Eden Valley – Watkins School District

School Board Handbook

&

On-Boarding New Members

Updated: September, 2025

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Introduction

Navigating This Handbook

The purpose of this handbook is to outline the board's operating procedures and norms. It also includes important information on policies, meetings, committees, partnerships, and communication. Its ongoing guidance is meant to enable each board member to fulfill essential governance duties and to exercise their responsibilities as a board member, while also providing expectations and standards of behavior for the conduct of the board.

Handbook Maintenance and Review Procedure

- Annually, the handbook will undergo a review by the board. As part of this review, the board will:
    - Review mutual expectations of board norms;
    - Seek input and feedback regarding best practices, as needed;
    - 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 by sending an email to the chair and superintendent requesting to add "handbook discussion" as a topic for an upcoming meeting.
- The handbook may be updated to 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/or revised, is included on the cover page of this handbook.

District Information

The effectiveness of your decisions as a board member hinges on your knowledge of the district's schools, staff, students, and the communities they inhabit. Recognizing the specific needs and aspirations of Eden Valley-Watkins ISD #0463 will empower you to advocate for policies and initiatives that truly enhance our educational outcomes. By engaging with this information, you will not only enhance your ability to make informed decisions but also build trust and credibility with fellow board members, the community, staff, and students alike. Let this knowledge serve as the foundation of your tenure, guiding your decisions and initiatives to foster an environment where every student can succeed.

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District Identity

Welcome to Eden Valley – Watkins School District No. 463.

The EVW School District prides itself in having schools that have earned a positive reputation for high standards and rigor with academics, arts, and athletics. We offer outstanding academic programs, career and technical programs, college-in-schools, PSEO as well as a full complement of extracurricular opportunities for our students. The goal of the EVW School District is to provide an educational experience that will prepare our students to successfully compete in the workplace, tech school, college or university. Blessed with an outstanding facility and staff, a first-rate faculty, and parent and community support we will deliver on that goal.

Location: The 110 square mile District, with a 2020 U.S. Census population of 4,886 and comprising an area of 66,960 acres, is located approximately 28 miles southwest of the City of St. Cloud and 70 miles northwest of the Minneapolis-St. Paul metropolitan area.

Rating: The District participates in the State of Minnesota Credit Enhancement Program (MNCEP). The District currently has an "A1" underlying rating.

Employees: The District is governed by an elected board and employs a staff of 121, including 46 non-licensed employees and 70 licensed employees (68 of whom are teachers). I.S.D. No. 463 is the largest employer in the Eden Valley – Watkins District. The District provides a variety of educational services for approximately 850 students in grades Prekindergarten through twelve.

School Buildings:	**Name**	**Constructed**	**Additions/Remodeling**
	Eden Valley Secondary	1927	1952, 1962, 1967, 1974, 1993, 2001, 2012, 2019
	Eden Valley Elementary	1977	1993, 2001, 2012, 2019
	Watkins Elementary	1960	1993, 2012, 2019

Certified Bargaining Units*:* 1. Eden Valley – Watkins Federation of Teachers

2. Teamsters Local 320

For additional information regarding the School District, please visit our website at www.evw.k12.mn.us

Leadership Directory

Board Members

Name	Board Position	Phone Number	Email Address
Jay Brovold	Chair	320-291-9759	jaybrovold@evw.k12.mn.us
Christina DeRose	Director	320-493-9234	cderose@evw.k12.mn.us
Nathan Haag	Director	320-282-3971	nhaag@evw.k12.mn.us
Ben Stommes	Vice Chair	320-453-2019	bstommes@evw.k12.mn..us
Jen Evens	Treasurer	320-597-4779	jevens@evw.k12.mn.us
Ann Lemke	Clerk	320-250-6369	alemke@evw.k12.mn.us
Charli Magadanz	Director	406-439-3796	cmagedanz@evw.k12.mn.us

Superintendent's Office

Name	Position	Phone Number	Email Address
Joel Baumgarten	Superintendent	320-492-3899	jbaumgarten@evw.k12.mn.us
Tracey Neugart	Administrative Assistant	320-493-2833	tneugart@evw.k12.mn.us

Leadership Cabinet

Name	Position	Phone Number	Email Address
Rob Pederson	Elementary Principal	320-260-3082	rpederson@evw.k12.mn.us
Dave Schneider	Secondary Principal	320-309-9448	dschneider@evw.k12.mn.us
Alisa Woolcott	Business Manager	763-242-4138	awoolcott@evw.k12.mn.us
Peter Stenger	Director of Buildings & Grounds	320-223-3932	pstenger@evw.k12.mn.us

District Facilities

Building	Address	Phone Number
Watkins Elem. School	161 School Avenue S., Watkins, MN 55389	320-453-2900
Eden Valley Elem. School	901 Stearns Avenue E., Eden Valley, MN 55329	320-453-2900

EVW High School	298 Brooks Street N., Eden Valley, MN 55329	320-453-2900

Schedule a Facility Visit or Tour

You have the same right as a parent or community member to visit our schools in the district as long as you adhere to the procedures the district has for visitors. You may also visit the schools in an official capacity with the board's authority or to fulfill a specific duty required of you as a board member. In any event, be sure to communicate with the superintendent and building administrator to schedule your visit.

