

## **Work Session**

Monday, November 23, 2020 6:00 PM

Virtual Meeting via Google Hangout, To view or listen to this meeting, send request to: [jkilian@isd110.org](mailto:jkilian@isd110.org), or , call: 952-442-0600

1. **Transition Plan for Distance Learning**
2. **School Board Handbook Review**

# **ISD 110 BOARD MEMBER HANDBOOK**

An Informational Guide for Waconia Public Schools  
Board of Education Members

***-DRAFT COPY-***

**TABLE OF CONTENTS**  
(To Be Finalized Upon Handbook Completion)

# WACONIA PUBLIC SCHOOLS

## 2020 Board of Education Membership

### **Board Members**

Dana Geller, *Chair*  
Jackie Johnson, *Vice-Chair & Clerk*  
Cathy Thom, *Treasurer*  
John Weinand  
Mike Bullis  
Rachel Myers  
Ken Varble

### **Executive Staff**

Patrick Devine, *Superintendent*  
Jessica Kilian, *Executive Assistant & Acting Board Clerk*  
Todd Swanson, *Director of Finance & Operations & Acting Board Treasurer*

➤ *Source:* <https://isd110.org/about-us/school-board>

## **ISD 110 SCHOOL BOARD**

### **Governance Pledge of Excellence**

1. *Waconia School Board establishes a clear vision for the district.* It sets district vision, goals, and policies, and annually measures the success of the district, superintendent, and student achievement against them.
2. *Waconia School Board adopts a fiscally sound district budget and standards focused on what is best for all students.* It regularly monitors the fiscal health of the district and holds high standards for student achievement, environment, and engagement within the district that will ensure success for all students.
3. *Waconia School Board communicates transparently to all stakeholders and advocates at appropriate levels for Waconia Public Schools.* Through public meetings, written reports, and legislative engagement, it keeps stakeholders informed of the district's progress, successes, and challenges.
4. *Waconia School Board members will work in partnership with each other and adhere to the members' Code of Ethics and all applicable laws.* Members will contribute constructively to board work, collaborate well with others, and be respectful and supportive of the other board members and the Superintendent.

- *Sources: ISD 110 School Board Code of Ethics*  
<https://isd110.org/sites/default/files/files/content/209-code-ethics-november-2017.pdf>

*ISD 110 Strategic Roadmap*  
<https://isd110.org/about-us/isd-110-strategic-roadmap>

*ISD 110 Policy 208 – Development, Adoption, and Implementation of Policies* <https://isd110.org/sites/default/files/files/content/208-development-adoption-and-implementation-policies-nov-2019.pdf>

# Waconia Public Schools Mission, Vision, Core Values, and Theory of Action – Replace w/District Graphic

## MISSION STATEMENT – Our Core Purpose

ISD 110 empowers students to explore their passions and create their success by providing opportunities for academic, social, and emotional growth.

## VISION STATEMENT – What We Commit to Create

ISD 110 students will:

- ✓ **Achieve academic success** - through choice, rigor, and relevance
- ✓ **Be inspired** – to explore who they are and who they will become
- ✓ **Feel they belong** – in school and in the community – **WEareONE10!**

## CORE VALUES – Drivers of Our Words and Actions

- ✓ **Respect** – We honor the perspectives of others and we own our individual actions.
- ✓ **Collaboration** – We work and learn together.
- ✓ **Inclusiveness** – We reach beyond ourselves to value and connect with others.
- ✓ **Empathy** – We respond to others with authentic care.
- ✓ **Resilience** – We work through challenges and setbacks with courage, persistence, and optimism.

## THEORY OF ACTION – Our Commitment to Continuous Learning

If we . . .

- ✓ **Believe** all students have the ability to learn and achieve to their potential, and
- ✓ **Create** an environment of safety and belonging, and
- ✓ **Respond** to our students' social, emotional, and academic needs, and
- ✓ **Build** trust and genuine partnerships with students, parents, and colleagues, and
- ✓ **Achieve** learning through high expectations, effective instruction, and established outcomes, and
- ✓ **Inspire and engage** students through a shared responsibility for learning, and
- ✓ **Commit** to continuous learning and improvement, **then students will . . .**

## EXPLORE THEIR PASSIONS AND CREATE THEIR SUCCESS!

- *Source:*  
<https://www.waconiacommunityed.org/sites/default/files/files/content/mission-vision-core-values-theory-action.pdf>

# BECOMING A SCHOOL BOARD MEMBER

Waconia Public Schools Board of Education is governed by seven Board Directors, [who are](#) elected at-large and representing all citizens within its boundaries. The Waconia Superintendent of Schools also serves as a non-voting ex-officio member of the Waconia School Board. Elections are held in November of even-numbered years, in a repeating process with seats up for election on an alternating basis (four seats one year, the other three seats two years later), to avoid the possibility that all seven seats could vacate at the same time.

To run for a School Board seat in Minnesota you must be:

- At least 21 years old
- An eligible voter
- A school district resident for at least 30 days prior to election or appointment
- Not convicted of a felony

Board members are elected to a four-year term which begins on January 1 of the year following the November election, and ends on December 31 four years later. A member who is appointed to fill the unfinished term of a Board member departing early will need to run for re-election depending on when during that term they were appointed. There is no limit on the number of terms, consecutive or non-consecutive, that a Board member can serve. Vacancies are filled according to Minnesota law, and a newly appointed Board member must wait 30 days after the Board approves the appointment before officially taking their seat on the Board.

Before or shortly after taking a seat on the ISD 110 School Board, you should attend a new School Board member orientation session, where you can meet key staff members and receive information to help you get started, as well as allow you a chance to ask questions. You will also be assigned a Board mentor – a veteran ISD 110 School Board member who can [informally](#) assist you in learning the ropes of being a School Board member ~~in a less formal way than can the Board Chair and Superintendent~~. You will also be required to attend formal training for new School Board members that is offered by the Minnesota School Boards Association (MSBA) <http://www.mnmsba.org/>.

➤ *Sources:*

*Minnesota School Boards Association*

<http://www.mnmsba.org/BoardWork/LegalRequirementsforSchoolBoardMembers>

*Minnesota Revisor of Statutes*

<https://www.revisor.mn.gov/statutes/2015/cite/123B.095>).

# LEGAL DUTIES OF THE SCHOOL BOARD

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/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.
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 year programs.
2. Furnish school lunches for pupils and teachers on such terms and 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 purpose.
8. Perform other acts as the school board shall deem to be reasonably necessary or require for the governance of the schools.

- *Source: ISD 110 Policy 201 – Legal Status of the School Board*  
<https://isd110.org/sites/default/files/files/content/201-legal-status-school-board-november-2017.pdf>

## Legal Obligations of a School Board Member

1. Comply with all federal, state, and local laws relating to School Board work.
2. Comply with all ISD 110 policies as adopted by the School Board and administration.
3. Abide by all rules and regulations 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. *Source: Minnesota Revisor of Statutes – Open Meeting Law <https://www.revisor.mn.gov/statutes/cite/13D>*
5. Avoid conflicts of interest and refrain from using your School Board position for personal or financial gain.
6. Take no private action that would compromise the School Board or administration.
7. Guard and keep the confidentiality of information that is protected under applicable laws.

## Expectations of a School Board Member

1. Attend School Board and assigned Board Committee meetings.
2. Come to meetings prepared to discuss meeting agenda items.
3. Listen to the opinions and perspectives of others. Resolve conflicts in a respectful and constructive manner.
4. Ask pertinent questions to ensure policies are followed and that the Superintendent is held accountable for management decisions.
5. Vote your conscience after informed discussion, unless you abstain due to a conflict of interest.
6. Support the decision of the Board, even if you did not vote for it.
7. Recognize the integrity of your Board colleagues and predecessors and appreciate their work.
8. Be willing to serve as a mentor to new Board colleagues.
9. Be primarily motivated by a desire to provide the best possible education for district students – put students first.
10. Familiarize yourself with and adhere to ISD 110 Board policies and governance processes.
11. Seek resources and training to inform yourself about education and school issues, and the proper duties and functions of a School Board member. ISD 110 is committed to continuous learning - for students, staff, and Board members.
12. Act as an advocate for ISD 110 and public schools to the community, legislature, and regulatory agencies.
13. Prior to leaving the Board, pass along key documents, training materials, and/or knowledge and experience to remaining Board members so that historical and practical continuity is maintained as much as possible.

## ISD 110 SCHOOL BOARD MEMBER CODE OF ETHICS

### PURPOSE

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

### GENERAL STATEMENT OF POLICY

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

AS A MEMBER OF THE SCHOOL BOARD, I WILL:

1. Attend school board meetings.
2. Come to meetings prepared for discussion of 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 [common law](#) conflict of interest exists.
5. Support the decision of the school board, even if my position concerning the issue was different.
6. Recognize the integrity of my predecessors and associates and appreciate their work.

7. Be primarily motivated by a desire to provide the best possible education for the students of my school district.
8. Inform myself about the proper duties and functions of a school board member.

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

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

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

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

IN MEETING MY RESPONSIBILITIES TO THE COMMUNITY, I WILL:

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

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

1. Hold the superintendent responsible for the administration of the school district.
2. Give the superintendent authority commensurate with his or her responsibilities.

3. Assure that the school district will be administered by the best professional personnel available.
4. Consider the recommendation of the superintendent in hiring all employees.
5. Participate in school board action after considering the recommendation of the superintendent and only after the superintendent has furnished adequate information supporting the recommendation.
6. Insist the superintendent keep the school board adequately informed at all times.
7. Offer the superintendent counsel and advice.
8. Recognize the status of the superintendent as the chief executive officer and a non-voting ex officio member of the school board.
9. Refer all complaints to the proper administrative officer or insist that they be presented in writing to the whole school board for proper referral according to the chain of command.
10. Present any personal criticisms of employees to the superintendent.
11. Provide support for the superintendent and employees of the school district so they may perform their proper functions on a professional level.

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

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

➤ *Source: ISD 110 Policy 209 – Code of Ethics*

<https://isd110.org/sites/default/files/files/content/209-code-ethics-november-2017.pdf>

## Conflicts of Interest

Minnesota law states that with certain exceptions, “a public officer who is authorized to take part in any manner in making any sale, lease, or contract in official capacity shall not voluntarily have a personal financial interest in that sale, lease, or contract or personally benefit financially therefrom.” A **key** statutory interest cannot be cured by abstaining from voting or participation. Any contract that is made while such a conflict exists should be void and the public official involved can be charged with a gross misdemeanor.

