

Professional Development
Tuesday, May 12, 2026 5:30 Dinner; 6:00
Presentations

MS/HS Media Center
3303 33rd Ave NE
Entry available at door #16
St. Anthony, MN 55418

Annie Bosmans: Present
Laura Haas: Present
Amy Kalar: Present
Cassandra Palmer: Present
PJ Striker: Present
Daniel Turner: Present

Present: 6.

1. Call to Order Professional Development Meeting
Chair Palmer called the meeting order at 6:00 p.m.

Staff in Attendance: Superintendent Dr. Renee Corneille; Assistant Superintendent Hope Fagerland; Laura Haupt-Coleman

2. Approval of agenda
The recommended motion is to approve the 5/12/26 Professional Development meeting agenda as presented. This motion, made by Amy Kalar and seconded by Laura Haas, Carried.
Annie Bosmans: Yea, Laura Haas: Yea, Amy Kalar: Yea, Cassandra Palmer: Yea, PJ Striker: Yea, Daniel Turner: Yea
Yea: 6, Nay: 0

3. Community Engagement

4. Discussion: School Board Evaluation Results

5. School Board Question and Answer

6. Adjourn School Board Meeting
Chair Palmer adjourned the meeting on 5/12/26 at 8:51 p.m.



St. Anthony-New Brighton

School Board Engagement

Sept. 30, 2025

School Board Engagement Plan

Purpose

To establish a clear, predictable set of engagement practices that reinforce governance (vision, policy, accountability), build trust, and create authentic opportunities for the SANB School Board to listen and connect with the community.

Engagement Calendar

Ongoing Engagements

- **Board Listening at Meetings**

Public comment at regular Board meetings; members listen, note themes, and refer operational concerns to administration.

- **PURPOSE:** Provide a formal, transparent opportunity for community members to share perspectives directly with the School Board, ensuring members can listen to community voices, note themes, and consider input in governance decision-making.
- **FORMAT:** Public comment. Board members listen and note governance-level themes.
- **BOARD ROLE:** Acknowledge input, listen without debate, and use themes for governance consideration.
- **LOCATION:** Boardroom during regular meetings.

- **Board Briefs in Brighter Bulletin**

Biweekly updates highlighting Board actions, governance priorities, and upcoming agenda items.

- **PURPOSE:** Keep families, staff, and the broader community consistently informed about School Board actions and priorities by sharing accessible, plain-language updates that build transparency and trust.



- **FORMAT:** Biweekly (approximately) written recap of Board decisions and upcoming agenda items
- **BOARD ROLE:** Reinforce unity of voice
- **LOCATION:** Delivered electronically to all families, staff, and community subscribers

Monthly Engagements

- **Informal Listening Sessions**

Monthly, small-group gatherings hosted by two to three board members in accessible community locations, designed to build relationships and hear community perspectives in a casual, approachable setting without engaging in operational debate.

- **PURPOSE:** Build relationships and hear informal input in accessible spaces.
- **FORMAT:** 2–3 board members (no quorum) host casual conversations with residents; rotating schedule of members
- **BOARD ROLE:** Listen, thank, and bring themes back to the Board; avoid operational debate..
- **LOCATION:** Rotate venues to reach diverse audiences. Examples:
 - Local coffee shops or cafés (informal drop-in atmosphere).
 - Community centers (family-friendly and accessible).
 - Apartment complexes (especially those with higher concentrations of families or multilingual residents).
 - Senior housing or assisted living facilities (to connect with older residents, many of whom are voters).
 - School commons areas before/after student events (to capture parent voices).

Quarterly Engagements

- **Structured Community Conversations**

The SANB School Board's quarterly community dialogues are structured, topic-focused conversations held in welcoming community spaces, where members listen and learn alongside residents through guided small-group discussions that surface shared values, hopes, and challenges to inform long-term governance decisions.

- **PURPOSE:** Deep listening on governance-related themes (student achievement, equity, facilities).
- **FORMAT:** District-facilitated structured dialogue (*e.g. May 2025 Community Conversation*)
- **BOARD ROLE:** Provide governance context at the opening, listen during small-group conversations, approve public summary.
- **LOCATION:** Accessible, welcoming community spaces. Examples:
 - High school commons or gym (capacity for large groups).
 - Churches, synagogues, or mosques that already host community gatherings.
 - Public libraries or civic centers (neutral ground, strong trust).
 - Partner spaces (business or nonprofit conference spaces).

Annual Engagements

- **Annual Engagement Report** – *Shared publicly at a spring Board meeting.*
A springtime summary presented at a public Board meeting that highlights themes, outcomes, and participation from the year's engagement efforts, demonstrating accountability and follow-through.
- **Annual Report to the Community** – *Mailed/email publication including a Board-authored section (see District Communications Plan).*
A comprehensive yearly publication that showcases district achievements and includes a Board-authored section clarifying governance priorities, progress, and vision.
- **Board Professional Development Retreat (Fall)** – *Governance and engagement refresh.*
An annual learning session for board members focused on strengthening governance practices, clarifying roles, and refining engagement strategies.



- **Community Survey (Spring)** – *Distributed electronically and on paper at key community gathering spots (library, senior center, schools).*
A broad outreach tool produced in coordination with the district's communication effectiveness survey that includes community perceptions of the Board's transparency, trust, and communication to shape future governance priorities.

NOTES

Location Rotation Guidance

To maximize reach:

- **Balance “in-district” and “out-in-the-community”:** At least half of informal listening sessions should be held outside of school buildings.
- **Intentional outreach to targeted populations:** Use session rotation to ensure every community group is reached at least once during the year (families with young children, multilingual residents, senior citizens, renters, homeowners).
- **Accessibility considerations:** Evening and daytime offerings; spaces with parking, transit access, and ADA accessibility.

Quick View Calendar

- **Ongoing:** Board Listening at Meetings, Board Briefs in Brighter Bulletin.
- **Monthly:** Informal Listening Sessions (2–3 board members).
- **Quarterly:** Structured Community Conversations (topic-based, district-facilitated).
- **Annually:** Engagement Report, Annual Report to Community, PD Retreat, Community Survey.

St. Anthony-New Brighton

School Board Engagement

Community Engagement Types, Purposes & Roles

Understanding Community Engagement & Governance

Community engagement refers to the intentional efforts school districts make to inform, consult, involve, collaborate with, and empower stakeholders. Different types of engagement serve different purposes and audiences, depending on the decision at hand and the level of community involvement needed.

School boards are responsible for governance—setting direction, policy, and accountability. Community engagement supports that role when done with clear boundaries and purpose.

