



School Board Retreat
Monday, July 11, and Tuesday, July 12, 2022; 5:00 PM
Arneson Acres Park, Terrace Room, 4711 W 70th Street, Edina

- I. Determination of Quorum and Call to Order**
- II. Action**
 - A. Signatories on General Checking Accounts for 2022
- III. Day One**
 - A. District Priorities for 2022-2023
 - B. Revisit Board Training: Governance vs. Operations
 - C. Board Goals and Superintendent Goals
 - D. Approach to Resolutions/Community Engagement
- IV. Day Two**
 - A. Board and Superintendent Communication Protocol/Board Norms
 - B. Current Updates to Board Norms
 - C. Policy Working Plan
 - D. Board Member Liaison Restructure
- V. Board Chair Updates**
- VI. Superintendent Updates**
- VII. Adjournment**



Meeting Date: 7/11/2022

TITLE: Signatories on General Checking Accounts for 2022

TYPE: Action

BACKGROUND: Due to staffing changes and Board role changes, signatory authorizations need to be updated. This authorization enables the District to conduct its financial transactions with its bank.

RECOMMENDATION: Any person named below is hereby authorized as a signatory to transact financial business on behalf of the School District. This authorization includes but is not limited to financial transactions such as signing checks, drafts and other withdrawal orders; supplying the depository with specimen signatures of the authorized signatories; and all other directions and instructions needed to follow U.S. Bank's Rules and Regulations governing bank accounts.

Michael Birdman, Treasurer
Erica Allenburg, Chair
Janie Shaw, Clerk
Stacie Stanley, Superintendent
Mert Woodard, Director of Business Services

Remove signature authorization:

John Toop, Director of Business Services
Ra Chhoth, Controller
Julie Greene, Clerk

PRIMARY ISSUE(S) TO CONSIDER: Designation of responsible parties as described above.

Agenda for Board Retreat (July 11 & 12, 2022)

Day 1

Guest Facilitator: Jim Roussin

Focus for the Day: Governance and Goal Setting

5:00-5:15: Welcome, Expectations and Outcomes

5:15-6:00: District Priorities for 2022-23 Dialogue (Stacie)

Outcome: Superintendent provides the Board with recommended district priorities and needs as building blocks for Board Goals.

- Recap of 2021-22 Progress
- Identified District 2022-23 Priorities (and prioritized based on factors such as urgency, timing, etc.) to guide Board and Superintendent Goals
- Potential Refocus of Resources/Energy from District and Board

6:00-7:30: Revisit Board Training: Governance vs. Operations (Jim)

Outcome: Board training continues to gain common understanding/vernacular around the goal of Board meetings, dialogue, discussion and action. Board training continues to elevate board conversations around strategy and governance as opposed to operational issues.

- Engagement dashboard dialogue (understanding) vs. Discussion (deciding)
- Why, how and when to ask questions
- Why, how and when to give direction
- Board goals versus district/Superintendent goals (governance v. operations)

7:30-7:45: Break

7:45-9:00: Board Goals and Superintendent Goals (Erica and Julie)

Outcome: Board consensus on 2022-2023 District goals, which will drive Superintendent goal setting process.

- Recap of 2021-22 Board Goals
- Board Priorities Dialogue
- Set Board Priorities
- Discussion about Parking Lot
- Discussion about start of Superintendent goals

Document to review prior to retreat: 2022-2023 Board Goal Planning Document (Appendix A)
Documents for your reference: Strategic Plan Gantt Chart (attached separately) and 2021-2022 Board Goals_Aproved (Appendix B)

9:00-9:30: Approach to Resolutions/Community Engagement (Erica and Julie)

Outcome: Board reaches consensus on approach to resolutions and community engagement

- Current Engagement and Requests
- Next Steps

Documents to review prior to retreat:

- **Requested resolutions and policy 103 (Appendix C)**

Day 2

Guest Facilitator: Lisa Anderson, AMSD & Board Chair, Eastern Carver County Schools
Focus for the Day: Board Norms and Expectation Setting

5:00-7:00: Board and Superintendent Communication Protocol/Board Norms Discussion (Lisa Anderson)

Outcome: Board reaches consensus with expectations of Superintendent to Board communications protocol (risk level, cadence, level of detail) for shared Board understanding and clarity.

- Updates from Superintendent (content and frequency) (see Board Norms document for existing expectations)
- Board Committee work with Superintendent
- Board Ad-Hoc Committee work
- 1:1 Meetings with Superintendent
- District and City Event Attendance ([see Board communication plan](#))
- Presentations to Board at work sessions and regular meetings (content and detail)

Document to review prior to meeting: Board Norms (Attached separately)

7:00-7:15: Break

7:15-7:30: Current Updates to Board Norm (Erica)

Outcome: Board reaches gives feedback on updates to Board Norms documents, which includes updates from Board communications plan and revisions for clarity.

Document to review prior to meeting: See board norms

7:30-8:00: Policy Working Plan (Julie)

Outcome: Board gains understanding of Policy working plan that will help drive timing and prioritization of Board work as it relates to policy.

- 2022-23 Policy Work Plan

Document as reference prior to meeting: 2022-23 Policy Committee Work Plan (Attached separately)

8:00-9:00: Board Member Liaison Restructure (Erica and Julie)

Outcome: Board discusses and determines if new liaison restructure will be used moving forward.

- Board Member Liaison Restructure Presentation

- Board feedback, discussion and decisions on structure
- Board assignment discussion and decision for 2022-23

**Document to review prior to meeting: Committee Presentation_For Retreat (1).pdf
(attached separately)**

9:00-9:30: Final Thoughts On Board Goals / Wrap-Up

Outcome: Reach consensus on 2022-23 Board goals

Potential Next Steps:

- Board norms: Discussion at 8/8 meeting; Action at 9/19 meeting
- Board goals: Discussion at 8/8 meeting; Action at 9/19 meeting
- Superintendent goals: Discussion at 7/26 work session; Discussion at 8/8 meeting; Action at 9/19 meeting
- Based on Superintendent goals, draft customized superintendent evaluation: preliminary discussion at 7/26 work session; continued discussions 8/8 (work session and board meeting); targeted approval 9/19; governance committee to create first draft
- Board liaison positions: Discussion at 5pm work session on 7/18, if needed; Consent 7/18 regular meeting
- See liaison presentation for additional next steps

Appendix A: 2022-2023 Board Goals Planning Document

Background

The board sets goals annually in July to govern the district's work.

