



Robbinsdale Area Schools School Board Meeting Agenda

Monday, April 2, 2012 at 6:15 PM

Work Session

Education Service Center Boardroom, 4148 Winnetka Avenue North,
New Hope, Minnesota

1. **Teacher Evaluation Task Force** 2
Presenter: Stephanie Crosby/Lori Simon/Peter Eckhoff
Time: 6:15 - 6:30 p.m.
2. **District Literacy Plan** 11
Presenter: Gayle Walkowiak/Kari Peterson
Time: 6:30 - 6:45 p.m.
3. **Monitoring First Student Transportation Contract** 16
Time: 6:45 - 7:30 p.m.
4. **Closed Meeting for Negotiations Strategy Regarding Bus Driver/Custodian Contract Pursuant to Minn. Stat 179A.14 Subd. 3**
Time: 7:30 - 8:00 p.m.
5. **Community Connect Committee Update on Board Committee Liaisons** 24
Presenter: Helen Bassett/Mark Bomchill/Patsy Green
Time: 8:00 - 8:30 p.m.
6. **Task Force to Explore School Board Appointment to Negotiations Committee**
Time: 8:30 - 8:45 p.m.
7. **Closed Meeting on Negotiation Strategies for the Sale of the Winnetka Property**
Presenter: Jeff Priess
Time: 8:45 - 9:15 p.m.



MEMO

DATE: 3-20-12

TO: Members of the School Board
Aldo Sicoli, Superintendent of Schools

FROM: Lori Simon, Executive Director of Educational Services

RE: Teacher Evaluation Task Force

The board will hear an introduction to the work planned for the Teacher Evaluation Task Force. This overview will include discussion of:

- The Charge Statement
- Requirements in Statute
- The work to date and next steps

The presenters will be Lori Simon, Executive Director of Educational Services; Stephanie Crosby, Executive Director of Human Resources; and Peter Eckhoff, President of the Robbinsdale Federation of Teachers.

ROBBINSDALE AREA SCHOOLS

CHARGE TO THE COMMITTEE



All groups meeting for the purpose of conducting district business should complete this statement of intent and purpose. It should be submitted to the appropriate division director at least two weeks prior to the first meeting.

1. Nature of the group (task force, standing committee, etc.)

Teacher Evaluation Task Force

2. Charge statement (must include intended outcome)

Collaboratively design a teacher evaluation tool and process in compliance with new state requirements to be implemented the 2013-2014 school year.

3. District Goals to which the charge is aligned

Strategic Plan Priority 1: Enrich and accelerate academic achievement.

Goal A: Raise expectations and increase academic rigor for all students.

Strategic Plan Priority 2: Provide high quality, engaging teaching that challenges every student.

Goal B: Provide innovative and researched-based methods, materials, programs and technology.

Goal C: Establish clear expectations at every level and insist upon results.

Goal D: Provide more frequent observation and evaluation of teaching practices.

4. Intended membership (by position)

Bruce Beidelman, Principal

Denise Dooher, Elementary Vice-President of the RFT

Kent Johnson, Teacher

Lori Simon, Executive Director of Educational Services

Michael Hasapopolus, Teacher

Patrick Smith, Principal

Peter Eckhoff, President of the RFT

Stephanie Crosby, Executive Director of Human Resources

Steve Urbanski, Teaching and Learning Specialist

Tony Nelson, Secondary Vice-President of the RFT

5. Name of group facilitators

Lori Simon and Peter Eckhoff

6. Timeline and entity for receipt of final report

All information and materials will be due May 1, 2013 in preparation for School Board and RFT approval.

7. Assumptions (include any benefits to members)

Meetings will occur after school/work day.

8. Meeting dates and room arrangements

March 12, 2012 from 3:45 – 5:15 p.m.

April 10, 2012 from 3:45 – 5:45 p.m.

May 15, 2012 from 3:45 – 5:45 p.m.

Other meetings TBD

9. Provision for record keeping

Working draft(s) will be revised at each meeting.

