

INDEPENDENT SCHOOL DISTRICT #832
STUDY SESSION – BOARD OF EDUCATION
Thursday, February 26, 2015 - 7:00 PM
Mahtomedi District Education Center - Community Room

Mission Statement - Mahtomedi Public Schools will ensure a rigorous and relevant education where: all learners are valued and supported, positive relationships are developed, and students are empowered to reach their full potential in a global society.

- AGENDA -

1. CALL TO ORDER
2. ROLL CALL OF ATTENDANCE
3. APPROVAL OF THE AGENDA
4. DISCUSSION/INFORMATION ITEMS
 - A. Second Reading of Policy
 1. Policy 509 - Enrollment of Nonresident Students 2
Presenter: Mark Larson
 - B. Demographic Study and Elementary Staffing/Class Size
Presenter: Mark Larson
 - C. Preliminary MMS/MHS Registration
Presenter: Mark Larson
 - D. School Board Planning Retreat Recap 7
Presenter: Mark Larson
 - E. School Board Goals
Presenter: Mark Larson
 1. SEED Class/Session
 2. Community Engagement Strategies
 3. Customer Service Tasks and Timelines
 4. Legislative Plan
5. ADJOURNMENT



Second Reading: _____ 2/26/15

Revised: _____ 6/10/10, 2/12/09

Adopted: _____ 3/9/06

509 - ENROLLMENT OF NONRESIDENT STUDENTS

I. PURPOSE

The school district desires to participate in the Enrollment Options Program established by Minn. Stat. § 124D.03. The purpose of this policy to set forth the application and exclusion procedures used by the school district in making said determination.

II. GENERAL STATEMENT OF POLICY

A. Eligibility. Applications for enrollment under the Enrollment Options (Open Enrollment) Law will be approved provided that acceptance of the application will not exceed the capacity of a program; excluding special education services; class; grade level; or school building as established by school board resolution and provided that:

1. space is available for the applicant under enrollment cap standards established by school board policy or other directive, and
2. in considering the capacity of a grade level, the school district may only limit the enrollment of nonresident students to a number not less than the lesser of: (a) one percent of the total enrollment at each grade level in the school district; or (b) the number of school district resident students at that grade level enrolled in a nonresident school district in accordance with Minn. Stat. § 124D.03.
3. the applicant is not otherwise excluded by action of the school district because of previous conduct in another school district.

B. Standards that may be used for rejection of application. In addition to the provisions of Paragraph II.A., the school district may refuse to allow a pupil who is expelled under Minn. Stat. § 121A.45 to enroll during the term of the expulsion if the student was expelled for:

1. possessing a dangerous weapon, including a weapon, device, instruments, material, or substance, animate or inanimate, that is used for, or is readily

capable of, causing death or serious bodily injury, with the exception of a pocket knife with a blade less than two and one-half inches in length, at school or a school function;

2. possessing or using an illegal drug at school or a school function;
3. selling or soliciting the sale of a controlled substance while at school or a school function; or
4. committing a third-degree assault involving assaulting another and inflicting substantial bodily harm.

C. Standards that may not be used for rejection of application. The school district may not use the following standards in determining whether to accept or reject an application for open enrollment:

1. previous academic achievement of a student;
2. athletic or extracurricular ability of a student;
3. disabling conditions of a student;
4. a student's proficiency in the English language;
5. the student's district of residence except where the district of residence is directly included in an enrollment options strategy included in an approved achievement and integration program; or
6. previous disciplinary proceedings involving the student. This shall not preclude the school district from proceeding with exclusion as set out in Section F. of this policy.

D. Application. The student and parent or guardian must complete and submit a School District Enrollment Options Program application developed by the Minnesota Department of Education (that enrollment form follows this policy).

E. Lotteries. If a school district has more applications than available seats at a specific grade level, it must hold an impartial lottery following the January 15 deadline to determine which students will receive seats. Siblings of currently enrolled students and applications related to an approved integration and achievement plan must receive priority in the lottery. The process for the school district lottery must be established by school board policy and posted on the school district's website.

F. Exclusion

1. Administrator's initial determination. If a school district administrator knows or has reason to believe that an applicant has engaged in conduct that has subjected or could subject the applicant to expulsion or exclusion under law or school district policy, the administrator will transmit the application to the superintendent with a recommendation of whether exclusion proceedings should be initiated.
2. Superintendent's review. The superintendent may make further inquiries. If the superintendent determines that the applicant should be admitted, he or she will notify the applicant and the school board chair. If the

superintendent determines that the applicant should be excluded, the superintendent will notify the applicant and determine whether the applicant wishes to continue the application process. Although an application may not be rejected based on previous disciplinary proceedings, the school district reserves the right to initiate exclusion procedures pursuant to the Minnesota Pupil Fair Dismissal Act as warranted on a case-by-case basis.

