

Retreat and Training

Tuesday, August 26, 2025 12:00 PM

Davis Center, 1250 West Broadway Avenue, Minneapolis, Minnesota 55411

- 1) **Materials Provided to the Board**



DISTRICT TRANSFORMATION: THROUGH THE LENS OF GOVERNING – Part 2



TUESDAY, AUGUST 26, 2025

FACILITATOR: Deborah L. Keys Write

Associate

Ray & Associates
RECRUITING. DEVELOPING. ENGAGING.

BOARD GOVERNANCE RETREAT MINNEAPOLIS PUBLIC SCHOOLS AUGUST 26, 2025 NOON – 6 P.M.

OPENING REMARKS:

- Collin Beachy, Board Chair
- Dr. Lisa Sayles-Adams, Superintendent

AGENDA:

- Review Session #1 Outcomes
- District Transformation Discussion/Draft Directives:
 - Priority-Based Budgeting: Identify Central Office Department Efficiencies
 - Spanish Dual Language Task Force
- Effective Governing Practices





Agreements

- STAY ENGAGED AND LISTEN TO EACH OTHER
- SAY WHAT'S TRUE FOR "YOU"
- NO JUDGMENT
- EXPERIENCE DISCOMFORT
- EXPECT/ACCEPT NON-CLOSURE

