

# BOARD MEMBER HANDBOOK

An informational guide for  
Austin Public Schools Board of Education Members

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**Austin Public Schools**, located in southeastern Minnesota, serves approximately 5,200 students at multiple sites, including four elementary schools, one intermediate school, one middle school, one high school, Austin Online Academy, a special education cooperative, and a robust community education program providing opportunities from pre-k through adult. Our student population is diverse with more than 45 different home languages spoken. As such, we have worked hard to develop programs to reach and support families in the community to help ensure the success of our students.

In addition, we have developed partnerships with many different organizations, including **The Hormel Foundation**, the **University of Minnesota**, **Austin Aspires**, and the **MacPhail Center for Music**. These partnerships allow us to provide students with opportunities not typically found in a small-town community, from our 1:1 technology program and cutting-edge music facilities to instructional, technology, and success coaches across the district. We have also established rigorous educational outcomes for all learners with a focus on project-based learning and STEAM curriculum. Technology plays a huge role at **Austin Public Schools** with iPads at the elementary level and laptops for every student grade 5-12.

We are a recognized leader in the state of Minnesota in the use of best practices and research-based curriculum through multiple PBIS Exemplar schools and we are renowned for our music and art programs, with numerous state and national recognitions to our credit. Many of our extracurricular teams have qualified for state and national level competitions, and our athletic facilities are robust and accessible (even in the winter, thanks to the Packer Dome). We have also partnered with the Hormel Foundation, Riverland Community College, and Pacelli Catholic Schools for the Hormel Foundation Austin Assurance Scholarship, which provides two years of tuition-free college to qualifying graduates from Austin.

In short, **Austin Public Schools** is an amazing place to work, with stellar opportunities in the classroom, on the stage, on the athletic field, and even after graduation.

# AUSTIN PUBLIC SCHOOLS LEADERSHIP DIRECTORY

## BOARD MEMBERS



Dr. Carolyn Dube  
**CHAIRPERSON**



Peggy Young  
**VICE-CHAIRPERSON**



Cece Kroc  
**CLERK**



Carol McAlister  
**TREASURER**



Don Leathers  
**DIRECTOR**



Dan Zielke  
**DIRECTOR**



Robert Hartman  
**DIRECTOR**

## EXECUTIVE STAFF

Dr. Joey Page  
**SUPERINTENDENT**

Sharon Alms  
**EXECUTIVE ASSISTANT**

## SUPERINTENDENT'S LEADERSHIP CABINET

Katie Baskin  
**EXECUTIVE DIRECTOR OF ACADEMICS  
AND ADMINISTRATIVE SERVICES**

Todd Lechtenberg  
**EXECUTIVE DIRECTOR OF FINANCE AND OPERATIONS**

Sheri Willrodt  
**EXECUTIVE DIRECTOR OF SPECIAL  
SERVICES**

Jen Lawhead  
**COMMUNITY EDUCATION DIRECTOR AND WOODSON  
SITE ADMINISTRATOR**

Corey Haugen  
**DIRECTOR OF INFORMATION SERVICES**

Amy Thuesen  
**DIRECTOR OF TECHNOLOGY**

## MISSION

Our mission at Austin Public Schools is to **Inspire, Empower, and Accelerate.**

## VISION

At Austin Public Schools, we are **preparing all learners to make a difference in the world.**



## STRATEGIC PRIORITIES

1. Support and resources to ensure a safe and welcoming learning environment.
2. Packer Profile for all learners.
3. District-wide multi-tiered systems of support for all learners.
4. Excellence in resource management.



## OUR CORE VALUES

### Responsible

Demonstrates accountability to self and others.

### Resilient

Develops perseverance and self-confidence.

### Learner

Challenges self to think critically.

### Communicator

Listens actively and shares learning and experiences.

### Contributor

Engages as a productive member of the community and global society.



# POINTS OF PRIDE

Great things are happening at Austin Public Schools! With a wide range of partnerships and programs to benefit our students, staff, and the community, our #PackerPride shines through in all we do. Be sure to check out our Points of Pride page at <https://www.austin.k12.mn.us/district-resources/points-of-pride> for more information.

- **Strategic Plan** - Our mission at Austin Public Schools is to Inspire, Empower, and Accelerate as we work to prepare all learners to make a difference in the world. To achieve this goal, we have developed four strategic priorities to guide us into the future:
  - Support and resources to ensure a safe and welcoming learning environment.
  - Packer Profile for all learners.
  - District-wide multi-tiered systems of support for all learners.
  - Excellence in resource management.
- **Programs & Partnerships** - We have worked hard to develop a wide range of programs and partnerships to help all students and staff be successful:
  - Instructional, Technology, and Success Coaches
  - MacPhail Center for Music
  - PI Academy
  - The Mower County CEO Program
  - The Hormel Foundation
  - The Hormel Foundation Austin Assurance Scholarship
  - The Hormel Foundation Gifted and Talented Symposium
  - The Hormel Institute
  - PSEO and CE
  - Austin Aspires
- **Facilities** - We have numerous schools and facilities throughout Austin, including a high school, a middle school, an intermediate school, four elementary schools, one early childhood / kindergarten center, a special education cooperative, an athletic complex with two turf fields and tennis courts. We take pride in our facilities and are constantly working to improve and enhance them.
- **Finances** - We have worked to focus on organizational fiscal health through fiscally responsible budgeting, streamlining of programming and staffing, and a dedication to maintaining our fiscal responsibility through the strategic plan.
- **Activities** - At Austin Public Schools, we believe that extracurricular activities provide a channel for reinforcing the lessons learned in the classroom in a real-world context, which is an essential component for a well-rounded education.
- **Community Education** - Community Education has the unique opportunity to serve all members of the Austin community from birth through the rest of their lives as we seek to prepare all learners to make a difference in the world. We offer numerous programs and opportunities, including:
  - Packer in Training
  - More than Pink
  - Preschool on Wheels
  - Community Partnerships
  - Family Lit
  - Voluntary Prekindergarten
  - Austin Adult Learning
  - Kids Korner

# DISTRICT INFORMATION



**DISTRICT OFFICES**  
401 3rd Ave NW  
507-460-1800



**AUSTIN HIGH SCHOOL**  
301 3rd St NW  
507-460-1800



**ELLIS MIDDLE SCHOOL**  
1700 4th Ave SE  
507-460-1500



**IJ HOLTON INTERMEDIATE SCHOOL**  
1800 4th Ave SE  
507-460-1525



**BANFIELD ELEMENTARY SCHOOL**  
301 17th St NW  
507-460-1200



**NEVELN ELEMENTARY SCHOOL**  
1918 Oakland Ave E  
507-460-1600



**SOUTHGATE ELEMENTARY SCHOOL**  
1601 19th Ave SW  
507-460-1300



**SUMNER ELEMENTARY SCHOOL**  
805 8th Ave NW  
507-460-1100



**COMMUNITY LEARNING CENTER**  
1601 4th St SE  
507-460-1400

# BECOMING A SCHOOL BOARD MEMBER

Austin Public Schools is governed by seven Board members, elected at large, representing all citizens within the boundaries.