10. Method of communicating with committee members and other stakeholders

Communication will be done via email.

11. Tentative Agenda For Each Meeting Date

March 12, 2012- DRAFT

3:15-3:30 Welcome and Introductions

3:30-4:00 Project Overview

4:00-5:00 Materials Review

5:00 -5:15 Discussion and Next Steps

Future Agendas TBD

Sec. 14. Minnesota Statutes 2010, section 122A.40, subdivision 8, is amended to read:

Subd. 8. Development, evaluation, and peer coaching for continuing contract teachers.

(a) To improve student learning and success, a school board and an exclusive representative of the teachers in the district shall, consistent with paragraph (b), may develop a teacher evaluation and peer review process for probationary and continuing contract teachers through joint agreement. If a school board and the exclusive representative of the teachers do not agree to an annual teacher evaluation and peer review process, then the school board and the exclusive representative of the teachers must implement the plan for evaluation and review under paragraph (c). The process may must include having trained observers serve as peer coaches or having teachers participate in professional learning communities, consistent with paragraph (b).

(b) To develop, improve, and support qualified teachers and effective teaching practices and

Improve student learning and success, the annual evaluation process for teachers:

(1) must, for probationary teachers, provide for all evaluations required under subdivision 5;

(2) must establish a three-year professional review cycle for each teacher that includes an individual growth and development plan, a peer review process, the opportunity to participate in a professional learning community under paragraph (a), and at least one summative evaluation performed by a qualified and trained evaluator such as a school administrator. For the years when a tenured teacher is not evaluated by a qualified and trained evaluator, the teacher must be evaluated by a peer review;

(3) must be based on professional teaching standards established in rule;

(4) must coordinate staff development activities under sections 122A.60 and 122A.61 with this evaluation process and teachers' evaluation outcomes;

(5) may provide time during the school day and school year for peer coaching and teacher collaboration;

(6) may include mentoring and induction programs;

(7) must include an option for teachers to develop and present a portfolio demonstrating evidence of reflection and professional growth, consistent with section 122A.18, subdivision 4, paragraph (b), and include teachers' own performance assessment based on student work samples and examples of teachers' work, which may include video among other activities for the summative evaluation;

(8) must use an agreed upon teacher value-added assessment model for the grade levels and subject areas for which value-added data are available and establish state or local measures of student growth for the grade levels and subject areas for which value-added data are not available as a basis for 35 percent of teacher evaluation results;

(9) must use longitudinal data on student engagement and connection, and other student outcome measures explicitly aligned with the elements of curriculum for which teachers are responsible;

(10) must require qualified and trained evaluators such as school administrators to perform summative evaluations;

(11) must give teachers not meeting professional teaching standards under clauses (3) through (10) support to improve through a teacher improvement process that includes established goals and timelines; and

(12) must discipline a teacher for not making adequate progress in the teacher improvement process under clause (11) that may include a last chance warning, termination, discharge, nonrenewal, transfer to a different position, a leave of absence, or other discipline a school administrator determines is appropriate. Data on individual teachers generated under this subdivision are personnel data under section 13.43.

(c) The department, in consultation with parents who may represent parent organizations and teacher and administrator representatives appointed by their respective organizations, representing the Board of Teaching, the Minnesota Association of School Administrators, the Minnesota School Boards Association, the Minnesota Elementary and Secondary Principals Associations, Education Minnesota, and representatives of the Minnesota Assessment Group, the Minnesota Business Partnership, the Minnesota Chamber of Commerce, and Minnesota postsecondary institutions with research expertise in teacher evaluation, must create and publish a teacher evaluation process that complies with the requirements in paragraph (b) and applies to all teachers under this section 122A.40 and section 122A.41 for whom no agreement exists under paragraph (a) for an annual teacher evaluation and peer review process. The teacher evaluation process created under this subdivision does not create additional due process rights for probationary teachers under subdivision 5.

EFFECTIVE DATE. This section is effective the day following final enactment and applies beginning in the 2014-2015 school year and later.