For board dialogue and discussion of the Board's 2022-23 goals, the following was taken into consideration:

- 1) 2021-22 Board goals and evaluation
- 2) The Superintendent status reporting of the current implementation of the district's 2020-2027 strategic plan provided to the Board in June, 2022.
- 3) feedback gathered from students and staff via the 2022 Panorama survey,
- 4) feedback from the district's 2022 Spring Core Planning Meeting including the strategic plan monitoring report,
- 5) analysis of items suggested from Board members, students and community members as board/district initiatives, and
- 6) current workload of the Board and the district.

Process Overview

To reach Board consensus on Board goals and the development of Superintendent goals, an overview of the process includes the following steps. Best practice is to work through this process in partnership with the Superintendent.

Priorities=identified areas of importance

Goals=effort or desired result

1. Superintendent identifies district priorities for the year.
2. Board reviews Superintendent district priorities in relation to identified Board priorities for alignment and strategic direction. Priorities can be either 1) Superintendent driven with Board governance or 2) Board driven with Board governance.
3. Board uses priority alignment discussion as a springboard for Board goal development.
4. Once Board goals are set, the Superintendent layers district goals for the year.

In an effort to be organized and efficient in this process, the information is divided below into three different sections/lists.

List 1. Current Board and District Initiatives and Priorities

This list of district and Board issues/priorities are either in progress (carried over from 2021-22 Board goals) or identified as part of our strategic plan (see strategic plan gantt chart).

Resources have already been committed via the strategic plan.

- Continued educators support to ensure deep application of LETRS training & best practice literacy instruction,
- Support for teachers and administrators with the use of FastBridge data,

- Use of Panorama resources to systematize tier 1 & tier 2 social emotional learning and mental health support.
- Launch of Dual Language Immersion and Design and launch of comprehensive E-12 Marquee STEAM Programming.

List 2. Proposed 2022-23 Board Goals

This list was created by the governance committee as a springboard for Board discussion of Board goals using background information detailed above.

List 3. Parking Lot.

This is an ongoing list of items that have been brought up as “parking lot” issues over time.

Board Preparation

Each board member should review this document and re-familiarize themselves with the documents referenced throughout this document. Please come to the retreat ready to discuss:

- (a) Priorities for 2022-23 year (what’s listed and anything additional you believe needs to be included or removed)
- (b) Feedback on Proposed Board Goals
- c) Issues/items you’d like added to the parking lot and issues we should remove from the parking lot
- d) 2022-23 Policy Committee Working Plan, as reference only

If/when we have additional items the Board determines should be added to the priority list, we will go through a process of re-prioritizing. This could potentially place new items on the list, remove some items on the list. Ideally, we could develop not only 2022-2023 Board goals, but have some ideas of what could be potential priorities for 2023-2024.

List 1: Current Board and District Initiatives and Priorities

This list does not contain every initiative the district and sites are working on, but major initiatives that will/could come before the board.

- 1. Further implementation of the preK-12 literacy plan**
- 2. PreK-12 interventions:** Continued development of district-wide Multi-Tiered Systems of Support (MTSS) **This was included in CLP presentation in June
- 3. Curriculum roll-outs:** Implementation of secondary science and art; design of secondary language arts; elementary science kick-off.
- 4. Social-emotional:** Training for teachers; measurement of student and teacher data.
- 5. Equity framework:** Further development and training on this.
- 6. Parent, school and community engagement:** Continued engagement around the implementation of strategic plan
- 7. New District Scorecard Process** (District Metrics Plan)

8. **Elementary Programming:** Implementation of dual-immersion programming; EVA; continuation of STEAM programming; highlighting existing secondary programming and directly aligning with pathways model.
9. **Portrait of a Graduate**
10. **Talent Development Universal Screening Tool**
11. **Annual District Budget process**
12. **Board Communication Work**
13. **Board LAC 3-year Plan (Year 2, 2022-23)**
14. **Learning Recovery - Focus on math**

List 2: Proposed 2022-2023 Board Goals

Goal 1: Provide the district, students, parents, teachers and community with stability and sustainability while making progress towards our key performance indicators and supporting student needs post-COVID.

Key actions:

- Limit new initiatives.
- Allow for depth of training and learning of literacy programming, social and emotional learning and cultural competency.
- Growth in student performance indicators across all student groups.
- Continued review and assessment of student support needs from an academic and social/emotional perspective.

Goal 2: Ensure students, staff, families and other members of the community experience a positive school climate with a deliberate focus on student, teacher and staff mental health and wellness.

Key actions:

- With Superintendent set expectations for:
 - A clear vision, common school frameworks, goals, and expectations that support social, emotional, and physical safety:
 - Continued integration of mental health professionals at district sites.
 - Continued depth of training of SEL at sites & review for consistent and coherent training amongst sites and tools.
 - The design and implementation of discipline and technology use policy.
 - Parental and student engagement in a positive school environment.
 - Review and enhanced key student indicators, examples listed below:
 - Cultural within school
 - Sense of belonging
- With Superintendent set expectations to:
 - Set goals around reduction in reported educator stress and increase in favorability of work environment.
- With Superintendent set expectations to:

- Establish & monitor sustainable and equitable educator feedback process.
- Clearly define the board's role in this.
- Support enhanced student voice opportunities; explore leadership opportunities at the board level.

Goal 3: Continue to focus on the value and benefit of an Edina public school education, ways in which EPS is defining excellence across the spectrum and communication with the whole Edina community.

Key actions:

- With Superintendent set expectations to:
 - Establish an overarching strategic approach to the mix of schools (e-learning, neighborhood, continuous progress, immersion) and scaffolding of schools.
 - Continued monitoring of Early Learning Center enrollment.
- With Superintendent set expectations to:
 - Establish resident enrollment capture rate goals.

Goal 4: Optimize budget and ensure alignment with strategic initiatives. Provide for long term sustainability of employees and district.

Key actions:

Set expectations for superintendent to:

- Direct administrative audit for precision around budgeting:
 - Guiding Question: Are we funding things that are no longer district priorities?
 - Guiding Question: Are there opportunities for revenue generation? I.e. fee for transportation
- Conduct review, provide executive summary and develop comprehensive approach(es) for sustainability of human resources given worker shortage and teacher retention?

