SCHOOL BOARD MEMBER HANDBOOK

An Informational Guide for Eastern Carver County Public Schools Board of Education Members and the communities they serve

EASTERN CARVER COUNTY SCHOOLS

We Are Exceptional Personalized Learning

District112.org | 11 Peavey Rd. | Chaska, MN | 952-556-6100

TABLE OF CONTENTS

School Board Members and Superintendent's Office 3
School District History 4
School District Facilities 5
School District Strategic Plan 11
Equity in ECCS 13
Becoming a School Board Member 14
Standards for Board Leadership 16
Expectations of a School Board Member..... 19
- School Board Meetings
- Working Professionally and Respectfully
- Focusing on Governance
- Legal Obligations

School Board Policies 21
School Board Self Governance and Member Accountability 22
Characteristics of an Effective School Board 23
The Roles of the School Board (Governance) and the Role of District Administration (Management) 24
Who Reports to the School Board? 25
How the School Board Members Address Questions and Concerns: Examples and Board Responses 26
Election and Role of Board Officers 28
School Board Meetings and Input 31
What Happens at School Board Meetings?..... 33
School Board Liaison and Committee Assignments 34
Common Acronyms Used in Education 35
References 37

SCHOOL BOARD MEMBERS and SUPERINTENDENT'S OFFICE 2026



Sean Olsen
Chair



Dr. Angela Erickson, Vice-Chair/ Clerk



Jenny Stone, Treasurer



Rachel Berg Scherer
Director



Tim Klein
Director



Ellie Krug
Director



Joe Scott
Director



Dr. Erin Rathke
Superintendent
Ex-Officio

Superintendent's Leadership Cabinet

Nate Manaen, Assistant Superintendent
David Brecht, Executive Director of Finance & Operations
Dr. Khrisslyn Goodman, Executive Director of Research, Evaluation & Assessment
Celi Haga, Chief of Staff and Executive Director of Strategic Relations
Dr. Alicia Fischer, Executive Director of Community Education
Matthew Brain, Executive Director of Human Resources
Arika Mareck, Executive Director of Equity & Inclusion
Dr. Laura Pingry-Kile, Executive Director of Specialized Education Services
Sara Skar, Executive Assistant to the Superintendent and School Board

Eastern Carver County School District 112: Our History

The very first public schools in Carver County began in the 1850s as pioneers came into the territory. Chanhassen had the first school in 1855, while Carver's school was established in 1857 and was the first to have an organized district (County District #1) under the law regulating the setting up of school boards. Chaska soon followed with its own school in 1858 (District #5). Chaska was the first to set up a regular high school course and the first four pupils graduated in 1899. Carver, meanwhile, had built a beautiful brick school in 1878 at the cost of $5,000 with four rooms housing eight grades.

In 1925, there were seven independent high school districts in Carver County. By 1950 that number had dwindled to two as better facilities could be offered to students in larger centers. School year 1957-58 saw a new state-wide renumbering system and Chaska's new district number was 112. A law passed in 1971 requiring districts that did not operate a high school to consolidate with one that did. This brought Carver and Victoria under the 112 umbrella.

In 2008, School District 112 adopted the name Eastern Carver County Schools which presently includes seven elementary schools, three middle schools, three high schools as well as birth to three, pre-kindergarten, and vocational programming for those seventeen to 22.

Source: History of School District 112 by Lucie Hartley

Eastern Carver County School District 112: Today

Eastern Carver County Schools serves the areas of Chanhassen, Chaska, Carver, and Victoria. Carver County is located 25-30 minutes southwest of the Twin Cities. We currently serve approximately 9,000 students and 1,300 staff. The area is picturesque with bluffs on the Minnesota River, rolling hills, pastoral farmland, and lakes dotting the region. According to the US Census, Carver County is the most highly-educated county in Minnesota and the 30th wealthiest county in the nation.

Eastern Carver County Schools is a national leader in personalized learning. Our students are given the power to shape their education, supported by high academic standards and guided by caring and knowledgeable staff.

Source: www.district112.org

District Facilities



District Education Center

Welcome Center & Integrated Arts Academy (ALC)
11 Peavey Road
Chaska, MN 55318
(952) 556-6100



Early Childhood & Family Learning Center

Early Learning Programming, Preschool, Family Education, Community Education
110600 Village Road
Chaska, MN 55318
(952) 556-6400



STAR – Steps Toward Adult Responsibility

17-22 transition & work-based learning program
509 Lake Hazeltine Drive
Chaska, MN 55318
(952) 556-6120



Eastern Carver County Athletic Center

1650 Park Drive
Chaska, MN 55318



Victoria Recreation Center / Ice Arena

8475 Kochia Lane
Victoria, MN 55386
(952) 443-4255

District Facilities (cont.)



Bluff Creek Elementary

2500 Coulter Boulevard
Chanhassen, MN 55318
(952) 556-6600



Carver Elementary

1717 Ironwood Drive
Carver, MN 55315
(952) 556-1900



Chanhassen Elementary

7600 Laredo Drive
Chanhassen, MN 55317
(952) 556-6700



Clover Ridge Elementary

114000 Hundertmark Road
Chaska, MN 55318
(952) 556-6900



Jonathan Elementary

110300 Pioneer Trail West
Chaska, MN 55318
(952) 556-6500

District Facilities (cont.)



