

Work Session

Monday, October 10, 2022 7:00 PM

Waconia High School - Room C107, 1650 Community Drive, Waconia, MN 55387

1. Superintendent Updates

Presenter:

Superintendent

Gersich

1.A. Board Site Visits DRAFT



Respect - Collaboration - Inclusiveness - Empathy - Resilience

MEMORANDUM

TO: ISD 110 School Board

FROM: Brian Gersich, Superintendent

DATE: October 10, 2022

RE: School Board Member Site Visits

Board Handbook has language related to site visits. The purpose of this schedule is to help create structure and planning around building visits to ensure each of our educational sites is visited by a member of the school board over the course of the school year. By visiting our buildings during the school day, board members can gain an additional understanding of the education process, while also creating a level of exposure to the amazing teachers, students, and support staff we have in our district. This additional perspective supports the Board as it makes decisions related to the priorities of our district.

As noted in the handbook, “Board members must take care to separate their parent/volunteer roles from their roles as Board members.” To support that separation, the proposal is to have Board members visit specific sites each year, partially assigned so as to mitigate how often board members would visit a site already attended by their children. That is to say, there is an assumption that a Board member already visits that site as a parent. Therefore these visits would ensure you have just a single role, that of a Board member.

As such, and also as outlined in the Board Handbook, “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.”

Goal: over the course of the fall (and spring if desired) schedule a visit to the site. To do so: email the principal of the site and CC the superintendent to schedule the visit, preferably about 1 hour. As you prepare, please consider what information might be helpful to learn about the site, and keep in mind the visuals from training of the helicopter and ladder as the visual for the role and perspectives of the school board.

Proposed Initial Site Assignments:

Site	Principal / Contact	Board Member
Bayview	Ann Swanson	R. Myers
Laketown	Keith Baune	D. Geller
Southview	Dr. Khuzana DeVaan	A. Myers
Waconia Middle School	Shane Clausen	L. DeBoer
Waconia High School	Paul Sparby	B. Rothstein
Waconia Alternative Learning	Tim Koschinska	J. Johnson
Waconia PK (District Office)	Tiffany Nelson	M. Bullis

2. **Final Edits of Board Handbook**

Presenter: Chair
Geller, and Vice
Chair Johnson

ISD 110 BOARD MEMBER HANDBOOK

An Informational Guide for Waconia Public Schools
Board of Education Members



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BOARD MEMBERSHIP

Current Board Members

2020- 2022

Dana Geller, *Chair*
 Jacquelyn Johnson, *Vice-Chair/Clerk*
 Luke DeBoer, *Treasurer*
 Mike Bullis
 Alycia Myers
 Rachel Myers
 Brian Rothstein

Executive Staff

**Effective September 2022*

Brian Gersich, *Superintendent*
 Jessica Kilian, *Executive Assistant & Acting Board Clerk*
 Ra Chhoth, *Director of Finance & Operations & Acting Board Treasurer*

Source: <https://isd110.org/about-us/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/about-us/school-board/district-policies/200-school-board>

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/about-us/school-board/district-policies/200-school-board>

MISSION, CORE VALUES, AND THEORY OF ACTION

The infographic features a yellow header with the Waconia Public Schools logo on the left and the title 'Mission, Vision, Core Values, Theory of Action' on the right. Below the header, the content is organized into four quadrants. The top-left quadrant, 'MISSION STATEMENT', includes the school's purpose. The top-right, 'VISION STATEMENT', lists three goals for students and the slogan 'WEareONE10!'. The bottom-left, 'CORE VALUES', lists five values: Respect, Collaboration, Inclusiveness, Empathy, and Resilience. The bottom-right, 'THEORY OF ACTION', lists six action items and concludes with the goal to explore passions and create success.

MISSION STATEMENT
Our Core Purpose

- ▶ ISD110 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

ISD110 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 all students will...**

...EXPLORE THEIR PASSIONS and CREATE THEIR SUCCESS!

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

BECOMING A SCHOOL BOARD MEMBER

Waconia Public Schools Board of Education is governed by seven Board Directors, who are elected at-large and represent 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 nonconsecutive, 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. 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 care, management, and control of the schools is vested by statutory and constitutional authority in the school board as outlined in **Policy 201**.

Source: ISD 110 Policy 201 – Legal Status of the School Board

<https://isd110.org/about-us/school-board/district-policies/200-school-board>

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.

SCHOOL BOARD MEMBER CODE OF ETHICS

The purpose of **Policy 209** 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. The board is responsible for reviewing this annually. An opportunity will be provided at a regular board meeting or work session to collectively review it as a reminder of our call to be committed in our role on a regular basis.

Source: ISD 110 Policy 209 – Code of Ethics

<https://isd110.org/about-us/school-board/district-policies/200-school-board>

Expectations of School Board Members

Meeting Participation

1. Attend School Board and assigned committee meetings
2. Limit remote attendance
3. Come prepared to discuss agenda items
4. Listen to the opinions and perspectives of others
5. Resolve conflicts in a respectful and constructive manner
6. Ask pertinent questions
7. Ensure district policies are followed

Voting Practices

8. Vote your conscience after informed discussion
9. Vote either using “Aye” or “Nay” without additional comments
10. Abstain only when a conflict of interest exists (see statutory definition below)

Board Relations

11. Support the decision of the Board, even if you did not vote for it
12. Recognize the integrity of your Board colleagues and predecessors and appreciate their work.
13. Assume positive intent
14. Seek other board members out for advice and consultant while abiding by open meeting law (OML)

Engagement

15. Be motivated by a desire to provide the best possible education for students
16. Know and adhere to ISD 110 Board policies and governance processes
17. Continually seek resources and training to improve as a School Board member
18. Act as an advocate for ISD 110 and public schools to the community, legislature, and regulatory agencies
19. Be willing to serve as a mentor to new Board colleagues

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 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 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, the conflicted Board member must not vote or participate in discussions regarding that employee or contract.

Source: Mick Waldspurgen, Rupp, Anderson, Squires, & Waldspurgen, 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.

Authority by Level

The Board has 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/about-us/school-board/district-policies/200-school-board>

Macro-Management, Not Micro-Management

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.

Board	Superintendent & District Administration
Sets Mission, Vision, and Framework	Implement and support changes by making recommendations
Sets Policies	Implements processes and procedures to adhere to district policies
Sets Budget	Oversees spending and ensures proper management and control
Approves Hiring and Creation/Elimination of Positions	Actively select, assign, and recommend positions for board approval

Set Employment Policy	Supervising and evaluating personnel through policy. Enforcement of work rules and disciplining personnel per contract requirements.
Evaluation of School District and Superintendent Performance	Provides information on the efficiency of the district and recommends opportunities for improvement.
Contract Negotiations	Provide financial information and labor negotiation best practices, assist the board in matters and procedures of the negotiation process.

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

ISD 110 Policy 208 – Development, Adoption, and Implementation of Policies
<https://isd110.org/about-us/school-board/district-policies/200-school-board>

Acting as a Body

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.

The School Board shall collaboratively set annual goals for the Superintendent. The School Board, led by the Board Chair, should perform a mid-year evaluation to assess progress towards achievement and adjust goals where necessary. The School Board will perform a final evaluation and provide a summative evaluation of the Superintendent's annual performance based on those goals each year. Exceptions may be made in the final year of a contract.

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 Waldspurgen, Rupp, Anderson, Squires, & Waldspurgen, 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.
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/about-us/school-board/district-policies/200-school-board>

BALANCING THE ROLE AS A BOARD MEMBER AND PARENT/COMMUNITY MEMBER

Board Member/Parent Role

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 – 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.

Board Member/Community Member Role

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. 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.

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 School Board members are encouraged to be informed about our schools and visits to buildings are a good way to be part of that process. Some board members have more opportunities to be the buildings in their roles as parents, volunteers, and community members. 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. Full Board building visits may be scheduled at mutually agreed upon times. Such visits are subject to the Open Meeting Law and are scheduled by the Superintendent’s Executive Assistant.

If individual Board members wish to visit one or more of our schools outside of these 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.

Typical Scenarios you will Encounter

Situation	Sound Governance Practice
<p>What do I do if I get a phone call or am stopped in person with concerns from:</p> <ul style="list-style-type: none"> a. staff member b. student c. parent 	<p>Check name, status, and phone number for contact Always seek to identify the situation or interest, but generally, do not agree or commit to personally resolve</p> <ul style="list-style-type: none"> a. Redirect staff to supervisor, and notify superintendent’s office <u>Caution:</u> do not get involved in employment / contractual issues b. Redirect student to principal and notify superintendent’s office <u>Caution:</u> if a concern about safety is raised, follow district procedures c. Redirect parent to teacher / principal / administrator as appropriate and notify superintendent’s office <u>Caution:</u> Do not attempt to deal with issues of groups, only the individual parent <p><u>Overall:</u></p> <ul style="list-style-type: none"> ● Do not agree to confidentiality, or commit to limit your options of notification ● Be available for contact in the future if redirecting does not address concern ● Be alert to “patterns” of like concerns, and if present, notify the superintendent’s office ● If concern raises governance and/or political edge questions, contact Board Chair in addition to superintendent’s office

<p>What do I do if I get an email with concerns from:</p> <ul style="list-style-type: none"> a. staff member b. student c. parent 	<p>Following the same guidance from above, in addition:</p> <ul style="list-style-type: none"> ● Send author an email of acknowledgement and that their concern has been forwarded to the superintendent's office ● An email does not require engagement or seeking to understand issue ● Do not cc or bc to any individual or group, nor "reply to all" ● Be alert to "patterns" of like concerns, and if present, notify the superintendent's office ● If concern raises governance and/or political edge questions, contact the board chair in addition to the superintendent's office
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<p>As a board member, what do I do if I have a concern or complaint?</p>	<ul style="list-style-type: none"> ● Contact the board chair and / or the superintendent directly, preferably in person, or by phone ● Don't engage in serial meetings with other board members ● Be clear as to what your concern is as a board member, parent, etc., and be clear as to <ul style="list-style-type: none"> ○ your experience ○ what you think ○ what you feel ○ what you want ● Identify what in the concern is governance work, and what is management work ● Seek to increase your understanding, with an assumption of trust and competence for employees ● Don't represent other's or group's interest as your own ● Don't raise an issue as a surprise in work sessions or business meetings. Allow the board chair and superintendent time to research and prepare for a board discussion, if warranted
<p>What if I disagree with a report or presentation to the board?</p>	<ul style="list-style-type: none"> ● Submit questions and concerns to Office of Superintendent as the board protocol describes ● Reflect on what is driving your concern or disagreement ● If disagreement is in the details, request a meeting with Superintendent to discuss ● Do not surprise administrators or the board in work sessions and business meetings ● Praise publicly, confront privately

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/about-us/school-board/district-policies/200-school-board>

MANAGEMENT OF SELF-GOVERNANCE ISSUES

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.

