



District 196

SCHOOL BOARD HANDBOOK

*Educating, developing, and inspiring
our students for lifelong success.*

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** To access some items linked in this document, you will need to log into your Minnesota School Boards Association account*



INTRODUCTION

This handbook, modeled after the Minnesota Association of School Boards (MSBA) Handbook, explains how the District 196 School Board works and what is expected of members. It covers essential statutes, policies, meetings, committees, partnerships, and communication details. It's designed to help Board members effectively carry out their duties and responsibilities in serving constituents and advancing the school district's mission.

The Board will review this handbook under the Consent Agenda during the January Organizational Meeting and use the material to onboard new members.

Handbook Maintenance and Review Process

- The Board will annually:
 - Review mutual expectations of Board norms;
 - Seek input from professional associations regarding best practices;
 - Check the MSBA website for suggested handbook updates;
 - Adopt the updated handbook by a majority vote of the Board.
- Board members may propose additions/revisions to the handbook during the annual review.
- The handbook may reflect adopted policy changes without further Board action.
- Hyperlinks within the handbook may be updated without further Board action.
- The date this handbook was last reviewed, updated, and revised is included on the cover page of this handbook.

WHO WE ARE

As the governing body for District 196, the Board establishes policies to ensure the effective management of district resources in support of student education. The Board hires the superintendent, approves the budget, approves contract parameters and staff appointments, sets the school levy, and ensures facilities and equipment are available for effective learning.

Board members are elected at large to four-year terms during the November general election in odd-numbered years. As elected officials, members are accountable to the district’s voters and the Minnesota Department of Education, which oversees public education in Minnesota.

Effectiveness as a Board member depends on how well you know the district’s schools, staff, students, and communities. As a Board member, you represent everyone in our community.

Understanding the unique needs and goals of District 196 will help you advance policies and initiatives that improve education. By staying informed, you’ll be able to make better decisions and earn the trust of other Board members, the community, staff, and students. Let this knowledge guide your work, helping you create an environment where every student is inspired for lifelong success.

Current Board Members and Terms

(Board elections are held in November of odd-numbered years)

Robin Cerio	2029	robin.cerio@district196.org
Catherine Diamond	2027	catherine.diamond@district196.org
Leah Gardner	2029	leah.gardner@district196.org
Cory Johnson	2027	cory.johnson@district196.org
Jackie Magnuson	2027	jackie.magnuson@district196.org
Sakawdin Mohamed	2029	sakawdin.mohamed@district196.org
Anna Williams	2027	anna.williams@district196.org



District Identity

District 196 provides infinite possibilities for more than 29,000 students in early childhood, K-12, adult, and community education programs for lifelong learners of all ages. It is the third-largest school district in Minnesota, behind Anoka-Hennepin Area Schools and St. Paul Public Schools.

Known as Rosemount-Apple Valley-Eagan Public Schools, District 196 serves more than 165,000 residents in the cities of Rosemount, Apple Valley, Eagan, Burnsville, Coates, Empire, Inver Grove Heights, Lakeville and Vermillion Township in Dakota County, Minnesota. The district was incorporated in 1950.

District 196 includes 20 elementary schools (five are magnet schools), six middle schools, four comprehensive high schools, Minnesota's original School of Environmental Sciences (grade 11-12), Dakota Ridge School (serving students with significant special needs), two early childhood centers, one transition plus center (serving 18- to 22-year-olds with special needs), and one area learning center.

Among Minnesota school districts, a state that is growing in diversity, District 196 exceeds state averages for [many demographic groups](#). For example, our [2025 Enrollment Report](#) provided the following data:

- 28,934 students
- 45.3% students of color (38.6% statewide)
- 8.9% English learners (9.6% statewide)
- 120+ languages
- 25.6% qualify for free/reduced lunch
- 18.9% qualify for special education

As one of Dakota County's largest employers with 4,000+ employees, District 196 operates Minnesota's largest school bus fleet, the largest food service operation in the county, and maintains more facility square footage (4 million square feet) than any public or private entity in the area.

District 196 Leadership Directory

Name	Cabinet position	Email address
Michael Bolsoni	Superintendent	supt@district196.org
Khia Bruse	Director of Community Education	khia.bruse@district196.org
Janet Fimmen	Director of Special Education	janet.fimmen@districct196.org
Eric Hansen	Director of Elementary Education	eric.hansen@district196.org
Rachel Hughes	Director of Instruction and Achievement	rachel.hughes@district196.org
Virgil Jones	Director of Equity and Inclusion	virgil.jones@district196.org
Joel Milteer	Director of Human Resources	joel.milteer@district196.org
Christopher Onyango-Robshaw	Director of Finance and Operations	christopher.onyango-robshaw@district196.org
Jeremy Sorenson	Director of Elementary Education	jeremy.sorenson@district196.org
Janet Swiecichowski, EdD	Communications Director	janet.swiecichowski@district196.org
Adam Wattenbarger	General Counsel	adam.wattenbarger@district196.org



Strategic Roadmap



DISTRICT 196

STRATEGIC ROADMAP

ADOPTED JUNE 26, 2023



MISSION

OUR CORE PURPOSE WITH DISTINCTION

Educating, developing, and inspiring our students for lifelong success.



VISION

WHAT WE INTEND TO CREATE

District 196 provides the experiences that our students, families and employees desire by:

- Developing the whole student and honoring diverse needs and cultures;
- Engaging students with opportunities in academics, arts and athletics, and
- Living our mission and core values to prepare students, families and employees for lifelong success.