La Academia & Kinder Academy

Dual Immersion Spanish Language program
1800 Chestnut Road
Chaska, MN 55318
(952) 556-6300



Victoria Elementary

9500 Red Fox Drive
Victoria, MN 55386



Chaska Middle School East

1600 Park Ridge Drive
Chaska, MN 55318
(952) 556-7600



Chaska Middle School West

140 Engler Boulevard
Chaska, MN 55318
(952) 556-7400



Pioneer Ridge Middle School

1085 Pioneer Trail
Chaska, MN 55318
(952) 556-7800

District Facilities (cont.)



Chanhassen High School

2200 Lyman Boulevard
Chanhassen, MN 55317
(952) 556-3500



Chaska High School

545 Pioneer Trail
Chaska, MN 55318
(952) 556-7100



Integrated Arts Academy

9-12 ALC
11 Peavey Road
Chaska, MN 55318
(952) 556-6200

District Facilities (cont.)

ECCS



1 Bluff Creek Elementary
2300 Coulter Blvd., Chanhassen, MN 55317

2 Carver Elementary School
1717 Ironwood Drive, Carver, MN 55315

3 Chanhassen Elementary School
7600 Laredo Drive, Chanhassen, MN 55317

4 Chanhassen High School
2200 Lyman Blvd., Chanhassen, MN 55317

5 Chaska High School
545 Pioneer Trail, Chaska, MN 55318

6 Chaska Middle School East
1600 Park Ridge Drive, Chaska, MN 55318

7 Chaska Middle School West
140 Engler Blvd., Chaska, MN 55318

8 Clover Ridge Elementary School
114000 Hundertmark Road, Chaska, MN 55318

9 District Education Center Welcome Center & Integrated Arts Academy
11 Peavey Road, Chaska, MN 55318

10 Early Childhood & Family Learning Center
110600 Village Road, Chaska, MN 55318

11 Eastern Carver County Athletic Center
1650 Park Drive, Chaska, MN 55318

12 Jonathan Elementary School
110300 Pioneer Trail, Chaska, MN 55318

13 La Academia
1800 Chestnut Road, Chaska, MN 55318

14 Pioneer Ridge Middle School
1085 Pioneer Trail, Chaska, MN 55318

15 STAR
309 Lake Hazeltine Dr., Chaska, MN 55318

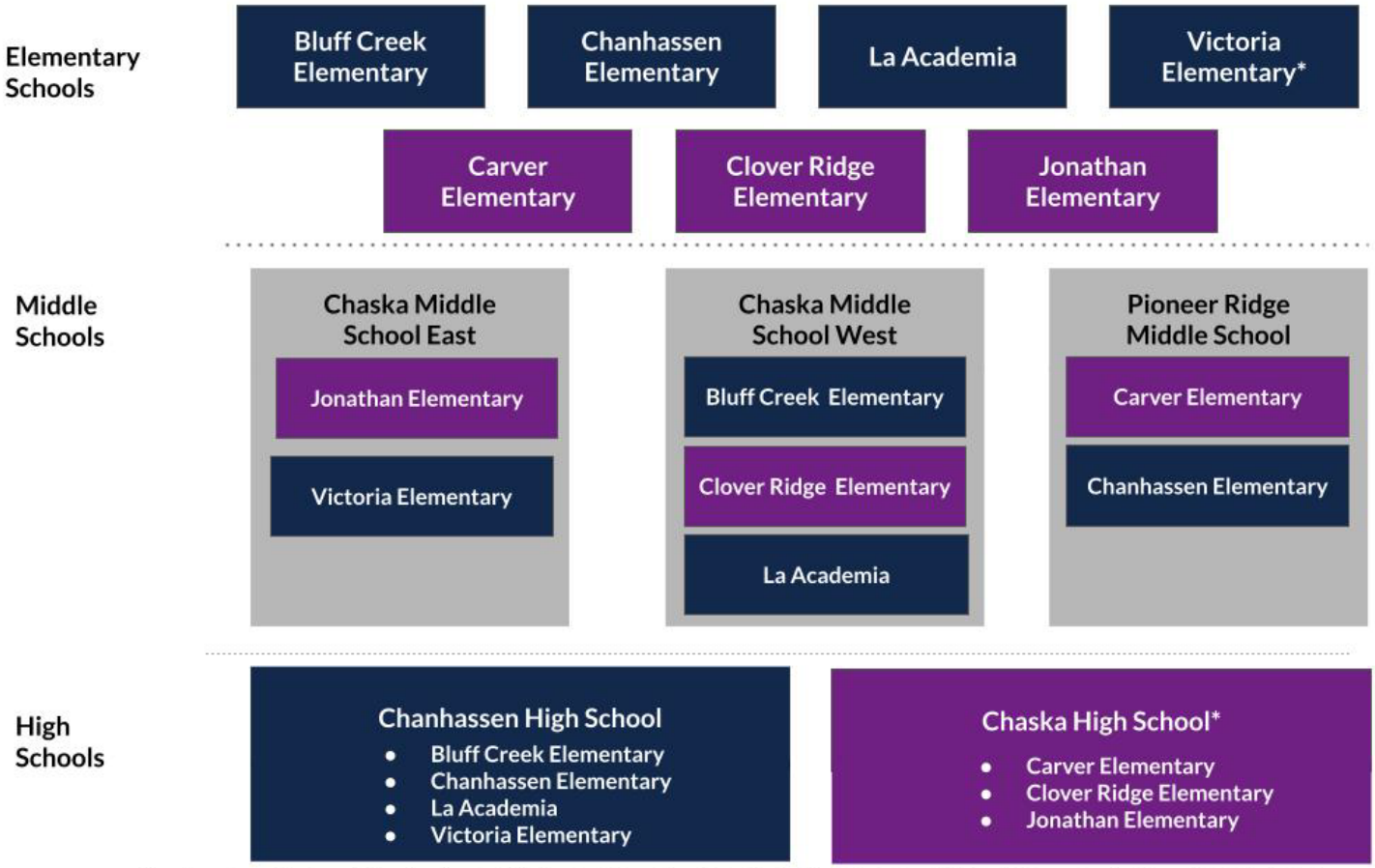
16 Victoria Elementary School
9300 Red Fox Drive, Victoria, MN 55386