➤ *Source:* <https://www.revisor.mn.gov/statutes/cite/471.87>.

Exceptions include:

1. Contracts that do not require bids
2. Board-approved limited employment of a School Board member that does not exceed \$8000 in a fiscal year. The Board members’ employment must be specifically approved by a unanimous vote of the full Board at a meeting where all Board members are present. If approval is not obtained, new employment shall be disallowed and any current employment is immediately terminated.
3. A School Board members’ spouse may be employed by the School Board, or the School Board may contract with a class of district employees, such as teachers or custodians, where the spouse of the School Board member is a member of the class of employees contracting with the School Board and the employee spouse receives no special monetary or other benefit that is substantially different from the benefits that other members of the class receive under that contract.
4. A Board member who has ~~such a direct~~ a common law conflict of interest may not work behind the scenes to achieve the result without voting – for example to influence the outcome of an employee contract or the hiring or firing of a spouse – and then abstain from voting on the decision. In the case of a common law conflict of interest, ~~these instances, the School Board member invoking this common-law conflict of interest exception must not just have a majority of disinterested School Board members vote to approve the contract,~~ the conflicted Board member must ~~also be directed~~ not ~~to~~ vote or participate in discussions regarding that employee or contract.

➤ *Source:* Mick Waldspurger, Rupp, Anderson, Squires, & Waldspurger, P.A., *Effective Governance: Understanding the Rights, Responsibilities, and Risks of Being a School Board Member*, 4 June 2020

# GOVERNANCE AND MANAGEMENT

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

## The Board as the Authority of Governance

No one else has it. The Board has five primary governance 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 for 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/environmental
2. Instructional leadership at the principal level
3. Performance management and professional development
4. Continuous improvement
5. Procedures and practices aligned with district policies
6. Staff, parent, and community relations

## Staff, students, parents, and the 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 school district
3. Responsibly resist or oppose change.
4. Provide input and feedback to management and governance.

➤ Sources: Dennis Cheesebrow, *Teamworks International*

*ISD 110 Policy 208 – Development, Adoption, and Implementation of Policies*  
<https://isd110.org/sites/default/files/files/content/208-development-adoption-and-implementation-policies-nov-2019.pdf>



➤ Source: Dennis Cheesebrow, *Teamworks International*

## Macro-Management, Not Micro-Management

The School Board is the district's board of directors and is responsible for establishing district-wide goals, setting district policy, and overseeing resource allocations for the school district. As an ISD 110 School Board member you should familiarize yourself with district policies, strategic planning, and governance processes so that you can more effectively participate in the Board governance process. The Superintendent is the district's chief executive officer who works for the School Board and is the person who translates policy into action. Consistent with the goals set by the School Board, the Superintendent and staff make the day-to-day decisions that affect the operation of the school district, deployment of resources, assignment of staff, and documentation of results.

In other words, after the School Board sets the policy or general direction that will be taken by the district, the Superintendent should oversee the implementation of that policy or direction. The School Board identifies the destination on the roadmap, but the Superintendent drives the car to the destination and, in most cases, picks the route that will be taken.

For example, when it comes to employment matters, the Board is responsible for big-picture decisions such as:

- Approval of management decisions regarding the school district budget
- Organizational structure
- Creation and elimination of positions
- Employment policies
- Efficiency of school district operations
- Approval of management decisions regarding hiring and firing
- Salary and benefits

In contrast, the Superintendent, or their designee, is responsible for day-to-day personnel matters such as:

- Selecting and assigning personnel
  - Supervising and evaluating personnel
  - Directing personnel and ensuring compliance with directives
  - Enforcing work rules
  - Transferring personnel
  - Disciplining personnel (except teacher and administrator terminations)
  - Making recommendations to the Board for hiring and firing
- *Sources: Mick Waldspurger, Rupp, Anderson, Squires, & Waldspurger, P.A., Effective Governance: Understanding the Rights, Responsibilities, and Risks of Being a School Board Member, 4 June 2020*

## The Board Must Act as a Body and Not Through Individual Members

The School Board acts as a perpetual body which is responsible for fulfilling the school district's duties under the law and for lawfully exercising its powers.

1. **Individual Board members have a limited role.** The most important role of an individual Board member is to prepare for and participate fully at Board meetings so that the Board, as a body, can fulfill its statutory duties.
2. **Individual Board members have no authority to act on their own.** Unless the Board has delegated authority to an individual Board member, the individual Board member has no power to give orders, to supervise or evaluate an employee, to investigate a complaint, to formulate policies, or to take any other action for or on behalf of the Board.
3. **After the vote is over, the School Board and Superintendent must act with one voice.** Board members are entitled to have their own view and are encouraged to share it publicly when debating a motion. Discussion about an issue that reflects diversity of viewpoints usually results in a better decision. But remember to debate the issue, not the person, and avoid demeaning or angry comments. Once debate has ended and the vote has been taken, the body has spoken and no Board member nor the Superintendent should act to undermine implementation of the Board's vote. For example, it is inappropriate to publicly campaign against an action that has already been voted on by the Board. Even if you still privately disagree with the Board's decision after the vote, it is best to follow the old saying - "if you can't say anything nice, don't say anything at all."

## Relationship Between the Superintendent and the School Board

### ONE EMPLOYEE

Based on the policy-making governance role of school boards in Minnesota, it is often said that the School Board really has only one employee because the Superintendent is the only employee who the Board directly hires and who reports directly to the Board.

The Board thus has the right to hold that one employee – the Superintendent – accountable for events that occur in the district. A Superintendent cannot have it both ways by stating that ~~they are~~ he or she is the only direct report to the Board and then claiming that ~~they are~~ he or she is not accountable for negative consequences. The School Board shall collaboratively set annual goals for the Superintendent by September 30 of each year. The School Board, led by the Board Chair, should strive to perform a mid-year evaluation in December of each year to assess progress towards achievement and adjust goals where necessary, and perform and provide a summative evaluation of the Superintendent’s annual performance based on those goals by June 30 of each year. The Superintendent’s annual goals should align with the ISD 110 Strategic Plan and Strategic Roadmap as much as possible.

**Timely and complete information:** The Superintendent must provide timely and accurate information to the Board, within the limitations established by the *Minnesota Government Data Practices Act (MGDPA)* <https://www.revisor.mn.gov/statutes/cite/13>, and must be open to requests for management and other informational reports. With the exception of the School Board Chair, the Superintendent must provide all Board members with equal access to his/her time and should provide the same information to all Board members, including those who may have a different viewpoint. In return, Board members are expected to thoroughly review the information they receive.

- *Source:* Mick Waldspurger, Rupp, Anderson, Squires, & Walkspurger, P.A., *Effective Governance: Understanding the Rights, Responsibilities, and Risks of Being a School Board Member*, 4 June 2020

## FOLLOWING THE PROPER CHAIN OF COMMAND

### Superintendent’s Role in the Chain of Command

In order for the chain of command to work effectively, the Superintendent must welcome and encourage all School Board members to respectfully communicate complaints and concerns. Additionally, the Superintendent must provide general updates to the Board about issues and actions that have been taken, while being mindful of limitations imposed by the MGDPA.

### Board Member Role in the Chain of Command

#### Responding to citizen complaints:

1. Document the complaint and provide the documentation to the Superintendent.
2. Direct the citizen member to the Superintendent or building principal (depending on the nature of the complaint), provide the appropriate contact information, and inform the citizen that you will be informing the superintendent of the complaint.

3. Explain that the school district, depending on the nature of the complaint, may have a complaint form, and that the Superintendent or building principal may ask the citizen to complete the form.

### **Responding to anonymous complaints:**

1. The same basic process should be followed as with other complaints.
2. The district's obligation to investigate depends on the nature of the anonymous complaint and whether the information provided is sufficient to allow an investigation.
3. The district can investigate only reasonable leads and should not participate in a fishing expedition.

### **Responding to citizen concerns**

1. Inform the Superintendent of all concerns.
2. If the concern is in regard to the Superintendent, inform the School Board Chair.

### **What *NOT* to do:**

1. Do not investigate yourself.
2. Do not promise a particular outcome or course of action.
3. Do not promise confidentiality.
4. Do not pick sides.
5. Do not act outside the process or act as *the* decision-maker.
6. Do not offer to personally address the concern (**hero/villain syndrome**).
7. Do not go directly to employees below the Superintendent or members of the Superintendent's cabinet.

**Engaging Legal Counsel** - As a general rule, only the ISD 110 Board Chair or Superintendent should directly contact ISD 110's legal counsel. If you have a legal question or concern as a Board member, inform the Board Chair or Superintendent, and if necessary they will communicate the question to legal counsel.

- *Source: Mick Waldspurger, Rupp, Anderson, Squires, & Waldspurger, P.A., Effective Governance: Understanding the Rights, Responsibilities, and Risks of Being a School Board Member, 4 June 2020*

*ISD Policy 216 – Anonymous Communications*

<https://isd110.org/sites/default/files/files/content/216-annonymous-communications-may-2016.pdf>

## **Balancing the Board Member – Parent/Community Member Roles**

## Board Member – Parent Role Balancing

Keep in mind that you do not relinquish your parental rights when you become a School Board member. You are always a parent first and a School Board member second. But at the same time keep in mind that no matter how many times you say you are “speaking as a parent, not a Board member,” it is difficult for some staff to separate your role on the School Board from your role as a parent, and some staff may be intimidated by your role as a Board member. To minimize this [concern](#), some Board members opt to have their spouse, the child’s other parent/guardian, or another family member take the lead in speaking to their children’s teachers in certain situations.

However you handle interactions with staff as a parent, make sure that you do not use your position as a School Board member to secure special treatment for your child – [they your child](#) should be treated the same as other students and subject to the same rules and requirements. If there are issues you wish to discuss with a teacher, you should follow the normal procedures for contacting your child’s teacher ~~to discuss them~~.

The best way to respond to complaints from parents in school, community, and social situations is to be a good listener, which allows you to ask questions to understand the situation better. Be careful, however, that the parent does not interpret your questions or comments as an indication of agreement or future board action. Once parents have shared their complaints with you, provide guidance on how to get their concerns addressed through the proper channels, [as discussed above](#), ~~perhaps by referring them to the public complaint policy or the building principal, and then inform your superintendent of the conversation~~. If the concern is about safety or legality, follow district procedures and notify the Superintendent. If the concern raises governance or controversial political questions, contact the Superintendent and the Board Chair.