Goal 5: Elevate the Edina School Board within the District, State and Nationally in order to advocate for the needs of the school community and best meet the needs of our district stakeholders.

- Ensure the board and community are engaged in advocating for policies and laws that positively affect the public school system. In Progress ▾
- Finish implementation of 2021-22 Board Communication and engagement plan. In Progress ▾
- Elevate our voice within the state, nationally and across public school associations
 - Engagement with the state-wide school board related associations; look for opportunities to elevate our presence across state and engage with other districts.
- Better, pro-active engagement with the city to partner on long term impacts of City of Edina's growth plans on the school district.

Goal 6: Continued development of Board in order to effectively govern for maximum student achievement.

- Develop a stronger Board framework/common understanding for oversight and decision making with strategic plan alignment, fiduciary responsibilities, legal/risk management, equity framework and accountability.
 - Framework becomes common understanding of Board's monitoring/oversight of Superintendent and district. (ie, efficiency creates equitable opportunities for more priorities)
 - Better definition around Board committee chair and committee work roles for common understanding of expectations and accountability for both Board and admin that includes monitoring expectations for the academic year calendar, liaison to the Board chair, etc.

List 3: Summary of prior parking lots, items listed as potential board goals and/or items listed for district to look into:

- PTO Funding Best Practices
- Eliminate Language Barriers
 - The City of Edina adopted a Limited English Proficiency (LEP) policy aimed to take reasonable steps to ensure that communications between the City and persons with LEP are not impaired because of the limited English proficiency. In practice, this means there are now translation services available for written, spoken and signed communications.
 - Q for the Board. Could we audit current practices and identify potential barriers re: languages to determine the need for a similar policy for EPS? For example, the School Board Meetings could be identified as a place for improved communications to all audiences.
- Survey analysis - who we survey when and why?
- Teacher engagement survey - how are we surveying to measure teacher engagement/job satisfaction
- Scaffolding of student experience
- Board town halls
 - Specific outreach to communities with language barriers
- Measurement/analysis of student engagement in extracurriculars at secondary
- Board experience with different EPS groups, i.e. bus garage
- Board exposure to best practices within EPS
- School Improvement Process
- Dyslexia informational board work session
- Class size discussion / strategy
- Financial analysis of turf fields
- Transportation eligibility
- Avid programming
- Be SMART resolution and framework / Everytown Intervention Programming
<https://www.sandyhookpromise.org/get-info/frequently-asked-questions/>

- Student school board members
- Assessment of student activities, athletics, extracurriculars at secondary for access, policy follow-up
- Project Earth engagement

Appendix B: 2021-2022 Board Goals

Return to School Plan*

1. Oversee mitigation measures to facilitate having students and staff in-person 5 days a week with as few disruptions as possible, ensuring the Superintendent has the needed resources and structures to manage the day to day responsibilities of covid mitigation.
2. Understand current levels of student performance this fall at board level in order to work with the Superintendent to create necessary programs and interventions to support student academic needs.
3. Ensure student health and well-being is being assessed; provide strategic direction, resources, and oversight in order to support these needs.

Strategic Plan*

1. Ensure timely receipt of updates on implementation of approved literacy plan.*
2. Provide strategic direction and oversight to development of additional pre-12 programming that promotes authentic and engaging learning experiences to meet the needs of future ready learners and provide attractive educational options for families.* a. Refine Edina School District profile of a graduate and EHS graduation requirements.
3. Monitor development and implementation of social and emotional learning and support for students and teachers.
4. Oversight of assessment of district needs for systems wide equity framework*
 - a. Training for school board members.
 - b. Benchmarking against other districts.
5. Decide on process and metrics for strategic plan monitoring.
6. Discussion on any post-covid (2020-2021 school year) changes (additions/deletions) to strategic plan.
7. Review and discuss 1-year and 5-year GANTT schedule for strategic plan.

Along with the superintendent, develop and finalize metrics of success for the district.

1. Include measurement tools and baseline measures.

Advocacy

1. Ensure the board and community are engaged in advocating for policies and laws that positively affect public school systems.
2. Ensure the board and community is advocating for effective Covid-19 management measures that positively impact our ability to manage the Covid-19 epidemic at EPS at the city and state level.

Assess and participate in board development to ensure the board is providing the district the strategic oversight and direction it needs.

1. Revisit and refine the Superintendent evaluation process.
2. Revisit board communications and engagement requirements.
3. Continue review of governance model with onboarding of new school members
4. Equity training

*Asterisks indicate it mirrors a corresponding superintendent goal.

Appendix C:

Current requests:

- From Asian-American Alliance, Jewish Community Relations Council, Minnesota & The Dakotas (JCRC), for formal resolution “to condemn xenophobia, antisemitism, anti-Asian racism, anti-Black racism, and racism in all forms.”
- A resolution by Project Earth calling for EPS to develop and implement a district wide sustainability plan.
 - WHEREAS, the latest United Nations Intergovernmental Panel on Climate Change (IPCC) report says we have less than 10 years to limit devastating global warming and avoid a climate change catastrophe. The world is already experiencing serious, detrimental, costly impacts and the younger generation will face most of the burden of these consequences;
 - WHEREAS, Minnesota is the second fastest warming state in the country and the state has started to see the effects of climate change through increased precipitation, higher temperatures, and more extreme weather patterns. Edina has seen these effects, especially with increased flooding in the Morningside neighborhood and other areas identified by the city;
 - WHEREAS, throughout the years the Edina school district has shown leadership in sustainability by developing and implementing policies and actions focused on waste reduction, efficient use of environmental resources, smart energy use, and student wellbeing, as well as the establishment of the Go Green Committee;
 - WHEREAS, the development and implementation of a framework providing coordination of environmental efforts that improve student learning and the local environment is essential for meeting the goals established in the district’s Environmental Resources Management Policy.
 - WHEREAS, Edina Public Schools recognizes in the Profile of Next Generation EPS Learners that as an educational institution it plays a key role in helping students become “well rounded” and “responsible” people, who understand “environmental conditions” and “appl[y] knowledge and education for the good of the community;”
 - WHEREAS, for an institution to be able to truly show responsibility as a core value at this point in time, it must do everything in its power to be sustainable and do its part to address climate change;