Adapted from Courageous Conversations

ANALYZER

DIR. ABDI
DIR. NORVELL
SUPT. SAYLES-ADAMS
DIR. SKJEFTE

DOER

DIR. CALLAHAN
DIR. CERRILLO
DIR. EL-AMIN
VICE-CHAIR ELLISON

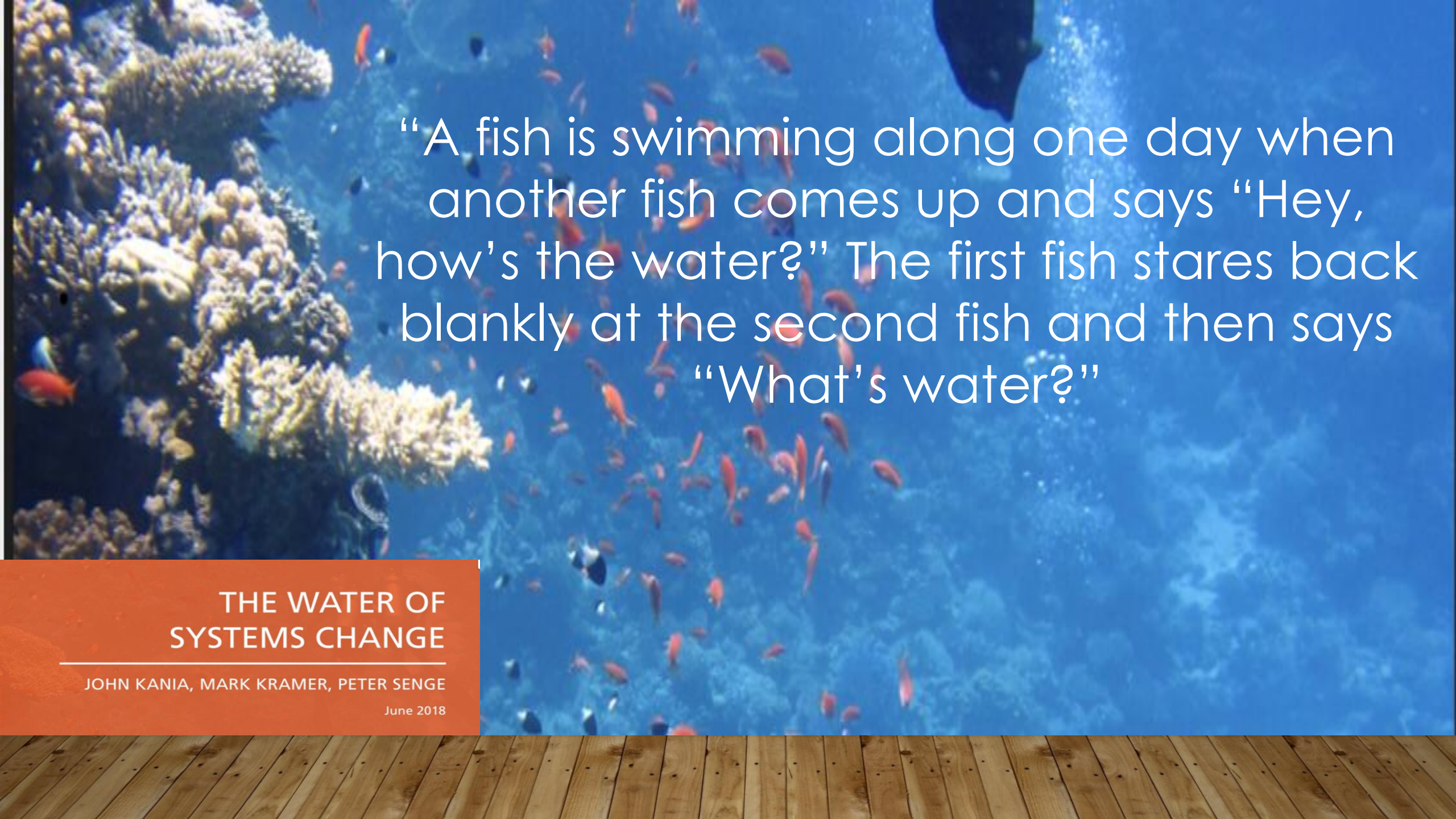
PROMOTER

CHAIR BEACHY
DIR. EMERICK

*As an **ANALYZER**, your primary interests when communicating are facts and data.*

*As a **DOER**, your primary interests when communicating is to get things done.*

