



BOARD MEMBER HANDBOOK

*An Informational Guide for
Rush City Public Schools
Board of Education Members*

51001 Fairfield Ave, Rush City, MN 55069

www.rushcity.k12.mn.us

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DISTRICT INFORMATION

District Office

PO Box 566
51001 Fairfield Ave
Rush City, MN 55069
320-358-4855

Rush City High School

PO Box 566
51001 Fairfield Ave
Rush City, MN 55069
320-358-4795

CE Jacobson Elementary

(Pre-K-6)
PO Box 566
95 South Harte Avenue
Rush City, MN 55069
320-358-4724 (Elementary)
320-358-1361 (Early Childhood)

Rush City Aquatic / Recreation Center

PO Box 566
305 South Eliot Ave
Rush City, MN 55069
320-358-3074

LEADERSHIP DIRECTORY

Board Members

***William Schmidt, Chair**

Term: 1/1/22-12/31/25

Rory Roth, Vice Chair

Term: 1/1/24-12/31/27

***Kristin Papke, Clerk**

Term: 1/1/24-12/31/27

Ken Lind, Treasurer

Term: 1/1/22-12/31/25

***Teri Umbreit, Director**

Term: 1/1/22-12/31/25

Kevin Haugrud, Director

Term: 9/26/24-12/31/25

*Handbook Development
Committee

Executive Staff

Brent Stavig, Superintendent

Beth Sybrant, Executive Assistant

District Leadership Team

Kerstin Quigley, Business Manager

Lee Rood, Community Education & Activities Director

James Hatz, Technology Coordinator

Andrew Nordstrom, Facilities & Transportation Director

Coleman McDonough, High School Principal

Alicia Nelson, Elementary Principal

Sara Sieling, Early Childhood Coordinator

Molly Gotwald, Food Service Supervisor

Brittany Tollefson, Transportation Coordinator

Mary Kurvers, Curriculum Instruction and Assessment Coordinator

TBD Jerilyn Mattson, MTSS Coordinator/Instructional Coach

RUSH CITY PUBLIC SCHOOLS

A Small School District Surrounded by a Big-Hearted Community

We are so fortunate to be able to offer the young people we serve a world of learning opportunities! Beginning with our purpose-built early childhood environments for our youngest students, all the way to the 1:1 Chromebook learning initiative at our high school, we are focused on ensuring each student reaches their full potential. Options for concurrent college courses continue to expand, foundational skill development is solid, performing and visual arts are strongly supported, our sports teams compete on some of the most impressive fields and courts, and we enjoy strong levels of student participation.

Students in our schools benefit from highly-qualified and dedicated teachers, amazing facilities, involved parents, generous community support, and perhaps most importantly, a respectful and multi-talented student body. Rush City Schools are truly a unique and wonderful place to learn and grow. We look forward to exceeding your expectations!

Rush City School District #139 is a comprehensive Pre-K – Grade 12 district located 50 miles north of Minneapolis/St. Paul on the I-35 Corridor and is situated 10 miles west of the scenic St. Croix River. Residents enjoy an 18-hole golf course, an aquatic center, and winter and summer fishing on beautiful Rush Lake. With strong community support, the school system offers a variety of innovative educational programs in modern facilities. District students have a history of excellence in the classroom, on the athletic field, and in the fine arts. Rush City Schools demonstrates its commitment to excellence by promoting quality instruction through ongoing staff development, ensuring open communication among staff, parents and community, and offering a wide variety of educational opportunities for students.

Rush City School District serves approximately 900 students. The school district has two educational facilities; CE Jacobson Elementary (Early Childhood to Grade 6) was remodeled and expanded in 2003, and the Rush City High School (Grades 7 to 12) was built in 1993. The surrounding school grounds include the Aquatic/Recreation Center, Andy Saloka Field, Bill West Track, three separate playgrounds, tennis courts, and numerous softball and baseball fields.

In a fully-inclusive environment, both of our schools offer a full range of services for students with special needs with access to highly qualified specialists through the St. Croix River Education District (SCRED).

High school students have the opportunity to earn college credits in the areas of science, English, math, social studies and Spanish. The district also offers ITV classes for students that are interested in specialized courses. Electives outside of the core areas include art, band, business education, choir, family and consumer sciences (FACS), foreign language and technology education. These are just a few examples of services and opportunities provided to students in Rush City Schools.

DISTRICT STRATEGIC ROADMAP

Rush City Public Schools

District Strategic Roadmap			
District Mission	<i>Our Core Purpose</i>	Core Values (Commitment and Values)	<i>Drivers of Our Words and Actions</i>
<i>Inspire students to be empowered, lifelong learners, and equipped for global success through strong and supportive partnerships.</i>		Accountability: Accept responsibility for expected outcomes. Community: Work together for shared goals with efficient and effective use of resources to enrich our community in every way possible. Excellence: Relentless pursuit to be the very best in all we do. Integrity: Be trustworthy to do what is right, for the right reasons. Learning: Inspire continuous development through the acquisition of knowledge and experiences. Partnership: Students, staff, parents, and community working together to achieve student success.	
Vision:	<i>What We Intend to Create</i>	Strategic Directions:	<i>Focus of Our Improvement Efforts</i>
<i>Rush City Public Schools is the preferred school district of choice by providing:</i> <ul style="list-style-type: none"> • Educational Excellence: We provide a rigorous education where students accept, believe in, and challenge themselves and others, supported by qualified, dedicated staff and programs implemented with fidelity. • Career and Life Readiness: We ensure each student is prepared for their future as an independent and well-rounded individual. • Community and Family Partnership: Together, with the community, we support students academically, emotionally, and socially. Parents are kept aware and involved, contributing to a supportive educational environment. • Accessibility and Opportunities: We remove barriers so that all students have opportunities to succeed. • Relationships and Empowerment: Staff ensure student growth through care, collaboration, relationships and empowerment. 		A. Achieve academic excellence. B. Foster a positive and safe environment. C. Strengthen community relationships. D. Finance and management	