You should consider using school visits to build good working relations with building principals and staff, to celebrate the positive accomplishments of the schools, and to show your pride as a member of the board. Look for opportunities to visit when a school is hosting a special event or recognition program for students and staff.

EVW's Strategic Plan 2020-2025

Vision

The Eden Valley-Watkins school district will serve as an educational model of excellence.

Mission

The Eden Valley – Watkins School District will provide quality learning opportunities in a safe environment that enables students and staff to excel in a global society.

Core Values

The Eden Valley – Watkins School District is committed to:

E xcellence: challenge stakeholders to maximize potential

A cademics: enhance developmental opportunities for all

G oals: focus on desired results

L eadership: inspire and lead challenging innovations

E quity: provide a just, impartial, and fair learning environment

S tewardship: manage financial and community partnerships responsibly

Priorities

- Academic Opportunities and Professional Development

- Safety, Security, and a Welcoming Environment
- Enhancing and Utilizing Technology
- Strong Fiscal Policies and Procedures
- Community Service and Partnerships
- Enhancement of Facilities, Structures, and Space

Strategic Initiatives Include:

1. Academic Opportunities and Professional Development

Framework of an Ideal School Includes:

- Challenging curriculum and customized learning that addresses various learning styles
- Appealing teacher/student ratio and class sizes
- Rigorous expectations and experiential learning opportunities
- Specialists in academics, fine-arts, technology, career and technical skills
- Utilize measurements to maximize student achievement
- Highly qualified and trained staff
- Professional Learning Communities (PLC)
- Preparation for diverse populations and needs
- Provides mental health and nursing services

Strategic Goal

Maximize students' academic achievement and the professional growth of each instructor

Implementation Plan

A. Encourage each student and staff member to meet his or her highest potential by focusing on academic standards, individual learning needs, and a range of educational experiences

- Annually, monitor and assess individual growth
- Review EVW Explore and Plan data to establish a baseline of college and career readiness benchmarks and identify strengths and weaknesses
- EVW instructors are encouraged to solicit open-ended student feedback for self-reflection and continuous improvement

B. Align the curriculum and instruction in accordance with MDE Standards

- Curriculum document will be available online after completion of step 5 of the cycle
- Annually, modify and update curriculum maps

C. Provide employees with relevant professional development opportunities

- Staff development committee will meet quarterly to monitor Professional Learning Community programs, teacher evaluations, and mentorships and solicit feedback

D. Equip students and staff to become members of the “World’s Best Workforce” (WBW)

- Implement and adhere to the EVW's Strategic Plan
- Interpret MDE guidelines for WBW
- Create a committee comprised of administrators, educators and local business leaders to implement WBW strategies

2. **Safety, Security, and a Welcoming Environment**

Framework of an Ideal School Includes:

- Safety and security are practiced and expected
- Respectful and motivated learners who are environmentally responsible
- Students, staff, and guests are at ease
- Inviting and nurturing, welcoming and comfortable
- People are approachable and positive
- A caring atmosphere where students, staff, and community are valued

Strategic Goal

Optimize teaching and learning in a safe environment

Implementation Plan

A. Establish and maintain a culture that promotes and celebrates the value of each student, staff member, and stakeholder of the EVW community

- Promote SOAR tickets, recognition ceremonies, celebrations, and Sunshine committee
- Explore the availability of lyceums and student assemblies to expose students and staff to positive character attributes
- Implement SOAR programming district-wide to promote a safe and welcoming learning environment

B. Utilize security data and discipline reports to maintain emotionally and physically safe learning environments

- Review and utilize security and student data as needed in accordance with district policy and state statute
- Annually, review Minnesota Student Survey and utilize survey results

C. Develop and document crisis management guides

- Annually, review and revise the district crisis manual
- Promote, practice, and enhance evacuation drills
- Continue adherence to local and state requirements for safety and security drills

D. Support successful student transitions to junior high

- Annually, provide experiences and opportunities to model expected behaviors and foster relationships
- Explore potential benefits of implementing a district-wide Positive Behavior Intervention and Support (PBIS) program

3. Enhancing and Utilizing Technology

Framework of an Ideal School Includes:

- Varied devices that are current and affordable
- Opportunities for students and staff to develop skills
- Efficient connections for mobile labs, iPads, TV monitors and announcements
- Keep district stakeholders and community informed of technology status

Strategic Goal

Encourage student and staff utilization of technologies in preparation for the "World's Best Workforce" expectations

Implementation Plan

A. Create an efficient and user-friendly technological environment for parents/guardians, staff, and students to communicate, collaborate, and utilize resources

- Annually, solicit and analyze data collected from stakeholders, and then utilize feedback to maximize efficiencies and resource allocation