CORE VALUES

DRIVERS OF OUR WORDS AND ACTIONS

- Student-Centered** • All decisions are centered on what is best for students.
- Empathy** • Seeking awareness and understanding of the perspectives and experiences of others.
- Wellness** • Support the emotional, social and physical well-being of the whole person.
- Integrity** • Act with respect, honesty and responsibility.
- Achievement** • Provide learning with high expectations, rigor and resiliency for all.
- Collaboration** • Learn and engage together for a shared purpose.
- Community** • Foster an environment of inclusivity, engagement and belonging.
- Lifelong Learning** • Inspire a love of learning for all ages.



STRATEGIC PRIORITIES

FOCUS OF OUR CONTINUOUS IMPROVEMENT

- Wellbeing** • Increasing capacities, skills, structures, and experiences in social-emotional wellbeing.
- Achievement** • Strengthening and aligning curriculum and instructional practices across all classrooms to improve student outcomes and staff efficacy.
- Equity** • Supporting equity as a core competency through practices, structures, beliefs, resources and staffing.
- Resources** • Providing staffing, facilities, technology and equipment needed to support a safe, sustainable and dynamic learning environment for all students.



WHAT WE DO: RESPONSIBILITIES

Individual Board Membership

Being a Board member comes with the critical responsibility of maintaining high ethical standards. By staying committed to honesty, transparency, and accountability, you'll improve education policies and build trust within the community. Your actions and decisions will impact the future of our students, schools, and community. Let the [Board's Code of Ethics \(203.7AR\)](#) guide you in making decisions grounded in our mission, core values, and personal dedication.

Boards function most effectively when their members concentrate on the bigger picture: developing policy, setting strategic goals, and engaging with stakeholders — all aiming to improve student achievement. When Boards delve into administrative matters, districts can experience setbacks. A divided Board often results in a divided community.

At District 196, Board members are committed to making decisions in the best interests of students while serving the district's best interests and actively listening to and understanding the diverse perspectives of individuals and groups. Our Board members strive for excellence in governance, work in partnership with the superintendent, support effective management, and foster collaboration with staff, students, families, and the broader community.

Board Time Commitment

The time required to complete your responsibilities will vary by time of year. It will depend on how many meetings are scheduled, which committees you serve on, what issues the Board faces, and how much time you need to prepare for upcoming meetings. For example, if the district is going through a building project, hiring a superintendent, or developing the district budget, the time needed for Board meetings will be more extensive. However, you can expect to spend at least nine to 12 hours monthly on Board service. In a leadership role, the time commitment increases. In addition to Board meeting work, constituent relations can be demanding depending on the number of special interest groups or public discussion topics in the community.

In budgeting your time for the School Board, consider:

- Board leadership role (1-2 hours per week);
- Board and assigned committee meetings (6-8 hours per month);
- Board learning and preparation (1-2 hours per week);
- School visits (optional 2 hours per week);
- Constituent relations (i.e., correspondence, conversations, events) (1-2 hours per month, determined by individual members);
- Attendance at District 196 co-curricular academic, arts, and athletic events;
- Visibility in the community and at community events (TBD by individual members);
- During a superintendent search, expect an extra 40-60 hours of service;
- The chair and vice-chair may participate on the biennial negotiations team and should budget 100 hours for these critical functions;
- Graduation ceremonies are held in May and require approximately four hours for each school. As many as three Board members attend each event.

Conflict of Interest

As a Board member, you are expected to maintain the highest level of honesty by avoiding conflicts of interest. This means you shouldn't have any personal financial involvement in district transactions (i.e., sales, leases, or contracts). If a conflict arises, you must fully disclose your interests and avoid decisions related to the conflict. Board policy [\(407.5AR\)](#) ensures exceptions are handled openly, with everyone's agreement and proper records. Avoiding perceived conflict of interest helps maintain community trust in its public schools and ensures decisions are made in the district's best interest.

School Board Meetings

Attendance at Meetings

Board members are expected to attend all meetings. The District 196 School Board holds regular monthly meetings according to a schedule approved by the Board. Regular meetings begin at 6 p.m. at Dakota Ridge School, 4629 144th St. W., Apple Valley. [Meeting schedule](#). (In the case of an extended absence or illness, the Board will follow [Minn. Stat. 123B.09, Subd.4.](#))

Members of the public may participate in Board meetings during the Special Communication Request portion of the agenda. Opportunities for public participation at Board meetings are defined in [Board Policy \(204.8AR\)](#).

All regular meetings are streamed live and videotaped for playback via District 196 TV (local cable television, webstream, and [YouTube](#)) the morning following each regular meeting.

Voting

Each elected Board member will have one vote. A [roll call vote](#) will be taken as required by law or when any Board member requests it. Board decisions are based on [Robert's Rules of Order Newly Revised](#).

Quorum of the Board

A quorum of Board members must be present for a meeting to be official before the Board can take any action. A quorum is defined as a majority of the eligible voting members.

Can a few Board members meet informally?

Board members may communicate informally; however, as an elected body, the Board is expected to conduct its work in public. Discussions outside 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 business is discussed, to be conducted in public, and notice must be provided to ensure transparency. 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.

Data Privacy

The Board is responsible for protecting the privacy rights of students, families, and employees. Understanding employment and educational data privacy is essential.

We encourage open dialogue when discussing district matters in Board meetings. However, reasonable restrictions are needed to ensure orderly proceedings and protect individual privacy and due process rights. For employees, this includes the confidentiality of their data. Similarly, students have privacy rights concerning their educational data. We have procedures for handling agenda items and complaints to uphold these privacy rights.

Board members are responsible for understanding and upholding the following:

- [Protection of Student Privacy Rights Board Policy \(505.2AR\)](#)
- [Privacy of Personnel Data Board Policy \(400 series\)](#)

Committees and Assignments

Individual board members may be assigned to represent the school district on various types of school and community organizations, such as district advisory councils and statewide educational organizations. Assignments shall be made at the annual organization meeting in January and thereafter by the Board chairperson as new needs arise throughout the year. [Board Policy \(201.6AR\)](#)

Three Board members are assigned to the School Board's Policy Review Committee. The committee's role is to meet, as necessary, to review new and revised Board policies before they are presented to the full School Board. The Policy Committee is the Board's only standing committee. Meetings are duly posted as public meetings.