Governance vs. Management	
Governance (Board)	Management (Administration)
✓ Sets vision and policy ✓ Approves strategy ✓ Holds administration accountable ✓ Listens to stakeholders ✓ Speaks as one body	✓ Designs and leads engagement processes ✓ Recommends options ✓ Operates day-to-day systems
Engagement Roles & Responsibilities	
✓ Use your influence to reinforce the importance of engagement. ✓ Support, but don't lead, operational processes. ✓ ASK – Is this governance or management? ✓ Do not blur the lines. The board should monitor, not manage, engagement.	✓ Clarify the purpose of engagement upfront. ✓ Match engagement level to the impact of the decision. ✓ Don't seek input if the decision is already made. ✓ Use multiple methods to ensure inclusion. ✓ Center equity—ensure all voices are heard.

Finding the Right Engagement Format

Type	Goal/Purpose	Audience(s)	Examples	Best Use	Board Role
INFORM	Provide clear, timely information	General public, families, staff, students, community partners	Newsletters, website updates, budget summaries, fact sheets, presentations, webinars	When the district needs to build awareness or clarify decisions that are already made	✓ Ensure consistent communication ✓ Stay informed for decision-making
CONSULT	Gather stakeholder input	Families, staff, students, community members, advisory groups	Surveys, focus groups, public comment periods, listening sessions	While there is room for input, the final decision rests with the board or administration	✓ Encourage transparency ✓ Listen, but don't direct outcomes
INVOLVE	Include stakeholders in framing options	Affected families, staff, student reps	Student panels, family learning nights, fishbowl conversations, gallery walks, focused conversations, world cafés	For complex issues that require deeper understanding of community perspectives	✓ Monitor alignment with board goals ✓ Avoid directing the process
COLLABORATE	Co-create solutions with stakeholders	Advisory groups, community partners, parents, students	Task forces, advisory committees, focused dialogues, restorative circles	For large-scale decisions requiring shared ownership (e.g., facilities planning, strategic planning).	✓ Approve collaborative efforts ✓ Make decisions based on input
EMPOWER	Delegate decision-making	Voters, site councils, student/parent-led efforts	Referendums, school-based budgeting teams	When shared governance or democratic decision-making is required	✓ Support democratic processes ✓ Respect outcomes



Engagement Summary Report

St. Anthony-New Brighton School District

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June 12, 2025
prepared by CESO Communications



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Background •

CESO Communications was contracted by St. Anthony-New Brighton Public Schools (SANB) to assist the School Board in conducting a community engagement initiative to gather insights from students, parents and families, staff, and community members.

The Community Conversation, held on Wednesday, May 28, 2025, focused on listening, learning, and strengthening community connections. This was not a town hall or decision-making forum, but a structured dialogue focused on sharing perspectives about the district's strengths, challenges, and opportunities.

The session engaged 77 participants — primarily parents and caregivers, as well as staff, community members, and students. The evening began with a presentation clarifying the School Board's governance role, followed by small-group table discussions.

About This Report

The following report summarizes key themes and findings that emerged from the structured table conversations held during the May 28, 2025, Community Conversation. These insights reflect the collective voices of participants and are intended to inform the Board's ongoing governance work. In addition to highlighting the strengths and challenges identified by community members, the report includes a set of recommendations for school board consideration. The full set of raw table notes is included in the appendix for transparency and reference.

Engagement Process •

Structured Conversations

Facilitated in three distinct rounds, the small-group conversations provided space for participants to share their insights in a respectful and inclusive environment. Each table was moderated by a trained facilitator whose role was to keep the conversation moving, ensure all voices were heard, and record participant insights. At the end of the session, participants were invited to submit written feedback to capture individual perspectives for further analysis.

All members of the SANB community were invited to attend the Community Conversation to learn more about the governance role of the school board and participate in small group discussions. Guided by clear prompts and grounded in a set of shared communication agreements, each table addressed:

- **Strengths** – *Given the role of the school board as presented tonight:*

- What do you see as the strengths of SANB schools? What is working well for students, staff and families? What should the school board continue to leverage (programs, structures, etc.) as it looks to the future? What highlights would you share with families new to the district or prospective employees to encourage them to enroll or work in SANB schools?
- **Challenges** – *Given the role of the school board as presented tonight and without personally identifying any individual ...*
 - What challenges do you think the district is currently facing or may face soon? What is giving you pause or concern as a member of the district community? What governance decisions could the board consider to help lead the district through these challenges?
- **Other Considerations (parking lot)** – What else should the school board district consider as it continues to provide governing oversight to the district?

Themes and Findings •

The comments and input from the structured conversations were reviewed by CESO Communications to identify key themes, strengths and challenges/opportunities.

Strengths

Participants expressed deep appreciation for:

- **Community Engagement:** The district benefits from high levels of parent and community involvement, including active parent groups, volunteerism, and support for levies and fundraising.
- **Dedicated Staff:** Teachers were frequently cited as caring, committed, and highly involved, with many demonstrating long-term investment in the district.
- **Diverse Student Opportunities:** Strong arts, music, clubs, and extracurricular offerings were seen as differentiators – particularly given the district's small size.
- **Early Childhood and ECFE Programs:** These programs were recognized for their high quality, responsiveness, and successful transitions into K-12.
- **Personalized Learning Environment:** Small class sizes, a walkable campus, and strong teacher-student relationships allow students to be known, supported, and nurtured.
- **Values of Belonging and Care:** Participants referenced a caring culture, shared values, and a commitment to whole-child development.

Challenges/Opportunities

Despite many strengths, participants voiced concerns and expressed opportunities for improvement for the following:

- **Academic Rigor and Curriculum:** Declining test scores, limited AP/elective offerings, and confusion around grading systems (especially at the middle school level) emerged as areas of concern.
- **Equity and Inclusion:** While increased diversity was celebrated, attendees stressed the need for better cultural representation, multilingual outreach, and inclusive engagement strategies to reflect all families in the district, not just those in attendance at the meeting.
- **Erosion of Trust:** Comments noted a perceived breakdown in trust between staff and leadership, reported fear of retaliation, and concerns about top-down decision-making.
- **Leadership Transparency and Communication:** There were concerns about a lack of clarity in decision-making, inconsistent messaging, and a perceived lack of response to feedback previously gathered.
- **Student Behavior and Discipline:** Participants highlighted inconsistent implementation of discipline policies, behavioral disruptions, and inadequate tools and support systems available to teachers to address such concerns.
- **Teacher Turnover and Retention:** Perception of high rates of staff departures, low morale, and lack of administrative support were seen as urgent issues impacting continuity and student success.

Recommendations for Consideration •

Based on the insights from the May 28 Community Conversation, the following recommendations are offered for consideration:

1. Rebuild Trust Through Visibility and Communication

- Establish clear, ongoing feedback loops with staff and families.
- Expand board visibility through in-school presence, regular updates, and listening sessions.
- Clarify and communicate how community input informs governance decisions.

2. Strengthen Staff Support and Retention



- Prioritize investments in staff wellness, recognition, and professional autonomy.
- Conduct regular exit and stay interviews to inform retention strategies and inform future decisions.
- Revisit discipline systems and student support staffing to relieve pressures on teachers and mitigate classroom disruptions.