## BECOMING A BOARD MEMBER

Austin Public Schools Board of Education members are elected officials. Elections are held in November of even-numbered years. To avoid having all seven seats up for election simultaneously, the seats are balloted on an alternating basis, with four spots being available one year and the remaining three being available two years later. The process then repeats itself.



## ELIGIBILITY REQUIREMENTS

*Source: Minnesota School Boards Association (MSBA)*

To run for a School Board seat, you must be:

- At least 21 years old
- Eligible voter
- A District resident for at least 30 days prior to election/appointment
- Not convicted of a felony

## TERM OF OFFICE

Board members are elected to four-year terms commencing on January 1 of the year following the November election and ending on December 31, four years later. A member who has been appointed to fill the unfinished term of a member will need to run for election depending on when they were appointed. There is no limit on the number of consecutive terms a member can serve.

## FILLING VACANCIES

*Source: MN Statute 123B.09*

A vacancy on the Board shall occur when a member dies, resigns, or ceases to be a resident of Independent School District #492. In addition, if a member of the Board of Education is unable to serve on the Board and attend its meetings for ninety (90) days or more because of illness or prolonged absence from the District, the Board may, at any regular or special meeting thereof, through resolution, declare a vacancy to exist. All vacancies will be filled according to Minnesota Statutes.

The term of a member elected during a special election shall not exceed the term of the member they are replacing. Nor can the term of a Board of education member be lengthened by the member's resignation and subsequent selection by the Board.

Minnesota Statute states that once the Board approves an appointment, the appointed board member cannot be seated until 30-days after the appointment.

# STANDARDS FOR SCHOOL BOARD LEADERSHIP

Source: MSBA, 2017 and TeamWorks

School boards are most effective when members focus on the big picture: making policy, setting goals, and engaging stakeholders, all with the ultimate goal of improving student achievement. When boards focus on administrative issues, school districts suffer. Divided boards lead to a divided community. APS Board members vote according to district interests as they interpret while listening to and seeking to understand the diverse individual and group interests on any issue or situation.

The APS Board strives for excellence in governance, operates in partnership with the Superintendent, strives for excellence in management, and partners for excellence in consultation with staff, students, families, and the public.

APS may use terminology and structure defined in policy, resolution, and plan that differs slightly from sourced materials in the Handbook

## STANDARD 1: CONDUCT AND ETHICS

The school board, as a whole, provides leadership to the community on behalf of the school district by conducting its business in a fair, respectful, legal, and responsible manner. An effective, high-performing school board strives to meet the following benchmarks:

1. Recognize the school board team consists of school board members and the superintendent and evaluates its performance at least annually.
2. Take full responsibility for its activity and behavior at and away from the school board table.
3. Encourage its members to express their individual opinions, respect others' opinions, and vote according to their convictions.
4. Speak with one voice after reaching a decision.
5. Spending time on board governance work rather than staff work — focuses on the ends not the means.
6. Provide for orientation and ongoing training for all school board members.
7. Follow established policies, including the chain-of-command, by directing people with concerns to the appropriate staff.
8. Set an example of respectful and civil leadership.

## STANDARD 2: VISION

The school board, with community input, envisions the educational future of the community and then formulates the goals, defines the outcomes, and sets the course for the school district. An effective, high-performing school board strives to meet the following benchmarks:

1. Use clear, focused, attainable, and measurable goals and outcomes to support gains in student achievement.
2. Develop a strategic plan, which includes well-crafted school district belief statements, mission statement, vision statement, goals, and objectives that enable the school board to evaluate school district performance.
3. Regularly monitor the strategic plan to evaluate progress toward goal achievement and school district success.
4. Ensure that the school district belief statements, mission statement, vision statement, goals, and objectives are reflected in school board policies, mirrored in the budget planning and implementation efforts, and supported district-wide.
5. Communicate the strategic plan and the progress to the community.

### **STANDARD 3: STRUCTURE**

To achieve its vision, the school board establishes organizational and physical structures for student and staff success. An effective, high-performing school board strives to meet the following benchmarks:

1. Create organizational and physical structures based on equity in which all students and staff have the resources and supports to maximize achievement.
2. Advocate and provide for learning through rigorous curriculum, effective technology, and a safe and secure environment.
3. Select and employ one person — the superintendent — as the school district’s chief executive officer to lead and manage the school district.
4. Hold the superintendent accountable for school district performance and compliance with written school board policy.
5. Delegate the authority to the superintendent to recommend and evaluate all school district staff within the standards established through written school board policies.
6. Accept ultimate responsibility for the care, management, fiscal oversight, and control of the district while understanding that the day-to-day operations will be conducted by the staff.

### **STANDARD 4: ACCOUNTABILITY**

The school board is accountable to the community for constantly monitoring the conditions affecting the school district as a whole. The school board and individual members are also accountable to themselves, students, families, other board members, the superintendent, and staff. An effective, high-performing school board strives to meet the following benchmarks:

1. Recognize the duty to itself and the community to determine whether the authority delegated to the superintendent is being used as intended.
2. Evaluate the superintendent’s performance at least annually.
3. Use student achievement data and other indicators when available as the basis for assessing progress toward school district goals and compliance with school board policies and state and federal laws.
4. Recognize the distinction between “monitoring data” (data used by the school board to address accountability) and “management data” (data used by the staff for operations).

### **STANDARD 5: ADVOCACY AND COMMUNICATION**

The school board advances its vision at the local, regional, state, and national levels. An effective, high-performing school board strives to meet the following benchmarks:

1. Focus on community-wide concerns and values that best support equity and student achievement rather than being influenced by special interests.
2. Develop communication strategies to build trust between the school board and the superintendent, staff, students, and community.
3. Utilize a public relations strategy that supports the flow of information in/out of the district.
4. Engage and build relationships with both public and private stakeholders.
5. Advocate on local, state, and national levels.

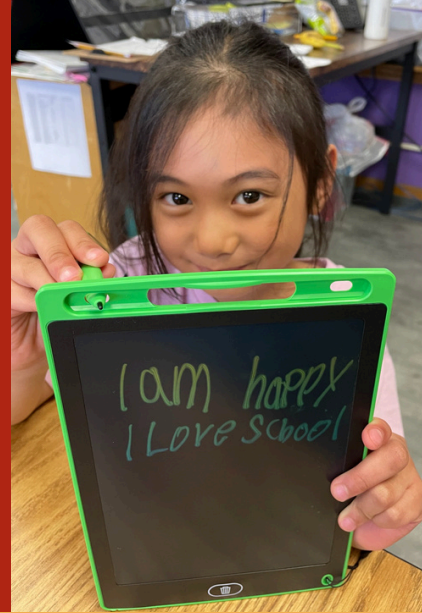
In general, Board members are expected to follow a code of ethics that will guide their decision-making as it relates to Austin Public Schools.