17 Victoria Recreation Center/Ice Arena
8475 Kochia Lane, Victoria, MN 55386

EASTERN CARVER COUNTY SCHOOLS

Feeder School Model

School boundary is determined by primary home address.
To find your school attendance area, visit *eccs.mn/boundaryfinder*.



*The downtown Chaska neighborhood east of N. Chestnut St. and south of Chaska Blvd. that attends Victoria Elementary is aligned with Chaska HS.
Note: Enrollment in the district's third high school, Integrated Arts Academy, is based on family choice.

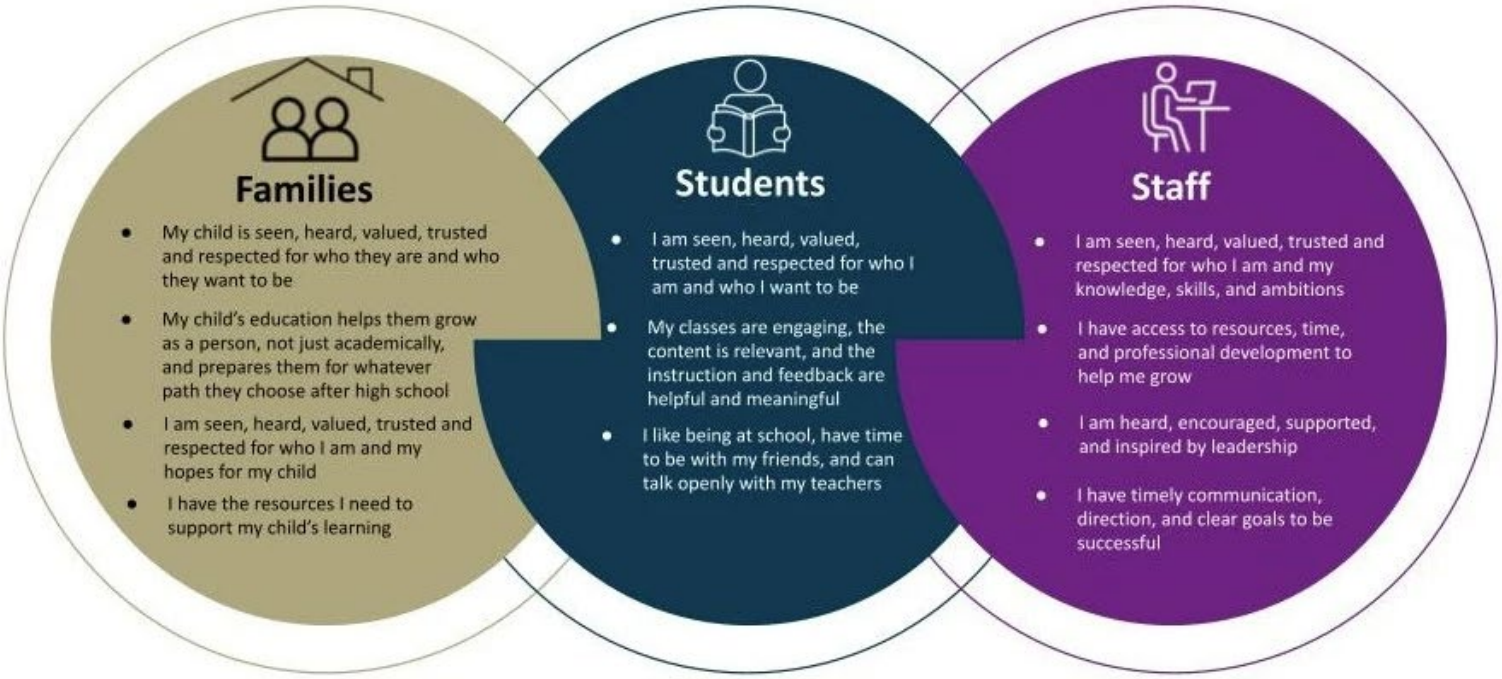
Strategic Plan

Eastern Carver County Schools has completed a comprehensive strategic planning process that identified what was working well, what needed improvement, and the desired experiences of students, families, and staff. The strategic plan is the roadmap the district will follow to continuously improve personalized instruction, climate, and experience to achieve high levels of success for all students.



Desired Daily Experience

Success toward achieving our vision will also be measured through our commitment to actualizing the desired daily experience of our students, families, and staff. The common themes from our stakeholders identified the importance of being seen, heard, valued, and trusted as a member of our district community



Equity in ECCS

At Eastern Carver County Schools, we are committed to creating a school environment where everyone feels welcome, safe, and included, and where every child has access to the tools and opportunities they need to succeed. The mission of our school district is learners achieving their personal best and simply put, we cannot be successful if equity work isn't foundational to our approach to learning.

