



Future Ready. Community Strong.

Working Meeting Agenda

Diamondhead Education Center
200 W. Burnsville Pkway
Burnsville, MN 55337
September 29, 2022
5:00 PM

I. Welcome	2
II. School Board-Superintendent Relations	33
III. Policy and Academics	
IV. Question and Answer	
V. Oversight of Financial and Facility Resources	
VI. Oversight of Human Resources and Collective Bargaining	
VII. Question and Answer	
VIII. Community Relations and Advocacy	
IX. Question and Answer	
X. Adjourn	43

District 191 welcomes members of the public to attend Board of Education meetings, work sessions and other public gatherings. However, public participation is allowed only during listening sessions, which are held before regular board meetings. Community members who wish to share their thoughts and opinions on meeting topics should contact the Superintendent's office at 952-707-2005 to schedule a meeting with the Superintendent or member of her leadership team.

School Board Candidate Briefing

Fall 2022

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Welcome and Agenda

Outcomes for Today



- ❖ Provide an overview of board members' role to provide Governance to support the school district
- ❖ Provide information for Governance tasks: Selection of Superintendent, Policy, Academics, ³ Culturally Proficient School Systems, Finance, Human Resource, Ambassadors, Legislative Platform
- ❖ Board Member Development and Mentoring
- ❖ Answer Questions

Responsibilities of the School Board

Board Duties

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

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[Get On Board: A School Board Candidate's Introduction to Service](#) Source: MSBA

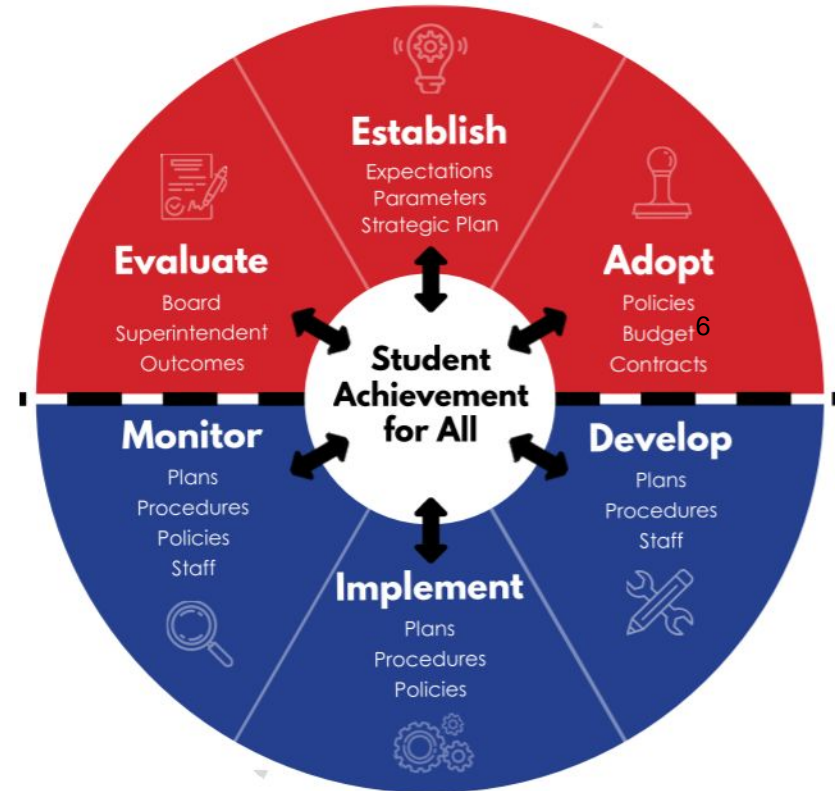
Selection of Superintendent

- School boards employ a superintendent to lead and manage the school district. The superintendent is an ex officio, non-voting member of the school board and the chief executive officer of the school system. The superintendent's duties and responsibilities are derived largely from three sources: in statute, his/her employment contract, and his/her job description. ⁵
- Superintendents are responsible for the management of the schools, the administration of all school board policies, and are directly accountable to the school board.

Policy

ISD 191 Policy 208:

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



Policy

Policy Roles and Responsibilities:

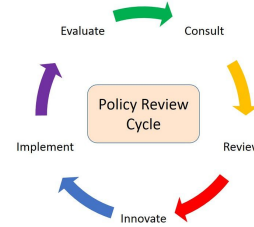
- Board Members - Adopt policies that establish the focus, criteria, and parameters for decision-making.
- Board Policy Review Committee - Reviews / amends recommended policies prior to submitting to the full board for consideration.
- Superintendent and District Administrators - Ensure policies and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

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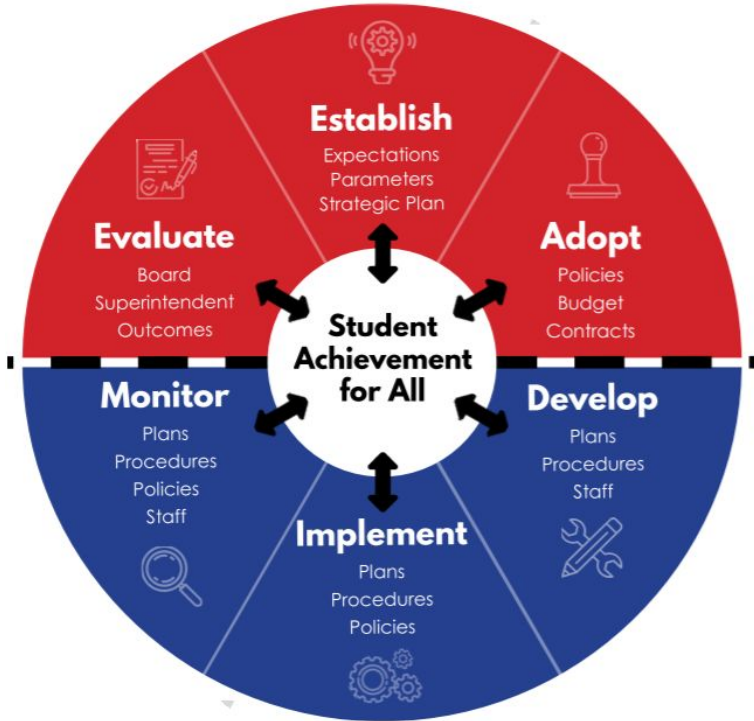
Policy

ISD 191 Process

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



Academics



Mission Statement	
The mission of District 191 is Each Student. Future Ready. Community Strong	
Vision Statement	Core Values
Our vision statement uses aspirational language to communicate our purpose — it's the change we intend to make in the world.	Our core values express what we stand for and what we believe in. They are our foundation. They represent the lens through which all our work is done.
<p><i>We will be a school district that provides transformative learning experiences that mirror students' own stories, and where students will:</i></p> <ul style="list-style-type: none"> • Be equipped to meet rigorous academic challenges that build their capacity to pursue excellence, • Embrace the humanity of all people and welcome diverse perspectives and voices, and • Be supported by a caring community that sparks their curiosity and fuels their progress down a self-determined path. 	<p><i>In District 191, we believe in (stand for) ...</i></p> <p>Caring Community Our culture will actively encourage and embrace each member of the community, creating a sense of support that fosters their individual growth and pursuit of learning.</p> <p>Cultural Proficiency Our school community will work to understand our assumptions and biases, making a commitment to value and manage cultural uniquenesses and adapt education to meet the needs of each student.</p> <p>Future Readiness Our students will know they are ready to meet every next challenge through the confidence that comes from adventurous exploration and rigorous academics.</p> <p>Inclusive Partnership Our collaboration and communication will inspire a culture of trust where students, families and staff are reflected in decisions that shape our district.</p> <p>Student Agency Our students will make choices that personalize their learning journey, proactively building a day-to-day experience that leads them toward their passion and purpose.</p>

