

School Board Work Session

Work Session will begin 15 minutes after adjournment of the Business Meeting.

1. Introductions
2. Minnesota School Boards Association (MSBA) Transition Workshop 2
Barb Dorn from MSBA
3. 200 Series of Policies Review 12
Policy Committee Member(s)
Anne Becker from Becker Law
4. School Board Handbook 21
ReNae Bowman, School Board Chair
Dr. Greta Evans-Becker, School Board Clerk



MSBA EXECUTIVE SEARCH SERVICES: TRANSITION WORKSHOP

**Developing first-year goals and expectations
for the School Board and Superintendent**



Cornerstones - Standards



Including: *Respecting and advocating mutual understanding of the roles and responsibilities of board members and superintendent*

Including: *Evaluating the superintendent on clear and focused expectations*



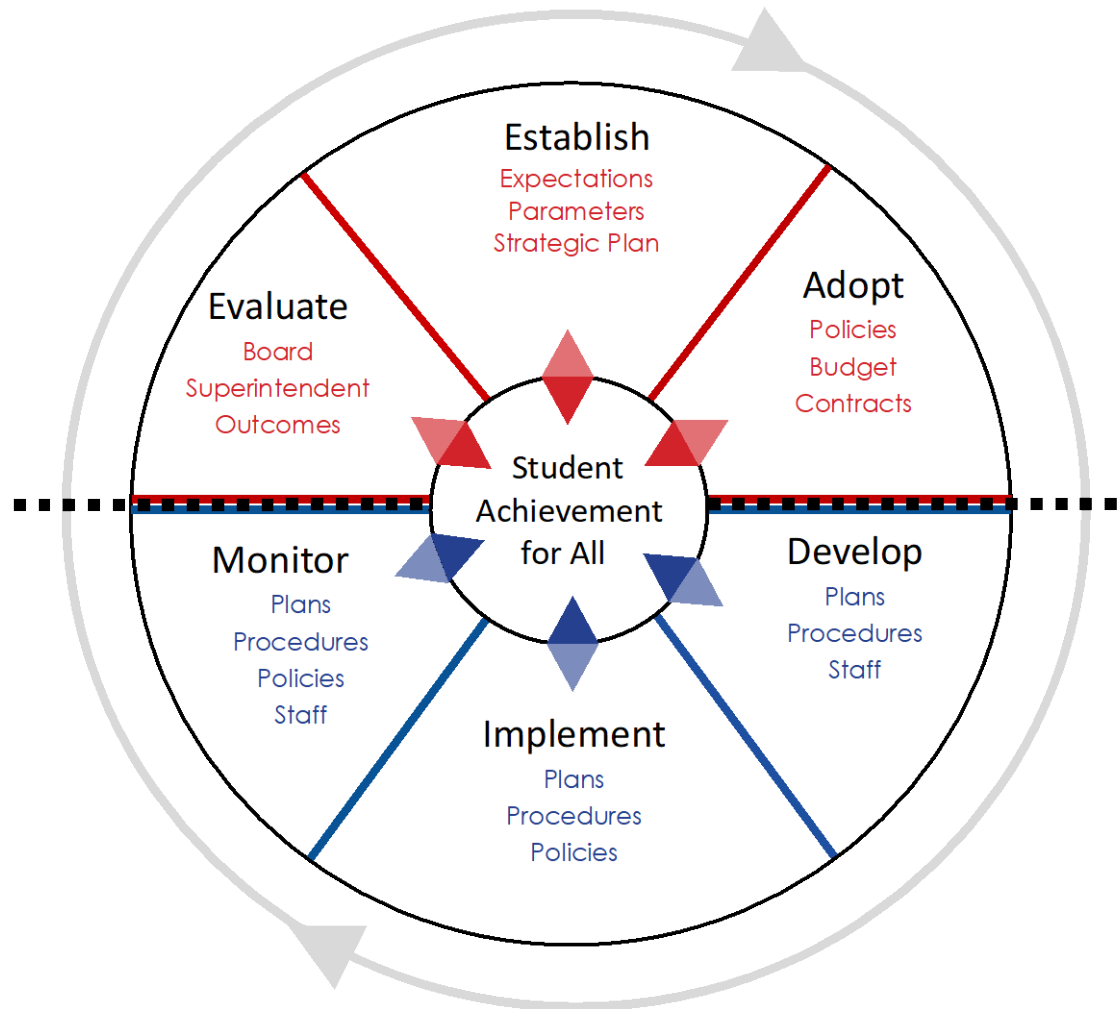
Cornerstones - Standards





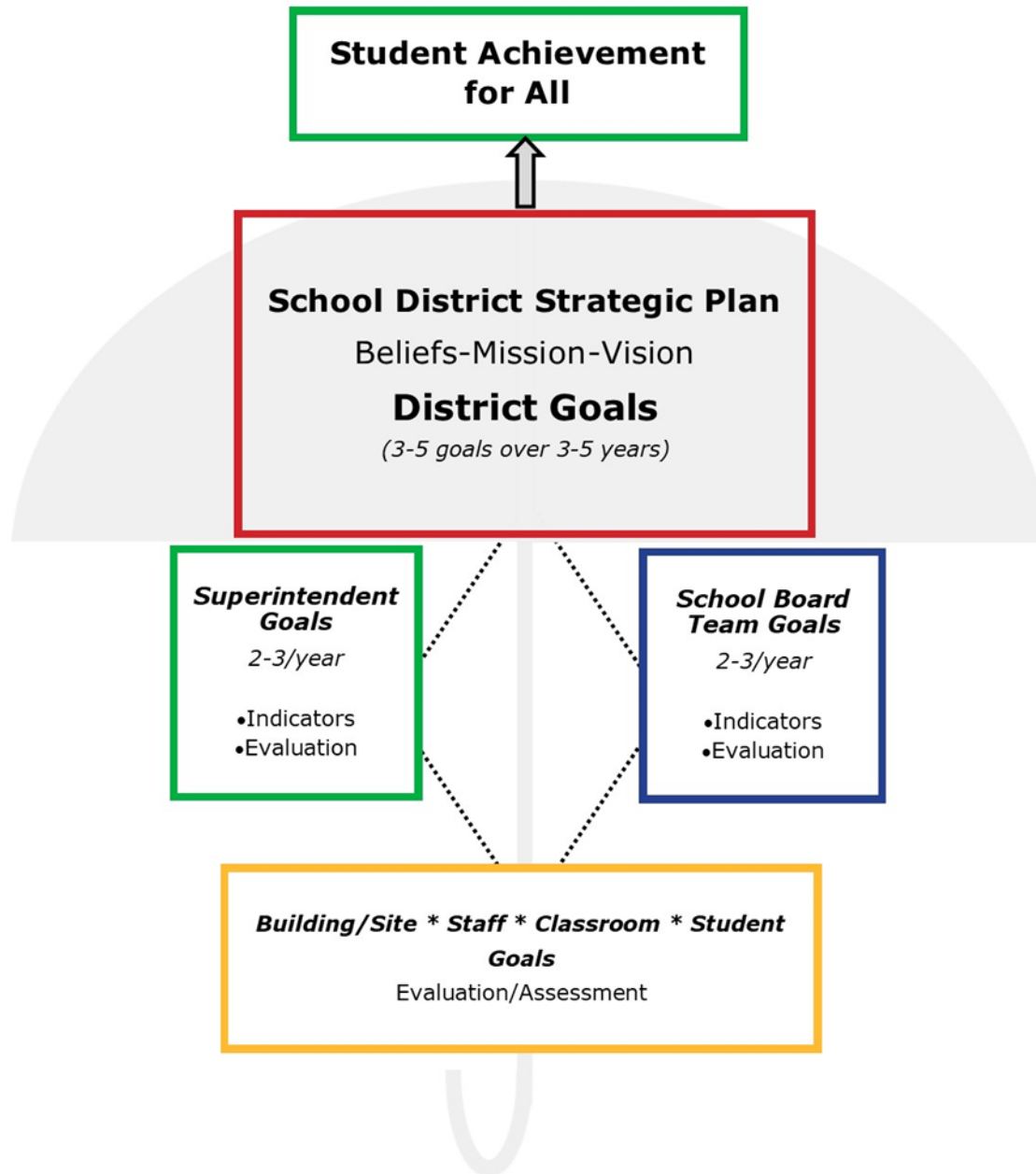
The School Board Governs
Setting expectations and parameters

Board Governance Model



5

The Superintendent Manages
Providing leadership and supervision



Integration of Goals Toward a Common Plan



Evaluation “DOs and DON’Ts”

DOs

- Develop a process
- Collaborate
- Use agreed-upon ratings and provide written feedback
- Compile one final combined evaluation summary
- Allow time to discuss the results

DON’Ts

- Appoint an evaluation committee
- Manage the evaluation alone
- Use only the agreed-upon ratings without providing written feedback
- Provide individual evaluation summaries
- Conduct one-way communication

(page 2)



THREE STEP PROCESS

- Establish goals and selecting standards
- Schedule and hold a mid-year evaluation
- Schedule and hold an end-of-year evaluation

(page 10)



REMEMBER:

- Minnesota's Open Meeting Law
- Minnesota's Government Data Practices Law



COMMUNICATION COLLABORATION CLARITY





**WHAT
QUESTIONS
DO YOU
HAVE?**



203 POLICY - GOVERNANCE

I. PURPOSE

The purpose of this Policy is to state those governing principles to which all Board members must adhere in order for the Board to govern effectively and fulfill its legal responsibilities for the care, management, and control of the District.

II. GENERAL STATEMENT OF POLICY

Board members have adopted the Policy Governance® Model in which the Board is responsible for adopting policies to set the vision for the District, and monitoring progress toward achievement of that vision.

Under this Model, the Board's primary focus must be on the "ends" (the results to be achieved), rather than the "means" (the way in which the District will achieve those results). Therefore, the Board delegates policy implementation and the operations and daily management of the District to the Superintendent, with the commensurate authority necessary to carry out those responsibilities.

The Board must evaluate the Superintendent and District outcomes based on established policies and measurable results, and hold the Superintendent accountable for delivering results aligned with Board policies and District goals. The Board must also hold itself accountable for the quality and effectiveness of its governance based on its adherence to the practices below.

III. GOVERNANCE RESPONSIBILITIES

The Board as a whole is solely responsible and accountable for fulfilling the District's duties under the law, and for lawfully exercising its powers. If the Board is not functional, effective, and/or holding itself or its members accountable for fulfilling its collective and individual member's legal and ethical responsibilities, it has failed in its governance responsibilities.

The Board's governance responsibilities cannot be achieved without open channels of communication and transparency in deliberations and decision making.