Eastern Carver County School Board and district staff are committed to this work. Equity is foundational to personalized learning, it's necessary for strong communities, and every single one of our students will benefit not just during school, but after they leave our halls. This work requires an investment from all of us, administrators, teachers, parents, students, caregivers, and community members to be successful. This is long-term, ongoing work, which the entire ECCS team believe in, and in the potential of every student in our district.

Equity Initiatives:

Eastern Carver County Schools is and has been, committed to providing students equal educational opportunities. Over the last decade, our district has engaged in a variety of initiatives with the shared purpose of creating communities of belonging and success. Our commitment to equity is reflected districtwide in work designed to:

- **Acknowledge** and check our racial and cultural biases;
- **Utilize** data to understand what is working and where we must improve;
- **Implement** best practices related to engaging and supporting learners in achieving their personal best;
- **Provide** stakeholders in our community with opportunities to engage meaningfully and guide our vision for equity.

Becoming a School Board Member

Eastern Carver County Schools is governed by seven board members, elected at large, representing all citizens within the district's boundaries. School board members can expect to spend an average of 180 hours per year preparing for and conducting board business at meetings, work sessions, professional development, retreats, special meetings and representing the school board outside of district-specific meetings. Many school board members commit even more time to the role. School board members receive a stipend for their work. School board members may not receive gifts valued at above $5, per state law.

Becoming a Board Member

ECCS School Board 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 scheduled for election on an alternating basis, with four spots open one year and the remaining three being available two years later. The process then repeats itself.

During school board election years, filings for school board seats generally open on the first Tuesday of August and close two weeks later. Filings are conducted at the District Education Center, 11 Peavey Rd. Chaska, MN Monday through Friday from 8 a.m. to 4 p.m. and cost $2.00 each.

Eligibility Requirements

Source: Minnesota School Boards Association (MSBA)

To run for an Eastern Carver County School Board seat, you must be:

- At least 21 years old
- An eligible voter
- A district resident for at least 30 days prior to being elected/appointed
- Have no prior felony convictions

Becoming a School Board Member

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 Eastern Carver County Public Schools. In addition, if a member of the school board 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 school board 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.

Compensation

District 112 School Board members receive payment for serving on the Board. As with all District 112 employees, payment will be deposited directly into Board members' designated bank accounts. Board members are paid on a quarterly basis.

Compensation is as follows:

- School board members' compensation ($4,000/year)
- School board chairperson compensation ($4,500/year)
- Board members serving on Personnel/Negotiations Committee receive an additional $1,020 during the year of teacher contract negotiations - Two payments of $510 June 30 and September 30.

STANDARDS FOR SCHOOL BOARD LEADERSHIP

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

Eastern Carver County School Board members strive for excellence in governance, operate in partnership with the superintendent, support excellence in management, and collaborate with staff, students, families, and the public.

Eastern Carver County Schools may use terminology and structure defined in policy, resolution, and plan that differs slightly from sourced materials in this handbook.

Standard 1: Conduct And Ethics
The school board, as a whole, provides leadership 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 appropriate communication sequence, by directing people with concerns to the appropriate staff.
8. Set an example of respectful and civil leadership.

Source: MSBA, 2017 and TeamWorks

STANDARDS FOR SCHOOL BOARD 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 framework that includes well-crafted school district belief statements, goals, and focus areas that enable the school board to evaluate school district performance.
3. Regularly monitor implementation targets to evaluate progress toward goal achievement and school district success.
4. Ensure that the school district belief statements, mission, goals, focus areas and implementation targets 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 support 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.

STANDARDS FOR SCHOOL BOARD LEADERSHIP

Standard 4: Accountability
The school board is accountable to the community for regularly monitoring the conditions affecting the school district. 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. Evaluate the school board's performance annually (conduct a self-evaluation).
4. 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.
5. 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. Use 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 guide's decision-making as it relates to Eastern Carver County Public Schools. MN Statute 123B.09 and the District's School Board Member Code of Ethics Policy 209 outlines the expectations, functions, and legal obligations for board members. *Source: ISD112, Policy 209.*

EXPECTATIONS OF A SCHOOL BOARD MEMBER

School Board Meetings

1. Attend school board meetings, including business and committee meetings, study and professional development sessions. Members shall notify the chair if planning to be absent.
2. Come to 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. Keep an open mind about how they will vote on any item until the board has met and fully discussed the issue.
5. Make decisions after all sides of debatable questions have been presented, including those of the superintendent.
6. Participate in school board action after considering the recommendation of the superintendent and only after the superintendent has furnished adequate information supporting the recommendation.
7. Vote in school board meetings, unless abstaining because a conflict of interest exists.
8. Respect a majority decision as a decision of the board as whole and treat it as such in public.

Working Professionally and Respectfully

1. Respect the rights of others to have and express opinions.
2. Recognize authority rests with the school board in legal session – not with individual school board members except as authorized by law.
3. Make no disparaging remarks publicly, in or out of school board meetings, about other members of the school board or district staff.
4. Recognize the integrity of predecessors and associates and appreciate their work.

Focus on Governance

1. Be informed about and perform the proper duties and functions of a school board member, as indicated by the Minnesota School Board Association.
2. Be primarily motivated by a desire to provide the best possible education for the students of the school district.
3. Prioritize district interest over self-interest, putting aside any conflicting loyalty a member may have to advocacy, partisan or other interest groups.