B. Foster effective communication through the use of available technologies

- Provide students with developmental opportunities to enhance digital communication using a variety of media formats and evolving technologies

C. Maximize the integration of technology in classroom instruction through staff development

- Annually, Media-Technology Curriculum Committee members will collaborate with district technology staff and staff development committee members

D. Provide employees with relevant professional development opportunities

- Annually, leaders of technology will investigate initiatives aligned with the district's technology plan and make recommendations for professional development

4. Strong Fiscal Policies, Procedures, and Priorities

Framework of an Ideal School Includes:

- Accountable and responsible spending
- Adequate funding for programs and supplies
- Comply with federal and state mandates
- Reduce costs while maintaining excellence

Strategic Goal

Ensure long-term fiscal responsibility that sustains academic quality and student growth

Implementation Plan

A. Adhere to district Policy #714 that provides guidance on district fund balances

- Annually update and review fund balance policy and projections, and prioritize spending with the school board and community stakeholders

B. Evaluate program effectiveness based on return-on-investment and intended outcomes

- Utilize World's Best Workforce stakeholder feedback on programming and experiences
- Annually review cost comparisons and financial reports in community service, activity accounts, food service, and general fund
- Utilize monthly data reports to anticipate and prioritize revenue, review expenditure trends, and analyze projections

C. Develop and utilize a district budgetary calendar to monitor deadlines and compliance

- Utilize monthly administrative meetings to dissect financial reports to determine efficiencies and deficiencies
- Annually meet with the district's financial advisors to stay abreast of market trends, interest rates, and financial strategies to enhance school-community programming

D. Prioritize district expenditures

- Manageable class size, competitive salaries and benefits, technology, and facilities have been identified as district priorities

5. Community Service and Partnerships

Framework of an Ideal School Includes:

- Displays of student and community pride
- Opportunities and expectations to make individual connections
- Involved and Engaged parents, community members, and volunteers
- Community agencies provide support
- Recognizes alumni successes and support
- EVW serves as a role model school district for Central Minnesota and prepares students for a competitive job market and society
- Collaborate with area districts, charters, and home schools to provide opportunities
- Marketing plan and promotion of the district

Strategic Goal

Engage all stakeholders through effective communication and collaboration to enrich the learning experience

Implementation Plan

A. Develop and support strategies that foster open communication that is relevant, targeted, and transparent to all stakeholders

- Issue weekly updates through newsletters, and utilizing staff and district websites
- Provide parent nights, open house, and back-to-school celebrations
- Market the district through collaboration with Chamber of Commerce/Citizens 4 Progress, local census, and area realtors
- Promote the district through social media, web pages, publications, brochures, and other marketing tools

B. Regularly collect and report stakeholder input for continuous improvement

- Annually collect and disseminate relevant and targeted school data and satisfaction survey results
- Recognize the World's Best Workforce and Strategic Plan as working documents that are visible and referenced often

C. Foster collaborative relationships to reinforce a sense of community and enhance student learning opportunities beyond the classroom

- Promote the Central MN Manufacturing Association, FFA, agriculture projects, targeted services, and work experience programs
- Provide opportunities for individual/group service projects
- Utilize community experts and civic organizations to expand job shadowing opportunities
- Provide a community resource directory
- Continue to provide the EVW Career Fair to students in grades 6-12 every third year

6. <u>Enhancement of Facilities, Structures, and Space</u>

Framework of an Ideal School Includes:

- Buildings and facilities are clean, colorful, and climate controlled for comfort
- Facilities provide adequate lighting and quiet space is respected
- Improved facilities and opportunities for academics, activities, arts, and athletics

Strategic Goal

Provide students, staff, and all stakeholders with facilities that enhance the teaching and learning experience

Implementation Plan

A. Develop a long-term, comprehensive facilities plan that guides and prioritizes building projects, safety, and spending

- Maintain a facilities committee that will collaborate and pool resources to establish facility goals, improvements, and priorities, and then report annual progress

B. Continuously monitor, assess, and improve the physical environment and overall conditions of facilities

- Conduct a biannual student/staff satisfaction survey and implement necessary changes
- Conditions to be reviewed at monthly Board, Administrative, and Cabinet meetings
- Routine walkthroughs of facilities to assess and prioritize facility needs and overall condition

Board Membership

When considering your governance role, embracing the procedural steps that underpin the integrity of the democratic process is paramount. From post-election procedures to the establishment of board offices, each action reflects your commitment to transparency and accountability. By being diligent in these duties, you acknowledge the trust placed in you by constituents. Prioritizing effective governance ensures you serve the community and prioritize the needs of students.

Post-Election Procedures

Canvass and Declaration of Results

Between the third and tenth days after a district election, the board must canvass the returns and declare the results of the election. Minn. Stat. 205A.10, Subd. 3.

Certification of Results

The district clerk shall certify the results of the district election to the county auditor. Minn. Stat. 205A.10, Subd. 3.