Most of the complaints you will hear from parents are administrative in nature and not policy issues and as such they do not belong on the Board’s table. It is not your responsibility, nor do you have the authority, to solve each parents’ problem. Do listen to them, but then make sure they know to contact the appropriate school staff [member](#). You owe the Superintendent and staff the opportunity to respond and to support them if they are properly following Board policy. A parent may follow up with you if the complaint is not resolved, but becoming directly involved can compromise your impartiality and in some cases expose you and the district to legal liability.

## Board Member – Community Member Role Balancing

You will at times find yourself dealing with controversial, complex issues and the Board’s final decisions may be unpopular. When a community member questions a Board decision, explain the thought process that went into the decision and why the Board arrived at the conclusion it did, even if you personally disagreed. Be sure to answer honestly and without emotion and refer them to the Superintendent or Board Chair if you feel they require more explanation than you can provide.

- *Source: New York State School Boards Association, New School Board Member Handbook: A Guide to Surviving Your First Year. 2017*

## Procedures for Visiting Schools

All ISD 110 School Board members are encouraged to be informed about ISD 110 schools, and visits to all schools can be part of that process. Board members may be current or former parents or grandparents of students in ISD 110 schools. Some may volunteer frequently within our schools and student activity programs, and/or belong to various school community support organizations, such as Parent-Teacher Organizations (PTOs), Booster Clubs, or serve as volunteer coaches. Some enjoy attending athletic, concert, theater, and other school events as a spectator. Other opportunities to visit our schools are during fall open houses to welcome students back, as well as attending or observing parent-teacher conferences. These are all good ways to for Board members to learn about and participate in our schools as parents and supportive community members. However, as mentioned previously, Board members must take care to separate their parent/volunteer roles from their roles as Board members.

To assure that all Board members have a chance to tour all of our buildings, periodic visits to the schools will be scheduled for ~~the entire~~ Board ~~members~~ and Superintendent. ~~This is often accomplished by rotating monthly work session locations, however other f~~Full Board building visits may be scheduled at mutually agreed upon times, such as when periodic invitations are extended to the Board and Superintendent to observe an individual event or academic program of particular interest or special relevance. ~~Such visits are subject to the Open Meeting Law and. These full Board visits~~ are scheduled by the Superintendent's Executive Assistant.

If ~~an~~ individual Board members ~~wishes~~ to visit one or more of our schools outside of these ~~mutually agreed upon~~ ~~established~~ times, they should first inform the Superintendent of their desire to visit, and the Superintendent will work with the school Principal(s) to schedule a school visit for the Board members. When visiting any school, Board members must remember that they do not serve in an administrative role and should not attempt to direct, criticize, discipline, or disrupt the work of staff members.

Situation	Sound Governance Practice
<p>What do I do if I get a <u>phone call</u> with concerns from a:</p> <ol style="list-style-type: none"> <li>staff member</li> <li>student</li> <li>parent</li> </ol>	<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> <ol style="list-style-type: none"> <li>Redirect staff to supervisor, and notify superintendent's office Caution: do not get involved in employment / contractual issues</li> <li>Redirect student to principal and notify superintendent's office Caution: If a concern about safety is raised, follow district procedures</li> <li>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</li> </ol> <ul style="list-style-type: none"> <li>Overall: do not agree to confidentiality, or commit to limit your options of notification</li> <li>Be available for contact in future if redirecting does not address concern</li> <li>Be alert to "patterns" of like concerns, and if present, notify the superintendent's office</li> <li>If concern raises governance and/or political edge questions, contact Board Chair in addition to Superintendent's Office</li> </ul>
<p>What do I do if I get an <u>email</u> with concerns from a</p> <ol style="list-style-type: none"> <li>staff member</li> <li>student</li> <li>parent</li> </ol>	<ul style="list-style-type: none"> <li>Send to author an email of acknowledgement and that their concern has been forwarded to the Superintendent's office</li> <li>An email does not require engagement or seeking to understand issue</li> <li>Do not cc or bc to any individual or group, nor "reply to all"</li> <li>Be alert to "patterns" of like concerns, and if present, notify the superintendent's office</li> <li>If concern raises governance and/or political edge questions, contact Board Chair in addition to Superintendent's Office</li> </ul>

➤ Source: Dennis Cheesebrow, *Teamworks International*

**Situation**

**Sound Governance Practice**

<p>What do I do if I get a stopped out <u>in public</u> (school event, grocery store, etc.) by a concerned:</p> <ul style="list-style-type: none"> <li>a. staff member</li> <li>a. student</li> <li>c. parent</li> </ul>	<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"> <li>a. Redirect staff to supervisor, and notify superintendent's office Caution: do not get involved in employment / contractual issues</li> <li>b. Redirect student to principal and notify superintendent's office Caution: If a concern about safety is raised, follow district procedures</li> <li>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</li> </ul> <p><u>Overall</u></p> <ul style="list-style-type: none"> <li>• Do not agree to confidentiality, or commit to limit your options of notification</li> <li>• Be available for contact in future if redirecting does not address concern</li> <li>• Be alert to "patterns" of like concerns, and if present, notify the superintendent's office</li> <li>• If concern raises governance and/or political edge questions, contact Board Chair in addition to Superintendent's Office</li> </ul>
<p>As a board member, what do I do if I have a concern or complaint?</p>	<ul style="list-style-type: none"> <li>• Contact the Chair and /or the Superintendent directly, preferably in person, or by phone</li> <li>• Don't engage in serial meetings with other board members</li> <li>• 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"> <li>○ your experience</li> <li>○ what you think</li> <li>○ what you feel</li> <li>○ what you want</li> </ul> </li> <li>• Identify what in the concern is governance work, and what is management work</li> <li>• Seek to increase your understanding, with an assumption of trust and competence for employees</li> <li>• Don't represent other's or group's interest as your own</li> <li>• 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</li> </ul>
<p>What if I disagree with a report or presentation to the board?</p>	<ol style="list-style-type: none"> <li>1. Submit questions and concerns to Office of Superintendent as the Board protocol describes</li> <li>2. Reflect on what is driving your concern or disagreement</li> <li>3. If disagreement is in the details, request a meeting with Superintendent to discuss</li> <li>4. Do not surprise administrators or the board in work sessions and business meetings</li> <li>5. Praise publicly, confront privately</li> </ol>

➤ Source: Dennis Cheesebrow, *Teamworks International*

## Media Relations and Public Statements

ISD 110 is committed to partnering with the community, families, students, and employees, and will coordinate and share regular and ongoing communications through a variety of means – including e-newsletters, videos, website, social media, e-mail, printed materials, and face-to-face communications. At the direction of the Superintendent, the Director of Communications will manage communications with all audiences and oversee interactions with media at all levels to preserve, manage, and promote the image and brand of ISD 110. Decisions are guided by the ISD 110 Strategic Roadmap, Communications Plan, and Brand Guidelines.

Statements made by individual ISD 110 School Board members are not meant to represent the entire Board. Board members should take care to make sure that when they speak both publicly and privately in regard to any district issue that they clarify that they are presenting their own personal opinion as one Board member of seven.

Occasionally the Board Chair, as part of the duties of the Chair, will speak or issue a public statement on behalf of the full Board; however, such statements by the Chair should be clearly designated as such and issued whenever possible in consultation with the Superintendent and/or the ISD 110 Director of Communications.

- *Source: ISD Policy 105 – School District Public Relations and School Communications* <https://isd110.org/sites/default/files/files/content/105-school-district-public-relations-and-school-communications-dec-2018.pdf>

## What happens when Board members step out of line?

When Board members are disrespectful to one another, disregard protocols, violate the Code of Ethics, repeatedly fail to fulfill their Board duties, or inappropriately push agendas which are different from or actively oppose the consensus of the full Board, those infraction(s) must be pointed out promptly by Board colleagues and the offending Board member(s) should be reminded of the proper role of a board member way to ~~conduct themselves~~.

If violations continue, the Board Chair, with assistance as needed from the Vice-Chair, should intervene and discuss the improper behavior with the offending Board member(s) and make plans to correct it. A written record of the intervention should be made and kept by the Board Chair. If violations continue after the intervention, the Board Chair should enlist the full Board in discussion to consider formal public reprimand or censure. If formal full Board condemnation does not correct the member's inappropriate behavior, then the Board Chair should consult the district's legal counsel to consider additional options, including formal disavowal of conduct and/or removal from the Board. If at any time a Board member's actions or statements put themselves

or the district in legal peril, the Board Chair should consult with the district's legal counsel. If the Board Chair is the member engaging in improper conduct, the Vice-Chair should intervene as appropriate, with assistance as needed from another elected Board officer, the full Board, and/or the district's legal counsel.

## ELECTION AND ROLES OF BOARD OFFICERS

### Election of Officers

The Chair, Vice-Chair, Treasurer, and Clerk of the ISD 110 School Board are elected annually at the Organizational Meeting, which is held on the first Monday of January, or as soon as thereafter practicable, each year. The elected officers hold their offices for one year until their successors are elected.

### Roles of Board Officers

There are four official officers of the ISD 110 Board of Education: Chair, Vice-Chair, Clerk, and Treasurer. Two of them, the Chair and Vice-Chair, must be elected from amongst sitting Board members. The Treasurer and Clerk need not be members of the Board, and the Board may designate the duties of the offices of Clerk and Treasurer to individuals within the executive staff of the Superintendent's office. At ISD 110, the Treasurer role is usually designated to the Director of Finance and Operations, and the role of the Clerk is usually designated to the Superintendent's Executive Assistant. It is important to note that despite the election of officers, all Board members maintain equal rights, voices, and votes when it comes to making Board decisions. In addition, minutes of all Board meetings and work sessions must be taken by a temporary substitute Board designee in the absence of the Clerk.

**Role of the Chair** – The Chair presides at all meetings of the School Board, countersigns all orders upon the Treasurer for claims allowed by the School Board, and represents the school district in all actions and performs all usually incumbent upon such an officer.

**Role of the Vice-Chair/Clerk** –The Vice-Chair shall perform the duties of the Chair in the event of the Chair's temporary absence. The Vice-Chair may also perform other duties and tasks as assigned by the School Board. ~~Through December 31, 2020, the elected Vice-Chair and elected Clerk positions shall be combined for the sake of expediency, until a new Clerk is elected by the full Board at its annual organizational meeting in January 2021.~~

- **Role of the Clerk** – In ISD 110 School Board usually designates the Superintendent's Executive Assistant to perform the duties and tasks of the School Board Clerk.

