WPS School Board Handbook

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Revised 6/22/2026

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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

- Bi-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 working session.
- 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 Wayzata Public Schools 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.

District Identity

The Mission of Wayzata Public Schools is to ensure a world-class education that prepares each and every student to thrive today and excel tomorrow in an ever-changing global society.

Our Schools - Each school community is held to the highest academic standards and contributes to our celebrated culture of excellence. Our schools include:

- Early Learning School: Preschool (full and half-day options), Early Childhood Special Education, Early Childhood Family Education and Early Childhood Screening
- Nine Elementary Schools (K-5): Birchview, Gleason Lake, Greenwood, Kimberly Lane, Meadow Ridge, North Woods, Oakwood, Plymouth Creek and Sunset Hill
- Three Middle Schools (6-8): Central, East and West
- One High School (9-12): Wayzata High School
- One Transition School (ages 18-22): Wayzata Transition

Leadership Directory

Board Members

Name	Board Position	Email Address
Milind Sohoni	Chair	milind.sohoni@wayzataschools.org
Sheila Prior	Vice Chair	sheila.prior@wayzataschools.org
Heidi Kader	Treasurer	heidi.kader@wayzataschools.org
Dan Ginestra	Clerk	dan.ginestra@wayzataschools.org
Valentina Eyres	Director	valentina.eyres@wayzataschools.org
Paras Bhende	Director	paras.bhende@wayzataschools.org
Alicia Liddle	Director	alicia.liddle@wayzataschools.org

Superintendent's Office

Name	Position	Email Address
Chace B. Anderson	Superintendent	chace.anderson@wayzataschools.org
Amy Guise	District Administrative Asst.	amy.guise@wayzataschools.org

Strategy Leadership Team

Name	Position	Email Address
Dana Miller	Executive Director of Teaching and Learning	dana.miller@wayzataschools.org
Dave Lutz	Executive Director of Human Resources	dave.lutz@wayzataschools.org
Trevor Peterson	Executive Director of Finance and Operations	trevor.peterson@wayzataschools.org
Jenni Ebert	Director of Community Ed	jennifer.ebert@wayzataschools.org
Wade Phillips	Director of Technology	wade.phippips@wayzataschools.org
Amy Parnell	Director of Communications	amy.parnell@wayzataschools.org
Ginny Nyhus	Director of Student Support Services	ginny.nyhus@wayzataschools.org
Solveig Harriday	Director of Equity & Inclusion	solveig.harriday@wayzataschools.org
Rachel Falkowski	WEA President	rachel.falkowski@wayzataschools.org

District Facilities

Building	Address	Phone Number
Birchview Elementary	425 Ranchview Ln. N., Plymouth 55447	763-745-5300
Gleason Lake Elementary	310 County Rd 101 N., Plymouth 55447	763-745-5400
Greenwood Elementary	18005 Medina Rd., Plymouth 55446	763-745-5500
Kimberly Lane Elementary	17405 Old Rockford Rd., Plymouth 55446	763-745-5600
Meadow Ridge Elementary	17905 Chankahda Trail, Plymouth 55446	763-745-7100
North Woods Elementary	18995 54th Ave N., Plymouth 55446	763-745-4000
Oakwood Elementary	17340 County Rd. 6, Plymouth 55447	763-745-5700
Plymouth Creek Elementary	16005 41st Ave. N., Plymouth 55446	763-745-5800
Sunset Hill Elementary	13005 Sunset Trail, Plymouth 55441	763-745-5900
Central Middle School	305 Vicksburg Ln N., Plymouth 55447	769-745-6000
East Middle School	12000 Ridgemount Ave. W., Plymouth 55441	763-745-6200
West Middle School	149 Barry Ave N., Wayzata 55391	763-745-6400
Wayzata High School	4955 Peony Ln N., Plymouth 55446	763-745-6600
Early Learning School	17340 County Rd. 6, Plymouth 55447	763-745-5290
Transition School	210 County Rd 101 N., Plymouth 55447	763-745-4400
District Service Center	13305 12th Ave N., Plymouth 55441	763-745-5000
Creekside Building	16000 41st Ave. N., Plymouth 55446	763-745-5060
Central Services Facility	17305 19th Ave. N., Plymouth 55447	763-745-5151