ROAR EXPECTATIONS

Key agreements that make up the ROAR of Rush City District Staff:

Respectful:

- Be positive all day, every day. View problems and challenges as opportunities for growth and improvement.
- Be a team player. Every person and every position is important. Build relationships!
- Be respectful and ensure others are respectful. Address insensitive interactions/actions.
- Care for and maintain our facilities, property, supplies, and other resources.

Organized:

- Be timely with regards to meetings, communications, grades, and other responsibilities.
- Be purposeful in facilitating learning and/or accomplishing your duties.
- Leverage the resources of our team and those available in the greater community.
- Have a vision and plan to improve the realm you control.

Attentive:

- Monitor and respond to student needs, struggles, talents, and interests.
- Be flexible and do what's necessary to do what's needed.
- Self-evaluate so you know yourself and the expectations of your position.
- Model what you expect from others.

Responsible:

- Be a problem solver. Communicate and collaborate!
- Work hard. Do your part and exceed expectations.
- Grow. Work to continuously improve your skills and abilities. Seek out and take advantage of professional development.
- Embrace Integrity. Do what is right regardless of who is watching.

COMMUNITY SUPPORT

Many other generous community members, organizations and committees strongly support our students and community.

Rush City Education Foundation [Rush City Education Foundation Webpage](#)

The Rush City Education Foundation (RCEF) is a non-profit organization with the purpose of enhancing educational opportunities for students of Rush City Schools, in the classroom and beyond, and encouraging them to achieve excellence.

RCEF is a separate entity from the Rush City School District with its own officers, Board of Directors, and bylaws. The foundation works cooperatively with the school district and community to utilize time, talent, and financial resources to support students. RCEF funding does not replace school district responsibilities, but works to enhance district dollars.

Activities/Community Education Committee

The Community Education Advisory Council supports and promotes the philosophy and concept of Community Education. Members represent citizens and community members, school district employees and municipal representatives who advise the Community Education department staff in the planning, implementation and evaluation of departmental activities and programs. The Advisory Council ensures that the department remains in touch with the people and the Rush City and surrounding communities.

Rush City Youth Sports Club [Rush City Youth Sports Club Webpage](#)

"The intent of Rush City Youth Sports Club (RCYSC) is to form an organization that provides opportunities to youth athletes. The purpose of this organization is to provide an opportunity for young boys and girls to establish sound sports fundamentals in a fun, competitive and sportsmanlike environment.

Our ultimate goal is to support and complement the Rush City Schools athletic programs."

Rush City PTO [PTO Webpage](#)

C E Jacobson Elementary Rush City PTO is a non-profit organization that raises funds to support the local Elementary school. Throughout the year, volunteers organize fundraisers to fund important initiatives

such as flexible seating and books for classrooms, amongst many other things. The events put on by the PTO bring the community together and create fun opportunities and lasting memories for the children of the school that wouldn't be possible without a committee like the PTO.

Frandsen Family Foundation Scholarship

“From its humble beginnings as a small lumber company, Frandsen Corporation has evolved over 70 years into a diverse, entrepreneurial organization of companies in the financial services, manufacturing, and distribution segments. But it doesn’t stop there. The Frandsen organization today is a major benefactor to people, causes, and communities throughout the Upper Midwest through the Frandsen Family Foundation (Frandsen Corporation).” The Frandsen Family Foundation Scholarship offers to pay for two years of tuition for RCHS graduating seniors who plan to attend a career and technical college.

Rush City Aquatic Center/Rush City Pool Committee

The Rush City Aquatic Center/ Rush City Pool Committee partners to support the activities of the Rush City Pool. The committee annually hosts “The Big Splash” fundraiser.

BECOMING A SCHOOL BOARD MEMBER

Rush City Public Schools governed by six board members, elected at-large, representing all citizens within the district boundaries.

Becoming a Board Member

Rush City Public Schools Board of Education members are elected officials. Elections are held in November of odd-numbered years. To avoid having all six seats up for election simultaneously, the seats are balloted on alternating basis, with three spots being available one year, and the remaining three being available two years later. The process then repeats itself.

Eligibility Requirements *Source: Minnesota School Boards Association (MSBA)*

To run for a school Board seat, you must affirm that:

- you are eligible to vote in Minnesota;
- you have not filed for the same or any other office at the upcoming primary or general election except as authorized by Minn. Stat. 204B.06, subd. 9;
- you are, or will be on assuming office, 21 years of age or more;
- you have maintained residence in this district for at least 30 days before the general election;
- If a major political party candidate, I either participated in the party's most recent precinct caucuses or intend to vote for a majority of that party's candidates at the next general election.

Term of Office

Board members are elected to four year terms commencing on January 1 of the year following the November election, and ending on December 31 four years later. A member who has been appointed to fill the unfinished term of a member will need to run for election depending on when he/she was appointed. There is no limit on the number of consecutive terms a member can serve.