Sec. 19. Minnesota Statutes 2010, section 122A.41, subdivision 5, is amended to read:

Subd. 5. Development, evaluation, and peer coaching for continuing contract teachers.

(a) To improve student learning and success, a school board and an exclusive representative of the teachers in the district must, consistent with paragraph (b), may develop an annual teacher evaluation and peer review process for probationary and nonprobationary teachers through joint agreement. If a school board and the exclusive representative of the teachers in the district do not agree to an annual teacher evaluation and peer review process, then the school board and the exclusive representative of the teachers must implement the plan for evaluation and review developed under paragraph

(c) The process may must include having trained observers serve as peer coaches or having teachers participate in professional learning communities, consistent with paragraph (b).

(b) To develop, improve, and support qualified teachers and effective teaching practices and

improve student learning and success, the annual evaluation process for teachers:

(1) must, for probationary teachers, provide for all evaluations required under subdivision 5;

(2) must establish a three-year professional review cycle for each teacher that includes an individual growth and development plan, a peer review process, the opportunity to participate in a professional learning community under paragraph (a), and at least one summative evaluation performed by a qualified and trained evaluator such as a school administrator;

(3) must be based on professional teaching standards established in rule;

(4) must coordinate staff development activities under sections 122A.60 and 122A.61 with this evaluation process and teachers' evaluation outcomes;

(5) may provide time during the school day and school year for peer coaching and teacher collaboration;

(6) may include mentoring and induction programs;

(7) must include an option for teachers to develop and present a portfolio demonstrating evidence of reflection and professional growth, consistent with section 122A.18, subdivision 4, paragraph (b), and include teachers' own performance assessment based on student work samples and examples of teachers' work, which may include video among other activities for the summative evaluation;

(8) must use an agreed upon teacher value-added assessment model for the grade levels and subject areas for which value-added data are available and establish state or local measures of student growth for the grade levels and subject areas for which value-added data are not available as a basis for 35 percent of teacher evaluation results;

(9) must use longitudinal data on student engagement and connection and other student outcome measures explicitly aligned with the elements of curriculum for which teachers are responsible;

(10) must require qualified and trained evaluators such as school administrators to perform summative evaluations;

(11) must give teachers not meeting professional teaching standards under clauses (3) through (10) support to improve through a teacher improvement process that includes established goals and timelines; and

(12) must discipline a teacher for not making adequate progress in the teacher improvement process under clause (11) that may include a last chance warning, termination,

discharge, nonrenewal, transfer to a different position, a leave of absence, or other discipline a school administrator determines is appropriate. Data on individual teachers generated under this subdivision are personnel data under section 13.43.

(c) The department, in consultation with parents who may represent parent organizations and teacher and administrator representatives appointed by their respective organizations, representing the Board of Teaching, the Minnesota Association of School Administrators, the Minnesota School Boards Association, the Minnesota Elementary and Secondary Principals Associations, Education Minnesota, and representatives of the Minnesota Assessment Group, the Minnesota Business Partnership, the Minnesota Chamber of Commerce, and Minnesota postsecondary institutions with research expertise in teacher evaluation, must create and publish a teacher evaluation process that complies with the requirements in paragraph (b) and applies to all teachers under this section and section 122A.41 for whom no agreement exists under paragraph (a) for an annual teacher evaluation and peer review process. The teacher evaluation process created under this subdivision does not create additional due process rights for probationary teachers under subdivision 5.

EFFECTIVE DATE. This section is effective the day following final enactment and applies beginning in the 2014-2015 school year and later.