Advisory councils engage various perspectives and constituencies. Individual Board members may be assigned to represent the school district. Assigned Board members serve on these groups alongside other assigned or appointed stakeholders.

Legal Obligations

The School Board, as an extension of the State of Minnesota, represents the district's citizens and shall function as a policy-making body. The Board has jurisdiction over the district and its employees. It creates policies and agreements in conformance with the constitution and laws of the State of Minnesota and the Constitution and laws of the United States.

The Minnesota State Constitution calls for a uniform system of public schools and provides for taxation to secure a thorough and efficient system. The Minnesota legislature enacts laws to achieve that system and delegates policy-making authority to local school boards.

Throughout this document, there are references to Minnesota Statutes, which detail the legal obligations of the Board and Board members. School district policies also have legal references.

School Board Governance

Governed by a structure outlined in [Board Policy \(204\)](#), meeting types and purposes follow legal mandates outlined in Minnesota statutes. Generally, all of the Board's work is conducted in open meetings, except those addressing topics outlined explicitly in statute for closed meetings.

Operational norms determined by the Board, roles of Board officers, and adherence to [parliamentary procedures](#) shape the conduct of these meetings, ensuring efficiency, transparency, and accountability.

Open Meeting Law

The Open Meeting Law ([Minn. Stat. Ch. 13D](#)) protects the public's right to observe the actions and decisions of their elected representatives. To comply with this law, all Board meetings must be open to the public. The regular Board and special meetings schedule, including times and locations, will be available at the District Office and posted on the district's website.

The law covers all Board meetings, as well as most committee and subcommittee meetings, as long as a quorum (a majority of Board members) is present. While the Board is responsible for ensuring meetings are properly announced, the executive assistant to the School Board handles this task.

Closed Gatherings

Minnesota's Open Meeting Law requires all Board meetings to be open to the public with few exceptions. A public body must begin in an open meeting and state on the record the specific grounds permitting the meeting to be closed and describe the subject to be discussed. A majority vote is needed to close the meeting, with the time and place announced at the public meeting before going into closed session. [Minn. Stat. 13D.05](#)

Annual Organizational Meeting

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

Other Meetings

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

Special Meeting – The Board may hold a special meeting to conduct business as needed. A special meeting can provide extra time for presentations, such as a review of building-level outcomes, or to deal with an issue that arises but is not likely to be ongoing. A special meeting requires three days' notice (posted on the district's main bulletin board and either published in the official newspaper or mailed/delivered to those requesting notice) of the meeting's date, time, place, and purpose. Board discussion and action must fall within the meeting's posted purpose(s). [Minn. Stat. 13D.04, Subd. 2](#). See also [Advisory Opinion 23-003 \(MN. Dept of Administration September 7, 2023\)](#)

Emergency Meeting – The Board may hold an emergency meeting to address a situation requiring immediate consideration and possible action, such as responding to a school fire or safety issue. The Board determines when an emergency meeting is needed. A reasonable faith effort must be made to notify the media that have requested notice in the same way as notice is given to Board members. If the situation allows for a three-calendar-day notice, hold a special meeting. [Minn. Stat. 13D.04, Subd. 3](#).

Agenda Procedures

The Board conducts business using an adopted agenda that advances Board work and district goals. The agenda serves as a roadmap for the meeting, outlining topics such as reports, discussions, and decisions. All Board members must read the agenda and supporting documents before the meeting. Each Board member has the right to request additions, amendments, or revisions to the agenda before its adoption, and the Board will determine if those changes are to be made. [Board Policy \(204.8\)](#)

Consent Agenda

The superintendent and cabinet may place items on the consent agenda, which includes items typically approved together in one motion. Consent agenda items may include meeting minutes, routine reports, personnel appointments, and other administrative matters. By grouping these items, the Board can streamline the meeting process and focus on more substantive discussions. If any Board member wishes to discuss or vote separately on an item listed in the consent agenda, they can request it be moved to “Other Action” and be held for individual consideration during the Board meeting. It is best to contact the superintendent before the meeting. Board members also have two opportunities during a Board meeting to make a motion to amend the agenda: 1) during the approval of the agenda or 2) during the approval of the consent agenda. [Board Policy \(204.8.4.6\)](#)

Meeting Minutes

Meeting minutes provide a historical public record of all Board actions and all votes taken at a Board meeting. The executive assistant to the School Board carefully records minutes. Minutes do not include discussion or editorial comments. Minutes are posted to the website following approval. Three years of Board meetings are maintained on the website for public access. Earlier records are available through the district archivist or a public records request to the superintendent’s office. [Board Policy \(204.8.4.6\)](#)

The minutes typically include:

- Date, time, and location of the meeting;
- Board members present and absent;
- Recognition of students and staff;
- Approval of the previous meeting’s minutes;
- Summary of New Business, Old Business, and reports from district administrators;
- Motions proposed and seconded;
- Voting results and any action taken; and
- Adjournment time.

Election and Role of Board Officers

Officers of the Board include the chair, vice-chair, clerk, and treasurer. These positions are determined by a vote of the Board at the Annual Organizational Meeting in January. All Board members, regardless of office, maintain equal voices. [Board Policy 203](#)

Role of the Chair

- The chair’s role requires the most significant time commitment of all board members, an additional 10-12 hours a month.
- The chair manages the work of the Board, regularly communicates with Board members in accordance with the Minnesota Open Meeting Law, and works closely with the superintendent to set the Board’s agenda.
- The chair, when present, shall preside at all Board meetings.
- The chair countersigns all orders upon the treasurer for claims allowed by the Board, represents the district in all actions, and performs all duties a chair usually performs.
- The chair serves as the spokesperson for the Board.
- In case of the clerk’s absence, inability, or refusal to draw orders for the payment of money authorized by a vote of the majority of the Board to be paid, the chair may draw the orders, or the chair and treasurer may declare the office of the clerk vacant and fill it by appointment.