*As a **PROMOTER**, your primary interest when communicating is people and fun.*

An underwater scene featuring a vibrant coral reef on the left side, with various colorful fish swimming in the clear blue water. The text is overlaid on the right side of the image.

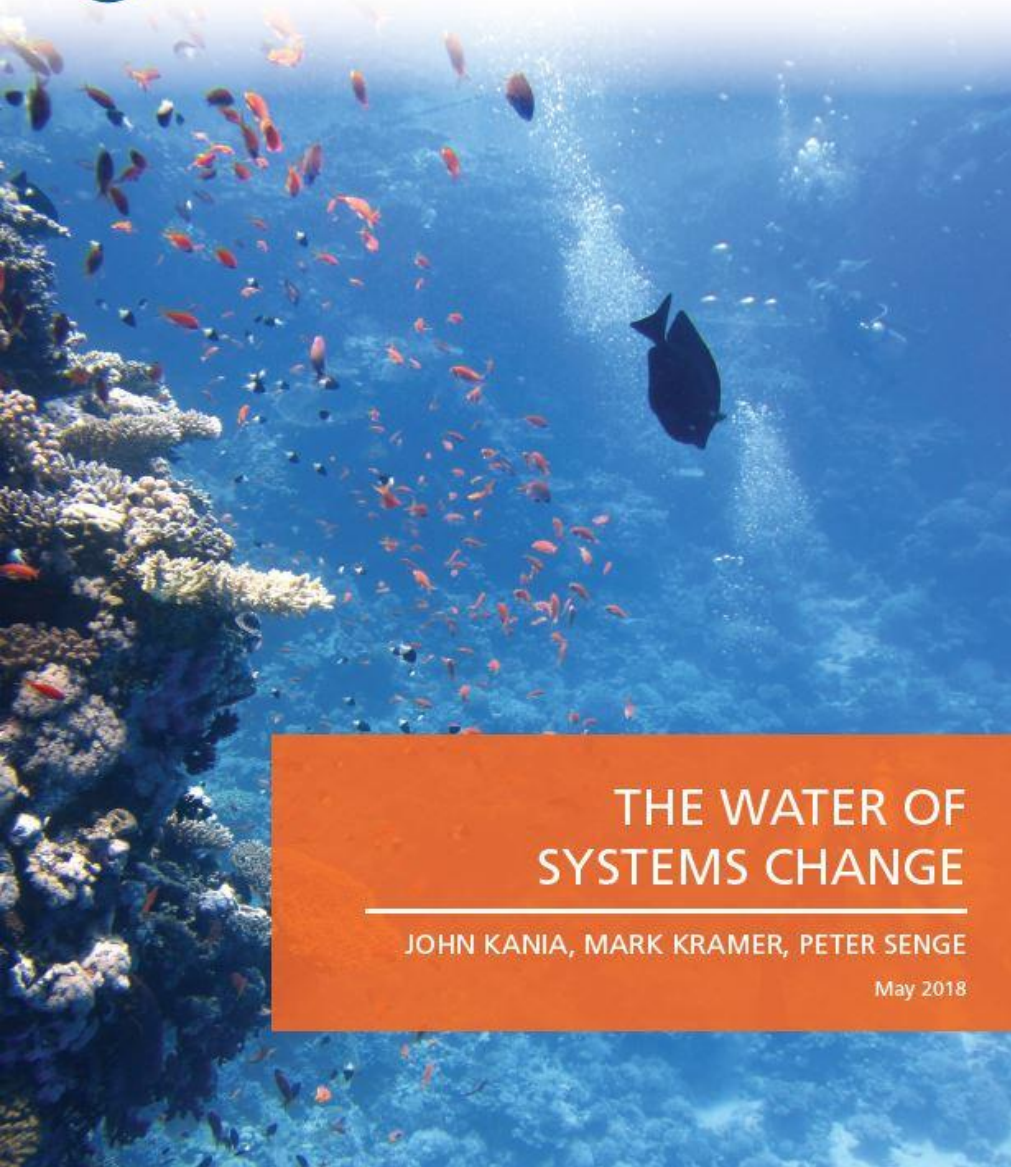
“A fish is swimming along one day when another fish comes up and says “Hey, how’s the water?” The first fish stares back blankly at the second fish and then says “What’s water?”