Issuance of Certificate of Election

After canvassing the election and the time for contesting an election has passed (seven days after the canvassing board has declared the result of the election), the board shall issue a certificate of election to the candidate for each office who received the largest number of votes cast for the office. If there is a contest, the certificate of election to that office must not be issued until the outcome of the contest has been determined by the proper count. Minn. Stat. 205A.10, Subd. 3; Minn. Stat. 204C.40, Subd. 2.

Campaign Financial Report Certification of Filing

The Certification of Filing is due no later than seven days after the general election. Minn. Stat. 211A.05.

Taking Office

Board members take office the first Monday in January. Minn. Stat. 123B.14, Subd. 1.

Official Oath of Office

The official oath of office is administered once elections have been canvassed, the candidates have turned in their certificate of campaign filing report, and the seven-day contest period has ended. When the contest period ends, the school election officer should give each winning candidate the certificate of election. Each winning candidate then has thirty days to sign the official oath and acceptance of office form in front of a notary. 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 thereafter as practicable). While the official oath of office is required, the ceremonial oath of office is optional.

Organizational Meeting

On the first Monday in January (or as soon as practicable thereafter) 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.

For more regarding organizational meetings see, MSBA's First Monday in January Handbook.

District Intake and Paperwork

Following the Issuance of Certificate of Election district staff working in Human Resources and the Business Office will be in contact with you regarding:

- Adam Langer – Technology
    - School email and security
- Holly Lahr – Human Resources and Payroll
    - Onboarding paperwork
    - Contact information and address
- Tracey Neugart – Administrative Assistant
    - Board Handbook
    - Board development and training opportunities
    - School district and board member calendars
    - MSBA contact information @ 507-934-2450
- Joel Baumgarten– Superintendent
    - Welcome
    - Stages of Board Development
    - Board Governance Model
    - Strategic Governance Model
    - Standards for School Board Leadership

Board Organization

Eligibility Requirements

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 prior to election/appointment, and (4) not convicted of a felony. Minn. Stat. 123B.09; Minn. Stat. 204B.06, Subd. 1.

Term of Office

Board members are elected to four-year terms and take office on the first Monday in January. The term of a member who has been appointed to fill a vacancy will be for the remainder of the predecessor's term until the date of the district's next general election. There is no limit on the number of consecutive terms a board member can serve. Minn. Stat. 123B.09.

Filling Vacancies

A vacancy on the board can occur for a number of reasons including when a member dies, resigns, or ceases to be a resident of the district. All vacancies will be filled according to Minn. Stat. 123B.09.

Board Composition

School boards in Minnesota are made up of either six or seven members. Some exceptions have been created by special legislation, often for consolidated districts. The superintendent is an ex-officio (non-voting) member of the board. Minn. Stat. 123B.09.

Board Offices

Officers of the board include chair, vice-chair (optional), clerk, and treasurer. These positions are determined annually at the organizational meeting. All board members, regardless of office, maintain equal rights and equal voices. See the Election of Board Officers section on page 27 for information regarding nominating and voting procedures.

Role of the Chair

- The chair, when present, shall preside at all meetings of the board, countersign all orders upon the treasurer for claims allowed by the board, represent the district in all actions, and perform all duties a chair usually performs.
- In case of absence, inability, or refusal of the clerk 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 office of the clerk may be declared vacant by the chair and treasurer and filled by appointment.

Role of the Vice-Chair (optional)

- The vice-chair shall perform the duties of the chair in the event of the chair's temporary absence.

Role of the Clerk

- The clerk shall keep a record of all meetings in the books provided.
- Within three days after an election, the clerk shall notify all persons elected of their election.
- On or before September 15 of each year, the clerk shall:
    - file with the board a report of the revenues, expenditures, and balances in each fund for the preceding fiscal year.
    - make and transmit to the Commissioner of the Minnesota Department of Education (Commissioner) certified reports, showing:
        - revenues and expenditures in detail, and such other financial information required by law, rule, or as may be called for by the Commissioner;
        - length of school term and enrollment and attendance by grades; and
        - other items of information as called for by the Commissioner.
- The clerk shall enter into the clerk's record book copies of all reports, the teachers' term reports, the proceedings of any meeting, and keep an itemized account of all expenses of the district.
- The clerk shall furnish to the county auditor, on or before September 30 of each year, an attested copy of the clerk's record, showing the amount of proposed property tax levy voted by the district or the board for school purposes.
- The clerk shall draw and sign all orders upon the treasurer for the payment of money for bills allowed by the board for salaries of officers and for teachers' wages and all claims, to be countersigned by the chair.
- The clerk shall perform such duties as required by the Minnesota Election Law or other applicable laws relating to the conduct of elections.

- The clerk shall perform the duties of the chair in the event of the chair's and the vice-chair's temporary absences.
- By resolution, the board may combine the duties of clerk and treasure in a single person in the Office of Business Affairs. Typically, that single person almost always delegates at least some duties to others.