3. Enhance Academic Transparency and Expectations

- Communicate clear academic goals and how progress is measured.
- Review grading policies and rigor across levels, especially in middle school and high school.
- Evaluate AP and elective offerings for relevance, engagement, and equity.

4. Deepen Inclusive Family Engagement

- Expand outreach methods (language, format, timing) to engage underrepresented groups.
- Create partnerships with trusted messengers from within cultural communities.
- Continue community conversations with targeted efforts to include diverse voices.

5. Use Data to Drive Improvement

- Align board oversight with clear success metrics.
- Share survey, academic, and engagement data openly and regularly.
- Foster a continuous improvement mindset using data not only to monitor but to adapt.

Final Thoughts •

Based on the table conversations and feedback collected during the May 28 Community Conversation, it is clear that St. Anthony–New Brighton Schools has a deeply invested and passionate community. Participants expressed both high levels of appreciation for what makes the district special, including strong relationships, dedicated staff, and a commitment to



whole-child learning, as well as candid concerns about trust, communication, and the district's long-term direction.

This initial event marks a significant step forward in building trust and creating a space for shared dialogue. From our perspective, the tone of the evening was respectful and constructive, and the community's willingness to engage with complexity, even when perspectives differed, was a clear indicator of both care and commitment.

As this was the first in what the school board and district envision as a series of ongoing community conversations, we encourage continued intentionality in both design and outreach. While we commend and greatly appreciate those who participated — especially during such a busy time of year — it is essential that future conversations prioritize reaching a broader cross-section of the community. This includes families and individuals from historically underrepresented backgrounds, multilingual households, and those who may not naturally show up in traditional feedback settings. Ensuring that future engagement reflects the full diversity of the district community, rather than just the most vocal voices, will be crucial to advancing inclusive governance and informed decision-making.

We thank the Board for the opportunity to support this effort and look forward to continuing our partnership as you use these insights to guide strategic priorities, strengthen community relationships, and fulfill the district's mission and vision.

MEMORANDUM

TO: St. Anthony-New Brighton School Board
Superintendent Renee Corneille
Assistant Superintendent Hope Fagerland

FROM: Susan Brott, Senior Strategist, CESO Communications

DATE: Tuesday, May 12, 2026

RE: Background & Agenda for Community Engagement PD Session

PURPOSE

The purpose of this discussion is to establish a shared understanding of the district's approach to community engagement and how it supports the Board's governance role. With several new members since the framework was introduced in Fall 2025, this session provides an opportunity to briefly revisit key concepts, including the purpose of engagement and the distinction between Board and administration roles, to ensure a common foundation.

OBJECTIVE

The objective of the session is to align on how the Board wants engagement to support its work moving forward by clarifying:

- What engagement should accomplish over the next year
- Where engagement efforts should be most focused
- How Board members will participate in a consistent and coordinated way

This includes confirming engagement priorities related to the upcoming superintendent search and ensuring expectations for community input are clear and appropriately structured.

DESIRED OUTCOME

The desired outcome is a shared direction to guide a focused, intentional approach to engagement. By the end of the discussion, the Board will have clarity on purpose, alignment on priorities, and a common understanding of its role in engagement moving forward.

AGENDA

1. Frame (5 min)
 2. Re-ground in Engagement Framework (10 min)
 3. Discussion 1: Purpose (15 min)
 4. Discussion 2: Focus (Superintendent Search) (15 min)
 5. Discussion 3: Board Role (15 min)
 6. Synthesis (5 min)
-

ATTACHEMENTS:

- SANB_School Board engagement overview_September 2025
 - Originally shared in April 2025
- SANB_School Board engagement plan_September 2025
- SANB _Engagement Report to the Board_June 2025

SMART Goal 1: Strengthen Board Use of Data to Drive Student Success

Goal Statement:

By June 2026, the school board will strengthen its ability to understand, interpret, and use district data to guide policy, budget, and strategic decisions that support improved student outcomes.

Specific & Measurable:

The school board will:

1. Review one key student success metric (e.g., academic proficiency, attendance, belonging, behavior) at (monthly, monthly work session, quarterly, other) board meeting.
2. Participate in at least one professional development session on data literacy (what is school level data and why/how is it relevant to the work the board does) and governance-level data interpretation.
3. Collaborate with the superintendent and staff to refine a district data dashboard for use in board discussions and public reporting.
4. Incorporate student success metric data references into major board decisions (policy, budget, or strategic plan updates).

Achievable:

District leadership will provide clear, accessible data summaries and professional learning to ensure board members can effectively use information to inform governance.

Relevant:

Grounding board decisions in data advances accountability, transparency, and equitable outcomes for all students.

Time-Bound:

Progress will be monitored through monthly board agendas and a final review of board work through June 2026.

Measures of Success:

- (monthly, monthly work session, quarterly, other) board meetings include a data review item

- At least one professional development sessions completed
 - Data dashboard refined and in active use
 - Begin to reference relevant data during major board decisions.
-

SMART Goal 2: Deepen Community Engagement and Build Shared Understanding of Student Outcomes

Goal Statement:

By June 2026, the school board will strengthen authentic engagement with families, staff, and community members to build shared understanding of student success data and district priorities. The school board will increase community engagement in district decision-making by enhancing two-way communication and providing transparent, accessible, and timely information—with a specific emphasis on expanding outreach to underrepresented and historically disengaged stakeholders to ensure all voices are heard.

Specific & Measurable:

The school board will:

1. Host **four quarterly, topic-driven community conversations** to share student data insights, gather feedback, and promote transparency.
2. Pilot a **Board Engagement Committee** by November 2025 to coordinate outreach, track participation, and recommend improvements.
3. Conduct **monthly engagement visits** attended by 2–3 board members with underrepresented community groups (e.g., multilingual families, apartment communities, early childhood programs). *(starting January 2026)*
4. Produce an **annual public engagement report** summarizing participation, feedback themes, and resulting school board considerations.

Achievable:

Board members will coordinate with district communications staff, interpreters, and community partners to ensure inclusive access and participation.

Relevant:

This goal supports the district's commitment to equity, transparency, and collaborative governance, ensuring board decisions reflect the voices of the full SANB community.

Time-Bound:

The engagement plan will launch by **November 2025**, with quarterly forums beginning **January 2026** and the end-of-year engagement report through **June 2026**.

Measures of Success:

- ≥4 community conversations held annually (2 for 2026)
- Engagement Committee establishment and review for process change and Engagement Committee continuation
- Increasing community participation through monthly engagement
- Annual end of school year public engagement report
-

SMART Goal 3: Strengthen School Board Cohesion and Governance Norms

Goal Statement:

By June 2026, the school board will strengthen its cohesion, clarity of roles, and shared governance practices through the development of board norms, structured mentorship, and participation in professional learning.

