



SCHOOL BOARD MEMBER HANDBOOK

An Informational Guide for Centennial ISD 12
School Board Members



Centennial ISD 12
4707 North Road
Circle Pines, MN 55014
<https://www.isd12.org>

Revised August 2025

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2025 LEADERSHIP DIRECTORY

School Board Members

Tom Knisely, Chair
Sue Linser, Vice Chair
Craig Johnson, Clerk
Jessica Schwinn, Treasurer
Gloria Murphy, Director
Heidi Hansen, Director

Superintendent's Office

Dr. Jeff Holmberg, Superintendent
Jody Josephson, Executive Assistant
Krista Bergert, Director Public Information/Community Outreach

Executive Cabinet

Patrick Chaffey, Executive Director of Business Services
Mark Grossklaus, Executive Director of Teaching & Learning
Dan Melde, Executive Director of Human Resources

Directors

Mike Christensen, Director of Technology
Nick Christensen, Director of Alternative Learning
Amy Gibson, Assistant Director of Alternative Learning
Tara Malinski, Director of Food Services
Casey Rutherford, Director of Curriculum, Instruction & Assessment
Cori Sendle, Director of Community Service
Jonathan Spitzer, Director of Buildings & Grounds
Matt St. Martin, Director of Activities
Kathy Zwonitzer, Director of Student Services

Principals

Tom Breuning, High School Principal
Bryan Carlson, Rice Lake Elementary Principal
Chris Gerst, Golden Lake Elementary Principal
Jason Hartmann, Blue Heron Elementary Principal
Pete Knoebel, Centennial Elementary Principal
Mike Macken, Centerville Elementary Principal
Bob Stevens, Centennial Middle School Principal

Coordinators

Gretchen Eychaner, Student Services (Grade 6 to Age 22)
Kelsi Gruber-Kellerhuis, Health Services
Sara Ison, ECFE & Preschool
Molly Nelson, Kids Club
Laurie Shawki, Teaching & Learning
Raycheal Zamora, Student Services (Birth to Grade 5)

Centennial ISD 12 History

The first recorded school held in the area that is now the Centennial District was in 1854 when classes were held in the F. X. Lavallo home.

This grew into Centerville District 5. In 1880, District 48 was organized near Golden Lake. There were several districts in the area that over time, were consolidated into these two which in turn were consolidated into District 240.

When the State of Minnesota organized the numbering of school districts in 1957, it became District 12. The community desired a name for the district that would represent all five of the communities served. Being that it was 1958, the Centennial year for Minnesota, it was decided to honor that celebration and adopt the name Centennial for the school district.

Superintendents

- Dr. Jeff Holmberg, 2021-Present
- Brian Dietz, 2013-2021
- Dr. Keith Dixon, 2011-2013
- Dr. Paul Stremick, 2009-2011
- Dr. Roger Worner, 2005-2009
- Dr. John Christiansen, 2000-2005
- John McClellan, 1976-2000
- Bill Mattke, 1972-1976
- Marshal Hankerson, 1967-1972
- Arthur Bergee, 1957-1967

Centennial ISD 12 Today

Centennial School District #12 serves 36,526 residents in the communities of Blaine, Centerville, Circle Pines, Lexington and Lino Lakes, Minnesota. Centennial serves around 6,500 students with approximately 900 teachers and support staff at five elementary schools, the middle school, high school, Early Childhood Center, CALC (Centennial Area Learning Center) and Pines School.

Centennial District Strategic Roadmap

Through engagement of students, families, staff, and community representatives, a mission and vision of the Centennial School District has been created through the strategic planning process. The plan also includes the goals of providing an educational experience for students, families, and staff as well as the district's strategic directions.

STRATEGIC ROADMAP



MISSION OUR CORE PURPOSE

By providing high quality educational opportunities, emotional support, and social development, Centennial School District prepares learners for excellence in their future.



VISION WHAT WE INTEND TO CREATE

Centennial School District is a welcoming environment where all students, staff, and families belong and will:

- Provide innovative, personalized, rigorous, and relevant educational opportunities for each student.
- Build and strengthen relationships and partnerships with the community to offer educational programs and opportunities for all.



CORE VALUES DRIVERS OF OUR WORDS AND ACTIONS

CONNECTING

Engaging students in meaningful ways with their school community.

ACHIEVING

Ensuring student success through academic excellence in learning and teaching while supporting students in their growth and achievement.