Filling Vacancies *Source: MN Statute 123B.09*

A vacancy in any board occurs when a member (a) dies, (b) resigns, (c) ceases to be a resident of the district, or (d) is unable to serve on such board and attend its meetings for not less than 90 days because of illness or prolonged absence from the district.

The term of a member elected during a special election shall not exceed the term of the member they are replacing. Nor can the term of a Board of education member be lengthened by the member's resignation and subsequent selection by the Board.

Minnesota Statute states that once the board approves an appointment, the appointed board member cannot be seated until 30-days after the appointment.



Running for School Board

It's About the Students!

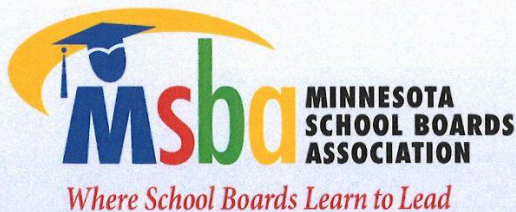
A candidate guide from the Minnesota School Boards Association

How to become a school board candidate

School board members are elected during the November General Election on either odd or even years. Terms are four years, and at least three members are on the ballot during each election. Most school board members are elected at-large.

A primary must be held if a school district has approved a resolution to be part of the primary election system AND if more than two candidates file for a precinct seat, or if there are more than double the number of candidates as there are at-large seats.

Filing Period	Eligibility	Financial Reporting
<ul style="list-style-type: none"> There are two filing periods for school districts. For districts with primaries, the filing dates will be in May. For districts without a primary, filing dates will be in August. Candidates must file an affidavit of candidacy with the school district clerk. The fee is \$2. 	<ul style="list-style-type: none"> At least 21 years old. Eligible voter. District resident for at least 30 days prior to election/appointment. Not convicted of a felony. 	<ul style="list-style-type: none"> Candidates must file a campaign financial report no later than seven days after the election. This report indicates whether a candidate has either received \$750 in campaign contributions or spent \$750 on the election.



STANDARDS FOR SCHOOL BOARD LEADERSHIP

Source: MSBA, 2017 and Dennis Cheesebrow, TeamWorks International

School boards are most effective when members focus on the big picture: making policy, setting goals and engaging stakeholders, all with the ultimate goal of improving student achievement. When boards focus on administrative issues, school districts suffer. Divided boards lead to a divided community.

Rush City Board members vote according to district interests as they interpret, while listening to, and seeking to understand the diverse individual and group interests on any issue or situation.

The Rush City Board strives for excellence in governance, operates in partnership with the Superintendent who strives for excellence in management, and both partner for excellence in consultation with staff, students, families, and the public.

Rush City may use terminology and structure as defined in policy, resolution and/or plan that differs slightly from sourced materials in the Handbook.

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. Spending 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 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 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 in/out of the district.
- D. Engage and build relationships with both public and private stakeholders.
- E. Advocate on local, state, and national levels.

In general, Board members are expected to follow a code of ethics that will guide their decision-making as it relates to Rush City Public Schools. MN Statute 123B.09 as well as the District's Code of Ethics Policy 209 states the following expectations, functions, and legal obligations for board members: *Source: ISD 200 Policy 209.*

Expectations of a School Board Member

1. Plan to attend all school board meetings, including work sessions, committee meetings and board retreats.
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 their conscience after informed discussion, unless they abstain because a conflict of interest exists.
5. Support the decision of the board, even if their position concerning the issue was different.
6. Recognize the integrity of their predecessors and associates and appreciate their work.
7. Be primarily motivated by a desire to provide the best possible education for the students of their school district.
8. Stay informed of the duties and functions of a school board member.

Functions of a School Board Member

1. Focus on education policy as much as possible.
2. Remember the board's responsibility is to create and adopt policy – not to implement policy.
3. Consider themselves a trustee of public education and do their best to protect, conserve, and advance its progress.
4. Recognize that their 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 themselves.
5. Work through the superintendent – not over or around the superintendent.
6. Delegate the implementation of school board decisions to the superintendent.

Legal Obligations of a School Board Member

1. Comply with all federal, state and local laws relating to their 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 a school board position for personal gain.
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.

Characteristics of Effective School Boards

Source: MSBA; Center for Public Education, 2019

1. Effective school boards commit to a vision of high expectations for student achievement and quality instruction and define clear goals toward that vision
2. Effective school boards have strong-shared beliefs and values about what is possible for students and

- their ability to learn, and of the system and its ability to teach all children at high levels.
3. Effective school boards are accountability driven, spending less time on operational issues and more time focused on policies to improve student achievement.
 4. Effective school boards have a collaborative relationship with staff and the community and establish a strong communications structure to inform and engage both internal and external stakeholders in setting and achieving district goals.
 5. Effective boards are data driven; they embrace and monitor data, even when the information is negative, and use it to drive continuous improvement.
 6. Effective school boards align and sustain resources, such as professional development, to meet district goals.
 7. Effective school boards lead as a united team with the superintendent, each from their respective roles, with strong collaboration and mutual trust.
 8. Effective school boards take part in team development and training, sometimes with their superintendents, to build shared knowledge, values, and commitments for their improvement efforts.