Specific & Measurable:

The school board will:

1. Attend Professional Development during which the board will review the **Board Handbook** and discuss agreed-upon governance norms and expectations for communication, decision-making, and conduct by **March 2026**.

2. Participate in a **Board Team-Building professional development session** facilitated by the Minnesota School Boards Association (MSBA) or a comparable governance organization by **June 2026**.
3. Establish a **Board Mentorship Program** pairing each new board member with an experienced member within **30 days of taking office**.

Achievable:

The board chair, superintendent, and MSBA (or equivalent facilitator) will collaborate to design relevant, efficient professional learning and provide the handbook as a template for board norms and mentorship.

Relevant:

This goal supports effective governance by fostering trust, consistent communication, and shared understanding of the board's collective responsibilities—key elements for stability and strategic decision-making.

Time-Bound:

All components of the goal will be completed by **June 30, 2026**, with progress checkpoints after each milestone (handbook review and update, training session, mentorship implementation).

Measures of Success:

- Updated and board-approved handbook with defined norms
- Completion of at least one team-building PD session
- 100% of new board members assigned a mentor within 30 days



School Board Self-Evaluation

<i>School District and Evaluation Year</i>	
St. Anthony-New Brighton	2026
St. Anthony-New Brighton	2017

Prepared by:

Gail Gilman

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School Board Self-Evaluation Framework for Governance

The School Board Self-Evaluation results reflect the collective responses of the board team (board members and superintendent). These results build a profile of the board's work in five standards (Conduct and Ethics, Vision, Structure, Accountability, Advocacy and Communication) of board practice proven to support student achievement.

The data on the following page is organized in a color-coded, horizontal-stacked bar chart that shows the board team's results at the level of the five standards. The explanation for the color code is just above the data chart.

Analyzing your Results: Looking at Data

Start with the following page, which shows your district's aggregated data for each of the five standards. Identify standards that capture strengths, growth areas and or divergent perspectives, then work through the benchmarks and indicators for those standards.

Here is a simple protocol for your use:

Step 1: What do you see?

- ☐ Describe what you see in the data, identify where it is located to the group. This is not about interpretation at this stage, only what you see.
- List the descriptions on chart paper.

Step 2: What does the data suggest?

- ☐ Discuss what the data suggests and try to generate different interpretations. Ask clarifying questions of one another to increase clarity and understanding of one another's perspectives.
- ☐ List responses on the chart paper

Step 3: Identify goal areas from the lists generated.

Step 4: Build two to three goals using the S.M.A.R.T. goal framework.

- **S** = Simple: Is it clear and easy to understand?
- **M** = Measurable: Is it clear what the school board will use to indicate successful performance?
- **A** = Achievable: Is it within the scope of the board's sphere of control/responsibility?
- **R** = Realistic: Will successful performance on this goal benefit the school district?
- **T** = Time-bound: Is it clear what the school board will see and when?

Measurable Progress for Goals Identified Above:

- ☐ ☐ Indicates or signals change
- ☐ ☐ Indicators can be assessed or observed
- ☐ ☐ Examples include:
 - ☐ → Measurements
 - ☐ → Specific activities
 - ☐ → Behavioral change
 - ☐ → Shift or reallocation of school district resources



School Board Self-Evaluation

MSBA believes your school district will find it beneficial to drill down to individual items under the benchmarks. If your board team would like to dig deeper into the School Board Self-Evaluation and data, MSBA provides an opportunity to use your evaluation data as an in-district in-service for a fee. During this 2-3 hour in-service, MSBA staff will provide your school board with more in-depth individualized data and reports designed for the board's ongoing improvement. MSBA staff will lead the conversation on the individualized report and assist your school board with discussion and setting board team improvement goals.

If your board team would like to dig deeper into the self-evaluation and data, contact Gail Gilman (ggilman@mnmsba.org) or call (1-800-324-4459) for the cost associated with this board in-service and to arrange a date for an MSBA staff member to facilitate.

Thank you for your time and thoughtful efforts in completing the School Board Self-Evaluation.

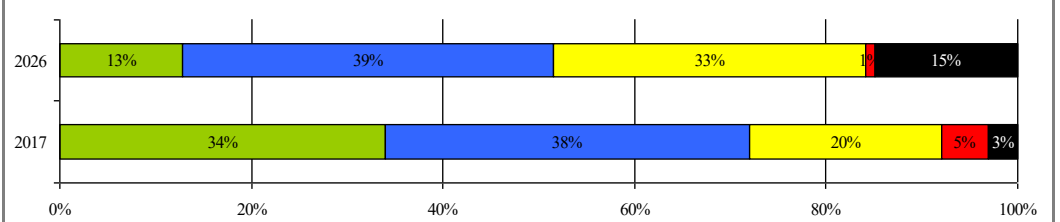
MSBA looks forward to serving your school board and being the association, "Where Minnesota School Boards Learn to Lead."



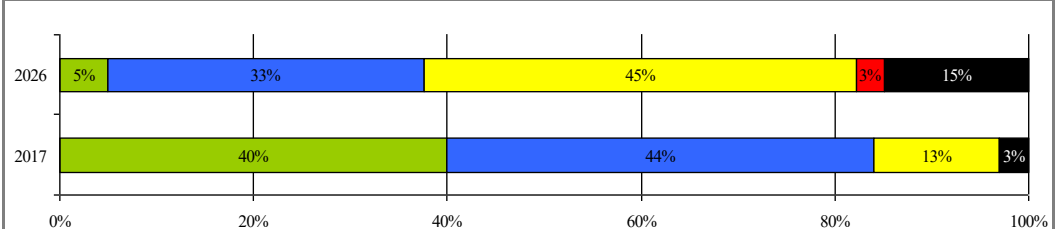
Framework for Governance: Aggregate Data

Always Most of the time Some of the time Never Don't know

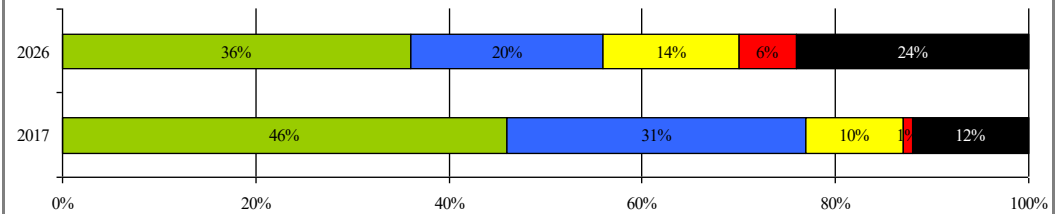
Standard 1 Conduct and Ethics: Provide responsible school district governance