https://www.wayzataschools.org/schools

School Board Visits

The School Board of Wayzata Public Schools plays a critical role in shaping the strategic direction of the district through policy development, supervision and oversight of the superintendent who is in charge of district operations, and general community representation. While Board members are not involved in the day-to-day management of

schools, there is value in maintaining awareness about the district's programs, school culture, and instructional practices. One way to support this general awareness is through intentional, structured, and well-organized visits to school buildings.

The following guidelines provide a framework for School Board member visits to schools and classrooms. These visits are intended to reflect the Board's commitment to transparency, relationships, and informed governance while respecting and preserving the integrity of instructional time, student and staff privacy, and building operations. The intent of these guidelines is to foster a shared understanding between Board members, administrators, teachers and other educators regarding the purpose, process, and boundaries of school visits.

The overarching purpose of these guidelines is to facilitate visits that:

- Allow Board members to observe the outcome of district and Board-adopted policies.
- Foster deeper understanding of school-level needs and opportunities.
- Support the Board's ability to make informed decisions through firsthand perspective.
- Build relationships between Board members and school leaders.
- Demonstrate visible commitment to public education.
- Celebrate positive accomplishments of students and staff.
- Reinforce a shared sense of pride and purpose across the district.

Guiding Principles for School Board Visits

To ensure Board visits are constructive, equitable, and aligned with district priorities, the following guiding principles will be followed:

1. Governance and Management: Board members are not administrators and should not engage in evaluative or supervisory behaviors during visits. Observations are made in service of the Board's governance role and strategic priorities—not for operational oversight or assessment of individual staff or of specific academic programs.
2. Non-Disruption: Instructional time is the core of a school's mission. Visits should be designed to minimize disruption to learning, avoid shifting classroom dynamics, and preserve instructional flow. Board members are encouraged to observe, not directly participate unless specifically asked by the teacher or their designee to do so, during classroom visits.
3. Confidentiality and Legal Compliance: Board members are bound by data privacy laws including FERPA and the Minnesota Government Data Practices Act. Visits should never result in the sharing of identifiable student or staff information, nor should observations be publicly discussed in ways that could compromise confidentiality.

4. Partnership and Respect: Board visits are an opportunity to reinforce the values of mutual respect, partnership, and shared commitment to student success. Board members should communicate openly, follow school-level expectations, and be respectful of the professional expertise of teachers, administrators and other educators.
5. Equity and Coordination: Visits should be coordinated and distributed equitably across schools, avoiding repetition at a few sites while others are overlooked. All visits must be scheduled in advance through appropriate administrative channels to ensure they align with the schedule and routines of each building.

Visit Scheduling and Process

All Board visits—whether to observe classrooms, participate in special events, or tour buildings—must be scheduled in advance and coordinated through the building administrative professional/building principal. This ensures that visits occur at appropriate times, minimize disruption, and align with school schedules. Board members' attendance at athletic contests, performing or visual arts events or other school activities generally open to the public do not require any special advance notice.

1. General Building Visits (non-classroom):
    a. Must be scheduled at least 2 school days in advance.
    b. Scheduled through the school principal's Building Administrative Professional with the Superintendent's Administrative Assistant copied.
    c. May include tours of common areas, hallways, cafeterias, media centers, or attendance at school-wide events.
    d. Principals and/or their designees will accompany the Board member during the visit.
2. Classroom Observations:
    a. Must be scheduled at least 5 school days in advance.
    b. Scheduled through the school principal's Building Administrative Professional, with the Superintendent's Administrative Assistant copied.
    c. Duration of the visit should generally be limited to no more than 30 minutes per elementary classroom or one full class period at the secondary level.
    d. When making a request, Board members should identify a general area of interest rather than specific staff (e.g., "I'd like to observe a 5th grade math class" or "a popular high school elective with high registration numbers").
    e. Principals and/or their designees, will make the final determination of the specific classroom(s) to be observed based on schedules and instructional considerations.
3. School Events or Celebrations:

a. Board members are always welcome and are encouraged to attend concerts, art shows, curriculum nights, and other school events that are generally open to the public.
b. Invitations may be extended by school leaders or district staff, and attendance at such events will be in alignment with and coordinated in the same way as other community members attending such events or celebrations.