Duties of School Board Members *Source: ISD 139 Policy 201*

The school board, among other duties, shall perform the following in accordance with applicable law:

1. Provide by levy of tax, necessary funds for the conduct of schools, the payment of indebtedness, and all proper expenses of the school district
2. Conduct the business of the schools and pay indebtedness and proper expenses;
3. Employ and contract with necessary qualified teachers and discharge the same for cause;
4. Provide services to promote the health of its pupils
5. Provide school buildings and erect needed buildings;
6. Purchase, sell, and exchange school district property and equipment as deemed necessary by the school board for school purposes;
7. Provide for payment of claims against the school district, and prosecute and defend actions by or against the school district, in all proper cases;
8. Employ and discharge necessary employees and contract for other services;
9. Provide for transportation of pupils to and from school, as governed by statute; and
10. Procure insurance against liability of the school district, its officers and employees.

The school board, at its discretion, may perform the following:

1. Provide library facilities, public evening schools, adult and continuing education programs, summer school programs and intersession classes of flexible school year programs;
2. Furnish school lunches for pupils and teachers on such terms as the school board determines;
3. Enter into agreements with one or more other independent school districts to provide for agreed upon educational services;
4. Lease rooms or buildings for school purposes;
5. authorize the use of school facilities for community purposes that will not interfere with their use for school purposes;
6. Authorize co-curricular and extracurricular activities;
7. Receive, for the benefit of the school district, bequests, donations, or gifts for any proper purpose; and
8. Perform other acts as the school board shall deem to be reasonably necessary or required for the governance of the schools.

Sanctions

The form of sanctions imposed on an individual School Board member for violation(s) may vary depending upon factors such as the nature of the violation, whether the violation was intentional, knowing and/or willful, and whether the individual School Board member has been the subject of prior sanctions of the same or different nature. The forms of sanctions that may be imposed by the School Board include but are not limited to:

- A warning of the individual School Board member by the School Board;
- Public censure of the individual School Board member by the School Board;
- A resolution disavowing the inappropriate behavior of the individual School Board member;
- Removal of the individual School Board member from the School Board in accordance with Minnesota Law.

Other sanctions, including any combination of the forms described above, may be imposed if, in the judgment of the School Board, another sanction would better accomplish the School Board's objective of stopping or correcting the offending conduct.

GOVERNANCE AND MANAGEMENT *Source: TeamWorks International*

While there is some degree of overlap in roles and accountabilities, it is more important to understand the difference between the groups, especially in terms of authority.

The Board has the Authority of Governance

No one else has it. The board has five primary responsibilities:

1. District governance and policy
2. Operational performance oversight and organizational direction
3. Board governance policy
4. Superintendent relations
5. Public engagement, community relations, and advocacy of public education

The Administration has the Authority of Management

No one else has it. Administrators have six primary responsibilities:

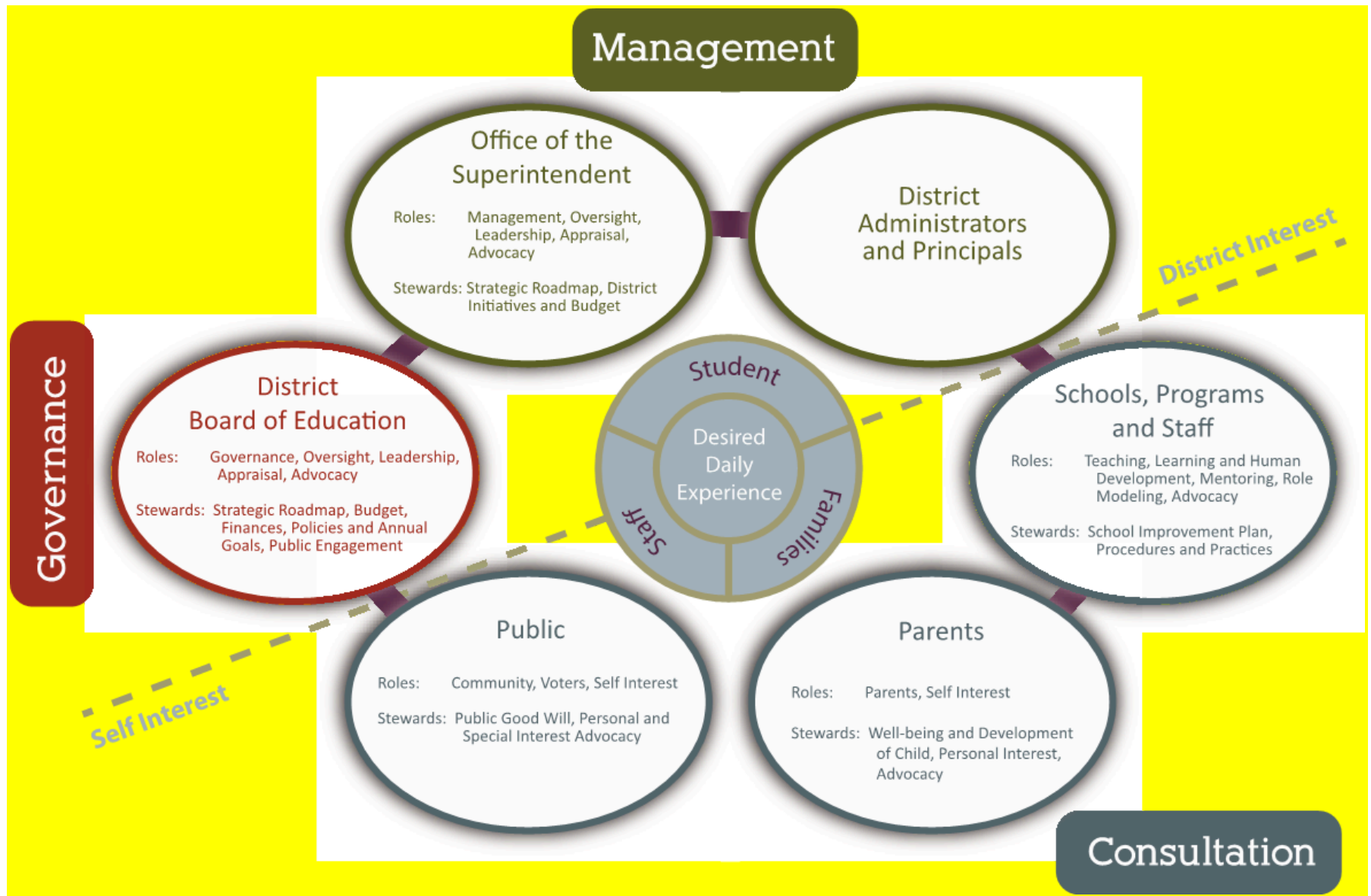
1. Resource management: financial, human, and physical
2. Instructional leadership at the principal level
3. Performance management and professional development
4. Continuous improvement
5. Procedures and practices aligned with district policy
6. Staff, parent, and community relations