EXPECTATIONS OF A SCHOOL BOARD MEMBER

Focus on Governance, cont.

4. Focus on education policy as much as possible.
5. Remember their responsibility is to set policy – not to implement policy.
6. Consider themself a trustee of public education and do their best to protect, conserve, and advance its progress.
7. Recognize that the 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.
8. Work through the superintendent – not over or around the superintendent.
9. Delegate and support the implementation of school board decisions to the superintendent.
10. Refer all complaints to the proper administrative officer or insist that they be presented in writing to the whole school board for proper referral according to the chain of command, and abstain from individual counsel and action.

Legal Obligations

1. Comply with all federal, state, and local laws relating to 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 their 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.

School Board Policies

The 200 series of district policies related specifically to school board operations. These policies can be accessed on the district website or by clicking on the individual policies below.

201	Legal Status of the School Board
202	School Board Officers
203	Operation of the School Board - Governing Rules
203.1	School Board Procedures; Rules of Order
203.2	Order of the Regular School Board Meeting
203.5	School Board Meeting Agenda
204	School Board Meeting Minutes
205	Open Meetings and Closed Meetings
206	Public Participation / Data Privacy
207	Public Hearings
208	Development, Adoption, and Implementation of Policies
209	Code of Ethics
210	Conflict of Interest - School Board Members
211	Criminal or Civil Action Against School District, School Board Member, Employee, or Student
212	School Board Member Development
213	School Board Committees
214	Out-Of-State Travel by School Board Members

At the second or third meeting, the policy is listed on the agenda, and the Board will vote on the new/revised policy. The successful passage makes the policy effective immediately unless otherwise noted. The Policy Manual is maintained on the District's website.

SCHOOL BOARD SELF GOVERNANCE and MEMBER ACCOUNTABILITY

The school board will annually evaluate its performance in fulfilling the board's duties and responsibilities, and the board's ability to work with the superintendent as a team.

The school 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 board member's violation of policy, or other forms of misconduct, the board shall address the issue according to the following steps:

1. Conversation in a private setting between the offending member and the school board chair and/or other individual member; such conversation will be reported to the balance of the school 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, and removal from committees and leadership positions, to which the member has been appointed or elected.
4. Extreme and/or repeated instances of violations may result in more severe consequences as allowed by Minnesota statute 123.B.09; Subd. 9.

CHARACTERISTICS OF EFFECTIVE SCHOOL BOARDS

- 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.

Source: MSBA; Center for Public Education, 2019

ROLES OF THE SCHOOL BOARD AND ADMINISTRATION

As the elected governing body of ECCS, the school board, among other duties, is responsible for…	As the executive team of ECCS, the superintendent and administrative team is responsible for…
Establishing, reviewing and updating policy based on recommendations from the superintendent.	Implementing policy and making recommendations for policy updates and changes.
Hiring and evaluating the superintendent, the chief administrator and only employee whom the board supervises.	Hiring, supervising and evaluating all other staff and all operations.
Fielding questions and concerns about items on the board's agendas and/or the superintendent.	Fielding questions and concerns about school/district operations including questions and/or concerns about staff members (other than the superintendent).
Annually approving budget parameters, and the subsequent annual overall budget established within said parameters.	Allocating and managing resources (financial, human, and physical) within the board approved budget and budget parameters.
Identifies decisions that require community engagement and directs administration to seek input and/or feedback prior to board action.	Leads and implements staff, parent, and community relations and engagement.
Advocating for students and the school district with lawmakers.	Supporting the board's advocacy including, but not limited to, information gathering and issue identification.
Approving policies, as recommended by the superintendent, that guide curriculum selection processes (e.g. graduation requirements).	Reviewing, selecting and implementing curriculum, including materials, in a manner consistent with board-approved curricular policies.
Setting goals aligned to the strategic plan and monitoring achievement toward their attainment.	Determining and implementing an action plan to achieve the board's goals. This includes, but is not limited to, ensuring continuous improvement through performance management, professional development and instructional leadership.

WHO REPORTS 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 district, 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.

In working with the Superintendent and staff, board members shall:

1. Hold the superintendent responsible for the administration of the school district.
2. Give the superintendent authority commensurate with their responsibilities.
3. Assure the school district is administered by the best professional personnel available.
4. Consider the recommendation of the superintendent in hiring all employees and contractors.
5. Insist the superintendent keep the school board adequately informed at all times.
6. Offer the superintendent counsel and advice.
7. Recognize the status of the superintendent as the chief executive officer and a non-voting, ex officio member of the school board.
8. Present any personal criticisms of employees to the superintendent in a private setting.
9. Provide support for the superintendent and employees so they may perform their proper functions on a professional level.

HOW THE SCHOOL BOARD ADDRESSES QUESTIONS and CONCERNS:

Examples and Responses

General Guidance to School Board Members When Receiving Concerns

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 guidelines:

- Do not agree to confidentiality or commit to limit your options of notification.
- Be available for contact in the future if redirecting the person to the appropriate staff person or administrator does not address the concern.
- Be alert to patterns of like concerns and notify the superintendent's office of that possibility.
- If the concern raises governance or public relations questions, contact the board chair in addition to the superintendent's office.
- Avoid forming and communicating opinions about a decision before the school board has discussed it in a board meeting.
- Generally, it's best to respond to inquiries and concerns via official channels. For example, if a community member contacts you about district business at your personal email address, forward the email to your school board email account and respond through it.