Other Pertinent Language

Sec. 12. Minnesota Statutes 2010, section 122A.40, subdivision 5, is amended to read:

Subd. 5. Probationary period. (a) The first three consecutive years of a teacher's first teaching experience in Minnesota in a single district is deemed to be a probationary period of employment, and after completion thereof, the probationary period in each district in which the teacher is thereafter employed shall be one year. The school board must adopt a plan for written evaluation of teachers during the probationary period that is consistent with subdivision 8. Evaluation must occur at least three times periodically throughout each school year for a teacher performing services on 120 or more school days, at least two times each year for a teacher performing services on 60 to 119 school days, and at least one time each year for a teacher performing services on fewer than 60 school days during that school year; the first evaluation must occur within the first 90 days of teaching service. Days devoted to parent-teacher conferences, teachers' workshops, and other staff development opportunities and days on which a teacher is absent from school must not be included in determining the number of school days on which a teacher performs

services. Except as otherwise provided in paragraph (b), during the probationary period any annual contract with any teacher may or may not be renewed as the school board shall see fit. However, the board must give any such teacher whose contract it declines to renew for the following school year written notice to that effect before ~~July~~ June 1. If the teacher requests reasons for any nonrenewal of a teaching contract, the board must give the teacher its reason in writing, including a statement that appropriate supervision was furnished describing the nature and the extent of such supervision furnished the teacher during the employment by the board, within ten days after receiving such request. The school board may, after a hearing held upon due notice, discharge a teacher during the probationary period for cause, effective immediately, under section 122A.44.

(b) A board must discharge a probationary teacher, effective immediately, upon receipt of notice under section 122A.20, subdivision 1, paragraph (b), that the teacher's license has been revoked due to a conviction for child abuse or sexual abuse.

(c) A probationary teacher whose first three years of consecutive employment are interrupted for active military service and who promptly resumes teaching consistent with federal reemployment timelines for uniformed service personnel under United States Code, title 38, section 4312(e), is considered to have a consecutive teaching experience for purposes of paragraph (a).

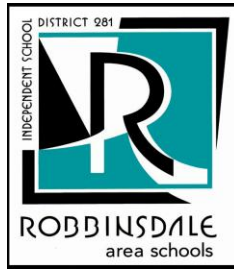
(d) A probationary teacher must complete at least ~~60~~ 120 days of teaching service each year during the probationary period. Days devoted to parent-teacher conferences, teachers' workshops, and other staff development opportunities and days on which a teacher is absent from school do not count as days of teaching service under this paragraph.

EFFECTIVE DATE. *This section applies to all collective bargaining agreements ratified after July 1, 2013.*

Sec. 13. Minnesota Statutes 2010, section 122A.40, subdivision 6, is amended to read:

Subd. 6. Mentoring for probationary teachers. A school board and an exclusive representative of the teachers in the district must develop a probationary teacher peer review process through joint agreement that is consistent with subdivision 8. The process may include having trained observers serve as mentors or coaches or having teachers participate in professional learning communities.

EFFECTIVE DATE. *This section is effective the day following final enactment and applies beginning in the 2014-2015 school year and later.*



MEMO

DATE: April 2012

TO: Members of the School Board
Superintendent Aldo Sicoli

FROM: Gayle Walkowiak, Executive Director of Teaching and Learning
Kari Peterson, Teaching and Learning Specialist

RE: District Literacy Plan

The Minnesota legislature recently passed Minnesota Statute 120B.12, Reading Proficiently No Later than the End of Grade 3. According to the legislation, school districts must adopt a local literacy plan to have every child reading at or above grade level no later than the end of grade 3.

The plan must include a process to:

- assess students' level of reading proficiency
- notify and involve parents
- intervene with students who are not reading at or above grade level
- identify and meet staff development needs

The district needs to post its literacy plan to the school district web site and report summary assessment results to the Commissioner of Education by June 2012.

The commissioner's office provided several full-day training sessions and webinars to assist districts in creating their plan.

In preparation, the charge to the committee has been developed, the membership selected and a tentative agenda established for each meeting.

The Plan will help ensure that all students are reading at or above grade level no later than the end of grade 3. It will employ the same structures and strategies as the District Vision and Implementation including:

- Professional Learning Communities and common assessments
- Response to Intervention
- Positive Behavior Interventions and Supports
- Equity

ROBBINSDALE AREA SCHOOLS LITERACY PLAN 2011-12

120B.12 Reading Proficiently No Later Than the End of Grade 3

The school district must adopt a local literacy plan to have every child reading at or above grade level no later than the end of grade 3. The plan must include a process to: assess students' level of reading proficiency, notify and involve parents, intervene with students who are not reading at or above grade level, and identify and meet staff development needs. The district needs to post its literacy plan on the school district Web site and report summary assessment results to the commissioner by June 1, 2012.