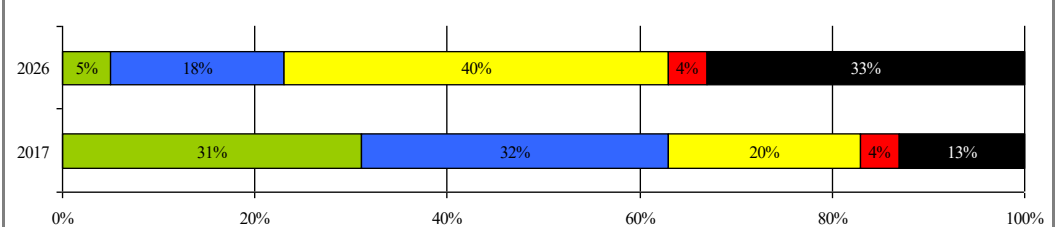
Standard 2 Vision: Set and communicate high expectations for student learning with clear goals and plans for meeting those



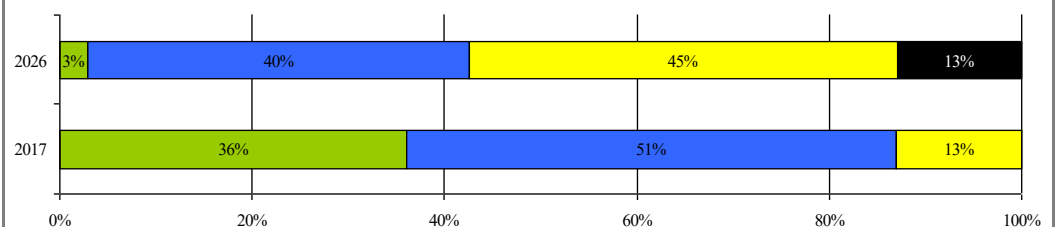
Standard 3 Structure: Create conditions district-wide for student and staff success



Standard 4 Accountability: Hold school district accountable for meeting student learning expectations



Standard 5 Advocacy and Communication: Engage local community and represent the values and expectations they hold for their schools





SCHOOL BOARD SELF-EVALUATION

INCREASE YOUR BOARD-SUPERINTENDENT TEAM'S PERFORMANCE

Minnesota School Boards Association Leadership Conference Round Table

Thursday, January 15, 2026



What is the School Board Self-Evaluation?

- Online tool introduced in May 2017
- Based on five Minnesota School Board standards
- Report is thorough and thought-provoking
- Analyzing data as a team leads to rich and productive discussions among Board-Superintendent Team members





Role of the School Board

5 Standards

**CONDUCT &
ETHICS**

VISION

STRUCTURE

ACCOUNTABILITY

**ADVOCACY &
COMMUNICATION**



Efficacy Rooted in Research



**This evaluation tool was developed by
the Washington State School
Directors' Association**



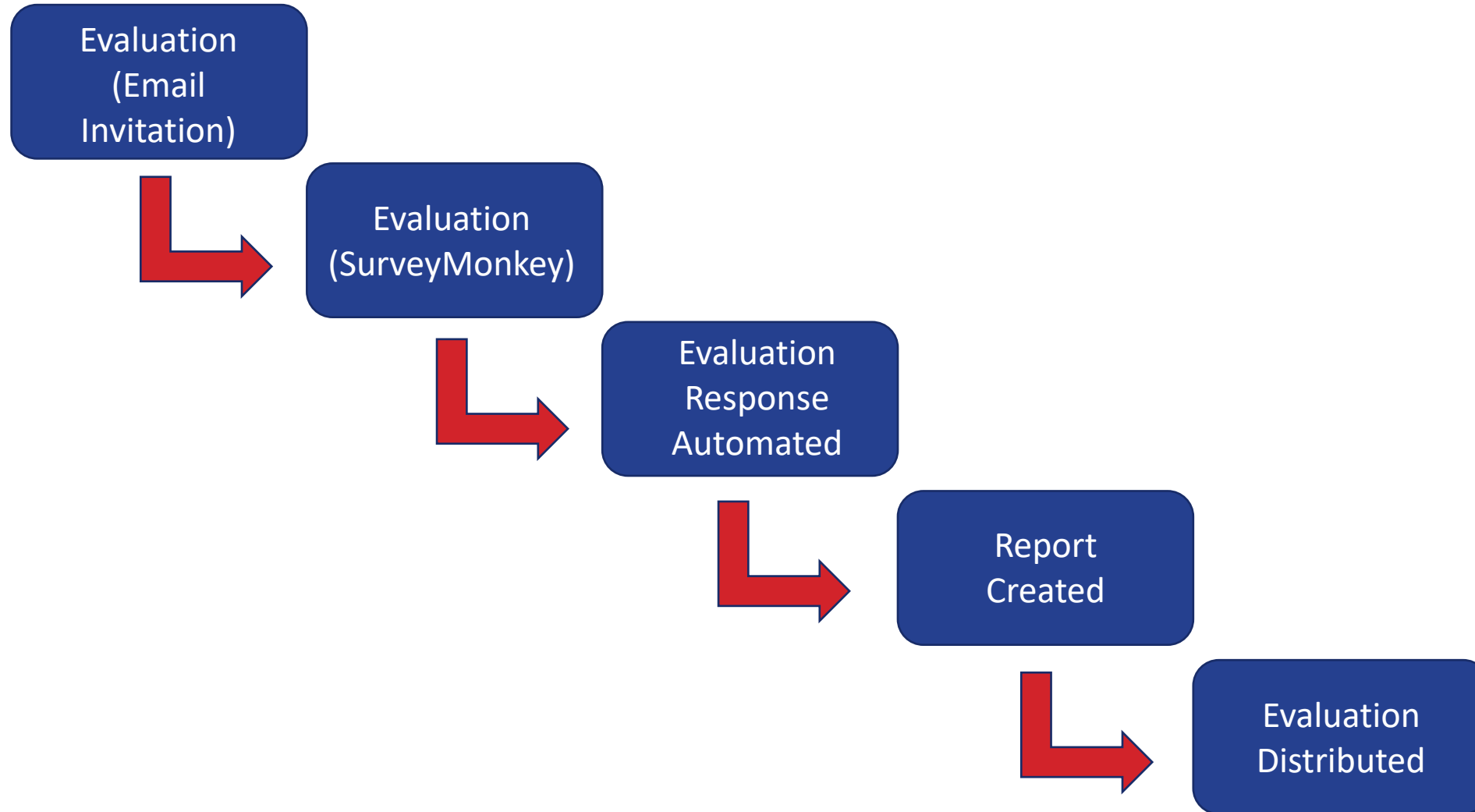
What is the School Board Self-Evaluation Tool?

- 72-question evaluation conducted online
- Complete on personal or school district computer or mobile device
- Takes approximately 15-20 minutes
- 100% confidential





How does the process work?





How do Board-Superintendent Teams use it?

- Examine their own practice, as individuals and as a Board-Superintendent Team
- As a basis for conversations as a Board-Superintendent Team
- Learn how to use data to improve practice
- Longitudinal data allows benchmarking and tracking of progress over time
- Board-Superintendent Team goal setting





What's next?