PREPARING

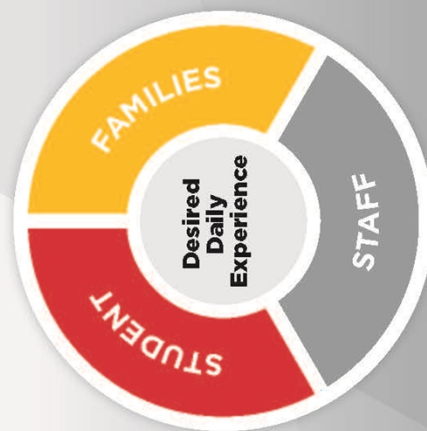
Providing opportunities for academic excellence to prepare students for their future.



STRATEGIC DIRECTIONS FOCUS OF OUR IMPROVEMENT EFFORTS

- Improving teaching and learning practices for student success and achievement.
- Increasing engagement, belonging, and strengthening the staff and student experience.
- Supporting staff in continuous improvement of professional practice.
- Increasing family engagement in student learning and school experiences.
- Improving efficiency and effectiveness in district operations.

With input from our stakeholders, the plan includes the goals of providing an educational experience for students, families, and staff.



STUDENT

- I enjoy flexible learning and activity choices that meet my academic, emotional, and social needs.
- I have access to technology to support my educational needs.
- I am comfortable during passing time, lunch, and other times throughout the day.
- I enter a welcoming environment where I feel safe, accepted, and belong at school.
- My race and preferences are respected, acknowledged, and accepted.
- I have positive interactions and relationships with students and staff.

FAMILIES

- I receive consistent communication from my student's teacher, school, and district to support my student's education.
- My student has the appropriate materials, resources, and technology.
- My student's school is welcoming, safe, and inclusive.
- I have opportunities to be involved in my student's school community.
- Staff provide attention and support to meet my student's needs.
- My student's school provides a relevant and rigorous educational experience.

STAFF

- I receive cohesive and timely communication.
- I have a voice and my input matters.
- I receive the support necessary to be successful.
- I am a trusted, respected, and valued professional.
- I have the resources that allow me to meet all my students' needs.
- I am connected and feel like I belong to the Centennial community.
- I have a manageable workload and appropriate class sizes.
- My mental health needs are recognized and addressed.

DISTRICT SITES

District Office 4707 North Road Circle Pines, MN 55014 763.792.6000	Centennial Middle School 399 Elm St. Lino Lakes, MN 55014 763.792.5400
Blue Heron Elementary 405 Elm St. Lino Lakes, MN 55014 763.792.6200	Centennial High School East Building 4881 101 st Ln. NE Circle Pines, MN 55014 763.792.5000
Centennial Elementary 4657 North Rd. Circle Pines, MN 55014 763.792.5300	Centennial High School West Building 4757 N. Rd. Circle Pines, MN 55014 763.792.5000
Centerville Elementary 1721 Westview Ave. Centerville, MN 55038 763.792.5800	Area Learning Center 4881 101 st Ln. NE Circle Pines, MN 55014 763.398.2960
Golden Lake Elementary 1 School Rd. Circle Pines, MN 55014 763.792.5900	Pines Day School 7555 4 th Ave. Lino Lakes, MN 55014 763.278.4010
Rice Lake Elementary 575 Birch St. Lino Lakes, MN 55014 763.792.5700	Early Childhood Center 575 Birch St. Lino Lakes, MN 55014 763.792.6120

BECOMING A SCHOOL BOARD MEMBER

Centennial ISD 12 governed by six Board members, elected at-large, representing all citizens within the boundaries

Board Members

Centennial ISD 12 Board members are elected officials. Elections are held in November of even-numbered years. To avoid having all six seats up for election simultaneously, the seats are balloted on an 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 be:

- At least 21 years old;
- An eligible voter;
- A District resident for at least 30 days prior to election/appointment;
- Not a convicted sex offender

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.

Filing Vacancies

Source: MN Statute 123B.09

A vacancy on the Board shall occur when a member dies, resigns, or ceases to be a resident of Independent School District #12. If a member of the School Board is unable to serve on the Board and attend its meetings for ninety (90) days or more because of illness or prolonged absence from the District, the Board may, at any regular or special meeting thereof, through resolution, declare a vacancy to exist. All vacancies will be filled according to Minnesota Statutes.

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 School Board 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.

Mentorship and support opportunities are available to all School Board members

Members interested in receiving this support are encouraged to connect directly with the School Board Chair or Vice Chair to discuss their interest and next steps.

New School Board Member Orientation

Newly elected or appointed Board members will be invited to participate in an orientation session with the Superintendent and Executive Cabinet prior to formally assuming their seat on the Board. This session will provide an overview of district operations, governance responsibilities, and key priorities to support a smooth transition into their new role.

STANDARDS FOR SCHOOL BOARD LEADERSHIP

Source: MSBA, 2017 and 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.

Centennial 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 Centennial 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.