- WHEREAS, by utilizing efforts, strategies, and activities for sustainability and climate literacy within the curriculum and as learning opportunities, students improve academically and become better local and global citizens who can “ thrive in a rapidly changing, culturally diverse, global society,” as is expressed in the school’s mission statement;
- NOW, THEREFORE BE IT RESOLVED that the Edina Public School Board will allocate the funds to develop and execute a 20 year, district-wide Sustainability Plan that will:
 - Include goals that should be accomplished every 5 years
 - Base the goals around the general statement of the Environmental Resource Management Policy specifically in the areas of:
 - Clean energy and energy efficiency, climate literacy, student well-being, clean transportation, waste reduction, as well as preservation and restoration of natural resources in school grounds
 - Be reviewed every 2 years to track the district’s progress and adjust future goals
 - Re-establish the Go Green Committee and include school board members, students, teachers, staff, and community members in it.
 - Foster Edina Schools’ leadership in sustainability among other Minnesota school districts
 - Align the district’s greenhouse gas emission goals with the goals of the City of Edina
 - Ensure the district manages resources in the most efficient manner which reduces utility costs and protects the environment
 - Include input and feedback from students and families in regards to sustainability priorities

Policy reference:

Policy 103 School District Equal Educational Opportunity

I. Purpose This policy provides guidance to ensure that equal educational opportunity is provided for all students of the school district.

II. General Statement of Policy

- A. The policy of the school district is to provide equal educational opportunity for all students. The district does not unlawfully discriminate on the basis of race, color, creed, religion, national origin, sex, marital status, parental status, status with regard to public assistance, disability, sexual orientation or age. The district also makes reasonable accommodations for disabled students.
- B. The district prohibits the harassment of any individual for any of the categories listed above. For information about the types of conduct that constitute violation of the district's policy on harassment and violence and the district's procedures for addressing such complaints, refer to the district's policy on harassment and violence.
- C. This policy applies to all areas of education including academics, coursework, co-curricular and extracurricular activities, or other rights or privileges of enrollment.
- D. Every district employee is responsible for complying with this policy conscientiously.
- E. Any student, parent or guardian having a question regarding this policy should discuss it with the appropriate district official as provided by policy. In the absence of a specific designee, an inquiry or a complaint should be referred to the district's human rights officer.



Strategic Plan Gantt Chart

Strategy A: Advance Academic Excellence, Growth and Readiness							
Edina Public Schools provides our students with access to a comprehensive curriculum that develops critical thinking skills and dispositions, and assures students are ready for their next level and the challenges and opportunities in the next phase of life.	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027
A1. Design and deliver curriculum, instruction and assessment focused on content rigor, critical thinking, student engagement and continuous improvement to assure academic achievement and student growth.							
A2. Provide a coherent and differentiated educational experience that effectively engages, appropriately challenges every student academically.							
A3. Provide expanded, timely and effective interventions for students based on data and individual needs, through all school phases, Pre-K- 12 and throughout the school year.							
A4. Implement a review of all literacy programs at EPS.							
A5. Provide robust early childhood education.							

Strategy B: Ensure an Equitable and Inclusive School Culture							
EPS welcomes, respects, supports and values everyone so students can learn effectively, develop a deeper understanding of complex issues and become empowered to contribute to the school community.	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027
B1. Create learning environments and curricula that enable staff and students to learn from and reflect on their own and others' experiences; explore multiple perspectives; practice civil discourse; encourage empathy; create interpersonal connections and embrace diverse identities.							
B2. Create a school culture that enhances learning and fosters a sense of belonging for all students through our values of Integrity, Compassion, Courage, Commitment, Appreciation and Responsibility.							
B3. Support equity by identifying and eliminating structural barriers to success.							
B4. Support and retain quality, culturally competent staff with increasingly diverse backgrounds, experiences and perspectives.							

Strategy C: Foster Positive Learning Environments and Whole Student Support							
EPS fosters a caring school environment where students feel safe physically and emotionally, in order to be fully engaged in their academic, personal and social growth.	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027
C1. Ensure students acquire and apply the social emotional competencies of self-awareness, self-management, social awareness, relationship skills, and responsible decision-making to promote student wellness.							
C2. Assure students have the opportunity to participate in robust extracurricular and co curricular opportunities.							
C3. Provide students with skills for healthy lifestyles including living effectively with technology and ensure access to participate in K -12 wellness programs.							
C4. Create environments that are conducive to learning and facilitate constructive student interaction.							
C5. Increase the mental health support provided by caring adults.							
C6. Complete a comprehensive review of technology used by students and staff.							



Planning Phase

Development Phase

Implementation Phase



Strategic Plan Gantt Chart

Strategy D: Develop Leadership Throughout the District							
Edina Public Schools continuously develops innovative, committed and exemplary leadership at all levels and from all constituencies, student and adult.	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027
D1. Identify, develop and recognize adult leaders throughout the district.							
D2. Provide robust and balanced professional development.							
D3. Develop students as leaders, encourage student voice and promote civic engagement.							
D4. Develop and maintain a culture of continuous improvement based on evidence.							
D5. Provide strategy and direction for predicted enrollment and demographic trends while retaining current students.							

Strategy E: Engage Parents, Schools and Community							
Edina Public Schools works in partnership with parents, students, staff, alumni and community to serve as a reflection of Edina’s strong commitment to education.	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027
E1. Provide engagement opportunities and information about Edina Public Schools to the community so that all community members feel connected and know how to contribute to our collective success.							
E2. Build upon the robust community education opportunities and offerings for all learners(Prek-Adult).							
E3. Ensure all students and their families are engaged and well-served by the communications and all other interactions with EPS.							
E4. Leverage partnerships with community groups, businesses, local and state government agencies and individuals to strengthen and foster relationships with EPS.							
E5. Ensure strong financial stewardship and provide information that is accessible to all members of our community and demonstrates and promotes the value of an Edina education.							
E6. Create assessment data dashboard.							



Planning Phase

Development Phase

Implementation Phase

Edina Public Schools

Board Operating Norms

Through our commitment and work, the members of the Edina School Board will strive to provide an excellent public education that meets the needs of all students in our district. The academic excellence we expect is accomplished in partnership with our students, parents, teachers, administrators, non-licensed staff and community members. The purpose of this document is to provide governing expectations and consistency for the conduct of the School Board. This document serves to supplement our policies, which exist to provide a code of ethics, structure, operating guidelines, general meeting parameters, and the basic roles and responsibilities of our School Board.