Academics

Strategic Directions

- Creating space and opportunity for each and every voice to be heard
- Actively leading by developing and sustaining a diverse and equitable education system
- Supporting and leveraging innovation to improve student outcomes and district culture
- Engaging our community to ensure common understanding of our Strategic Roadmap and the district work to support it



Academics

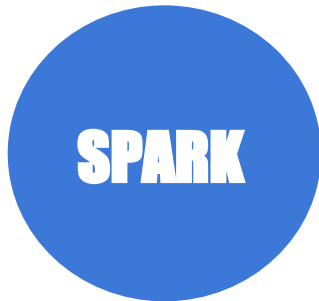
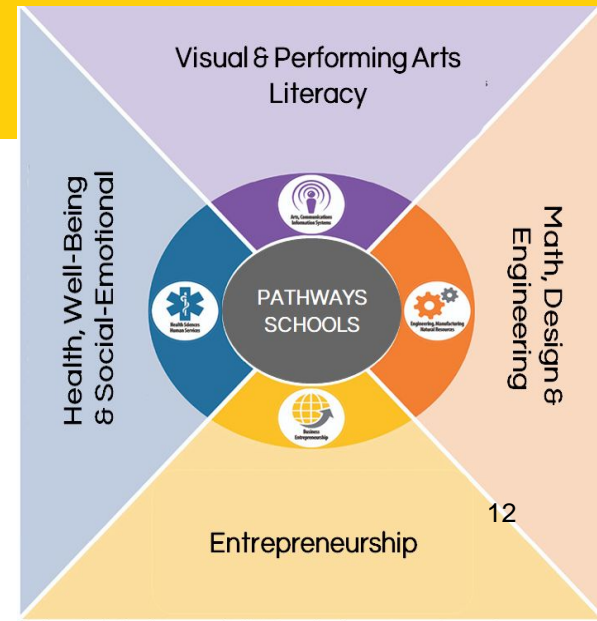
Student Performance & Achievement Reports (Committee of the Board)

- Review and report evidence of student performance over time in order to measure learning.
- Analyze learning and student engagement metrics to promote better alignment of district resources.
- Collaborate with District administration to ensure that curriculum, instruction, professional development and assessments support desired student outcomes.¹¹
- Evaluate processes, policies and long-range planning needs in support of the Strategic Roadmap.
- Establish and communicate high expectations for student support beyond our classrooms to parents, staff and the greater community.

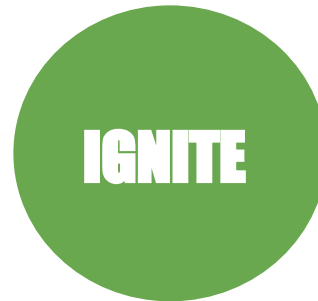
Pathways

PK-12 Pathways give students:

- opportunities to explore their interests
- find the path that fits their passion
- develop the skills for success



Grades PK-5



Grades 6-8



Grades 9-12

Culturally Proficient School System

District Equity Plan - Establish and implement a comprehensive Culturally Proficient School System framework (CPSS) which ensures learning disparities amongst student groups are eliminated resulting in every student being Future Ready, Community Strong at graduation.

Cultural Proficiency is about educating all students to high levels through knowing, valuing, and using as assets students' cultural backgrounds, languages, and learning styles within the context of our teaching. 13

Policy 105 EQUITY, ACCESS AND EXCELLENCE IN EDUCATION

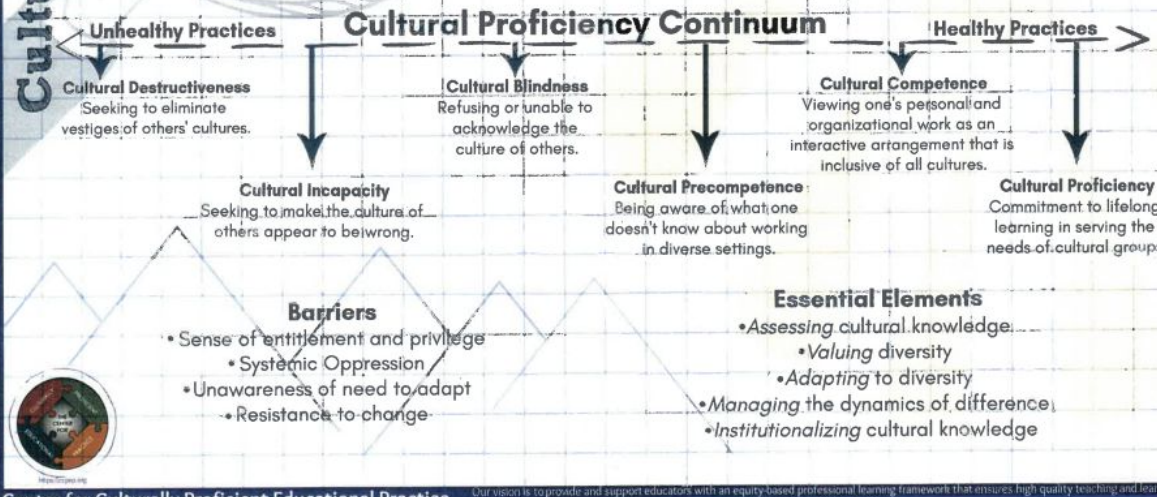
Cultural Proficiency

Tools:

- Guiding Principles
- Overcoming the Barriers
- Continuum
- Essential Elements

Guiding Principles

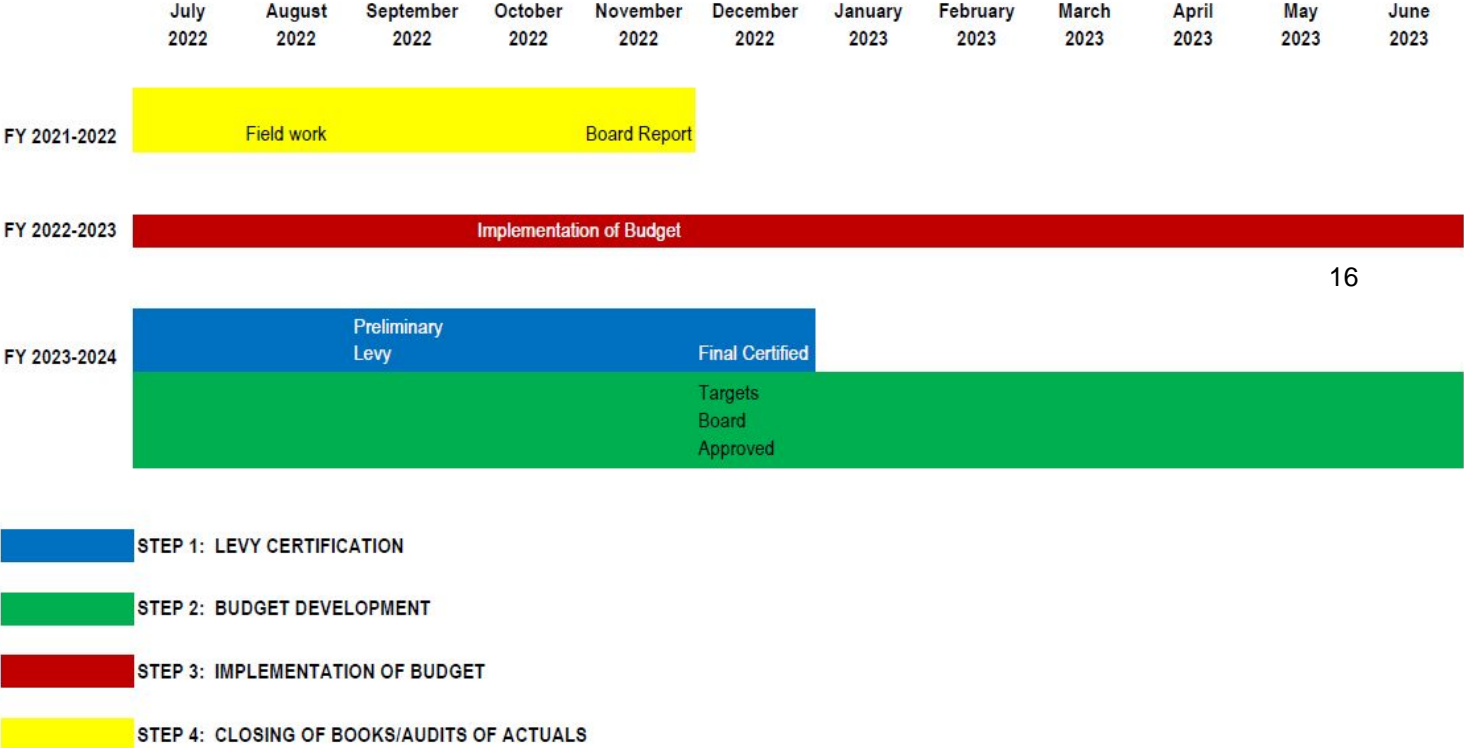
- Culture is a predominate force in people's and schools' lives.
- People are served in varying degrees by the dominant culture.
- People have personal identities and group identities.
- Diversity within cultures is vast and significant.
- Each culture group has unique cultural needs.
- The best of both worlds enhances the capacity of all.
- The family, as defined by culture, is the primary system of support in the education of children.
- School systems must recognize that marginalized populations have to be at least bicultural and that this status creates a unique set of issues to which the system must be equipped to respond.
- Inherent in cross-cultural interactions are dynamics that must be acknowledged, adjusted to, and accepted.



Four Step Budget Process

Submit levy information to MDE for taxes payable during calendar 2023 (revenue in the 2023-2024 School Year)	School Board adopts preliminary levy	Truth-in-taxation notices mailed to property tax payers by the county	School Board holds public hearing on tax levy as part of regular meeting	School Board certifies final calendar 2023 property tax levy
STEP 1				
July-August 2022	September 2022	November 2022	December 2022	December 2022
STEP 2				
Begin Budget process for FY24 budget	Analyze actual versus projected enrollment and update enrollment projections	Provide Preliminary Revenue and Expenditure Budget Targets FY24. Update and review long-range budget forecast	Determine budget line items and staffing levels and seek School Board Formal approval	School Board approves adopted budget for FY 2023-2024
June 2022	December 2022	December 2022-February 2023	February-May 2023	June 2023
STEP 3				
Revenues and Expenditures for FY2022-2023 are processed; monthly reporting on enrollments and actual to budget	School Board approves Revised Budget for FY2022-2023	Process closing entries for FY2021-2022	Independent auditors perform audit and render opinion on financial statements	School Board approves FY21 audited Financial Statements and Report
STEP 3		STEP 4		
July 1, 2022-June 30, 2023	December-February 2023	July-September 2022	August-October 2022	November-December 2022

Fiscal Year Budget Processes



- STEP 1: LEVY CERTIFICATION
- STEP 2: BUDGET DEVELOPMENT
- STEP 3: IMPLEMENTATION OF BUDGET
- STEP 4: CLOSING OF BOOKS/AUDITS OF ACTUALS

Excerpt from Board Action June 16, 2022

RECOMMENDATION: That the Board of Education approves the 2022-23 Adopted Budget providing all funds' revenues of \$182,328,209 and all funds' expenditures of \$183,385,992.

Below is a summary of the proposed 2022-2023 Adopted Budget for your review. A full summary of the General Fund budget units and the assigned staffing are attached for review prior to action for adoption at the board meeting on June 16, 2022.

FUND	REVENUE BUDGET	EXPENDITURE BUDGET	INCR (DECR) TO FUND BALANCE
GENERAL	\$ 135,328,560	\$ 137,139,540	\$ (1,810,980)
FOOD SERVICE	5,164,842	5,190,762	(25,920)
COMMUNITY SERVICE	6,464,450	5,740,690	723,760
CAPITAL PROJECTS	-	-	-
DEBT SERVICE	10,875,000	9,970,000	905,000
INTERNAL SERVICE FUND	24,495,357	25,345,000	(849,643)
TOTAL ALL FUNDS	<u>\$ 182,328,209</u>	<u>\$ 183,385,992</u>	<u>\$ (1,057,783)</u>

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Funds

Operating Funds

- 01 – General Fund: to account for all revenues and expenditures of the school district not accounted for elsewhere.
- 02 – Food Service Fund: to record financial activities of a school district's food service program. ¹⁸
- 04 – Community Service Fund: to record all financial activities focused in enrichment programs for any age level that are not part of the K-12 education program. Serving ages birth to 100+.

Funds

Non-Operating Funds

- 26 (UFARS 06) – Building Construction Fund: record Vision One91 Bond Project proceeds and uses approved by voters February 2015. Intended to be zero by 6/30/2022.
- 07 – Debt Service Fund: record revenues and expenditures to pay for the principal and interest on debt issued by the school district.¹⁹
- 47 – Post-Employment Benefits Debt Service Fund: similar to Debt Service Fund, but only for debt related to Other Post Employment Benefits.

Funds

Proprietary Funds (Internal Service Funds)

- Within these funds the expenses or claims are charged as expenditures in the other funds and recognized as revenue in the Internal Service Fund.
 - 20 Dental Self Insurance Fund
 - 21 Severance Fund
 - 22 Health Insurance Fund
 - 25 Other Post Employment Benefit Revocable Trust Fund

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Summary

Budget

[1-R-2022-23 Adopted Budget for 6 16 2022](#)

[2-Powerpoint of Adopted Budget FY23](#)

[3- Budget Unit Report 6.09.22](#)

[4-Staffing Detail by Budget Unit 6.09.22](#)

Audit

[5-CAFR - Burnsville-6-30-21](#)

[Comprehensive Annual Financial Report](#)

[6-EAS - Burnsville 6-30-21 Executive Audit](#)

[Summary](#)

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[7-SOFA - Burnsville 6-30-21 Schedule of](#)

[Federal Awards](#)

[8-Auditor Presentation to Board 11-10-21](#)

Human Resources *Overview of Responsibilities*

Human Resources Staff

KRISSI KACMARYNSKI

HR EMPLOYMENT SPECIALIST



Contact regarding:

- Employment Verification
- Job Postings - Applitrack
- Personnel File Maintenance & Viewing Appointments
- Office Management
- Name & Address Changes
- Hiring Process
- New Employee Orientation
- Employee Badging
- Training Facilitator
- Background Checks
- Employee Recognition

ARIEL OLSON

HR BENEFITS SPECIALIST



Contact regarding:

- Medical & Dental Insurance
- Long-Term Disability & Life Insurance
- Flexible Benefits
- Benefit Training
- Wellness
- Americans with Disabilities Act (ADA)
- Tax Sheltered Annuities (403b & 457)
- Retirement Information Sessions
- Unemployment