Role of the Treasurer

- The treasurer shall deposit the funds of the district in the official depository.
- The treasurer shall make all reports which may be called for by the board and perform all duties a treasurer usually performs.
- In the event there are insufficient funds on hand to pay valid orders presented to the treasurer, the treasurer shall receive, endorse, and process the orders in accordance with Minn. Stat. 123B.12.
- By resolution, the board may combine the duties of clerk and treasure in a single person in the Office of Business Affairs. Typically, that single person almost always delegates at least some duties to others.

Board Compensation

The clerk and treasurer of any district shall receive such compensation as may be fixed by the board. Unless otherwise provided by law, the other members of the board shall also receive such compensation as may be fixed by the board. All members of the board may receive reimbursement for transportation at the rate provided for in Minn. Stat. 471.665.

Compensation Rates, Reimbursements, and Timesheets

School district norms related to compensation, reimbursements, and timesheets for board members will include:

- Annual compensation rates will be reviewed and approved during the Organizational Meeting
- Board member expenses related to travel, meals, conferences, and professional development are considered reimbursable
- Expense reimbursements will be processed by the Superintendent's Administrative Assistant
- Timesheets will be authorized by the Superintendent and processed in payroll

Learning the Job

Learning from Board Colleagues

One of the most valuable resources at your disposal, outside of this handbook, is the wealth of experience and knowledge possessed by your fellow board members and district staff. 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 are designed not only to address key issues but also to 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.

Mentorship

The district recognizes the importance of supporting new board members as they transition into their roles. To facilitate this, the district has implemented a mentorship program designed to provide guidance, support, and valuable insights. Each new board member will be paired 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. The assignment will be made by the board chair in consultation with the superintendent to ensure a good match based on experience and areas of expertise.

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 aims to 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 school board meeting to check-in regarding the upcoming agenda, policies, and procedures.

Our orientation program is structured to ensure you receive a balanced combination of printed materials, hands-on training, and personal mentorship. Throughout the year, you will engage in various learning sessions, attend MSBA training events, and participate in board meetings and district activities. 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 solid foundation to effectively contribute to the board's mission of providing quality education for all students. Mentors are encouraged to attend the workshops and trainings with the mentees to make the information more relevant and specific to the district.

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 and state school boards associations, as well as in the activities of other educational groups. Each board member shall receive training in school finance and management developed in consultation with the Minnesota School Boards Association. Minn. Stat 123B.09, Subd. 2. Below is a full list of MSBA's Learning to Lead Phase Workshops.

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

Other MSBA Professional Development Opportunities – To learn more about these opportunities, see the Workshops and Events section of the MSBA website.

In District Workshops
Mutual Expectations Workshop
School Board Self-Evaluation Workshop
Superintendent Search Workshop
Superintendent Evaluation Workshop
Regional Workshops
Officers' Workshop
Negotiations Seminars

Events
Leadership Conference
Summer Seminar
Delegate Assembly
Day at the Capitol
Advocacy Tour
Coffee and Conversation Series
Board Chair Chat
Monthly Webinars

MSBA Series of Publications – New board members automatically receive the following publications to stay current on education related news.

- **eClippings** – Receive daily links to K-12 news from around the state.
- **Leader Newsletter** – Monthly updates regarding MSBA news and events, topical news items, administrative topics, and much more.
- **Journal Magazine** – Bimonthly magazine includes school features, exploration of leadership issues, in-depth stories on education trends, and a directory of vendors.

Individual Board Membership

Duties as an Individual Board Member

The position of board member carries with it a profound responsibility to uphold the highest ethical standards. A commitment to integrity, transparency, and accountability will not only enhance the effectiveness of educational policies but also strengthen the community's confidence in the board's decision-making. Remember that your actions and decisions will help shape the future of our students, schools, and community. Let the Code of Ethics in District Policy (209) guide you in navigating the complexities of governance with unwavering moral clarity and purposeful dedication.

Board Time Commitment

The time required to complete your board responsibilities will most vary by time of year. It will depend on how many meetings are scheduled, which committees you serve on, what issues are going on in the district at the time, 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 may be more extensive. On average, however, you can anticipate spending about five to ten hours a month on board service.

Conflict of Interest

As a board member, you are expected to uphold the highest standards of integrity by actively avoiding any conflicts of interest in your official capacity. This means refraining from any personal financial involvement in district transactions such as sales, leases, or contracts you oversee or participate in. If a potential conflict arises, you must fully disclose your interests and abstain from decision-making

processes related to those interests. You will operate under stringent guidelines to ensure that any exceptions to this rule are handled transparently, with unanimous consent and clear documentation. This approach maintains the community's trust and ensures all decisions are made solely in the best interest of the district and its stakeholders.