In all cases, Board members must check in at the front office upon arrival, wear a district-issued visitor badge, and adhere to standard visitor protocols in each building. This is consistent with expectations of all visitors at schools.

Expectations During Visits

Board members are expected to adhere to the following expectations while in schools:

- Arrive on time and check in at the school's front office.
- Wear a visitor badge visibly at all times.
- Follow the school's expectations for visitor protocols and movement through the building.
- Observe respectfully - do not interrupt instruction, redirect students, engage in evaluative feedback with staff and students, nor demonstrate engagement that is not consistent with the school district's mission and vision.
- Do not take photographs, video, or audio recordings during the visit unless consent is obtained according to established district protocols.
- Avoid entering staff-only areas (e.g., lounges, offices, prep rooms) unless invited to do so by a staff member.

The principal or their designee may or may not be available to accompany the Board member visit. Some visits may be self-guided depending on the principal's availability and the nature of the visit.

Post-Visit Communication and Reflection

Following a classroom visit, Board members are welcome to send a personal thank you note or email to the teacher(s). Board members are further encouraged to share positive observations with the building principal. Celebrating what is working well supports educator morale and reinforces shared pride in the work of the district.

If a Board member has questions or concerns as a result of their visit, those should be directed to the Superintendent or Board Chair—not to principals, teachers, paraprofessionals, or other staff members. This honors the district's communication

protocols and prevents confusion about appropriate a school Board member's governance role, authority and intent.

Board members may be invited to share general reflections at future Board meetings, provided the discussion maintains confidentiality and focuses on systemic or policy-level themes. For example, a Board member might say:

> "During my recent visit to Meadow Ridge, I was reminded of the incredible energy and care our staff bring to learning. It was especially exciting to see how students are engaging with the new science units implemented last year."

Such reflections should not include classroom-specific observations, individual performance comments, or comparisons between buildings or staff.

Visit Frequency and Rotation

To support equitable access and manageable coordination, the district recommends the following frequency and structure:

- As a general guideline, each Board member is asked to limit their classroom visits to twice per school year for each level. Stated more specifically, no more than a total of two visits in a year per level (Early Learning School, elementary schools, middle schools and the high school), equating to no more than eight total visits in any given school year.
- The district may consider and establish a rotation system so that Board members are assigned to specific schools for a set period, helping to spread engagement evenly and build deeper relationships with a smaller number of sites.
- The Superintendent's Administrative Assistant will maintain a central log of school visits to help ensure an appropriate balance and coordination of the visit.

This structure ensures all schools receive comparable levels of demonstrated school Board interest, support, and visibility, while also maintaining and respecting daily routines at the school and ensuring that schools can effectively plan for and accommodate school Board member visits.

Legal, Ethical, and Policy Alignment

Board member visits must comply with the following local, state, and federal expectations:

- Policy 201: School Board Powers and Duties – affirms that Board members are responsible for setting policy and evaluating the Superintendent, not managing staff or daily school operations.
- Policy 204: School Board Member Code of Ethics – requires all Board members to protect confidential information and refrain from using their position for personal gain.

- FERPA (Family Educational Rights and Privacy Act) – prohibits the sharing of personally identifiable student data observed during visits.
- Minnesota Government Data Practices Act – protects both student and staff data from unauthorized disclosure.

As a member district of the Minnesota School Boards Association (MSBA), all Board members complete training and are aware of Board ethics, data privacy, and appropriate boundaries to reinforce these expectations.