A. Governing Practices

To fulfill its governance function, the Board, and individual Board members must:

1. focus on advancing the District's Mission, Vision, Strategic Priorities, and Priority Outcomes Grounded in Equity;

2. inform themselves, and participate in ongoing learning and training, about the role and responsibilities of school boards and school board members;
3. adopt legally-compliant and equitable policies, govern in accordance with the Policy Governance® Model and this Policy, and regularly assess and hold themselves accountable for effectiveness and integrity in the exercise of their governance responsibilities;
4. strictly adhere to the Code of Ethics;
5. act and speak with integrity;
6. represent the entire school community and place the best interests and needs of District students above all other considerations or outside commitments, including:
 - a) The agendas or concerns of any and all advocacy and/or interest groups;
 - b) Any loyalty to, employment by, or membership in, another entity (such as another school district, a governing or advisory board of any kind, a union, or a particular group of parents/guardians or employees); and
 - c) Any conflicts (whether perceived or actual) based upon the personal, professional, and/or financial interests of any Board member and/or their relatives.
7. seek and support, whenever possible, solutions and outcomes that increase equity in education;
8. work in partnership with the Superintendent by respecting and not undermining their delegated authority and leadership of the District;
9. when receiving questions or concerns from students, families or caretakers, staff, or other members of the community, carefully document the question or concern (to inform the Superintendent of the issue(s) brought to your attention), and direct the person or group to contact the Superintendent or building principal, as appropriate;
10. engage in open and transparent public dialogue and receive input from a variety of perspectives prior to Board action. Board members are encouraged to fully participate and to agree or disagree about issues, while ensuring that they are not unnecessarily prolonging the dialogue, such as by repeating the same points over and over, or trying to impose their own will rather than respecting that decisions must be made by the Board as a whole;
11. comply with all Board policies, and local, state, and federal laws or regulations related to school boards and school board members;
12. recognize and respect that individual Board members, other than the Board Chair, have no authority to act on their own. Unless the Board has delegated specific authority to an individual Board member, the individual Board member has no

power to take any action for or on behalf of the Board;

13. once the Board has taken action, abide by that decision and support it both publicly and privately; and
14. understand that the Superintendent is bound only by those directives, delegations, and decisions made by a quorum of the Board through official action taken at a lawful meeting.

B. Conduct During Business Meetings

1. The purpose of Board business meetings is to conduct the business of the District. Board members' questions, comments, or opinions must be related to District business properly before the Board and/or the motion under discussion, and limited to the Board's governance role.
2. Grandstanding, including self-promotion and focusing attention on oneself and/or one's own personal interests, actions, or grievances, is not governance and has no place at a Board meeting. Grandstanding takes the focus away from students and the school community, interferes with the ability of the Board to conduct business, wastes time, and must be ruled out of order.

C. Communications and Transparency

1. Board members must establish and maintain open channels of communication with each other. Interrupting, denigrating, dismissing, or talking over other Board members is not constructive, damages the reputation of the Board and the District, and shuts down communication channels.
2. The Superintendent must provide the Board with the information necessary to make informed decisions, and ensure that each member has equitable access to this information.
3. If a Board member knows they are going to be late to, or absent from, a meeting, they must notify the Board chair or the Superintendent as soon as possible. It is the responsibility of that Board member to ensure that they are aware of the information presented and/or actions taken when they were not present. Board members are strongly encouraged to use the resources available to them to learn that information (i.e. meeting recordings, meeting minutes) prior to reaching out to the Board Chair.
4. Board members must direct all requests for information from the District or District staff, including questions, to the Superintendent and the Board Chair.
5. Board members must ensure that the information they are sharing in their capacity as a Board member is accurate to the best of their knowledge and ability to confirm that the source of the information can be reasonably relied upon.
6. Board members must protect private, nonpublic, not public, and confidential data in accordance with the Minnesota Government Data Practices Act and the federal

Family Educational Rights and Privacy Act. Such information must not be disclosed in any form or manner, whether written or verbal, if its disclosure is not permitted under the law.

7. Board members are expected to express their knowledge and opinions about issues in a thoughtful and constructive manner. Communicating in a thoughtful and constructive manner means that every Board member is:
 - a. fully prepared for the meeting in advance;
 - b. focused on issues legitimately before the Board, not on: other Board members, operational matters, or personal recriminations or vendettas; and
 - c. following the Board Bylaws, the Code of Ethics, Board policies, Robert's Rules of Order, the Policy Governance® Model, and any other governance or ethics documents the Board has adopted.

D. Accountability

Board members who fail to fulfill their legal and governance responsibilities must be held accountable. After conducting an investigation and consulting with legal counsel, the Board has a number of options for addressing issues and holding individual Board members accountable, including:

1. Inform the Board member of the potential consequences of their conduct, including the potential loss of immunity. Immunity is only available if a Board member acts within the scope of their official duties.
2. Provide/require training or retraining.
3. Adopt new standards to address the issues.
4. Censure the Board member.
5. Ask for the Board member's resignation.
6. Remove the Board member from all committees.
7. End or suspend the Board member's compensation.
8. Remove the Board member for serious and/or unlawful conduct in accordance with the law.

203.1 POLICY - CONDUCTING BOARD BUSINESS AND MEETINGS

I. PURPOSE

The purpose of this Policy is to specify the rules, in addition to those established by law and other Board policies and governance documents, that the Board and Board members must follow when conducting Board business and meetings.

II. GENERAL STATEMENT OF POLICY

In order to fulfill its legal responsibilities, efficiently and effectively conduct its business, and maximize productive time and dialogue during its meetings, the Board has developed and must, as individual members and a collective body, adhere to the rules, standards, and norms for conducting its business and meetings.

III. BOARD BUSINESS

A. General

1. Board business is conducted by the Board only through official actions taken at a properly-noticed and open meeting when a quorum of Board members is present.
2. Committees have assigned Board members to ensure that there is adequate Board representation at each meeting, and to limit Board member participation to a maximum of three members to avoid a quorum.
3. The Board may give work direction to and evaluate the performance of one District employee: the Superintendent. The Superintendent takes work direction from the Board, not individual Board members.
4. The Superintendent is responsible for following all laws, regulations, policies and procedures governing the bidding for, evaluation, and selection of third party services and, when required, to bring information about proposals and the administration's recommendation to the Board for approval. Except for Board-only products and services, such as Board professional development, Board members must not attempt to insert themselves into a bidding/contracting process at any stage, unless otherwise provided by law or authorized by the Board.

B. Legal Advice and the Attorney-Client Privilege

1. Individual Board members must not contact legal counsel for the District unless they have been given prior approval from the Board to do so. Attorneys contracted to provide legal services to the District represent the Board as a whole; not

individual Board members or District employees.

2. The attorney-client privilege is held by the Board as a body. Individual Board members do not have the legal right to waive the privilege or to disclose confidential legal advice or other information protected by the attorney-client privilege.
3. Board and Board Committee members have no right to record a meeting that has been closed for the purpose of receiving legal advice from an attorney (under the Open Meeting Law, this is a meeting closed “as permitted by the attorney-client privilege.”)

C. Electronic Communications

1. Board members, except the Chair if necessary, must not send or forward any written communication(s), including texts, emails, chats, faxes, and posts, to a quorum or more of Board members to avoid possible violation of the Open Meeting Law. Best practice is for the Superintendent to send such communications and for Board members to reply only to the Superintendent.
2. Emails and text messages between two Board members, between a Superintendent and a Board member, or between another employee and a Board member are not necessarily protected from disclosure under the Minnesota Government Data Practices Act (MGDPA). All government data is presumed to be public data and may have to be disclosed in response to a data practices request.
3. If Board members use their personal email accounts or send text messages from their personal phones (for example, by sending text messages) to conduct Board business, they are taking the risk that their emails and/or text messages may be searched in the event that the District becomes involved in litigation.

IV. BOARD MEETINGS

A. Requirements Prior to Meetings

1. Board members must review the materials distributed prior to a Board meeting and ensure that they are prepared to discuss and act on the issues coming before the Board. As part of this preparation, Board members must contact the Superintendent no later than Friday at noon prior to a Board meeting if they have governance questions about the agenda items and/or materials they have received for that meeting.
2. If Board members pose questions for the first time at a Board meeting they may not receive a response during the meeting. If Board members know in advance that they need specific governance information to be prepared for discussing or taking action on an issue, it is their responsibility to provide sufficient advance notice to the Superintendent. A Board member’s failure to prepare for a meeting by ensuring they have access to the governance information they need prior to or at a Board meeting is not, in and of itself, a reason for the Board to table a motion or otherwise

delay taking action.

3. The Chair and the Superintendent or designee must inform the members in advance of Board meetings if they are informed that Board member attendance is likely to be insufficient to establish a quorum.

B. Parliamentary Procedure

The rules contained in the then current edition of Robert's Rules of Order govern the conduct of Board meetings in all cases to which they apply and in which they are not in conflict with statutory requirements, Board Bylaws, Board policies, and/or any special rules of order adopted by the Board.

C. Special Rules of Order

1. Members will speak while seated.
2. A member may speak to an issue only after the member is recognized by the Chair.
3. The Chair decides the order in which Board members will be recognized to address an issue. The Chair must make a good-faith effort to alternate between pro and con positions, if germane to the discussion.
4. The Clerk must keep a record, and include in the minutes: the motion and any approved amendments; and the names of members making and seconding each motion and amendment.
5. The Chair or designee must repeat a motion or the substance of a motion prior to a vote on the motion.
6. The Chair must call for affirmative and negative voice votes on all motions, unless a different manner of voting is required, such as a roll call vote.
7. The Chair or designee must announce the result of each vote. The vote of each member, including abstentions, must be recorded in the minutes. If the vote is unanimous, the result may be entered as unanimous in the minutes provided that the minutes record the members present and voting at the time of the vote.
8. When abstaining from a vote of the Board, or recusing oneself, due to an actual or perceived conflict of interest, a member must state the reason(s) for their abstention or recusal.
9. Board rules may be suspended until the next successive meeting by a vote of two-thirds of the Board members present or five Board members, whichever is greater.
10. The Chair may declare a recess at any time after explaining the reason for the recess.

209 CODE OF ETHICS

I. PURPOSE

The purpose of this Policy is to articulate those standards of conduct to which all Board members must adhere in order to govern ethically, legally, effectively, and with integrity.

II. GENERAL STATEMENT OF POLICY

All Board members, individually and as a collective, must conduct themselves in accordance with the Code of Ethics and must be held accountable, and hold fellow Board members accountable, if they fail to do so.

III. ETHICAL CONDUCT AND ACTIONS

A. Board members must:

1. comply with all federal, state, and local laws and regulations, and Board Bylaws and policies;
2. make decisions and take actions which:
 - a. are evidence-based;
 - b. in the best interests of students and the school community;
 - c. are designed to advance the District's Mission, Vision, Strategic Priorities, and Priority Outcomes Grounded in Equity;
 - d. are informed by multiple perspectives from both inside and outside the District;
 - e. represent good stewardship of District financial and human resources; and
 - f. were arrived at only after the opportunity for open and transparent dialogue between Board members to the extent allowed by law and exigent circumstances.
3. in good faith, and with due diligence, identify, immediately disclose, refrain from directly or indirectly influencing or participating in, and recuse themselves from Board decisions or actions when:
 - a. the member has an actual, potential, or perceived conflict of interest (such as a financial interest);
 - b. the member's failure to do so could be reasonably expected to create the appearance of impropriety; or

- c. the Board, as the final arbiter of what constitutes a conflict of interest and whether one exists in a particular situation, has determined that a member has a conflict of interest.

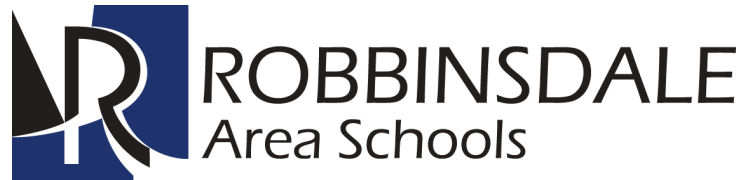
B. Board members must **not**:

1. subvert, undermine, or unreasonably interfere or attempt to interfere with the lawful business, decisions, or actions of the Board;
2. use their position to financially benefit or to advance the business interests or personal priorities of themselves or their friends or relatives;
3. engage in personal attacks;
4. undermine public trust and confidence in Board members or the Board as a whole;
5. speak or act in the name of the Board, unless specifically authorized to do so by one's official duties as outlined in the Board Bylaws, or delegated authority from the Board as a whole;
6. intentionally violate their fiduciary duty to the Board by, for example, disclosing, whether directly or indirectly:
 - a. private or confidential information to a plaintiff in a lawsuit against the District;
 - b. confidential information about labor negotiations;
 - c. confidential information discussed in a closed session; and/or
 - d. private educational or personnel data without the legal right or authorization to do so.
7. Seek or accept payment or reimbursement for expenses, including legal, vendor, consultant, travel, lodging, meal and/or conference registrations, incurred without prior Board approval.