Associated Policy – Policy 210 Conflict Of Interest

Working as a Board Team

At the heart of educational excellence lies the steadfast commitment of the board, entrusted with duties that shape the very fabric of our district's future. Defined by statute, yet driven by a passion for progress, the board's responsibilities encompass a profound dedication to nurturing thriving learning environments and supporting the endeavors of our administration. Crucial to fulfilling these responsibilities is the collaborative spirit of board teamwork, where collective wisdom and shared vision pave the path toward transformative change. By fostering an environment of mutual respect and collaboration, the board can harness its collective strength to address challenges, capitalize on opportunities, and ultimately, advance the educational journey of every student in our district.

Board-Book Meeting Management Software

- BoardBook, an all-in-one meeting management web-based software will be used to manage and conduct our meetings, organize materials, communicate with attendees, and document the results.
- Agenda preparation will be developed by the district office staff and then released to board members at least five days prior to the scheduled meeting(s).
- Once an account is set up at BoardBook, members can register for various training sessions at BoardBook Training. If you have questions about training for BoardBook, please call 888-587-2665 or email support@boardbook.org.
- The Superintendent will provide members with an introduction and overview to the BoardBook Meeting Management software.

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 powers of a legislative character and other powers of a quasi-judicial character.
- The board shall superintend and manage the schools of the district; adopt rules for their organization, government, and instruction; prescribe textbooks and courses of study; and make and authorize contracts.
- The board shall have the general charge of the business of the district, its facilities and property, and of the interest of the schools.
- The board, among other duties, shall perform the following in accordance with applicable law:

- provide by levy of tax, necessary funds for the conduct of schools, the payment of indebtedness, and all proper expenses of the district;
- conduct the business of the schools and pay indebtedness 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 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 for agreed upon educational services;
  - lease rooms or buildings for school purposes;
  - authorize the use of school facilities for community purposes that will not interfere with their use for school purposes;
  - authorize 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 shall deem to be reasonably necessary or required for the governance of the schools.

Associated Policy – Policy 201 Legal Status of the School Board

Board Governance Model

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. It outlines the board's role in setting expectations and parameters through policy adoption, budgeting, contracting, and focusing on student achievement for all. It also highlights the superintendent's responsibilities in providing leadership and supervision, thus ensuring policies and strategies set by the board are effectively implemented.

Standards for Board Leadership

The board is responsible to the community to govern efficiently and lead effectively to provide students an equitable education that results in high achievement. To assist in this journey, see the Standards for School Board Leadership developed by the MSBA. This document outlines best practices for board members and provides the standards we should strive to meet as part of a high-performing board team.

Attributes of High-Performing Board Teams

1. Everyone clearly understands the mission, goals, and role of the board; everyone knows who is, and who should be, doing what.
2. Board members are skilled in group leadership and/or 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 manner that is helpful. Respect is shown for varying team viewpoints.
5. Expectations for the group and its members are high. Goals are stretched.
6. The board is not dominated by an individual or sub-group; 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

School Board self-evaluations can be an invaluable tool for assessing and enhancing the effectiveness of our governing body. This process allows us to reflect on our collective performance, identifying strengths, challenges, and opportunities for improvement. Engaging in a self-evaluation enables us to gain insights into individual contributions and understand the dynamics and overall functioning of the board. It also fosters open communication, promotes accountability, and strengthens teamwork among board members. By participating in the process, we can gain insights that will empower us to make informed decisions, enhance our effectiveness in serving the community, and contribute to the continuous improvement of the board's performance and impact.

Role of the Superintendent

The board employs a superintendent to lead and manage the district. The superintendent is an ex-officio, non-voting member of the board and the chief executive officer of the school system. The superintendent's duties and responsibilities are derived largely from three sources: statute, the employment contract, and the job description. Superintendents are responsible for the management of the schools, the administration of all board policies, and are directly accountable to the board. The superintendent must annually evaluate each principal assigned responsibility for supervising a school

building in the district. Also, the superintendent may delegate responsibilities to other district personnel but shall continue to be accountable for actions taken under such delegation. Minn. Stat. 123B.143.

Hiring a Superintendent

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

Duties of the Superintendent

Superintendent of schools Job Description

Tenets of an Effective Board-Superintendent Relationship

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

Evaluating the Superintendent

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

Annually, the board chair will lead and coordinate the superintendent evaluation process and timeline. Each board member will contribute to the annual evaluation of the superintendent, and have procedures in place that will identify and address efficiencies and deficiencies found during the evaluation process.

Eden Valley-Watkins School District Superintendent Evaluation - Template

Board Communication Guide

Communication Between Board Members

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

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

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

Guidelines for interacting outside a board meeting

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

Associated Policy – Policy 205 Open Meetings and Closed Meetings

Communication with the Superintendent

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

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

Communication with District Administrators and Staff

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

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

Communication with Constituents Including Staff, Students, Parents, and Community

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

- Do not agree to confidentiality or commit to limit your options of notification.
- Do not get involved in staff employment or contractual issues.
- Do not attempt to work with a parent who is working on behalf of an organized group rather than on behalf of their own student.
- When applicable, redirect the person to the appropriate staff person or administrator to address the concern.