# MN Statute 123B.09 as well as [School Board Policy 209](#) state the following expectations, functions, and legal obligations for board members:

## EXPECTATIONS OF A SCHOOL BOARD MEMBER

1. Attend all school board meetings, including work sessions, committee meetings, and board retreats.
2. Come to the meetings prepared for discussion of the agenda items.
3. Listen to the opinions and views of others (including, but not limited to, other school board members, administration, staff, students, and community members).
4. Vote my conscience after informed discussion unless I abstain because a conflict of interest exists.
5. Support the decision of the board, even if my position concerning the issue was different.
6. Recognize the integrity of my predecessors and associates and appreciate their work.
7. Be primarily motivated by a desire to provide the best possible education for the students of my school district.
8. Inform myself about the proper duties and functions of a school board member.



## FUNCTIONS OF A SCHOOL BOARD MEMBER

1. Focus on education policy as much as possible. Remember, my responsibility is to set policy – not to implement policy.
2. Consider myself a trustee of public education and do my best to protect, conserve, and advance its progress.
3. Recognize that my responsibility, exercised through the actions of the school board as a whole, is to see that the schools are properly run – not to run them myself.
4. Work through the superintendent – not over or around the superintendent.
5. Delegate the implementation of school board decisions to the superintendent.

## LEGAL OBLIGATIONS OF A SCHOOL BOARD MEMBER

1. Comply with all federal, state and local laws relating to my work as a school board member.
2. Comply with all school district policies as adopted by the school board.
3. Abide by all rules and regulations as promulgated by the Minnesota Department of Education and other state and federal agencies with jurisdiction over school districts.
4. Recognize that school district business may be legally transacted only in an open meeting of the school board.
5. Avoid conflicts of interest and refrain from using a school board position for personal gain.
6. Take no private action that will compromise the school board or administration.
7. Guard the confidentiality of information that is protected under applicable law.



## ADDRESSING SCHOOL BOARD ACCOUNTABILITY

The Board and each of its members must be committed to faithful compliance with the provisions of the Board's policies. Failure to deal with violations of its policies risks the loss of public confidence in the Board's ability to govern effectively. In the event of a member's violation of policy, or other forms of misconduct, the Board shall address the issue by using the following steps:

1. Conversation in a private setting between the offending member and the School Board Chair or other individual members; such conversation will be reported to the balance of the Board.
2. Discussion in a public meeting between the offending member and the full School Board.
3. Public censure, by simple majority vote, of the offending member of the School Board, as well as removal from committees and leadership positions, to which the member has been appointed or elected.
4. Removal from the school board for proper cause by a concurrent vote of at least four members. The board member to be removed will be duly notified of the time and place of the meeting for which the vote is to be taken, and for the reasons for the proposed removal. The board member will be given an opportunity to be heard in defense against the removal (MN 123.B.09; Subd. 9).

Most board member issues and situations are intended to fall into Category 1. Categories 2, 3, and 4 are intended for extreme and/or repeated instances of violations where Category 1 has not resulted in a change in member behaviors.

## CHARACTERISTICS OF EFFECTIVE SCHOOL BOARDS

*Source: MSBA; Center for Public Education, 2019*

- Effective school boards commit to a vision of high expectations for student achievement and quality instruction and define clear goals toward that vision.
- Effective school boards have strong shared beliefs and values about what is possible for students and their ability to learn, and of the system and its ability to teach all children at high levels.
- Effective school boards are accountable-driven, spending less time on operational issues and more time focused on policies to improve student achievement.
- Effective school boards have a collaborative relationship with staff and the community and establish a strong communications structure to inform and engage internal and external stakeholders in setting and achieving district goals.
- Effective boards are data-savvy; they embrace and monitor data, even when the information is negative, and use it to drive continuous improvement.
- Effective school boards align and sustain resources, such as professional development, to meet district goals.
- Effective school boards lead as a united team with the superintendent, each from their respective roles, with strong collaboration and mutual trust.
- Effective school boards participate in team development and training, sometimes with their superintendents, to build shared knowledge, values, and commitments for their improvement efforts.

## DUTIES OF SCHOOL BOARD MEMBERS

The school board, among other duties, shall perform the following in accordance with applicable law:

- provide by levy of tax, necessary funds for the conduct of schools, the payment of indebtedness, and all proper expenses of the school district
- employ/contract with necessary qualified teachers and discharge the same for cause
- provide services to promote the health of its pupils
- provide school buildings and erect needed buildings
- purchase, sell, and exchange school district property and equipment as deemed necessary by the school board for school purposes
- provide for payment of claims against the school district, and prosecute and defend actions by or against the school district, in all proper cases
- employ and discharge necessary employees and contract for other services
- provide for transportation of pupils to and from school, as governed by statute
- procure insurance against liability of the school district, its officers, and employees

## DUTIES OF SCHOOL BOARD MEMBERS (CONT.)

The school board, at its discretion, may perform the following:

- provide library facilities, public evening schools, adult and continuing education programs, summer school programs, and intersession classes of flexible school year programs
- furnish school lunches for pupils and teachers on such terms as the school board determines
- enter into agreements with one or more other independent school districts to provide for agreed-upon educational services
- lease rooms or buildings for school purposes
- authorize the use of school facilities for community purposes that will not interfere with their use for school purposes
- authorize co-curricular and extracurricular activities
- receive, for the benefit of the school district, bequests, donations, or gifts for any proper purpose
- perform other acts as the school board shall deem to be reasonably necessary or required for the governance of the schools





# SCHOOL BOARD COMMUNICATIONS

## COMMUNICATION BETWEEN BOARD MEMBERS

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



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

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

### Guidelines for interacting outside a board meeting

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

Please see [Policy 205 – Open Meetings and Closed Meetings](#) for more information.

## COMMUNICATION WITH THE SUPERINTENDENT

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

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

## COMMUNICATION WITH DISTRICT ADMINISTRATORS AND STAFF

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

**Discussing Your Child with Staff** – This can be a tricky area. No matter what you say about "speaking as a parent, not a board member," it may be difficult for some teachers to separate your role on the board from your role as a parent. Some board members have indicated their significant others frequently take the lead in speaking to their children's teachers. Make sure you're not using your position as a board member to secure special treatment for your child. If there are issues you wish to discuss with a teacher, you should follow the normal procedures for contacting your child's teacher to discuss them. Keep in mind that you do not relinquish your parental rights now that you're a board member.