THE WATER OF SYSTEMS CHANGE

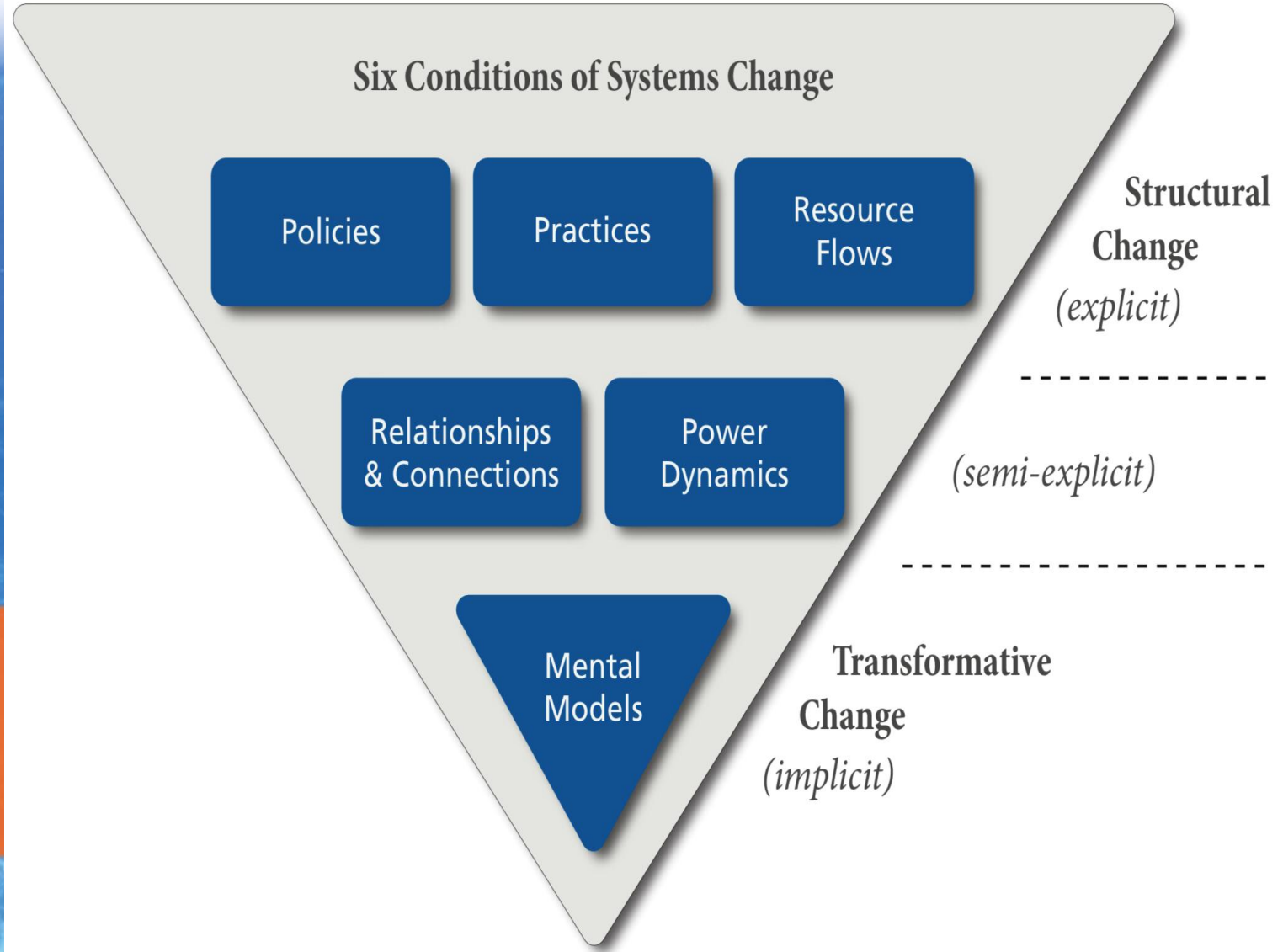
JOHN KANIA, MARK KRAMER, PETER SENGE

June 2018

FIGURE 1. SHIFTING THE CONDITIONS THAT HOLD THE PROBLEM IN PLACE



THE WATER OF SYSTEMS CHANGE
JOHN KANIA, MARK KRAMER, PETER SENGE
May 2018



What is MPS' Water?

The "System" – white supremacy.	Not realizing they are in the water.	Past practices.
Expenses outpaced revenues.	Need to improve academic outcomes.	Accountability and transparency.
Unaware of what's happening.	Fear and compliance.	Work on positivity in the district/lack of positive culture.
Transformation, the change, past practices. We know changes need to be made.	Ableism, school-prison pipeline.	Resistance to change.
Initiative fatigue.	Uncertainty of revenue from state.	Culture of legal constraints.

Change
Improve
INNOVATION
PROCESS
DEVELOPED
STRATEGY
RISE
ADVANCEMENT
Growth
EXPANSION
Progress
MODIFY
REFINEMENT
Evolve
Transformation
CREATIVITY
Development
RESULTS
PROMOTE
Adapting
Build
Modification
IDEAS
PROGRESS
IMPROVE
RENEWAL
Metamorphosis
Strategies
Reorganization
ALTERATION
CHANGE
REBUILDING



SAMPLE/DRAFT DESCRIPTION OF DISTRICT TRANSFORMATION

MPS' transformation is a district-wide effort to create a destination district where every student thrives – academically, socially, and emotionally – through a well-rounded, culturally sustaining education that prepares them to be engaged, contributing citizens. This transformation involves an honest audit of current practices and resources to align them with future-relevant opportunities for all students, dismantling systemic barriers including White Supremacy, reducing disparities, and closing opportunity gaps. The work centers transparency, inclusion, equity of access, and community trust, ensuring that all students – regardless of background or school benefit from high-quality learning environments, right-sized supports, and pathways to success.

(Directors Emerick & Callahan)



SUPERINTENDENT DIRECTIVES (DRAFT)

What are the Board's expectation of the Superintendent?

What is a reasonable and measurable timeline?



*PRIORITY BASED
BUDGETING: IDENTIFY
CENTRAL OFFICE
DEPARTMENT
EFFICIENCIES BY
CATEGORIZING
SPENDING*

4 – BREAK OUT GROUPS

1-hour in breakout

Report out to large group

Instructions:

1. Thoroughly discuss with team member your options.
2. Capture on chart paper (write legibly).
3. Answer both questions using the S.M.A.R.T. method.

Questions:

1. **What expectations does the BOE have regarding the focus on Priority-based Budgeting: Identify central office department efficiencies by categorizing spending.**
2. **How will the BOE monitor and evaluate the outcomes of this focus area?**



SUPERINTENDENT DIRECTIVES

(DRAFT)

What are the Board's expectation of the Superintendent?

What is a reasonable and measurable timeline?



**SPANISH DUAL
LANGUAGE TASK
FORCE**

4 – BREAK OUT GROUPS

1-hour in breakout

Report out to large group

Instructions:

1. Thoroughly discuss with team member your options.
2. Capture on chart paper (write legibly).
3. Answer both questions using the S.M.A.R.T. method.