1. The Clerk or designee shall keep and maintain permanent records of the School Board, including records of the minutes of School Board meetings, updates to the School Board Handbook, and other required records of the School Board. All votes taken at meetings required to be open to the public pursuant to the Minnesota Open Meeting Law shall be recorded in a journal kept for that purpose. Public records maintained by the school district shall be available for inspection by members of the public during the regular business hours of the school district. Minutes of meetings shall be available for inspection at the administrative offices of the school district after they have been prepared. Minutes of a School Board meeting shall be approved or modified by the School Board at a subsequent meeting, which action shall be reflected in the official proceedings of that subsequent meeting.
2. Within three days after an election, the Clerk or designee shall notify the persons elected.
3. The Clerk or designee shall perform such duties as required by the Minnesota Election Law or other applicable laws relating to the conduct of elections.

**Role of the Treasurer** – With the exception of serving as Chair of the Finance & Facilities Committee, the ISD 110 School Board usually designates the ISD 110 Director of Finance and Operations as the Acting Treasurer to perform the duties of the School Board Treasurer.

1. The Treasurer or designee shall deposit the funds of the school district in the official depository.
2. The Treasurer or designee shall make all reports required by Minnesota state law, file any reports which may be called for by the School Board, and perform all duties the Treasurer usually performs.
3. In the event there are insufficient funds on hand to pay valid orders presented to the Treasurer or designee, the Treasurer or designee shall receive, endorse, and process orders in accordance with Minnesota state law.

**Role of the Superintendent** - The Superintendent shall be an ex officio, non-voting member of the School Board.

The Superintendent shall perform the following:

1. 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
2. Recommend to the School Board employment and dismissal of teachers

3. Annually evaluate each school principal assigned responsibility for supervising a school building within the district
4. Superintend school grading practices and examinations for promotions
5. Make reports required by the Commissioner of Education
6. Perform other duties prescribed by the School Board

➤ *Source: ISD 110 Policy 202 – School Board Officers*  
<https://isd110.org/sites/default/files/files/content/202-school-board-officers-november-2017.pdf>

## Student Representatives to the School Board

The ISD 110 School Board invites two students per year to participate as non-voting Student School Board members.

**Eligibility & Selection Process** – Currently, two Student School Board Members are selected at the beginning of the school year by the Waconia High School Principal from senior class representatives who serve on the Waconia High School Student Council. There will be a new selection process developed by the Board for the 2021-2022 school year, to be announced and initiated during trimester three of the 2020-2021 school year.

**Participation Protocols, Expectations & Rewards** – Currently, the two Student School Board Members attend regular School Board meetings once per month, and together they provide a report on student-centered activities and highlights from all of the ISD 110 school buildings. There are currently no rewards associated with Student School Board Member participation. There will be a new set of participation protocols, expectations, and rewards developed for the 2021-2022 school year, which will be announced during trimester three of the 2021-2022 school year.

## SCHOOL BOARD MEETINGS

An orderly School Board meeting allows the School Board members to participate in discussion and decision of school district issues. Rules of order allow School Board members the opportunity to review school-related topics, discuss school business items, and bring matters to conclusion in a timely and consistent manner. The ISD 110 School Board **generally** conducts its meetings in accordance with *Robert's Rules of Order* and Minnesota state law.

*Source: ISD 110 Policy 203 – Operation of School Board – Governing Rules*  
<https://isd110.org/sites/default/files/files/content/203-operation-school-board-governing-rules-november-2017.pdf>

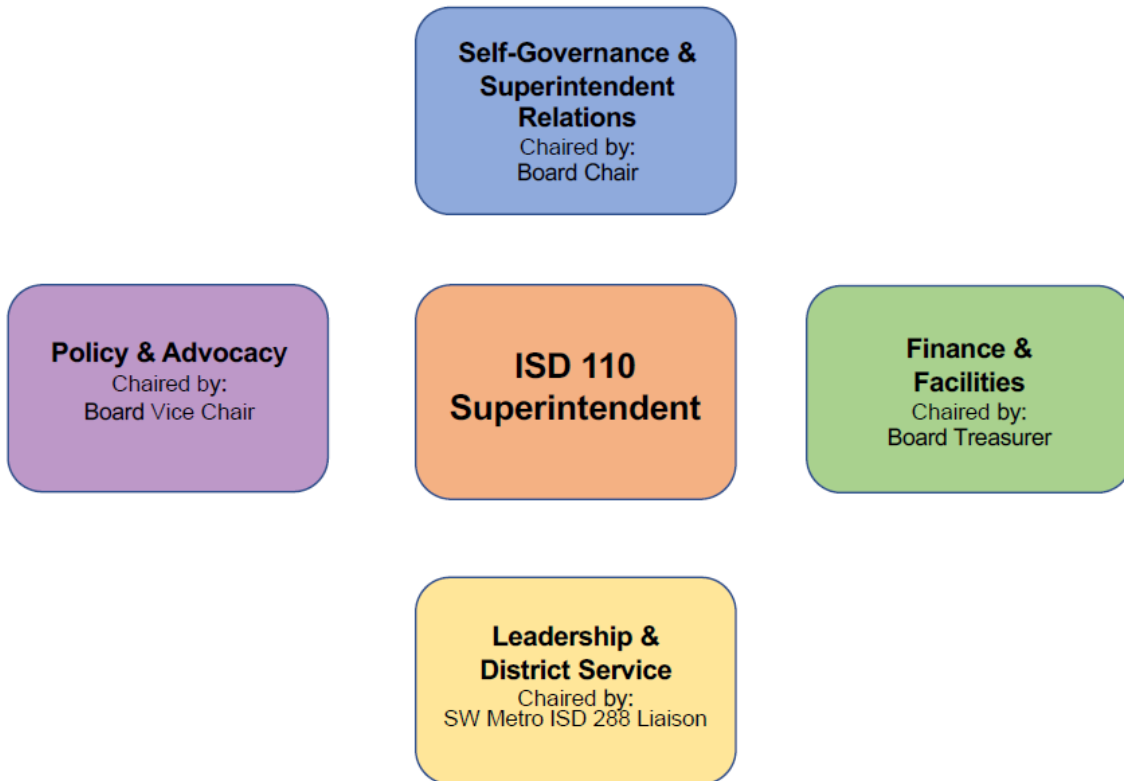
## Attendance

All School Board members are expected to attend all regularly scheduled business, committee, and special meetings, as well as work sessions and meetings related to their assigned school district Advisory Council, Task Force, and community liaison positions. However, it is recognized that sometimes scheduling conflicts will occur. Members should notify the Board Chair and the Executive Assistant to the Superintendent whenever they are unable to attend a scheduled School Board meeting, and the Chair of the Advisory Council in the case of those meetings.

The Waconia School Board usually meets in **regular business session** at 7:00 PM on the 2<sup>nd</sup> Monday of each month, usually in the Waconia City Council Chambers. It also usually meets in **work session** on the 4<sup>th</sup> Monday of each month, the location for which rotates throughout ISD 110 buildings in order for Board members to get the chance to visit as a group and become familiar with all district buildings. Special meetings may also be called at various times throughout the year to discuss or conduct urgent business. In certain cases where in-person Board meetings are not possible, online meetings may be held, but whenever possible all Board members must be both seen and heard during them.

## Board Committees, Advisory Councils, Task Force & Liaison Roles

### School Board Committees



### Committees

There are four major ISD 110 School Board Committees:

- Finance & Facilities
- Self-Governance & Superintendent Relations
- Policy & Advocacy
- Leadership & District Service

These major committees meet monthly, and are usually attended only by those three Board members that are assigned to them in a given year. Although Board members may indicate a preference in regard to their committee assignments, final annual committee assignments are made at the discretion of the Board Chair. Board Committees are made up of only Board members and certain administrators who engage in relevant research and pre-discussion of certain aspects of Board business

and topics of concern in order to make full Board consideration of those issues more efficient.

## **Advisory Councils**

Certain School Board members are also assigned by the Board Chair to school district Advisory Council positions, such as:

- ISD 110 Advisory Council (ISD110AC)
- Special Education Advisory Council (SEAC)
- Teaching & Learning Advisory Council (TLAC)
- Community Education Advisory Council
- Technology Advisory Council
- Chemical Abuse Community Advisory Council
- 

These Board advisory bodies meet at varying times throughout the year, depending on the group and its work and purpose. They consist of administrators, staff, students, parents, and/or community members who serve as sources of internal and external input for the purpose of advising and making recommendations to the School Board in regard to school district policy and issues.

## **Task Forces**

In addition, certain Board members may be assigned by the full Board or the Board Chair to serve on special temporary **task forces** to research or accomplish a uniquely specialized task on behalf of the Board. These task forces may be comprised of just Board members, or any combination of Board members, administrators, staff, parents, students, and community members, depending on the task to be accomplished.

## **Liaison Roles**

Finally, certain Board members are assigned by the Board Chair to act as ISD 110 School Board Liaisons to various external organizations with whom ISD 110 has a business, governmental, and/or advocacy relationship. These organizations include:

- The City Councils serving the cities of Waconia, Minnetrista, New Germany, St. Bonifacius, and Victoria
- Southwest Intermediate School District 288
- HEROES Coalition
- Schools for Equity in Education (SEE)
- District 110 Foundation
- Minnesota School Boards Association (MSBA)
- Carver County Leaders

- Minnesota State High School League (MSHSL)
- Elementary and Middle School Parent-Teacher Organizations (PTOs)
- Booster organizations

## Agendas

While all School Board members may provide input and request to add an item to any agenda, School Board meeting and work session individual agendas are primarily determined by the ISD 110 School Board Calendar of business and are developed and tentatively finalized by the Board Chair and Superintendent, whenever possible, at least 5 days prior to scheduled meetings so that all Board members have the chance to review and request additions or subtractions from them. In the case of a special meeting, ~~t~~The final meeting agenda, according to Minnesota law, must be posted for the public at least 72 hours prior to a scheduled meeting, along with the date, time, and location of the meeting. Copies of agendas and materials relating to agenda items (other than items related to a closed session) are not protected by MDGPA must also be available for public view during the meeting. In the case of online meetings, all Board members must be able to be both seen and heard, and agenda items for a special meeting must be made available to the public for online viewing.