Centennial 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 Centennial ISD 12. 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 12 Policy 209.*

Expectations of a School Board Member

1. 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 my conscience after informed discussion, unless I abstain because a conflict of interest exists.
5. Support the decision of the board, even if my position concerning the issue was different.
6. Recognize the integrity of my predecessors and associates and appreciate their work.
7. Be primarily motivated by a desire to provide the best possible education for the students of my school district.
8. Inform myself about the proper duties and functions of a school board member.

Functions of a School Board Member

1. Focus on education policy as much as possible.
2. Remember my responsibility is to set policy – not to implement policy.
3. Consider myself a trustee of public education and do my best to protect, conserve, and advance its progress.
4. Recognize that my responsibility, exercised through the actions of the school board as a whole, is to see that the schools are properly run – not to run them myself.
5. Work through the superintendent – not over or around the superintendent.
6. Delegate the implementation of school board decisions to the superintendent.

Legal Obligations of a School Board Member

1. Comply with all federal, state and local laws relating to my work as a school board member.
2. Comply with all school district policies as adopted by the school board.
3. Abide by all rules and regulations as promulgated by the Minnesota Department of Education and other state and federal agencies with jurisdiction over school districts.
4. Recognize that school district business may be legally transacted only in an open meeting of the school board.
5. Avoid conflicts of interest and refrain from using 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.

School Board Commitments *(Reviewed and established annually at Summer Board Retreat)*

- Speak with one voice as a board. *(After decision there is one voice of the board)*
- Assume positive intent. *(Thinking about kids)*
- Seek to understand. *(Differing perspectives, listening to understand)*
- No surprises. *(Communication before board meeting whenever possible)*
- Board meetings – respect my fellow board members. *(Respect perspectives)*
- Focus on what is best for kids. *(Why we are here!)*
- Open, direct communication. *(Don't be passive / aggressive – be honest)*
- Inquire before assuming. *(Ask questions, gather information)*
- Collaborate and support my fellow board members to focus on district interest over self-interest. *(Do not throw anyone under the bus)*

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 accountable 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 savvy; 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 the School Board

Source: Centennial ISD 12 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 cocurricular 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.

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:

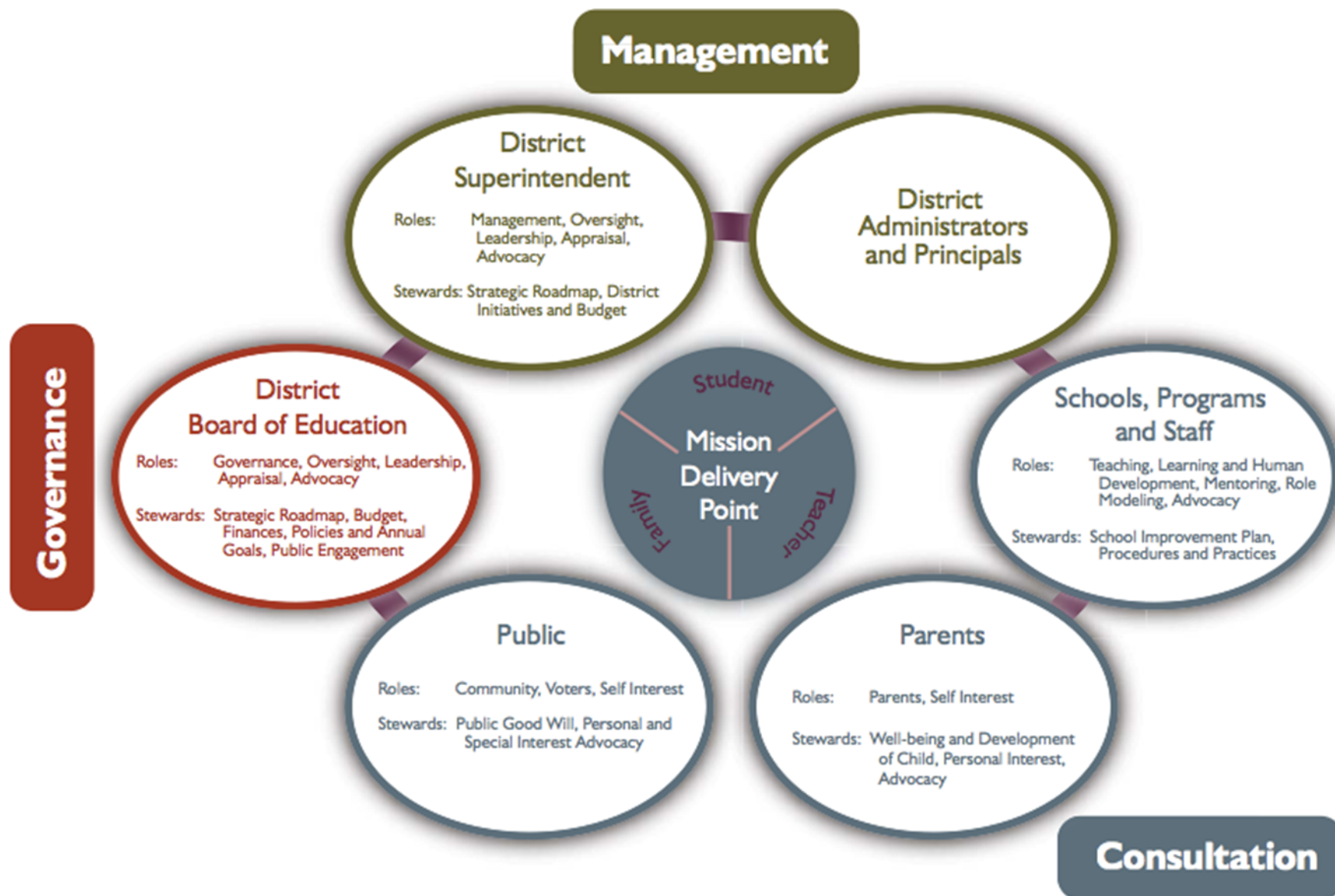
1. Resource management: financial, human, and physical
2. Instructional leadership at the principal level
3. Performance management and professional development
4. Continuous improvement
5. Procedures and practices aligned with district policy
6. Staff, parent, and community relations