Strategic Roadmap

WAYZATA PUBLIC SCHOOLS

Strategic Roadmap

2023–2027

WAYZATA PUBLIC SCHOOLS

MISSION

Our core purpose

To ensure a world-class education that prepares each and every student to thrive today and excel tomorrow in an ever-changing global society.

VISION

What we intend to create and experience

To be a model of excellence where students of all ages discover their unique talents, develop a love and tenacity for learning and demonstrate confidence and capacity for success through:

- Exceptional student learning, experiences and relationships
- Community trust, confidence and partnership
- Operational excellence

CORE VALUES

Drivers of our words and actions

Achievement: Challenging oneself and others for excellence in all we do.

Collaboration: Working together to maximize opportunities and eliminate barriers to learning for all.

Community: Maintaining a sense of belonging to and responsibility for the broader community.

Equity: Meeting the specific needs of all students.

Integrity: Doing the right thing in the right way at the right time, even when no one is aware.

Respect: Valuing others for their diverse talents, backgrounds, cultures and viewpoints.

STRATEGIC DIRECTIONS

Through focus on priorities and strategy execution, we achieve excellence and realize our vision.

1. Ensure a high-quality daily experience for each and every student
2. Deliver high-quality instruction that leads to high academic achievement for all students
3. Recruit, hire, support, develop and retain the highest quality staff
4. Build awareness and capacity to improve the health and well being of our school district community
5. Learn and improve from community engagement and strategic partnerships
6. Ensure the efficient and effective use of district resources
7. Align internal district processes and procedures to improve communication, decision-making, accountability and collaboration, resulting in operational excellence

Adopted September 2023

Wayzata Public Schools Equity Commitment

Systemic racism and many inequities exist in our society. This is not a reflection of who we aspire to be in Wayzata Public Schools. It is essential that we address this to fulfill our mission for each and every member of our community.

We're All In

We commit to:

- Evaluating and expanding our mindsets
- Embracing productive discomfort
- Transforming our core values from words to policies and actions that improve equity

We will facilitate the efforts of staff, students and families to act on our six core values.

Achievement	Collaboration	Community
• Create a system for learning, teaching and measuring success that honors cultural differences. • Give each other space to understand our implicit biases as we seek to free ourselves of them.	• Share collective responsibility for empowering all learners to thrive and be their authentic selves. • Build on the strengths we each bring so that together we are more than the sum of our parts.	• Understand that we all belong here and are critical to each other's success and well-being. • Being accountable to each other in the pursuit of being our best selves.

Equity	Integrity	Respect
• Work to increase our awareness of inequities so we can grow our capacity to become who we aspire to be. • Study and practice anti-racist behavior so that we can continuously learn and improve.	• Continually live our shared values, especially when those values are challenged. • Infuse our daily work and planning with equity-thinking through self-reflection and data.	• Learn from and through our differences. • Acknowledge that the lives of Black, Indigenous and people of color matter and this is reflected in our actions.

We will find ways to create more equitable systems that honor each person's unique mix of overlapping identities, including but not limited to:

- age
- beliefs/religion
- class
- disability/special needs
- ethnicity
- family status
- gender
- gender expression/identity
- height/weight
- home language
- immigration status
- issues specific to women/girls
- mental health
- national origin
- poverty
- race
- sexual orientation

Our mission is to ensure a world-class education that prepares each and every student to thrive today and excel tomorrow in an ever-changing global society.

Approved by WPS School Board: April 12, 2021

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.

Milind Sohoni

Sheila Prior

Heidi Kader

Dan Ginestra

Alicia Liddle

Paras Bhende

Valentina Eyres

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 (or as soon as practicable thereafter). 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.

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 three-year terms in 2025 and 2027 and four-year terms thereafter 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.

For more information, regarding filling vacancies see: Steps to Fill a School Board Vacancy with Sample Application and Interview Questions.

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. Wayzata Public Schools has a seven member board.

Board Officers

Officers of the board include chair, vice-chair, 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

- 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.