- Be alert to patterns of like concerns and notify the superintendent's office of the possibility.
- If the concern raises governance or public relations questions, contact the board chair in addition to the superintendent.
- Avoid forming and communicating opinions about a board decision before the board has discussed it in a board meeting.

Engaging with the Community

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

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

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

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

Associated Policy – **Policy 612.1 Parental Involvement**

Communication with the Media

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

Communication on Social Media

Social media plays a significant role in board members' responsibilities. To use social media effectively while avoiding potential pitfalls, remember your posts should reflect well on your role and set a good example for students and the community. Be careful not to share personal, confidential, or legally protected information about students, employees, or board members. Opt for face-to-face or telephone conversations for private matters instead of using social media. Control your emotions and avoid posting

in anger or frustration, as negative statements can have lasting consequences and may lead to legal issues. Always use polite language and refrain from abusive, profane, or offensive comments. Additionally, avoid posting on behalf of the district or sharing commercial messages linked to the district. Use social media primarily for listening, making announcements, and gathering feedback rather than conducting board business. Finally, ensure you comply with all relevant laws and district policies, including those related to acceptable use, harassment, discrimination, and privacy. Your online actions should always reflect the values and responsibilities of your position within the district.

Using a District Email

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

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

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

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

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

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

Communicating with Board Members Via Email – To ensure OML compliance, you are strongly discouraged from using email to communicate with other board members about issues within the board's realm of authority, except for procedural elements like establishing meeting dates and locations.

Generally, you should use email only for one-way communications to and from the board chair or superintendent to distribute information.

Board Meetings and Governance

Board meetings are pivotal gatherings that dictate the course of educational policies and decisions within a district. Governed by a structured framework, these meetings encompass various types, from regular sessions to emergency convenings, each serving distinct purposes and following legal mandates outlined in Minnesota statutes. Moreover, the operational norms, roles of board officers, and adherence to parliamentary procedures shape the conduct of these meetings, ensuring efficiency, transparency, and accountability. In this comprehensive overview, we delve into the intricacies of board meetings, covering everything from meeting types and legal obligations to procedural guidelines and public participation protocols.

Meetings of the Board

Types of 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 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 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 persons requesting notice) of the date, time, place, and purpose of the meeting. Board discussion and action must fall within the posted purpose(s) of the meeting. Minn. Stat. 13D.04, Subd. 2.

Emergency Meeting – The board may hold an emergency meeting called to deal with a situation that requires immediate board consideration and possible action, such as a response to a school fire, a school safety issue, etc. The board determines when an emergency meeting is needed. Good faith effort must be made to notify the news media that have requested notice in the same manner as notice is given to board members. If the situation allows for a three-day notice, hold a special meeting. Minn. Stat. 13D.04, Subd. 3.

Organizational Meeting – The first meeting in January will be devoted to business required for the proper organization of the board. The agenda may include:

- Seating new members including administering the ceremonial oath of office
- Electing officers for chair, vice-chair (optional), clerk, and treasurer
- Setting the dates, time, and location(s) for regular board meetings
- Setting board member compensation
- Establishing standing committees and committee members
- Passing a Resolution for Combined Polling Places
- Determining time, place, and manner for public comments
- Designating district depositories
- Selecting the official newspaper and the district's legal counsel

Open Meeting Law (OML)

The Open Meeting Law (Minn. Stat. Ch. 13D.) is intended to preserve the rights of the public to observe actions and decisions of its representatives. To satisfy this, all meetings of the board will be open to the public for attendance, and a schedule of the board's regular meetings and working sessions will include times and locations and shall be kept on file at the district office. (See the Closed Meeting Law Chart link below for exceptions). Additionally, the board will ensure a schedule of meetings is posted on the district's website. The OML applies to all meetings of the public body and, in general, meetings of its committees and subcommittees. For the law to apply, a quorum (a majority of the members of the board) must be present. Although the responsibility to ensure meetings are properly noticed lies with the board, this operational activity is typically carried out by the staff member who functions as the clerk to the board.

Closed Meetings

Minnesota's OML 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. Please review Minn. Stat. 13D.05 before proceeding to close a meeting. For specific questions, consult with legal counsel.

Meeting Operations

Attendance of Meetings

All board members are expected to attend all meetings. However, it is recognized scheduling conflicts will occur.

Location of Meetings

School board meetings are typically held on the third Wednesday of each month at 6:30 p.m. in the district board room (door #13). The school board calendar can be found on the EVW School District website (www.evw.k12.mn.us)

Voting

Each elected member of the board will have one vote. A roll call vote will be taken when required by law or when requested by any board member.

Quorum of the Board

In order for a board meeting to be official and before any action can be taken by the board, at least a quorum of board members must be present. In the absence of a quorum, the only official action that the board may take is to adjourn the meeting. The gathering of a quorum constitutes a meeting if "members discuss, decide, or receive information as a group on issues relating to the official business of the district."