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 15 that demonstrates the interconnectedness of the Educational Leadership System.



School Board Governance Plan (3-Year)

School Board Work Plan 2025-2028 SYs

August 2025

School Board Roles of:	2025-2026	2026-2027	2027-2028
District Policy	<ul style="list-style-type: none"> Yearly mandated policies 	<ul style="list-style-type: none"> Policy revision ¼ per year Yearly mandated policies 	<ul style="list-style-type: none"> Policy revision ¼ per year Yearly mandated policies
Operations Oversight - Annually	<ul style="list-style-type: none"> Annual budget (preliminary, revised, final revised) Operational Plan/Action Card Report Financial Statements / Audit Strategic Roadmap Academic Achievement Annual Survey Truth in Taxation 		
Operational Oversight - Unique	<ul style="list-style-type: none"> Review & Long-Range Planning Financial Projections & Discussion <ul style="list-style-type: none"> Bond Levy 	<ul style="list-style-type: none"> Educational Capacity/Facility Review & Long Range Planning Financial Projections & Discussion <ul style="list-style-type: none"> Bond Levy 	<ul style="list-style-type: none"> Educational Capacity/Facility Review & Long Range Planning
Board Governance	<ul style="list-style-type: none"> Annual organizational meeting Review Board Handbook Interested board candidates forum Board retreat- team building, goals and vision review (August) 	<ul style="list-style-type: none"> Annual organizational meeting Review Board Handbook Board retreat – team building, goals and vision review (August) Board Governance Plan Review 	<ul style="list-style-type: none"> Annual organizational meeting Review Board Handbook New board member orientation Board retreat- team building, goals and vision review (summer) Board Governance Plan Review

Supt Relations	<ul style="list-style-type: none"> • Supt Evaluation (annual with mid-year check in) 	<ul style="list-style-type: none"> • Supt Evaluation (annual with mid-year check in) 	<ul style="list-style-type: none"> • Supt Evaluation (annual with mid-year check in) • Contract
Public Engagement - Annual	<ul style="list-style-type: none"> • Work Sessions • Board meetings • Legislative Breakfast • Board visibility at school, school district, and community events 		
Public Engagement - Unique	<ul style="list-style-type: none"> • Tour of schools • Listening Sessions • Business/Community Engagement Events • Meetings w/Legislators & Days at the Capitol 		

Application of Excellence in Governance in Real Life

Situation	Sound Governance Practice
<p><i>What do I do if I get a <u>phone call</u> with concerns from a:</i></p> <ul style="list-style-type: none"> a. staff member b. student c. parent 	<p>Check name, status, and phone number for contact 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 <p><u>Overall</u></p> <ul style="list-style-type: none"> ● Do not agree to confidentiality, or commit to limit your options of notification ● 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 and/or political edge questions, contact Board Chair in addition to Superintendent's Office

Situation	Sound Governance Practice
<p><i>What do I do if I get an email with concerns from a:</i></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 and/or political edge questions, contact Board Chair in addition to Superintendent's Office
<p><i>What do I do if I get a stopped out in public (school event, grocery store, etc.) by a concerned:</i></p> <ul style="list-style-type: none"> a. staff member b. student c. parent 	<p>Check name, status, and get a phone number for contact 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 <p><u>Overall</u></p> <ul style="list-style-type: none"> ● Do not agree to confidentiality, or commit to limit your options of notification ● 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 and/or political edge questions, contact Board Chair in addition to Superintendent's Office