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/Clerk, and Treasurer 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 thereafter practicable, each year. The elected officers hold their offices for one year until their successors are elected.

Roles of Board Officers

There are three official officers of the ISD 110 Board of Education: Chair, Vice-Chair/Clerk, and Treasurer. 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.

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.

Source: ISD 110 Policy 202 – School Board Officers

<https://isd110.org/about-us/school-board/district-policies/200-school-board>

WACONIA SCHOOL BOARD – STUDENT REPRESENTATIVES

The school board values the voices of students and wishes to both encourage student involvement and promote a communications link between the school board and the students of the district by authorizing student representatives to serve on the school board as non voting members. The school board believes that the views, insights, and suggestions of a student representative on the school board can be an advantage to the school board in its decision-making role regarding educational policies and programs.

Selection Process

1. In the fall and application process will bring forth applications from both 11th and 12th grade students in good student standing.
2. The applications will be prepared and distributed with the support of the Waconia High School leadership and a deadline will be established before the completion of the first month of school.
3. Interviews will be conducted by two designated board members along with the Superintendent no later than 2 weeks following the established deadline.
4. Interviews will be conducted before or after school and will be scheduled for no more than 15 minutes per interview.
5. All candidates will be given the opportunity to answer the same pre-selected questions.
6. Two student representatives will be selected after all interviews are complete.
7. Candidates demonstrating strengths in the following categories will be considered first:
 - Passion and proven interest in the fields of government, public relations, and political science
 - Well-rounded perspective and ability to engage multiple student groups

- Willingness to share ideas and advocate for others
 - Strong sense of purpose and desire to learn and grow
 - Ability to speak in public with pose and professionalism
8. The superintendent will extend offers to two (2) students the day following selection. Letters will be extended to all applicants on behalf of the board within 1-2 days following the selection notifying them of the results.
 9. Board members will be given an orientation with the Superintendent, Board Chair, and Clerk prior to their first meeting.
 10. The first official meeting will be the October Regular School Board Meeting.

Rights & Responsibilities

1. The student representative on the school board will attend all regular school board meetings while school is in session. Work sessions are optional but highly encouraged while school is in session. (Approximately 1-2 meetings a month). Committee meetings are not required but representatives are welcome to join under consultation with the Superintendent.
2. The student representative will not be permitted to attend closed meetings.
3. The student representative will have a designated spot to sit at the school board table for regular meetings.
4. The student representative will be bound by all rules, policies, and regulations that bind the school board.
5. The student representative will present a student representative report at each meeting and may offer comments to the school board regarding items on the agenda that affect students.
6. The student representative will not have the right to make or second motions nor vote on business matters before the board.
7. The student representative will report to the student body regarding matters discussed at school board meetings that are relative to student outcomes.
8. The student representative shall receive all other materials distributed to the school board in the board packets or at the school board meeting. All information received must be handled in an appropriate manner as a student representative on the school board.
9. The student representative will not be furnished board materials such as, but not limited to:
 - Sensitive personnel matters
 - Legal action strategy
 - Negotiations strategy
 - Individual student discipline
 - Other confidential matters
10. The student representative shall dress and act appropriately while serving on the school board in a manner consistent with other school board members and the school board Code of Ethics.
11. The student representative on the school board shall work to represent opinions of the student body and not solely the representative's own opinions.
12. The student representative on the school board shall consult with the superintendent of schools in carrying out the responsibilities associated with serving as student representative on the school board.

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. Specific actions are outlined in Policy 203 and the board is responsible for reviewing the policy on a regular basis to ensure continuity and adaptability for effective and efficient meetings.

Source: ISD 110 Policy 203 – Operation of School Board – Governing Rules

<https://isd110.org/about-us/school-board/district-policies/200-school-board>

General Meeting Cadence

Meeting dates and times are set at the organizational meeting in January and by board decision are subject to change. Generally, the School Boards meet in **work sessions** at 7:00 PM on the 2nd Monday of each month, the location for which rotates throughout ISD 110 buildings. It meets in **regular business meeting sessions** on the 4th Monday of each month, in the Waconia City Council Chambers.

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 as pursuant to open meeting law.

Board Committees, Advisory Councils, Task Force & Liaison Roles

Committees

As outlined in Policy 213, committees are an essential duty of active board members. Committee roles are necessary for engagement in key areas of board work. Typically they meet monthly, and are usually attended only by those 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 composed 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 may 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, 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) that 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 whenever possible, 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, 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 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

ISD Policy 213 School Board Committees

<https://isd110.org/about-us/school-board/district-policies/200-school-board>

Public Engagement

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.

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.

Board Discussion/Ending Debates

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.

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 the Minnesota Government Data Practices Act ("MGDPA") and the Open Meeting Law ("OML"), which prohibit certain information from being discussed or released during a public meeting. If comments or discussion would violate the law, the Chair should declare the comments out of order and end or redirect the discussion.

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

ISD Policy 207 - Public Hearings

ISD 110 Policy 209 – Code of Ethics

<https://isd110.org/about-us/school-board/district-policies/200-school-board>

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.

General Requirements

Put simply, the Open Meeting Law requires that School Boards and other government decision-making bodies 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.

Open Meeting Law does not just apply to verbal discussions, it also applies to electronic communications, such as e-mail, text messages, conference calls, chat rooms, and social media posts.

Board Discussion Beyond the Board Room

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.

Electronic Communications

In regard to electronic communications, School Board members may use email, text messages, social media messaging, or other sources to communicate with each other, but these methods cannot be used to discuss Board business, to influence votes on issues, or to avoid Open Meeting 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 the “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 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 district issue that the Superintendent has more experience with addressing, and so Board members should refer inquiries to the Superintendent whenever possible.

Your School Board email is generally public. As a result, anything you send or receive is subject to public view (with nonpublic data under the MGDPA redaction). Do not use your private email, social media accounts, and personal devices for School Board communication. 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/about-us/school-board/district-policies/200-school-board>

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

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.

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

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

National Education Association (NEA). <https://www.nea.org/>

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

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

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

Waconia School Board Code of Ethics

<https://isd110.org/about-us/school-board/district-policies/200-school-board>

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

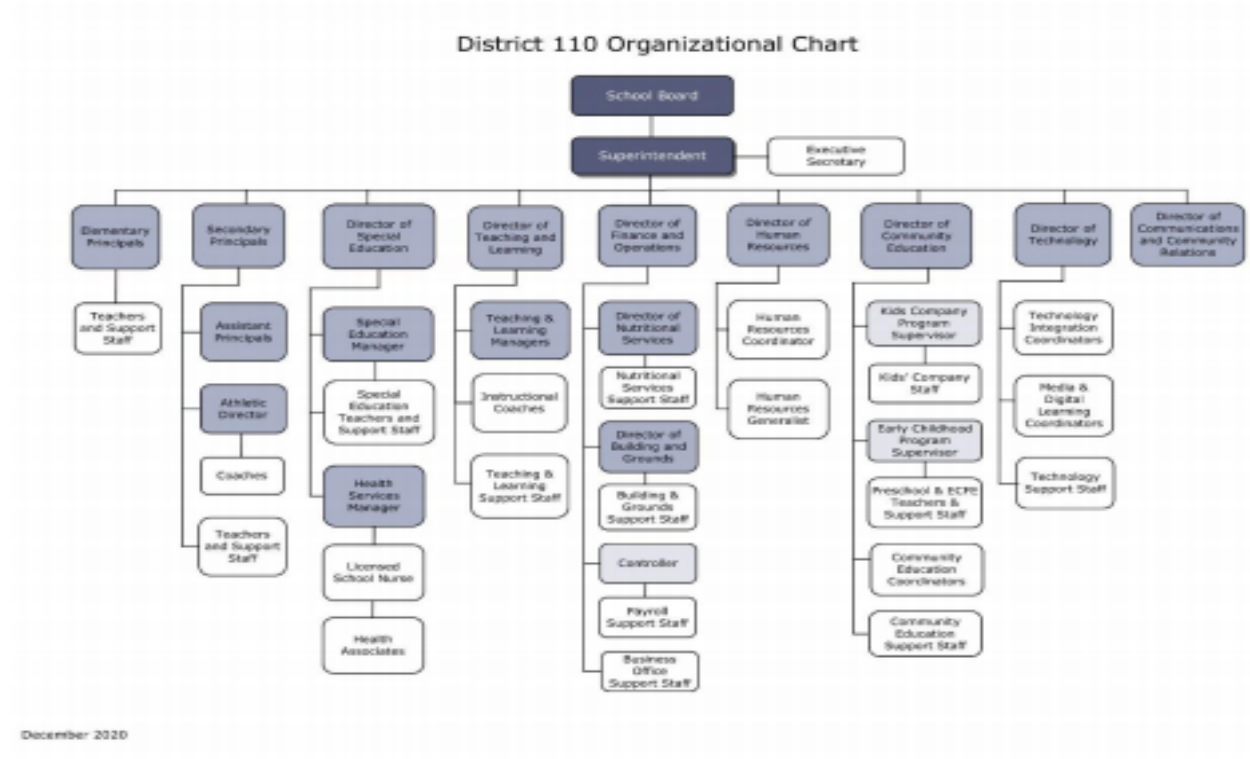
<https://isd110.org/about-us/district-policies>

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.

