All Students Graduate from High School

High School Graduation Rates				
Student Group	ISD110 2017-18	ISD110 2018-19	ISD110 2019-20	ISD110 2020-21
4-yr Graduation rate	96%	95.5%	94.1%	95.7%
Statewide Graduation rate	83.2%	83.7%	83.8%	83.3%
4-yr Graduation rate for special education students & Gap	74.2% -21.8%	84.4% -11.1%	78.8% -15.3%	82.9% -12.8%
4-yr Graduation rate for Free/Reduced Lunch students & Gap	86% -10.0%	87.1% -8.4%	83.6% -10.5%	81.8% -13.9%
4-yr Graduation rate for non-white students & Gap	89.9% -6.0%	85.7% -9.8%	94.1% 0.0%	90.3% -5.4%
4-yr Graduation rate of EL students & Gap	Too Small	Too Small	Too Small	Too Small



All Students Graduating from High School

Insights:

We continue to be well above the state average and the graduation rate stays fairly consistent.

Next Steps:

Continue to monitor graduation rates of our sub-groups to ensure equitable opportunities to graduate are available.



Overall Next Steps for WBWF

- Create alignment between WBWF, Strategic Initiatives and District Vision Card data.
- Continue to refine our curriculum review process to align assessment and curriculum resources to best practices and standards outlined by MDE.
- Continue to implement our district's MTSS framework with a focus on analyzing data to identify student needs and providing intervention supports.





Questions?

4. **2023-2025 DRAFT Academic Calendars**

Presenter: Sarah Klitzke, Interim Director of Teaching & Learning; Dr. Enid Schonewise, Director of Human Resources



District Calendar 2023-2025

Waconia Public Schools
ISD110

Monday, November 14

Calendar Objectives

Primary Objective:

To develop a calendar for 2023-24 and 2024-25 that best supports student and staff learning outcomes.

Secondary Objectives:

To provide clarity in understanding the purpose of the various non-student days.

To provide consistency across all buildings.



Parameters

Teacher Work Day

New Teachers: 187

Returning Teachers: 184

*Must have a minimum of 6 teacher work days

Student Days

	# of Days 2023-2024 and 2024-2025	Required Hours per <u>Policy 602</u> (hours/days over required minimum)
PreK		350
K	169	850 (166.9 hours - 27.4 days)
1-5	171	935 (83.55 - 13.7 days)
6-8	171	Gr. 6 = 935 (116.9 hours - 18.6 days) Gr. 7-8 = 1020 (31.9 hours - 5.07 days)
9-12	171	1020 (12.2 hours - 1.97 days)

*Having 171 student days still allows for approximately 1.9 days above the minimum requirement for grades 9-12 even if we have two inclement weather days.





Calendar Feedback

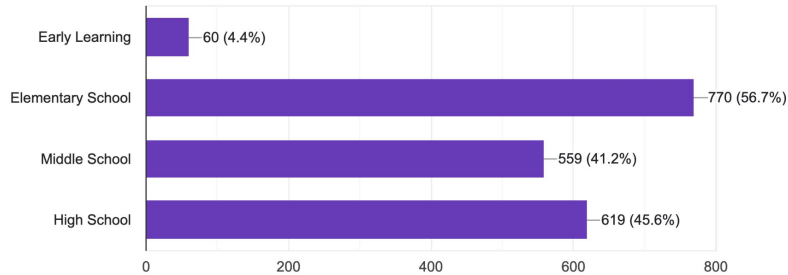
Staff, Teachers, Administrators, Parents & Community

- Survey all parents, all licensed staff Oct. 5-10
- Teaching and Learning Advisory Council Oct. 17
- Administration Oct. 18-19
- WEA leadership Oct. 27

What level(s) do you have children attending ISD110? Check all that apply.
What level(s) do you teach? Check all that apply

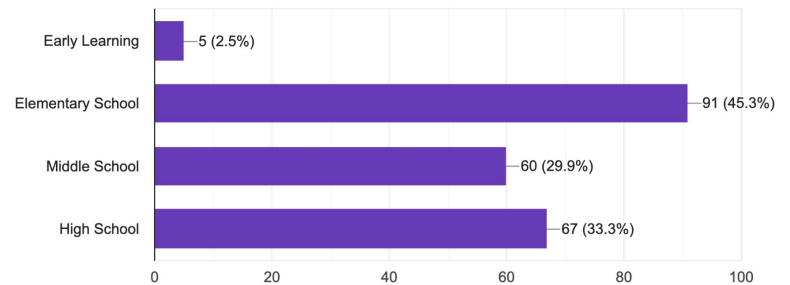
Which level(s) do you have children attending ISD110? Check all that apply.