Situation	Sound Governance Practice
<i>As a board member, what do I do if I have a concern or complaint?</i>	<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
<i>What if I disagree with a report or presentation to the board?</i>	<ol style="list-style-type: none"> 1. Submit questions and concerns to Office of Superintendent as the Board protocol describes 2. Reflect on what is driving your concern or disagreement 3. If disagreement is in the details, request a meeting with Superintendent to discuss 4. Do not surprise administrators or the board in work sessions and business meetings 5. Praise publicly, confront privately

ELECTION AND ROLES OF OFFICERS

Source: Centennial ISD 12 Policy 202

Election of Officers

The school board shall meet annually on the first Monday in January, or as soon thereafter as practicable, and organize by selecting a chair, a vice chair, a clerk, and a treasurer. These officers shall hold office for one year and until their successors are elected and qualify.

- A. The persons who perform the duties of clerk and treasurer need not be members of the school board.
- B. The school board by resolution may combine the duties of the offices of clerk and treasurer in a single person in the office of business affairs.

Role of Board Officers

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.

Vice Chair

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

Treasurer

- 1. The School Board shall designate the delegable duties of Treasurer to the Executive Director of Business Services.
- 2. The treasurer shall deposit the funds of the school district in the official depository.
- 3. The treasurer shall make all reports which may be called for by the school board and perform all duties a treasurer usually performs.
- 4. 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.

Clerk

The School Board shall designate the delegable duties of Clerk to the Executive Assistant to the Superintendent.

- 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.

Individual Board Members Authority

Individual Board Members are not authorized to exercise any authority as an individual to supervise or direct the Superintendent or staff. The Board speaks and acts as a single voice after discussion on issues involving the district, not as individuals.

BOARD MEETINGS

A quorum of members (defined as four or more of the six members for 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 in January, 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.

The chair presides over all meetings, and along with the vice chair and superintendent, sets the agenda for work study sessions and regular board meetings. Meetings are conducted in accordance with Robert’s Rules of Order.

School Board Agenda Setting Protocol

Regular Board Meetings and Work Study Sessions:

- A. The school board chair, vice chair and superintendent are responsible to develop, prepare and arrange the order of items for the tentative board meeting agenda for each board meeting and work session.
- B. The school board chair, vice chair and superintendent may change the agenda up until the Thursday (four days) before the meeting at which time the agenda is published.
- C. The expectation is that board members will review the agenda and materials included in the meeting packet prior to work sessions and board meetings.
- D. As best practice in preparing agendas and materials for regular board meetings and work sessions, the board will strive to do the following:

Action	Timeline
Agenda item requests made to the board chair and superintendent	Two weeks prior to the meeting
Meeting agendas reviewed/finalized by board chair/vice chair and superintendent at bi-monthly meeting	Ten calendar days prior to meeting
Board chair/superintendent will communicate back to board member who made the request to add agenda item(s)	Within 24 hours of review by board chair/vice chair and superintendent at the bi-monthly meeting
Meeting agenda and packet published	The Thursday (or four calendar days) before the meeting

Action	Timeline
Request for changes to the published agenda to the board chair and superintendent	Should be made 24-48 hours or more prior to the meeting. Any changes made to the board agenda after it has been published need to be formally approved at the board table.
Contact the superintendent and board chair with any questions pertaining to the board agenda that requires time and preparation to answer	Requests should be made 24 hours or more prior to the meeting
Inform the superintendent and board chair prior to the meeting if an error is identified in a presentation or minutes, so that a correction can be made	As soon as error is identified
Final Agenda, which may include late items for meetings	Will be approved by the board at the beginning of the meeting

- E. Items may only be added to the agenda by a motion adopted at the meeting. If an added item is acted upon, the minutes of the board meeting will include a description of the matter.
- F. At least one copy of any printed materials related to the meeting's agenda items prepared by, or distributed to, or at the direction of, the board must be made available for inspection in the meeting room while the board considers its subject matter if the printed materials were also:
 - 1. distributed before the meeting to all board members;
 - 2. available in the meeting room to all board members; or
 - 3. posted on the district website or using other district technologies in advance of the meeting. This does not apply to materials classified by law as other than public or to materials relating to the agenda items of a closed meeting.