Situation/ Example	**Sound Governance: How a High Functioning School Board Responds**
What do I do if I receive concerns from a staff member, student, parent or caregiver?	Follow the *General Guidance to School Board Members When Receiving Concerns*. Encourage the concerned student, staff member or parent to contact the staff member in the school or district best prepared to address their concern or question. For example: ***From staff member***, redirect them to a supervisor, and notify the superintendent's office. *Board members should not get involved in employment and contractual issues.* ***From a student***, redirect the student to the principal and notify the superintendent's office. *Follow district procedures if a safety concern is raised.* ***From a parent/caregiver:*** Redirect the parent/caregiver to the teacher, or principal, or administrator as appropriate and notify the superintendent's office. *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. Confidentiality and safety procedures must be followed.*

Source: Application of Excellence in Governance

HOW THE SCHOOL BOARD ADDRESSES QUESTIONS and CONCERNS:

Examples and Responses

What do I do if I receive concerns via email?	It is important to send an acknowledgment email to the person who emailed you thanking them for reaching out and letting them know that you forwarded their concern to the superintendent's office. Follow the *General Guidance to School Board Members When Receiving Concerns*. After responding to the email's author and forwarding their concern to the superintendent's office, additional engagement or seeking to understand the issue is not necessary. Do not "cc" or "bcc" to any individual or group, nor "reply to all."
What do I do if information about me, the school board, or the district is incorrectly referenced in a social media post?	• As a school board member, it is not generally advised to engage in social media debates and criticisms. • Contact the board chair and the superintendent directly to make them aware of the issue so that the appropriate district staff person can quickly provide factual information on the social media platform, if warranted, or so that legal counsel may be contacted if there is a concern regarding confidentiality or safety. • Ideally, the school district will have staff and community advocates who will participate in social media groups on a regular basis to communicate district information and monitor news and activity that pertains to the school district.
What if I disagree with a report or presentation to the board?	• Submit questions and concerns to the Office of Superintendent as board protocol describes. • Reflect on what is driving the concern or disagreement. • If the disagreement is in the details, request a meeting with the superintendent to discuss. • Do not surprise administrators or board colleagues in work sessions and business meetings as it will not promote accuracy and partnership.

Source: Application of Excellence in Governance

ELECTION and ROLE OF BOARD OFFICERS

Election of Officers

The school board meets annually on the first Monday in January, or as soon after as practical, and elects a chair, vice chair, clerk and treasurer, and other officers as determined by the school board. The previously appointed chair continues to serve as the chair until a new chair has been selected. In the event the chair either chooses not to run again or was not re-elected, the following board members, in order from first to last, shall serve as chair until a new chair is elected:

- Vice-Chair
- Clerk
- Treasurer

The new chair officiates the selection of vice chair, clerk and treasurer. Unless removed by the board from their position as an officer, the chair, vice chair, clerk, and treasurer shall hold office for one year and until their successors are elected and qualify.

Officer Responsibilities

Chair

1. Preside at all meetings of the school board, and ensure orderly conduct of all participants as described in Robert's Rules of Order.
2. Consult with the superintendent on creation of school board meeting agendas.
3. Call special meetings of the school board, providing legal notice is given to all members
4. Countersign all orders upon the treasurer for claims approved by the school board.
5. Sign all contracts or agreements approved by the school board.
6. Appear on behalf of the school board in all actions brought by or against it, unless individually a part, in which case the vice chair will perform this duty.
7. After discussion by the school board, appoint members of all board committees and liaisons in accordance with Policy 213.
8. Confer with the superintendent in time of emergency and canvass the opinion of all members of the school board when necessary.
9. Ensure that the policies of the school board are properly administered.

ELECTION and ROLE OF BOARD OFFICERS

(Responsibilities of Chair, con't)

10. Assure all school board member actions are consistent with school board policies.
11. Act as public spokesperson for the school board except as when the responsibility is delegated to others.
12. Chair is not authorized to exercise any power as an individual to supervise or direct the superintendent or any employee of the district.
13. Responsible for the final school board evaluation at the end of each school year.

Vice-Chair

1. In the absence of the chair, exercise the powers and perform the duties of chair.
2. Assists chair as requested in the execution of chair responsibilities.

Clerk

1. Keep accurate records of the proceedings of all meetings of the school board and publish minutes.
2. Sign all contracts and agreements approved by the school board.
3. Sign all orders upon the treasurer for the payment of money for bills and salaries approved by the school board.
4. Perform other duties as required by law or directed by the school board chair.
5. Perform duties of the chair in the event the chair and vice-chair are absent.

Deputy Clerk

1. The executive assistant to the Superintendent and School Board shall serve as deputy clerk of the school board.
2. The clerk of the school board is responsible for carrying out the duties prescribed by law and established by the school board. The deputy clerk shall assist the clerk in fulfilling those duties.

ELECTION and ROLE OF BOARD OFFICERS

Treasurer

1. Ensure monies are received and receipted in a timely manner and immediately deposited in repositories designated by the school board.
2. Ensure all records are open at all times to school board review and inspection.
3. Ensure a record is maintained of all redeemed orders, showing name, number and amount.
4. Ensure all monies received are accounted for by fund.
5. Review individual school board member expenses and monitor school board budget, providing quarterly reports and updates.
6. Perform other duties as required by law or directed by the school board chair.
7. Treasurer shall perform duties of the chair in the event of the chair, vice chair and clerk are absent.