General Board Conduct

As a Board, we will model with each other the leadership and relationships we seek to build with others. How we run meetings and interact with each other, district staff and the community, send clear signals about how we value the mission, values and vision we have established for the Edina School District. Collaborative relationships based on trust, respect and accountability will build credibility and inspire confidence in our leadership, our vision, and the work of Edina Public Schools.

Role of School Board and Superintendent

The role of the School Board is to be the trustee of public education, and to protect, conserve, and advance its progress. The role of the Superintendent is to lead district operations, and to implement Board policy and decisions. The Board recognizes the Superintendent as the chief executive officer, and expects recommendations, proposals and suggestions from the Superintendent on matters before the Board. As a Board, our staff interactions will be facilitated through the office of the Superintendent. The Board recognizes that only the Board as a whole has power, and no individual Board member has authority or power independently. The Board will focus on strategic leadership rather than administrative details, observe a clear distinction between Board and Superintendent responsibilities, and give direction through majority decisions of the full Board rather than through individual member decisions.

In fulfilling our roles as members of the Edina School Board, we will:

1. Make our decisions based on the available information, and in the best interest of all students. This obligation supersedes (a) any conflicting loyalty a member may have to advocacy or interest groups; (b) loyalty based upon membership on other boards or staff; and (c) conflicts based on the personal interest of any Board member or any member of their family.
2. Make every attempt to attend all Board functions including committee meetings, and remain informed of activities, programs and incidents in the District within the Board's purview.
3. Respect and remain mindful of the different roles within the school system, including, but not limited to the School Board, Superintendent, Administrators, Teachers and Staff.

4. Not publicly criticize an employee or other Board member.
5. Meet with District personnel only after notifying the Superintendent, and attend staff meetings, staff training and other administrative events only upon invitation.
6. Accept responsibility for all Board decisions regardless of the vote, and speak with one voice after a decision has been made.
7. Take no private or public actions that will compromise the District.
8. Participate when possible in opportunities that provide professional growth, and commit to continuous improvement through annual self-evaluation.

Meeting Protocols

We will conduct business through a set agenda that advances District goals. The Board Chair and Superintendent will ensure the agenda is appropriately balanced, to provide adequate time for deliberation of each issue. As a general practice, we will endeavor not to vote on a new issue in the same meeting in which the issue is presented. Items will be addressed in subsequent meetings through planned agenda items, unless determined by the Board Chair or Superintendent that it would be detrimental to delay the issue. **Please reference EPS Policy 203 for more information for meeting preparation and materials.**

Edina Public Schools Policy 209 outlines the Code of Ethics that all Board Members will follow in fulfilling their roles. As best practice when conducting Board meetings and work sessions, we will strive to:

1. Engage in meaningful, professional, focused and open discussion.
2. Start and end on time, utilize a timekeeper, and maintain a timed agenda with meeting objectives in order to have effective and efficient meetings.
3. Invite input from all Board members, be respectful of everyone's thoughts and ideas, and allow an opportunity for Board member input. Articulate clearly and concisely, on topic, and loudly enough so all can be heard.
4. Express our opinions and beliefs about issues. Board discussions will be open and candor encouraged. Honest disagreements are legitimate and have an appropriate place on the Board; however, Board members will respect one another's opinions and will not criticize one another in an inappropriate manner.
5. Focus on issues rather than personalities.
6. Come prepared by reading the packet prior to the meeting or work session.
7. Ask administrators to share only highlights of the meeting's reports.
8. Remain on the topic(s) communicated by the agenda posted prior to the meeting or work session.
9. Refrain from the use of cell phones during Board meetings and work sessions.

Board Committees

The Edina School Board uses standing Committees to discuss issues related to policy, governance, teaching and learning, and finance and facilities. Board Committees are used to

clarify issues, elicit Board questions, and prepare for public presentation of policies, issues, and decision-making. As Committees do not have a quorum, they are in place to make Board work more efficient and effective. Committees have no decision making authority.

As defined in Policy 213 and through best practice, we will strive to adhere to the following in the operations of committees:

1. Committees will act only within the guidelines and mission established for that committee or subcommittee by the School Board.
2. Committees will act only in an advisory capacity for Administration and the Board.
3. Committee members who are also Board Members will not seek to hold a Committee meeting outside the presence of Administration or other non-Board Member members of the Committee, and no Committee meeting may be held without providing prior notice to Administration.
4. Committees will not stray into management work, and will not direct or oversee District staff, as that is a function of the Superintendent.
5. Committees will not initiate work outside the scope of Administration's recommendations without full Board approval.
6. If a Committee or Board member would like a Committee to work on a project or item that is not already assigned, the full Board, in conjunction with the Superintendent, needs to decide if the Committee should work on that item.
7. Committees should provide feedback to Administration to help them prepare recommendations and presentations. However, any direction to the Superintendent related to Committee work will come only from the full Board.
8. Committees should meet as often as necessary to accomplish their work, and should meet only when there is substantive work to be done.
9. Committee Chairs will work with the Superintendent and Board Chair to understand District work requirements and constraints in managing projects.
10. Committees will designate a secretary to record meeting highlights.
11. Committee Chairs should be prepared to provide updates on substantive committee progress at monthly public Board meetings, on issues not previously addressed during the public meeting.

Communications

The Edina School Board will be planful and systematic in its communications to set expectations, enhance understanding, and build support with each other and the community.

In Board communications, we will strive to:

1. Have the Superintendent update the full Board on **important** issues on a bi-weekly basis via email.
2. Communicate with the community through regular Board meetings, District Communications Office publications, meeting minutes, and public hearings or listening sessions.
3. Speak in an official capacity outside the Board room only when given specific authority from the full Board.

4. Communicate to the Board only through the Superintendent. Board members will not send emails to a quorum of the Board.
5. Respond to community member emails only through the Superintendent or District Communications team if the email contains substantive District or Board information. The Superintendent will work with the Board Chair in formulating a response if warranted. The Superintendent will provide the Board with a summary of material responses. Board members may respond to personal emails on substantive District or Board information after coordinating with the Superintendent.

Information Request Procedures

The School Board and Administration will work together to identify the information and data needed for Board decision making. The Board will be cognizant of the District's limited time and other resources when requesting action from staff.