F. Termination of Enrollment

1. The school district may terminate the enrollment of a nonresident student enrolled under an enrollment options program pursuant to Minn. Stat. § 124D.03 or 124D.08 at the end of a school year if the student meets the definition of a habitual truant, the student has been provided appropriate services for truancy under Minn. Ch. 260A, and the student's case has been referred to juvenile court. A "habitual truant" is a child under 16 years of age who is absent from attendance at school without lawful excuse for seven school days if the child is in elementary school or for one or more class periods on seven school days if the child is in middle school, junior high school, or high school, or a child who is 16 or 17 years of age who is absent from attendance at school without lawful excuse for one or more class periods on seven school days and who has not lawfully withdrawn from school under Minn. Stat. § 120A.22, Subd. 8.
2. The school district may also terminate the enrollment of a nonresident student over 16 years of age if the student is absent without lawful excuse for one or more periods on 15 school days and has not lawfully withdrawn from school under Minn. Stat. § 120A.22, Subd. 8.
3. A student who has not applied for and been accepted for open enrollment pursuant to this policy and does not otherwise meet the residency requirements for enrollment may be terminated from enrollment and removed from school. Prior to removal from school, the school district will send to the student's parents a written notice of the school district's belief that the student is not a resident of the school district. The notice shall include the facts upon which the belief is based and notice to the parents of their opportunity to provide documentary evidence, in person or in writing, of residency to the superintendent or the superintendent's designee. The superintendent or the superintendent's designee will make the final determination as to the residency status of the student.

- H. Notwithstanding the requirement that an application must be approved by the board of the nonresident district, a student who has been enrolled in a district, who is identified as homeless, and whose parent or legal guardian moves to another district, or who is placed in foster care in another school district, may continue to enroll in the nonresident district without the approval of the board of the nonresident district. The approval of the board of the student's resident district is not required.

I. Administration of Open Enrollment Program

1. Credits earned toward graduation that were awarded by another school district will be accepted. Nonresident students shall be awarded a diploma from the Mahtomedi Public Schools if the student meets the graduation requirements as established by the school board or the requirements of their individual educational program.
2. Excess costs for special education for nonresident students will be billed back to the resident school district per Minn. Stat. § 127A.47, Subd. 7.
3. As set out in Section E of this policy, if more applications are received than available seats at a specific grade level, an impartial lottery will be held. Siblings of currently enrolled students will be afforded first preference for transfer into the school district dependent upon capacity of classes, grades, and buildings. (Multiple birth siblings (i.e. twins, triplets) within the same family will be given consideration to that fact to the maximum extent possible.) Mahtomedi does not have a specific school choice program in its achievement and integration plan with North St. Paul-Maplewood-Oakdale so district of residence preference does not apply.

Employees' dependent children will be afforded second preference for transfer into the school district dependent on the same criteria above. Employees are defined as those who have a permanent employment contract or probationary teacher contract.

4. Effective with the 2015-2016 school year, if a currently attending **resident** student's parent or legal guardian moves out of the school district during the school year, grades K-10 students will be allowed to complete the school year under an Agreement Between School Boards Minn. Stat. § 124D.08, Subd. 1-2 and grades 11 and 12 students will be allowed to complete high school under Continued Enrollment of 11th and 12th Grade Students Minn. Stat. § 124D.08, Subd. 3. For subsequent years, student in grades K-10 would go through the regular open enrollment process. No preference is given to currently attending students when applying for open enrollment.

Legal References: Minn. Stat. § 120A.22, Subd. 3(e) (Residency Determined)
Minn. Stat. § 120A.22, Subd. 8 (Withdrawal from School)
Minn. Stat. § 121A.40-121A.56 (The Pupil Fair Dismissal Act)
Minn. Stat. § 124D.03 (Enrollment Options Program)
Minn. Stat. § 124D.08 (School Board Approval to Enroll in Nonresident District)
Minn. Stat. § 124D.68 (High School Graduation Incentives Program)

Minn. Ch. 260A (Truancy)
Minn. Stat. §260C.007, Subd. 19 (Habitual Truant Defined)
Minn. Op. Atty. Gen. No. 169-f (August 13, 1986)
Indep. Sch. Dist. No. 623 v. Minn. Dept. of Educ., Co. No. A05-361, 2005
WL 3111963 (Minn. Ct. App. 2005) (unpublished)

Cross References: MSBA/MASA Model Policy 506 (Student Discipline)
MSBA/MASA Model Policy 517 (Student Recruiting)
MSBA Service Manual, Chapter 5, Various Educational Programs

MAHTOMEDI SCHOOL BOARD IN-SERVICE
FEBRUARY 9, 2015
5:30 – 8:30 P.M.