Requirements	Notes	Action Items/Timeline
1. Identify, before the end of kindergarten, grade 1, and grade 2 students who are not reading at grade level.	Reading assessments need to identify and evaluate students' areas of academic need related to literacy. The district needs to use a locally adopted assessment and annually report summary assessment results to the commissioner by June 1.	The Charge to the Committee will be completed by January 2012 and will include charge statement, membership, meeting dates and tentative agenda for each meeting. Tasks assigned to the committee in this category include: a. Select an assessment instrument by May 2012. b. Determine an assessment calendar by March 2012. c. Determine who will administer tests by March 2012. d. Adopt a Progress Monitoring tool by May 2012. e. Determine how and when staff will collaborate to use the results to inform instruction by May 2012. f. Determine annual budget for the Literacy Plan by May 2012.
2. At least annually, give the parent of each student who is not reading at grade level timely information.	Informational materials must include: a. student's reading proficiency as measured by a locally adopted assessment b. reading-related services currently being provided to the student c. strategies for parents to use in helping their student succeed in becoming grade-level proficient in reading	Tasks assigned to the committee in this category include: a. Develop parent letter regarding test results by May 2012. b. Develop a DVD for all parents, including non-English speaking parents, to explain the nature of the assessment, reading-related services being provided by the school, and strategies for parents to help their child at home by June 2012.
3. For each student identified, provide reading intervention to accelerate student growth in order to reach the goal of reading at or above grade level by the end of the current grade and school year.	District intervention methods need to encourage parental involvement and, where possible, collaborate with appropriate school and community programs. Intervention methods may include, but are not limited to: a. requiring attendance in summer school b. providing intensified reading instruction that may require that the student be removed from the regular classroom for part of the school day or participate in extended-day programs	Tasks assigned to the committee in this category include: a. Consider the newly designed Elementary Summer Program and make recommendations for improvement and sustainability by March 2012. b. Consider the recommendations of the ALC sub-committee for improving elementary Targeted Services and make recommendations for improvement and sustainability by June 2012. c. Create a pyramid of interventions to ensure support for students demonstrating Tier II and Tier III needs; the pyramid must integrate PBIS (Positive Behavior Interventions and Supports) by June 2012.

<p>4. Use the results of the assessment data to identify staff development needs.</p>	<p>a. elementary teachers must be able to implement comprehensive, scientifically based reading instruction in the 5 reading areas of:</p> <ol style="list-style-type: none"> 1. phonemic awareness, 2. phonics, 3. fluency, 4. vocabulary, and 5. comprehension <p>until the student achieves grade-level reading proficiency.</p> <p>b. elementary teachers must have sufficient training to provide comprehensive, scientifically based reading instruction using the intervention methods or programs selected by the district for identified students</p> <p>c. all licensed teachers employed by the district must have regular opportunities to improve reading instruction</p> <p>d. all licensed teachers must be able to recognize students' diverse needs in cross-cultural settings and be able to serve the oral language and linguistic needs of students who are English Learners</p>	<p>The committee will conduct a needs assessment that provides information on:</p> <ol style="list-style-type: none"> a. The extent to which teachers of elementary reading are implementing comprehensive, scientifically-based reading instruction in each of the 5 reading areas by May 2012. b. The extent to which teachers of elementary reading are effectively using the intervention methods or programs selected by the district for identified students by May 2012. c. The frequency and quality of the current professional learning opportunities for ALL LICENSED TEACHERS to improve reading instruction by May 2012. d. The extent to which ALL LICENSED TEACHERS are able to recognize students' diverse needs in cross-cultural settings by May 2012. e. The extent to which ALL LICENSED TEACHERS are able to serve the oral language and linguistic needs of students who are English Learners by May 2012. <p>The committee will analyze the needs assessment data, report the findings, and make recommendations for improvement by June 2012.</p>
<p>5. Consider options for increasing the number and percent of pre-school seats reserved for high-poverty students living within district boundaries.</p>	<p>A provision for pre-school is not included in 120B.12 but districts may decide to use a portion of the state Literacy Funds for this purpose.</p>	<p>The committee will:</p> <ol style="list-style-type: none"> a. Analyze options to improve access to district pre-school programs for low-income families by May 2012. b. Include a financial model for each option by May 2012. c. Compare the pre-school exit outcomes with the kindergarten readiness skills to determine the extent of alignment and recommend any changes by June 2012.