Chain of Command Organization Chart



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/>
- Robert's Rules of Order. <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*.
- Waldspurger, 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

- [Board Calendar](#)
- [ISD 110 Strategic Roadmap](#)
- [Board Finance Google Folder](#)
- Long-Term Planning Model
- Board Goals Statement

3. **New School Board Member Presentation**

Presenter:
Superintendent
Gersich



ISD 110 New School Board Member Briefing

November 2022

Purpose

Outcomes for Today:

- Provide an overview of board members' role to provide governance
- Provide information for governance tasks:
 - Selection of Superintendent
 - Policy
 - Academics
 - Finance
 - Human Resources
- Communication / General Closing
- Answer Questions



Responsibilities of the School Board

Board Duties

- Hire superintendent, who is an ex-officio member of the board, and delegate authority
- Oversight of human, financial, and facility resources
- Set policy and judicial review
- Collective bargaining
- Community relations and advocacy



Source: MSBA



Selection of Superintendent

- School boards employ a superintendent to lead and manage the school district.
 - The superintendent is an ex-officio, non-voting member of the school board and the chief executive officer of the school system.
 - The superintendent's duties and responsibilities are derived largely from three sources: in statute, employment contract, and job description.
- Superintendents are responsible for the management of the schools, the administration of all school board policies, and are directly accountable to the school board.

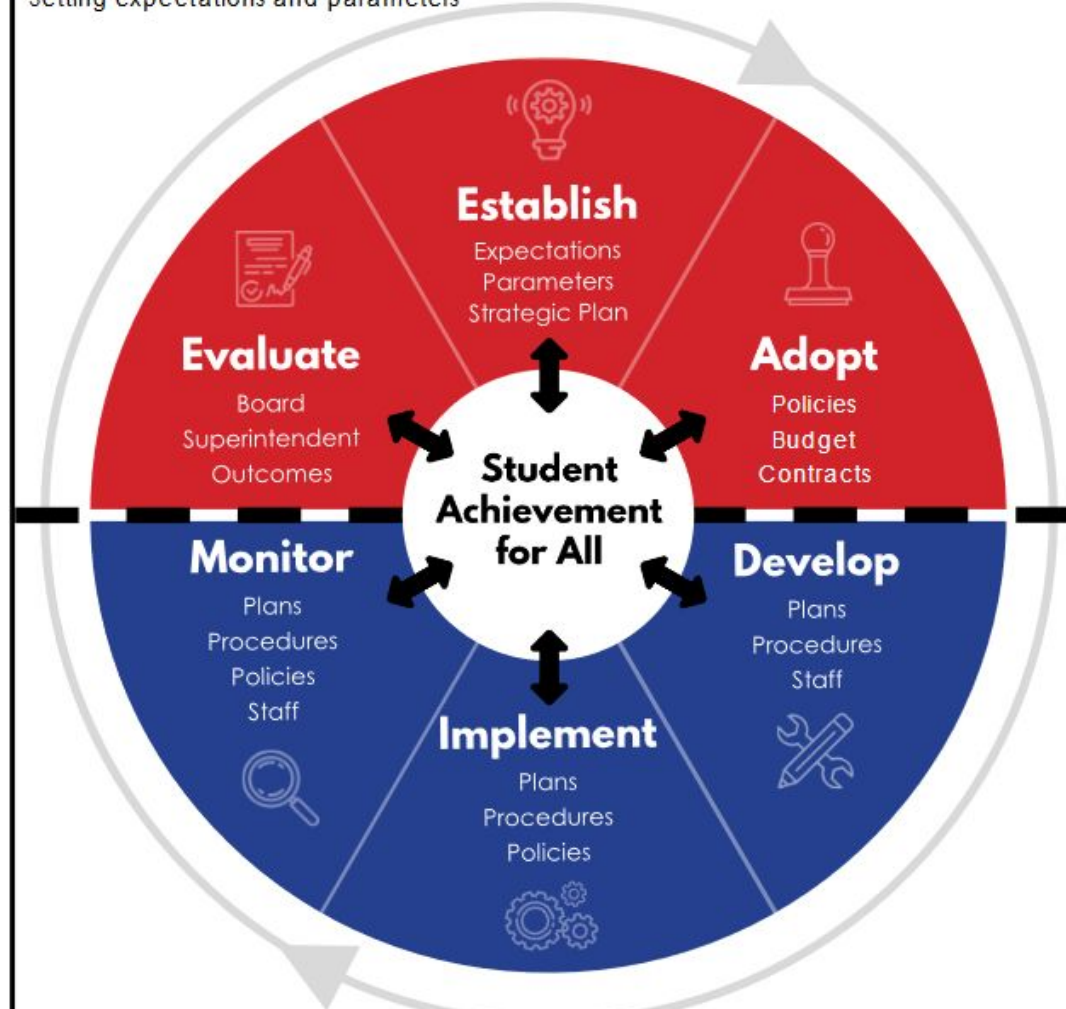
Source: MSBA



Board Governance Model

The School Board Governs

Setting expectations and parameters



The Superintendent Manages

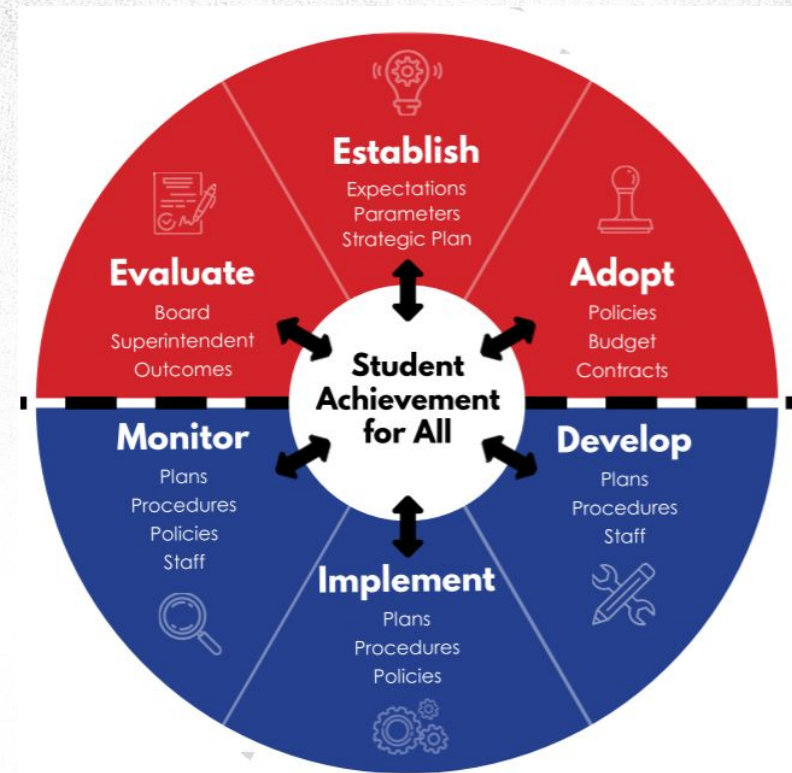
Providing leadership and supervision



Policy

ISD 110 Policy 208:

“The school board has jurisdiction to legislate policy for the school district with the force and effect of law. School board policy provides the general direction as to what the school board wishes to accomplish while delegating implementation of policy to the administration.”



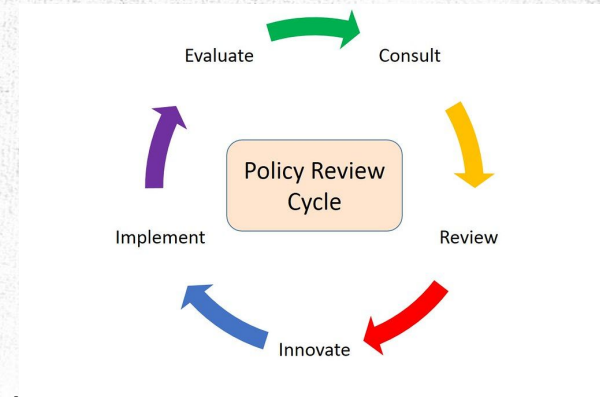
Policy

Policy Roles and Responsibilities:

- Board Members - Adopt policies that establish the focus, criteria, and parameters for decision-making.
- Board Policy Review Committee - Reviews / amends recommended policies prior to submitting to the full board for consideration.
- Superintendent and District Administrators - Ensure policies and regulations are implemented, support review and evaluation of policy, and recommend changes of policy to Board for consideration.
- Staff - Implement all school board policies and administrative regulations.