PRESENT: Mary Jo Deters, Kevin Donovan, Julie McGraw, Lucy Payne, Judith Schwartz, Mike Chevalier and Superintendent Mark Larson

The board began the in-service by reviewing how they can get the most from the evening.

1. The competence is in the group. You'll likely get out of it what you put into it.
2. Trust your fellow board members that there will be an honest, open discussion.
3. Do not suffer needlessly.
4. It's ok to say, "I don't know."
5. Recognize commitment: Thank you for your commitment to be here today.

Stages of Board Development:

- **Forming**- When a board first comes together. You may slow down decision-making to allow the new board members to catch up.
- **Storming**- Differences of opinions and values are discovered. The board might have small battles. A "positioning" phase.
- **Norming**- Shared set of expectations for the behaviors of the members of the group. Meetings may speed up as trust and communication expectations are developed.
- **Performing**- Time on tasks/meetings goes down – board members become more efficient because of an understanding of district systems, individual values and expectations.
- **Deforming**- Important stage that allows for closure and the opportunity to move on and start forming again.

The majority of the board felt that they were in between the *Forming* and *Storming* stages. It's important at these stages to slow down the board meetings and mentor new members. With three new members within the last 11 months, the board has experienced a great deal of change of leadership and group dynamics. This is an important time to review processes of the past and processes of the board moving forward.

Mentoring

When new board members join the team, matching them with a mentor helps them and the board while in transition. A mentor is a designated person the new member can call to ask questions and accompany them to some of the trainings. The questions may revolve around process at and away from the board table and/or providing a history on current topics. Not only is this an opportunity to make training more relevant and specific to their district, it also allows for board members to get to know each other.

Experienced members need to remember to mentor new members even though meetings and issues seem to run smoothly. Stopping to make sure everyone understands the process is important. New board members should remind other board members to slow down and to describe to them the current process in place. This also helps with communication to the community and staff.

Be careful of using acronyms and keep in mind the emotional commitment it takes to be a board member. Be supportive of one another.

Board Governance Model

The board reviewed the **Board Governance Model** to review roles and responsibilities of board members and the superintendent.

With the guidance of the goals and policies that are set by the board, the superintendent, along with staff, can develop and implement plans and monitor the progress. The board then evaluates the progress toward the adopted goals. All of the decisions made in these individual steps should always relate back to *student achievement*. This should be the ultimate goal of all decisions. Take time to clarify how the board will govern and the superintendent will manage.

Communication

Communication to board members should go through the superintendent. It's important for all board members to receive the same information. In order to distribute the information to everyone and to stay within the Open Meeting Law (OML), it is recommended that communications be done by the superintendent sending out the information to all board members. This may be done in a "Friday update" to the board or sooner, depending on the urgency of the information.

Receiving Information

Board members want to be informed so they can make educated decisions and educate their community. The superintendent sends out a weekly informational e-mail to the board members with an update of what is happening in the district. If information is more urgent, it will be sent out earlier.

Collaboration

How can the board better collaborate with each other and its constituents?

- Review survey data.
- Pay attention - Study the information that is shared by the superintendent and staff.
- Task Force - The board had great success with a previous task force. They were able to have conversations with the community and share the facts.
- Committees - Using committees to their best ability requires board members and community members to trust those representing them – trust that they are working hard in the best interest of the greater good of the district.
- Using Task Forces and Committees that involve staff and community members is hard work, but builds "street cred" or confidence in your constituents when used properly.

Surprises at the Board Table

Surprises at the board table are not good for either the board members or the superintendent and staff. Clear and complete communication can keep this from happening. If individual board members have information or need more information, it should be shared with the superintendent ahead of time for clarification.

All board members should be provided the same information. If board members ask clarifying questions ahead of time, the superintendent and staff can send out additional information or have it ready for discussion at the board table. If the board is not getting the information they need to make a decision in a timely manner, they may decide not to vote on that agenda item and postpone the decision until the next meeting. No surprises at the board table.

Trusting and Using Committees

Committees need to have a clear purpose and timeline. This allows the committee members and board members to understand what the mutual expectations are. Board members also need to be confident and trust that the information being shared and updated (through the school board member that sits on the committee) is current, complete, and accurate.