CHARGE TO THE COMMITTEE



All groups meeting for the purpose of conducting district business should complete this statement of intent and purpose. It should be submitted to the appropriate division director at least two weeks prior to the first meeting.

1. Nature of the group (task force, standing committee, etc.)

Task Force

2. Charge statement (must include intended outcome or product)

Develop a literacy plan to ensure reading proficiency for all students by the end of Grade 3 Plan components must include:

- *Identification of students' level of reading proficiency*
- *Parent notification and involvement*
- *A systematic approach to intervention*
- *Professional Development*

3. District Goal(s) to which the charge is aligned

Strategic Plan: 1B

Monitor student growth and design educational plans to accelerate achievement

4. Intended membership

2 Teaching and Learning: Kari Peterson and Gayle Walkowiak

2 Elementary principals: Heather Hanson and OPEN

1 School psychologist: Karen Anderson

1 Instructional Coach/reading specialist: Ann St. Clair

3 Community Education Al Ickler, Sally Ginn, Monica Potter

1 EL representative: Melissa Scott

1 Special Education Marti Voight

3 Elementary teachers OPEN

2 Secondary representatives Steve Urbanski and Anne Beaton

2 Pre-school teachers OPEN

5. Name of group facilitator

Kari Peterson

6. Timeline and entity for receipt of final report, including budgetary recommendations

June 2012

7. Assumptions (include any benefits to members)

The local literacy plan will be posted on the district website

8. Meeting dates and other arrangements

Meetings will begin in April and will conclude by mid-June

9. Provision for record keeping

One recorder will keep notes on Google docs for members to view

10. Method of communicating with committee members and other stakeholders

See above

11. Tentative agenda for each meeting date

Meeting 1: Review statute, examine the standards alignment between early childhood and K-3 ELA standards

Meeting 2: Consider the viability of existing assessments

Meeting 3: Review options for progress monitoring

Meeting 4: Determine the process for parental notification, create a pyramid of interventions and consider frequency and intensity and ensure alignment with existing supplemental programs (targeted services)

Meeting 5: Identify staff development needs

Meeting 6: Develop the report and associated communication plan.



TO: Members of the School Board
Dr. Aldo Sicoli, Superintendent

FROM: Jeff Priess, Executive Director of Business Services

DATE: April 2, 2012

RE: Student Transportation –Quality Assurance Monitoring

DISCUSSION:

Transportation Services will be maintained at the highest levels of safety and quality to meet expectations of the District and Community. Monitoring will include reporting on and evaluation of processes, procedures and operations of all Student Transportation services. Attached report provides specifics of our quality assurance monitoring.

QUESTIONS:

For questions please contact Jeff Priess at 763-504-8037 or jeff_priess.rdale.org

STRATEGIC PLAN:

Maximize Resources and Demonstrate Financial Accountability

STUDENT TRANSPORTATION QUALITY ASSURANCE / MONITORING

Transportation monitoring and reporting will include:

- Daily Operations
- Vehicle Maintenance
- Safety Performance
- Driver Qualifications
- District / Community Satisfaction
- Monthly / Annual Operations Reporting

STUDENT TRANSPORTATION QUALITY ASSURANCE / MONITORING

Daily Operations reporting includes:

- Parent / Community phone calls logged into searchable database for historical reference.
- GPS capability to monitor daily route performance.
- Video systems in all vehicles to monitor student behavior and driver performance.
- Student conduct reporting tracked by incident and logged into searchable database to provide historical reference.