JOY S DEMUTH

HR LABOR RELATIONS MGR



Contact regarding:

- Staffing Assignments & Position Control
- Contract Management
- Compliance Reporting
- Licensure Verification & Variances
- Seniority Lists
- Tenure Tracking
- Payroll Interface
- Salary Questions

HAILEY BUSKER

HR COORD



Contact regarding:

- Benefit & Wellness Committee Lead
- Lane Change
- Tuition Reimbursement Pre-Approvals
- Mandatory Training
- Recruitment
- Interview & Hiring Process
- Job Descriptions
- Kelly Services Liaison
- Student Teacher Placements & University Relations
- Substitute Questions
- Teacher Evaluation System
- Leaves of Absence
- Family Medical Leave (FMLA)

STACEY SOVINE

EXECUTIVE DIRECTOR OF
ADMINISTRATIVE SERVICES

Contact Regarding:

- Employee Relations
- Staffing Process
- Conflict Mediation
- Discipline & Investigation Process
- Contract Negotiations
- Calendar Committee
- Performance Evaluation System
- Pay Equity
- Contract Interpretation
- Extra Compensation Management

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Human Resources

PELRA: Public Employee Labor Relations Act

179A.07 RIGHTS AND OBLIGATIONS OF EMPLOYERS.

- Subdivision 1. Inherent managerial policy
- Subd. 2. Meet and negotiate
- Subd. 3. Meet and confer
- Subd. 4. Other communication
- Subd. 5. Arbitrators pay and hiring
- Subd. 6. Time off

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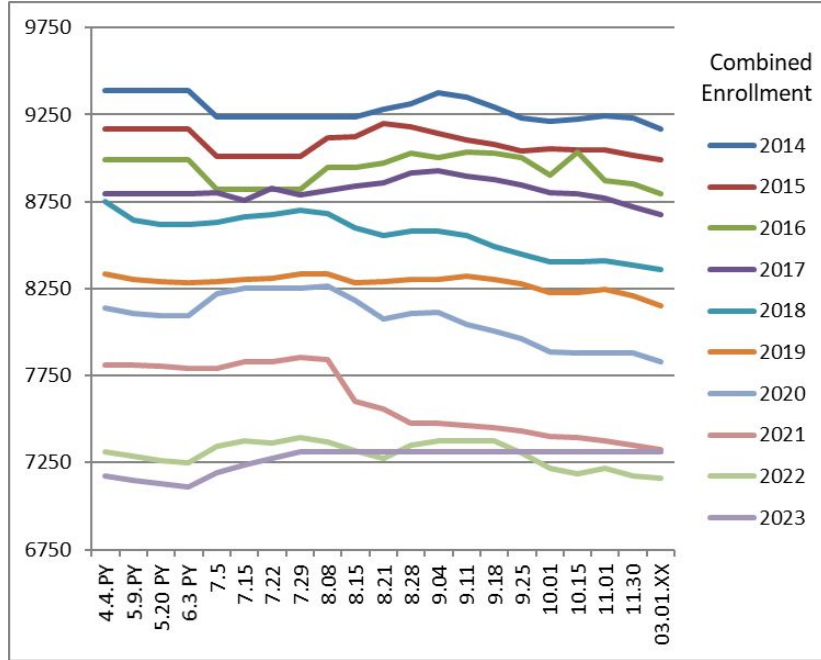
Human Resources

122A.40 EMPLOYMENT; CONTRACTS; TERMINATION.

- Subdivision 1. Teacher defined
- Subd. 2. Non-Provisional license defined
- Subd. 3. Hiring, dismissing
- Subd. 4. Employment in supervisory positions
- Subd. 5. Probationary period
- Subd. 6. Mentoring for probationary teachers
- Subd. 7. Termination of contract after probationary period
- Subd. 7a. Additional staff development and salary
- Subd. 8. Development, evaluation, and peer coaching for continuing contract teachers
- Subd. 9. Grounds for termination
- Subd. 10. Negotiated unrequested leave of absence
- Subd. 11. Unrequested leave of absence
- Subd. 12. Suspension and leave of absence for health reasons
- Subd. 13. Immediate discharge 24
- Subd. 14. Hearing procedures
- Subd. 15. Hearing and determination by arbitrator
- Subd. 16. Decision
- Subd. 17. Judicial review
- Subd. 18. Exception
- Subd. 19. Records relating to individual teacher; access; expungement

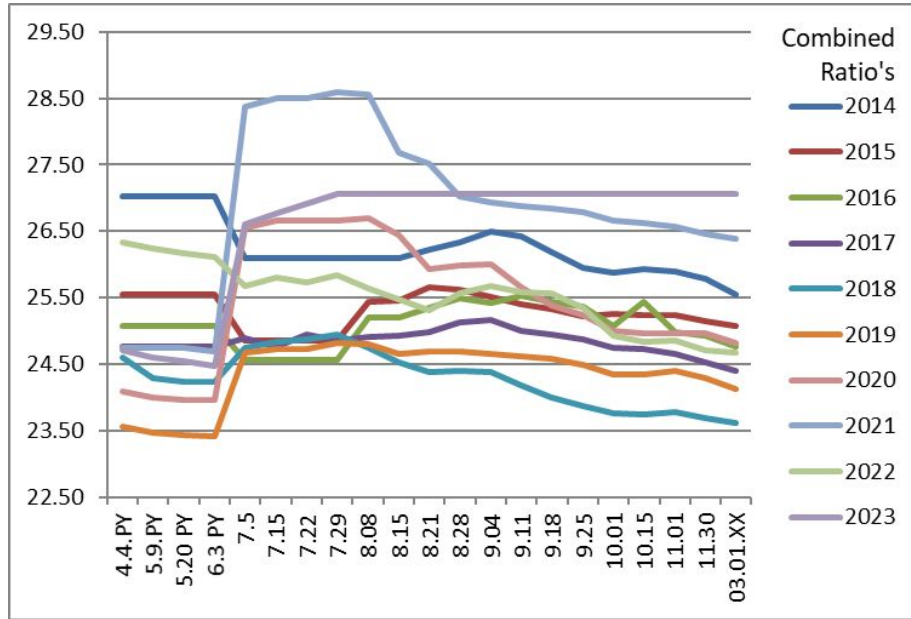
Human Resources

Enrollment



Human Resources

Staffing Ratios



Elementary Targets

Staffing projection for FY 23: 3398, 139 FTE's

	Min	Max	Targ	+/-	Avg
K	20	25	22.5	0.38	22.88 ²⁶
1	24	28	26	-2.74	23.26
2	25	29	27	-1.38	25.63
3	26	30	28	-1.43	26.57
4	27	31	29	-2.24	26.76
5	28	32	30	-2.50	27.50
	25	29	24.5	0.79	25.29

Communications - Board as Ambassadors

Board Members' Role in Communication

- Support messaging on key issues in community
 - Answering questions or redirect to chair/staff
 - Present information/attend promotional events in consultation with ²⁷ Communications Office
- Understand and reinforce the district's brand
- Amplify district messages on social media
- School visits

2022 Legislative Platform

- Reduce the cross subsidy for special education, English learning
- Remove the 15-day residency requirement for online students
- Increase funding for mental health
- Provide targeted funding to increase diversity among teachers
- Permanently fund free school meals for all students
- Provide a legislative exemption for District 191 property sale

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[District 191 Legislative Platform](#)

Board Member Development

MSBA Training

School board members are expected to complete all four phases of training (MSBA Phases I-IV), ideally within their first two years on the school board (School District Policy 212).