Policy

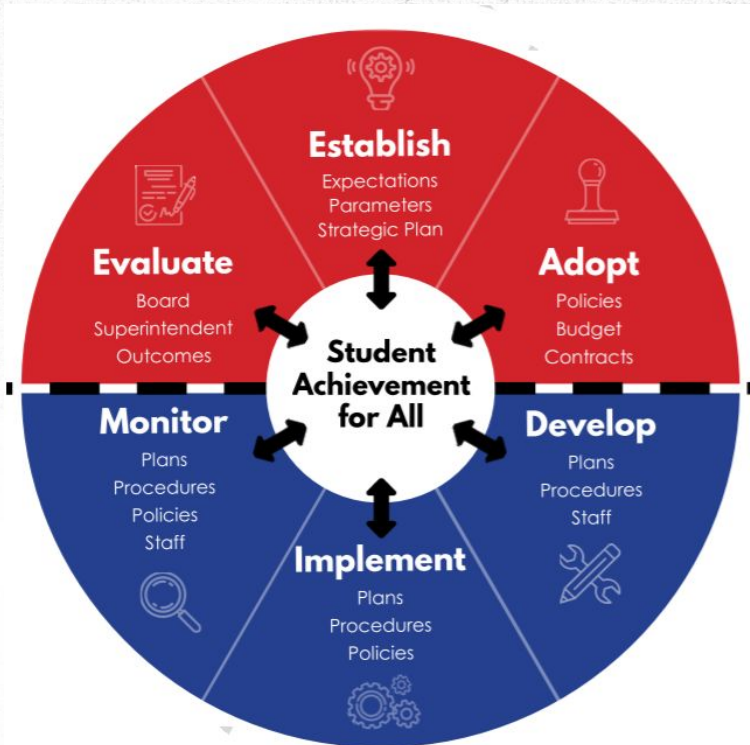


ISD 110 Process:

- MSBA model policies as base
 - Monitors legislation, recommends policy adjustments
- Review Cycle
 - Annual policies for review
 - Review cycle
 - As needed
- Administration review of policy, recommend changes
- Board policy committee review policy, recommend changes, work with administration on questions, feedback, recommended changes
- Full board considers recommendations and adopts policy by majority vote



Academics



Mission, Vision, Core Values, Theory of Action

MISSION STATEMENT

Our Core Purpose

- ▶ ISD110 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

ISD110 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 all students will...**

...EXPLORE THEIR PASSIONS and CREATE THEIR SUCCESS!





Mission, Vision, Core Values, Theory of Action

MISSION STATEMENT

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THEORY OF ACTION

Our Commitment to Continuous Learning

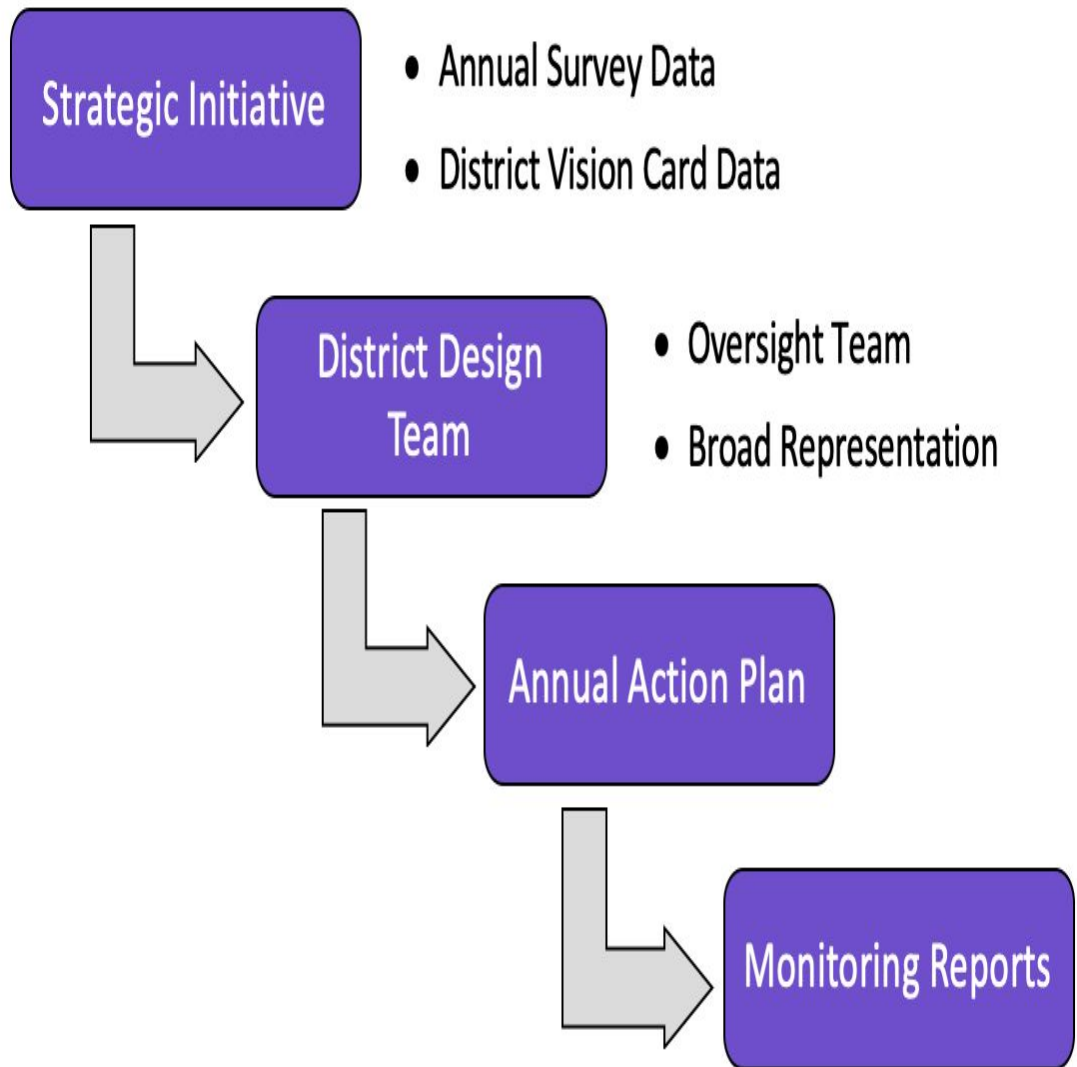
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Operational Plan

~ Management ~



ISD ONE10

2022-2023 Operational Plan

	High Impact Teaching & Learning Improving structures and systems for learning Increasing student engagement for learning	Supporting the Whole Child Improving student-focused responsive practices Promoting a safe, inclusive, and equitable learning environment	High Quality District Systems Developing a collaborative culture in the school community Aligning human, financial, and physical resources
Learning Work	Standards-based Learning and Reporting Practices (9-12)	Multi Tiered Systems of Support Model	D110 Strategic Plan Oversight Team - Annual monitoring of processes and procedures Technology Infrastructure and Student Information Systems - Cyber safety protocols
Implementation Work	2021-2025 Professional Growth, Reflection and Evaluation Plan (PGRE) - Training and guided implementation for E-12 faculty Standards-based Learning and Reporting Practices (K-5, 6-8)	Cultural Competence - Initiatives and training	E-12 Crisis Management - Building protocols, communication, cyber security incident plan Technology Infrastructure and Student Information Systems - Centralized registration process
Standard Work	E-12 Professional Learning Communities (PLCs) Guaranteed and Viable Curriculum (GVC) - Review Cycle and Processes		Education Leadership Systems (Team Works International) - Use of protocols to guide strategic change and growth Oversight of Statutory Operating Debt (SOD) Plan

School Finance 101

- Types of funds used in school finance
- School funding formula
- Revenue categories
- Expenditure categories
- Multi-year financial planning



Funds

Operating Funds:

- 01 – General Fund: to account for all revenues and expenditures of the school district not accounted for elsewhere.
- 02 – Food Service Fund: to record financial activities of a school district's food service program.
- 04 – Community Service Fund: to record all financial activities focused in enrichment programs for any age level that are not part of the K-12 education program. Serving ages birth to 100+.



Funds

Non-Operating Funds

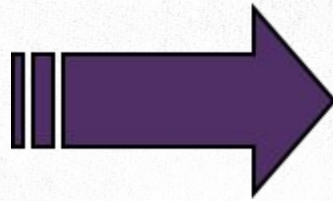
- 26 (UFARS 06) – Building Construction Fund: record bond project proceeds and uses approved by voters.
- 18 – Custodial Fund: scholarship funds that are held for distribution based upon the awarding of scholarships.
- 07 – Debt Service Fund: record revenues and expenditures to pay for the principal and interest on debt issued by the school district.
- 47 – Post-Employment Benefits Debt Service Fund: similar to Debt Service Fund, but only for debt related to other post employment benefits.



School Funding: A Formula for Confusion

The formula allowance

A dollar amount determined by the state as the main source of school funding.