- The chair typically serves on the following committees: policy, superintendent evaluation, and teacher negotiations.
- If an independent executive search firm is hired during a superintendent search and selection process, the Board chair is typically the primary contact.

Role of the Vice-Chair

- The vice-chair shall perform the chair's duties in the event of the chair's temporary absence.
- The vice-chair should assist the chair as requested in executing chair responsibilities.

Role of the Clerk

- The clerk shall ensure a record of all meetings following state law. The executive assistant to the School Board is delegated the responsibility of creating and maintaining minutes.
- Within three days after an election, the clerk shall ensure notification of all persons elected of their election.
- The clerk is the official signatory of all contracts and agreements approved by the Board, which frequently requires signatures after each meeting. Report filing with the Department of Education is delegated to the superintendent, executive director for finance, or district staff. By policy, the Board authorizes the executive assistant to the School Board to perform routine duties of the Board clerk.

Role of the Treasurer

- The treasurer should serve on the Board's Budget and Audit Advisory Committee.
- The treasurer shall make all reports that may be called for by the board and perform all the duties that a treasurer usually performs.
- By resolution, the person who serves as the district's director of operations and finance may be appointed to assist in completing the treasurer's functions.

Fiduciary Responsibilities

The Board is accountable to taxpayers and the state for responsible stewardship of district resources. The Board sets annual budget parameters and approves the subsequent annual overall budget within those parameters. Ultimately, the Board is responsible for more than \$650 million annually.

School finance in Minnesota is complex and based on formulas outlined in state statutes. Board members should have a strong understanding of revenue sources, major expense categories, and fund categories. The Board delegates budget administration to the superintendent and finance department and contracts with an independent public accounting firm for an audit.

Description of Funds

The Minnesota Department of Education has established various district funds. Each fund is accounted for as an independent entity. **Descriptions of the funds:**

Governmental Funds

General Fund – Used to account for all financial resources except those required to be accounted for in another fund. The district maintains five sub-accounts within the general fund: Operating, Transportation, Capital, Quality Compensation, and Special Education. Student activity accounts are reported in a restricted area of the general fund, as MDE requires.

Building Construction Fund – This fund accounts for financial resources for acquiring or constructing major capital facilities authorized by bond issues or capital project levies.

Debt Service Fund – Used to account for the accumulation of resources for, and payment of, general obligation long-term debt principal, interest, and related costs. The district maintains a separate Other Post-Employment Benefits (OPEB) account within the debt service fund to account for OPEB-related debt activity. All other debt service is recorded in the general debt service account.

Food Service Special Revenue Fund – Used to account for the district’s child nutrition program.

Community Service Special Revenue Fund – Used to account for services provided to residents in recreation, civic activities, nonpublic pupils, adult or early childhood programs, or other similar services.

Proprietary Funds

Internal Service Funds – Internal service funds account for financing goods or services provided by one department to other government departments, agencies, or governments on a cost-reimbursement basis. The district has established three internal service funds: severance benefits, self-insured dental, and self-insured health.

Fiduciary Funds

Trust Funds – The district has maintained an employee benefit trust fund to administer resources received and held by the district as the trustee for employees participating in the district’s flexible benefit plan (Internal Revenue Code § 125 Cafeteria Plan). The district will also maintain an OPEB Irrevocable Trust fund established in 2018.

School District Budgeting is a Five-Step Process

Each step outlined below requires Board approval and is open to public inspection and comment. Since the process spans multiple school and calendar years, the district can be in various phases at any time.

1. **Property Tax Levy** – The process begins with submitting estimated property tax levy information to the Minnesota Department of Education (MDE) by mid-July. MDE calculates the maximum levy amount based on current legislation. The Board certifies the final levy before the end of the calendar year.
2. **Preliminary Budget** – This process includes completing long-range enrollment projections, updating the five-year budget forecast, developing staffing guidelines, and determining revenue and expenditure assumptions. The Board approves preliminary budgets before July 1.
3. **Final Budget** – Each fall, the finance department prepares the final budget, which incorporates actual October 1 enrollment and changes in school finance law. The Board approves the final budget in December or January.

4. **Budget Adjustments** – In the spring, the Board may approve budget adjustments to account primarily for grant dollars the district may have received during the year. These adjustments allow for accurate program funding and provide the most accurate basis for developing the preliminary budget for the following year.
5. **Annual Financial Audit and Comprehensive Annual Financial Report** – The final step in the budgeting process is closing the books and preparing the financial statements for the year. During this period, the district undergoes an independent audit as state law requires. The Board typically reviews the audited comprehensive annual financial report in November.

CHARACTERISTICS OF AN EFFECTIVE SCHOOL BOARD

At the heart of educational excellence lies the steadfast commitment of the Board, entrusted with duties that shape the fabric of our district's future. While their duties are outlined by law, the Board is motivated by a commitment to improving our schools. Their responsibilities include creating robust learning environments and supporting the work of the district's leadership. Teamwork and collaboration among Board members are essential to their success, allowing them to use their combined knowledge and shared goals to drive positive changes. By working together with respect and cooperation, the Board can address challenges, seize opportunities, and work to fulfill the district's mission: Educating, developing, and inspiring our students for lifelong success.

The [MSBA Board Governance Model](#) delineates the distinct roles and responsibilities of the Board and the superintendent, ensuring both governance and management functions are clearly articulated and understood. The Board sets expectations and parameters through policy adoption, budgeting, contracting, and focusing on student achievement. The superintendent's responsibilities are to provide leadership and supervision, ensuring policies and strategies the Board sets are effectively implemented.