IV. ACCOUNTABILITY FOR VIOLATIONS OF THE CODE OF ETHICS

Board members who violate the Code of Ethics must be held accountable. After conducting an investigation and consulting with legal counsel, the Board has a number of options for addressing issues and holding individual Board members accountable, including: requiring training or retraining; censuring; requesting their resignation; ending or suspending their compensation; and/or removal from the Board in accordance with the law.

All Robbinsdale School Board members must sign, annually, a statement certifying that they have read, understand, and agree to abide by the Code of Ethics, and affirm their commitment to hold themselves and other Board members accountable for any violation(s) of it.



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Introduction

Navigating this Handbook

The purpose of this handbook is to outline the board's operating procedures and norms. It also includes important information on policies, meetings, committees, partnerships, and communication. Its ongoing guidance is meant to enable each board member to fulfill essential governance duties and to exercise their responsibilities as a board member, while also providing expectations and standards of behavior for the conduct of the board.

Handbook Maintenance and Review Procedure

- Annually, the handbook will undergo a review by the board. As part of this review, the board will:
 - Review mutual expectations of board norms;
 - Seek input and feedback regarding best practices, as needed;
 - Check the MSBA website for suggested handbook updates;
 - Adopt the updated handbook by a majority vote of the board.
- Board members may propose additions/revisions to the handbook by sending an email to the chair and superintendent requesting to add "handbook discussion" as a topic for an upcoming working session.
- The handbook will be updated to reflect adopted policy changes without further board action;
- Hyperlinks within the handbook may be updated without further board action;
- The date this handbook was last reviewed, updated, and/or revised, is included on the cover page of this handbook.

Document History

- February 15, 2024 - Governance Policy and Procedure Manual Task Force with Board Chair and Clerk, Executive Assistant to the Superintendent and School Board, and Interim Superintendent was formed, and began meeting to review existing governance materials
- February 29, 2024 - Governance Policy and Procedure Manual Task Force met to continue review of existing governance materials and organizing the work plan
- March 7, 2024 - Governance Policy and Procedure Manual Task Force met to continue organizing the work plan
- March 21, 2024 - Governance Policy and Procedure Manual Task Force met to review the outline created to begin the work populating the subsections with existing documents
- April 15, 2024 - Governance Policy and Procedure Manual Task Force met to begin crafting the new handbook document
- August 15, 2024 - Chair attended MSBA Webinar for training and review of their new Governance Manual
- September 13, 2024 - Chair and Executive Assistant to the Superintendent and School Board began to customize the document to Robbinsdale School Board Communications Standards - created an assignment list, determined general edits to be made in customizing for Rdale
- September 20, 2024 - Chair and Executive Assistant to the Superintendent and School Board began to customize the document to Robbinsdale School Board Communications Standards - began the process of making the defined general edits, and adding recommended edits in red for Board review
- September 30, 2024 - Chair and Clerk met to combine the old orientation manual and sync it to the new handbook.

- October 2, 2024 - Board provided first draft of handbook for review in the agenda packet in preparation for the October 7, 2024 Work Session
- October 7, 2024 - reviewed first draft with Board at the Work Session
- November 4, 2024 - reviewed second draft with Board at the Work Session
- November 7, 2024 - Chair and Executive Assistant to the Superintendent and School Board worked together on finalizing the edits.

District Information

The effectiveness of your decisions as a board member hinges on your knowledge of the district's schools, staff, students, and the communities they inhabit. Recognizing the specific needs and aspirations of Robbinsdale Area Schools will empower you to advocate for policies and initiatives that truly enhance our educational outcomes. By engaging with this information, you will not only enhance your ability to make informed decisions but also build trust and credibility with fellow board members, the community, staff, and students alike. Let this knowledge serve as the foundation of your tenure, guiding your decisions and initiatives to foster an environment where every student can succeed.



District Identity

Robbinsdale Area Schools *Information coming soon*

- **History of the District** – A brief overview of how the district was established, key historical milestones, and significant changes over the years.
- **Demographics** – Current data on the population of the district, including student enrollment numbers, graduation rates, ethnic and racial composition, socioeconomic status, languages spoken, and any notable trends in demographic shifts.
- **Points of Pride** – Information regarding district-wide achievements, awards, and recognitions in various areas like academics, sports, arts, and community service.
- **Programming** – Facts regarding curricular and extracurricular programming that distinguish your district and highlight its unique strengths.
- [Community Partnerships](#)

Leadership Directory

Board Members 2023-2024

Name	Board Position	Phone Number	Email Address
ReNae Bowman	Chair		renae_bowman@rdale.org
Kim Holmes	Vice Chair		kim_holmes@rdale.org
Dr. Greta Evans-Becker	Clerk		greta_evans-becker@rdale.org
John Vento	Treasurer		john_vento@rdale.org
Helen Bassett	Director		helen_bassett@rdale.org
Sharon E. Brooks	Director		sharon_brooks@rdale.org
Caroline Long	Director		caroline_long@rdale.org

Note - Board Executive Committee Includes: Chair, Vice-Chair, Clerk, and Treasurer.

Superintendent's Office 2024

Name	Position	Phone Number	Email Address
Dr. Teri Staloch	Superintendent	763-504-8012	teri_staloch@rdale.org
Marti Voight	Assistant Superintendent	763-504-8070	marti_voight@rdale.org
Kristen Hoheisel	Chief Financial Officer	763-504-8037	kristen_hoheisel@rdale.org
Molly Olson	Executive Assistant to the Superintendent and School Board	763-504-8012	molly_olson@rdale.org

Note -

Leadership Cabinet 2024

Name	Position	Email Address
John Groenke	Executive Director of Student Services	john_groenke@rdale.org
Bridget Hall	Interim Assistant Superintendent/Director of Elementary Curriculum and Federal Programs	bridget_hall@rdale.org
Amy O'Hern	Executive Director of Human Resources	amy_ohern@rdale.org
Toya Stewart Downey	Executive Director of Strategic Communications, Equity and Inclusion	toya_stewartdowney@rdale.org
Anthony Williams	Executive Director of Community Education, Athletics and Activities	anthony_williams@rdale.org

Note -

District Facilities 2024

Building	Address	Phone Number
Education Service Center	4148 Winnetka Ave N, New Hope, MN 55427	763-504-8000
Armstrong High School	10635 36th Ave N, Plymouth, MN 55441	763-504-8800
Bus Garage	4124 Winnetka Ave N, New Hope, MN 55427	763-504-8105
Cooper High School	8230 47th Ave N, New Hope, MN 55428	763-504-8500
Crystal Learning Center	305 Willow Bend, Crystal, MN 55428	763-504-8300
FAIR School Crystal	3915 Adair Ave N, Crystal, MN 55422	763-971-4500
FAIR School Pilgrim Lane	3725 Pilgrim Ln N, Plymouth, MN 55441	763-504-8400
Forest Elementary	6800 47th Ave N, Crystal, MN 55428	763-504-7900
Lakeview Elementary	4110 Lake Dr N, Robbinsdale, MN 55422	763-504-4100
Meadow Lake Elementary	8525 62nd Ave N, New Hope, MN 55427	763-504-7700
Neill Elementary	6600 Medicine Lake Rd, Crystal, MN 55427	763-504-7400
Noble Elementary	2601 Noble Ave N, Golden Valley, MN 55422	763-504-4000
Plymouth Middle School	10011 36th Ave N, Plymouth, MN 55441	763-504-7100
Robbinsdale Middle School	3730 Toledo Ave N, Robbinsdale, MN 55422	763-504-4800
Robbinsdale Spanish Immersion School	8808 Medicine Lake Rd, New Hope, MN 55427	763-504-4400
Sandburg Middle School	2400 Sandburg Ln, Golden Valley, MN 55427	763-504-8200
School of Engineering and Arts	1751 Kelly Dr, Golden Valley, MN 55427	763-504-7200
Sonnesyn Elementary	3421 Boone Ave N, New Hope, MN 55427	763-504-7600
Warehouse	5440 Highway 169 Service Dr, New Hope, MN 55428	763-504-8131
Zachary Lane Elementary	4350 Zachary Ln N, Plymouth, MN 55442	763-504-7300

Schedule a Facility Visit or Tour

You have the same right as a parent or community member to visit the schools in your district as long as you adhere to the procedures the district has for visitors. You may also visit the schools in an official capacity with the board's authority or to fulfill a specific duty required of you as a board member. In any event, be sure to communicate with the superintendent and building administrator to schedule your visit.

You should use school visits to build good working relations with building principals and staff, to celebrate the positive accomplishments of the schools, and to show your pride as a member of the board. Look for opportunities to visit when a school is hosting a special event or recognition program for students and staff.

Robbinsdale Area Schools – To request your building or program tour, email the superintendent and the superintendent will contact the building administrator to schedule.

Strategic Framework

Robbinsdale Area Schools

- [Strategic Plan Document 2024-2025](#)
- [Strategic Plan Framework Document](#)

References for Further Information

Robbinsdale Area Schools

- [District Policies and Procedures](#)
- [Strategic Plan Document 2024-2025](#)
- [Strategic Plan Framework Document](#)

- [2023-2024 World's Best Work Force Annual Report](#) (Name changed to: Comprehensive Achievement and Civic Readiness - going forward)
- Stakeholder Surveys
 - [Executive Summary - 2024 Student Survey Results](#)
- School Improvement Plan (SIP)

SIPs are located on each school's website. Go to the desired school's site, at the top of the page under the "Discover" dropdown menu - select "About Us". Scroll down on the page to the SIP dropdown to select the button connected to the current SIP
- [2023 Graduation Rates Summary](#)
- [2024 State Accountability Assessment Results](#)
- *District Report Card (John) - in progress, coming soon*
- [District Budget and Financial Reports](#)
- *District Technology Plan (Marti) - in progress, coming soon*
- Emergency Plan

An effective emergency management plan in Robbinsdale Area Schools is essential to ensure the safety and well-being of students, staff, and visitors in each building. Regular training and drills are key to helping everyone understand and practice emergency protocols, fostering a calm, organized response during an actual emergency.

Each building identifies staff members for their Incident Command Team (principal, assistant principals, support staff, and teachers) and the Care and Support Team (includes school psychologists, social workers, counselors, and nurses). The building and district work closely together and coordinate with the local emergency responders.

Building principals plan and conduct drills throughout the school year, including five lockdown drills, five fire drills, and one tornado drill annually. Principals train and update staff on emergency procedures during workshop week and continue to reinforce these practices throughout the year.

The district has adopted and utilizes the Standard Response Protocol developed by the "I Love Your Guys" foundation. Each building has the posters below to identify the 5 areas of response.

- evacuation
- lockdown
- secure
- severe weather
- hold

[Emergency Response Plan](#)

The district office oversees the plan's implementation, ensuring consistency and responsiveness across all buildings and facilitating ongoing reviews and improvements to address emerging safety needs and challenges.