Parliamentary Procedure During Meetings

School board meetings will be conducted under Robert's Rules of Order and follow district policy established in:

Policy 203 Operation of the School Board

Policy 203.1 School Board Procedures

Policy 203.2 Order of the Regular School Board Meeting

Presiding Officer

The chair will preside over all board meetings. If the chair is unable to preside, the vice-chair (if one has been appointed), will perform the duties of the chair. Should both the chair and vice-chair be unable to preside, the clerk will perform the duties of the chair. In the unlikely event that the chair, vice-chair, and clerk are unable to preside, the treasurer will perform the duties of the chair.

Superintendent's Role in Board Meetings

The superintendent is a key person at all board meetings. The superintendent and chair commonly plan the meeting agenda together. The superintendent makes certain the meeting room is set up as required and all tools needed are available, such as audio or visual recording equipment, internet access, microphones, etc. Each item on the agenda is introduced by the chair; however, for discussion or action items, the superintendent or a designee is often asked to explain the issue. The superintendent's recommendation should be solicited before a vote is taken.

Board Committees

Committees may be established to address recurring needs of the board. Committees are in place to make the board's work more efficient and effective. They serve in advisory capacities and bring recommendations to the full board for decision making. Board committees should meet as often as necessary to accomplish their work and should meet only when there is substantive work to be done.

Election of Board Officers

Minnesota law is silent on the method of electing officers, except that the election must be by open vote and not by any form of secret ballot. Minn. Stat. 13D.01, Subd. 4. Subsequently, the board may

establish its own procedures, including procedures for nominating officers and voting procedures. The board will establish procedures in advance of the meeting so that everyone will know what to expect from the outset. The board must follow the procedures, but the procedures can be changed if the majority of the board members agree.

Guide to Board Meeting Roles and Responsibilities

Effective management and clear understanding of roles are essential for the smooth operation of board meetings. The Guide to Board Meeting Roles and Responsibilities provides a detailed outline of the duties and expectations for board members, the chair, the superintendent, and administrative staff before, during, and after meetings. This comprehensive guide helps ensure all participants are well-prepared, meetings are conducted efficiently, and follow-up actions are clearly defined. It covers everything from agenda preparation and legal advice to maintaining a positive meeting atmosphere and accurate record-keeping.

Data Privacy

It's essential to understand how data privacy relates to board meetings. When discussing district matters in board meetings, we encourage open dialogue. However, we need reasonable restrictions to ensure orderly proceedings and protect individuals' privacy and due process rights. These rights extend to both employees and students of the district. For employees, this includes the privacy of their personnel data. Similarly, students have privacy rights concerning their educational data. To uphold these privacy rights, we have procedures in place for handling agenda items and complaints.

Associated Policy – Policy 406 Public and Private Personnel Data

Policy 515 Protection and Privacy of Pupil Records

Public Comments to the Board

The board recognizes the value of participation by the public in deliberations and decisions on district matters. However, the board retains the right to determine whether and how public comment may occur.

District norms for conducting Public Comment or Open Forum will include:

1. Open Forum will be conducted from 6:00 – 6:30 p.m.
2. Welcome and introductions
3. Open Forum is for public comment and respectful communication
4. Administration will take notes and follow up
5. No private or educational data specifically related to students, families, or staff will be discussed
6. Time will be limited to 5 minutes or less so that other voices may be heard
7. Repeating a topic or comment will be considered an inefficient use of time
8. If necessary, the board and administration will communicate any district actions taken

Associated Policy – **Policy 206 Public Participation in School Board Meetings**

Agendas and Minutes

Agenda Procedures

The board will conduct business during meetings through an adopted agenda that advances board work and district goals. The agenda serves as a roadmap for the meeting, outlining topics such as reports, presentations, discussions, and decisions. It is expected all board members will read the agenda and any supporting documents prior to the meeting. Each board member has the right to request additions, amendments, or revisions to the agenda prior to its adoption, and the board will determine if those changes are to be made.

District norms for the creation and release of the school board agenda include:

1. The superintendent or designee will generate the monthly board agenda
2. The business manager, human resource officer, and administrative assistant will have authorization to add/update supporting documents
3. The agenda will be released for review 5 days prior to the scheduled meeting
4. Board members are encouraged to phone or email any agenda related questions to the superintendent in advance of the scheduled meeting
5. Questions related to Bills will be addressed by the Business Manager

Consent Agenda

The superintendent, in consultation with the board chair, may place items on the consent agenda. A consent agenda is a part of the agenda that includes items typically approved together in one motion. These items may include meeting minutes, routine reports, personnel appointments, and other administrative matters. By grouping these items together, 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 to have it removed for individual consideration.

Associated Policy – **Policy 203.6 Consent Agenda**

Meeting Minutes

Minutes will be carefully recorded to include all actions of the board and all votes taken at a board meeting by the board's clerk or designee. Minutes do not include discussion or editorial comments.

Associated Policy – Policy 204 School Board Meeting Minutes