If a Board member wishes to add an item to a future agenda, ~~they are~~ the Board member is encouraged to contact the Board Chair and/or Superintendent to make a request for consideration. If a Board member wishes to add an agenda item to the meeting agenda at the beginning of that actual meeting, they must make a motion to add the item, must obtain a second to that motion, and achieve a majority vote of the full Board for the item to be added to the agenda. Conversely, a Board member may also make a motion to remove items from the agenda. If a second motion is obtained and a majority vote achieved, the item may be removed from the agenda. Motions may also be made by Board members at various points during the meeting to table agenda items for later discussion. This is usually done if it is determined that meeting time is running short and more discussion is required, and/or that more information is needed before determinative discussion can be completed and a full informed vote can be taken by the Board. If further information is needed, the item can be tabled and referred to administration and/or a Board Committee or Advisory Council for additional consideration and further recommendation to the full Board in a future meeting.

Members of the public who wish to place an item on the agenda must make a request to the School Board Chair or Superintendent in a timely manner. The person making the request is encouraged to state their name, address, purpose of the item, action desired, and pertinent background information. The Chair and Superintendent shall determine whether to place the matter on the tentative agenda. The ISD 110 School Board also

allows public comment during the first ten minutes of its regular business meetings each month.

Minutes of all publicly posted School Board meetings and work sessions of the whole Board should be taken and recorded by the Board Clerk or other designee in the absence of the Clerk.

➤ *Sources:*

*ISD 110 Policies 203.5, 203.6, and 204 - School Board Meeting Agendas, Consent Agendas, and Minutes*

<https://isd110.org/sites/default/files/files/content/203-5-school-board-meeting-agendas-nov-2019.pdf>

<https://isd110.org/sites/default/files/files/content/203-6-consent-agendas-may-2016.pdf>

<https://isd110.org/sites/default/files/files/content/204-school-board-meetng-minutes-september-2017.pdf>

*ISD Policy 213 School Board Committees*

<https://isd110.org/sites/default/files/files/content/213-school-board-committees-may-2016.pdf>

## Meeting Protocols

All speakers at ISD 110 School Board hearings and meetings must be recognized by the Chair and given the floor before speaking – this includes Board Members, Superintendent, guest presenters, and members of the public who are addressing the Board at its hearings and meetings. The Chair should allow only one speaker at a time and reserves the right to limit the amount of time for each speaker, as well as to limit the amount of time allowed to debate a particular issue or agenda item. In addition, any Board member may make a motion to end debate on an issue by making a motion to “move the previous question” (also referred to as “calling the question”). This motion to “move the previous question” must be recognized by the Chair and seconded by another Board member. It must then receive a two-thirds vote of all Board members present in order to pass and for debate on the issue to end.

At public hearings, which are held specifically to seek public input in regard to a particular issue, the purpose of the meeting is for members of the public to address the School Board. An example of a legally required annual public hearing that the school district must hold is the Truth in Taxation hearing held in December of each year. A public hearing is a chance for members of the public to engage in dialogue with the School Board on a specific issue.

By contrast, regular School Board meetings, work sessions, or committee meetings are defined as meetings of the School Board to conduct the business of the school district in public view. They are business meetings taking place in public, not public meetings. It is

thus a privilege, not a right, to address the School Board during its business, committee, and work session meetings. That said, the ISD 110 School Board sets aside the first ten minutes of its regular monthly business meetings for public comment, and can at its discretion allow limited public comment at other times.

In all cases, however, anyone present at any School Board hearings and meetings are expected to conduct themselves in a respectful, constructive manner and keep to the issue at hand whenever possible. Personal attacks by anyone addressing the School Board are unacceptable and will not be tolerated. The Chair should call inappropriate statements and **personal** attacks out of order, and the speaker's privilege to speak may be revoked, and if they persist with inappropriate behavior they may be asked to leave. In addition, any School Board member or the Superintendent (an ex-officio member of the School Board) can raise a point of order or point of information at any time during any meeting if they feel that an incorrect or inappropriate statement or action has been made by anyone, including another School Board member. All Board members should keep in mind and adhere to the ISD 110 School Board Code of Ethics, and if a Board member continues to speak or act inappropriately they can be subject to censure, disavowal of their conduct, or removal from the School Board.

The Chair will rule on the point of order or point of information according to *Robert's Rules of Order* and established policy, protocols, and Minnesota state law, including **MNGDP** [the Minnesota Government Data Practices Act \("MGDPA"\)](#) and the [Open Meeting Law \("OML"\)](#), which prohibits certain information from being [discussed or released during a public meeting](#) ~~mentioned or displayed publicly~~. If comments or discussion ~~are in danger of violating~~ [would violate](#) the [law MNGDP Act](#), the Chair should declare the comments out of order and end or redirect the discussion. ~~Seemingly benign out of order comments in possible violation of MNGDP are usually those which include private individual student and/or employee personnel data that are not part of a formal recognition/award ceremony, the terms and progress of a pending employee contract negotiation, and/or the potential or pending terms of sale or purchase of property from or by the district.~~

➤ Sources:

*ISD 110 Policy 206 - Public Participation in School Board Meetings/Complaints about Persons at School Board Meetings, and Data Privacy Considerations*

<https://isd110.org/sites/default/files/files/content/206-public-participation-school-board-meetings-nov-2019.pdf>

*ISD Policy 207 - Public Hearings*

<https://isd110.org/sites/default/files/files/content/207-public-hearings-nov-2019.pdf>

ISD 110 Policy 209 – Code of Ethics

<https://isd110.org/sites/default/files/files/content/209-code-ethics-november-2017.pdf>

Mick Waldspurger, Rupp, Anderson, Squires, & Waldspurger, P.A., *Effective Governance: Understanding the Rights, Responsibilities, and Risks of Being a School Board Member*, 4 June 2020

Minnesota Government Data Practices Act (MGDPA)

<https://www.revisor.mn.gov/statutes/cite/13>

Robert's Rules of Order. <https://robertsrules.org/motions.html>

## Open Meeting Law & School Board Communications

One of the most difficult but important aspects of serving as a School Board member is to understand and abide by the complex rules embodied within the Minnesota Open Meeting Law <https://www.revisor.mn.gov/statutes/cite/13D>. The law itself has been clarified by several court decisions, but nevertheless there remain several gray areas, and so it is best if school boards and their individual members err on the side of caution at all times.

Put simply, **the Open Meeting Law** requires that School Boards and other government decision-making bodies **must** conduct the business of doing the public's work within the public view. There are exceptions when a meeting can be closed, but they are few. **The only times when a School Board may close a meeting are:**

- ~~When strategizing during employee contract negotiations~~
- ~~When discussing individual student or employee information that is not classified as public~~
- ~~When discussing the potential sale or purchase of property by the district~~
- ~~When discussing legal action being taken by or against the school district and information is subject to attorney-client privilege~~
- ~~When engaging in Board-related governance training.~~

~~But most meetings are public—so what's the problem? Most violations of open meeting law occur because its tenets also apply *outside* of regular School Board meetings whenever a quorum (majority) of the Board is part of the conversation—especially if the discussion is about school district business. This is particularly true in regard to an issue that will or could become a future Board action item—something that the Board could eventually discuss and/or vote on during a future business meeting or work session. In addition, ~~t~~The **Open Meeting Law** does not just apply to verbal discussions, it also applies to electronic communications, such as e-mail, texting **messages**, conference calls, **chat rooms**, and/or social media **posts** **communications**. ~~Violations of the Open~~~~

~~Meeting Law can result in lawsuits against the district and substantial fines levied to individual School Board members, and so it is important to know and abide by the rules both in and out of the boardroom.~~

~~So—e~~Can you talk to Board members outside of a Board meeting? Yes. You can certainly socialize and even be friends with your School Board colleagues. But you must be careful that you do not discuss any School Board matters if you have a quorum (which for ISD 110 is four or more Board members) of your Board participating in the discussion. And even if you do not have a quorum present, you must make certain that those present do not then leave that discussion and strike up the same conversation with other Board members not initially present. That is called a “serial” meeting of Board members, which can also violate the Open Meeting Law. It is also for this reason that ISD 110 Board Committees do not have more than three Board members assigned to them – to avoid the presence of a quorum and to keep the committee itself within the appropriate role of researching and recommending discussion/action to the full Board, without the quorum-required authority to make decisions or take action itself as a committee.

In regard to electronic communications, School Board members may use email, texts, social media messaging, ~~chat room,~~ or other sources to communicate with each other, but these methods cannot be used to discuss Board business, to influence votes on issues, ~~nor~~ to avoid Open Meeting Law requirements. You should be particularly careful to avoid sequential email, texts, social media, or group chat conversations that end up or could end up including a quorum or more of the full Board. Communications like these which preclude the community from hearing Board debate on school district issues are problematic, and also open up all of these means of communication, even those otherwise deemed to be private means, to public data requests.

Two hard and fast rules of thumb for School Board email communication is that when sending an email, if you feel you must send it to three or more other Board members, send it instead to the Superintendent, who can then distribute the information on your behalf to those who may need it, or present it instead at a Board or committee meeting. In addition, if you receive an email to all Board members from anyone, DO NOT send a reply using “Reply All” function. If you must reply, send your reply only to the initial sender. Most intra-board communication within the full board is usually in regard to scheduling and the distribution of general information – but there should not be ~~extensive~~ discussion of the information distributed outside of full Board or committee meetings.

When the full Board receives an email from a member of the public, ISD 110 School Board’s protocol is to allow the Superintendent and/or Board Chair sufficient time to reply where appropriate on behalf of the full Board. If you receive an email as an individual Board member from a member of the public about a district issue, you should reply that you appreciate the inquiry and that you are forwarding it to and/or consulting with the Superintendent in regard to it. Most inquiries received by the Board are

managerial in nature or involve a **complex** district issue that the Superintendent has more experience with addressing, and so Board members should refer inquiries to the Superintendent whenever possible.

~~Above all remember that y~~Your School Board email is **generally** public. **As a result,** anything you send or receive is subject to public view (with redaction **of nonpublic data under the MGDPA for MNGDP provisions**), ~~so be careful what you send and receive within it. At the same time~~ **Do not** use your private email, social media accounts, and **personal** devices for School Board communication. ~~as little as possible because~~ **If** you do, those accounts and devices can also become subject to a public data request. If you have questions about **Open Meeting Law** requirements and scenarios, ask the Board Chair or Superintendent for advice, and if further clarification is necessary, they can consult with ISD 110's legal counsel.