- Facilities Assessments
 - [RAS FOT-LSE Secondary Capacity_2021](#) (presentation)
 - [Robbinsdale Area Schools - LSE Capacity Study_2021](#)
 - [2014 Wold Facilities Study \(presentation\)](#)
 - [Wold Facility Study 2008 Volume 1](#)
 - [Wold Facility Study 2008 Volume 2](#)
- [Staff Handbook](#)
- [A Guide to Student Support and Behavior](#)
- *Chain of Communication **organizational chart(s) - in progress, coming soon (Marti)***
- Employee Collective Bargaining Agreements:

- o [American Federation of State, County and Municipal Employees \(AFSCME\)](#)
- o [Cabinet](#)
- o [Custodial](#)
- o [Educational Assistants](#)
- o [Nutrition Services](#)
- o [Principals](#)
- o [Program Assistants](#)
- o [Program Directors](#)
- o [Robbinsdale Equity Allies](#)
- o [Teacher](#)
- [School Board Meeting Calendar](#)
- [School Board Meeting Agendas and Minutes](#)
- Projects, Initiatives, Programs
 - o Projects: Science of Reading training, Local Literacy and Assessment Plan, Curriculum Review, Literacy committee
 - *Initiative: **READ Act***
 - Program information:
The Minnesota READ Act is a comprehensive literacy reform aimed at improving reading outcomes for students by adopting research-based methods across the state. Passed in 2023, the Act mandates that all Minnesota schools implement evidence-based literacy instruction, particularly focusing on early grades. This legislation introduces several requirements, including universal reading screenings for students in kindergarten through third grade, the use of structured, science-based reading curricula, and substantial teacher training on literacy fundamentals, such as phonemic awareness and phonics.

Districts must select from an approved list of reading curricula and professional development programs designated by the Minnesota Department of Education (MDE). Additionally, starting in 2024, schools are expected to report on reading progress, allowing for statewide data collection to assess the impact of these interventions. Funding is allocated to support new curriculum purchases and training, with an emphasis on providing educators with tools to close reading gaps effectively and ensure that all students are on track by the end of third grade.
 - o Projects: AMPACT partnership, Ongoing monthly coaching for licensed K-3 staff
 - *Initiative: **Bridge to Read - Elementary***
 - Program information:
Bridge2Read is a literacy program developed by ServeMinnesota and Reading Corps to improve early reading skills by equipping teachers with research-based literacy tools. Designed to work alongside existing curricula, the program consists of 30-minute lessons focused on phonological awareness, phonics, and fluency, all structured to support early literacy in a clear and systematic way. Teachers integrate these lessons within their structured literacy blocks, ensuring that students practice essential reading skills like decoding, segmenting, and sound manipulation (phonemic awareness). This focus on foundational skills helps reinforce phonological processing, essential for reading success in young students.

Bridge2Read emphasizes ongoing support for educators through resources like a learning management system, virtual training, and coaching sessions. This model supports both classroom implementation and teacher development, addressing specific literacy gaps and enabling teachers to transfer what they

learn into daily practice. The program aligns with Minnesota's educational standards, reflecting the state's commitment to evidence-based literacy instruction, especially following the Minnesota READ Act's requirements for literacy improvement programs across districts.

o Projects: Data conversion, Training for administrators and licensed staff, Platform maintenance

▪ Initiative: **EduClimber**

• Program information:

EduClimber is a comprehensive data management and collaboration tool developed to support Multi-Tiered Systems of Support (MTSS) by centralizing student data into one accessible platform. It collects and integrates "whole child" data, covering academic performance, social-emotional learning (SEL), attendance, behavior incidents, and intervention tracking. By gathering all this information in one place, eduClimber helps educators identify and respond to individual student needs and patterns across various metrics, aiding in real-time decision-making and enabling data-driven strategies to improve school-wide outcomes.

One key feature of EduClimber is its interactive data visualizations, which allow educators to track students' progress through dashboards and analytics. This can help stakeholders see patterns and make informed adjustments to improve interventions and outcomes. The system also offers automated alerts through a customizable early warning system to flag potential issues, enabling timely intervention. EduClimber's collaboration tools, like built-in meeting modules and customizable data "walls," streamline team communication, making it easier to work toward shared objectives and measure the impact of interventions.

Designed for easy access across the district, the platform supports equity initiatives by helping educators disaggregate data for various student demographics, analyze behavior trends, and assess the effectiveness of interventions across multiple tiers. With these tools, EduClimber offers a way to drive continuous school improvement, enhance collaborative workflows, and make data-informed decisions that advance student growth and equity.

Board Membership

When considering your governance role, embracing the procedural steps that underpin the integrity of the democratic process is paramount. From post-election procedures to the establishment of board offices, each action reflects your commitment to transparency and accountability. By being diligent in these duties, you acknowledge the trust placed in you by constituents. Prioritizing effective governance ensures you serve the community and prioritize the needs of students. ***Need to take a new picture to insert here.***



Post-Election Procedures

Canvass and Declaration of Results

Between the third and tenth days after a district election, the board must canvass the returns and declare the results of the election. [Minn. Stat. 205A.10, Subd. 3.](#)

Certification of Results

The district clerk shall certify the results of the district election to the county auditor. [Minn. Stat. 205A.10, Subd. 3.](#)

Issuance of Certificate of Election

After canvassing the election and the time for contesting an election has passed (seven days after the canvassing board has declared the result of the election), the board shall issue a certificate of election to the candidate for each office who received the largest number of votes cast for the office. If there is a contest, the certificate of election to that office must not be issued until the outcome of the contest has been determined by the proper court. [Minn. Stat. 205A.10, Subd. 3;](#) [Minn. Stat. 204C.40, Subd. 2.](#)

Campaign Financial Report Certification of Filing

The Certification of Filing is due no later than seven days after the general election. [Minn. Stat. 211A.05.](#)

Taking Office

Board members take office the first Monday in January. [Minn. Stat. 123B.14, Subd. 1.](#)

Official Oath of Office

The official oath of office is administered once elections have been canvassed, the candidates have turned in their certificate of campaign filing report, and the seven-day contest period has ended. When the contest period ends, the school election officer should give each winning candidate the certificate of election. Each winning candidate then has thirty days to sign the official oath and acceptance of office form in front of a notary. By signing this document, the individual officially becomes a board member on the first Monday in January. [Minn. Stat. 358.05.](#)

Ceremonial Oath of Office

The ceremonial oath of office is usually administered at the organizational meeting on the first Monday in January (or as soon thereafter as practicable). While the official oath of office is required, the ceremonial oath of office is optional.

Organizational Meeting

On the first Monday in January (or as soon as practicable thereafter) each year, newly elected board members' terms of office begin, and boards must meet to organize for the year. [Minn. Stat. 123B.14, Subd. 1.](#) During this meeting, ceremonial oaths of office may be administered, officers are elected, committee assignments are established, and meeting schedules are adopted. This process lays the groundwork for the board's operations, emphasizing collaboration and effective governance to serve the district and its stakeholders.

For more regarding organizational meetings see, [MSBA's First Monday in January Handbook.](#)

District Intake Paperwork

Robbinsdale Area Schools will provide:

- Providing a copy of the board handbook
- Providing a copy of school and board calendars
- Providing access to district electronic resources
- Setting up a district email
- Scheduling a one-on-one meeting with the superintendent and cabinet
- Scheduling a one-on-one meeting with a board mentor
- Providing MSBA login information
- Providing MSBA's contact information (Phone: 507-934-2450; [Online Inquiry Form](#))

Candidate-elect will:

- Complete onboarding paperwork including campaign finance final report
- Provide contact information including home address, and cell phone number
- Schedule photo session with Executive Assistant to the Superintendent and School Board
- Complete payroll paperwork
- Complete a background check

Board Organization

Eligibility Requirements

To run for a board seat, you must be (1) at least 21 years old, (2) an eligible voter, (3) a district resident for at least 30 days prior to election/appointment, and (4) not convicted of a felony. [Minn. Stat. 123B.09](#); [Minn. Stat. 204B.06, Subd. 1](#).

Term of Office

Board members are elected to four-year terms and take office on the first Monday in January. The term of a member who has been appointed to fill a vacancy will be for the remainder of the predecessor's term until the date of the district's next general election. There is no limit on the number of consecutive terms a board member can serve. [Minn. Stat. 123B.09](#).

Filling Vacancies

A vacancy on the board can occur for a number of reasons including when a member dies, resigns, or ceases to be a resident of the district. All vacancies will be filled according to:

- [Minn. Stat. 123B.09](#)
- [RAS Policy 215 - School Board - Vacancies and Procedures for Filling of Vacancies](#)

For more information, regarding filling vacancies see: [Steps to Fill a School Board Vacancy with Sample Application and Interview Questions](#), on the MSBA website.

Board Composition

Robbinsdale School Board is comprised of seven members. The superintendent is an ex-officio (non-voting) member of the board. [Minn. Stat. 123B.09](#).

Board Officers

Officers of the board include chair, vice-chair, clerk, and treasurer. These positions are determined annually at the organizational meeting. All board members, regardless of office, maintain equal rights and equal voices. See the Election of Board Officers section on page 27 for information regarding nominating and voting procedures.

Role of the Chair

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

Role of the Vice-Chair

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

Role of the Clerk

- The clerk shall keep a record of all meetings in the books provided.
 - Clerk will review draft meeting minutes provided in the Wednesday preliminary agenda packets for accuracy, and provide any revisions to the Executive Assistant to the Superintendent and School Board by Friday at noon prior to the Monday/Tuesday meeting.
- Within three days after an election, the clerk shall notify all persons elected of their election.
- The Robbinsdale Area Schools Business Office - managed by the Chief Financial Officer, on or before September 15 of each year, acting for the clerk shall:
 - File with the board a report of the revenues, expenditures, and balances in each fund for the preceding fiscal year.
 - Make and transmit to the Commissioner of the Minnesota Department of Education (Commissioner) certified reports, showing:
 - Revenues and expenditures in detail, and such other financial information required by law, rule, or as may be called for by the Commissioner;
 - Length of school term and enrollment and attendance by grades; and
 - Other items of information as called for by the Commissioner.
- Enter into the clerk's record book copies of all reports, the teachers' term reports, the proceedings of any meeting, and keep an itemized account of all expenses of the district.
- Furnish to the county auditor, on or before September 30 of each year, an attested copy of the clerk's record, showing the amount of proposed property tax levy voted by the district or the board for school purposes.
- Shall draw and process all orders for signatures for the payment of money for bills allowed by the board for salaries of officers and for teachers' wages and all claims.
- Shall perform such duties as required by the Minnesota Election Law or other applicable laws relating to the conduct of elections.
- The clerk shall perform the duties of the chair in the event of the chair's and the vice-chair's temporary absences.
- **Robbinsdale Area Schools** - By resolution, the board may combine the duties of clerk and treasurer in a single person in the Office of Business Affairs. Typically, that single person almost always delegates at least some duties to others.

Role of the Treasurer or Designee

- The treasurer shall deposit the funds of the district in the official depository.
- The treasurer shall make all reports which may be called for by the board and perform all duties a treasurer usually performs.

- In the event there are insufficient funds on hand to pay valid orders presented to the treasurer, the treasurer shall receive, endorse, and process the orders in accordance with [Minn. Stat. 123B.12](#).
- By resolution, the board may combine the duties of clerk and treasure in a single person in the Office of Business Affairs. Typically, that single person almost always delegates at least some duties to others.