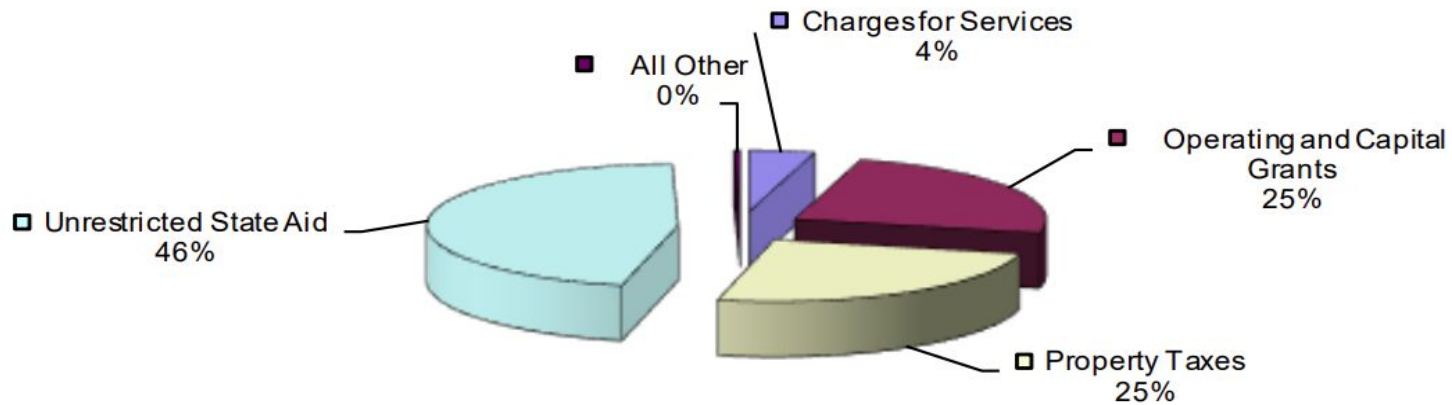
The general fund

The checking account for the district that is primarily used to pay expenses such as operating expenses (i.e. salaries, supplies, equipment).



Revenue Sources

Figure A-1
Sources of District's Revenues for Fiscal 2021



Expenditures Categories

District and School Administration

School board, superintendent, principals, and directors of instructional areas

District Support Services

General and other administrative support, human resources, community relations, elections, census, legal, business support services, and information systems services

Regular Instruction

All activities dealing directly with the teaching of students K-12, English Language Learners, Co-Curricular, Athletics, and Area Learning Center

Vocational Instruction

Agriculture, Distributive Education, and Special Needs

Exceptional Instruction

Speech, Mild, Moderate and Severe Disabilities, Physically Impaired, Hearing Impaired, Visually Impaired, Specific Learning Disability, Emotional/Behavior Disorder, Autistic Spectrum Disorders, Early Childhood, and Federal Programs



Expenditures Categories

Instructional Support Services

Activities for assisting the instructional staff with the process of providing K-12 learning experiences. Curriculum, Staff Development, Technology Integration, Education Media

Pupil Support Services

All services provided to students not classified as direct instruction. Counseling, Health Service, Psychological Service, Social Work, and Transportation

Site, Buildings and Equipment

Acquisition, operation, maintenance, repair, and remodeling of all physical plant, facilities, and grounds

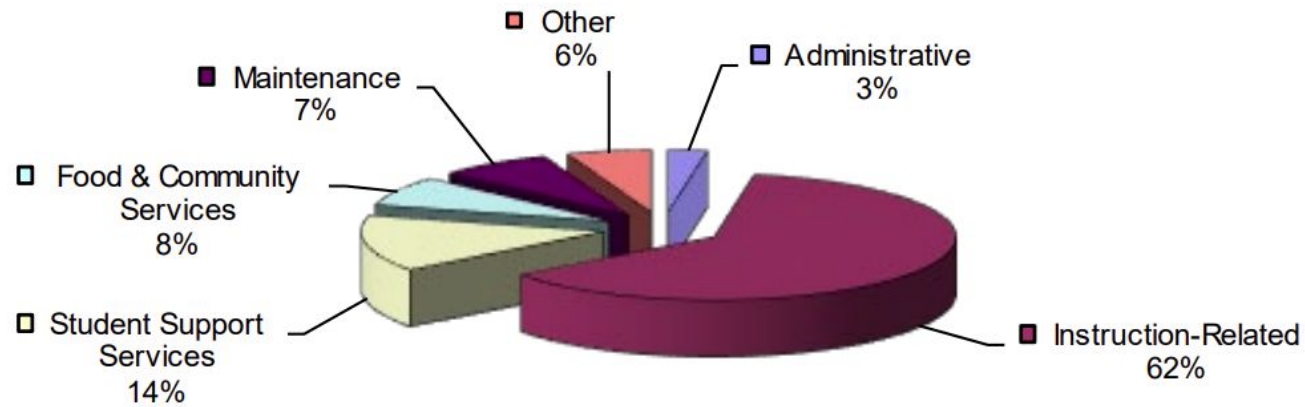
Fiscal and Other Fixed Costs

Fiscal and fixed costs. Property liability insurance, and aid anticipation certificate cost



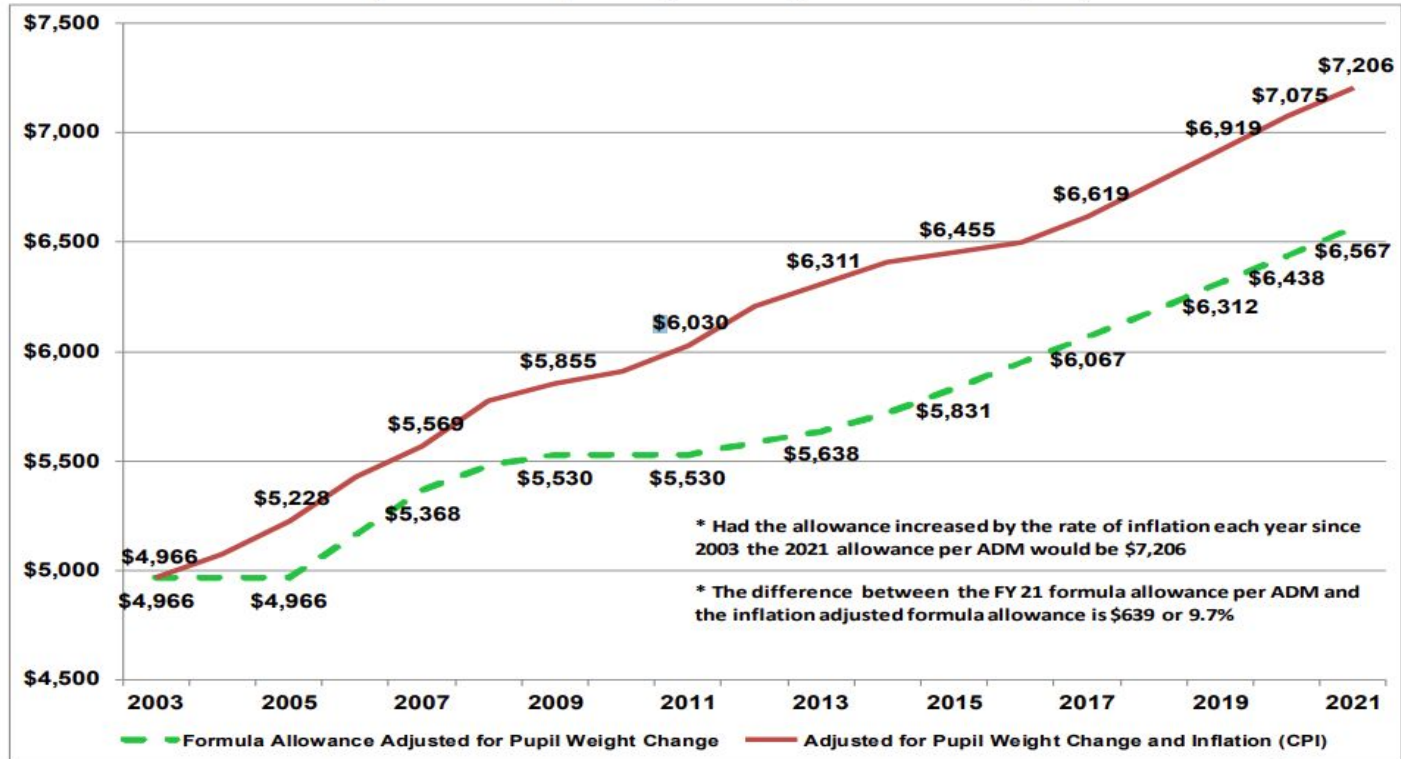
District Expenses

Figure A-2
District Expenses for Fiscal 2021



Basic General Education Formula & Inflation

General Education Formula Allowance, 2003-2021
Adjusted for Pupil Weight Change and Inflation (CPI)



Source: MDE August 2019 Inflation Estimates



Why is a fund balance needed?