➤ **Sources:**

*ISD 110 Policy 205 – Open Meetings and Closed Meetings*

<https://isd110.org/sites/default/files/files/content/205-open-meetings-and-closed-meetings-nov-2019.pdf>

Mick Waldspurger, Rupp, Anderson, Squires, & Waldspurger, P.A., *Effective Governance: Understanding the Rights, Responsibilities, and Risks of Being a School Board Member*, 4 June 2020

New York State School Boards Association, *New School Board Member Handbook: A Guide to Surviving Your First Year*. 2017

*Minnesota Open Meeting Law* <https://www.revisor.mn.gov/statutes/cite/13D>

*MSBA Closed Meeting Law Summary*

<http://www.mnmsba.org/Portals/0/MSBA-ClosedMeetingChart-8-13-2019.pdf>

*Minnesota Government Data Practices Act (MGDPA)*

<https://www.revisor.mn.gov/statutes/cite/13>

## School Board Training & Goals

### Training

~~According to Minnesota Statute 127A.19,~~ New School Board members are required to attend Phase I (School Board Basics) & Phase II (School Board Finance & Management) as soon as possible after being elected to the School Board. Training **is provided** through the Minnesota School Boards Association (MSBA). School Board officers are strongly encouraged to attend MSBA Board Officer Training sessions. MSBA also offers various networking, training, and legislative advocacy opportunities

throughout the year that Board members are encouraged to attend. Schools for Equity in Education (SEE), a statewide advocacy organization specializing in resource fairness in which ISD 110 School Board retains a membership, also offers several informational and advocacy opportunities throughout the year, particularly prior to and during each session of the Minnesota State Legislature.

In addition, the ISD 110 School Board occasionally contracts with outside consultants in order to improve its own knowledge, professionalism, efficiency & effectiveness, cultural competency, and collegial relationships. Recent past consultant led training sessions were held with Dennis Cheesebrow from *Teamworks International*, and Mick Waldspurger, an attorney from the law firm Rupp, Anderson, Squires, & Waldspurger, P.A. Materials from those training sessions have been incorporated into this Handbook.

Board member training is critical to building a shared focus and cultural competency strong enough to maintain members' commitment to leading long-term improvement efforts. Although internal Board training is focused on the Board member's role within the context of school improvement, participation in external Board member networking opportunities allows Board members to learn from the successes and experiences of other school boards, and helps to gain a broader understanding of public education issues.

➤ *Sources:*

*Minnesota School Boards Association (MSBA)* <http://www.mnmsba.org/>

*MS 127A.19* <https://www.revisor.mn.gov/statutes/cite/127A.19>

*Schools for Equity in Education (SEE)* <http://www.schoolsforequity.org/>

Dennis Cheesebrow, *Teamworks International*

Mick Waldspurger, Rupp, Anderson, Squires, & Waldsburger, P.A., *Effective Governance: Understanding the Rights, Responsibilities, and Risks of Being a School Board Member*, 4 June 2020

*Iowa Association of School Boards Member Handbook*

<https://www.sd13.org/Downloads/School%20District%2013%20Board%20Member%20Handbook%201.pdf>

*Minnesota Department of Education (MDE)*

<https://education.mn.gov/MDE/index.html>

*Minnesota Office of the Revisor of Statutes* <https://www.revisor.mn.gov/>

*ISD 110 District Policies* <https://isd110.org/about-us/district-policies>

## **School Board Goals**

As part of its pledge to strive for continuous improvement of Waconia Public Schools, the ISD 110 School Board should set annual goals for itself by October 30 of each year that align with the Superintendent's goals and the ISD 110 Strategic Plan and Strategic Roadmap, and the Board Calendar of business as much as possible.

# **APPENDICES**

## **BIBLIOGRAPHY**

**ISD 110 CHAIN OF COMMAND ORGANIZATION FLOW  
CHART**

**ISD 110 DISTRICT 2020-2021 ACADEMIC CALENDAR**

**TRAINING & RESOURCES**

**GLOSSARY OF TERMS**

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Waconia School Board Code of Ethics

<https://isd110.org/sites/default/files/files/content/209-code-ethics-november-2017.pdf>

Waconia School Board Membership and Officers

<https://isd110.org/about-us/school-board>

Waconia Public Schools Mission, Vision, Core Values, and Theory of Action

<https://www.waconiacommunityed.org/sites/default/files/files/content/mission-vision-core-values-theory-action.pdf>

Waconia School Board Policies

<https://isd110.org/about-us/district-policies>

Waconia Public Schools Strategic Roadmap

<https://isd110.org/about-us/isd-110-strategic-roadmap>

Waldspurger, Mick, of Rupp, Anderson, Squires, & Waldspurger, P.A. *Effective Governance: Understanding the Rights, Responsibilities, and Risks of Being a School Board Member*, 4 June 2020.



# TRAINING & RESOURCES

## Education and Other Organizations

Minnesota Department of Education (MDE). <https://education.mn.gov/MDE/index.html>

Minnesota School Boards Association (MSBA)  
<http://www.mnmsba.org/>

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<https://robertsrules.org/>  
<https://robertsrules.org/motions.html>

Schools for Equity in Education (SEE). <http://www.schoolsforequity.org/>

## Private Training Materials

Cheesebrow, Dennis. *Teamworks International*.

Waldspurgen, Mick, of Rupp, Anderson, Squires, & Waldsburger, P.A. *Effective Governance: Understanding the Rights, Responsibilities, and Risks of Being a School Board Member*, 4 June 2020.

## Internal Resources

### Links to:

Board Calendar  
ISD 110 Strategic Roadmap  
Board Finance Google Folder  
Long-Term Planning Model  
Board Goals Statement

## **GLOSSARY OF TERMS**

**ACES**—Adverse Childhood Experiences Study. A longitudinal study which determined that traumatic childhood experiences can have a damaging effect on the developing brain in ways that can cause life-long physical and behavioral effects. An individual's adverse childhood experience "score" is measured from 1 (low) to 8 (extremely high) based on certain factors present within their childhood environment, relationships, and experiences.

**Achievement Gap**—Persistent differences in achievement among different groups of students as indicated by scores on standardized tests.

**ACT**—American College Test

**AD**—Activities Director

**ADA**—Average Daily Attendance. Attendance Days (or hours) divided by the Instructional Days (or hours).

**ADAAA**—American with Disabilities Act Amendments Act of 2008. Federal legislation protecting disabled employees from employer discrimination.

**ADD**—Attention Deficit Disorder

**ADHD**—Attention Deficit Hyperactivity Disorder

**ADM**—Average Daily Membership. The sum for all pupils of the number of days of the school year each pupil is enrolled divided by the number of days the schools are in session.

**AFT**—American Federation of Teachers.

**ALC**—Alternative Learning Center. These state-approved schools must operate year round (school year starts in June) and serve at-risk students from two or more districts (except for Minneapolis, St. Paul, and Duluth). Students must have a CLP (Continual Learning Plan) and can generate more than 1.0 ADM when membership exceeds statute minimums (refer to LYPS), and can apply to provide an independent study component.

**ALP**—Alternative Learning Program. These state-approved programs serve at-risk students year round or during a traditional school year. Students must have a COP and can generate more than 1.0 ADM, up to 1.2, when instruction time exceeds state

minimums (refer to LYPS). They can apply to provide an independent study program. An ALP is not eligible to apply for Targeted Services Programs.

**Alternative Assessment**—Measures a student’s knowledge and mastery by having them exhibit through projects, essays, tasks, etc., rather than relying solely on the more traditional assessment which encourages students to memorizes facts.

**Alternative Calendar**—Any calendar that varies from the traditional calendar. Year-round education is an alternative calendar.

**Alternative Compensation**—A method of pay for teachers which either supplements or replaces the traditional “steps and lanes” salary schedule.

**AMCPU**—Adjusted Marginal Cost Pupil Units. The greater of the total of weighted average daily membership for the current school year multiplied times .77 plus the total of the weighted average daily membership for the prior school year multiplied times .23 or the actual current weighted average daily membership count.

**AMSD**—Association of Metropolitan School Districts.

**ANTC**—Adjusted Net Tax Capacity. The property value used for calculating most school taxes. ANTC is determined by equalizing differences in tax capacity by property type in different counties. This equalization process compares market values to actual sales and is intended to neutralize the effect of differing assessment practices. Also, the ANTC reflects the application of the classification rates to the market value of property.

**AP or IB**—Advanced Placement or International Baccalaureate. Opportunities offered for high school students to earn college credit by taking AP or IB courses and earning a minimum score on subsequent standardized exams specific to these programs.

**APU**—Adjusted Pupil Units. A weighted count of pupils used to determine revenue in many funding formulas. Kindergarten through sixth grade students are weighted at 1/0 pupil unit. Students in grades 7–12 are weighted 1.2 pupil units.—APU are used to measure a district’s **Weighted Average Daily Membership (WADM)** in order to determine a district’s student enrollment for funding purposes.

**At-Risk** Students who meet the Minnesota statutory criteria (MS 124D.68).

**Audit**—A school district must undergo an annual audit. A school district audit will include: bids/quotes, conflict of interest, contracts, debt, GASB, internal controls, legal expenses, and samples of revenues, expenses, and payroll. Other program audits can also occur: food service, compensatory, and categorical Title or special education compliance.

**AYP**—Adequate Yearly Progress. A measure of annual academic progress required by districts to demonstrate under No Child Left Behind.

**Barrier-Free**—Elimination of architectural barriers in educational and other public facilities to allow persons with disabilities to easily enter, move about, and use those facilities.

**BCA**—Bureau of Criminal Apprehension. State agency that provides school districts with criminal background checks.

**Bid**—An offer, usually written, to furnish materials or services for a specified sum of money in accordance with the terms of a contract proposal. School districts in Minnesota are legally required to acquire certain types of materials and services through a competitive bidding process.

**BMS**—Bureaus of Mediation Services. A state agency which provides mediation and arbitration services, particularly during staff negotiations.

**Bond**—Written promise, generally under seal, to pay a specified sum of money (face value) at a fixed time in the future (date of maturity) and carrying interest at a fixed rate, usually payable periodically, that is often used by school districts to raise construction or property improvement funds.

**BYOD**—Bring Your Own Device. An approach to technology in schools that encourages and/or subsidizes students to acquire and use their own technology devices for school purposes.

**CAFR**—Comprehensive Annual Financial Report. Detailed budget summary that explains the district's finances in an understandable manner. ISD 110 has won a series of consecutive financial reporting awards for the high quality of its financial reporting practices.

**Career Education**—Organization of a curriculum so that a student will receive appropriate information and opportunity to train for or in the world of work. Career Education can be integrated into traditional curriculum, be achieved through attendance at an occupational or career center, and/or by partnering with businesses and organizations to provide authentic work-based career experience.

**Case Load**—Various meanings that generally refer to the number of students for whom a teacher or administrator is the IEP manager.