Associated Policy - [202 Policy - School Board Officer](#)

Board Compensation

The clerk, treasurer, and superintendent of any district shall receive such compensation as may be fixed by the board. Unless otherwise provided by law, the other members of the board shall also receive such compensation as may be fixed by the board. All members of the board may receive reimbursement for transportation at the rate provided for in [Minn. Stat. 471.665](#). No board member or district employee shall receive any compensation or benefits based on incentives or other money provided to the district by or from a source of group insurance coverage referenced in [Minn. Stat. 471.6161, Subd. 1](#), except for a refund provided under [Minn. Stat. 123B.75, Subd. 10](#), or a wellness plan that is mutually agreed upon by the district and the exclusive representatives of employees.

Robbinsdale Area Schools

- Board compensation is an agenda item at the organizational meeting in January
 - o \$7,800 for Directors or \$650/month
 - o \$8,400 for Vice Chair or \$700/month (includes \$50 stipend)
 - o \$9,000 for Chair or \$750/month (includes \$100 stipend)
- Board members are paid monthly in the second pay period

Expense Reimbursement

Associated Policy - [412 Policy - Expense Reimbursement](#)

Associated Policy - [214 Policy - Out-of-State Travel by School Board Members](#)

- [Reimbursement Processes and FAQ's](#)
- [Mileage Reimbursement Process](#)
- [Mileage Reimbursement Form](#) (district login required)
- [US General Services Administration](#)

Learning the Job

Learning from Board Colleagues

One of the most valuable resources at your disposal, outside of this handbook, is the wealth of experience and knowledge possessed by your fellow board members and district staff. Engaging with them can significantly enhance your understanding of board operations, policies, and educational best practices. Your colleagues on the board bring diverse backgrounds and perspectives that can provide invaluable insights. Here are a few ways to leverage their experience:

Workshops and Retreats – Participate actively in board workshops and retreats. These sessions are designed not only to address key issues but also to foster team building and collective learning.

Committee Participation – Join board committees that align with your interests and expertise. Working closely with other members on specific topics will deepen your understanding and contribute to your professional growth.

Informal Meetings – Work with the superintendent to schedule informal meetings with key staff members to discuss specific areas of interest. These one-on-one interactions can offer a more personalized learning experience and help you build strong working relationships.

Mentorship

The district recognizes the importance of supporting new board members as they transition into their roles. To facilitate this, the district has implemented a mentorship program designed to provide guidance, support, and valuable insights. Each new board member will be paired with an experienced mentor who will help them navigate their responsibilities and become effective contributors to the board. This mentor will be a seasoned board member with a deep understanding of the district’s operations, policies, and culture. The assignment will be made by the board chair in consultation with the superintendent to ensure a good match based on experience and areas of expertise.

To support you in this transition, you and your mentor will use the [MSBA New Board Member Orientation Year At-a-Glance](#) to guide you through your first year. This program aims to provide you with the knowledge, tools, and support necessary to become an effective and confident board member. Mentor and mentee should schedule a time before each school board meeting to check-in regarding the upcoming agenda, policies, and procedures.

Our orientation program is structured to ensure you receive a balanced combination of printed materials, hands-on training, and personal mentorship. Throughout the year, you will engage in various learning sessions, attend MSBA training events, and participate in board meetings and district activities. These experiences are designed to deepen your understanding of board operations, district policies, and educational goals. By the end of your first year, you will have a solid foundation to effectively contribute to the board's mission of providing quality education for all students. Mentors are encouraged to attend the workshops and trainings with the mentees to make the information more relevant and specific to the district.

Ongoing Professional Development

Continuous learning is crucial for effective governance. Board members are encouraged to participate in school board and related workshops and activities sponsored by local, state, and national school boards associations, as well as in the activities of other educational groups. Each board member shall receive training in school finance and management developed in consultation with the Minnesota School Boards Association. [Minn. Stat 123B.09, Subd. 2](#). Below is a full list of MSBA’s Learning to Lead Phase Workshops.

- [Learning to Lead – School Board Basics: Phase I Workshop](#)
- [Leadership Foundations – School Finance and Management: Phase II Workshop](#)
- [Building a High-Performance School Board Team: Phase III Workshop](#)
- [Representing Your Community Through Policy and Engagement: Phase IV Workshop](#)

Other MSBA Professional Development Opportunities – To learn more about these opportunities, see the [Workshops and Events](#) section of the MSBA website.

In District Workshops

Events

Mutual Expectations Workshop
School Board Self-Evaluation Workshop
Superintendent Search Workshop
Superintendent Evaluation Workshop
Regional Workshops
Officers' Workshop
Negotiations Seminars

Leadership Conference
Summer Seminar
Delegate Assembly
Day at the Capitol
Advocacy Tour
Coffee and Conversation Series
Board Chair Chat
Monthly Webinars

Robbinsdale Area Schools

- [Professional Learning Travel Authorization Process](#)
- [214 Policy - Out-of-State Travel by School Board Members](#)

School board members are eligible for reimbursement of expenses incurred during official district-related out of state travel (214 Policy linked above). To ensure consistency and proper use of district funds, the following guidelines apply:

- 1. Reimbursable Expenses**
Expenses eligible for reimbursement include transportation, meals, lodging, registration fees, required materials, parking fees, tips, and other reasonable and necessary costs directly related to school district business.
- 2. Pre-Approval for Out-of-State Travel**
Any travel to out-of-state meetings that requires reimbursement from the district must receive prior approval from the school board.
- 3. Reimbursement Procedures**
 - Reimbursement amounts for meals are determined by: [US General Services Administration](#)
 - i. The Board of Education is required to review the daily per diem rate for the place of travel.
 - All reimbursement requests must be itemized on the official district reimbursement form and submitted to the designated administrator.
 - Receipts for lodging, transportation, registration fees, and other approved expenses must be attached to the form.
 - Mileage for personal automobile travel will be reimbursed at the rate set by the school board, and commercial transportation will be reimbursed at economy rates for the actual cost of travel.
- 4. Budget and Limitations**
Reimbursements are subject to the school board’s approved budget allocations. This includes attendance at workshops and conventions.
- 5. Meeting Limits**
School board members may attend and be reimbursed for **one out-of-state meeting per calendar year**.

By adhering to these guidelines, school board members can ensure transparency and accountability in district-related travel and expenses.

MSBA Series of Publications – New board members automatically receive the following publications to stay current on education related news.

- **eClippings** – Receive daily links to K-12 news from around the state.
- **Leader Newsletter** – Monthly updates regarding MSBA news and events, topical news items, administrative topics, and much more.
- **Journal Magazine** – Bimonthly magazine includes school features, exploration of leadership issues, in-depth stories on education trends, and a directory of vendors.

Individual Board Membership

Duties as an Individual Board Member

The position of board member carries with it a profound responsibility to uphold the highest ethical standards. A commitment to integrity, transparency, and accountability will not only enhance the effectiveness of educational policies but also strengthen the community's confidence in the board's decision-making. Remember that your actions and decisions will help shape the future of our students, schools, and community. Let the Code of Ethics in District Policy [1.4 Board Code of Conduct - RAS Board Governance Policy](#) guide you in navigating the complexities of governance with unwavering moral clarity and purposeful dedication.

Associated Policy – 209 Policy – Code of Ethics (waiting for draft document from policy committee and Anne Becker)

Board Time Commitment

The time required to complete your board responsibilities will most vary by time of year. It will depend on how many meetings are scheduled, which committees you serve on, what issues are going on in the district at the time, and how much time you need to prepare for upcoming meetings. For example, if the district is going through a building project, hiring a superintendent, or developing the district budget, the time needed for board meetings may be more extensive. On average, however, you can anticipate spending about nine to twelve hours a month on board service.

Board Business Meeting and Work Session Packets are published via email to the Board on the Wednesday prior to the meeting. Expectations include a thorough review of meeting materials prior to the meeting. Questions regarding meeting materials must be submitted in advance no later than the day before the meeting, to allow the Superintendent time to gather answers.

Conflict of Interest

As a board member, you are expected to uphold the highest standards of integrity by actively avoiding any conflicts of interest in your official capacity. This means refraining from any personal financial involvement in district transactions such as sales, leases, or contracts you oversee or participate in. If a potential conflict arises, you must fully disclose your interests and ownerships, and abstain from decision-making processes related to those interests and ownerships.

You will operate under stringent guidelines to ensure that any exceptions to this rule are handled transparently, with unanimous consent and clear documentation. This approach maintains the community's trust and ensures all decisions are made solely in the best interest of the district and its stakeholders

Robbinsdale Area Schools

- [210 Administrative Procedure - Conflict of Interest School Board Members](#)

Working as a Board Team

At the heart of educational excellence lies the steadfast commitment of the board, entrusted with duties that shape the very fabric of our district's future. Defined by statute, yet driven by a passion for progress, the board's responsibilities encompass a profound dedication to nurturing thriving learning environments and supporting the endeavors of our administration. Crucial to fulfilling these responsibilities is the collaborative spirit of board teamwork, where collective wisdom and shared vision pave the path toward transformative change. By fostering an environment of mutual respect and collaboration, the board can harness its collective strength to address challenges, capitalize on opportunities, and ultimately, advance the educational journey of every student in our district.

Duties of the Board

- The board has powers and duties specified by statute. The board's authority includes implied powers in addition to specific powers granted by the legislature.
- The board exercises administrative functions. It also has certain powers of a legislative character and other powers of a quasi-judicial character.
- The board shall superintend and manage the schools of the district; adopt rules for their organization, government, and instruction; prescribe textbooks and courses of study; and make and authorize contracts.
- The board shall have the general charge of the business of the district, its facilities and property, and of the interest of the schools.
- The board, among other duties, shall perform the following in accordance with applicable law:
 - o provide by levy of tax, necessary funds for the conduct of schools, the payment of indebtedness, and all proper expenses of the district;
 - o conduct the business of the schools and pay indebtedness and proper expenses;
 - o employ and contract with necessary qualified teachers and discharge the same for cause;
 - o provide services to promote the health of its pupils;
 - o provide school buildings and erect needed buildings;
 - o purchase, sell, and exchange district property and equipment as deemed necessary by the board for school purposes;
 - o provide for payment of claims against the district, and prosecute and defend actions by or against the district, in all proper cases;
 - o employ and discharge necessary employees and contract for other services;
 - o provide for transportation of pupils to and from school, as governed by statute; and
 - o procure insurance against liability of the district, its officers, and employees.
- The board, at its discretion, may perform the following:
 - o provide library facilities, public evening schools, adult and continuing education programs, summer school programs, and intersession classes of flexible school year programs;
 - o furnish school meals for pupils and teachers on such terms as the board determines;
 - o enter into agreements with one or more other independent districts to provide for agreed upon educational services;
 - o lease rooms or buildings for school purposes;
 - o authorize the use of school facilities for community purposes that will not interfere with their use for school purposes;

- o authorize co-curricular and extracurricular activities;
- o receive, for the benefit of the district, bequests, donations, or gifts for any proper purpose; and
- o perform other acts as the board shall deem to be reasonably necessary or required for the governance of the schools.

Robbinsdale Area Schools

- [201 Policy - Legal Status of the School Board](#)

Board Governance Model

The [MSBA Board Governance Model](#) delineates the distinct roles and responsibilities of the board and the superintendent, ensuring both governance and management functions are clearly articulated and understood. It outlines the board's role in setting expectations and parameters through policy adoption, budgeting, contracting, and focusing on student achievement for all. It also highlights the superintendent's responsibilities in providing leadership and supervision, thus ensuring policies and strategies set by the board are effectively implemented.

Standards for Board Leadership

The board is responsible to the community to govern efficiently and lead effectively to provide students an equitable education that results in high achievement. To assist in this journey, see the [Standards for School Board Leadership](#) developed by the MSBA. This document outlines best practices for board members and provides the standards we should strive to meet as part of a high-performing board team.