- Necessary for unknown situations
- Irregular payments of state and local revenues
- State aid proration, metering of payments, tax shift, and state shut down
- Higher utility costs and/or other fixed costs
- Greater than expected inflation
- Changes in enrollment and state funding
- Higher than anticipated contract settlements
- Unanticipated deficits in other operating funds
- Costs of defending and/or settlement of a lawsuit

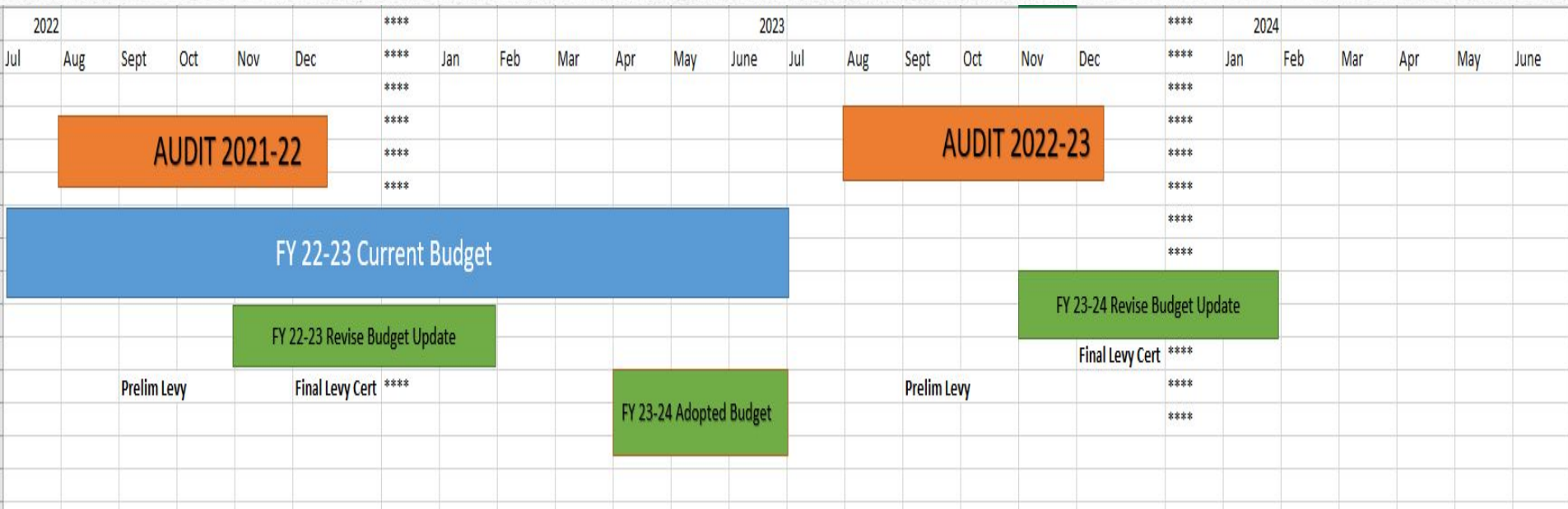


Importance of the Audit Process

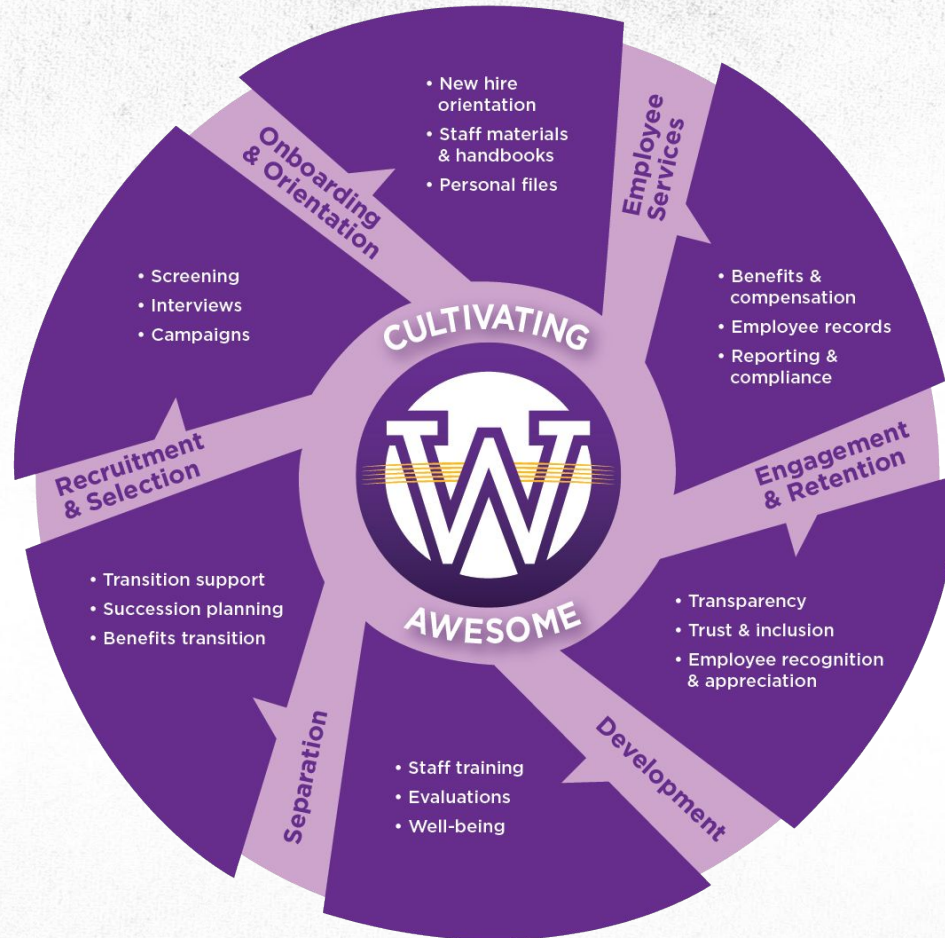
- Done after June 30 of every year.
- Process includes preliminary work paper in the summer to final audited statements in the fall.
- State Statute for every public school to provide an audit report to MDE by Nov. 30.
- Provides objectivity to all stakeholders
- The financial audit statement is also sent to the State Auditor's office.



Budget & Levy Adoption Calendar



Human Resources Department



Employee Headcount

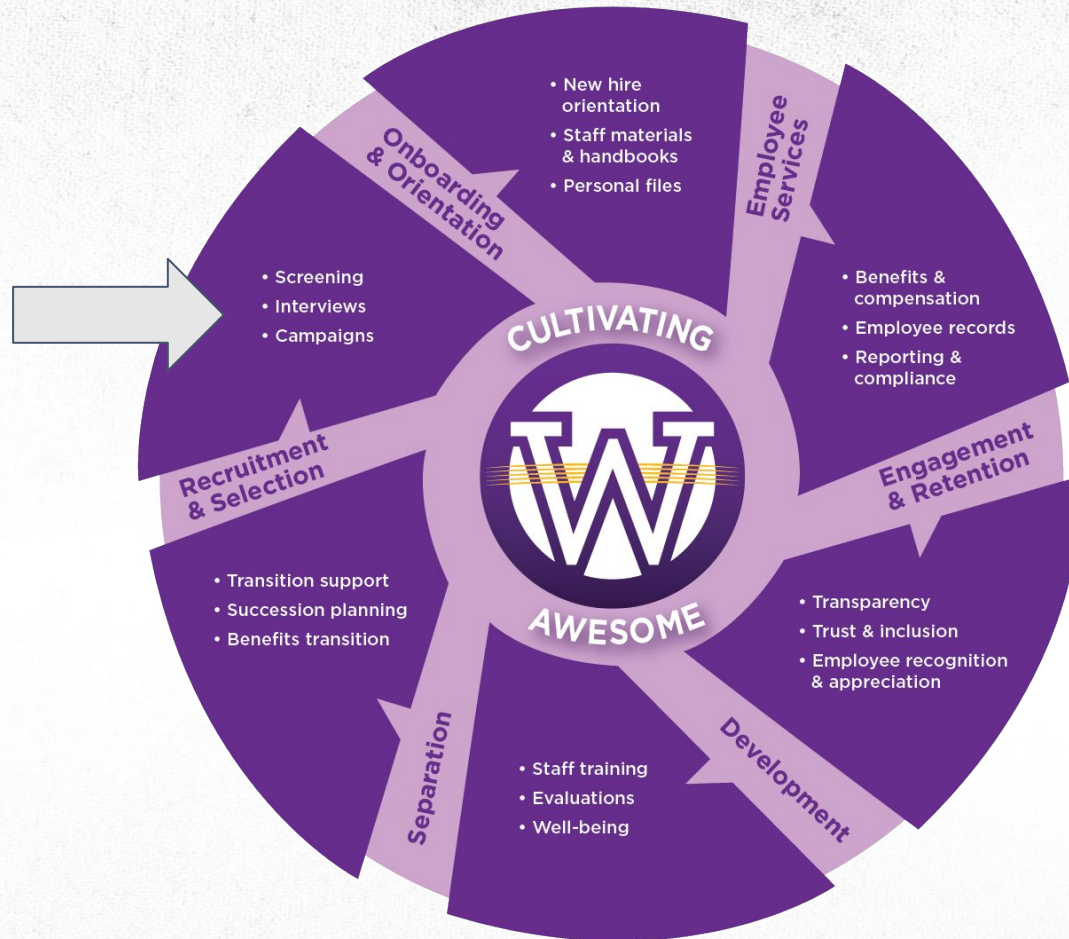
Licensed 318

Non-Licensed 279

Temp/Casual 240



Recruitment & Selection



Recruitment & Selection

- Recruit, advertise, and manage applicant pools
- Attend and organize job/career fairs to attract highest quality candidates
- Create comprehensive behavioral and job-specific interview processes
- Ensure that job descriptions are accurate and up to date
- Support student teachers to identify high quality teacher candidate pathways