## COMMUNICATION WITH CONSTITUENTS INCLUDING STAFF, STUDENTS, PARENTS, AND COMMUNITY

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

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



## ENGAGING WITH THE COMMUNITY

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

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

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

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

Please see [Policy 612 - Parent Engagement Policy](#) for more information.

## COMMUNICATION WITH THE MEDIA

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

## COMMUNICATION ON SOCIAL MEDIA

Social media plays a significant role in board members' responsibilities. To use social media effectively while avoiding potential pitfalls, remember your posts should reflect well on your role and set a good example for students and the community. Be careful not to share personal, confidential, or legally protected information about students, employees, or board members. Opt for face-to-face or telephone conversations for private matters instead of using social media. Control your emotions and avoid posting in anger or frustration, as negative statements can have lasting consequences and may lead to legal issues. Always use polite language and refrain from abusive, profane, or offensive comments.

Additionally, avoid posting on behalf of the district or sharing commercial messages linked to the district. Use social media primarily for listening, making announcements, and gathering feedback rather than conducting board business. Finally, ensure you comply with all relevant laws and district policies, including those related to acceptable use, harassment, discrimination, and privacy. Your online actions should always reflect the values and responsibilities of your position within the district.

## USING A DISTRICT EMAIL

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

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

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

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

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

A final consideration is the potential to violate the OML. If a two-way communication about board business occurs among a quorum of the board (or a quorum of a board committee), it results in an OML violation, and the emails create a record of the violation.

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



# GOVERNANCE AND MANAGEMENT

Source: TeamWorks

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

## THE BOARD HAS THE AUTHORITY OF GOVERNANCE

No one else has it. The board has five primary responsibilities:

1. District governance and policy
2. Operational performance oversight and organizational direction
3. Board governance policy
4. Superintendent relations
5. Public engagement, community relations, and advocacy of public education

## THE ADMINISTRATION HAS THE AUTHORITY OF MANAGEMENT

No one else has it. Administrators have six primary responsibilities:

1. Resource management: financial, human, and physical
2. Instructional leadership at the principal level
3. Performance management and professional development
4. Continuous improvement
5. Procedures and practices aligned with district policy
6. Staff, parent, and community relations

## STAFF, STUDENTS, PARENTS, AND PUBLIC HAVE THE AUTHORITY OF CONSULTATION

No one else has it. They have four primary responsibilities:

1. Voice of self and collective interest
2. Assessing risks and merits of various options as part of decision-making processes and/or the daily operations of the district
3. Responsibly resist or oppose change
4. Provide input and feedback to management and governance





# QUESTIONS FROM THE BOARD



## GOVERNANCE

- Why?
- To what end?
- At what cost?
- Through what policies?



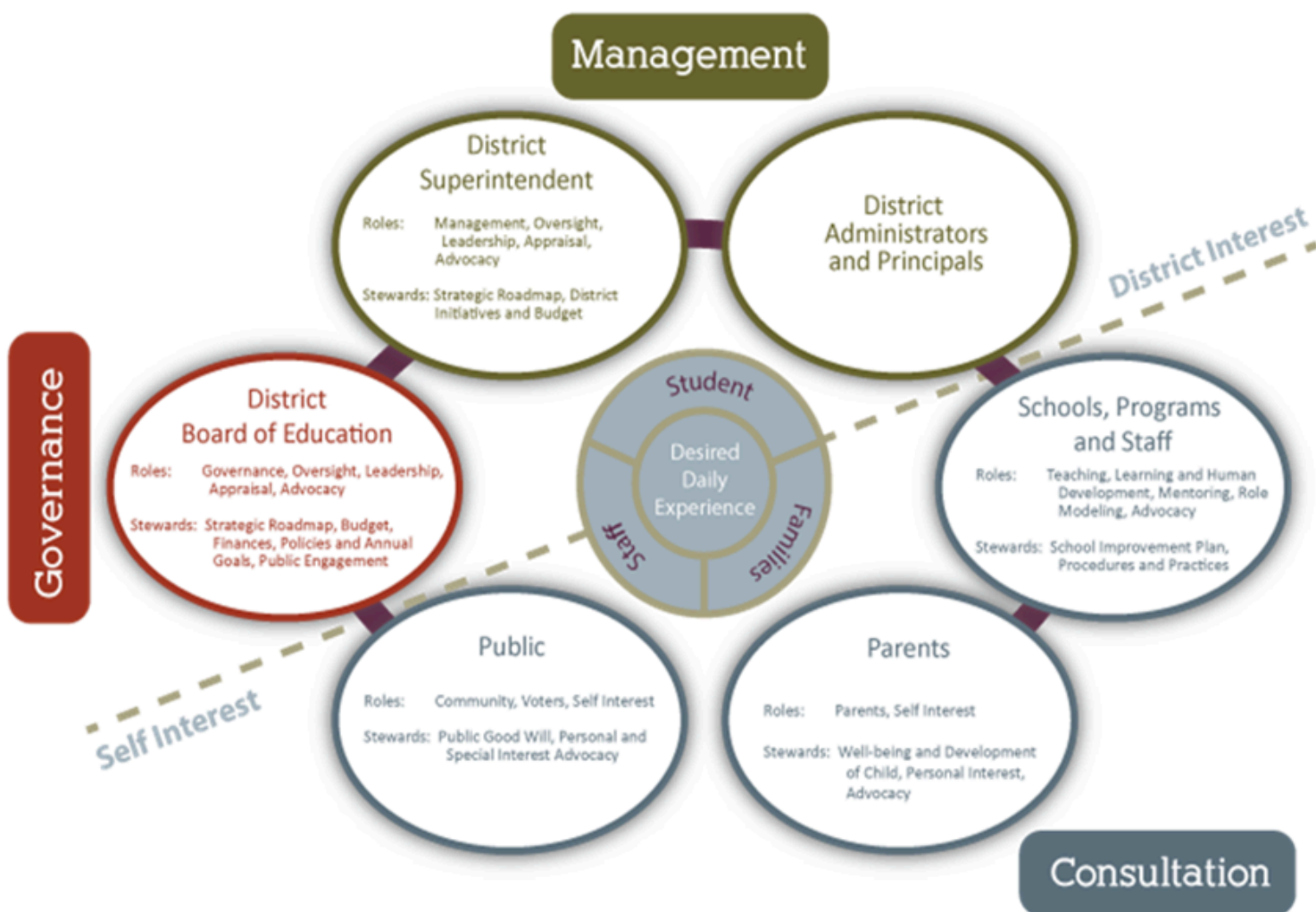
## MANAGEMENT

- What?
- When?
- How will this get done?
- Who will be responsible for doing it?