Associated Policy – Policy 207- School Board Officers, Policy 207-R- School Board Officers Regulations

Board Compensation

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

Board compensation shall be approved at the Board Organizational Meeting in January annually. Current Board compensation:

- Chair: $5,650
- Directors: $4,828

In addition, for special meetings and work sessions scheduled on days other than regular meeting and work session days, compensation will continue at $50 per meeting.

Expense Reimbursement

Policy 214- School Board Development Opportunities and Reimbursements

Associated Policy – Policy 717- Expense Reimbursement, Policy 717-R- Expense Reimbursement Regulations

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, state, and national 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	Events

Mutual Expectations Workshop School Board Self-Evaluation Workshop Superintendent Search Workshop Superintendent Evaluation Workshop	Leadership Conference Summer Seminar Delegate Assembly Day at the Capitol Advocacy Tour Coffee and Conversation Series Board Chair Chat Monthly Webinars
Regional Workshops	
Officers' Workshop Negotiations Seminars	

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 204 guide you in navigating the complexities of governance with unwavering moral clarity and purposeful dedication.

Associated Policy – Policy 204- School Board Member Code of Ethics

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 nine to twelve 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 205- Conflict of Interest- School Board Members

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.

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 supervise 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- School Board Powers and Duties

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

The Superintendent shall have charge of the administration of the schools under the direction of the School Board. The Superintendent shall be the chief executive officer of the School District; shall direct and assign teachers and other School District employees under the Superintendent's supervision; shall organize, reorganize and arrange the administrative and supervisory staff, including instruction and business affairs, as best serves the School District subject to the approval of the School Board; shall select all personnel subject to the approval of the School Board; shall, from time to time, suggest policies, regulations, rules and procedures deemed necessary for the School District, and in general perform all duties incident to the office of the Superintendent and such other duties as may be prescribed by the School Board from time to time. The Superintendent shall abide by the policies, regulations, rules and procedures established by the School Board and the State of Minnesota. The Superintendent shall have the right to attend all School Board meetings and all School Board and citizen committee meetings, serve as an ex-officio member of the School Board and all School Board committees, and provide administrative recommendations on each item of business considered by each of these groups.

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.

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 210- School Board Meetings- Open and Closed, Policy 210-R- School Board Meetings- Open and Closed Regulation

Situation	District Protocol
I have general questions about board governance and/or operation.	*Contact the Chair and Vice-Chair*

I have a concern or questions regarding board governance.	*Contact the Chair and Vice-Chair*
I have a concern or questions regarding district operations.	*Contact the Superintendent or applicable Executive Director/ Director of the district*

Communication with the Superintendent

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

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

Situation	District Protocol
I have general questions about the district.	*Contact the Superintendent*
What if I disagree with a report or presentation to the board from the superintendent or other staff member?	*Contact the Chair and Vice-Chair*

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.

Situation	District Protocol
If I get a phone call, email, or stopped in public from a constituent with concerns regarding the district.	*Contact the Superintendent*
If I get a phone call, email, or stopped in public from a constituent regarding the board's decisions.	*Contact the Chair and Vice Chair*
If I get an email that is addressed to the entire board with concerns from a constituent.	*Allow the Chair to respond on behalf of the board*
There is a situation that requires the district's legal counsel to be contacted.	*Contact the Superintendent*

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.

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.

Situation	District Protocol
If I am approached by the media regarding a concern or board decision.	*Contact the Superintendent and Director of Communications*

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.

Situation	District Protocol
I know about an upcoming district event that should be featured on social media.	*Contact the Superintendent and Director of Communications*
I saw a post containing false or misleading information regarding the board or district.	*Contact the Superintendent and Director of Communications*

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.

Situation	District Protocol
I have questions regarding an email I received from the board chair or superintendent.	*Contact the Superintendent or District Administrative Assistant*
Another board member emailed me regarding board business.	*Contact the Chair and Vice Chair*

I have important information that everyone on the board needs to know before the next board meeting.	*Contact the Chair and Vice Chair or District Administrative Assistant*

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. Regular WPS School Board meetings take place on the second Monday of the month unless otherwise noted.