Duties of the Board

- The Board has powers and duties specified by statute. The Board's authority includes implied powers in addition to specific powers granted by the legislature.
- The Board exercises administrative functions. It also has certain legislative and quasi-judicial powers.
- The Board shall oversee and manage the district's schools, adopt rules for their organization, government, and instruction, prescribe textbooks and courses of study, and make and authorize contracts.
- The Board shall have general charge of the district's business, facilities, property, and the schools' interest.

The Board, among other duties, shall perform the following per applicable law:

- provide by levy of tax, necessary funds for the conduct of schools, the payment of indebtedness, and all proper expenses of the district;
- conduct the business of the schools and pay debt and proper expenses;
- employ and 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 district property and equipment as deemed necessary by the Board for school purposes;
- provide for payment of claims against the district, and prosecute and defend actions by or against the 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; and
- procure insurance against the liability of the district, its officers, and employees.

The 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 Board determines;
- enter into agreements with one or more other independent districts to provide 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 cocurricular and extracurricular activities;
- receive, for the benefit of the district, bequests, donations, or gifts for any proper purpose; and
- perform other acts as the Board deems reasonably necessary or required for the governance of the schools. [District Policy 201](#)

What the School Board Does and What the Superintendent Does

As the elected governing body of District 196, the Board, among other duties, is responsible for:	As the executive team of District 196, the superintendent and Cabinet are 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 executive officer, and the only employee 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 the superintendent.	Fielding questions and concerns about school/district operations, including questions and concerns about staff members (other than the superintendent).
Annually approving budget parameters and the subsequent annual budget.	Allocating and managing resources (financial, human, and physical) within the Board-approved budget and budget parameters.
Identifying decisions requiring community engagement and directing the administration to seek public feedback before Board action.	Leading staff, parent, and community engagement.
Advocating for students and the school district with lawmakers.	Supporting the Board’s advocacy includes, but is 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.

Standards for Board Leadership

The Board is responsible to the community for governing efficiently and effectively to provide students with an equitable education that results in high achievement. See the [Standards for School Board Leadership](#) developed by the MSBA to assist in this journey.

Attributes of High-Performing Board Teams

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

School Board Self-Evaluation

Board self-evaluations are a valuable way to see how well we work as a team and find ways to improve. This process helps us see how we're doing together, what we're doing well, and where we can improve. By reflecting on our work, we can understand each person's role and how the Board functions. It encourages open conversations, keeps us accountable, and builds vital teamwork. By participating in this evaluation, we can gain helpful insights to make better decisions, serve the community more effectively, and keep improving. [MSBA School Board Self-Evaluation](#)

The Relationships of the School Board and District Administration

Who reports to the School Board

The only position that reports to the School Board is the superintendent.

Role of Superintendent

The superintendent 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 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 comprise the district leadership team. The superintendent may delegate specific powers or duties to directors and subordinates while maintaining final responsibility for any actions taken. The superintendent is also responsible for evaluating the leadership team.

In working with the superintendent and staff, School Board members:

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 when hiring all employees and contractors;
5. Insist the superintendent keep the Board adequately informed at all times;
6. Offer the superintendent counsel and advice;
7. Recognize the superintendent's status as the chief executive officer and a non-voting, ex officio member of the Board;
8. Present any personal criticisms of employees to the superintendent in a private setting;
9. Support the superintendent and employees so they can perform their proper functions professionally.

Superintendent Evaluation

Evaluating the superintendent's performance is the Board's responsibility as an employer. The evaluation includes three phases: goal-setting, mid-year review, and end-of-year summative evaluation in writing. According to MSBA, the evaluation is more than a checklist: deciding whether expectations are met requires careful consideration of documented evidence. Board members and the superintendent work together to reach a consensus on goals and evidence to be used, keeping in mind that school districts already produce a variety of reports, all of which may be used to document a superintendent's progress and accomplishments related to established goals and/or performance standards. The Board Chair leads the Board's review of the superintendent's performance.

Communication with the Superintendent

It is essential to have open communication with the superintendent. Here are ways Board members can meet and connect with the superintendent:

- **1:1 meetings** – Reach out to the executive assistant to the superintendent and school board to schedule a time;
- **School visits** – The District 196 superintendent visits schools every Friday between 1 and 3 p.m. [2025-26 schedule](#)

- **Triad meetings** – Each trimester, there is an hour-long meeting on Thursday, followed by an hour-long meeting on Tuesday (come to whichever day would work best for your schedule), where individual Board members (not to exceed a quorum) can meet with the superintendent for conversation.
 - 2025-26 dates:**
 - 1 p.m. Thursday, Oct. 9 5, **OR** 11 a.m. Tuesday, Oct. 4
 - 1 p.m. Thursday, Feb. 12, **OR** 1 p.m. Tuesday, Feb. 17
 - 1 p.m. Thursday, April 16, **OR** 11 a.m. Tuesday, April 21
- Plays, athletic events, assemblies, and other school performances.

Using a District Email

As a Board member, you are provided with a district email account to use for all communications related to your role. While managing an additional account may seem inconvenient, it ensures compliance with public data laws and protects your personal or work devices from potential data access requests.

Communications related to your position are presumed public unless specifically exempt under law, such as private personnel data ([Minn. Stat. 13.43](#)), private educational data ([Minn. Stat. 13.32](#)), or protected medical information. Board communications are subject to open records requests, and the district is responsible for complying with such requests after redacting private information without charging the requester.

Using a district email simplifies the response process for public data requests by enabling searches within the district's system. This avoids needing access to your personal or work devices and minimizes the risk of exposing personal or work-related information.