Questions:

1. **What expectations does the BOE have regarding the focus on Spanish Dual Language Task Force.**
2. **How will the BOE monitor and evaluate the outcomes of this focus area?**



EFFECTIVE GOVERNANCE PRACTICES

- Committee of a Whole
- Board Governance Calendar (sample)
- Board's Role in a Strategic Plan
- Board Norms (sample)



Committees



Monday + Wednesday:
 8:00-8:50/Functinal Piano
 10:00-10:50/Theory
 12:00-12:00/Jazz

Thursday:
 10:00/Sight Singing + Ear Training
 12:00/Jazz
 1:00/Symphonic Band
 10:50/Theory
 12:00/Jazz

MONTH	SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
		28 Symphonic Band Kebekal T&S Dinner! S. last Night 126	30	1 Trenton Choir concert 7:30 Maubross 7:00 E+H chords	2 Symphonic Band concert 7:30	3	4 Maubross 2:00
	5 Auditions Lovers 311	6	7 Band Audition 8:00 German Dances 129	8 Audition for church gig 11:00	9 Jazz Blue Bonnet 3:00-5:00	10 Practice for church gig 1:00	11
	12 UTMB Cowboy Game!!! @	13 O-DAY... JURY! Theory Final 8:00AM	14	15	16 Graduation Gig 4:00-Science 7:00-Nursing Sight Singing 5:00- FINAL!	17 Graduation Gig 1:00-Social work 4:00-Architecture 7:00-Education	18 Graduation Gig 10:00 11:00 Engineering 4:00 Liberal 7:00 Arts
	19 Graduation Gig 1:00 Business 7:00 Urban and Affairs	20 GO HOME!!! ☺	21	22	23	24	25
	26	27	28	29			

Blue: Piano

Godick rehearsal
4:30-5:30

O-DAY...
JURY!
Theory Final
8:00AM

Sight Singing
5:00-**FINAL!**

JULY

Sample

- *Develop Superintendent annual goals*
- *Prioritize agenda (parking lot)*
- *Running for School Board*
- *School Board Professional Development*

AUGUST

Sample

- *Review Board Committee Assignments*
- *Summer Conferences*
- *Filing for School Board Election/2 years if Election Year*
- *Summer Graduation*
- *Board Self-evaluation/goals*

SEPTEMBER

Sample

- *Review Student Achievement Reports*
- *Submit MSBA Legislative Resolution forms*

OCTOBER

Sample

- *Fall Enrollment Report*

NOVEMBER

Sample

- *Review Audit Report*
- *Comprehensive Achievement and Civic Readiness (CACR) Annual Report*
- *General Elections*

DECEMBER

Sample

- *MSBA Delegate Assembly*
- *Determine Board Committee/Liaison assignments*
- *Board Officers determination for January*
- *New Board Member Orientation continues*

JANUARY

Sample

FEBRUARY

MARCH

- *Organizational Meeting*
- *Elect Officers/review roles*
- *Induct new board members*
- *Review Board Norms*
- *Review Bylaws/Governance Policies*
- *Superintendent Mid-year Formative Evaluation*
- *MSBA Conference*

APRIL

MAY

JUNE

A 3D-rendered puzzle piece is the central focus, tilted at an angle. The piece is white with a soft shadow and is set against a vibrant blue background that features a pattern of faint, darker blue puzzle piece outlines. The text 'Strategic Planning' is printed on the piece in a bold, sans-serif font. 'Strategic' is in a dark red color, while 'Planning' is in black. The scene is presented as a perspective view of a display, with a wooden floor visible at the bottom and other puzzle pieces partially visible on the left and right sides.

**Strategic
Planning**

MAJOR COMPONENTS OF A STANDARD STRATEGIC PLAN

- **Mission, vision, and aspirations**
- **Core values**
- **Strengths, weaknesses, opportunities, and threats (S.W.O.T.)**
- **Objectives, strategies, and operational tactics**
- **Measurements and funding streams**

WHY STRATEGIC PLANNING?