- MSBA recommends that the Board-Superintendent Team designate time in a study/learning session to review results together
- MSBA provides a suggested protocol for group discussion
- Some Board-Superintendent Teams have MSBA Staff facilitate the discussion





The Overview Report



The data on the following page is organized in a color-coded, horizontal-stacked bar chart that shows your results at the level of the five standards. The explanation for the color code is just above the data chart. The subsequent page shows the data from each question, with the page header showing the standard and benchmark the question relates to.



Start with a look at your district's **Overview Report** (aggregated data) for each of the five standards.

In which standards do you see:

- Strengths
- Growth areas
- Divergent perspectives





Full Report

- Available only at a Board-Superintendent Team workshop
- Take a deeper dive into the Overview Report and Full Report
- Lasts 2 – 3 hours or longer, if needed
- MSBA fee for the facilitated workshop
- Receive the 27-page, color report of your district's results
- Review results with the Board-Superintendent Team
- Use to determine Board-Superintendent Team goals





Look at your school district's **Full Report** (aggregated data) for each of the five standards.

In which standards do you see:

- Strengths
- Growth areas
- Divergent perspectives

Standard 1 Conduct and Ethics

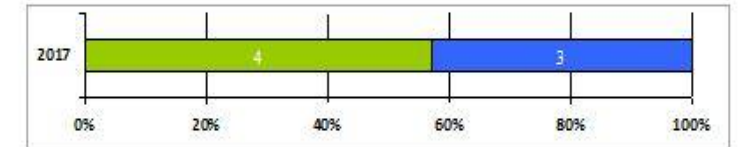
Provide responsible school district governance by:

Benchmark of Success F Working as an effective and collaborative team.

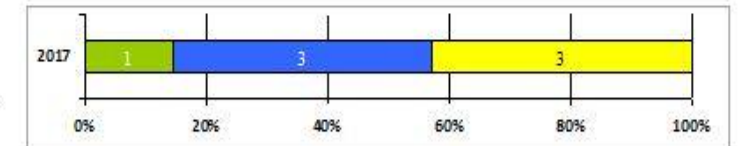
Always Most of the time Some of the time Never Don't know

To what extent does our board:

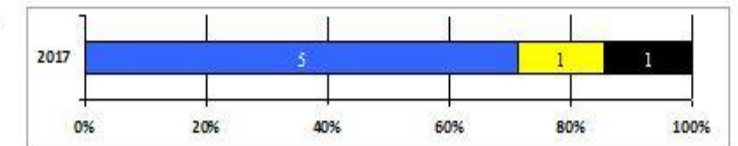
Q18 Work with the superintendent to achieve mutual trust and commitment?



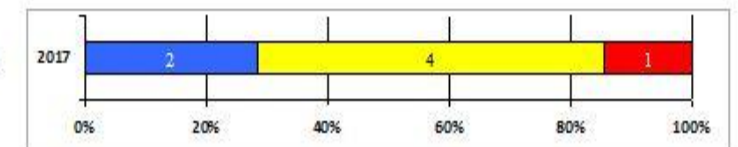
Q19 Pursue professional development to improve board members' knowledge and skills by attending conferences, holding study sessions, etc.?



Q20 Use collaborative processes that result in well-informed problem-solving and decision-making?



Q21 Together with the superintendent, share responsibility for the orientation of new board members and forming a new inclusive team?



Standard 2 Vision

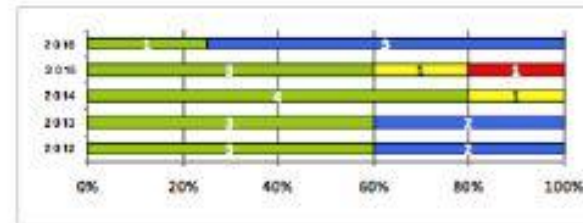
Set and communicate high expectations for student learning with clear goals and plans for meeting those expectations by:

Benchmark of Success A

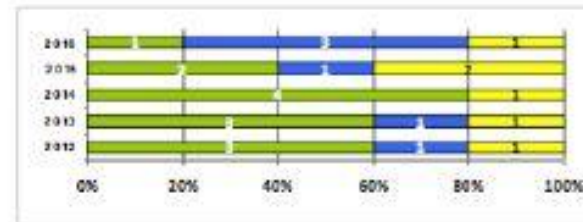
Articulating the conviction that all students can learn and the belief that student learning can improve regardless of existing circumstances or resources



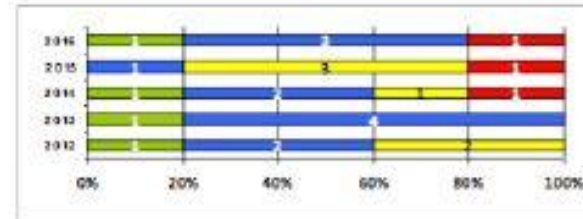
Q23 Through policies and actions expresses our belief that all students can learn?



Q24 Through policies and actions, communicate high expectations for all students?



Q25 Foster a culture of collaboration around the shared purpose of improving student achievement?





Next Steps for Implementing the Evaluation

- Discussion at a Board meeting about taking the Evaluation
- Determine choice of receiving the Overview Report or the In-depth Review of the Full Report
- Take Board action on participating in the Evaluation and Workshop cost for In-depth Review of Full Report; Contact MSBA to receive the link
- Set a date 6 to 8 weeks prior to reviewing the results to complete the Evaluation
- Select a 5-to-7-day window for the Board Team (Superintendent and Elected Board Members) to complete the Evaluation



Benefits of the School Board Self-Evaluation

- Board-Superintendent Teams learn to use data appropriately
- Data informs goal-setting
- Board-Superintendent Teams become more discerning about their own behavior and practices
- Board-Superintendent Teams engage in discussions of practice and decision
- Linked to MSBA awards that recognize effective Board-Superintendent Teams
- Board-Superintendent Teams lead using a Strategic Governance Framework





What questions do you have?
What steps will you take first?



Thank you for attending!

For questions or more information, contact:

Gail Gilman

Director of Strategic Planning and Board Leadership

Minnesota School Boards Association

E-mail: ggilman@mnmsba.org

Phone: 800-324-4459





Disclaimer

Your attendance and attention are appreciated. This presentation and corresponding materials are for informational use only. If legal advice is needed, the school district's legal counsel should be contacted. While current as of the date of presentation, the information contained in these materials may be superseded by legislative amendments, new rules and regulations, new cases, etc. If you have any questions or concerns about this presentation or the corresponding materials, please contact **MSBA** at **(800) 324-4459**.

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Standards for School Board Leadership

As the entity legally charged with governing a school district, each school board is responsible to its community for governing efficiently and leading effectively to provide for a fair education, resulting in student success for all.

The following five standards are essential to being an effective, high-performing school board team:

Standard 1: Conduct and Ethics

The school board, as a whole, provides leadership to the community on behalf of the school district by conducting its business in a fair, respectful, legal, and responsible manner.