## Education Leadership System (ELS)

Part of the FrameWorks Series



# APPLICATION OF EXCELLENCE IN GOVERNANCE SCENARIOS

## WHAT DO I DO IF I GET A *PHONE CALL* WITH CONCERNS FROM A STAFF MEMBER, STUDENT, OR PARENT?

Check the name, status, and phone number for contact. Always seek to identify the situation or interest, but generally, do not agree or commit to resolve personally.

- Redirect **staff** to supervisor, and notify superintendent's office. **Caution: do not get involved in employment / contractual issues.**
- Redirect **students** to principal and notify superintendent's office. **Caution: Follow district procedures if a safety concern is raised.**
- Redirect **parents** to teacher/principal/administrator as appropriate and notify superintendent's office. **Caution: Don't attempt to deal with issues of groups, only the individual parent.**

## WHAT DO I DO IF I GET AN *EMAIL* WITH CONCERNS FROM A STAFF MEMBER, STUDENT, OR PARENT?

- It is important to send an acknowledgment email to the person who emailed, thanking them for reaching out and then letting them know that you forwarded their concern to the Superintendent's office.
- After you respond to the email's author and forward their concern to the Superintendent's office as stated above, additional engagement or seeking to understand the issue is not necessary.
- Do not cc or bc to any individual or group, nor "reply to all" - this could violate the Open Meeting law.
- Be alert to "patterns" of like concerns, and if present, notify the Superintendent's office.
- If concern raises governance or political edge questions, contact Board Chair in addition to Superintendent's Office.

## WHAT DO I DO IF I GET STOPPED OUT IN PUBLIC BY A CONCERNED STAFF MEMBER, STUDENT, OR PARENT?

Check the name, status, and get a phone number for contact. Always seek to identify the situation or interest, but generally, do not agree or commit to resolve personally.

- Redirect **staff** to supervisor, and notify superintendent's office. **Caution: do not get involved in employment / contractual issues.**
- Redirect **students** to principal and notify superintendent's office. **Caution: If a concern about safety is raised, follow district procedures.**
- Redirect **parents** to teacher/principal/administrator as appropriate and notify superintendent's office. **Caution: Don't attempt to deal with issues of groups, only the individual parent.**

### Overall:

- Do not agree to confidentiality or commit to limit your options of notification.
- Be available for contact in the future if redirecting does not address the concern.
- Be alert to "patterns" of like concerns, and if present, notify the superintendent's office.
- If concern raises governance or political edge questions, contact Board Chair in addition to Superintendent's Office.
- Direct staff member, student, or parent to our Report a Concern page at <https://www.austin.k12.mn.us/district-resources/report-a-concern>.



## AS A BOARD MEMBER, WHAT DO I DO IF I HAVE A CONCERN OR COMPLAINT?

- Contact the Chair and the Superintendent directly, preferably in person or by phone.
- Don't engage in serial meetings with other board members.
- Be clear as to if your concern is as a Board member, parent, etc., and be clear as to:
  - your experience
  - what you think
  - what you feel
  - what you want
- Identify what in the concern is governance work and what is management work.
- Seek to increase your understanding, with an assumption of trust and competence for employees.
- Don't represent other's or group's interests as your own.
- Don't raise an issue as a surprise in work sessions or business meetings.
- Allow the Board Chair and Superintendent time to research and prepare for a board discussion, if warranted.

## WHAT IF I DISAGREE WITH A REPORT OR PRESENTATION TO THE BOARD?

- Submit questions and concerns to the Office of Superintendent as the Board protocol describes.
- Reflect on what is driving your concern or disagreement.
- If the disagreement is in the details, request a meeting with Superintendent to discuss.
- Do not surprise administrators or the board in work sessions and business meetings.
- Praise publicly, confront privately.



For more information on Policy Governance, watch the video at <https://youtu.be/bFV1pzp47Wc>.



# ELECTION AND ROLES OF OFFICERS

## ELECTION OF OFFICERS

The chair, vice-chair, treasurer, and secretary-clerk of the Board are elected annually at the Organizational Meeting in January of each year. Prior to the Organizational Meeting, the sitting president, in consultation with the Board, will develop a slate of officers to present for approval at the January meeting. Once elected and sworn into office, the chair, vice-chair, treasurer, and secretary-clerk will immediately assume their duties.

## ROLES OF BOARD OFFICERS

There are four official officers of the School Board: Chair, Vice-Chair, Treasurer, and Secretary-Clerk. These positions are determined annually at the Organizational Meeting. Officers must be elected to maintain the order of meeting proceedings. In addition, all board members maintain equal rights and equal voices.

### *Role of the Chair*

- Presides at all school board meetings, countersigns all orders upon the Treasurer for claims allowed by the school board, represents the school district in all actions, and performs all duties a chair usually performs.

### *Role of the Vice-Chair*

- The Vice-Chair shall perform the Chair's duties in the event of the Chair's temporary absence.

### *Role of the Secretary-Clerk*

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

### *Role of Treasurer*

- The Treasurer shall work closely with the Director of Finance
- The Treasurer shall perform such duties of the Chair in the event of the Chair, Vice-Chair, and Secretary-Clerk's temporary absence.

# BOARD MEETINGS

A quorum of members (defined as four or more of the seven members for regular meetings and committee-of-the-whole meetings) must be present for a board meeting to be official and before any action can be taken by the Board. All meetings of the Board are considered public meetings, including committee meetings, and therefore shall be open to the public to attend.

At the Organizational Meeting (held no later than January 15 each year), the Board will set its meeting schedule for the upcoming year. Additional “special” meetings may be called, as needed, throughout the year. All meetings not previously approved during the Organizational Meeting are considered special meetings and must be properly noticed to the public.

The Chair presides over all meetings, and along with the Vice-Chair and Superintendent, sets the agenda for committee-of-the-whole and regular board meetings. Meetings are conducted in accordance with Robert’s Rules of Order.

## **ATTENDANCE AT BOARD MEETINGS**

All Board members are expected to attend all meetings (including work sessions, committee meetings, and Board retreats). However, it is recognized that sometimes scheduling conflicts will occur. Therefore, a member should notify the Board Chair and the Executive Assistant to the School Board 24 hours prior to the meeting whenever they are unable to attend a scheduled meeting.

Board members are paid \$4,000 annually for their committee meetings, regular business meetings, and liaison committee work. The only exception is the School Board Chair, whose annual stipend is \$5,200.

## **ORGANIZATIONAL MEETING**

The Board is required to hold an organizational meeting no later than January 15 of each year. The primary purpose of this meeting is to elect members to serve as Chair, Vice-Chair, Treasurer, and Clerk. The Board also uses this meeting to establish regular meeting dates for the year as well as a number of other business items.

## **WORK SESSION**

Work sessions are generally held on the fourth Monday of each month at 4:00 PM. The work session is used to provide orientation for board members on certain areas or programs of the district and provide time for discussion of items.