When a Board Member is seeking data or information, we will strive to:

1. Recognize the distinction between "monitoring data" (data used by the Board to address accountability) and "management data" (data used by the staff for operations).
2. Limit requests to information related to issues before the Board.
3. Make all requests either to the full Board or to the Superintendent, who will review all information requests to determine if the information is readily available.
 - a. If the information is readily available, the requested information will be provided to the full Board.
 - b. If the information is not readily available, the Superintendent will work with the Board Chair in presenting the request to the full Board, to determine if the information is relevant, valuable and a priority. The Superintendent will give an approximate date when the information will be available to the School Board.

Board Liaisons

Members of the Edina School Board will, through regular, ongoing communication, participate and collaborate with various state, city and district organizations that represent varied matters related to the District. Board liaisons should have a formal reporting process so Board members and the community can better understand what is going on at the liaison level.

1. Board liaisons represent the interests of the Edina School District and not themselves when they are serving in their liaison role.
2. If a Board liaison cannot make their liaison commitment, it is their responsibility to provide adequate Board representation at the meeting.

POLICY REVIEW CYCLE

2022–2023 School District (100), School Board (200), Administration (300), Non Instructional Operations (700)

2023–2024 Personnel (400), Non Instructional Operations (700), Buildings and Sites (800)

2024–2025 Students (500), Educational Programs (600)

2025–2026 Educational Programs (600), Community Relations (900)

**2022-2023
POLICY
MEETING
WORK PLAN**

Month	July 12	August	September	October	November	December	January	February	March	April	May	June
Policies for Annual Review (HR Admin)	410 Family & Medical Leave 413 Harassment & Violence 415 Reporting Suspected Maltreatment of a Minor or Vulnerable Adult 616 School District System Accountability 606 Emergency Management	N O M E E T I N G										
Policies for Scheduled Review			100s 101 Legal Status of School District 102 Harassment & Violence 103 Reporting Suspected Maltreatment of a Minor or Vulnerable Adult 106 School District System Accountability 104 School District Mission, Vision, Beliefs and Strategic Direction	106 School District Goals and School Improvement Goals 107 Public Relations and School Communications 108 School Attendance Boundaries 109 School District Advisory Teams 110 Decision Making Process	111 School District Goals and School Improvement Goals 112 Public Relations and School Communications 200s 201 Legal Status of School Board 202 School Board Officers 204 Operation of the School Board	205 Open Meetings & Closed Meetings 206 Public Hearings and Public Participation in Board Meetings, Data Privacy Concerns 208 Development, Adoption and Implementation of Policies 210 Conflict of Interest School Board Members 211 Criminal or Civil Action Involving the School District	212 School Board Member Development 213 School Board Committees 214 Out-of-State Travel by School Board Members 216 School Board Representation 217 Legislative Involvement	300s 301 School District Administration 302 Superintendent 303 Superintendent Selection & Contract 304 Policy Implementation 305 Administrator Code of Ethics	307 School District Outsourcing, Consultants & Internships 700s 701 Establishment, Modification and Adoption of School District Budget 702 Fund Balances 703 Accounting 704 Annual Audit	705 Development... Accounting System 706 Investments 707 Purchasing 708 Expense Reimbursement	709 Acceptance of Gifts, Bequests 710 Acceptance and Use of Grant Funding 711 Student Activities Accounting 712 Signing of Checks on Behalf of the District	O P E N
Policies in the Barn	Policy 506, 413, 524, 514 (discipline group) Policy 708 Noninstructional Operations and Business Services											

[Master Tracking Policy Document](#)

Policy Numbers	# of policies
100s	11
200s	15
300s	6
400s	26
500s	32
600s	31
700s	21
800s	11
900s	10
TOTAL	163

GENERAL STATEMENT

Below is a proposal to realign and define processes and structure for the function of the Edina School Board liaisons.

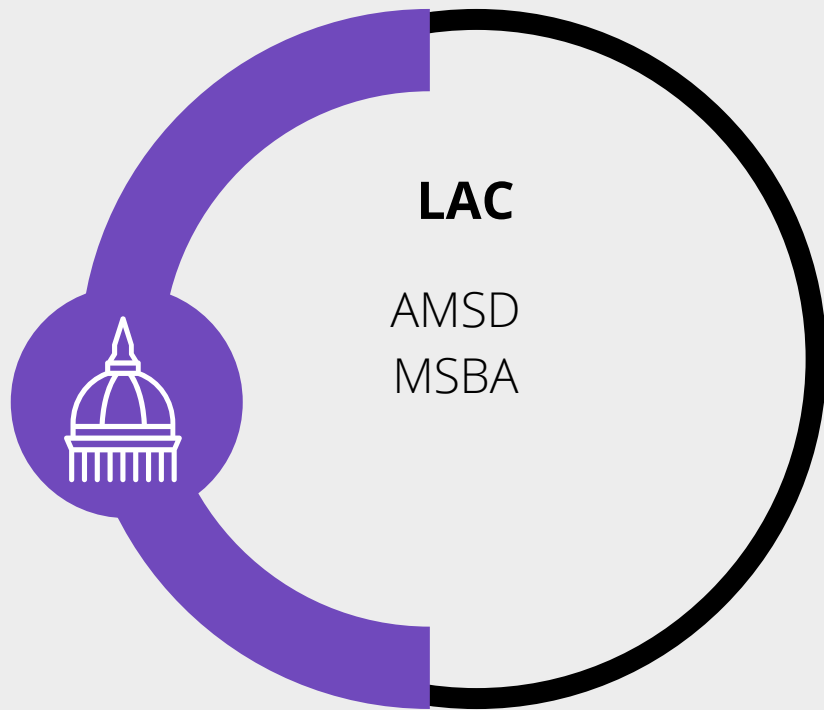
WHY?

- All liaison assignments were reviewed for time spent versus impact to the board and entity, purpose of board versus role required,
- Allows us to align our liaison work with our committee work. This will enable better visibility for the board into liaison work. This will also enable better public visibility into board liaison work.
- Help clarify board role as strategic and policy driven, not tactical.