STUDENT TRANSPORTATION QUALITY ASSURANCE / MONITORING

Vehicle Maintenance reporting includes:

- Preventative maintenance procedures initiated by computerized monitoring of miles driven and service days.
- “Zonar” system tracks and reports in real time daily vehicle operations including inspections, vehicle idle time, rate of speed to posted speed, fuel usage.
- Annual State Vehicle Inspection of all fleet vehicles.

STUDENT TRANSPORTATION QUALITY ASSURANCE / MONITORING

Safety Performance reporting includes:

- Bus inspection reports
- Driver qualification reports
- Driver performance evaluations
- Collision and Incident reporting
- OSHA compliance

STUDENT TRANSPORTATION QUALITY ASSURANCE / MONITORING

Driver Qualification reporting includes:

- Review of hiring practices and standards
- Semi-annual driving record checks
- Employment and Criminal Background history evaluation
- DOT controlled substance compliance
- Monthly driver in-service training
- “Smith System” defensive driver training
- Driver performance evaluations
- Alignment with industry “Best Practices”

STUDENT TRANSPORTATION QUALITY ASSURANCE / MONITORING

District / Community Satisfaction reporting:

- Contractor annual Customer Satisfaction Survey
- Periodic survey of District parents to assess quality of services

STUDENT TRANSPORTATION QUALITY ASSURANCE / MONITORING

Monthly/Annual Operational Data reporting includes:

- Summaries of all operational data
- Miles, fuel, maintenance records
- Breakdown frequency
- Annual vehicle inspection
- Safety performance evaluation
- Transportation Department semi-annual report to District in November / June



To: Robbinsdale Area School Board
Superintendent Aldo Sicoli

From: Patsy Green, Helen Bassett, Mark Bomchill
Community Connect sub-committee

Date: April 2, 2012

MEMO: School Board Liaison Roles and Responsibilities Report

A sub-committee of Community Connect will provide a new framework for consideration by the full school board. The report includes definitions and suggested actions regarding board members' roles and responsibilities as liaisons to district committees and councils.

Robbinsdale School Board Liaison Roles and Responsibilities 2012 Study and Report

The school board has shifted its paradigm to realign its roles and responsibilities with the District committees and councils. We recognize the importance of the work and relationships between the School Board and the many staff and community members that serve and that district committees and councils differ in their requirements, work and outcomes; and that school board member participation as liaisons varies based on experience, schedules and ability. Helen Bassett, Mark Bomchill and Patsy Green, sub-committee of Community Connect, offer the following framework:

Board role defined:

Be a community link and connection between the school board and district committees and councils.

Board responsibilities defined:

- Build and maintain relationships with committees and council members
- Be primary board contact and advocate for assigned committees and councils
- Support staff function, within committees and councils
- Receive minutes and materials
- Update overall board on activities, current topics
- Recognize Board attendance varies

Suggested action:

Send letter to chairs of committees/councils explaining shift.

Distribute through Cabinet and committee/council chairs

Points to include

- Keen interest in work of group
- Linkage to entire board
- Board attendance will vary

School board members provide update and further explanation on the board's paradigm shift in its roles and responsibilities and how it will relate to committees and councils that they serve.

Committees and Status:

Required School Board attendance either by policy or MN Statute:

- Finance Advisory Council
- Redesign
- Student Advisory to the Board of Education
- District 287
- WMEP
- Assoc. Metropolitan School Districts
- Community Connect

Elective participation:

- Communication Advisory Council
- CAPP
- Government Advisory Council
- Healthy Schools Council
- Integration Equity Council
- Interschool Council
- Legislative Action Coalition

Systems Accountability **(Policy update pending)**
Seven Dreams Education Foundation

Community Connect recommendation for Robbinsdale School Board Roles and Responsibilities:
Adopt framework and recommendations of Robbinsdale School Board Liaison Roles and Responsibilities 2012 Study and Report

3/29/2012