Separating Board-related emails from personal or business correspondence also reduces the volume of messages requiring review during public data requests, saving time and resources. Additionally, keeping Board emails distinct reinforces the presumed public nature of such communications, helping you avoid missteps or potential embarrassment should the content become public.

Open Meeting Law (OML) Compliance

Email communications with other Board members about Board business can inadvertently result in OML violations if a quorum is involved in a two-way discussion. Such violations create a written record and carry serious implications.

To avoid this, use email sparingly with other Board members, limiting it to procedural topics such as scheduling meetings. For distributing information, rely on one-way communications via the Board chair or superintendent.

By adhering to these practices, you can safeguard your privacy and the integrity of your communications as a public official.

How School Board Members Address Questions and Concerns

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?	<p>Encourage the concerned student, staff member, or parent to contact the staff member in the school best prepared to address their concern or question. For example, worries about grading should be directed to the teacher; concerns about a school’s operations, personnel, or achievement should be directed to the principal.</p> <p>From a staff member: redirect them to a supervisor and notify the superintendent’s office. Board members should not get involved in employment and contractual issues.</p> <p>From a student: redirect the student to the principal and notify the superintendent’s office.</p> <p>From a parent/caregiver: redirect the parent/caregiver to the teacher, principal, or administrator as appropriate and notify the superintendent’s office. Do not attempt to work with a parent working on behalf of an organized group rather than on behalf of their student. Confidentiality and safety procedures are paramount.</p>
What do I do if I receive concerns via email?	<p>It is essential to send an acknowledgment email to the person who emailed you, thanking them for reaching out and informing them that you forwarded their concern to the superintendent’s office. 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 unnecessary. Do not “cc” or “bcc” to any individual or group, nor “reply to all.”</p>
What do I do if information about me, the Board, or the district is incorrectly referenced in a social media post?	<p>As a Board member, it is not generally advised to engage in social media debates and criticisms.</p> <p>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 so legal counsel may be contacted if there is a concern regarding confidentiality or safety.</p> <p>Ideally, the school district will have staff and community advocates who regularly participate in social media groups to communicate district information and monitor news and activity that pertains to the school district.</p>
What if I disagree with a report or presentation to the Board?	<p>Submit questions and concerns to the superintendent. Reflect on what is driving the concern or disagreement. If there is a disagreement regarding the details, request a meeting with the superintendent.</p> <p>It is best to provide administrators or Board colleagues with likely questions or concerns in advance of public meetings; doing so promotes preparation, collaboration, partnership, and accuracy.</p> <p>Discuss any unresolved concerns with the Board Chair.</p>



LEARNING THE JOB

Legally Required Training

Newly elected Board members in Minnesota must complete training on how school finances work and how to manage a school district within 180 days (six months) of a new member taking office. This training is developed with the help of the Minnesota School Boards Association (MSBA). It follows state guidelines. [Minn. Stat 127A.19](#) The training program is created in partnership with the state's Department of Education and experts from colleges and universities to ensure it covers all the essential topics needed for the role.

- [Learning to Lead – School Board Basics: Phase I Workshop](#)
- [Leadership Foundations – School Finance and Management: Phase II Workshop](#)

Ongoing Professional Development

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

- [Building a High-Performance School Board Team: Phase III Workshop](#)
- [Representing Your Community Through Policy and Engagement: Phase IV Workshop](#)

Minnesota School Boards Association

The Minnesota School Boards Association (MSBA) is a non-profit organization that provides guidance, support, and advocacy for public school boards throughout Minnesota. Established in 1920, MSBA helps boards govern their school districts effectively and improve student educational outcomes.

Key Roles and Functions of MSBA:

1. **Training and Professional Development:** MSBA offers training programs and workshops to help school board members understand their roles and responsibilities. These include sessions on school finance, legal issues, leadership, and governance. This training is essential for both new and experienced board members.
2. **Advocacy:** MSBA represents the interests of school boards at the state and federal levels. It advocates for policies and funding that support public education and works closely with legislators to influence educational laws and regulations in Minnesota.
3. **Policy Guidance:** The association provides resources and model policies to help school boards create and maintain effective governance frameworks. These policies cover student rights, personnel management, school safety, and district operations.
4. **Legal Support:** MSBA offers legal services and advice to member school boards, helping them navigate complex legal challenges related to education, labor relations, and governance.

5. **Networking and Collaboration:** MSBA fosters collaboration among school boards across the state by organizing conferences, events, and networking opportunities. These forums allow members to share best practices, discuss common challenges, and build a supportive community.
6. **Publications and Resources:** MSBA regularly publishes updates, newsletters, and reports on critical issues affecting Minnesota school districts, including legislative updates, court rulings, and educational trends.

Board Mentorship

Outside of this handbook, one of the most valuable resources you have is the wealth of experience and knowledge your fellow Board members and district staff possess. Engaging with them can significantly enhance your understanding of Board operations, policies, and educational best practices. Your colleagues on the Board bring diverse backgrounds and perspectives that can provide invaluable insights.

Here are a few ways to leverage their experience:

- **Workshops and Retreats** - Participate actively in Board workshops and retreats. These sessions address vital issues and foster team building and collective learning.
- **Committee Participation** - Join Board committees that align with your interests and expertise. Working closely with other members on specific topics will deepen your understanding and contribute to your professional growth.
- **Informal Meetings** - Work with the superintendent to schedule informal meetings with key staff members to discuss specific areas of interest. These one-on-one interactions can offer a more personalized learning experience and help you build strong working relationships.

The Board recognizes the importance of supporting new members transitioning into their roles. To facilitate this, the Board has a mentorship program designed to provide guidance, support, and valuable insights. The Board Chair will pair each new Board member with an experienced mentor who will help them navigate their responsibilities and become effective contributors to the Board. This mentor will be a seasoned Board member with a deep understanding of the district's operations, policies, and culture.