Attributes of High-Performing Board Teams

1. Everyone clearly understands the mission, goals, and role of the board; everyone knows who is, and who should be, doing what.
2. Board members are skilled in group leadership and/or membership functions.
3. Board members have a high degree of trust in one another.
4. Interaction occurs in a supportive atmosphere. Suggestions, comments, ideas, information, and criticism are all offered in a manner that is helpful. Respect is shown for varying team viewpoints.
5. Expectations for the group and its members are high. Goals are stretched.
6. The board is not dominated by an individual or sub-group; everyone participates and has the opportunity to influence the discussion.
7. The board has established procedures for operation including decision-making, conflict resolution, and meeting management.
8. The board is future focused. Decisions are made with long-term consequences and benefits in mind.
9. The board evaluates its performance periodically.

School Board Self-Evaluation

School Board self-evaluations can be an invaluable tool for assessing and enhancing the effectiveness of our governing body. This process allows us to reflect on our collective performance, identifying strengths, challenges, and opportunities for improvement. Engaging in a self-evaluation enables us to gain insights into individual contributions and understand the dynamics and overall functioning of the board. It also fosters open communication, promotes accountability, and strengthens teamwork among board members. By participating in the process, we can gain insights that will empower us to make informed decisions, enhance our effectiveness in serving the community, and contribute to the continuous improvement of the board's performance and impact.

Robbinsdale Area Schools

- [BoE 2024-25 Goals, Agenda and Working Document](#)
- **Board approved evaluation tool (TBD) Customize MSBA board evaluation tool to meet our needs**
- The school board self-evaluation process and timeline
- The criteria and metrics used to evaluate the board's performance
- The current goals and objectives of the board and their relation to the district's strategic plan
- The role board members play in the evaluation process
- Procedures in place for addressing any areas for improvement identified in the evaluation
- Board's norm for sharing the results of the self-evaluation
- Learn about [MSBA's School Board Self-Evaluation in-district workshop](#).

Role of the Superintendent

The board employs a superintendent to lead and manage the district. The superintendent is an ex-officio, non-voting member of the board and the chief executive officer of the school system. The superintendent's duties and responsibilities are derived largely from three sources: statute, the employment contract, and the job description. Superintendents are responsible for the management of the schools, the administration of all board policies, and are directly accountable to the board. The superintendent must annually evaluate each principal assigned responsibility for supervising a school building in the district. Also, the superintendent may delegate responsibilities to other district personnel but shall continue to be accountable for actions taken under such delegation. [Minn. Stat. 123B.143](#).

Hiring a Superintendent

One of the most critical responsibilities of the board is the hiring of a superintendent. The selection of the superintendent is a decision that shapes the future of the district, influencing the quality of education, the effectiveness of school management, and the overall success of students. The importance of this decision cannot be overstated. The superintendent's vision and leadership directly impact educational outcomes and the district's ability to achieve its strategic goals. Therefore, it is imperative that the board conducts a thorough and meticulous search process, considering candidates' experience, leadership style, and alignment with the district's values and objectives. This decision requires careful deliberation and a commitment to finding a leader who will foster a positive educational environment, promote innovation, and address the diverse needs of the school community. In essence, the hiring of a superintendent is not just a routine administrative task but a defining moment that sets the course for the district's future.

Duties of the Superintendent

Robbinsdale Area Schools

- [Job Description](#)
- [MN Rules 2020, Part 3512.0510](#)
- [RAS Superintendent Vacancy Brochure](#)

Tenets of an Effective Board-Superintendent Relationship

Understanding and fostering a productive relationship between the board and the superintendent is critical for the success of our educational institution. The [17 Tenets of an Effective Board-Superintendent Relationship](#) provides a comprehensive guide outlining key

principles and best practices for maintaining a collaborative and effective partnership. This document highlights essential responsibilities and expectations for both the board members and the superintendent, promoting a clear understanding of each party's role in governance and administration. By adhering to these tenets, our board can ensure decisions are made efficiently, communication remains open and transparent, and the strategic goals of our district are met.

[203.7 RAS Policy - Board/Superintendent Relationship](#) Adopted Dec. 2022 States:

1. The Board employs one person—the Superintendent—and holds that person accountable for the performance of the entire District. The Board directs the Superintendent only through decisions of the Board acting as an entity. The Board delegates authority to the Superintendent to pursue District Goals. The Board/Superintendent relationship is based on mutual respect for their complementary roles.
2. The Board will make official decisions by formal, recorded vote in order to avoid any lack of clarity.
3. The Board, acting as an entity, may provide direction to the Superintendent in a posted meeting.
4. The Superintendent is neither obligated nor expected to follow the directions or instructions of individual Board members, officers and committees unless the Board has specifically delegated such exercise of authority.
5. If individual board members or board committees request information or assistance without Board authorization, the Superintendent may refuse such requests that, in the Superintendent's opinion, are disruptive, unreasonable, or require an excessive amount of resources or staff time.
6. If individual board members or board committees request public information or assistance without Board authorization, all board members will receive a notice that the requested information is available.

Evaluating the Superintendent

Evaluation of a superintendent's performance is one of the board's most important responsibilities. The evaluation of the superintendent is an inherent managerial right of the board. Each board member should review the superintendent's employment contract to determine the evaluation-related provisions, if any, that may be included. Done correctly, an evaluation is a useful governance tool that helps drive school improvement. In fact, a high-quality evaluation process enhances positive school-superintendent relationships, improves communication, clarifies leadership roles, creates common understandings, and provides a mechanism for accountability and communication.

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- The superintendent evaluation process is determined between the superintendent and the Board, with a mid-year review in December and a year end evaluation in May, summarized and reported publicly at a June Business Meeting
- [BoE 2024-25 Goals, Agenda and Working Document](#)
- [BoE 3 Year Agenda 2024-2027](#)
- [2024-2025 District Strategic Plan Priority Work](#)
- [Establishing Goals - Superintendent - **blank versions**](#)
- The role board members play in the evaluation process
- Procedures in place for addressing any deficiencies found during the evaluation process

Board Communication Guide

Communication Between Board Members

Adhering to guidelines for effective and lawful communication with your fellow board members is crucial. While open and collaborative communication is vital for the board's success, remember that discussions outside of official board meetings must be handled carefully to avoid violating the Minnesota Open Meeting Law (OML). This law requires any gathering of a quorum of board members, where official business is discussed, must be conducted in public and notice must be provided to ensure transparency. (See exceptions in the Closed Meeting Chart **on pages 25 - maybe insert a link for the exceptions - (ReNae, Teri)**) Therefore, while informal discussions can be valuable for building relationships and exchanging ideas, avoid veering into areas of official board business unless they are part of a scheduled public meeting.

Building Collaborative Relationships – School governance is founded on the belief that a group of very different people representing various constituencies in their district can make better decisions than any one person alone. That diversity is the board's strength. It's best to be open-minded about the opinions of your fellow board members. Your goal should not be to change them to your point of view, but rather to determine the best solution to an issue by working together to try and accommodate all views. You want the students to be the “winners” — not one board member or another.

Addressing Team Dysfunction – Open communication is critical to the proper functioning of the board. If you feel the board is not functioning well, it may be appropriate to suggest a workshop where the board reviews its ground rules, board policies on board operations, and board/administrative relations that establish how the leadership team will function. If these ground rules and policies are not effective, then consider modifications to them. The board may want to hire a facilitator to assist with discussions to improve the board's working relations. MSBA can help with a custom board in-service tailored to the board's specific situation.

Guidelines for interacting outside a board meeting

- **Do Not Discuss Board Business.** Focus on topics such as general education trends, personal updates, or board training and development without steering into specifics of pending decisions or board business.
- **Be Cautious with Written Communication.** Exercise caution with emails, texts, and social media interactions among board members. Avoid group messages or email chains discussing board business that could be construed as a meeting. Avoid responding to ALL, all communications should go through the chair and superintendent.
- **Be Transparent with Your Intentions.** Always make the purpose of any gathering clear, ensuring it is social or educational in nature and not meant for making decisions or deliberations that should be reserved for official meetings, not for promoting ownerships/memberships or personal causes.
- **Consider Public Perception.** When planning to meet outside of formal board meetings, consider how such gatherings might be perceived by the public. It's crucial to remember any appearance of conducting board business or decision-making outside of the designated public meetings could undermine community trust and confidence.

Associated Policy – [205 AP– Open Meetings and Closed Meetings](#) - (Rules under Communication with the Superintendent - requests for information, through Superintendent - shared with all, etc.)

Situation	District Protocol
I have general questions about board governance and/or operation.	Contact Chair/Directors/Superintendent
I have a concern or questions regarding board governance.	Contact Chair/Directors/Superintendent
I have a concern or questions regarding district operations.	Contact Superintendent

Communication with the Superintendent

You need to establish a productive working relationship with the superintendent. To do this, you need to communicate with that individual. If you have questions, it is better to contact the superintendent and discuss them before the board meeting rather than surprise the superintendent at a public meeting. If the questions are concerns or relate to negative feelings from the community, superintendents appreciate knowing about them in advance of the board meeting so they can come prepared to address them. It is appropriate to call the superintendent, set up a meeting to discuss questions, or send an email for simple questions or requests. When contacting the superintendent, it is important for you to keep the scope of such contacts within reason, to permit adequate time to receive a response, and to generally remain cognizant of the superintendent’s other responsibilities and demands on their time.

Disagreements with the Superintendent – Always treat your fellow board members, the superintendent, and other administrators with respect. However, don’t be afraid to disagree on an issue. In fact, a discussion about an issue that reflects two or more views usually results in a better decision than if everyone agrees with the first solution offered. Be certain to debate the issue, not the person, and maintain decorum in debate. Find common ground to work together for the benefit of the district/students.

Situation	District Protocol
I have general questions about the district.	Contact Superintendent
What if I disagree with a report or presentation to the board from the superintendent or other staff member?	Contact Superintendent/Chair

Communication with District Administrators and Staff

You will likely come in contact with district employees, including administrators, teachers, and other staff members. While there’s nothing wrong with talking to district staff, keep in mind that complaints should follow the chain of communication. Additionally, understand individual board members do not have authority to direct the work of district staff members. Directing requests through the superintendent can assist with appropriate prioritization, identifying information that may be readily available, and determining when it may be appropriate to have the full board weigh in regarding certain requests and project ideas.

Discussing Your Child with Staff – This can be a tricky area. No matter what you say about “speaking as a parent, not a board member,” it may be difficult for some teachers to separate your role on the board from your role as a parent. Some board members have indicated their significant other or a designated other takes the lead in speaking to their children’s teachers. Make sure you’re not using your position as a board member to secure special treatment for your child. *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. Keep in mind that you do not relinquish your parental rights now that you're a board member.

Communication with Constituents Including Staff, Students, Parents, and Community

Identify the person contacting you and ensure you have their contact information. Seek to understand the situation or interest but, generally, do not agree or commit to resolve it personally as that is not the role of individual board members. Here are some general expectations:

- Do not agree to confidentiality or commit to limit your options of notification.
- Do not get involved in staff employment or contractual issues.
- Do not attempt to work with a parent who is working on behalf of an organized group rather than on behalf of their own student.
- When applicable, redirect the person to the appropriate staff person or administrator to address the concern. [Parent Guide for Addressing Concerns](#) (Ask if the person has been in contact with the appropriate staff person or administrator first, if not, help them find who to contact.
- Be alert to patterns of like concerns and notify the superintendent's office of the possibility.
- If the concern raises governance or public relations questions, contact the board chair in addition to the superintendent.
- Avoid forming and communicating opinions about a board decision before the board has discussed it in a board meeting.