- PH 1: Learning to Lead — School Board Basics
- PH 2: Leadership Foundations — School Finance and Management
- PH 3: Building a High-Performance School Board Team
- PH 4: PH 4: Representing Your Community Through Policy and Engagement

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MSBA Leadership Conference in January

MSBA Summer Seminar in August

Board Member Mentoring

The board chair will assign experienced board members to mentor new board members during their first year on the school board.

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[New Board Member Orientation Year-At-a-Glance](#)

School Board Meeting Overview

Board Planning Document: Click [HERE](#)

Schedule of Regular Board Meetings, Listening Sessions and School Board Committees

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Q & A and Wrap Up

School Board Candidate Briefing Questions?

Thank you!

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RESPONSIBILITIES OF THE SCHOOL BOARD

BOARD DUTIES

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

CHAIR DUTIES

Per MN Statute

- Preside at all meetings M.S. 123B.14, Subd. 2
- Represent district in all actions M.S. 123B.14, Subd. 2
- Countersign orders M.S. 123B.14, Subd. 2
- Is a voting member M.S. 13D.01, Subd. 4
- And all duties usually incumbent on such officer M.S. 123B.14, Subd. 2
- Draw orders in absence of clerk M.S. 123B.14, Subd. 2

Per Best Practice

- Guide board process
- Develop agenda with superintendent
- First point of contact with superintendent

VICE CHAIR DUTIES

Per Best Practice

- Exists per district policy
- Performs "chair duties" during absence of the chair
- Additional duties as assigned by the chair or board

CLERK DUTIES¹

Per MN Statute

- School district elections (notice, candidate filing, ballots, absentees, returns, results) MSBA Service Manual Chapter 14
- Keep records, make and issue reports M.S. 123B.14, Subd. 7
- Draw orders for payments M.S. 123B.14, Subd. 7

Note: The MSBA Service Manual provides detail references and commentary on MN Statutes that affect school districts.

TREASURER DUTIES¹

Per MN Statute

- Make deposits M.S. 123B.14
- Pay bills M.S. 123B.12, 123B.26
- Promptly pay bills M.S. 471.425
- Make requested reports M.S. 123B.14
- And all duties usually incumbent on such officer M.S. 123B.14, Subd. 2

Per Best Practice

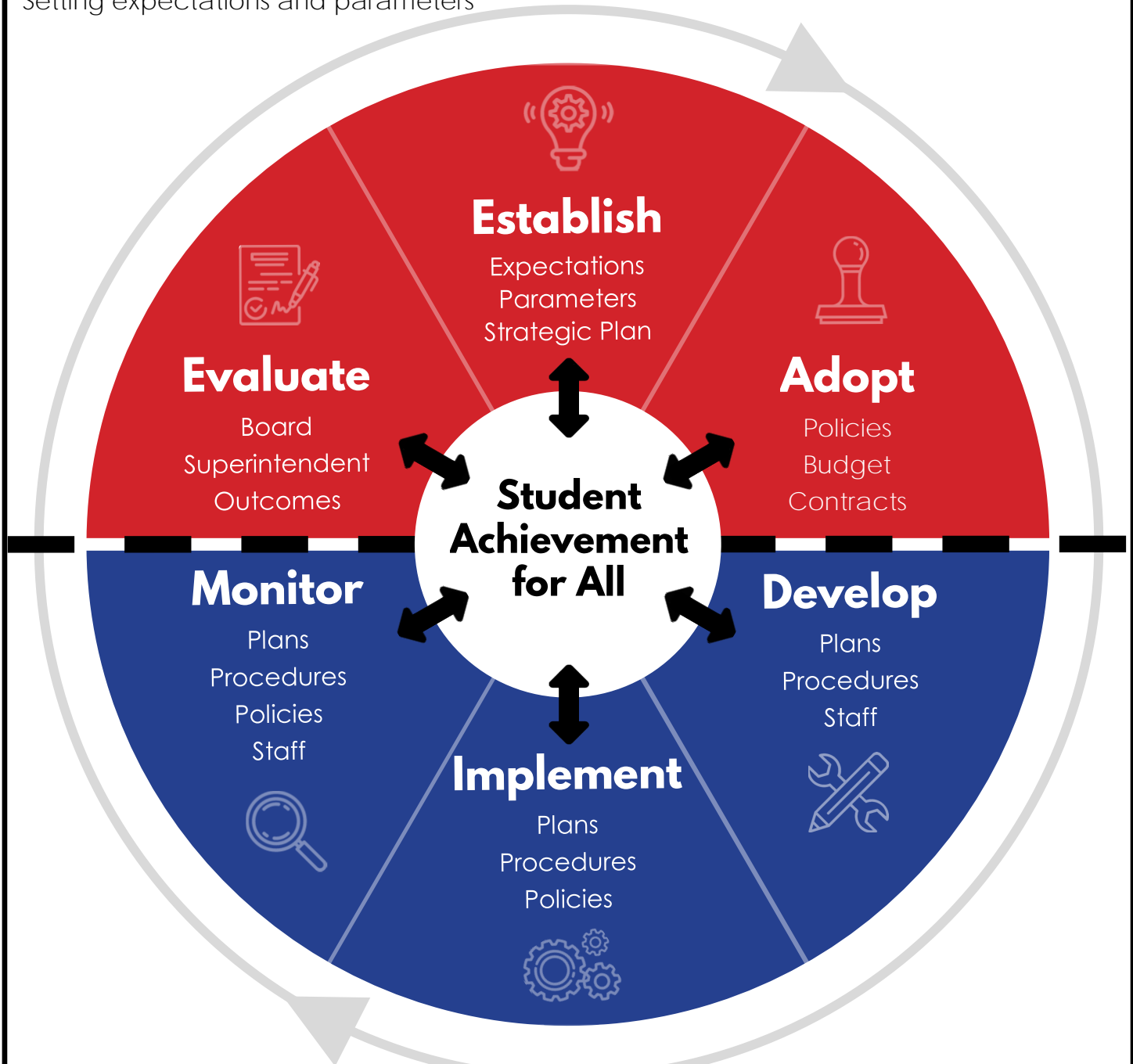
- Financial reporting oversight
- Financial procedure and controls oversight

¹ "... the board by resolution may combine the duties of the offices of clerk and treasurer in a single person in the Office of Business Affairs." Additionally, "The persons who perform the duties of the clerk and treasurer need not be members of the board." M.S. 123B.14, Subd. 1.
In actual practice, that single person almost always delegates at least some of the duties to others.

Board Governance Model

The School Board Governs

Setting expectations and parameters



The Superintendent Manages

Providing leadership and supervision

School Board-Superintendent Communications Practices

Philosophy/Purpose

Clear and timely communication between members of the Board of Education and the Superintendent is essential to a productive working relationship by establishing trust and ensuring all parties are informed and prepared to be effective.

Clearly defining communications procedures, as well as roles and responsibilities, will help reduce confusion and the potential for misinformation or conflicting information to be shared to other parties, including district leadership, staff and community members. Additionally, it will help support Board Members in their role of Governance and support the Superintendent to provide leadership and supervision for the school district.

Goals of these Communications Protocols

- Clearly define roles and expectations for communication between Board Members and the Superintendent
- Set expectations for communication involving Board Members and district staff
- Ensure clear and consistent two-way communication

Values

In working together for District 191, Board Members and the Superintendent will model the District 191 Values as outlined in the Strategic Roadmap.