## **REGULAR BOARD BUSINESS MEETING**

The school board conducts their business at the Regular Board Business Meeting which is typically held on the second Monday of each month beginning at 5:30 PM in the Recital Hall of the Annex.

## **DELEGATIONS**

This is an opportunity for the public to address the board at each regular school board meeting. Speakers are limited to 5 minutes and must register with the district clerk prior to speaking.

## **BOARD RETREAT**

The Board will hold an annual retreat for strategic planning, district vision, and board evaluation work.

## BOARD TRAINING

Source: School Board Policy 212 and Minnesota School Boards Association (MSBA) School Board Workshop Series

In recognition of the need for continuing in-service training and development for its members, [School Board Policy 212](#) encourages the members of the school board to participate in professional development activities designed for them so that they may perform their responsibilities. The Minnesota School Boards Association (MSBA) provides a workshop series that consists of the following four components:

- Phase I: Learning to Lead – School Board Basics
- Phase II: Leadership Foundations – School Finance and Management
- Phase III: Building a High-Performance School Board Team
- Phase IV: Representing your Community through Policy and Engagement

In addition, the superintendent will provide various opportunities throughout each calendar year for governance and management training.

## SPECIAL MEETING

A meeting is labeled a “special meeting” if it is called after the meetings for the year have been established and approved at the Organizational Meeting in January.

For a special meeting, the school board will post written notice of the meeting’s date, time, place, and purpose. The school board’s actions at the special meeting are limited to those topics included in the notice. The notice will also be delivered, by standard or electronic mail, to each person who has filed a written request for notice of special meetings. The notice will be posted and mailed, or delivered at least three days before the date of the meeting.

## EMERGENCY MEETING

An emergency meeting is a special meeting called because of circumstances that, in the judgment of the school board, require immediate consideration. If matters not directly related to the emergency are discussed or acted upon, the minutes of the meeting must include a specific description of those matters.

## CLOSED SESSION

Minnesota Statutes govern what constitutes a closed session. They are: Labor negotiations strategy, Bureau of Mediation Services, preliminary consideration of charges, performance evaluations, attorney-client meeting, dismissal hearing, coaches’ opportunity to respond to non-renewal, discuss certain non-public data, purchase, and sale of property, and security matters.

For specific examples of each of these areas, see [School Board Policy 205](#).

# BOARD COMPENSATION

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

Currently, annual board member compensation is set at:

- \$4,000 (Vice-Chairperson, Clerk, Treasurer, and Directors)
- \$5,200 (Chairperson)

## **Expense Reimbursement**

All school district business expenses to be reimbursed must be approved by the supervising administrator. Such expenses to be reimbursed may include transportation, meals, lodging, registration fees, required materials, parking fees, tips, and other reasonable and necessary school district business-related expenses. Requests for reimbursement must be itemized on the official school district form and are to be submitted to the designated administrator. Receipts for lodging, commercial transportation, registration, and other reasonable and necessary expenses must be attached to the reimbursement form. The superintendent shall develop a schedule of reimbursement rates for school district business expenses, including those expenses requiring advance approval and specific rates of reimbursement. The superintendent shall also develop directives and guidelines to address methods and times for submission of requests for reimbursement. For more information, please see [Policy 412 - Expense Reimbursement](#).



# COMMITTEES, COUNCILS, AND REPRESENTATIVES

There are numerous committees on which board members serve. Please note that all committees convened by the Board are subject to the Open Meetings Act of Minnesota, meaning they are open to the public to attend.

Additionally, the School Board will be represented on various Advisory Councils and community organizations.

It is the responsibility of the Board Chair to assign members to serve on committees as well as a liaison to the various organizations and partnerships affiliated with the school district. This is generally done at the annual Organization Meeting in January, with some consultation with individual members to ensure a correlation between member interest and abilities and the committees on which they are being asked to serve.

## COMMITTEES

- [Comprehensive and Civic Readiness Committee](#)
- [Facilities](#)
- [Finance](#)
- [Wellness](#)

## ADVISORY COUNCILS

- Activities
- Calendar
- Community Education
- Early Childhood Family Education (ECFE)
- Special Education (SEAC)
- Technology

## COMMUNITY ORGANIZATIONS

- Albert Lea Area Special Education Cooperative
- Austin Aspires
- Austin Leaders Council
- Austin Parks and Recreation Board
- Austin Public Education Foundation
- County Collaborative
- Minnesota State High School League
- Schools for Education Equity

# SCHOOL BOARD POLICIES

The 200 series of district policies relate specifically to school board operations. These policies can be accessed on [the website](#) or by clicking on the individual policies below.

- Policy 201 - Legal Status of the School Board
- Policy 202 - School Board Officers
- Policy 203 - Operation of the School Board - Governing Rules
- Policy 203.1 - School Board Procedures - Rules of Order
- Policy 203.2 - Order of the Regular School Board Meeting
- Policy 203.5 - School Board Meeting Agenda
- Policy 203.6 - Consent Agendas
- Policy 204 - School Board Meeting Minutes
- Policy 205 - Open Meetings and Closed Meetings
- Policy 206 - Public Participation in School Board Meetings, Complaints at Meetings, etc.
- Policy 207 - Public Hearings
- Policy 208 - Development, Adoption, and Implementation of Policies
- Policy 209 - School Board Member Code of Conduct
- Policy 210 - Conflict of Interest - School Board Members
- Policy 211 - Criminal or Civil Action Against School District
- Policy 212 - Board Member Development
- Policy 213 - School Board Committees
- Policy 214 - School District Attorney
- Policy 215 - Out of State Travel by School Board Members
- Policy 216 - School Board Electronic Communications



# POSITIONS THAT REPORT TO THE SCHOOL BOARD

There is only one position that reports to the School Board, the Superintendent of Schools.

## ROLE OF SUPERINTENDENT

The Superintendent of Schools reports directly to the Board and holds all executive and administrative authority and responsibility for the effective operation of the school, excluding those areas of control that are required by statute to be exercised directly by the Board. The Superintendent acts as the district leader with the support of the district's administrators, who make up the district leadership team. The Superintendent may delegate specific powers or duties to assistants and subordinates while maintaining final responsibility for any actions taken." The Superintendent is also responsible for evaluating their leadership team.