Staff, students, parents, and public have the Authority of Consultation

No one else has it. They have four primary responsibilities:

1. Voice of self and collective interest
2. Assessing risks and merits of various options as part of decision making processes and/or the daily operations of the district
3. Responsibly resist or oppose change
4. Provide input and feedback to management and governance

See image on page 16 that demonstrates the interconnectedness of the Educational Leadership System.



Application of Excellence in Governance in Real Life

<p>What do I do if I get a phone call with concerns from a:</p> <ul style="list-style-type: none"> a. staff member b. student c. parent 	<p>Check name, status, and phone number for contact</p> <p>Always seek to identify the situation or interest, but generally, do not agree or commit to personally resolve</p> <ul style="list-style-type: none"> a. Redirect staff to supervisor, and notify superintendent's office. Caution: do not get involved in employment / contractual issues b. Redirect student to principal and notify superintendent's office. Caution: If a concern about safety is raised, follow district procedures c. Redirect parent to teacher / principal / administrator as appropriate and notify superintendent's office. Caution: Don't attempt to deal with issues of groups, only the individual parent <ul style="list-style-type: none"> • Overall: do not commit to limiting your options of notification, such as agreeing to complete confidentiality. All board members have agreed to the same confidentiality. As such, if the information is to be used in any way to guide board decisions or action, all board members deserve to have all of the information, including the source. Incomplete information cannot be considered. • Be available for contact in future if redirecting does not address concern • Be alert to "patterns" of like concerns, and if present, notify the superintendent's office • If concern raises governance questions, contact Board Chair in addition to Superintendent's Office
<p>What do I do if I get an email with concerns from a</p> <ul style="list-style-type: none"> a. staff member b. student c. parent 	<ul style="list-style-type: none"> • It is important to send an acknowledgement email to the person who emailed, thanking them for reaching out and then let them know that you forwarded their concern to the Superintendent's office • After you respond to the author of the email and forwarded their concern to the Superintendent's office as stated above, additional engagement or seeking to understand the issue is not necessary. • Do not cc or bc to any individual or group, nor "reply to all" • Be alert to "patterns" of like concerns, and if present, notify the superintendent's office • If concern raises governance questions, contact Board Chair in addition to Superintendent's Office

Situation	Sound Governance Practice
<p>What do I do if I get a stopped out in public (school event, grocery store, etc.) by a concerned:</p> <ol style="list-style-type: none"> staff member student parent 	<p>Check name, status, and get a phone number for contact</p> <p>Always seek to identify the situation or interest, but generally, do not agree or commit to personally resolve</p> <ol style="list-style-type: none"> Redirect staff to supervisor, and notify superintendent's office. Caution: do not get involved in employment / contractual issues Redirect student to principal and notify superintendent's office Caution: If a concern about safety is raised, follow district procedures Redirect parent to teacher / principal / administrator as appropriate and notify superintendent's office Caution: Don't attempt to deal with issues of groups, only the individual parent <p><u>Overall</u></p> <ul style="list-style-type: none"> Overall: do not commit to limiting your options of notification, such as agreeing to complete confidentiality. All board members have agreed to the same confidentiality. As such, if the information is to be used in any way to guide board decisions or action, all board members deserve to have all of the information, including the source. Incomplete information cannot be considered. Be available for contact in future if redirecting does not address concern Be alert to "patterns" of like concerns, and if present, notify the superintendent's office If concern raises governance questions, contact Board Chair in addition to Superintendent's Office
<p>As a board member, what do I do if I have a concern or complaint?</p>	<ul style="list-style-type: none"> Contact the Chair and /or the Superintendent directly, preferably in person, or by phone Don't engage in serial meetings with other board members Be clear as to if your concern is as a Board member, parent, etc., and be clear as to <ul style="list-style-type: none"> ❖ your experience ❖ what you think ❖ what you feel ❖ what you want Identify what in the concern is governance work, and what is management work Seek to increase your understanding, with an assumption of trust and competence for employees Don't represent other's or group's interest as your own Don't raise an issue as a surprise in work sessions or business meetings. Allow the Board Chair and Superintendent time to research and prepare for a board discussion, if warranted
<p>What if I disagree with a report or presentation to the board?</p>	<ol style="list-style-type: none"> Submit questions and concerns to Office of Superintendent as the Board protocol describes Reflect on what is driving your concern or disagreement If disagreement is in the details, request a meeting with Superintendent to discuss Do not surprise administrators or the board in work sessions and business meetings Praise publicly, confront privately