- Caring Community - Our culture will actively encourage and embrace each member of the community, creating a sense of support that fosters their individual growth and pursuit of learning.
- Cultural Proficiency - Our school community will work to understand our assumptions and biases, making a commitment to value and manage cultural uniquenesses and adapt education to meet the needs of each student.
- Future Readiness - Our students will know they are ready to meet every next challenge through the confidence that comes from adventurous exploration and rigorous academics.
- Inclusive Partnership - Our collaboration and communication will inspire a culture of trust where students, families and staff are reflected in decisions that shape our district.
- Student Agency - Our students will make choices that personalize their learning journey, proactively building a day-to-day experience that leads them toward their passion and purpose.

Guiding Principles of Board/Superintendent Communication

- We will speak with one voice.
- We will value and respect the unique and distinct roles of the Board and the Superintendent.
- We will communicate positively about each other, staff and District 191 as a whole.
- We will advocate for District 191 and public education.

- We will communicate regularly and clearly with the goal of keeping board members informed about events and/or changes that may have a consequential impact on the district overall. Communicate to the Board in advance of staff and community.

Legal Requirements

The Board and Superintendent will follow all applicable state laws concerning open meetings.

Roles and Responsibilities

As a body of elected officials, the Board as a whole represents the community at large and has the responsibility to oversee the operation of the school district, through the Superintendent.

Board Members:

- Speak with one voice, communicating the decisions of the Board with support from the Superintendent and advocating for District 191 schools.
- Work together, taking recommendations from the Superintendent, to establish district policy, adopt the district budget, and conduct district business as outlined in policy and state statute.
- Work together to provide direction to and review the work of the Superintendent.
- Represent the voice of the community through constituent relations, including by bringing concerns of community members and staff, as detailed below.
- Supports publicly the work of the district and communicates the value of District 191 schools and programs.

Board Chair:

- Serves as a liaison between the Board and the Superintendent.
- Is responsible for sharing information pertaining to Board work with all Board members on a timely basis and is the primary conduit of information flow from the Board to the Superintendent.
- Works with the Superintendent to set meeting agendas, as outlined by Policy.
- Works with the Superintendent and Director of Communications to act as primary spokesperson for the Board with the media.

Superintendent:

- In consultation with the Board Chair, establishes and reviews these communications protocols.
- Schedules meetings with individual board members.
- Provides information requested by board members, as outlined in these protocols.
- Works with the Board Chair to set meeting agendas, as outlined by Policy.

Regular Communication

Weekly email: The Superintendent will provide a weekly update to Board Members via email. The weekly update will include issues selected by the Superintendent as important, updates requested by the Board, and information from members of the Superintendent's leadership team. Board Members are expected to check emails in a timely manner.

The executive assistant to the superintendent will provide a weekly update for calendar invites and events to board members.

One-on-one meetings: The Superintendent will meet regularly with individual Board Members to provide information, hear and answer questions or concerns, and conduct business (e.g. setting agendas or scheduling meetings), as needed. At the Superintendent's discretion, she will send a follow-up email to all Board Members as a response to specific requests/questions.

Board work sessions: The Board Chair and Superintendent may schedule work sessions for the Board where topics of particular importance can be presented and discussed in depth. In general, staff participation at these meetings will be limited to presenting information and answering questions.

Regular Board Meetings: As scheduled by the Board each year, the Board will hold regular meetings for conducting district business and receiving informational reports. Agendas will be set by the Superintendent, Board Chair, and Vice Chair. Documents for Board meetings will be available to Board Members per policy.

Board Members are asked to submit questions about materials in advance, so they can be answered before the meeting. Board Members may still choose to ask their question(s) at the meeting, if they feel there is a benefit to the answer being shared in a public forum.

Communication with Staff

In general, Board Members should make requests for information to the Superintendent, who will determine the appropriate method for responding to those requests.

The Board and its members will not issue directives to staff except through the Superintendent or the Superintendent's designated representative(s). Regarding staff presentations in Boardbook, suggestions for revisions and questions should be sent to the staff member, direct supervisor and Superintendent if the staff member is not a member of the executive leadership team.

Individual Board Members will not request reports or compilation of materials from staff that involves significant work time unless the majority of a Board Committee or the Board as a whole approved the preparation of the report.

Emergency/Crisis Communication

In the event of an emergency/event, the Superintendent will ensure that all Board Members are aware of the situation as soon as possible, providing details that are available. In general, this information will be provided by email, with a text notification being sent by the Superintendent to bring Board Members' attention to the email.

After the initial alert is shared with the full BOE, formal Communications process for notification is Chair, BOE, staff, then students/families. This helps ensure that Chair and BOE is informed and can provide last minute feedback on planned communications outside of BOE. More importantly, it ensures full board support of the superintendent in formal, external communications to our school community.

As needed updates on emergency situations may be provided by the Communications Director or other staff members, as requested by the Superintendent.

When seeking input from board members before making a public statement about a district or public crisis, allow 24-48 hours for board members to provide input before releasing the message to the staff or public.

Community Relations

Members of the Board will refer all personal appeals, applications, complaints, and other communications concerning the administration of the school district to the Superintendent or his or her designated representative(s) for investigation and report to the Board Member.

Board Members will encourage staff and community members to follow the chain of command, bringing their complaint or concern to their teacher, principal, Supervisor and/or Superintendent, as appropriate.

Responses to community members will be provided by the Board Chair, in consultation with the Superintendent and appropriate staff.

Protocol for Special Events

The superintendent, when speaking at special events, will acknowledge board members by name who are present at special events especially when other elected officials (city, state and federal) are in attendance.

Approved: September 8, 2022



District 191 Strategic Roadmap

Each Student. Future Ready. Community Strong.

» VISION STATEMENT

Our vision statement uses aspirational language to communicate our purpose – it's the change we intend to make in the world.

We will be a school district that provides transformative learning experiences that mirror students' own stories, and where students will:

- Be equipped to meet rigorous academic challenges that build their capacity to pursue excellence,
- Embrace the humanity of all people and welcome diverse perspectives and voices, and
- Be supported by a caring community that sparks their curiosity and fuels their progress down a self-determined path.

» STRATEGIC DIRECTIONS

- Creating space and opportunity for each and every voice to be heard
- Actively leading by developing and sustaining a diverse and equitable education system
- Supporting and leveraging new methods and original thinking to improve student outcomes
- Engaging our community to ensure common understanding

» CORE VALUES

Our core values express what we stand for and what we believe in. They are our foundation. They represent the lens through which all our work is done.

In District 191, we believe in (stand for) ...

Caring Community – Our culture will actively encourage and embrace each member of the community, creating a sense of support that fosters their individual growth and pursuit of learning.

Cultural Proficiency – Our school community will work to understand our assumptions and biases, making a commitment to value and manage cultural uniquenesses and adapt education to meet the needs of each student.

Future Readiness – Our students will know they are ready to meet every next challenge through the confidence that comes from adventurous exploration and rigorous academics.

Inclusive Partnership – Our collaboration and communication will inspire a culture of trust where students, families and staff are reflected in decisions that shape our district.

Student Agency – Our students will make choices that personalize their learning journey, proactively building a day-to-day experience that leads them toward their passion and purpose.