1,357 responses



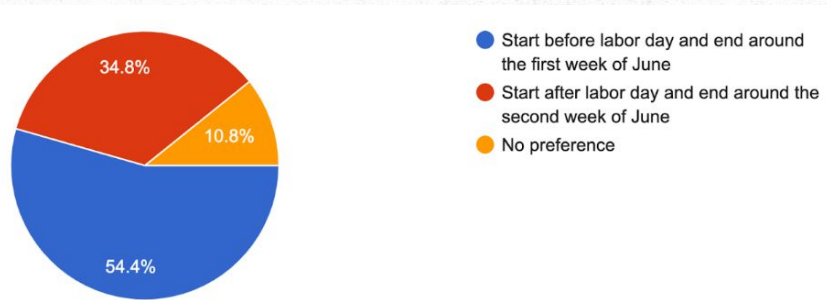
Which level(s) do you teach? Check all that apply.

201 responses

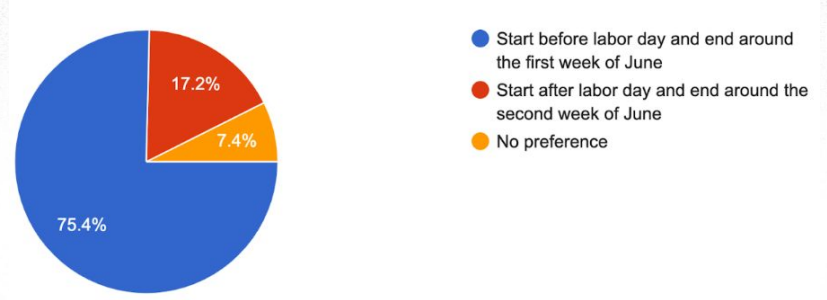


The beginning of the school year is one of the major factors that limits when ISD110 can end the school year. What would be your preference for students to start and end the school year?

1,358 responses from parent survey



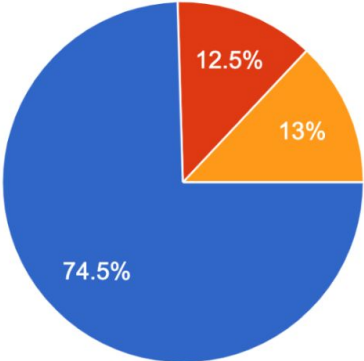
203 responses from staff survey



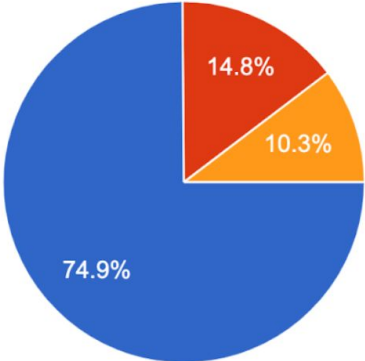
There is an operational need at ISD110 to provide additional time for planning and professional development for our staff so they can provide targeted support for students. Do you prefer:

1,378 responses from parent survey

203 responses from staff survey



- 2-hour early releases
- 2-hour late starts
- No preference

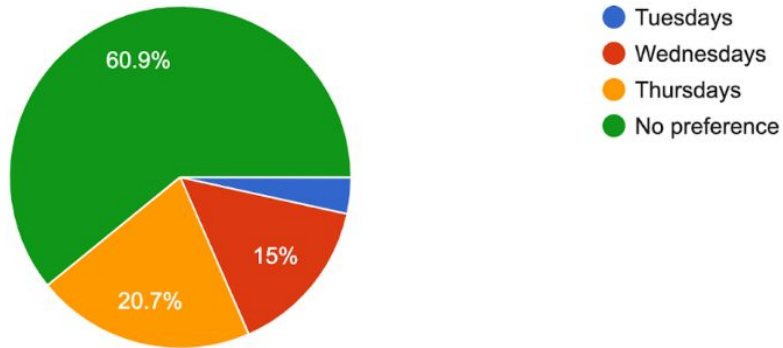


- 2-hour early releases
- 2-hour late starts
- No preference

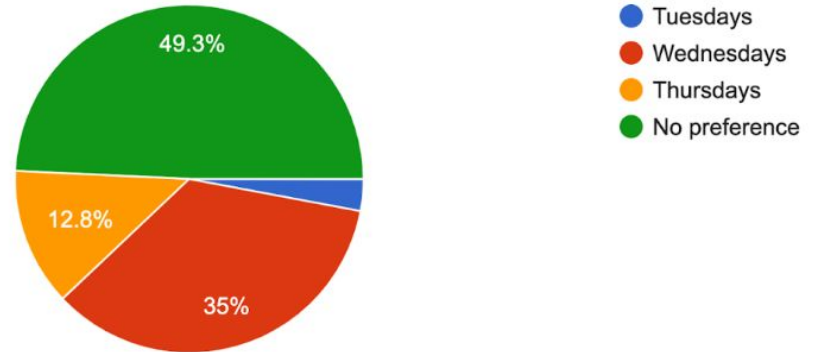


If ISD110 made the decision to move early releases/late starts from Fridays to provide a more optimal learning experience for our teachers, which...release/late start days to appear on the calendar?

1,334 responses from parent survey



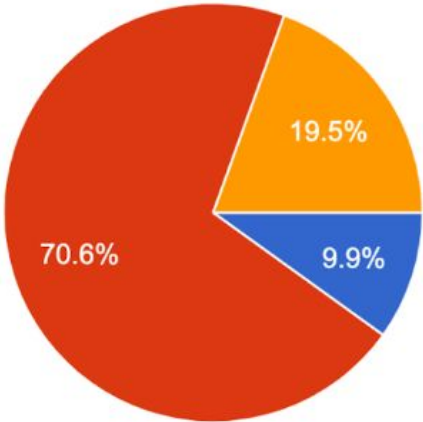
203 responses from staff survey



Parent Only Question:

ISD110 offers parent-teacher conferences two to three times a year. What time of day do you prefer to attend conferences?

1,360 responses



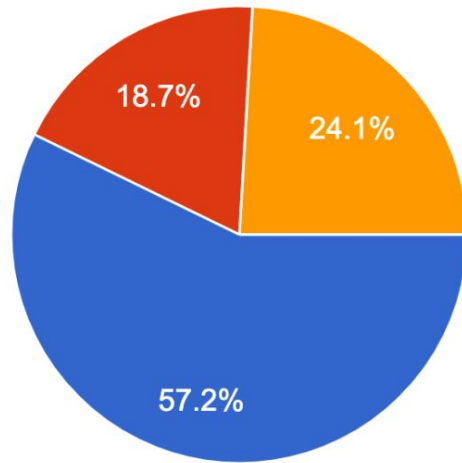
- From 8:00 a.m. - 3:00 p.m. on a non-student day
- From 4:00 p.m. - 8:00 p.m. after school
- No preference



Parent Only Question:

What type of parent-teacher conference do you prefer?

1,358 responses



- In-person at my child's school
- Virtual via a Zoom meeting
- No preference



Preferences from Feedback

- Start before labor day, end early June
- Create more professional development time with more full-day inservice and additional early releases on Wednesday.
- Ensure there is ample time in the evening for conferences. For consistency across buildings, conference time will be equal to 15 hours annual out-of-contract time.
- Conferences should be in-person, on-site, but allow for virtual upon request



Calendar Highlights

- An added day off on the Friday before Labor Day
- 5 scheduled Early Release Days (increased from 3)
- 2 full-day Staff Development Days, November and January.
- Consistent conference time allotted in the evening. This conference time warrants two comp days for teachers, November and February.
- In calendar year 2024-2025, winter break is a full two weeks for students.
- For calendar year 2024-2025, spring break has been pushed back a week to better balance instructional days in each trimester.