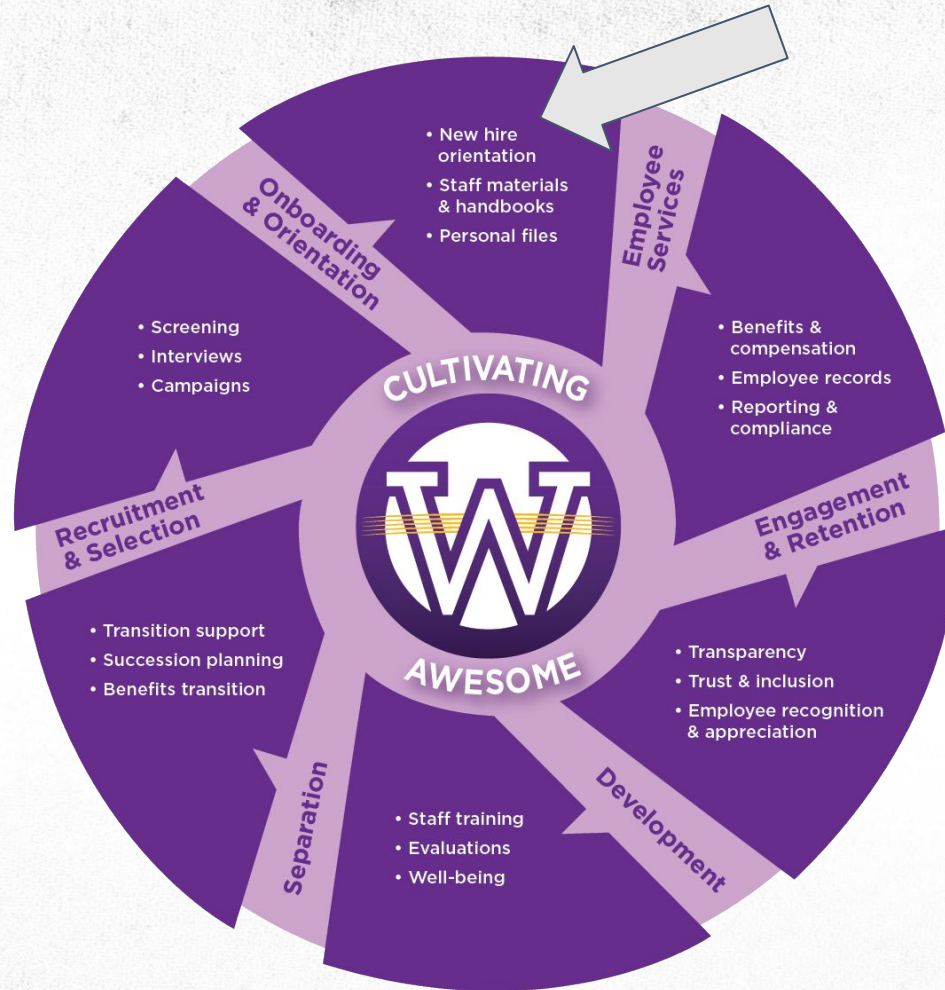


Recruitment & Selection

- Promote job openings on various platforms to attract quality and diverse applicants
- Develop engaging recruiting campaign strategies using social media and other platforms
- Implement Criminal Background Checks
- Manage HumanEx screening tool
- Ensure Veterans Preference compliance



Onboarding & Orientation



Onboarding & Orientation

- Personalize new hire orientation and onboarding process based on specific work groups
- Share all essential information with new employees prior to start date
- Create and maintain employee handbooks, customized for various employee groups
- Ensure that the ISD110 website is up to date with all agreements, benefits, and policies to provide transparency

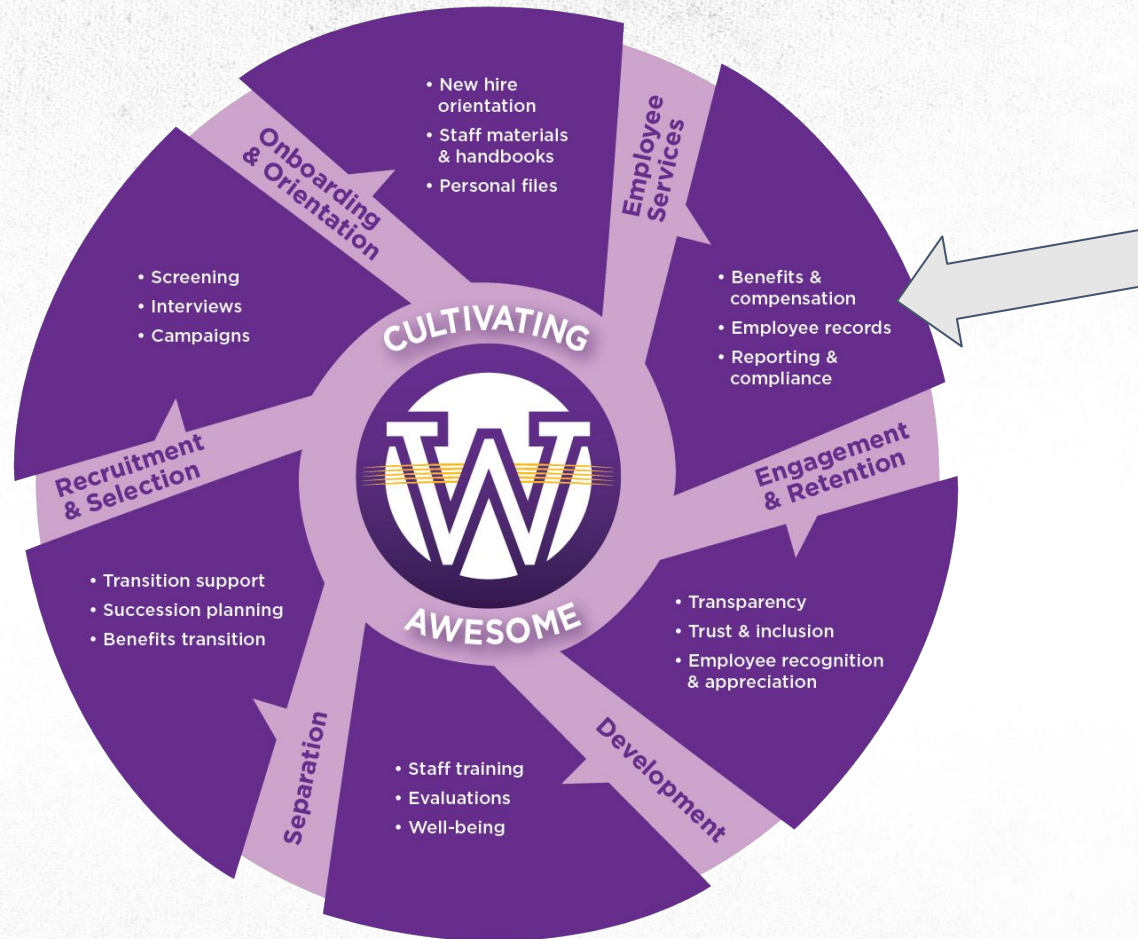


Onboarding & Orientation

- Establish and manage personnel files, I-9 files, and medical files
- Manage and enter all employees into Skyward, PlanSource, Frontline, Vector, & various spreadsheets
- Develop various staffing plans and analysis
- Administer new hire required training



Employee Services



Employee Services

- Oversee FMLA & Leaves of Absences, Worker's Comp
- Manage Contracts / Work Agreements
- Serve as Human Rights Officer
- Supervise MN reporting and compliance
- Administer Benefits - enrollments and changes
 - Health, dental, vision, life, long term disability, HRA, FSA, retirement (403(b)) and pension (TRA and PERA)
- Oversee Certifications/Licensure
- Create competitive compensation structures
- Facilitate Employee Assistance Program (EAP)
- Complete Investigations/Employee Discipline
- Execute Employment Verification

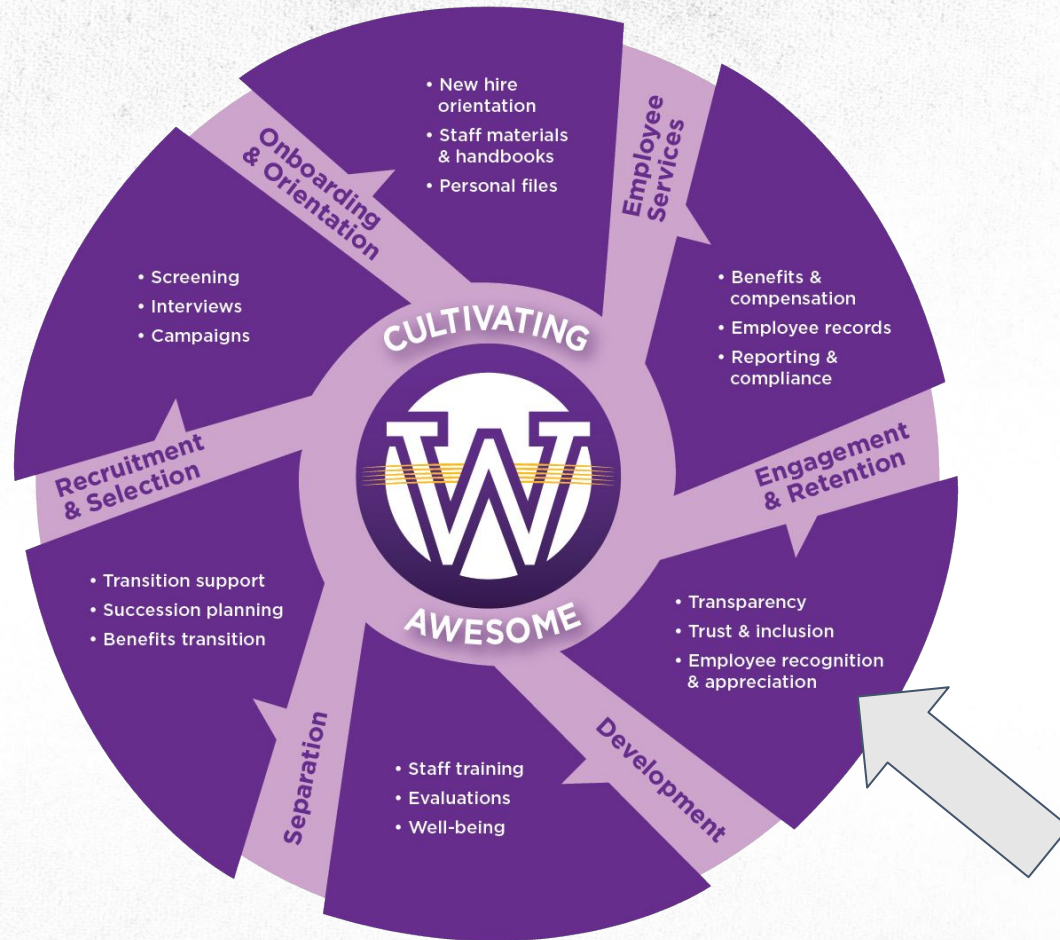


Employee Services

- Ensure compliance with Title IX, Title VII, Minnesota Human Rights Act, Minnesota Government Data Privacies Act, Monitor 400 Services of School Board Policies, Affordable Care Act (ACA).
- Monitor Data Practices
- Manage STARS Reporting
- Conduct WEA Listening Sessions
- Negotiate/Meet and Confer
 - Three collective bargaining agreements
 - One collective bargaining agreement for an organized employee group, not represented by a labor union (principals)
 - Twelve unaffiliated at-will employee groups