Consent Agenda:

- A. The superintendent, in consultation with the school board chair, may place items on the consent agenda. By using a consent agenda, the board has consented to the consideration of certain items as a group under one motion.
- B. Consent items are those items that:
- C. Usually do not require discussion or explanation prior to board action,
- D. Are noncontroversial and/or similar in content, or

- E. Have already been discussed and/or explained at a board committee or with board members individually in pairs (no quorum) and do not require further discussion or explanation.
 - 1. These agenda items may include ministerial tasks such as, but not limited to, the approval of the agenda, approval of previous minutes, approval of bills, and approval of reports.
 - 2. These items may also include similar groups of decisions such as, but not limited to, approval of employee contracts, approval of maintenance details for the school district buildings and grounds, approval of various schedules, and approval of routine agreements or contracts with vendors.
- F. Items will be removed from the consent agenda by a timely request by an individual board member for independent consideration. A request is timely if made prior to the vote on the consent agenda. The request does not require a second or a vote by the board. An item removed from the consent agenda will then be discussed and acted on separately immediately following the consideration of the consent agenda.
- G. Consent agenda items are approved en masse by one vote of the board. The consent agenda items are separately recorded in the minutes.

Note: This protocol is to be reviewed on a bi-annual basis at the January School Board Organizational Meeting and again in July/August of each year prior to the start of a new school year.

Attendance at Board Meetings

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

Board Member Annual Compensation

Board annual compensation for the 2025 calendar year is:

- Chair - \$5,800
- Vice Chair - \$5,600
- Clerk - \$5,600
- Treasurer - \$5,200
- Director - \$5,000

Annual compensation is approved for the calendar year at the January Organizational Meeting.

Organizational Meeting

The Board is required to hold an organizational meeting the first Monday in January (or as soon thereafter as practicable) each year. The primary purpose of this meeting is to elect members to serve as chair, vice chair, treasurer, and clerk. The Centennial ISD 12 School Board also uses this meeting to establish regular meeting dates for the year as well as a number of other business items.

Work Session

Work sessions are generally held on the first Monday of each month at 5:30 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 Board Business Meeting

The school board conducts their business at the Regular Board Business Meeting which is typically held on the third Monday of each month beginning at 6:30 PM in the District Office Board Room.

Listening Session

Listening Sessions are scheduled quarterly throughout the year to provide the opportunity for community members, staff, parents, and students to meet informally with two Board Representatives and the Superintendent to discuss topics in the schools. Listening sessions will be scheduled one hour before a Work Study Session or Regular Board Meeting.

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, 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/Closed Meetings.

Special Meeting

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

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.

Board Retreat

The Board holds one retreat annually in August for strategic planning, district vision, and board evaluation work.

Board Training

Source: Centennial ISD 12 Policy 212 and Minnesota School Boards Association (MSBA) School Board Workshop Series

In recognition of the need for continuing in-service 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.

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 will provide various opportunities throughout each calendar year for governance and management training.

MOTIONS

The method used by members to express themselves is in the form of making motions. A motion is a proposal that the board take action or a stand on an issue. Each individual member can:

- Make motions
- Second motions
- Debate motions
- Vote on motions

To make a motion, please follow these steps:

- **Get recognized:** Wait for the meeting chair to give you the floor. The chair is responsible for managing the meeting and ensuring that everyone has a chance to speak. You can do this by raising your hand or using an established procedure.
- **State your motion:** Begin by saying, "I move to," and then clearly state your proposal.
- **Get a second:** A board member must second your motion to show that more than one person would like to discuss it. To second a motion, say, "I second the motion."
- **Discuss:** The chair will restate the motion and members can discuss it. A board member cannot make a motion to introduce a new idea while another motion is being discussed.
- **Vote:** The chair will put the motion to a vote by saying, "All those in favor say aye." or "Those opposed say no." The chair will then announce the result of the vote.

PUBLIC COMMENT

The purpose of the Public Comment is to provide an opportunity for citizens to address the Centennial School Board.

Citizens who would like to address the board on a topic on the meeting agenda may email Jody Josephson, Executive Assistant to the Superintendent at jjosephson@isd12.org by 2:00 p.m. on the day of the meeting.

The email request must include the following information:

- Your full name;
- Address;
- Phone Number;
- Number and name of the agenda item you wish to speak to;
- Your questions and/or comments on the agenda item

Only those persons who have sent an email request which includes all of the information requested above by 2:00 p.m. on the day of the meeting will be allowed to address the Board, time permitting, during Public Comment.

Speaker Guidelines for Public Comment

- When recognized by the board chair, please state your name, address, and agenda item you would like to speak to.
- Please limit your remarks to no more than three minutes.
- If there is more than one person in your group who wishes to address the board on the same agenda item, please designate a spokesperson.
- An individual speaker should not restate information from previous speakers.
- **Board meetings are meetings held in public. They are not public hearings.**
- Due to data privacy laws, information concerning specific students or staff is NOT appropriate for Public Comment. Information addressing specific students or staff should be communicated to the appropriate building administrator or to the superintendent of schools.