## KEY FUNCTIONS AND RESPONSIBILITIES OF THE SUPERINTENDENT

- Vision, Continuous Improvement, and Focus of District Work
  - Partner with the Board to design a Vision for high student achievement and readiness for life;
  - Responsible for the structure, practices, and outcomes in continuous improvement in all aspects of school and district functions, in alignment with the District Strategic Plan and Policy
  - Facilitate the process of identifying/executing the district's goals and objectives
- Communication and Collaboration
  - Interact effectively with the Board;
  - Establish effective internal and external communication systems
- Policies and Governance
  - Develop procedures that define how policy will be implemented;
  - Work with Policy Committee to draft policy for the full Board;
  - Recommend to the Board policies on all school system functions;
  - Implement Board policies;
  - Demonstrate leadership skills and professionalism
- Instruction
  - Lead the district in the development and implementation of a rigorous and relevant curriculum that leads to increased student achievement;
  - Set clear expectations for district-wide high-quality instruction and comprehensive assessment;
  - Provide full access and opportunity for all students;
  - Develop and maintains professional and personal skills and knowledge through professional development activities
- Resources
  - Recommend to the Board the employment and selection of the administrative, instructional, and support staff;
  - Assign, evaluates, and supports district staff;
  - Oversee and administers the procurement and use of district funds and facilities to maximize efficiency and minimize waste;
  - Identify and address specific district tasks or problems that emerge (such as the need for new facilities or levy campaigns).

## **HIRING A SUPERINTENDENT**

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

## **EVALUATING THE SUPERINTENDENT**

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

## **TENETS OF AN EFFECTIVE BOARD-SUPERINTENDENT RELATIONSHIP**

Understanding and fostering a productive relationship between the board and the superintendent is critical for the success of our educational institution. The [17 Tenets of an Effective Board-Superintendent Relationship](#) provides a comprehensive guide outlining key principles and best practices for maintaining a collaborative and effective partnership. This document highlights essential responsibilities and expectations for both the board members and the superintendent, promoting a clear understanding of each party's role in governance and administration. By adhering to these tenets, our board can ensure decisions are made efficiently, communication remains open and transparent, and the strategic goals of our district are met.



# EDUCATIONAL DEFINITIONS AND ACRONYMS

<b>ABE</b>	Adult Basic Education	<b>EBD</b>	Emotional and Behavioral Disorders
<b>ABI</b>	Acquired Brain Injury	<b>EC</b>	Early Childhood
<b>ABS</b>	Adaptive Behavior Scale	<b>ECFE</b>	Early Childhood Family Education
<b>ADA</b>	Americans with Disabilities Act	<b>ECSE</b>	Early Childhood Special Education
<b>ADD</b>	Attention Deficit Disorder	<b>ECSU</b>	Education Cooperative Service Unit
<b>ADHD</b>	Attention Deficit Hyperactivity Disorder	<b>EDGAR</b>	Education Department General Administrative Regulations
<b>ADM</b>	Average Daily Membership	<b>EDRS</b>	Electronic Data Reporting System
<b>ADR</b>	Alternative Dispute Resolution	<b>EEP</b>	Emergency Evacuation Plan
<b>ADSIS</b>	Alternative Delivery of Specialized Instructional Services	<b>EI</b>	Early Intervention
<b>AEM</b>	Accessible Educational Material	<b>EL</b>	English Learner
<b>AIDS</b>	Acquired Immunodeficiency Syndrome	<b>ER</b>	Evaluation Report
<b>ALC</b>	Area Learning Centers	<b>ESEA</b>	Elementary Secondary Education Act
<b>APR</b>	Annual Performance Report	<b>ESL</b>	English as a Second Language
<b>ASD</b>	Autism Spectrum Disorders	<b>ESU</b>	Education Service Unit
<b>ASL</b>	American Sign Language	<b>ESY</b>	Extended School Year
<b>AT</b>	Assistive Technology	<b>F&amp;R</b>	Free and Reduced
<b>AYP</b>	Adequate Yearly Progress	<b>FAE</b>	Fetal Alcohol Effects
<b>BOSA</b>	Board of School Administrators	<b>FAPE</b>	Free Appropriate Public Education
<b>BOT</b>	Board of Teaching	<b>FASD</b>	Fetal Alcohol Spectrum Disorder
<b>BVI</b>	Blind/Visually Impaired	<b>FBA</b>	Functional Behavioral Assessment
<b>CAP</b>	Corrective Action Plan	<b>Federal Setting</b>	Refers to the percentage of time a student spends in special education
<b>CEIS</b>	Coordinated Early Intervening Services	<b>FERPA</b>	Family Educational Rights to Privacy Act
<b>CFR</b>	Code of Federal Regulations	<b>FFY</b>	Federal Fiscal Year
<b>CIMP</b>	Continuous Improvement Monitoring Process (See MNCIMP and MNCIMP:SR)	<b>FR</b>	Federal Register
<b>CLASS</b>	Coordinating Learner for Academics and Social Success	<b>FTE</b>	Full Time Equivalent
<b>CMS</b>	Centers for Medicare and Medicaid Services	<b>FY</b>	Fiscal Year
<b>CNS</b>	Central Nervous System	<b>GED</b>	General Education Development
<b>COMS</b>	Certified Orientation and Mobility Specialist	<b>HIV</b>	Human Immunodeficiency Virus
<b>CP</b>	Cerebral Palsy	<b>HQ</b>	Highly Qualified
<b>CSPR</b>	Consolidated State Performance Report	<b>IASA</b>	Improving Americas' Schools Act
<b>CT</b>	Computed Tomography	<b>ICC</b>	Interagency Coordinating Council
<b>CTIC</b>	Community Transition Interagency Committee	<b>IDEA</b>	Individuals with Disabilities Education Act
<b>CVI</b>	Cortical/Cerebral Visual Impairment	<b>IEE</b>	Independent Educational Evaluation
<b>DAPE</b>	Developmental Adaptive Physical Education	<b>IEIC</b>	Interagency Early Intervention Committee
<b>DB</b>	Deaf-Blind	<b>IEP</b>	Individualized Education Program
<b>DCD</b>	Developmental Cognitive Disabilities	<b>IFCSP</b>	Individual Family Community Support Plan
<b>DD</b>	Developmental Delay	<b>IFSP</b>	Individualized Family Service Plan
<b>DHH</b>	Deaf/Hard of Hearing	<b>IHE</b>	Institution of Higher Education
<b>DHS</b>	Department of Human Services	<b>IHP</b>	Individual Health Plan
<b>DIRS</b>	Disciplinary Incident Reporting System	<b>IIIP</b>	Individual Interagency Intervention Plan
<b>DLC</b>	Disability Law Center	<b>IQ</b>	Intelligence Quotient
<b>DOC</b>	Department of Corrections	<b>ISD</b>	Independent School District
<b>DSM</b>	Diagnostic and Statistical Manual of Mental Disorders	<b>LD</b>	Learning Disabilities
		<b>LEA</b>	Local Educational Agency
		<b>LEP</b>	Limited English Proficient
		<b>LGBTQ</b>	Lesbian, gay, bisexual, transgender and/or gender expansive, queer and/or questioning, intersex, asexual, and two-spirit
		<b>IA2S+</b>	