Work Sessions - WPS School Board Work Sessions take place on the fourth Monday of the month unless otherwise scheduled. A work session is a meeting in which no board action is taken, but the administration or school board study and discuss in depth matters which potentially will come before the board.

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 emailed 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, clerk, and treasurer
- Setting the dates, time, and location(s) for regular board meetings
- Setting board member compensation
- Establishing standing committees and committee members
- 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.

For more information regarding closed meetings, see MSBA's Closed Meeting Law Chart.

Meetings Conducted by Interactive Technology

In the ever-evolving landscape of governance, technology has become an indispensable tool for facilitating communication and collaboration. Section 13D.02 of the Minnesota Statutes acknowledges this reality by outlining the conditions under which meetings governed by section 13D.01 can be conducted using interactive technology. The reason for attending via interactive technology shall be noted in the minutes.

For more information regarding remote meetings, see Minn. Stat. 13D.02 Meetings Conducted by Interactive Technology.

Meeting Operations

Attendance of Meetings

All board members are expected to attend all meetings. However, it is recognized scheduling conflicts will occur. Should a member be unable to attend a meeting, they shall notify the Chair, Vice-Chair and District Administrative Assistant.

Location of Meetings

School Board meetings are held at **Wayzata Creekside Building**, 16000 41st Ave. N, Plymouth, MN 55446.

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."

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.

Human Resources Committee

Purpose: To offer support and guidance for the Executive Director of Human Resources

Potential Committee Activities:

- Review the HR consent agenda in advance of the school board meeting
- Support the HR department in routine work
- Stay informed re: emerging issues in the HR department
- Help guide the realization of the strategic directions & equity commitment through the district human resources work
- A Rep from HR may serve as a Rep to the Sup contract process

Finance Committee of the Board

Purpose: To provide guidance and support to the finance department. To review the CFAC agenda and serve as the Board representative at the meetings. To provide oversight through the District OPEB committee.

Potential Committee Activities:

- Review Finance items that will come to the regular meeting or work session
- Provide on-going support and guidance to the finance department
- Provide governance level input on issues related to district operations (such as transportation, food service, facilities, etc.)
- A Rep from Finance Committee may serve as a Rep to the Sup contract process

Facilities Committee of the Board

Purpose: To oversee bond referendum and other capital projects and to provide governance level input to long range facilities planning and development.

Potential Committee Activities:

- Explore teaching and learning impacts on middle school facilities planning with governance level input on the interconnectedness of facilities and our educational programs.
- Continue to monitor District growth in student enrollment and building growth
- Support the Administration in conversations and decision making surrounding Joint Powers agreements
- Provide governance level input and oversight on the realization of the District Roadmap and Strategic Directions through a facilities lens.

Policy Committee

Purpose: To review district policies and make recommendations for revision, addition, or deletion as needed; consider and provide guidance on questions on questions of policy or district regulation; maintain policy adherence to state and federal laws.

Committee Activities:

- Work with the administration to: (1) review / revise existing policies (per the 3 year review cycle) for consistency with the strategic roadmap and alignment with state statutes; and (2) consider new policies that are, again, consistent with the strategic roadmap.
- Provide guidance to the administration or full board about questions that arise about existing policies
- Provide feedback to the administration about questions the administration has regarding the regulations that accompany the policies (the board does not “own” or approve the regulations)

Procedurally:

- The administration brings existing policies and new prospective policies to the Policy Committee for consideration and discussion
- Once the consideration / discussion is complete, the administration makes a recommendation to the full board for approval of the applicable policy(ies)
- If any board member wants additional discussion, the policy / policies can be discussed at a board work session.

All policies are on a 3-year review cycle. The committee also works with other corresponding Board committees in the case of new policy development.

Community Relations Committee

Purpose: To support the communications and engagement team in connecting with the community through electronic and print publications, media relations, crisis communications and other district initiatives.