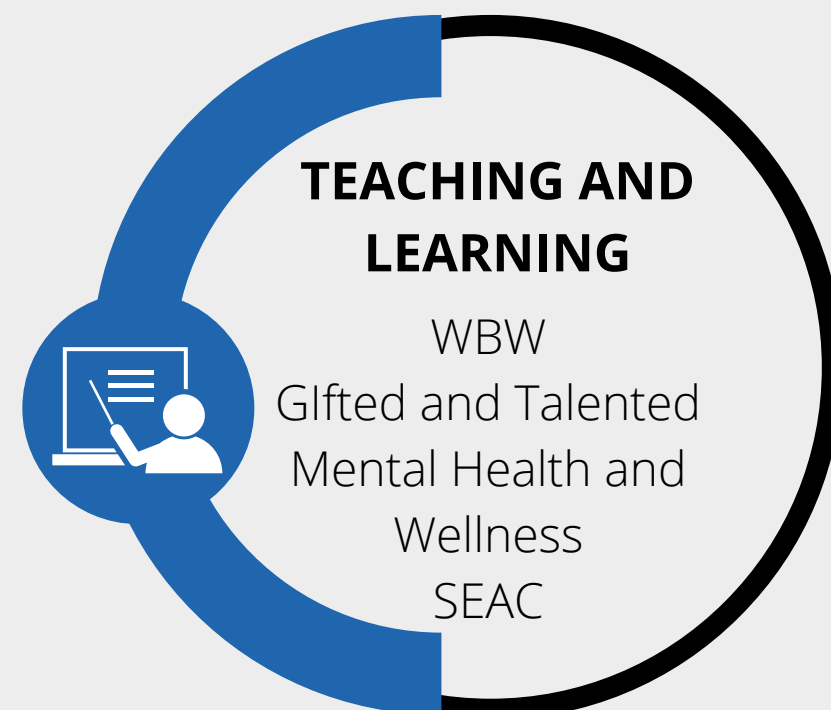
LIAISON WORK ALIGNS WITH STANDING COMMITTEES

STANDING COMMITTEES ALIGN WITH STRATEGIC GOALS

DISTRICT ADVOCACY



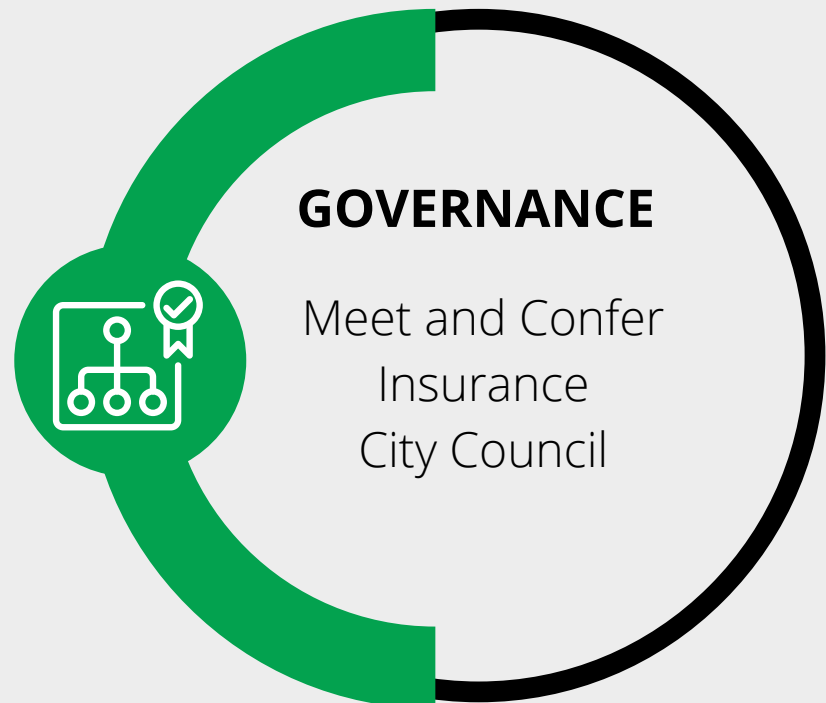
STUDENT ACHIEVEMENT



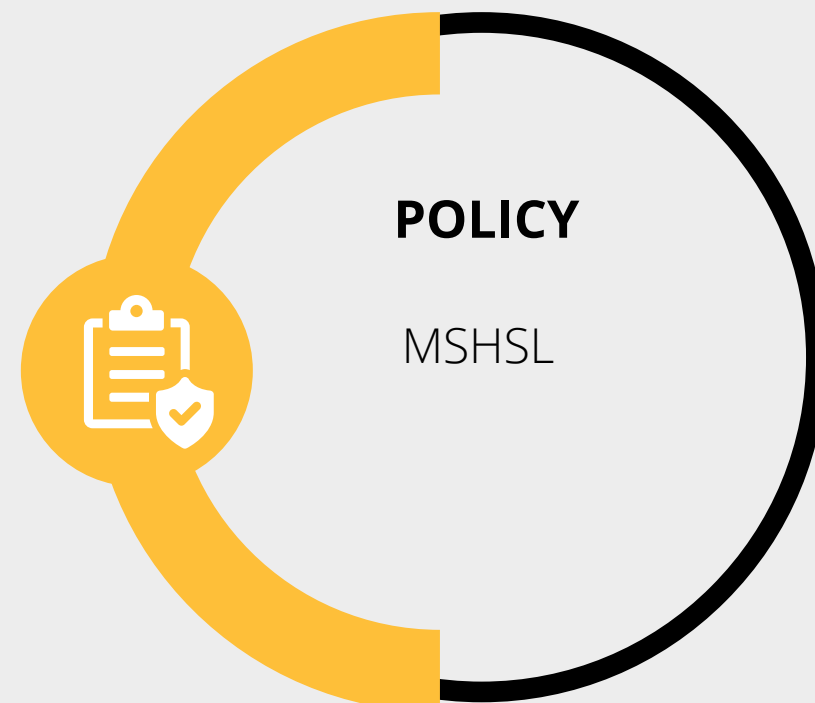
FISCAL RESPONSIBILITY



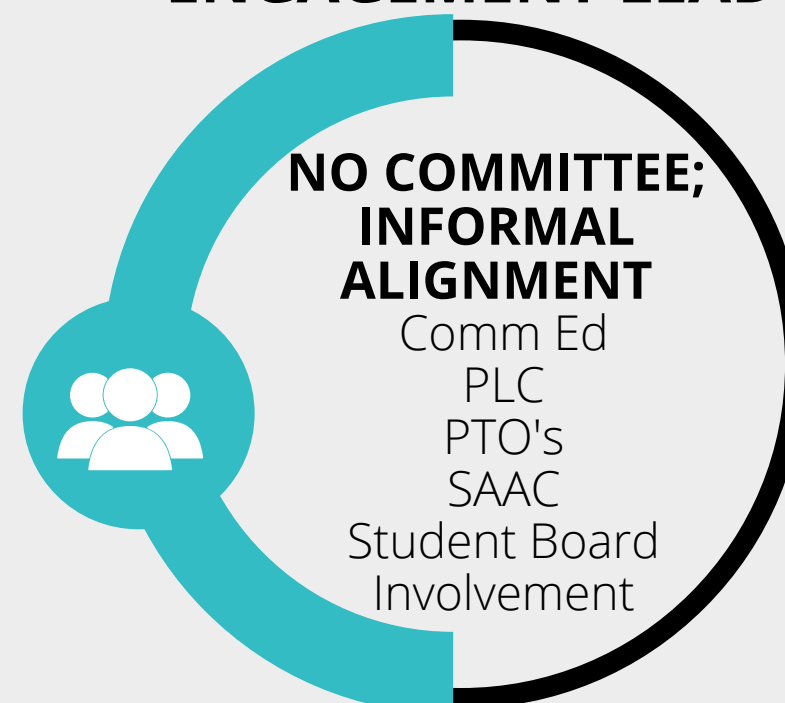
OPERATIONAL EXCELLENCE



DISTRICT GOVERNANCE



COMMUNITY AND STUDENT ENGAGEMENT LEAD





LAC

- AMSD:
 - Regular Meeting 1x month; 7:30am-9:00am Fridays Board Member to Board Member Conversations; 1x month (optional)
 - **New:** Move from two board members to one board member.
- MSBA:
 - Regular Meeting 1x month; Fridays Coffee & Conversations; 1x month (optional)
 - **New:** Move from two board members to one board member.
- These two liaison roles provide critical information and background for the LAC's work.
- Committee Chair will update board on committees under their purview as needed; updates should roll through committees and then up through board.



TEACHING AND LEARNING

- WBW:
 - Monthly meetings.
- Gifted and Talented:
 - Need to determine existence of this group.
- SEAC:
 - Regular Meeting; 1x month Held at various times
 - **New:** Move from two board members to one board member
- Mental Health and Wellness
 - *Regular Meeting 1x month*
- Having SEAC representative on Teaching and Learning will help reduce silos in board decision making.
- Committee Chair will update board on committees under their purview as needed; updates should roll through committees and then up through board.



GOVERNANCE

- Meet and Confer:
 - Quarterly or as needed
- Insurance:
 - TBD
- City Council:
 - Meetings usually held once or twice a year.
 - Two board members.
 - **New:** would desire to move to quarterly meetings. With one meeting a shared meeting between entire board and council.
- City council alignment will help guide focus on larger strategic issues, focus on teacher feedback through governance committee.
- Committee Chair will update board on committees under their purview as needed; updates should roll through committees and then up through board.



POLICY

- MSHSL
 - Monthly
- Committee Chair will update board on committees under their purview as needed; updates should roll through committees and then up through board.



FINANCE

- Ed Fund:
 - Regular Meeting 1x month; 1-2:30
 - **New:** Move from two board members to one board member. Attend quarterly and/or when financial or strategic information is needed.
- Insurance
 - TBD

- Committee Chair will update board on committees under their purview as needed; updates should roll through committees and then up through board.