Boards need to provide a clear purpose to committees. Clarifying the purpose and expectations enables the committee to work effectively and provide what is needed to the board.

Committee meetings, that include a board member that is designated by the board, should be posted and open under the OML.

The board should review MSBA/MASA Model Policy 213 when updating the committees for their district. Attached are two forms created by MSBA to assist boards with setting their committees and assignments. Please look them over and contact MSBA with any questions.

Committees and the Open Meeting Law

When committees are set and there are board members assigned to those committees, a quorum of those school board members on that committee cannot meet to talk about the committee's business without posting and three-days' notice.

Example:

If the Curriculum Committee consists of staff, parents and three school board members, two or more of those three school board members cannot meet separate from the committee to discuss that committee's business. This would be considered a quorum of the Curriculum Committee school board members.

A quorum is more than one-half.

One-half ($\frac{1}{2}$) of three Curriculum Committee school board members = 1.5. Rounded up, a quorum of those three is two.

Committee meetings with school board members assigned to them should be posted and are open meetings. Committee meetings do not require minutes under the Open Meeting Law; however, any votes must be recorded. MSBA suggests that the votes be brought back and be reported at the board meeting and recorded in the board minutes rather than keeping two sets of records. We do suggest committees keep minutes for their own use, so the work is not lost because memory is not reliable.

You Represent the Board

Board members should be careful what they "put out there." You are always wearing your "board member hat" and comments made in public could be perceived as the opinion of the entire board. Be aware of public perception and be careful of implied or assumed power of board members by your community.

Social media adds another dimension of communication to fellow board members and the community. Board members should relate social media communication as they would in a face-to-face situation while keeping the OML in mind.

E-mail

MSBA suggests that e-mail be used for one-way communication to set up meeting times or for getting basic information out to the board. Responding to a series of individuals or using “reply all” may be construed as a serial meeting that could subsequently violate the Open Meeting Law.

E-mail suggestions:

- Use a separate e-mail address for school board correspondence.
- See if the school district can archive board members’ e-mails.
- Develop a policy regarding e-mail. See MSBA/MASA Model Policy 524.
- Consider adding e-mail to the school district’s records retention schedule with a short retention term.

Board Self-Evaluation

We require our staff and students to be evaluated. Using a board evaluation sets a great example and can be used for an opportunity for improvement. MSBA has a couple of different models that can be used.

CLPT

NAME	CHARISMATIC	LOVER	PEER	TECHNICAL
Lucy	1	2+	3	4+
Julie	1	3	3+	3
Mike	1	3	4	2
Kevin	1	5	1+++	3
Mary Jo	3	5	1	1++
Judy	0	5	1++	4+
Mark	2	1++	4	3
Total	9	24+++	17+++++	20++++
Other Directive		41+++++		
Inner Directive		29++++		

The board’s results were that they tend to be more **Other** (or Outer) **Directed**. When a board tends to be **Other Directed**, not only do they need to keep in mind that decisions should be based on a balance of information from the community, staff and students, but also the facts and the recommendation of the administrative staff.

The lowest score was in the area of *Charismatic* – these are the traits of someone who can “sell it” to the stakeholders, community members, staff, etc. Where the board didn’t score high in this area, they recognized the need to fill this role. This can reflect on the communications to the community.

The board scored highest in the area of *Lover*. This makes for a high-energy, outgoing group of people who want what is best for everyone. They often ask themselves, “Is this what is best for everyone?”

+ (what went well)	▲ (what we will work on)
Defined e-mail communication and other best practices.	Our communication and information practices need to evolve.
Was able to focus on board dynamics.	Look at a strategic planning process.
We are on the right track for processes.	Public relations for the board and district.
We defined what collaboration looks like and we have a model.	Connect with the "older adult" population in the district.
A higher awareness of what our mutual expectations are.	

COMMITTEE FORM

DATE: _____

DISTRICT:

COMMITTEE NAME:

PURPOSE/ MISSION/ CHARGE/ AUTHORITY OF COMMITTEE:

COMMITTEE MEMBERS:

POSITIONS: SCHOOL BOARD MEMBER(S)- COMMUNITY MEMBER(S) - STAFF MEMBER(S) - TERMS

DURATION (PERMANENT- ONGOING- TIMELINE) OF COMMITTEE

School board committee meetings are covered by the Open Meeting Law. Other committee meetings that include school board members also may be covered by the Open Meeting Law. M.S. 13D.01, Subd. 1(c).

COMMITTEE SELECTION

Name: _____

COMMITTEE	PURPOSE	MEETINGS	CHOICE
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