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

The orientation program is structured to ensure you receive a balanced combination of printed materials, hands-on training, and personal mentorship. These experiences are designed to deepen your understanding of Board operations, district policies, and educational goals. By the end of your first year, you will have a foundation to effectively contribute to the Board's mission of providing quality education for all students.

BOARD ELECTIONS

Eligibility & Terms

To run for a Board seat, you must be (1) at least 21 years old, (2) an eligible voter, (3) a district resident for at least 30 days before the election, and (4) not convicted of a sex offense for which registration is required. [Minn. Stat. 123B.09](#); [Minn. Stat. 204B.06, Subd. 1](#).

School Board Election Timelines

Regular school board elections are held in November of odd-numbered years. Board members are elected to four-year terms and take office on the first Monday in January following the election. There is no limit on the number of consecutive terms a Board member can serve. [Minn. Stat. 123B.09](#).

Canvass and Declaration of Results

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

Issuance of Certificate of Election

After canvassing the election and the seven-day contest period has passed, the district's general counsel will issue a certificate of election to the candidate for each office who received the most votes. If there is a contest, the certificate of election to that office must not be issued until the proper count has determined the contest's outcome. The district's general counsel shall certify the election results to the county auditor. [Minn. Stat. 205A.10, Subd. 3](#).

Campaign Financial Report Certification of Filing

All Board candidates must file a certification with the school district election officer (currently the district's Deputy General Counsel) that they have filed all required campaign financial reports no later than seven days after the general election. [Minn. Stat. 211A.05](#).

Taking Office

Newly elected Board members take office on the first Monday in January.

Official Oath of Office

After the election has been canvassed, the candidates turn in their certificate of campaign filing report, and the seven-day contest period has ended. The school election officer should give each winning candidate the certificate of election. Each winning candidate has 30 days to sign the official oath and acceptance of office form before a notary. Someone at the District Office can usually do this. By signing this document, the individual officially becomes a Board member on the first Monday in January. [Minn. Stat. 358.05](#).

Ceremonial Oath of Office

The ceremonial oath of office is usually administered at the Organizational Meeting on the first Monday in January (or as soon after that as possible).

Board Vacancies

A vacancy on the Board can occur for several reasons, including when a member dies, resigns, or ceases to be a district resident. When a vacancy occurs, the Board must fill it by appointment. If the vacancy occurs less than two years before the expiration of the term, the appointee shall serve for the remainder of the unexpired term. If two years or more remain, a special election must be held under [Minn. Stat. 123B.09](#).

For more information regarding filling vacancies, see [Steps to Fill a School Board Vacancy with Sample Application and Interview Questions](#). (MSBA log-in required)

Compensation and Reimbursements

Members of the Board receive an annual compensation of \$9,000, while the Board Chairperson receives \$9,900 annually. During contract negotiations, Board members are additionally compensated based on their time commitment: \$125 for up to four hours of work in a single day and \$250 for more than four hours in a day. Compensation rates are set during the annual organizational meeting each January.

All Board members 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 mutually agreed upon by the district and the exclusive representatives of employees.

District Facilities

	Building Leadership	Built	Square Footage	Capacity	Enrollment (2024-25)
Elementary Schools					
Cedar Park	John Garcia	1977	79,178	595	657
Deerwood	Tyra Raasch	1987	80,741	595	477
Diamond Path	Rob Nelson	1970	83,780	725	563
East Lake	Emily Wyse Moore	2017	84,600	750	734
Echo Park	Logan Schultz	1979	94,876	790	658
Emerald Trail Elementary School	Chad Ryburn	2025	84,595	638	662
Glacier Hills	Adriana Henderson	1993	85,167	680	692
Greenleaf	Sally Soliday	1975	88,130	835	713
Highland	Mark Aronson	1986	85,497	725	589
Northview	Melissa Griffin	1960	67,743	705	360
Oak Ridge	Cathy Kindem	1991	86,896	680	474
Parkview	Nicole Garcia	1970	95,430	680	644
Pinewood	Leah Hack	1990	85,328	815	455
Red Pine	Tony Washington	1995	88,784	815	549
Rosemount	Tom Idstrom	1960	76,251	660	499
Shannon Park	Erik Davis	1990	83,936	770	519
Southview	Sara Stratton	1967	75,391	790	513
Thomas Lake	Dave Lostetter	1979	69,912	595	537
Westview	Donzell Dixson	1964	71,678	725	456
Woodland	Kristine McGuire	1988	83,724	680	690
Middle Schools					
Black Hawk	Anne Kusch	1994	198,534	1,200	869
Dakota Hills	Trevor Johnson	1989	223,560	1,300	1,208
Falcon Ridge	Becky Melville	1996	197,534	1,200	1,040
Rosemount	Bradley Schafer	1918	173,796	1,055	1,209
Scott Highlands	Dan Wilharber	1979	165,735	1,030	1,154
Valley	Stacey Buchwald	1972	192,198	1,165	1,044
High Schools					
Apple Valley	Drew Mons	1976	370,234	1,990	1,909
Eagan	Polly Reikowski	1990	382,970	2,040	2,161
Eastview	Bruce Miller	1997	338,242	2,015	2,184
Rosemount	Pete Roback	1963	414,998	2,015	2,206
School of Environmental Studies	Lauren Haisting	1995	71,171	400	327
Area Learning Center and Transition Plus	Andrea Engstrom	2006	27,659	310	280
Dakota Ridge	Andrea Engstrom	1997	50,338	160	115
Cedar Valley Learning Center (Special/Early Child/Adult Education)	Eric Lind	1993	13,730	309	–
Dakota Valley Learning Center (Special/Early Child/Adult Education)	Zachary Gonsioroski	2014	54,000	529	279
Silver Bell Learning Center		2017	48,332	N/A	–
District Office		2006	25,900	368	–
District Service Center		1972	23,937	N/A	–
Facilities (Office/Maintenance/Warehouse)		1972	28,964	N/A	–
District Office East		1984	18,677	N/A	–

REFERENCES

[Glossary of Terms and Acronyms](#)

District 196 History

District 196 history dates back to 1957, when several smaller rural schools consolidated to form the district. This merger aimed to provide a more comprehensive and unified educational experience for students in the rapidly growing suburban areas south of the Twin Cities.