**Cash Flow**—Total amount of money being transferred into and out of a business or organization, especially as it relates to liquidity.

**Categorical Aid**—Educational support funds provided from a higher governmental level and specifically earmarked for a given purpose, such as special education, transportation, vocational education, English language learners, gifted and talented learners, and/or poverty concentration.

**Child Count**—The name applied to the federal reports that generate federal special education dollars. It is a count of all students who have IEPs or IFSPs on December 1 of any given year (also referred to as the Unduplicated Child Count).

**CIMP**—Continuous Improvement Monitoring Program, generally associated with special education.

**CIS**—College in the Schools. A post-secondary concurrent enrollment opportunity to offer actual college courses at the high school site. CIS courses are usually taught by local staff who have been specially trained by the sponsor accredited institution who would issue the ensuing credits to students who perform the minimum required level in the course.

**CLP**—Continual Learning Plan. All students enrolled at an ALC, ALP, or other LYPS need to have a CLP that addresses their educational goals for the year. It must be updated annually.

**Community Expert**—An individual from the “community” who does not hold an actual teaching license that teaches in a public or charter school on a limited basis. The Minnesota Professional Educator Licensing and Standards Board (PELSB) must approve the application of each non-licensed community expert.

**Comparable Worth**—State law (MS 471.911) requiring every political subdivision to establish equitable compensation relations among its employee groups (a.k.a. the **Minnesota Pay Equity Act**).

**Competency-Based Education**—An organized system of teaching and learning to ensure mastery of prescribed skills and behaviors.

**Developmental Cognitive Delay (DCD)**—A “Primary Disability Classification” effective FY2000, which can be reported for students through age six as of September 1 of each year.

**DDD**—Data Drive Decision processes.

**D/HH**—Deaf/Hard of Hearing.

**DIRS**—Disciplinary Incident Reporting System. State required MDE system used by school districts to self-report student disciplinary incidents.

**DOE/USDOE**—United States Department of Education.

**Dual Enrolled**—Senior high students who are full-time at a high school and receive ALG instructional services outside of the normal high school day and year, such as after school or during the summer. Both report the instructional time it provides to the student. Dual enrollment or **Concurrent Enrollment** also may refer to a senior high school student who is enrolled in (a) class(es) or program(s) at a post-secondary institution.

**EBD**—Emotional Behavior Disorder

**EC and ECFE**—EC refers to early childhood education in general, from birth through pre-school. ECFE refers to Early Childhood Family Education, which is administered and offered through Community Education.

**ECP**—Exposure Control Plan. Refers to certain OSHA requirements.

**ECSE**—Early Childhood Special Education.

**EDRS**—Electronic Data Reporting Service.

**Education District**—Formed by school districts to increase educational opportunities for students by increasing cooperation and coordination between school districts and post-secondary institutions. Education District boards must be comprised of board members who are currently serving on the local school boards of the participating school districts.

**EEO**—Equal Employment Opportunity.

**EIS**—Early Intervention Services

**EL and ELL**—English Learner and English Language Learner. Formerly known as English as a Second Language (ESL).

**EdMN**—Education Minnesota. The statewide educators' union, formerly known as the Minnesota Education Association (MEA). Each school district in Minnesota has a local chapter. ISD 110's chapter is named the Waconia Education Association (WEA).

**EMH**—Educably, Mentally Handicapped.

**EOY**—End of Year.

**E-Rate**—Education Rate. The universal service Schools and Libraries Program, commonly known as “E-rate,” discounts up to 90% to help eligible schools and libraries

in the United States obtain affordable telecommunications, internet access, and information services.

**ERISA**—Employee Retirement Security Act.

**ESLP**—Educational Speech Language Pathologist

**ESSA**—Every Student Succeeds Act (2015). The latest national pre-kindergarten through grade 12 education law. ESSA is the newest version of the 50-year-old federal Elementary and Secondary Education Act and replaces the 2001 reauthorization known as No Child Left Behind (NCLB). ESSA emphasizes equity (a commitment to ensure that every student receives what they need to succeed) and gives states and schools more latitude to innovate, while maintaining a focus on accountability and an emphasis on state and local systems of improvement (MDE 2016).

**Extended Time Revenue**—This revenue may be used for extended day programs, extended week programs, summer school, and other programming authorized under the learning year program.

**FLY**—Flexible Learning Year. Adjustments to the calendar to allow more flexibility in scheduling student contact days. The Minnesota Department of Education must approve school calendars which start classes prior to Labor Day.

**FMLA**—Family and Medical Leave Act. Federal law which allows eligible employees of covered employers to take unpaid, job-protected leave for specified reasons.

**FTE**—Full Time Equivalent. The amount of employed time required in a part-time position expressed in proportion to that required in a full-time position with 1.0 representing one full-time position. FTE may be expressed as a percentage or as a fraction and is derived by dividing the amount of employed time required in the part-time position by the amount of employed time required in a corresponding full-time position.

**Full Service Community Schools**—The Community School model helps schools to actively build strong webs of supports around the four pillars of integrated student supports; enriched learning opportunities; active family, student, and community engagement; and school leadership driven by continuous improvement. Schools become hubs of their neighborhoods and communities, uniting families, and community partners so that families are supported so that students can fully engage in high-quality learning opportunities.

**FY**—Fiscal Year. A 12-month period between settlements of financial accounts. The school district fiscal year runs from July 1 through June 30.

**GASB**—Governmental Accounting Standards Board.

**GED**—General Education Diploma. A high school graduation degree obtained outside of the regular high school setting after passing a state equivalency test.

**General Education Revenue**—The primary revenue formula for providing general operating funds to public school districts and charter schools. It is composed of basic general education revenue, extended full time revenue, declining pupil revenue, local option revenue, gifted and talented revenue, basic skills revenue (including EL and compensatory revenue), sparsity revenue, operating capital, equity revenue, small schools revenue, and transition revenue.

**GHS**—Globally Harmonized System of Classification and Labeling of Chemicals.

**GPA**—Grade Point Average.

**Graduation Requirements**—The Minnesota Legislature has established statewide standards for curriculum, assessments, and achievement that public school districts must provide and students must attain in order to graduate from a Minnesota secondary school. These requirements may be updated annually. For a complete and current definition of the requirements, refer to (MS 120B).

**Grievance**—A written complaint by an employee that a provision of the collective bargaining agreement under which they are working has been violated.

**Grievance Arbitration**—Final step in a grievance procedure which is binding on both the public employer and the grievant(s) and which is used to determine if a violation, misapplication, or misinterpretation of an existing Agreement or established past practice has occurred.

**HACA**—Homestead Agricultural Credit Act.

**HCS**—Hazard Communication System.

**Heterogeneous Grouping**—Grouping of students without regard for ability so that wide ranges of academic ability will be present.

**HI**—Hearing Impaired.

**HITS**—High Impact Teaching Strategies.

**Homebound Instruction**—Individual teaching in a child's home by an itinerant teacher, usually for students with disabilities and for students unable to attend school due to illness or other reasons.

**Homeschool**—Minnesota provides for parents to educate their children at home. Parents and the resident school district must perform an extensive list of tasks in order to satisfy the requirements of a homeschool. Homeschools may be eligible for a limited amount of state aid.

**Homogeneous Grouping**—Grouping students based on one or more common characteristics—most often by academic ability—and a “tracking system” is usually developed.

**HVAC**—Heating, ventilation, and air conditioning.

**IDEA**—Individuals with Disabilities Education Act. Federal legislation related to special education services.

**IEP**—Individual Education Program/Plan. A program/plan that defines the individualized objectives of a child identified as having a disability and who is receiving special education services.

**IFSP**—Individual Family Service Plan. An IEP for very young children which involves other agencies in addition to education.

**ISD**—Independent School District.

**ISDN**—Integrated Service Digital Network

**In-Service Education**—General term used to describe the efforts to promote the professional growth and development of employees while on the job.

**IT**—Information Technology.

**ITV**—Interactive Television.

**Interdisciplinary**—Instructional process which combines information from two or more subjects or creates a team situation that allows teachers from different academic disciplines to plan a teacher-learner program.

**Interest Arbitration**—Process, binding on both the public employer and the particular union, by which an arbitrator resolves unsettled points of contention in the collective bargaining process.

**LD**—Learning Disabilities. One or more deficiencies exhibited by a child in the essential learning processes of perception, conceptualization, language, memory, attention, impulse control, or motor function.

**LEA**—~~Local Education Agency. An educational agency at the local level which exists primarily to operate schools or to contract for education services. LEAs may/may not be coterminous with county, city, or town boundaries, and the term is used synonymously with the terms “school district,” “school system,” and “local basic administrative unit.”~~

**Levy**—~~Verb—to impose property taxes or special assessments on property. Noun—the total of property taxes or special assessments on property imposed by a governmental unit.~~

**LLA**—~~Last Location of Attendance—A MARSS code indicating where a student was last enrolled and included in every student record.~~

**LTD**—~~Long Term Disability.~~

**LYPS**—~~Learning Year Program Site. State-approved programs that agree to operate on a year round basis require that students must have a CLP and generate more than 1.0 ADM when they generate membership hours which are the greater of (a) the locally defined core school year, or (b) the minimum number of instructional hours required by statute.~~

**MAEOP**—~~Minnesota Association of Educational Office Professionals~~

**Mainstreaming**—~~Moving children with disabilities from a segregated status in special education classes and integrating them as much as possible into the regular classroom.~~

**MAPS**—~~Nationally normed testing process used at local level to assess student progress and growth at a highly useful level, and is often used as a predictor of student performance on state tests (MGAs).~~

**MARSS**—~~Minnesota Automated Reporting Student System.~~

**MAS**—~~Minnesota Academic Standards. Five core academic content standards areas: language arts, math, science, social studies, and arts.~~

**MASA**—~~Minnesota Association of School Administrators.~~

**MASBO**—~~Minnesota Association of School Business Officials.~~

**MASSP**—~~Minnesota Association of Secondary School Principals.~~

**MCA**—~~Minnesota Comprehensive Assessments. The current main standardized test given to Minnesota students in order to comply with ESSA requirements.~~

**MDE**—~~Minnesota Department of Education.~~

**MGDPA**—Minnesota Government Data Practices Act.

**Media Center**—The information hub for the school—previously known as the “library.”

**Mediation**—A non-binding, informal attempt by a third party to help settle an employment or other dispute through advice or suggestions but without specific public recommendations.