Committee Activities:

- Provide governance level oversight in District communications
- Plan and deliver community connection opportunities- such as Bagels with the Board at the High School
- Consider additional pathways to showcase the work of the District and the realization of our Strategic Directions
- Consider the pathways and inputs for Board level communication with the community.
- Explore governance level communications work across the District (such as supportive messages to staff, etc.)
- Offer support and guidance on referendum planning and implementation

Superintendent Evaluation and School Board Development

Purpose: To plan, facilitate, and document the annual Superintendent review process, including goal setting, check-in's, and the annual end of year review.

Committee Activities:

- Plan, facilitate, and document the mid and end of year review
- Support the Superintendent in providing quarterly updates regarding work toward the strategic directions
- Work in 2025 may include more coordination with the District goal setting process
- Continue to consider alignment of goals with the District scorecard
- A rep from the committee may assist with the contract development process.

Teaching and Learning Committee

Purpose: To review processes and long-range planning educational recommendations; review and recommend changes to policies pertaining to teaching and learning; meet and work with the

Executive Director of Teaching and Learning regarding educational issues; hear academic achievement reports, and closely monitor efforts to close the opportunity and achievement gap.

Committee Activities:

- Provide governance level guidance and oversight to the attainment of the strategic directions.
- Provide support and guidance for the District equity commitment, support the alignment efforts with facilities and the middle school model
- Continue to offer support and guidance through the pandemic response and recovery.
- Act as a sounding board for the Teaching and Learning administrative team.
- Receive updates and provide governance level oversight for the curricular review cycles.

Associated Policy – Policy 208- School Board Committees and Appointments

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.

For more information regarding officer elections, see MSBA's First Monday in January Handbook.

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 418- Public and Private Personnel Data, Policy 418-R- Public and Private Personnel Data Regulations

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. This section of the agenda provides an opportunity for members of the audience to address the School Board. Speakers will be allotted approximately three minutes.

> **Please note** that this time is provided for citizens to address the Board; this is not an appropriate venue for a discussion or debate. If the speaker would like follow-up contact from the School Board, they may leave their contact information with the administrative assistant.

Associated Policy – Policy 212- Public Participation in School Board Meetings, Policy 212-R- Public Participation in School Board Meetings Regulations

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.

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.

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. School board meeting minutes shall be posted in the designated newspaper after approval by the school board.

Common Acronyms Used in Education

ACA – Affordable Care Act (PPACA)

ACT – American College Test

AD – Activities Director

ADA – Average Daily Attendance

ADA or ADAAA – Americans with Disabilities Act Amendments Act of 2008 ADD – Attention Deficit Disorder

ADHD – Attention Deficit Hyperactive Disorder

ADM – Average Daily Membership

ALC – Alternative Learning Center

ALP – Alternative Learning Program AMCPU – Adjusted Marginal Cost Pupil Unit

ANTC – Adjusted Net Tax Capacity

AP – Advanced Placement

APU – Adjusted Pupil Units

ATPPS – Alternative Teacher Professional Pay System (Q Comp)

AYP – Adequate Yearly Progress

BCA – Bureau of Criminal Apprehension BMS – Bureau of Mediation Services

CLP – Continual Learning Plan

CTE – Career and Technical Education DHS – Department of Human Services D/HH – Deaf/Hard of Hearing

EBD – Emotional Behavior Disorder ECFE – Early Childhood Family Education ECSE – Early Childhood Special Education EL – English Learner

EM or EdMN – Education Minnesota EDRS – Electronic Data Reporting System EEOC – Equal Employment Opportunity Commission

EIS – Early Intervention Services

E–RATE – Education Rate (federal discount on telecommunications and internet access)

ERISA – Employee Retirement Income Security Act

ESL – English as a Second Language

ESEA – Elementary and Secondary Education Act

ESSA - Every Student Succeeds Act FLSA – Fair Labor Standards Act

FMLA – Family and Medical Leave Act FTE – Full–Time Equivalent

FY – Fiscal Year

GED – General Education Diploma

GPA – Grade Point Average

HI – Hearing Impaired

HSGI – High School Graduation Initiative IB – International Baccalaureate

IDEA – Individuals with Disabilities Education Act

IEP – Individualized Education Program IFSP – Individual Family Service Plan IPAD – Information Policy Administration Division (of the MN Department of Administration)