Procedures for Public Participation in School Board Meetings

1. The school board chair will recognize one speaker at a time and will rule out of order other speakers who are not recognized. Only those speakers recognized by the chair will be allowed to speak. Comments by others are out of order. Individuals who interfere with or interrupt speakers, the school board, or the proceedings shall be directed to leave.
2. The school board retains the discretion to limit discussion of any agenda item to a reasonable period of time as determined by the school board. If a group or organization wishes to address the school board on a topic, the school board reserves the right to require designation of one or more representatives or spokespersons to speak on behalf of the group or organization.
3. The school board chair shall promptly rule out of order any discussion by any person, including school board members, that would violate the provisions of state or federal law, this policy or the statutory rights of privacy of an individual.

4. Personal attacks by anyone addressing the school board are unacceptable. Persistence in such remarks by an individual shall terminate that person's privilege to address the school board.
5. Depending upon the number of persons in attendance seeking to be heard, the school board reserves the right to impose such other limitations and restrictions as necessary in order to provide an orderly, efficient, and fair opportunity for those present to be heard.

The link to the Centennial ISD Policy 206 on public participation in School Board Meetings is <https://www.isd12.org/about/district/school-board/district-policies-handbooks/school-board-series-200-299/206-public>

During the Public Comment, the School Board will listen but will not try to resolve a concern at the meeting. The issue will be referred to the Superintendent for appropriate follow-up. Those who requested to speak but were not able to finish within the three-minute time limit are encouraged to submit their comments in writing to SchoolBoard@isd12.org.

Prohibited Conduct

The following conduct is prohibited during a public School Board meeting, including during Comments to the School Board:

- Speakers may not discuss or disclose any private educational data on any current or former student as defined in Minnesota Statutes section 13.32. As a result, speakers may not identify any current or former student during Comments to the School Board. The only exception is that a parent who is speaking may choose to discuss private educational data on his or her own child.
- Speakers may not make allegations, charges, or complaints against any student or employee. If a person wishes to make an allegation or to file a charge or complaint against a student or employee, the person should make the allegation, charge, or complaint to the Superintendent in writing or in a private meeting, or to the individual designated in District policy to receive the allegation, charge, or complaint.
- Speakers may not make comments or gestures that are threatening, profane, lewd, vulgar, obscene, harassing, or abusive.
- Speakers may not make personal attacks against others, including, but not limited to, any student, parent, community member, employee, or School Board member.
- Speakers may not make comments that would violate federal or state law, including laws protecting the privacy rights of an individual.
- Speakers may not make comments related to pending contract negotiations or to pending litigation to which the District is a party, including grievance proceedings.
- Speakers may not campaign for or against a political candidate during any part of a public school board meeting.
- Speakers may not promote or advertise products that are for sale or purchase unless the Board has invited the speaker to present on the product as an agenda item. Members of the public may not engage in conduct that materially and

substantially disrupts any part of a School Board meeting, or that otherwise impedes the School Board's ability to conduct its business in an orderly and efficient fashion. The following are examples of conduct that is materially and substantially disruptive or that otherwise impedes the School Board's ability to conduct its business in an orderly and efficient fashion:

- Making comments that incite violence;
- Making comments that reasonably instill fear;
- Interrupting a speaker who has been recognized by the School Board Chair;
- Making comments from the audience when the person making comments has not been recognized by the School Board Chair;
- Interrupting the School Board Chair or any other School Board member or school official who is speaking;
- Holding up a sign or displaying a banner, regardless of the content of the sign or banner;
- Clapping, cheering, booing, vocalizing approval, or vocalizing disapproval for a speaker during the speaker's presentation, unless a School Board member or school official is presenting an award to a person or is describing an honor or award that a person received;
- Addressing the audience rather than the School Board;
- Bringing a weapon into the meeting room or onto school property, except as allowed under Minnesota law;
- Violating room capacity requirements; and
- Violating any law or District policy.

Violations

If a speaker violates any of the established procedures or engages in any prohibited conduct, the Board Chair will rule the speaker out of order.

- If the speaker is presenting to the School Board, the Board Chair may require the speaker to immediately end his or her presentation.
- If repeated disruptions occur during Comments to the School Board, the School Board Chair may call a recess and order that the room be cleared until the meeting resumes.
- If repeated disruptions occur, any School Board member may make a motion to immediately end Comments to the School Board. If the motion passes, citizens may use alternative avenues of communication to share their views with the School Board, including written communications.