Situation	District Protocol
If I get a phone call, email, or stopped in public from a constituent with concerns regarding the district.	Listen, get contact information, and ask for the constituent's expectation for resolution.
If I get a phone call, email, or stopped in public from a constituent regarding the board's decisions.	Listen, and discuss with constituent.
If I get an email that is addressed to the entire board with concerns from a constituent.	Chair/Superintendent will respond to the constituent on behalf of the Board.
There is a situation that requires the district's legal counsel to be contacted.	Chair/Superintendent will make contact with legal counsel.

Engaging with the Community

Be proactive. The board can engage key stakeholders by inviting and appointing them to participate in standing and ad hoc committees, advisory panels, focus groups, forums, and surveys to describe a vision for the district, set its goals, plan strategically, align resources with goals, and other actions offering them an opportunity to learn about public education and to influence governance decisions. Encourage all members of the community to visit their schools. Invite them to extracurricular activities, schedule a grandparents' day, and offer tours. In public education, familiarity often breeds support.

Use a variety of means to engage community members, inform them about the district, and learn about their interests, priorities, and concerns. Print and electronic media, social media (be mindful of emerging trends for younger parents), the district's website, and face-to-face conversations all play important roles in a year-round district campaign to inform and to be informed.

While accentuating the positive — student successes and district progress — don't neglect the negative. Be the first to let the community know about clouds looming on the horizon, and what the board is doing to dispel them. The board should be ambassadors for the district by scheduling dialogues with a cross section of the community — preferably in their neighborhoods as well as in online forums. And be prepared to address negative comments and feedback in a positive, proactive manner.

In addition, consider the varying expectations of the district's constituents. The parents of seniors may have far different expectations than the parents of kindergartners, and elderly community members with no students in the district may want completely different types of communication.

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- [612 RAS Policy: Development of Parental Involvement Plans for Title I Programs](#)

Communication with the Media

It's important to handle media interactions with care to maintain the veracity and unified voice of the board. Maintaining a unified voice is crucial as it ensures all board communications are consistent, clear, and reflect the collective decisions and strategic direction of the board. This unified approach helps to build trust and credibility with the community, stakeholders, and the media.

Situation	District Protocol
If I am approached by the media regarding a concern or board decision.	Chair/Superintendent speaks with the media on behalf of the Board.

Communication on Social Media

Social media plays a significant role in board members' responsibilities. To use social media effectively while avoiding potential pitfalls, remember your posts should reflect well on your role and set a good example for students and the community. Be careful not to share personal, confidential, or legally protected information about students, employees, or board members. Opt for face-to-face or telephone conversations for private matters instead of using social media. Control your emotions and avoid posting in anger or frustration, as negative statements can have lasting consequences and may lead to legal issues. Always use polite language and refrain from abusive, profane, or offensive comments. Additionally, avoid posting on behalf of the district or sharing commercial messages linked to the district. Use social media primarily for listening, making announcements, and gathering feedback rather than conducting board business. Finally, ensure you comply with all relevant laws and district policies, including those related to acceptable use, harassment, discrimination, and privacy. Your online actions should always reflect the values and responsibilities of your position within the district.

Situation	District Protocol
I know about an upcoming district event that should be featured on social media.	Bring it to the Superintendent
I saw a post containing false or misleading information regarding the board or district.	Bring it to the Chair/Superintendent

Using a District Email

You should use a district email account for your board communications. While this creates another account to monitor, the extra effort is well worth it. As an elected official, your communications related to your office are presumed to be public data unless a provision of law makes part or all of the email private. Your emails may contain private personnel data ([Minn. Stat. 13.43](#)), private educational data ([Minn. Stat. 13.32](#)), correspondence with a private individual ([Minn. Stat. 13.601](#)), or protected medical information.

Members of the public may request access to public government data for any reason.

Government entities must respond to these requests, and any work required to separate private data from public data, known as redaction, cannot be charged to the requester. The government entity must keep public data readily accessible, and redacting private data is its responsibility. Often, decisions about redaction need to be made by legal counsel, which adds to the expense.

If you use a personal or work email account, access to the public data may require you to turn over the personal or work device on which the emails are stored. (Best practice indicates the use of your district provided email is best for all district communication.) If you use a district email address, the district's computer system can be searched to respond to public data requests. As a result, you do not have to worry about your personal or work devices being unavailable or about your personal or work information being shared with others.

Using a separate email account also separates your board work from personal or business correspondence. This reduces the number of emails that need to be searched in preparation for responding to a public data request, saving the district time and money.

Another reason this separation is helpful is in how you think about your emails related to board work. Remembering the presumed public status of what you write in emails to other board members, the superintendent, and other district personnel about board work can save you from explanations and embarrassment. Public data may end up on the local news or social media, so it is wise to keep this in mind as you compose emails related to board work.

A final consideration is the potential to violate the OML. If a two-way communication about board business occurs among a quorum of the board (or a quorum of a board committee), it results in an OML violation, and the emails create a record of the violation. **What is RAS records management policy/practice for retention of emails? (Marti)**

Policy 515 Protection and Privacy of Student Records: Destruction and retention of records by the school district shall be controlled by state and federal law. This policy pertains to students and parents.

Record retention relates to official records, not emails. All email data is subject to the Minnesota Government Data Practices Act.

Communicating with Board Members Via Email – To ensure OML compliance, you are strongly discouraged from using email to communicate with other board members about issues within the board's realm of authority, except for procedural elements like establishing meeting dates and locations. Generally, you should use email only for one-way communications to and from the board chair or superintendent to distribute information.

What about text messages with board members? private or public? * Insert "Effective Governance" document, page 5, Item II.1.C, 1-5. Email and Text Messages.

Situation	District Protocol
I have questions regarding an email I received from the board chair or superintendent.	Contact the Chair/Superintendent for clarification, and discussion.
Another board member emailed me regarding board business.	Respond only to the board member being cautious in what you say.
I have important information that everyone on the board needs to know before the next board meeting.	Contact the Chair/Superintendent to prevent serialized meetings.

References for Further Information

- All district policies regarding board operations. For MSBA Policy Services Subscribers, this is the 200 series. **(Coming from work with Anne Becker/Policy Committee to the Board)**
- A copy of most recent school board self-evaluation **(Recommendation: will cause need to review/change every year - leave this in the Board Self-Evaluation section above)**
- The superintendent's employment contract
- The superintendent's job description
- Legal Requirements for School Board Members
- [MSBA's Board Development and Recognition Program](#)
- [MSBA Legal Requirements for School Board Members](#)
- [MSBA Common Acronyms Used in Education](#)
- [MSBA Glossary of Educational Terms](#)
- [MSBA School Finance Guide](#)
- [MSBA Election Manual](#)
- [MDE – School Finance Reports](#)
- [MN House Research – Minnesota School Finance: A Guide for Legislators](#)

Board Meetings and Governance

Board meetings are pivotal gatherings that dictate the course of educational policies and decisions within a district. Governed by a structured framework, these meetings encompass various types, from regular sessions to emergency convenings, each serving distinct purposes and following legal mandates outlined in Minnesota statutes. Moreover, the operational norms, roles of board officers, and adherence to parliamentary procedures shape the conduct of these meetings, ensuring efficiency, transparency, and accountability. In this comprehensive overview, we delve into the intricacies of board meetings, covering everything from meeting types and legal obligations to procedural guidelines and public participation protocols. ***Need a district photograph here.***



Meetings of the Board

Types of Meetings

Regular Board Meeting – Regular meetings of the board are held according to an established schedule. The schedule must be kept on file at the district office. No additional notice required unless the date, time, or place of the regular meeting is changed. [Minn. Stat. 13D.04, Subd. 1.](#)

Special Meeting – The board may hold a special meeting to conduct business as needed. A special meeting can provide extra time for presentations, such as review of building-level outcomes, or to deal with an issue that arises but is not likely to be ongoing. A special meeting requires three days' notice (posted on the district's main bulletin board and either published in the official newspaper or mailed/delivered to those persons requesting notice) of the date, time, place, and purpose of the meeting. Board discussion and action must fall within the posted purpose(s) of the meeting. [Minn. Stat. 13D.04, Subd. 2.](#)

Emergency Meeting – The board may hold an emergency meeting called to deal with a situation that requires immediate board consideration and possible action, such as a response to a school fire, a school safety issue, etc. The board determines when an emergency meeting is needed. Good faith effort must be made to notify the news media that have requested notice in the same manner as notice is given to board members. If the situation allows for a three-day notice, hold a special meeting. [Minn. Stat. 13D.04, Subd. 3.](#)

District Definitions

- **Business:** At business meetings, boards take action on policies, contracts, bid awards, personnel appointments, etc. This meeting may be a regular, a special, or an emergency meeting.
- **Work or Study Session:** A work or study session is a meeting of the board with selected staff or presenters to study and discuss in depth matters which potentially will come before the board. This meeting may be a regular or a special meeting.
- **Retreat/Workshop:** This is a leadership team meeting for board members and the superintendent, often led by a professional facilitator and dealing with evaluation and/or development issues. This is usually a special meeting.
- **Committee:** Board Standing and Ad Hoc committee meetings are covered by the OML. Other committee meetings that include board members may also be covered by the OML. [Minn. Stat. 13D.01, Subd. 1.](#)
- **Listening Time:** Public forum for community input, where the Board listens but does not respond.

Organizational Meeting – The first meeting in January will be devoted to business required for the proper organization of the board. The agenda may include:

- Seating new members including administering the ceremonial oath of office
- Electing officers for chair, vice-chair (optional), clerk, and treasurer
- Setting the dates, time, and location(s) for regular board meetings. (our School Board generally approves calendar for the coming SY in the spring)
- Setting board member compensation
- Establishing standing and Ad Hoc committees and committee members
- Passing a [Resolution for Combined Polling Places](#) (This must be approved and sent to Hennepin County by the end of December annually)

- Determining time, place, and manner for public comments (Listening Time - see above)
Other public comments opportunities: Comprehensive Truth in Taxation Public Hearing, **(what others?)**
- Designating district depositories
- Selecting the official media sources (newspaper, TV) and district legal counsel - **(Is it worth explaining why we name an official media source?)**

District Additional Organizational Meeting Topics

Open Meeting Law (OML)

The Open Meeting Law ([Minn. Stat. Ch. 13D.](#)) is intended to preserve the rights of the public to observe actions and decisions of its representatives. To satisfy this, all meetings of the board will be open to the public for attendance, and a schedule of the board's regular meetings and working sessions will include times and locations and shall be kept on file at the district office. (See the Closed Meeting Law Chart link below for exceptions). Additionally, the board will ensure a schedule of meetings is posted on the district's website. The OML applies to all meetings of the public body and, in general, meetings of its committees and subcommittees. For the law to apply, a quorum (a majority of the members of the board) must be present. Although the responsibility to ensure meetings are properly noticed lies with the board, this operational activity is typically carried out by the staff member who functions as the clerk to the board.

Closed Meetings

Minnesota's OML requires all board meetings to be open to the public with few exceptions. A public body must begin in an open meeting and state on the record the specific grounds permitting the meeting to be closed and describe the subject to be discussed. A majority vote is needed to close the meeting, with the time and place announced at the public meeting before going into closed session. Please review [Minn. Stat. 13D.05](#) before proceeding to close a meeting. For specific questions, consult with legal counsel.

For more information regarding closed meetings, see [MSBA's Closed Meeting Law Chart](#).