An effective, high-performing school board strives to meet the following benchmarks:

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

Standard 2: Vision

The school board, with community input, envisions the educational future of the community and then formulates the goals, defines the outcomes, and sets the course for the school district.

An effective, high-performing school board strives to meet the following benchmarks:

- A. Use clear, focused, attainable, and measurable goals and outcomes to support gains in student achievement.
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- C. Regularly monitor the strategic plan to evaluate progress toward goal achievement and school district success.
- D. Ensure that the school district belief statements, mission statement, vision statement, goals, and objectives are reflected in school board policies, mirrored in the budget planning and implementation efforts, and are supported school-wide.
- E. Communicate the strategic plan and the progress to the community.

Standard 3: Structure

The school board, to achieve its vision, establishes organizational and physical structures for student and staff success.

An effective, high-performing school board strives to meet the following benchmarks:

- A. Create organizational and physical structures based on equity in which all students and staff have the resources and supports to maximize achievement.
- B. Advocate and provide for learning through rigorous curriculum, effective technology, and a safe and secure environment.
- C. Select and employ one person - the superintendent - as the school district's chief executive officer to lead and manage the school district.
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- E. Delegate the authority to the superintendent to recommend and evaluate all school district staff within the standards established through written school board policies.
- F. Accept ultimate responsibility for the care, management, fiscal oversight, and control of the school district while understanding that the day-to-day operations will be conducted by the staff.

Standard 4: Accountability

The school board is accountable to the community for constantly monitoring the conditions affecting the school district as a whole.

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- B. Evaluate the superintendent's performance at least annually.
- C. Use student achievement data and other indicators when available as the basis for assessing progress toward school district goals and compliance with school board policies and state and federal laws.
- D. Recognize the distinction between "monitoring data" (data used by the school board to address accountability) and "management data" (data used by the staff for operations).

Standard 5: Advocacy and Communication

The school board advances its vision at the local, regional, state, and national levels.

An effective, high-performing school board strives to meet the following benchmarks:

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



School Board Self-Evaluation

<i>School District and Evaluation Year</i>	
St. Anthony-New Brighton	2026
St. Anthony-New Brighton	2017

Prepared by:

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School Board Self-Evaluation Framework for Governance

The School Board Self-Evaluation results reflect the collective responses of the board team (board members and superintendent). These results build a profile of the board's work in five standards (Conduct and Ethics, Vision, Structure, Accountability, Advocacy and Communication) of board practice proven to support student achievement.

The data on the following page is organized in a color-coded, horizontal-stacked bar chart that shows the board team's results at the level of the five standards. The explanation for the color code is just above the data chart.

Analyzing your Results: Looking at Data

Start with the following page, which shows your district's aggregated data for each of the five standards. Identify standards that capture strengths, growth areas and or divergent perspectives, then work through the benchmarks and indicators for those standards.

Here is a simple protocol for your use:

Step 1: What do you see?

- ☐ Describe what you see in the data, identify where it is located to the group. This is not about interpretation at this stage, only what you see.
- List the descriptions on chart paper.

Step 2: What does the data suggest?

- ☐ Discuss what the data suggests and try to generate different interpretations. Ask clarifying questions of one another to increase clarity and understanding of one another's perspectives.
- ☐ List responses on the chart paper

Step 3: Identify goal areas from the lists generated.

Step 4: Build two to three goals using the S.M.A.R.T. goal framework.

- **S** = Simple: Is it clear and easy to understand?
- **M** = Measurable: Is it clear what the school board will use to indicate successful performance?
- **A** = Achievable: Is it within the scope of the board's sphere of control/responsibility?
- **R** = Realistic: Will successful performance on this goal benefit the school district?
- **T** = Time-bound: Is it clear what the school board will see and when?

Measurable Progress for Goals Identified Above:

- ☐ ☐ Indicates or signals change
- ☐ ☐ Indicators can be assessed or observed
- ☐ ☐ Examples include:
 - ☐ → Measurements
 - ☐ → Specific activities
 - ☐ → Behavioral change
 - ☐ → Shift or reallocation of school district resources



School Board Self-Evaluation

MSBA believes your school district will find it beneficial to drill down to individual items under the benchmarks. If your board team would like to dig deeper into the School Board Self-Evaluation and data, MSBA provides an opportunity to use your evaluation data as an in-district in-service for a fee. During this 2-3 hour in-service, MSBA staff will provide your school board with more in-depth individualized data and reports designed for the board's ongoing improvement. MSBA staff will lead the conversation on the individualized report and assist your school board with discussion and setting board team improvement goals.

If your board team would like to dig deeper into the self-evaluation and data, contact Gail Gilman (ggilman@mnmsba.org) or call (1-800-324-4459) for the cost associated with this board in-service and to arrange a date for an MSBA staff member to facilitate.

Thank you for your time and thoughtful efforts in completing the School Board Self-Evaluation.

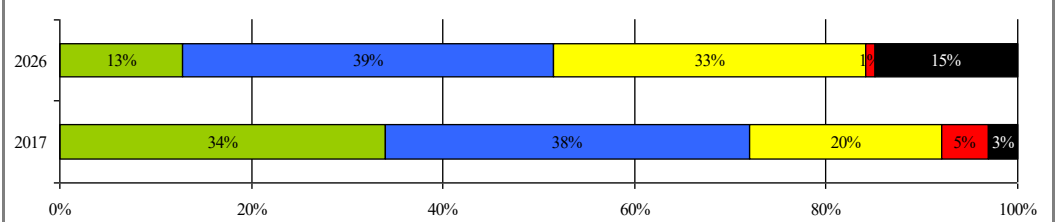
MSBA looks forward to serving your school board and being the association, "Where Minnesota School Boards Learn to Lead."



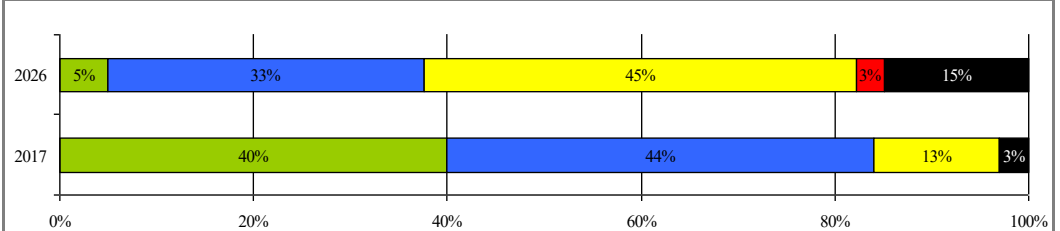
Framework for Governance: Aggregate Data