[2023-2024 Calendar Draft](#)

[2024-2025 Calendar Draft](#)

[Calendar Day Count](#)





Questions?







June 2023

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

July 2023

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

August 2023

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15 New Teacher Workshop	16 New Teacher Workshop	17 New Teacher Workshop	18	19
20	21 Teacher Workshop Week	22 Teacher Workshop Week	23 Teacher Workshop Week Evening Open House	24 Teacher Workshop Week 	25	26  No School K-12 Students and Teachers  No School K-12 Teachers Staff Development
27	28 First day of school grades 1-12	29	30 First day of school Kindergarten	31		 No School K-12 Teacher Work Day  No School K-12 Teacher Comp Day  2 hour Early Release K-12

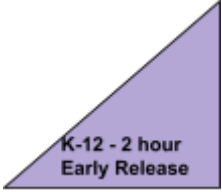
September 2023

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
					1 No School K-12	2
3	4 No school K-12 Holiday	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27 K-12 - 2 hour Early Release	28 WMS Conferences (evening)	29	30

October 2023

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1	2 WMS Conferences (evening)	3	4	5	6	7
8	9	10	11	12	13	14
15	16 WHS Conferences (evening)	17 K-5 Conferences (evening)	18 No School K-12 K-12 Staff Development/ Conferences	19 No School K-12 Ed MN State Conference	20 No School K-12	21
22	23	24	25	26	27	28
29	30	31				


November 2023

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
			1  End of Quarter 1 - WMS	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17 End of Trimester 1 - K5/WHS	18
19	20 No School K-12 Teacher Staff Development	21 No School K-12 Teacher Work Day	22 No School K-12 Teacher Comp Day	23 No School K-12 Holiday	24 No School K-12 Holiday	25
26	27	28	29	30		


December 2023

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25 No School K-12 Winter Break Holiday	26 No School K-12 Winter Break Observed Holiday	27 No School K-12 Winter Break	28 No School K-12 Winter Break	29 No School K-12 Winter Break Observed Holiday	30
31						

January 2024

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	1 No School K-12 Winter Break Holiday	2 No School K-12 Teacher Staff Development	3	4	5	6
7	8	9	10	11	12	13
14	15 No School K-12 Holiday	16	17 WHS Conferences (evening)	18 End of Quarter 2 - WMS	19	20
21	22	23	24  K-12 - 2 hour Early Release	25	26	27
28	29	30	31			

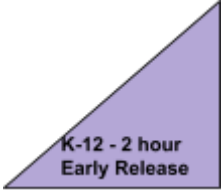
February 2024

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
				1 K-5 Conferences (evening)	2 No School K-12 K-12 Staff Development/ Conferences	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19 No School K-12 Teacher Comp Day Holiday	20	21	22 WMS Conferences (evening)	23	24
25	26 WMS Conferences (evening)	27	28 	29 End of Trimester 2 - K-5/WHS		

March 2024

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
					1 No School K-12 Teacher Work Day	2
3	4 No School K-12 Spring Break	5 No School K-12 Spring Break	6 No School K-12 Spring Break	7 No School K-12 Spring Break	8 No School K-12 Spring Break	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29 End of Quarter 3 - WMS	30
31						

April 2024

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	1 No School K-12 Holiday	2	3	4	5	6
7	8	9	10 	11	12	13
14	15	16	17 WHS Conferences (evening)	18	19	20
21	22	23	24	25	26	27
28	29	30				

May 2024

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24 Class of 2024 Graduation 7 pm	25
26	27 No School K-12 Holiday	28	29	30 Last Student Day	31 Last Teacher Workday	

June 2024

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						



June 2024

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						


July 2024

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			


August 2024

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
				1	2	3
4	5	6	7	8	9	10
11	12	13 New Teacher Workshop	14 New Teacher Workshop	15 New Teacher Workshop	16	17
18	19 Teacher Workshop Week	20 Teacher Workshop Week	21 Teacher Workshop Week Evening Open House	22 Teacher Workshop Week 	23	24  No School K-12  No School K-12 Teachers Report-Staff Development
25	26 First day of school Grades 1-12	27	28 First day of school Kindergarten	29	30 No School K-12	31  No School K-12 Teacher Work Day  No School K-12 Teacher Comp Day  2 hour Early Release K-12