Human Resources Job Description

Superintendent of Schools

Burnsville-Eagan-Savage School District 191, 200 W. Burnsville Pkwy, Burnsville, MN 55337, 952.707.2000, ISD191.ORG

Descriptors

Position Title: Superintendent of Schools
Position Classification: Chief Executive Officer
Exempt Status: Exempt
Supervisory: Yes

Department: District-wide
Reports To: Board of Education
Revision Date: 10/15/2019
FTE: 1.0

Approval: _____

(Executive Director of Human Resources)

Approval: _____

(Board Chair)

Job Summary

Primary Purpose: The Superintendent is the chief executive officer of the School District, is the professional advisor to the School Board, and is directly accountable to the School Board. The Superintendent is responsible for guiding and directing all operations and educational programs of the School District in alignment with the Board's Vision and Strategic Roadmap. The Superintendent shall inform the School Board of all the needs related to the current and future operations of the School District. The Superintendent shall recommend policies to the School Board and, when adopted by the School Board, shall be responsible for implementing, interpreting, and executing those policies. The Superintendent shall represent the district as the primary spokesperson to the public, media, governmental agencies and other organizations.

Essential Duties and Responsibilities

20% Serves as the Chief Executive Officer for the School District.

Responsible for the leadership and management of the district, the administration of all School Board policies, and is directly accountable to the Board. As CEO, the Superintendent shall inform, advise, and develop shared understanding with the Board about programs, practices, successes, and challenges facing the district. The Superintendent shall present recommendations to the Board on matters of policy, employment, budget, and other items required by law. The Superintendent will support the development of Board members as a governing body through identifying professional development opportunities, on-going communications, and modeling public organizational design. Where responsibilities are not specifically prescribed, nor school board policy applicable, the Superintendent shall use personal and professional judgment, subject to annual review by the School Board.

students and staff. Establishes expectations for staff to cultivate and reinforce student engagement and success in school. Ensure system-wide plans for safety and security and healthy school and/or work environment.

20% Directs and oversees the operational and administrative services, programs, and operations of the District to ensure the efficiency and effectiveness of these functions.

Assume the ultimate responsibility for all aspects of the School District's operation. This includes financial operations, facilities management, transportation, food service, technology, maintenance, and human resources. Protects school district's fiscal health by continually seeking efficiencies and identifying new sources of funding. Identifies and implements strategies and plans monitoring improvement efforts and progress. Directs and supervises executive personnel to implement operational and administrative services in alignment with the Strategic Roadmap.

20% Serves as the educational leader of the District.

Provide leadership for the School District's Birth -21 educational programs, staff-development programs, and curriculum development to provide the best possible learning environment for all the School District's students. Identifies and implements strategies and plans monitoring improvement efforts and progress. Demonstrates knowledge and comfort with current instructional programs and participates actively in professional groups for the School District's benefit. Develops and empowers open, productive, caring and trusting relationships among

20% Serves as the primary spokesperson for the District and oversees all public relation activities of the District to best represent the District before the public, governmental agencies, community organizations, or other groups.

As the primary spokesperson for the School District, the Superintendent shall establish positive working relationships with students, staff, the community, local and state governmental agencies and other organizations. The Superintendent shall seek input and feedback on current

practices and policies to help guide and inform the Board with decisions. The Superintendent shall generate goodwill with the community through on-going communication and partnerships focused on strengthening the district's ability to provide the best educational experience for our students. The Superintendent shall also generate goodwill through being responsive to concerns brought to the Superintendent's attention.

20% Ethical and Inclusive Leadership.

The Superintendent shall demonstrate a commitment to the highest standards of ethical and professional behavior, including the values declared by the School District. They will create a

climate in which employees are highly conscious of ethical and professional expectations and hold each other accountable. Demonstrates high level of self-awareness of and commitment to improve upon professional practice. Demonstrates cultural competency that honors values, beliefs, norms and traditions of diverse groups and integrates diverse representation into school and School District decision-making. Ensures that a coordinated, system-wide plan to achieve equity for all students and staff has been developed and implemented.

Work Requirements and Characteristics

Education/Certification Requirement:

- Master's Degree in Education Administration or Leadership
- MN Superintendent Licensure

Experience and Preferences:

- Is committed to and a visible supporter of the Roadmap and Vision One91 Plan. Has demonstrated the ability to implement the strategic plan for the District with action plans creating excellence and opportunity for all students.
- Understands and can address the needs of the wide variety of students served in the District providing exemplary, high impact academic programs allowing all students to have multiple options upon graduation.
- Is of high integrity, possessing excellent interpersonal skills, being approachable, friendly, creating in-depth relationships with staff, businesses, and community.
- Is an experienced, visionary leader who works well with all staff, community and business leaders to guide the District towards Career and College readiness for all students.
- Has a strong understanding of school finance, budget, and can lead the District in directing and stabilizing the finances.
- Communicates well and frequently in person, in written form, and via social media with the staff, community, students and parents.
- Listens and considers the input received so action can be taken in a collaborative manner.
- Will work with the appropriate community and District people to create and communicate a brand of excellence for the District.
- Has demonstrated the ability to listen and support the social-emotional needs of students: furthers the cultural competency of the staff, student body and within the community so that every student feels welcomed, safe and valued.
- Is comfortable as the "face of the District" advocating on behalf of the District in the community, with the state department, cities, county, and legislature to further the image of quality educational programs and caring for students in One91.
- Supports and furthers Community Education via ECFE, ABE, and the breadth of options available to the community from Birth to senior citizen status.

- Expectations: I will set a high bar for myself and others in learning, behavior, commitment to do one's best and service to others and community
- Respect: I will honor the uniqueness of myself and others
- Integrity: I will do the right thing...even when no one is looking
- Partnership: I will engage in relationships and action which empowers learning for ALL

Essential skills required to perform the work:

A person who serves as a Superintendent shall demonstrate all core competencies described in subpart 1 (<https://www.revisor.mn.gov/rules/3512.0510/>) and competence in the following specific areas:

A. Policy and law by:

- (1) demonstrating an understanding of the role policy plays in School District governance and administration;
- (2) demonstrating knowledge of statutory regulations affecting School Board meetings, communications, procedures, and practices; and
- (3) demonstrating an understanding of the roles and responsibilities of the School Board;

B. Political influence and governance by:

- (1) demonstrating an understanding of the role the political process plays in public education and the connection between them;
- (2) demonstrating an understanding of how to interact with local and state governments; and
- (3) demonstrating an understanding of the roles played by other community leaders in the School District;

C. Communication by:

- (1) demonstrating knowledge of cultivating positive relationships between and with School Board members; and
- (2) demonstrating an understanding of the importance of communication leadership between school district and its community;

D. Organization management by demonstrating knowledge of factors that affect school finance, including sources of revenue; expenditure classifications; generally acceptable accounting principles; and local, state, and federal finance calculations; and

An individual who firmly believes:

E. Judgment and problem analysis by demonstrating knowledge of how to balance varied and competing interests to ensure the

mission and vision of the School District is carried forward.

Physical and Mental Requirements

Electronic devices and software applications required:

Operates office equipment including computer, printer, copy machine and phone/mobile phone. Uses multiple software applications including word processing, spreadsheet, email and presentation software

Physical demands: The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job.

While performing the duties of this job, the employee is regularly required to sit and talk or hear. The employee is occasionally required

to stand; walk; and use hands to finger, handle, or feel objects, tools, or controls. The employee must frequently lift and/or move up to 10 pounds. Specific vision abilities required by this job include close vision, distance vision, and the ability to adjust focus.

Work environment: The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. The noise level in the work environment is usually quiet.

This description describes the general nature and work expected of an individual assigned to this position. Employees may be required to perform other job-related duties as requested by their supervisor. All requirements are subject to possible modification to reasonably accommodate individuals with a disability.



Information for Prospective Members of the Burnsville-Eagan Savage Board of Education

Thank you for your interest in running for the Board of Education of Burnsville-Eagan-Savage School District 191 (District 191). This document is designed to answer some common questions and ensure prospective candidates understand more about the role.