ELECTION AND ROLES OF OFFICERS *Source: ISD 139 Policy 201 and 202.*

Election of Officers

The chair, vice chair, treasurer, and secretary-clerk of the Board are elected annually at the Organizational Meeting in January of each year. Prior to the Organizational Meeting, the sitting president, in consultation with the Board, will develop a slate of officers to present for approval at the January meeting. Once elected and sworn into office, the chair, vice chair, treasurer, and secretary-clerk will immediately assume their duties.

Roles of Board Officers *Source: ISD Policy 202*

There are four official officers of the school Board: **Chair, Vice Chair, Treasurer and Clerk**. These positions are determined annually at the Organizational Meeting. It is important officers are elected to maintain the order of meeting proceedings. All board members maintain equal rights and equal voices.

Role of the Chair

1. The chair when present shall preside at all meetings of the school board, countersign all orders upon the treasurer for claims allowed by the school board, represent the school district in all actions, and perform all duties a chair usually performs.
2. In case of absence, inability, or refusal of the clerk to draw orders for the payment of money authorized by a vote of the majority of the school board to be paid, the chair may draw the orders, or the office of the clerk may be declared vacant by the chair and treasurer and filled by appointment

Role of the Vice-Chair

1. The vice-chair shall perform the duties of the chair in the event of the chair's temporary absence.

Role of the Clerk

1. The clerk shall keep a record of all meetings in the books provided.
2. Within three days after an election, the clerk shall notify all persons elected of their election.
3. On or before September 15 of each year, the clerk shall:
 - a. file with the school board a report of the revenues, expenditures, and balances in each fund for the preceding fiscal year.
 - b. make and transmit to the commissioner certified reports, showing:
 1. revenues and expenditures in detail, and such other financial information required by law, rule, or as may be called for by the commissioner;
 2. length of school term and enrollment and attendance by grades; and
 3. other items of information as called for by the commissioner.
4. The clerk shall enter into the clerk's record book copies of all reports and of the teachers' term reports, and of the proceedings of any meeting, and keep an itemized account of all expenses of the school district.
5. The clerk shall furnish to the county auditor, on or before September 30 of each year, an attested copy of the clerk's record, showing the amount of proposed property tax voted by the school district or the school board for school purposes.
6. The clerk shall draw and sign all orders upon the treasurer for the payment of money for bills allowed by the school board for salaries of officers and for teachers' wages and all claims, to be countersigned by the chair.
7. The clerk shall perform such duties as required by the Minnesota Election Law or other applicable laws relating to the conduct of elections.
8. The clerk shall perform the duties of the chair in the event of the chair's and the vice-chair's temporary absences.

Role of Treasurer

1. The treasurer shall deposit the funds of the school district in the official depository.
2. The treasurer shall make all reports which may be called for by the school board and perform all duties a treasurer usually performs.
3. In the event there are insufficient funds on hand to pay valid orders presented to the treasurer, the treasurer shall receive, endorse, and process the orders in accordance with Minn. Stat. § 123B.12.

BOARD MEETINGS

A quorum of members (defined as four or more of the six members for regular meetings and committee-of-the-whole meetings) must be present for a board meeting to be official, and before any action can be taken by the Board. All meetings of the Board are considered public meetings, including committee meetings, and therefore shall be open to the public to attend.

At the Organizational Meeting (which is held no later than January 15 each year), the Board will set its meeting schedule for the upcoming year. Additional “special” meetings may be called, as needed, throughout the year. All meetings not previously approved during the Organizational Meeting are considered special meetings, and must be properly noticed to the public. [MSBA Organizational Meeting Guidance](#)

The chair presides over all meetings, and along with the vice chair and superintendent, sets the agenda for committee-of-the-whole and regular board meetings. Meetings are conducted in accordance with Robert’s Rules of Order. [Dates with Meeting Restrictions](#)

Attendance at Board Meetings

All Board members are expected to attend all meetings (including work sessions, committee meetings and retreats). However, it is recognized that sometimes scheduling conflicts will occur. A member should notify the Board Chair and the Executive Assistant to the School Board 24 hours prior to the meeting, when possible, if he/she is unable to attend a scheduled meeting.

Board Compensation

INDEPENDENT SCHOOL DISTRICT #139 RUSH CITY, MINNESOTA BOARD COMPENSATION SCHEDULE CALENDAR YEAR 2025		
ELIGIBLE MEETINGS	COMPENSATION	FREQUENCY
REGULAR BOARD MEETINGS	\$50/MEETING	12 MEETINGS/YEAR
WORK SESSION BOARD MEETINGS	\$50/MEETING	12 MEETINGS/YEAR
SPECIAL SESSION BOARD MEETINGS	\$50/MEETING WHEN NOT SCHEDULED WITH A WK SESSION	AS NEEDED
* COMMITTEE MEETINGS	LESS 1 HOUR = \$25 1-4 HOURS = \$50	BOARD DETERMINED
* ALL DAY MEETINGS (EXCEEDS 4 HRS.)	\$100/MEETING	AS NEEDED
MSBA PHASE TRAINING	\$50/HALF DAY - \$100/FULL DAY	MEMBER DETERMINED
OTHER MSBA TRAININGS	\$25/MEETING	MEMBER DETERMINED