September 2024

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1	2 No School K-12 Holiday	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25 	26 WMS Conferences (evening)	27	28
29	30 WMS Conferences (evening)					

October 2024

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
		1	2	3	4	5
6	7	8	9	10	11	12
13	14 WHS Conferences (evening)	15 K-5 Conferences (evening)	16 No School K-12 K-12 Staff Development/ Conferences	17 No School K-12 Ed MN State Conference	18 No School K-12	19
20	21	22	23	24	25	26
27	28	29	30 	31 End of Quarter 1 - WMS		


November 2024

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22 End of Trimester 1 - K-5/WHS	23
24	25 No School K-12 Teacher Staff Development	26 No School K-12 Teacher Work Day	27 No School K-12 Teacher Comp Day	28 No School K-12 Holiday	29 No School K-12 Holiday	30

December 2024

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23 No School K-12 Winter Break	24 No School K-12 Winter Break Holiday	25 No School K-12 Winter Break Holiday	26 No School K-12 Winter Break	27 No School K-12 Winter Break	28
29	30 No School K-12 Winter Break	31 No School K-12 Winter Break Holiday				

January 2025

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
			1 No School K-12 Winter Break Holiday	2 No School K-12 Winter Break	3 No School K-12 Teacher Staff Development	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20 No School K-12 Holiday	21 End of Quarter 2 - WMS	22 WHS Conferences (evening)	23	24	25
26	27	28	29 	30	31	

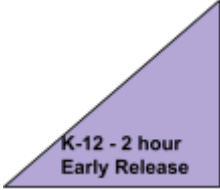
February 2025

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
						1
2	3	4	5	6 K-5 Conferences (evening)	7 No School Day K-12 Staff Development/ Conferences	8
9	10	11	12	13	14	15
16	17 No School K-12 Teacher Comp Day Holiday	18	19	20 WMS Conferences (evening)	21	22
23	24 WMS Conferences (evening)	25	26 K-12 - 2 hour Early Release	27	28	

March 2025

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
						1
2	3	4	5	6 End of Trimester 2 - K-5/WHS	7 No School K-12 Teacher Work Day	8
9	10 No School K-12 Spring Break	11 No School K-12 Spring Break	12 No School K-12 Spring Break	13 No School K-12 Spring Break	14 No School K-12 Spring Break	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

April 2025

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
		1	2 End of Quarter 3 - WMS	3	4	5
6	7	8	9 	10	11	12
13	14	15	16 WHS Conferences (evening)	17	18	19
20	21 No School K-12 Holiday	22	23	24	25	26
27	28	29	30			

May 2025

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23 Class of 2025 Graduation 7 pm	24
25	26 No School K-12 Holiday	27	28	29	30	31

June 2025

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1	2	3 Last Student Day	4 Last Teacher Workday	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

5. **Policy Discussion: 209 Code of Ethics**

Presenter: Vice Chair
Johnson

209 CODE OF ETHICS

I. PURPOSE The purpose of this policy is to assist the individual school board member in understanding his or her role as part of a school board and in recognizing the contribution that each member must make to develop an effective and responsible school board.

II. GENERAL STATEMENT OF POLICY

Each school board member shall follow the code of ethics stated in this policy.

A. AS A MEMBER OF THE SCHOOL BOARD, I WILL:

1. Attend school board meetings.
 - Notify the board chair and/or committee leader at least 72 hours in advance of an absence if possible.
 - Notify the board chair and superintendent's administrative assistant at least 72 hours in advance if a member plans to attend remotely. (an address in a location that is publicly accessible must be provided)
 - Limit seeking virtual accommodations at public meetings to medical leave or emergency situations.
 - In situations where my attendance impacts my ability to positively contribute to my role, I will bring forth a recommendation for improvement and/or next steps to the board chair or designee.
2. Come to the meetings prepared for discussion of the agenda items.
3. Listen to the opinions and views of others (including, but not limited to, other school board members, administration, staff, students, and community members).
4. Vote my conscience after informed discussion, unless I abstain because a conflict of interest exists.
5. Support the decision of the school board, even if my position concerning the issue was different.
6. Recognize the integrity of my predecessors and associates and appreciate their work.
7. Be primarily motivated by a desire to provide the best possible education for the students of my school district.
8. Inform myself about the proper duties and functions of a school board member.