Meetings Conducted by Interactive Technology

In the ever-evolving landscape of governance, technology has become an indispensable tool for facilitating communication and collaboration. Section 13D.02 of the Minnesota Statutes acknowledges this reality by outlining the conditions under which meetings governed by section 13D.01 can be conducted using interactive technology.

For more information regarding remote meetings, see [Minn. Stat. 13D.02 Meetings Conducted by Interactive Technology](#).

Meeting Operations

Attendance of Meetings

All board members are expected to attend all meetings. However, it is recognized scheduling conflicts will occur. If you are unable to attend, please contact the Chair, Superintendent, Executive Assistant to the Superintendent and School Board.

Acceptable Dress Code and Language

To ensure that both staff and students maintain a respectful and professional environment, it is important that the dress code outlined in the [Staff Handbook](#) and [504 Administrative Procedure - Student Dress and Appearance](#) is consistently upheld by everyone, including

school board members. All employees are expected to present themselves in a well-groomed, modest, and professional manner. This includes practicing good hygiene, limiting the use of fragrances, and wearing attire that is appropriate for their assignments.

Key guidelines from [504 Administrative Procedure - Student Dress and Appearance](#) that all must follow include prohibitions against:

1. Clothing that bears lewd, vulgar, or obscene messages.
2. Apparel promoting illegal products or activities, particularly those not suitable for minors.
3. Clothing, jewelry, or accessories displaying emblems, symbols, or messages that are racist, sexist, derogatory, associated with gang affiliation, or that promote harassment or violence against others, as defined by [413 Policy - Discrimination, Harassment, and Violence](#).

By adhering to these standards, school board members, like staff and students, support a professional and respectful learning environment that fosters inclusivity and safety for everyone.

Location of Meetings

Robbinsdale Area Schools Education Service Center, 4148 Winnetka Ave N, New Hope, Minnesota 55427

Addressing Others

Robert's Rules of Order/Parliamentary Procedure - titles , Director, chair, and surnames, and/or Mr./Ms./Dr.

Presentations

- **Robbinsdale Area Schools** – District norms related to presentations at board meetings: ***This should come from communications office. - (Toya)***
- Address the board by chair and director last name
- Board questions may occur at the end of the presentation at the direction of the chair. Questions should be related to the Board's role of governance.
- If a board member would like to request a presenter to come to speak to the board, contact the superintendent and the board chair prior to agenda setting meeting.

Voting

Each elected member of the board will have one vote. A roll call vote will be taken when required by law or when requested by any board member.

District norms for regular voting: Robert's Rules of Order/Parliamentary Procedure

Quorum of the Board

In order for a board meeting to be official and before any action can be taken by the board, at least a quorum of board members must be present. In the absence of a quorum, the only official action that the board may take is to adjourn the meeting. The gathering of a quorum constitutes a meeting if "members discuss, decide, or receive information as a group on issues relating to the official business of the district."

Parliamentary Procedure During Meetings

Chair and Clerk review/revise from Robert's Rules of Order.

Associated Policies – [203.1 Policy - School Board Procedures/Rules of Order](#). For MSBA Policy Services Subscribers, this is MSBA Policies 203 – Operation of the School Board – Governing Rules and 203.1 – School Board Procedures; Rules of Order.

Presiding Officer

The chair will preside over all board meetings. If the chair is unable to preside, the vice-chair (if one has been appointed), will perform the duties of the chair. Should both the chair and vice-chair be unable to preside, the clerk will perform the duties of the chair. In the unlikely event that the chair, vice-chair, and clerk are unable to preside, the treasurer will perform the duties of the chair.

Superintendent’s Role in Board Meetings

The superintendent is a key person at all board meetings. The superintendent, chair, and vice chair – [RAS Governance handbook 1.6 B3 adopted November 2014](#) commonly plan the meeting agenda together. The superintendent makes certain the meeting room is set up as required and all tools needed are available, such as audio or visual recording equipment, internet access, microphones, etc. Each item on the agenda is introduced by the chair; however, for discussion or action items, the superintendent or a designee is often asked to explain the issue. The superintendent’s recommendation should be solicited before a vote is taken.

Board Committees

Committees may be established to address recurring needs of the board. Committees are in place to make the board’s work more efficient and effective. They serve in advisory capacities and bring recommendations to the full board for decision making. Board committees should meet as often as necessary to accomplish their work and should meet only when there is substantive work to be done.

Robbinsdale Area Schools - LIST board standing committees LAC, FAC, Policy also list district committees with board participation (287 board membership also - ReNae, Greta, Molly)

- *List and description of board committees including district and community committees with board representation*
- *Establishing board committees*
- *Appointing board committee assignments*
- *Your District Attorney’s recommendation regarding the Open Meeting Law’s impact on board committees*

Associated Policy – For MSBA Policy Services Subscribers, this is MSBA Policy 213 – School Board Committees. **RAS does not have a policy 213 at this time.**

Election of Board Officers

Minnesota law is silent on the method of electing officers, except that the election must be by open vote and not by any form of secret ballot. [Minn. Stat. 13D.01, Subd. 4](#). Subsequently, the board may establish its own procedures, including procedures for nominating officers and voting procedures. The board will establish procedures in advance of the meeting so that everyone will know what to expect from the outset. The board must follow the procedures, but the procedures can be changed if the majority of the board members agree.

For more information regarding officer elections, see [MSBA’s First Monday in January Handbook](#).

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- Procedures for nominating officers – Board members can nominate other board members or themselves.
 - What to do if no one is nominated (**should it remain as it stands?**)
 - What to do if a single person is nominated, but declines the office
- Voting procedures including the following special situations –
 - Only one board member is nominated
 - No candidate receives a majority of votes

Guide to Board Meeting Roles and Responsibilities

Effective management and clear understanding of roles are essential for the smooth operation of board meetings. The [Guide to Board Meeting Roles and Responsibilities](#) provides a detailed outline of the duties and expectations for board members, the chair, the superintendent, and administrative staff before, during, and after meetings. This comprehensive guide helps ensure all participants are well-prepared, meetings are conducted efficiently, and follow-up actions are clearly defined. It covers everything from agenda preparation and legal advice to maintaining a positive meeting atmosphere and accurate record-keeping.

Data Privacy

It's essential to understand how data privacy relates to board meetings. When discussing district matters in board meetings, we encourage open dialogue. However, we need reasonable restrictions to ensure orderly proceedings and protect individuals' privacy and due process rights. These rights extend to both employees and students of the district. For employees, this includes the privacy of their personnel data. Similarly, students have privacy rights concerning their educational data. To uphold these privacy rights, we have procedures in place for handling agenda items and complaints. **If you are unsure if it is private data, ask before disclosing any information.**

Associated Policy – [406 RAS Policy: Public and Private Personnel Data](#), [515 Policy: Protection and Privacy of Student Records \(1\)](#), [515 Policy: Protection and Privacy of Student Records \(2\)](#)

For MSBA Policy Services Subscribers, this is MSBA Policies 406 – Public and Private Personnel Data and 515 – Protection and Privacy of Pupil Records.

Public Comments to the Board

The board recognizes the value of participation by the public in deliberations and decisions on district matters. However, the board retains the right to determine whether and how public comment may occur.

Robbinsdale Area Schools – protocols regarding public comments at board meetings:

- The board currently allows public comment at the start of the Business meeting for the Comprehensive Achievement and Civic Readiness (formerly WBWF) presentation, and the Truth in Taxation Public Hearing prior to the first Business meeting in December. **(Recommendation: Board discussion regarding public comment in Business/Regular meeting and/or Work Session)**
- Currently RAS has Listening time once a month before the second Business meeting.
- During which part of the board meeting will public comment occur
- Whether and how the public signs up to speak; what information is collected
- District rules/restrictions on public comment Page from notebook with instructions
- Whether and who will read rules/restrictions before the public comment period
- Whether and how the board engages in dialogue with speakers
- Whether and who will follow up with speakers after the meeting

Associated Policy – For MSBA Policy Services Subscribers, this is MSBA Policy 206 – Public Participation in School Board Meetings/Complaints About Persons at School Board Meetings and Data Privacy Considerations. **RAS does not have a policy 206 at this time.**

Agendas and Minutes

Agenda Procedures

The board will conduct business during meetings through an adopted agenda that advances board work and district goals. The agenda serves as a roadmap for the meeting, outlining topics such as reports, presentations, discussions, and decisions. It is expected all board members will read the agenda and any supporting documents prior to the meeting. Each board member has the right to request additions, amendments, or revisions to the agenda prior to its adoption, and the board will determine if those changes are to be made. TBD - Board discussion is required to decide what to do moving forward.

Robbinsdale Area Schools – District norms regarding agendas:

- Who forms the agenda - Chair/Superintendent/Vice-Chair, with Directors submitting items for consideration prior to agenda setting session, Robert's Rules
- Protocols to make additions, amendments, or revisions to the agenda before and during a board meeting - Robert's Rules will be the protocol used to make additions, amendments, motions, etc.
- Procedure for distributing the tentative agenda and supporting documents - Wednesday prior to the Monday/Tuesday meeting via email from the Executive Assistant to the Superintendent and School Board
- Procedure for asking questions about the agenda and supporting documents - All questions to be submitted to the Superintendent prior to 9 p.m. on the Sunday prior to the meeting via email
- Procedure for addressing clerical errors in the agenda and supporting documents - Email any clerical errors to the Executive Assistant to the Superintendent and School Board prior to noon on Friday prior to the meeting
- Who will inform the board if there are changes to the agenda after its initial distribution - Friday prior to the meeting via email update from Executive Assistant to the Superintendent and School Board

Associated Policy – For MSBA Policy Services Subscribers, this is MSBA Policy 203.5 – School Board Meeting Agenda. **RAS does not have a policy 203.5 at this time.**

Consent Agenda

The superintendent, in consultation with the board chair, may place items on the consent agenda. A consent agenda is a part of the agenda that includes items typically approved together in one motion. These items may include meeting minutes, routine reports, personnel appointments, and other administrative matters. By grouping these items together, the board can streamline the meeting process and focus on more substantive discussions. If any board member wishes to discuss or vote separately on an item listed in the consent agenda, they can request to have it removed for individual consideration.

Associated Policy – For MSBA Policy Services Subscribers, this is MSBA Policy 203.6 – Consent Agendas. **RAS does not have a policy 203.6 at this time.**

Meeting Minutes

Minutes will be carefully recorded to include all actions of the board and all votes taken at a board meeting by the board's clerk or designee. Minutes do not include discussion or editorial comments.

Robbinsdale Area Schools – *District norms regarding meeting minutes:*

- [204 RAS AP: School Board Meeting Minutes](#) - as of July 1, 2024, meeting minutes no longer need to be published in a newspaper. Minutes are now published them in the agendas on the website.

Associated Policy – [204 RAS AP: School Board Meeting Minutes](#) For MSBA Policy Services Subscribers, this is MSBA Policy 204 – School Board Meeting Minutes.

References for Further Information

Robbinsdale Area Schools – Resources that will help board members gain a deeper understanding of their role as a board member and how to work as part of a board team. Consider creating hyperlinks to each document for easy access to these resources instead of providing printed copies. Resources include:

- Copies of Meeting Minutes from the past year can be found on the website under [School Board Meeting Agendas, Packets & Minutes](#)
- [MSBA Sample Board Meeting Agenda](#)
- [MSBA School Board Ceremonial Oath of Office](#)
- [MSBA Guidelines with Meeting Minutes](#)
- [MSBA First Monday in January Booklet](#) (regarding the Organizational Meeting)
- [MSBA Parliamentary Procedure Overview](#)