Always Most of the time Some of the time Never Don't know

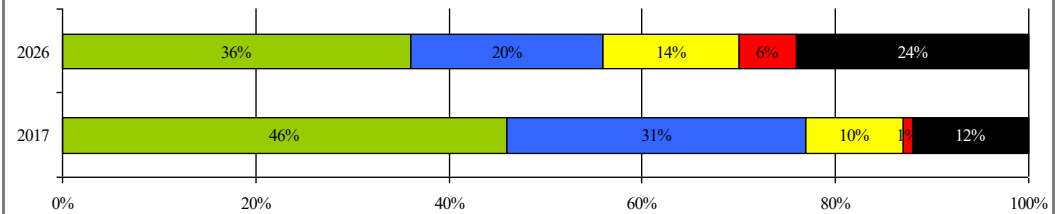
**Standard 1
Conduct and Ethics:**
Provide responsible
school district
governance



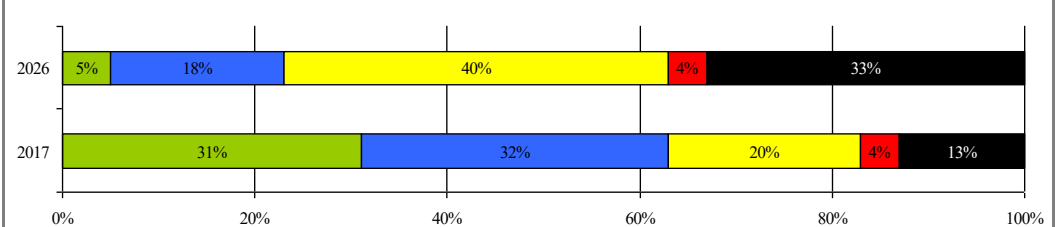
**Standard 2
Vision:**
Set and communicate
high expectations for
student learning with
clear goals and plans for
meeting those



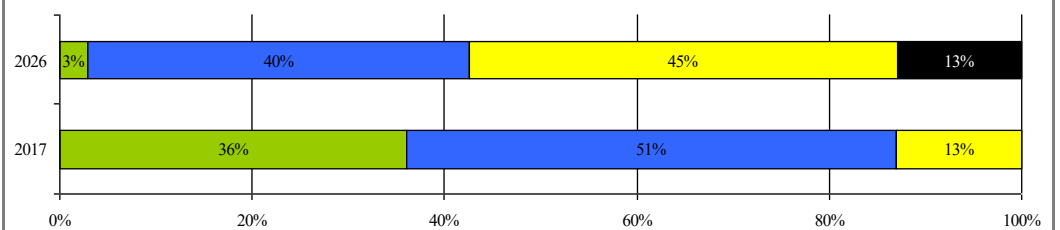
**Standard 3
Structure:**
Create conditions
district-wide for
student and staff
success



**Standard 4
Accountability:**
Hold school district
accountable for meeting
student learning
expectations



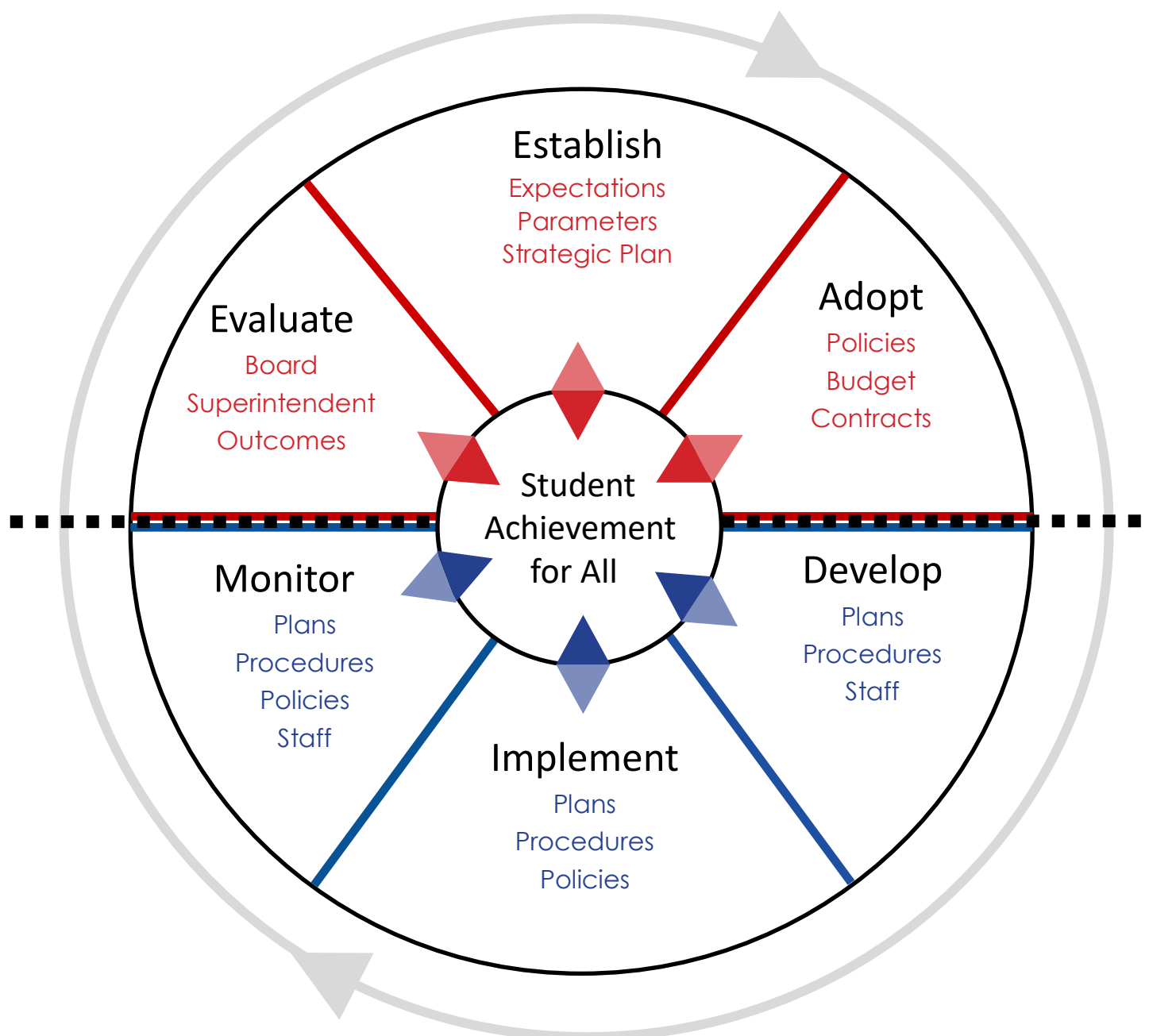
**Standard 5
Advocacy and
Communication:**
Engage local community
and represent the values
and expectations they
hold for their schools



Board Governance Model

The School Board Governs

Setting expectations and parameters



The Superintendent Manages

Providing leadership and supervision

Standards for School Board Leadership

The Role of the School Board

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