B. IN PERFORMING THE PROPER FUNCTIONS OF A SCHOOL BOARD MEMBER, I WILL:

1. Focus on education policy as much as possible.
2. Remember my responsibility is to set policy – not to implement policy.
3. Consider myself a trustee of public education and do my best to protect, conserve, and advance its progress.1 209-2

4. Recognize that my responsibility, exercised through the actions of the school board as a whole, is to see that the schools are properly run – not to run them myself.
5. Work through the superintendent – not over or around the superintendent.
6. Delegate the implementation of school board decisions to the superintendent.

C. TO MAINTAIN RELATIONS WITH OTHER MEMBERS OF THE SCHOOL BOARD, I WILL:

1. Respect the rights of others to have and express opinions.
2. Recognize that authority rests with the school board in legal session – not with the individual members of the school board except as authorized by law.
3. Make no disparaging remarks, in or out of school board meetings, about other members of the school board or their opinions.
4. Keep an open mind about how I will vote on any proposition until the board has met and fully discussed the issue.
5. Make decisions by voting in school board meetings after all sides of debatable questions have been presented.
6. Insist that committees be appointed to serve only in an advisory capacity to the school board.

D. IN MEETING MY RESPONSIBILITIES TO MY COMMUNITY, I WILL:

1. Attempt to appraise and plan for both the present and future educational needs of the school district and community.
2. Attempt to obtain adequate financial support for the school district's programs.
3. Insist that business transactions of the school district be ethical and open.
4. Strive to uphold my responsibilities and accountability to the taxpayers in my school district.

E. IN WORKING WITH THE SUPERINTENDENT OF SCHOOLS AND STAFF, I WILL:

1. Hold the superintendent responsible for the administration of the school 209-3 district.
2. Give the superintendent authority commensurate with his or her responsibilities.
3. Assure that the school district will be administered by the best professional personnel available.
4. Consider the recommendation of the superintendent in hiring all employees.
5. Participate in school board action after considering the recommendation of the superintendent and only after the superintendent has furnished adequate information supporting the recommendation.
6. Insist the superintendent keep the school board adequately informed at all times.
7. Offer the superintendent counsel and advice.
8. Recognize the status of the superintendent as the chief executive officer and a non-voting, ex officio member of the school board.

9. Refer all complaints to the proper administrative officer or insist that they be presented in writing to the whole school board for proper referral according to the chain of command.
10. Present any personal criticisms of employees to the superintendent.
11. Provide support for the superintendent and employees of the school district so they may perform their proper functions on a professional level.

F. IN FULFILLING MY LEGAL OBLIGATIONS AS A SCHOOL BOARD MEMBER, I WILL:

1. Comply with all federal, state, and local laws relating to my work as a school board member.
2. Comply with all school district policies as adopted by the school board.
3. Abide by all rules and regulations as promulgated by the Minnesota Department of Education and other state and federal agencies with jurisdiction over school districts.
4. Recognize that school district business may be legally transacted only in an open meeting of the school board.
5. Avoid conflicts of interest and refrain from using my school board position for personal gain. 209-4
6. Take no private action that will compromise the school board or administration.
7. Guard the confidentiality of information that is protected under applicable law.

III. GENERAL PROCESS FOR ADDRESSING CONCERNS
AS MEMBERS OF THE BOARD WE WILL:

1. Bring the concerns to the attention of the member and remind them of this policy.
2. If concerns continue, consider reducing assigned committee assignments or other discretionary roles.
3. In serious situations, consider a formal letter of censure to specially address the concerns publicly.

Legal References: Minn. Stat. § 123B.02, Subd. 1 (School District Powers) Minn. Stat. § 123B.09 (School Board Powers) Minn. Stat. § 123B.143, Subd. 1 (Superintendent)

Cross References: MSBA Service Manual, Chapter 1, School Board Member Code of Ethics Policy Adopted: June 10, 1996

Revised: July 9, 2001, April 11, 2005, July 2007, November 2007, June 2011, November 2017
Independent School District No. 110 Waconia, MN