COMMUNITY AND STUDENT ENGAGEMENT LEAD

- PLC:
 - Regular meeting 1x month; Tuesdays 9:30-11:00
- Community Ed:
 - Monthly
- SAAC:
 - Regular Meeting; 1x month
- PTOs
 - *Regular Meeting 1x month*
 - *New proposed structure: see side bar*
- *Student Voice*
 - *Student Senate*
 - *Student Board Involvement*

PTO STRUCTURE

- PLC should be the main mechanism for the board to interact and share information with PTO's.
 - Empowers PTO Presidents to share board information with their PTO's.
 - Balance our role as both strategic and being available at site level.
- Early Childhood:
 - Attend quarterly or as needed
- Elementary:
 - Two board members represent all elementary schools
 - Attend meetings quarterly or as needed
- Middle school:
 - One board member represents middle school and rotates between the two middle schools
- High school:
 - One board member represents the high school and attend every other month.

LAC

- Chair: Julie Greene
- Member: Dan Arom
- AMSD: OPEN
- MSBA: OPEN

TEACHING AND LEARNING

- Chair: Janie Shaw
- Member: Karen Gabler
- Member: Dan Arom
- WBW: OPEN
- SEAC: Michael Birdman
- GT: OPEN
- Mental Health and Wellness: OPEN

FINANCE

- Chair: Michael Birdman
- Member: David Goldstein
- Member: OPEN
- Ed Fund: OPEN
- Insurance: OPEN

POLICY

- Chair: Julie Greene
- Member: Erica Allenburg
- Member: Karen Gabler
- MSHSL: OPEN

GOVERNANCE

- Chair: Erica Allenburg
- Member: Julie Greene
- Member: OPEN
- Meet and Confer: Erica Allenburg and Julie Greene
- City Council: Erica Allenburg and OPEN

COMMUNITY AND STUDENT ENGAGEMENT

- Head Liaison: Open
 - Early Childhood: OPEN
 - Elementary Schools: OPEN
 - Middle Schools: OPEN
 - High School: OPEN
 - PLC: OPEN
 - Community Education: OPEN
 - SAAC: OPEN
 - Student Board Lead: OPEN

WHAT CHANGES AND/OR FOLLOW-UP WOULD THIS REQUIRE?

- Consensus among board members for changes.
- Discussion with PTO Presidents (PLC) and Principals about new format and consensus as to whether PTO meetings or site council meetings are the best for board members to attend.
- Discussion with Principal Beaton about board members attending Student Senate periodically.
- Discussion with Ed Fund about change in format.
- Start process of looking into student board member(s).
- Governance/Board discussion with Dr. Stanley and Jason Docktor about Meet and Confer and other mechanisms to gather teacher feedback.
- Follow-up with city to formalize partnership and set up year's worth of meetings, including shared full meeting between board and city.
- Shared discussion and agreement about role of member as liaison.