Source: ISD112 Policy 202

MEETINGS and INPUT

Membership on the school board requires attendance at a variety of meetings held every month. A quorum of members (defined as four or more of the seven members for regular meetings) must be present for a board meeting to be official and before any action can be taken by the Board. All school board meetings are open so the public has the opportunity to see and hear all discussion, testimony, and votes.

The district website (www.district112.org/community/school-board) will contain the up-to-date list of meetings and agendas. Meetings may be subject to change due to unforeseen circumstances such as weather, health and safety.

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 / Clerk, and Treasurer. The District 112 School Board uses this meeting to set committee and liaison assignments as well as establish a number of other business items.

Regular Meetings (Business Meetings)*

School Board business meetings (aka *Regular Meetings*) begin at 6:30 p.m. on the fourth Monday of most months. Meetings are in the board room on the third floor of the District Education Center, 11 Peavey Rd. Meetings may be attended in-person, live streamed online via a link on the school board page of the school district website or viewed on demand from a recorded version of the meeting posted on the district website.

Work Sessions

School Board *Work Sessions* begin at 6:30 p.m. on the second Monday of the month seven times a year to study and discuss issues in more depth. Work sessions are held in various school buildings, and open to the public. The schedule can be located on the district website.

Special / Closed Meetings

Occasionally, the school board may need to meet for a study session, a board meeting, professional development, or a combination thereof. These *Special Meetings* begin at 6:30 p.m. unless determined otherwise. Sometimes, the school board must meet in closed and confidential meetings, which generally include information relating to personnel, negotiations, or confidential student information. The school board also holds professional retreats with the administrative team up to four times per year.

MEETINGS and INPUT

Listening Sessions/Public Comment

Prior to the work sessions, two members of the school board will host a listening session from 5:15 – 6:15 p.m. to engage in dialogue with community members. The school board also invites parents/caregivers, students and staff, and community residents to comment to the school board at Regular Meetings during the Open Forum agenda item. Guidelines for open forum are available on the district website.

Individuals wishing to speak during open forum are encouraged to register by completing the form on the school district website. The link is available beginning at noon on the day of regular meetings. Those wishing to speak may also sign up in-person prior to the regular meeting if slots are available.

On occasion, the school board may host a public input meeting. Public input meetings are devoted to specific topics of interest as identified by the school board, administration, or community. During public input meetings, the school board or administration typically makes a factual presentation, and may include a recommendation, followed by a structured question/answer/commentary input or feedback process.

WHAT HAPPENS AT SCHOOL BOARD MEETINGS?

School board meetings are the way the school board conducts its governance function and takes official action on behalf of the school district. In most schools districts, there are generally two kinds of standing school board meetings:

- An official business meeting, called a *Regular Meeting* in Eastern Carver County Public Schools.
- An informal work or study session, called a *Work Session* in Eastern Carver County Public Schools.

Regular Meetings

Regular Meetings of the school board are the most formal and business-oriented meetings of the school district. Regular meetings focus on the business actions required of the school board by law or policy. They typically include a set agenda, including a consent agenda, and items that require board action within its governance role, such as policy changes, district budget approval, and other designated school board functions. They are meetings *of the school board* to conduct official business and, while they are open to the public, they are not meetings of the public where members of the public participate in discussion with the school board. Regular Meetings also include reports and presentations by the administration.

In order to ensure that the Regular Meetings are run as efficiently as possible, some agenda items are included on a consent agenda. Consent agenda consists of routine items of *administrative* business that require approval, confirmation, or ratification by the board. These items may include the hiring of employees and approval of contracts and financial agreements that are not anticipated to require discussion by the board. School board members may request a consent agenda item be pulled for additional information, discussion or a separate action, though this is a rare occurrence.

Work Sessions

Work Sessions are typically less formal than Regular Meetings and are limited in the number of agenda items included to allow for a more in-depth review of topics and information related to future decisions, or items that may affect the school district.

Work Sessions often include a presentation of information by district staff and discussion among the board members and administration. Work Sessions provide the school board an opportunity to fully explore and discuss topics and issues, which allows for more efficient Regular Meetings where official action is taken.

ADDITIONAL SCHOOL BOARD ASSIGNMENTS

School board members are annually paired with specific elementary, middle and high schools, and early childhood centers. Board members are encouraged to attend parent/teacher organization meetings for each of their ambassador schools and centers, along with other school celebrations and events.

Board members accept assignments to select district committees and task forces which meet periodically to study specific issues, work on projects and make recommendations to the school board. Board members are expected to attend as many committee meetings as possible. Their role on these committees is generally as a liaison to the school board, as an observer, and as a non-voting member since, in most cases, the school board will be voting on issues related to the work of the committees at a later time.