**MEEP**—Minnesota Education Effectiveness Plan.

**MESPA**—Minnesota Elementary School Principals Association.

**MLA**—Minnesota Library Association.

**MMMI**—Mild to Moderate Mentally Impaired.

**MMR**—Multiple Measurement Reporting. State Report Card system adopted in 2012 using multiple measures of student progress.

**MNSCU**—Minnesota State Colleges and Universities.

**MREA**—Minnesota Rural Education Association.

**MRNet**—Minnesota Regional Network.

**MSBA**—Minnesota School Boards Association.

**MSBAIT**—Minnesota School Boards Association Insurance Trust.

**MSDLAF**—Minnesota School Deposit Liquid Asset Fund.

**MSHSCA**—Minnesota State High School Coaches Association.

**MSHSL**—Minnesota State High School League.

**MSMI**—Moderate to Severe Mentally Impaired.

**Multi-Age Grouping**—Grouping students into classes across grade levels, usually focusing on skill level rather than age.

**Multi-Cultural Sensitivity/Cultural Competency**—Awareness/knowledge of and sensitivity to different cultures and ways of thinking and acting.

**MTSS**—Multi-Tiered Systems of Supports.

**NCES**—National Center for Education Statistics. A federal agency to which the MDE supplies data to be used for comparing states.

**NEA**—National Education Association.

**Non-Operating Funds**—Building construction fund, debt redemption fund, trust and agency fund.

**OCR**—Office for Civil Rights. A federal agency to which the state provides gender and race/ethnic student and staff data on behalf of districts using MARSS data, STARS data, and supplemental data.

**Open Enrollment – Enrollment Options**—Various legislative-enacted programs that allow students to attend a district other than their district of residence or a post-secondary institution without paying tuition charges.

**Open Meeting Law**—State statute governing an elected board’s ability to conduct meetings in public or in private (MS 13D).

**Operating Funds**—General fund, food service fund, pupil transportation fund, community services fund.

**OSHA**—Occupational Safety and Health Administration.

**OT**—Occupational Therapy.

**Outcome-Based Education**—Aligning the curriculum, instruction, and student assessment to objectives or goals for student knowledge, skill, or effect which have been clearly defined. Students progress as they master these outcomes rather than by time or age factors.

**P-20**—Reference to all education of students from preschool, elementary, secondary, and post-secondary.

**Paraprofessional**—A non-certified individual who assists teachers with non-teaching tasks—also called a “para” a “teacher aide”, or a “classroom aide.”

**Part C**—A reference to a federal law previously referred to as “Part H” and refers to children ages birth through age two who have IFSPs.

**Part-Time Student**—A reference to any student enrolled for less than full-time, which is defined by the school’s calendar. It also refers to any student who is released from attending the entire day at the high school level and is not considered to be absent or, for purposes of dual enrollment, has more than 60 minutes in study hall. Part-time students who are also enrolled in an ALC or ALP are reported only by the ALC/ALP).

**PBIS**—Positive Behavior Interventions and Supports.

**PEL**—Permissible Exposure Limits. The legal limits of exposure to hazardous materials.

**PELRA**—Public Employee Labor Relations Board.

**PERA**—Public Employee Retirement Association.

**Performance-Based Education**—A type of alternative assessment by which students demonstrate what they know and are able to do using non-traditional tests.

**PFDA**—Pupil Fair Dismissal Act.

**PLC**—Professional Learning Community. A group of educators that meets regularly to share expertise and collaborates to improve teaching skills and the academic performance of students.

**POHI**—Physical or Other Health Impaired.

**PPE**—Personal Protective Equipment.

**Pre-K**—Classroom-based preschool for children.

**Private Contract Alternative**—Non-public schools with which a public school district has contracted to provide instructional services to at-risk students.

**PSEO**—Post-Secondary Enrollment Options. Opportunity for college-level credits at the high-school level via credits taken at a college site or online with a college during the high-school years.

**PT**—Physical Therapy.

**PU**—Pupil Unit.

**Public Law 94-142**—A federal law that ensures access to public educational opportunities to disabled persons, ages 3-21.

**Pull-Out Program**—A state-approved ALC program in which elementary and middle/junior high students are “pulled out” of the regular classrooms and instructional services are provided by the ALC.

**Pupil-Teacher Ratio**—Average number of pupils per teacher in a system or school.

**Q Comp**—Additional revenue to be used for teacher compensation provided to districts which have an MDE-approved agreement between the school board and teachers' union—also known as the “Alternative Teacher Professional Pay System” or “ATPPS.”

**Quorum**—Minimum number of board members required to hold a meeting.

**Referendum**—A vote by the whole of an electorate on a specific question(s) put to it by the school board.

**RFP**—Request for Proposal. A written call by an organization for bids to provide for particular projects, materials, or services.

**RMIC**—Regional Management Information Center. A center that assists districts in processing student, staff, and finance data for local and state reporting purposes—formerly referred to as “ESV Regions.”

**RMCPU**—Resident Marginal Cost Pupil Units.

**RMV**—Referendum Market Value.

**RTI**—Response to Intervention. Structure and process for intervening with students for academic progress. ISD 110 uses MTSS and PBIS intervention structures.

**SADD**—Students Against Destructive Decisions. Formerly known as Students Against Drunk Driving.

**SAT**—Scholastic Aptitude Test.

**School Vouchers**—Educational monies distributed directly to parents for their use in selecting schools, either public or private.

**SWAS**—School Within a School. A state-approved ALC program through which at-risk elementary and middle/junior high school students receive ALC services during at least 25% of their school day.

**SY**—School Year.

**SDS**—Safety Data Sheet. Previously called MSDS (Material Safety Data Sheet).

**SEE**—Schools for Equity in Education.

**SRO**—School Resource Officer.

**STW**—School to Work.

**Service Cooperatives**—A regional organization governed by currently seated members of the political subdivisions belonging to it and established to more efficiently provide services for its members on a cooperative basis.

**Service Learning**—An intentional process in which school districts embed opportunities for students to engage in school and community service within school-based curriculum, projects, and activities.

**Shared Time**—Non-public students receiving eligible public school instructional services and generating shared-time foundation aid based on the portion of the school day during which they are enrolled in the public school.

**Site-Based Management**—The practice of allowing individual schools the freedom to make decisions in certain areas with the idea that those decisions are best made nearest the point at which they must be implemented.

**SPS**—Special Permissions System. Used by PELSB to request special permission to fill licensed permissions via waivers, community experts, etc.

**STARS**—Staff Automated Reporting System. The means by which public school districts report staff employment and assignment data to the MDE.

**Standardized Test**—Evaluation instrument given under similar, controlled circumstances to many individuals.

**State Standards**—Core academic standards in language arts, math, science, social studies, and the arts.

**Statutory Operating Debt**—A status for a school district whose net negative unreserved general fund balance as of June 30 of each year exceeds the statutorily allowed amount as a percentage of their operating budget.

**Strategic Planning**—A process used by the school district to concentrate all efforts, activities, resources, and energies toward achieving a common purpose. Mission, objectives, strategies, and action plans are parts of a strategic plan. Strategic plans are developed by consensus of school and community participants and have as a basis their their commonly held beliefs and values.

**TAG**—Telecommunications Access Grant.

**Targeted Services (ALC)**—A state-approved program for at-risk elementary and middle/junior high students during the summer or outside of the normal student day, but which is only available if the ALC has a school-within-a-school program for such students and if those students have CLPs and receive ALC services year round.

**Targeted Services (Title I)**—Federal program to provide additional instructional services to targeted students. No additional general revenue is provided.

**Tax Capacity**—Amount of tax base of taxing jurisdiction obtained by multiplying the market values of all property in the taxing jurisdiction by the tax capacity percentages.

**Tax Capacity Percentages**—Statutory classification percentages that are applied to market values.

**Tax Capacity Rate**—The rate arrived at by dividing the district's tax levy amount by the district's total tax capacity. Tax capacity rate replaced the term "mill rate."

**TIF**—Tax Increment Financing. Special property zones set aside by local governments that abate, defer, or phase in property tax assessments to the property owners in order to encourage development/redevelopment in those areas.

**TSA**—Tax Sheltered Annuity.

**Tenure**—Guaranteed job security granted to teachers and principals after a specified number of years of satisfactory service. See MS 122A.40.

**Tort**—Any negligent or willful act of school officers or employees by which pupils or other innocent persons are wrongfully injured or damaged.

**UFARS**—Uniform Financial Accounting and Reporting Standards. Rules and instructions adopted by the MDE under legislative mandate to govern the methods by which school districts record financial transactions and inform the MDE of their finances.

**ULA**—Unrequested Leave of Absence. A leave of absence for principals and teachers due to the reduction or elimination of their positions.

**URL**—Universal Resource Locator.

**Unfunded Mandates**—Federal legislative and regulatory provisions that require school district compliance but do not provide adequate funding to cover the costs of carrying them out.

**VI**—Visually Impaired.

**WADM**—Weighted Average Daily Membership—refer to APU, Adjusted Pupil Units.

**WBWF**—World's Best Work Force. Minnesota's statewide effort to provide public accountability for educational programs and efforts with the design to create the World's Best Work Force. Districts must annually report WBWF data and progress to the MDE.

**WEB**—When Everyone Belongs. A middle school orientation and transition program that welcomes ISD 110 sixth graders and makes them feel comfortable throughout their first year of middle school. Built on the belief that students can help students succeed, the program trains 8<sup>th</sup> grade peer mentors to be WEB Leaders.

**Wilson Language Training/Reading System**—A structured literacy program based on phonological coding research and Orton-Gillingham principles which directly and systematically teaches the structure of the English language. Through the program, students learn fluent decoding and encoding skills to the level of mastery.

**Year Round**—Can refer to a variety of programs, such as schools that extend the school year over a 10-12 month period with the number of instructional days being no greater than the number in a traditional school year; the requirement that state-approved learning year programs must provide instruction year round during each of the 12 months; and students on IEPs who require extended year or year round services.

**Youth Services Program**—Offered as part of a district's community education program, a youth development program for pupils promotes active citizenship and addresses community needs through youth service. Under MDE rules, youth service opportunities must be made available to all students in public schools, but student participation is optional.

- *Sources: Minnesota School Boards Association  
Minnesota Department of Education  
National Education Association*

3. **Superintendent's Mid-Year Evaluation Process**

4. **Superintendent Updates**

**Presenter:** Pat  
Devine,  
Superintendent

4.A. WBWF Update

4.B. MN Constitutional Amendment

4.C. 10-year Long-Range Financial Plan Update