ISD – Independent School District

IT – Information Technology

ITBS – Iowa Tests of Basic Skills

ITV – Interactive Television

K12 – Kindergarten through 12th Grade LD – Learning Disability

LEA – Local Education Agency

LEP – Limited English Proficiency

LLA – Last Location of Attendance

LRE – Least Restrictive Environment

LTD – Long–Term Disability

LYP – Learning Year Program

LYPS – Learning Year Program Site MAEOP – Minnesota Association of Educational Office Professionals

MARSS – Minnesota Automated Reporting Student System

MASA – Minnesota Association of School Administrators

MASBO – Minnesota Association of School Business Officials

MASSP – Minnesota Association of Secondary School Principals

MCA – Minnesota Comprehensive Assessments

MDE – Minnesota Department of Education

MEEP – Minnesota Education Effectiveness Plan

MESPA – Minnesota Elementary School Principals' Association

MinnSPRA – Minnesota School Public Relations Association

MLA – Minnesota Library Association MMMI – Mild to Moderate Mentally Impaired (EMH)

MnSCU – Minnesota State Colleges and Universities System

MNTAAB – Minnesota Tax and Aid Anticipation Borrowing Program

MnEEP – Minnesota Education Equity Partnership

MOE – Maintenance of Effort

MREA – Minnesota Rural Education Association

MS – Minnesota Statutes

MSBA – Minnesota School Boards Association

MSBAIT – Minnesota School Boards Association Insurance Trust

MSDLAF+ – Minnesota School District Liquid Asset Fund Plus

MSHSL – Minnesota State High School League

NCES – National Center for Education Statistics

NCLB – No Child Left Behind (see also ESEA)

NTC – Net Tax Capacity

OCR – Office for Civil Rights

OMB – Office of Management and Budget OML – Open Meeting Law

P-12 – Pre-Kindergarten through 12th Grade

P-20 – Pre-Kindergarten through Bachelor's

Degree (post-secondary)

PELRA – Public Employment Labor Relations Act

PERA – Public Employees Retirement Association

PFDA – Pupil Fair Dismissal Act

PPACA – Patient Protection and Affordable Care Act (also referred to as ACA)

Pre-K – Pre-Kindergarten

PSEO – Post–Secondary Enrollment Options

PU – Pupil Units

Q COMP – Quality Compensation (see also ATPPS)

RFP – Request for Proposal

RFQ – Request for Quote

RMCPU – Resident Marginal Cost Pupil Units

RMIC – Regional Management Information Centers

RMV – Referendum Market Value

RTI – Response to Intervention

SAT – Scholastic Aptitude Test or Student Assistance Team

SEE – Schools for Equity in Education SOD – Statutory Operating Debt

STARS – Staff Automated Reporting System

T & E – Training and Experience

T1 – Tee one large bandwidth copper phone line

TDE – Teacher Development and Evaluation

TIES – Technology and Information Educational

Services

TIF – Tax Increment Financing

TIP – Teacher Improvement Plan

TRA – Teachers Retirement Association TSA – Tax–Sheltered Annuity

UFARS – Uniform Financial Accounting and Reporting Standards

ULA – Unrequested Leave of Absence URL – Universal Resource Locator WADM – Weighted Average Daily Membership

https://www.google.com/url?q=https://search.mnmsba.org/api/download/file-1746209000633-download-Glossary%2520of%2520Education%2520Terms_Updated%2520May%25202,%25202025.pdf&sa=D&source=docs&ust=1781563765486438&usg=AOvVaw2CHGqi7IznsGH7JqcLeiyn

ADOPTED: January 12, 2026

AMENDED: June 22, 2026

LAST REVIEWED: June 22, 2026