* STATE CONVENTION	\$50/HALF DAY - \$100/FULL DAY	MEMBER DETERMINED
* NATIONAL CONVENTION Contact Superintendent for details	EXPENSES COVERED	BOARD DETERMINED
*Expenses typically associated with these meetings will be reimbursed by the District (ie: mileage, lodging, food, parking, etc.). Registration will be paid by the District. Board members will also receive a yearly activities pass.		
PAYMENT VOUCHERS:	ELIGIBLE MEETINGS PAID SEMI-ANNUALLY	
EXPENSE REIMBURSEMENT:	PAID WHEN SUBMITTED	

**Contact Superintendent for more information. Board approved January 9, 2025.

Board members will also receive an annual activities pass. Payment is made semi-annually.

Regular Organizational Meeting

The Board is required to hold a regular organizational meeting no later than January 15 of each year. The primary purpose of this meeting is to elect members to serve as chair, vice chair, treasurer, and secretary-clerk. The Rush City School Board also uses this meeting to establish regular meeting dates for the year as well as a number of other business items.

Regular Work Session

Regular work sessions are generally held on the first Thursday of each month at 6:00 PM. The work session is used to provide orientation for board members on certain areas or programs of the district as well as provide time for discussion of items.

Regular Business Meeting

The school board conducts their business at the regular business meeting which is typically held on the third Thursday of each month beginning at 6:00 PM in the Media Center of Rush City High School.

Special Meeting *Source: ISD 139 Policy 205*

A meeting is labeled a “special meeting” if it is called after the meetings for the year have been established and approved at the regular organizational meeting in January.

For a special meeting, the school board will post written notice of the date, time, place, and purpose of the meeting. The school board’s actions at the special meeting are limited to those topics included in the notice. The notice will also be delivered, by standard or electronic mail, to each person who has filed a written request for notice of special meetings. The notice will be posted and mailed or delivered at least three days before the date of the meeting.

Emergency Meeting *Source: ISD 139 Policy 205*

An emergency meeting is a special meeting called because of circumstances that, in the judgment of the school board, require immediate consideration. If matters not directly related to the emergency are discussed or acted upon, the minutes of the meeting must include a specific description of those matters.

Closed Session

Minnesota Statutes govern what constitutes a closed session. They are: *Labor negotiations strategy, Bureau of Mediation Services, preliminary consideration of charges, performance evaluations, attorney-client meeting, dismissal hearing, coaches' opportunity to respond to non-renewal, discuss certain non-public data, purchase and sale of property, and security matters.*

For specific examples of each of these areas, see school board policy 205 Open Meetings and Closed Meetings.

Board Retreat

The Board may hold retreats for strategic planning, district vision, team building and board evaluation work.

Board Training *Source: ISD 139 Policy 212 and Minnesota School Boards Association (MSBA) School Board Workshop Series*

In recognition of the need for continuing inservice training and development for its members, school board policy 212 encourages the members of the school board to participate in professional development activities designed for them so that they may perform their responsibilities. Phase 1 and 2 are required within the first 180 days of taking office. The Minnesota School Boards Association **(MSBA)** provides a workshop series that consists of the following four components:

Phase I: Learning to Lead – School Board Basics

Phase II: Leadership Foundations – School Finance and Management

Phase III: Building a High-Performance School Board Team

Phase IV: Representing your Community through Policy and Engagement

In addition, the superintendent may provide various opportunities throughout each calendar year for governance and management training.

COMMITTEES *Source: Rush City Public Schools Policy 213*

There are numerous committees on which board members serve. Some of which are internal – operating solely within the confines of Rush City Public Schools and the Rush City Board of Education, and others which are governed by outside entities. It is important to note that all committees convened by the Board are subject to the Open Meetings Act of Minnesota, meaning they are open to the public to attend.

It is the responsibility of the school board to assign members to serve on committees as well as a liaison to the various organizations and partnerships affiliated with the school district. This is generally done at the annual Organization Meeting in January, with some consultation with individual members to ensure that there is a correlation between member interest and abilities and the committees on which they are being asked to serve.

Finance Committee

This committee meets with the superintendent and finance director to discuss key finance items and budget planning as well as discuss various building and grounds items and/or planning projects for the District.

Policy Committee

As stated previously, one of the primary responsibilities of a school board is to set policy. These policies dictate how a school district will operate and ensure the district operates within legal boundaries. The Board Policy Committee reviews policies and recommends them to the full board for review, discussion, and approval. This committee meets monthly to review policies that arise either from legislative changes (due to changes in state or

federal statutes), or from administrative changes (arising from district staff or board members). Once reviewed and approved by the Policy Committee, the policies are turned over to the Board who presents them to the community for “First Reading” by placing them on the regular business meeting agenda. These meetings will take place on an as needed basis.

First Readings serve as an introduction of the policy, or changes to the policy, to district staff and the community. It is a way of providing notice that the Board is seeking to implement these rules and regulations. The public is afforded two school board meetings to review the proposed policy and to provide feedback.

At the second or third meeting the policy is listed on the agenda, the Board will take a vote on the new/revised policy. Successful passage makes the policy effective immediately, unless otherwise noted. The Policy Manual is maintained on the District’s website.