In addition, school board members represent Eastern Carver County Public Schools in metro and state education organizations in which the district has membership. Advisory committee information may be found on the district website. Current board member assignments include:

- Advertising Committee
- Association of Metropolitan School Districts (AMSD)*
- Bright Works (Formerly Metro ECSU)*
- Community Education Advisory Council
- Community Leaders
- District 112 Foundation
- Equity Advisory Council
- Minnesota State High School League (MSHSL)*
- Special Education Advisory Committee
- SW Metro Intermediate School District & Board*
- Teaching and Learning Advisory Committee

**External organizations in which ECCS participate as contributing or voting members.*

Common Acronyms Used in Education

ACA – Affordable Care Act (PPACA)
ACT – American College Test
AD – Activities Director
ADA – Average Daily Attendance **ADA or ADAAA –** Americans with Disabilities Act Amendments Act of 2008
ADD – Attention Deficit Disorder
ADHD – Attention Deficit Hyperactive Disorder
ADM – Average Daily Membership
ALC – Alternative Learning Center
ALP – Alternative Learning Program
AMCPU – Adjusted Marginal Cost Pupil Unit
ANTC – Adjusted Net Tax Capacity
AP – Advanced Placement
APU – Adjusted Pupil Units
ATPPS – Alternative Teacher Professional Pay System (Q Comp)
AYP – Adequate Yearly Progress
BCA – Bureau of Criminal Apprehension
BMS – Bureau of Mediation Services
CLP – Continual Learning Plan
CTE – Career and Technical Education
DHS – Department of Human Services
D/HH – Deaf/Hard of Hearing
EBD – Emotional Behavior Disorder
ECFE – Early Childhood Family Education
ECSE – Early Childhood Special Education
EL – English Learner
EM or EdMN – Education Minnesota
EDRS – Electronic Data Reporting System
EEOC – Equal Employment Opportunity Commission
EIS – Early Intervention Services
E–RATE – Education Rate (federal discount on telecommunications and internet access)
ERISA – Employee Retirement Income Security Act
ESL – English as a Second Language
ESEA – Elementary and Secondary Education Act
FMLA – Family and Medical Leave Act
FTE – Full–Time Equivalent
FY – Fiscal Year
GED – General Education Diploma
GPA – Grade Point Average
HI – Hearing Impaired
HSGI – High School Graduation Initiative
IB – International Baccalaureate **IDEA** – Individuals with Disabilities Education Act
IEP – Individualized Education Program
IFSP – Individual Family Service Plan **IPAD** – Information Policy Administration Division (of the MN Department of Administration)
ISD – Independent School District **IT** – Information Technology
ITBS – Iowa Tests of Basic Skills
ITV – Interactive Television
K12 – Kindergarten through 12th Grade
LD – Learning Disability
LEA – Local Education Agency
LEP – Limited English Proficiency **LLA** – Last Location of Attendance **LRE** – Least Restrictive Environment **LTD** – Long–Term Disability
LYP – Learning Year Program
LYPS – Learning Year Program Site
MAEOP – Minnesota Association of Educational Office Professionals
MARSS – Minnesota Automated Reporting Student System
MASA – Minnesota Association of School Administrators
MASBO – Minnesota Association of School Business Officials
MASSP – Minnesota Association of Secondary School Principals

Common Acronyms Used in Education *cont.*

MESPA – Minnesota Elementary School Principals' Association
MinnSPRA – Minnesota School Public Relations Association
MLA – Minnesota Library Association
MMMI – Mild to Moderate Mentally Impaired (EMH)
MnSCU – Minnesota State Colleges and Universities System
MNTAAB – Minnesota Tax and Aid Anticipation Borrowing Program
MnEEP – Minnesota Education Equity Partnership
MOE – Maintenance of Effort
MREA – Minnesota Rural Education Association
MS – Minnesota Statutes
MSBA – Minnesota School Boards Association
MSBAIT – Minnesota School Boards Association Insurance Trust
MSDLAF+ – Minnesota School District Liquid Asset Fund Plus
MSHSL – Minnesota State High School League
NCES – National Center for Education Statistics
NCLB – No Child Left Behind (see also ESEA)
NTC – Net Tax Capacity
OCR – Office for Civil Rights
OMB – Office of Management and Budget
OML – Open Meeting Law
P-12 – Pre-Kindergarten through 12th Grade
P-20 – Pre-Kindergarten through Bachelor's Degree (post-secondary)
PELRA – Public Employment Labor Relations Act
PERA – Public Employees Retirement Association
PFDA – Pupil Fair Dismissal Act
PPACA – Patient Protection and Affordable Care Act (also referred to as ACA)
Pre-K – Pre-Kindergarten
PSEO – Post–Secondary Enrollment Options
PU – Pupil Units
Q COMP – Quality Compensation (see also ATPPS)
RFP – Request for Proposal
RFQ – Request for Quote
RMCPU – Resident Marginal Cost Pupil Units
RMIC – Regional Management Information Centers
RMV – Referendum Market Value **RTI** – Response to Intervention
SAT – Scholastic Aptitude Test or Student Assistance Team
SEE – Schools for Equity in Education **SOD** – Statutory Operating Debt
STARS – Staff Automated Reporting System
T & E – Training and Experience
T1 – Tee one large bandwidth copper phone line
TDE – Teacher Development and Evaluation
TIES – Technology and Information Educational Services
TIF – Tax Increment Financing
TIP – Teacher Improvement Plan **TRA** – Teachers Retirement Association **TSA** – Tax–Sheltered Annuity
UFARS – Uniform Financial Accounting and Reporting Standards
ULA – Unrequested Leave of Absence
URL – Universal Resource Locator
WADM – Weighted Average Daily Membership

REFERENCES

Eligibility Requirements for School Board Member, Minnesota School Boards Association (MSBA), Bloomington Public Schools 200 Series Policies

Standards for School Board Leadership, Minnesota School Boards Association (MSBA) Governance and Management, TeamWorks International

Minnesota School Boards Association (MSBA) School Board Workshop Series

Last Updated: January 2026

This handbook shall be reviewed annually at the School Board Organizational Meeting.