Engagement & Retention



Engagement & Retention

- Build trust across ISD 110 staff
- Develop an Engagement and Retention Plan
- Collect and analyze employee data
- Collectively create strategies to maintain areas of strength and improve in needed areas
- Create a culture of appreciation, engagement and inclusion
- Develop a culture of belonging and inclusion, cooperatively with the Cultural Competency Committee

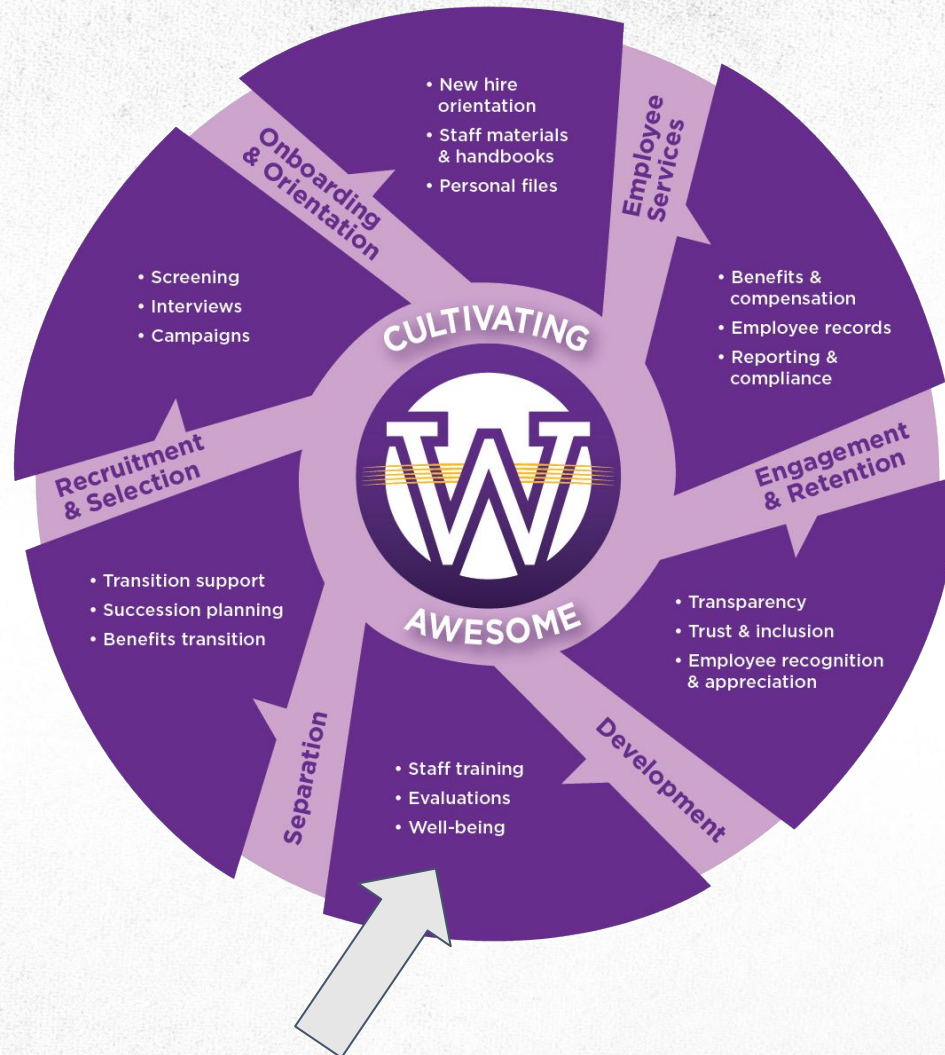


Engagement & Retention

- Coordinate recognition programs to showcase employee service and contribution
- Provide innovative and competitive salary and benefits programs
- Develop communication strategies to support and engage all employees



Development

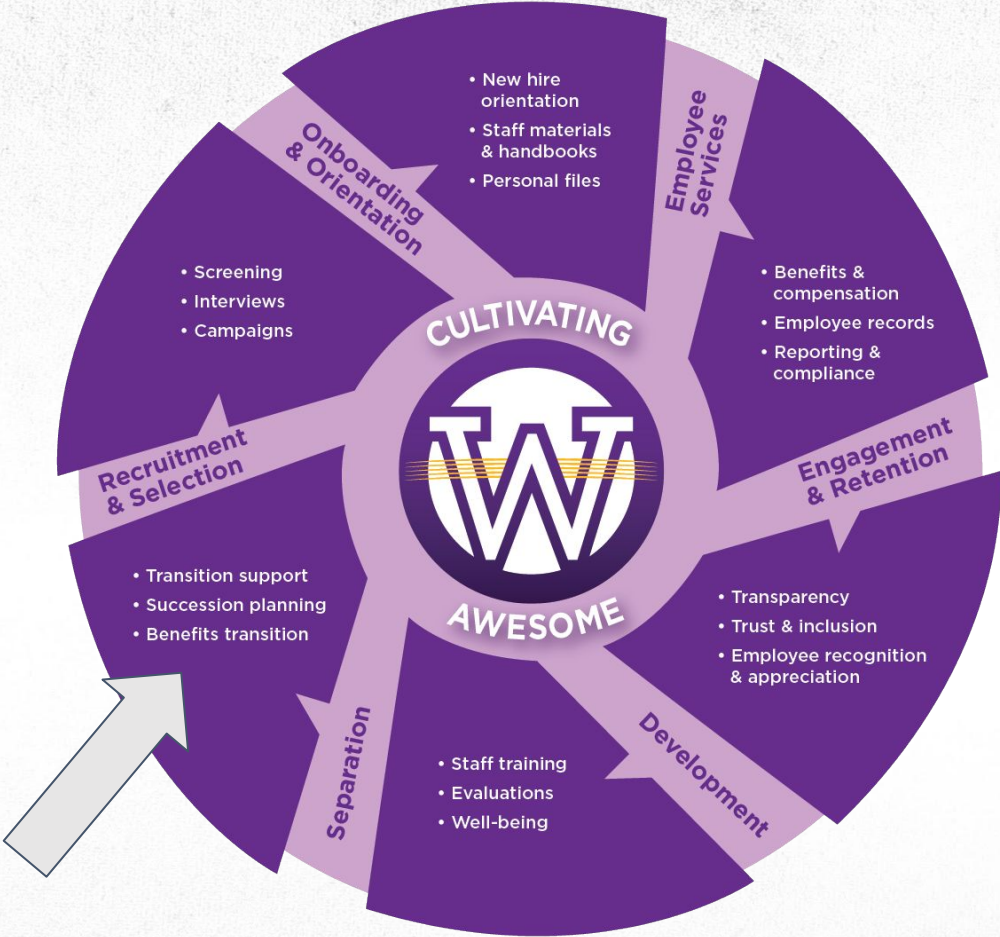


Development

- Provide mentorship
- Manage tuition reimbursement program
- Promote advanced degrees/certification
- Monitor evaluation processes
- Mandatory policies and training requirements
- Salary lane advancement
- Promote a culture of wellbeing



Separation of Service



Separation of Service

- Counsel employees as they separate service
- Oversee retiree insurance and benefits
- Manage system updates and record retention
- Provide insurance for qualifying retirees
- Manage voluntary separation for qualifying employees
- Assist in succession planning
- Support employees with TRA and PERA
- Monitor unemployment claims

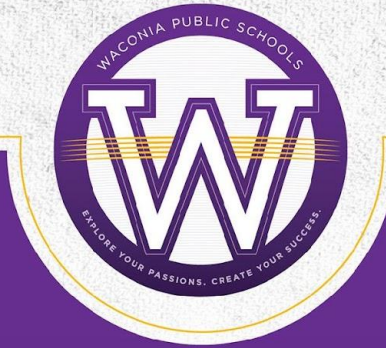


Communications & Board Members as Ambassadors

Board Members' Role in Communication

- Understand and support messaging on key issues in community
- Answering questions about system and process
- Redirect management items to staff (teacher, principal, superintendent, etc.)
- Join us for events when invited!
 - Back to school
 - New teacher breakfast
 - Structured site visits
- Bring your questions and concerns to the superintendent
 - Always available to help
 - The Board hires and supervises one person





Questions

4. **Select Date for Superintendent's Mid-Year
Evaluation**

Presenter: Chair
Geller