SCHOOL BOARD POLICIES

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

[201: LEGAL STATUS OF THE SCHOOL BOARD](#)

[202: SCHOOL BOARD OFFICERS](#)

[203: OPERATION OF THE SCHOOL BOARD](#)

[203-1: SCHOOL BOARD PROCEDURES](#)

[203-2: ORDER OF THE REGULAR SCHOOL BOARD MEETING](#)

[203-5: SCHOOL BOARD MEETING AGENDA](#)

[203-6: CONSENT AGENDAS](#)

[204: SCHOOL BOARD MEETING MINUTES](#)

[205: OPEN MEETINGS - CLOSED MEETINGS](#)

[206: PUBLIC PARTICIPATION](#)

[207: PUBLIC HEARINGS](#)

[208: DEVELOPMENT - ADOPTION - IMPLEMENTATION OF POLICIES](#)

[209: CODE OF ETHICS](#)

[210: CONFLICT OF INTEREST](#)

[211: CRIMINAL OR CIVIL ACTION](#)

[212: BOARD MEMBER DEVELOPMENT](#)

[213: SCHOOL BOARD COMMITTEES](#)

[214: OUT-OF-STATE TRAVEL](#)

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

The Superintendent of Schools reports directly to the Board and holds all executive and administrative authority and responsibility for the effective operation of the school, excluding those areas of control which are required by statute to be exercised directly by the Board. The Superintendent acts as the district leader with the support of the district's administrators, who make up the district leadership team. The Superintendent may delegate specific powers or duties to assistants and subordinates, while maintaining final responsibility for any actions taken. The superintendent is also responsible for evaluating their leadership team.

Key functions and responsibilities of the superintendent

- Vision, Continuous Improvement, and Focus of District Work
 - Partner with the Board to design a Vision for high student achievement and readiness for life;
 - Responsible for the structure, practices, and outcomes in continuous improvement in all aspects of school and district functions, in alignment with the District Strategic Plan and Policy
 - Facilitate the process of identifying/executing the district's goals and objectives
- Communication and Collaboration
 - Interact effectively with the Board;
 - Establish effective internal and external communication systems
- Policies and Governance
 - Develop procedures that define how policy will be implemented;
 - Work with Policy Committee to draft policy for full board;
 - Recommend to the Board policies on all school system functions;
 - Implement Board policies;
 - Demonstrate leadership skills and professionalism
- Instruction
 - Lead the district in the development and implementation of a rigorous and relevant curriculum that leads to increased student achievement;
 - Set clear expectations for district-wide high-quality instruction and comprehensive assessment;
 - Provide full access and opportunity for all students;
 - Develop and maintains professional and personal skills and knowledge through professional development activities

- Resources
 - Recommend to the Board the employment and selection of the administrative, instructional, and support staff;
 - Assign, evaluates, and supports district staff;
 - Oversee and administers the procurement and use of district funds and facilities to maximize efficiency and minimize waste;
- Identify and/or address specific district tasks or problems that emerge (such as the need for new facilities or levy campaigns).

LIAISONS/PARTNERSHIPS

Board members serve as liaisons to various organizations and partnerships affiliated with the school district. It is the responsibility of the Board chair 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 Organizational 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.

Association of Metropolitan School Districts (AMSD)

Centennial ISD 12, along with 46 other K-12 school districts and 6 intermediate/educational cooperative districts, is a member of the AMSD organization. The mission of AMSD is to advocate for metropolitan school districts and advance legislation that supports student achievement. AMSD is a strong voice for public education both at the Legislature and in the media, with a proactive agenda and a commitment to action. AMSD's primary task is to lobby at the state level for the needs of metropolitan school districts. However, AMSD's Board believes that its lobbying efforts are most effective when the organization plays a role in shaping the broader public debate on K-12 issues and advocates for policies that benefit the State as a whole.

Centennial Area Education Foundation (CAEF)

Mission

The Centennial Area Education Foundation is dedicated to supporting education to strengthen the community. By fostering a culture of learning, the foundation aims to enrich the educational experience for students in the Centennial School District.

Key Activities

- Grants: Providing financial support for educational programs and initiatives.
- Scholarships: Offering funding to assist local students in pursuing college and technical education.
- Recognition: Acknowledging and celebrating achievements within the educational community.

Organization Structure

CAEF is a non-profit 501(c)(3) organization, operated by volunteers from the community. The foundation focuses on fundraising efforts to enhance educational opportunities for students in the Centennial schools.

Impact

Through its initiatives, CAEF plays a vital role in promoting academic success and helping students achieve their educational goals, ultimately contributing to the overall strength of the community.

Intermediate School District 916

Intermediate School District 916 provides service and support to thirteen north metro area school districts in the areas of special education, career and technical education, special education services, area learning centers, and care & treatment. The Intermediate School District 916 Board is composed of a school board member from each of the thirteen-member school districts. School board members are appointed by each member district Board.

Minnesota School Board Association (MSBA)

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.

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.

Schools Advocating for Fair Funding (SAFF)

SAFF 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. District school board representatives are appointed by the School Board Chair.