Additional information from The MN School Board Association:

<https://mnmsba.org/membership/becoming-a-school-board-member/>

Meetings

The following is a list of the meetings that occur during the year. A Board member's attendance at any meeting or event for which they are assigned is critical and respectful, as resources have gone into the preparing and planning of the meeting. A [Board Planning Document](#) has been created to provide an overview of key board meeting agenda topics and board activities that occur throughout the year. By Minnesota Open Meeting law, all meetings below are open to the public, except for a Closed Meeting.

Regular

The Board meets twice a month on Thursdays every month, except for one meeting in November and December and no meetings in July. These meetings are recorded and broadcast live. Robert's Rules of Order on parliamentary procedures are used as the structural foundation of the meetings, and the meetings are run by the Board Chair. Regular meetings usually last 2-3 hours, but sometimes can run as long as 5-6 hours.

Committees

Every Board member is assigned to one or more primary Board Committee, such as Policy or Negotiations. Those meetings occur monthly, except for Negotiations which has a variable meeting schedule depending on the year. Additionally, each Board member is assigned to one or more outside committees, such as Chamber of Commerce or Foundation 191. These additional meetings generally occur monthly and typically last 1 hour.

Listening Sessions

Board members take turns covering the 30-minute Listening Session that occurs prior to the Regular Board meeting. Two board members attend each session and fulfill this role approximately every six weeks. Board members are expected to listen and observe at these meetings; they should only engage the audience for clarification and acknowledgement (coming and speaking at these can be intimidating for some people, so it is important that we are receptive and welcoming). The Superintendent (or

representative) will also be in attendance to document the event, provide clarification and note takeaway actions, and is then responsible for submitting a high-level summary report in the consent agenda at the next regular Board meeting.

Superintendent

Every Board member meets 1-on-1 monthly with the Superintendent to discuss any issues or learn about upcoming initiatives. Scheduling of these meetings is the responsibility of the Board member and Superintendent.

Workshops

Workshops/work sessions are held immediately following regular Board meetings and are recorded, broadcast live, and posted online for public viewing. Occasionally workshops may be held on a separate day than a Board meeting depending on the expected length of discussion. These meetings generally last 2-4 hours.

Retreats

Retreats are scheduled by the Board Chair independently from regular Board meetings. The typical schedule for retreats is on a quarterly basis, although retreats may also be scheduled more frequently, as needed. The purpose of retreats is board development, planning and/or a specific topic. These meetings generally last 4-8 hours.

Closed Meetings

Per Minnesota statute, closed meetings may be called by the Board Chair for limited and specific purposes: labor negotiations strategy; employee evaluations or discipline; limited attorney-client privilege; student expulsion hearings; discussions of security issues; and land sale and/or acquisitions.

Meeting Materials and Prep

Board members receive meeting materials the week before the scheduled meeting and are expected to read and familiarize themselves with the material prior to the meeting, as well as prepare questions for staff and for general discussion.

Attending Events

Board members are expected to attend official district events such as State of the District, State of the City, One91 Community of Excellence Awards Ceremony and graduations, including for the BEST Transition program, Burnsville Alternative High School, and Burnsville High School. In addition, Board members are encouraged to attend other events at schools such as Read-A-Thons, Honor Society inductions, AVID events, and other celebrations.

Communications from the Public and Social Media

You will receive emails, phone calls and mail in your role as a Board of Education member. These communications will usually be in advocacy of something and/or critical of some decision the Board has taken. These communications are often harsh and will be directed at you even if you were not on the Board when the issue at hand was decided. Your personal perspective won't matter to the people who are communicating to you. You are now one of seven on the Board of Education and therefore represent

the leadership and decision-making that happens in the district. Regardless of who you were and what you did before you were on the Board, as far as the public is concerned, and in keeping with our code of conduct, you are now responsible for past decisions, as well as future ones. Being on the board means you take on this responsibility of leading the district, and it can be difficult at times.

Similarly, there will be social media posts that are critical of the Board, and perhaps even of individual members, and they can be harsh. Often the communications and social media posts are based on incomplete or inaccurate information, and it can be tempting to defend decisions or correct information. It is critical that Board members forward these items to the Superintendent and Board Chair who will work with the Communications Department to address them. For those of us on social media platforms, understand that your Board member "hat" never comes off. We can try, but people will always put it back on for you, or will filter your posts through the Board lens. It may be helpful to create Board-specific accounts (completely open to the public) and a private account (in which there can be no discussion of Board or district matters).

Your personal cell phone/texts and district email become part of the public record and are therefore subject to collection through the Freedom of Information Act as they relate to school district business.

Governance vs. Management

This Board of Education is a governance board, which means it has overall fiscal and fiduciary responsibility for the district. We ask questions, we ask the Superintendent to check into issues we might hear about, we work to ensure the district's money is spent in a responsible way, we set policy, and we make decisions that allow the district to move forward. As our ex officio Board member and sole employee, we work with and through the superintendent, not around, above, or below him/her.

We are not a management board, which means we do not weigh in on personnel decisions, we do not decide what lunches are served, how to stop a bullying problem, or make local decisions on curriculum. We hire a superintendent whose job it is to provide a great staff to oversee the details of running the district. Parents and community members are much more effective when they communicate directly with their building administration to ask for changes, instead of communicating with us in the intention of implementing change. Board members regularly refer parents and community members to speak with the appropriate staff member(s) for further discussion.

While the public should not be bringing their individual concerns to us with the assumption of direct action, it is our job to listen to and understand peoples' concerns and ideas and work with the superintendent to address those concerns and implement great ideas.

Those of us with children in our schools and activities are obligated to rise above individual and/or family-based concerns while at the board table. When you have concerns that you witness as a result of being a parent, share these with the superintendent (and chair if you wish). These topics are 1-on-1 conversations, not Board-level considerations.

We represent the entire District 191 community, including all stakeholders. We must be respectful of the past, present, and future in our decision making. As a Board and as individual members, it is our responsibility to remember that we are expected to be nonpartisan in our representation and that we put the entire district and the students first in all of our considerations and actions.

Confidentiality

In the course of our work together, this Board is exposed to a variety of private data, including staff, student, and family information, and this data must remain confidential even from our immediate family.

Training and Support

The Director role on the Board of Education is both challenging and rewarding. The excitement and joy of formal celebrations and everyday activities of our students learning is an incomparable feeling. New school board members will be provided the opportunity and encouragement to attend the orientation and training sessions sponsored by the Minnesota School Boards Association (MSBA). School board members shall receive training in school finance and management developed in consultation with MSBA. School board members are expected to complete all four phases of training (MSBA Phases I-IV), ideally within their first two years on the school board (Policy 212).

Experienced District 191 Board members provide mentoring and ongoing support and training for new board members during their first year of service on the school board. We are all here because we believe in the District and in the work we do for our students and we work hard to make the best decisions possible as a team.

Board members will receive training on the tools of Culturally Proficient School System framework (CPSS) which ensures learning disparities amongst student groups are eliminated resulting in Each Student being Future Ready, Community Strong at graduation.

Legislative Platform

The Legislative Platform supports all students and addressing inequity in education on behalf of the students, educators, families and community members of Burnsville-Eagan-Savage School District 191, the District 191 Legislative Committee asks the Minnesota State Legislature and U.S. Congress to take the actions described in this platform in 2022. Click [HERE](#) to view the Legislative Platform.

If you have any questions about this information or have additional questions, please don't hesitate to reach out to any currently serving board members whose contact information can be found [here](#).