<b>LPN</b>	Licensed Practical Nurse	<b>P&amp;A</b>	Protection and Advocacy
<b>LRE</b>	Least Restrictive Environment	<b>PACER</b>	Parent Advocacy Coalition for Educational Rights Center
<b>LSTA</b>	Library Services and Technology Act	<b>Part C</b>	Infants and Toddlers with Disabilities Program
<b>MA</b>	Medical Assistance	<b>PBIS</b>	Positive Behavioral Interventions and Supports
<b>MAEF</b>	Minnesota's Academic Excellence Foundation	<b>PCA</b>	Personal Care Attendant
<b>MARSS</b>	Minnesota Automated Reporting Student System	<b>PD</b>	Physical Disability
<b>MCA</b>	Minnesota Comprehensive Assessment	<b>PDD</b>	Pervasive Developmental Disorders
<b>MCIS</b>	Minnesota Career Information System	<b>PDD/</b>	Pervasive Developmental Disorders Not Otherwise Specified
<b>MDE</b>	Minnesota Department of Education	<b>NOS</b>	
<b>MESPA</b>	Minnesota Elementary School Principal's Association	<b>PE</b>	Physical Education
<b>MH</b>	Mental Health	<b>PFDA</b>	Pupil Fair Dismissal Act
<b>MHCP</b>	Minnesota Health Care Programs	<b>PI</b>	Physically Impaired
<b>MMR</b>	Multiple Measurements Rating	<b>PL</b>	Public Law
<b>MnCIMP</b>	Minnesota Continuous Improvement Monitoring Process	<b>PLAAFP</b>	Present Levels of Academic Achievement and Functional Performance
<b>MnCIMP:</b>	Minnesota Continuous Improvement Monitoring Process: Self Review	<b>PSEO</b>	Postsecondary Enrollment Options
<b>SR</b>		<b>PT</b>	Physical Therapy or Physical Therapist
<b>MnSEMS</b>	Minnesota Special Education Mediation Service	<b>PTA</b>	Parents, Teachers, and Students
<b>MnSIC</b>	Minnesota System of Interagency Coordination	<b>PTI</b>	Pathways to Employment
<b>MNTAFS</b>	Minnesota Technical Assistance for Family Support	<b>PTSD</b>	Post Traumatic Stress Disorder
<b>MOE</b>	Maintenance of Effort	<b>RDA</b>	Results-Driven Accountability
<b>MRI</b>	Magnetic Resonance Imaging	<b>RLIF</b>	Regional Low Incidence Facilitator
<b>MS</b>	Multiple Sclerosis	<b>RLIP</b>	Regional Low Incidence Projects
<b>MSBA</b>	Minnesota School Board Association	<b>RRC</b>	Regional Resource Center
<b>MSS</b>	Minnesota Student Survey	<b>RTI</b>	Response to Intervention
<b>MRI</b>	Magnetic Resonance Imaging	<b>SAT</b>	Scholastic Assessment Test
<b>MTC</b>	Minneapolis Technical College	<b>SDFS</b>	Safe and Drug Free Schools
<b>MTSS</b>	Multi-Tiered Systems of Support	<b>SDFSC</b>	Safe and Drug Free Schools and Communities
<b>N&amp;D</b>	Neglected and Delinquent	<b>SEA</b>	State Educational Agency
<b>NAD</b>	National Association of the Deaf	<b>SEAC</b>	Special Education Advisory Council
<b>NAEP</b>	National Assessment of Education Progress	<b>SEAP</b>	Special Education Advisory Panel
<b>NCAA</b>	National Collegiate Athletic Association	<b>SEAU</b>	Special Education Administrative Unit
<b>NIMAC</b>	National Instructional Materials Access Center	<b>Section 504</b>	A federal law that protects a student with an impairment that substantially limits one or more major life activities, regardless of whether the student receives special education services.
<b>NIMAS</b>	National Instructional Materials Accessibility Standard	<b>SERVS</b>	State Educational Record View and Submission
<b>NP</b>	Nurse Practitioner	<b>SIC</b>	State Interagency Coordination Committee
<b>O&amp;M</b>	Orientation and Mobility	<b>SIMR</b>	State-Identified Measurable Result
<b>OCD</b>	Obsessive Compulsive Disorder	<b>SL</b>	Speech/Language
<b>OCR</b>	Office for Civil Rights (U.S. Department of Education)	<b>SLD</b>	Specific Learning Disability
<b>OEO</b>	Office of Economic Opportunity	<b>SLP</b>	Speech Language Pathologist
<b>OHD</b>	Other Health Disabilities	<b>SMI</b>	Severely Multiply Impaired
<b>OMB</b>	Office of Management and Budget	<b>SPDG</b>	State Personnel Development Grant
<b>OSEP</b>	Office of Special Education Programs, U.S. Department of Education	<b>SPED</b>	Special Education
<b>OSERS</b>	Office of Special Education and Rehabilitation Services, U.S. Department of Education	<b>SPP</b>	State Performance Plan
<b>OT</b>	Occupational Therapist or Therapy	<b>SRBI</b>	Scientific, Research-Based Intervention
		<b>SSA</b>	Social Security Act; Social Security Administration
		<b>SSB</b>	State Services for the Blind and Visually Handicapped

<b>SSDI</b>	Social Security Disability Income
<b>SSI</b>	Supplemental Security Income
<b>SSIP</b>	State Systemic Improvement Plan
<b>STAR</b>	Staff Automatic Reporting System
<b>STD</b>	Sexually Transmitted Diseases
<b>SW</b>	Social Worker
<b>SW-PBIS</b>	Schoolwide Positive Behavioral Interventions and Supports
<b>TBI</b>	Traumatic Brain Injury
<b>TBVI</b>	Teacher of the Blind and Visually Impaired
<b>TDD</b>	Telecommunication Devices for the Deaf
<b>TEAE</b>	Test of Emerging Academic English
<b>TIES</b>	Technology and Information Educational Services
<b>TSES</b>	Total Special Education System
<b>TTY</b>	Teletypewriter
<b>UDL</b>	Universal Design for Learning
<b>UEB</b>	Unified English Braille
<b>UFARS</b>	Uniform Financial Accounting and Reporting System
<b>USC</b>	United States Code
<b>VI</b>	Visually Impaired
<b>VR</b>	Vocational Rehabilitation
<b>VSA</b>	Very Special Arts
<b>WIDA</b>	World-Class Instructional Design and Assessment
<b>WIOA</b>	Workforce Innovation and Opportunity Act
<b>WISC</b>	Wechsler Intelligence Scale for Children
<b>WSS</b>	Work Sampling System



# WORKS CITED

- Eligibility Requirements for School Board Member, Minnesota School Boards Association (MSBA)
- Austin Public Schools 200 Series Policies
- Standards for School Board Leadership, Minnesota School Boards Association (MSBA)
- Governance and Management, TeamWorks Minnesota School Boards Association (MSBA) School Board Workshop Series