Key milestones:

- 1957: The district was officially established by consolidating smaller schools, primarily serving the communities of Rosemount and surrounding rural areas.
- 1960s-1980s: The district expanded significantly as suburban growth increased, with new schools built to serve the growing populations of Apple Valley, Eagan, and Rosemount.
- 1990s-Present: District 196 grew in student population and academic offerings, becoming one of Minnesota’s most respected districts. District 196 is known for its commitment to educational excellence, diverse programming, and comprehensive services for students. Today, it is recognized for its strong performance in academics, arts, and athletics, making it a leader in Minnesota’s public education system.

More history

1858 to present

Researched and written by Cory Johnson, District 196 School Board, 2020-present

The Pioneer Foundations (1858–1900)

The district's educational roots were planted in the spring of 1858, the same year Minnesota achieved statehood. The first schoolhouse in Rosemount Township was a modest 14-by-18-foot log structure located north of the village on Dodd Road. The conditions were primitive; an 1868 report described the building as having “a large aperture under the door... produced by hard usage,” leaving students and the teacher shivering in the winter cold.

As the population grew, so did the need for better facilities. By 1896, the townspeople of Rosemount moved to consolidate the small rural District 92 with the village’s District 19. This union led to the construction of the “Flores Building” in 1896, an imposing two-story, hip-roofed structure with a belfry that stood on the site of the present Waterford Commons. It was here that early students studied the Palmer Method of Writing and orthography, with a long noon break to allow town children to walk home for lunch.

The Secondary School Emerges (1900–1939)

For decades, education ended at the 8th grade. Those wishing to attend high school had to travel to St. Paul or nearby towns, often boarding with relatives. By 1917, the demand for local secondary education became undeniable. The Board of Education initially rented the second floor of the Village Hall (above the jail) to house high school classes.

In 1918, despite shortages of building materials caused by World War I, the district broke ground on a new consolidated school. Opened in December 1919, this brick building (later known as the 1918 Building) was a marvel of its time, featuring indoor plumbing, steam heat, and a gymnasium. It produced its first graduating class in 1918—four women: Margaret Cunniff, Florence Gibbons, Josephine Gibson, and Margaret Quigley.

The Depression years tested the district's resolve. Enrollment dropped, and staff salaries were cut. To survive and remain relevant, the district introduced commercial training (typing and shorthand) in 1937, effectively creating the area's first vocational program to help students find employment.

War, Industry, and Identity (1940–1949)

The 1940s brought unprecedented upheaval. In 1942, the federal government seized 13,500 acres east of Rosemount for the Gopher Ordnance Works, a smokeless gunpowder plant. Farmers were given mere weeks to vacate their land, and a wave of construction workers flooded the area.

School enrollment skyrocketed overnight. Classrooms designed for 30 students held 50, and the district faced severe financial stress due to the removal of taxable land from the tax rolls. The district survived through federal Lanham Act funds.

It was also during this era that the district's identity solidified. The athletic teams, originally dubbed the "Ramblers" or simply "Blue and Gold," began to be referred to as the "Fighting Irish," a nod to the area's strong Irish heritage.

The Great Consolidation (1950–1959)

Following the war, the national trend toward school consolidation reached Dakota County. Small rural districts, plagued by dwindling enrollments and dilapidated one-room schoolhouses, began to merge with larger systems.

On June 26, 1950, voters overwhelmingly approved the consolidation of District 19 with surrounding rural districts to form Independent School District No. 5. This massive reorganization expanded the district to cover over 100 square miles. To accommodate the influx of rural students, a new addition to the 1918 building was dedicated in 1953.

In 1957, the state unified its numbering system, and the district officially became Independent School District 196.

The Suburban Boom (1960–1976)

The 1960s marked the transition from a rural farming community to a suburban center. A 1959 Bureau of Field Studies report predicted massive population growth and recommended a shift to the 6-3-3 plan (Elementary, Junior High, Senior High).

The district launched an aggressive building program:

1961: Northview Elementary opened, signaling the rebirth of the neighborhood school concept.

1963: Westview Elementary was built to serve the burgeoning population in the west (now Apple Valley).

1964: A new Rosemount High School opened on a 43-acre site, designed to sit in a "natural bowl".

1966: Southview Elementary opened.

The rapid development of Apple Valley by developers like Orrin Thompson transformed the district's demographics. By the mid-1970s, enrollment had grown so large that a second high school was necessary. Apple Valley High School opened in 1976, featuring a creative design with a theater as its focal point.

A Modern Legacy

By 1976, District 196 had grown from a single log schoolhouse to a sprawling system with more than 10,000 students. The district continued to innovate, becoming one of the first to wire schools for the internet and opening Eagan High School in 1987 to serve the northern tier of the district.

Further Information

[District and Board Meeting Calendar](#)

[District Budget](#) and [Financial Reports](#)

[Budget and Finance Documents](#)

[District Policy Manual](#)

[District Strategic Roadmap](#) | Operational Plan (link forthcoming)

[MSBA's Closed Meeting Law Chart](#)

[Special Voting Situations](#)

[Student Rights and Responsibilities Handbook](#)

[Achievement and Integration Plans 2023-2026](#) | [Submitted to MDE](#)

[Annual Comprehensive Financial Report \(FY 2025\)](#)