Facilities Committee

This committee meets with the superintendent and finance director to discuss various building and grounds items and/or planning projects for the District.

Activities/Community Education Committee

This committee meets with the superintendent and the Activities / Community Education Director to discuss various activities and community education needs and opportunities for the District. These meetings will take place on an as needed basis.

School Board Advisory Committee

This committee meets with the superintendent, and community members to discuss partnerships, and ways to both engage the community within the school district and the school district out in the community.

Personnel Committee

The purpose of this committee is to discuss unique personnel issues that may arise and will not meet on a regular basis.

Negotiations Committee

This sub committee of the personnel committee is made up of 3 members of the board, the superintendent and business manager, and in some cases district legal council. The negotiations committee oversees the negotiation of contracts with district personnel.

SCHOOL BOARD POLICIES

The 200 series of district policies relate specifically to school board operations. These policies can be accessed on [the website](#).

LIAISONS/PARTNERSHIPS

Board members serve as liaisons to various organizations and partnerships affiliated with the school district. As stated above, it is the responsibility of the president to assign members both to serve on committees, and to serve as a liaison to the various organizations and partnerships affiliated with the school district. This is generally done at the annual Organization Meeting in January, with some consultation with individual members to ensure that there is a correlation between member interest and abilities and the committees on which they are being asked to serve.

SCRED (St. Croix River Education District)

We partner with our [member districts](#) to develop and maintain their full [MTSS](#) frameworks ("Multi-Tiered System of Supports"). [Special education](#) is a critical part of SCRED's work, but it is only one component. We also support our districts in their continuous improvement of universal/core instruction and supports, interventions (e.g., [ADSI](#), Title), [data systems](#), and sustainable [infrastructure](#).

To accomplish this, ["SCREDsters"](#) provide direct student service, student- and system-level consultation, program administration, [professional learning](#), and much more. We oversee several [student and community programs](#), and we also provide support to the TRIO Wolf Creek Charter School.

RESOURCE TRAINING AND SOLUTIONS

Resource Training & Solutions is a Minnesota Service Cooperative, one of nine in the state.

As a nonprofit, public corporation, Resource Training & Solutions provides services to school districts, cities, counties, governmental agencies, and nonprofits, as well as communities in central Minnesota. We train teachers, improve schools, inspire students, build safer communities, develop professionals, and ensure success.

ECMECC (East Central Minnesota Educational Cable Cooperative)

East Central Minnesota Educational Cable Cooperative, also known as ECMECC, includes 39,000 students, 2800 faculty/administrators and 2200 educational support staff from 14 member school districts and Pine Technical and Community College. ECMECC utilizes technology, information and communication tools to expand educational opportunities for students, staff and community members in East Central Minnesota and beyond. ECMECC was founded in 1983 to make great things happen for students.

CMERDC (Central Minnesota Educational Research & Development Council)

Central Minnesota Educational Research and Development Council, cmERDC, was formed in 1965 and is a joint powers organization with 501c3 non-profit status. Our organizational mission is to provide cooperative services to public and private schools and school districts, higher education institutions, and other governmental units and agencies interested in the development of quality educational programs.

SEE (Schools for Equity in Education)

Schools for Equity in Education (SEE) is an association of Minnesota school districts from around the state working together to ensure all students receive a high-quality education no matter their zip code.

SEE is an association of 52 school districts throughout the state of Minnesota.

Our member school districts serve approximately 225,000 children, about one-third of Minnesota's K-12 public school students.

MSHSL (Minnesota State High School League)

The Minnesota State High School League provides educational opportunities for students through interscholastic athletics and fine arts programs and provides leadership and support for member schools.

(MSBA) Minnesota School Boards Association www.mnmsba.org

The Minnesota School Boards Association (MSBA) is a private, nonprofit organization that exists to support the work of the public school boards and public education.

The MSBA is a leading advocate for public education, supports, promotes, and strengthens the work of public school boards through professional development opportunities, policy development and maintenance, legislative guidance and information, and legal advice.

As mentioned in the school board training section of this handbook, the MSBA offers annually, a Leadership Conference in January and a Summer Seminar in August. However, the MSBA School Board Workshop Series (Phase I, II, III, and IV) is the most important set of workshops for school board members because it sets the foundation for their work. These sessions cover all aspects of school board service.

POSITIONS THAT REPORT TO THE SCHOOL BOARD

There is only one position that reports to the School Board, the Superintendent of Schools.

Role of Superintendent

1. The superintendent shall be an ex officio, non voting member of the school board.
2. The superintendent shall perform the following:
 - a. visit and supervise the schools in the school district, report and make recommendations about their condition when advisable or on request by the school board;
 - b. recommend to the school board employment and dismissal of teachers;
 - c. annually evaluate each school principal assigned responsibility for supervising a school building within the district;
 - d. superintend school grading practices and examinations for promotions;
 - e. make reports required by the commissioner; and
 - f. perf
 - g. orm other duties prescribed by the school board.

Works Cited

- Eligibility Requirements for School Board Member, *Minnesota School Boards Association (MSBA)*
- Governance and Management, *TeamWorks International*
- *Minnesota School Boards Association (MSBA) School Board Workshop Series*
- Rush City Public Schools 200 Series Policies
- Standards for School Board Leadership, *Minnesota School Boards Association (MSBA)*
- St. Croix River Education District (scred.k12.mn.us)

Educational Definitions and Acronyms List

School Board Glossary