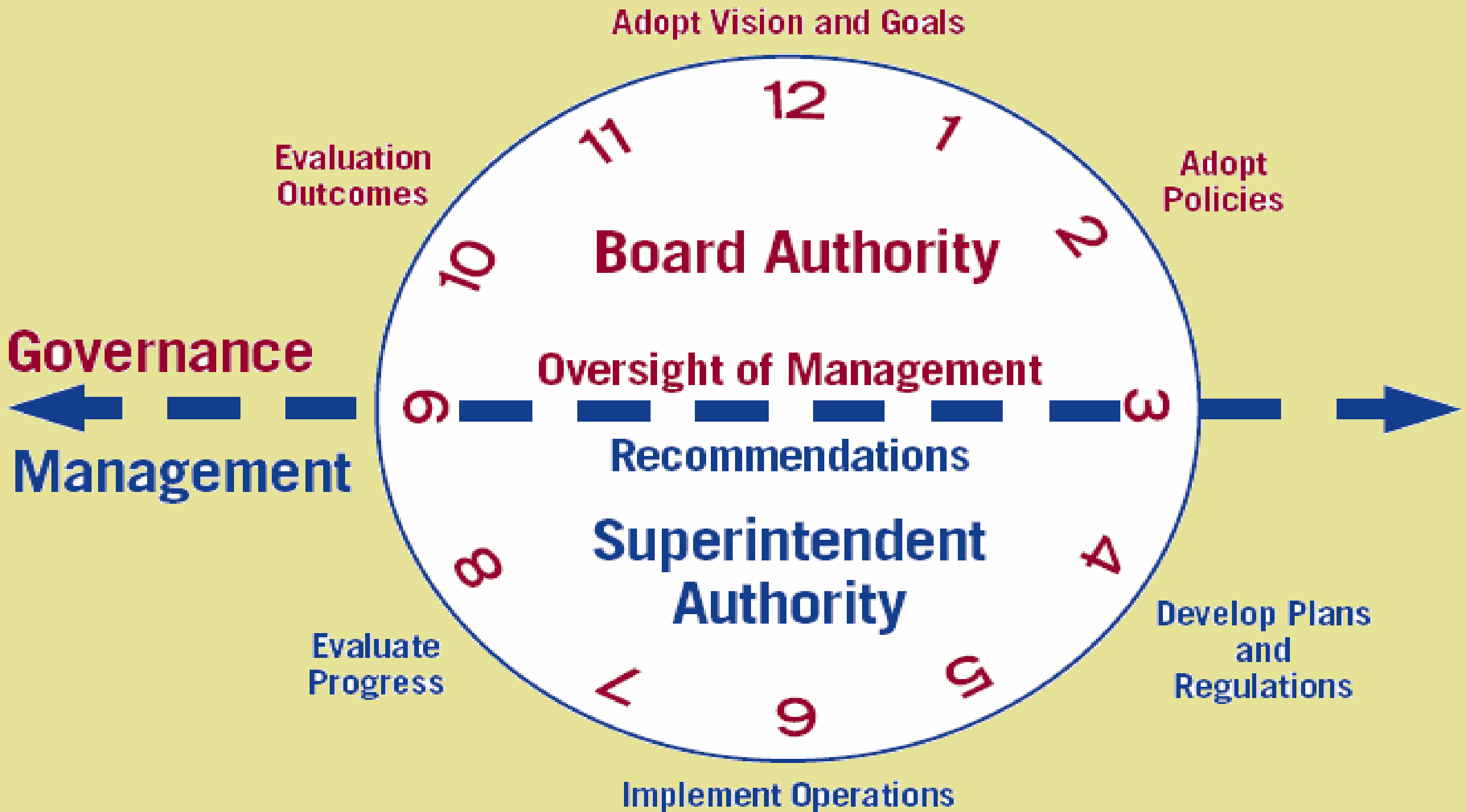
1. It articulates your shared vision, mission, and values.
2. It effectively organizes schools and staff.
3. It defines how success is measured.
4. It aids the board with governance decisions and provides direction for the future.
5. It increases communication and engagement.
6. It keeps everyone in the district – from teachers to administrators – connected.
7. Most of all, strategic planning focuses on your number #1 priority – students.

WHAT IS STRATEGIC PLANNING?

1. The purpose is not to decide what should be done in the future but to decide what should be done **now** to make things happen in an uncertain future.
2. Strategic planning is a very disciplined effort to produce fundamental decisions and actions that will shape and guide what your district IS, what it DOES, why it DOES it, with a FOCUS on the future.
3. Your strategic plan is a powerful and effective way to build consensus and helps define priorities for the board.

THE ROLE OF THE BOARD IN STRATEGIC PLANNING– 6 STEP APPROACH

1. Determine where you are (This is harder than you think.)
2. Identify what's important (Focus on where you want to take the district over time.)
3. Define what you must achieve.
4. Determine who is accountable.
5. *Develop Board Policy.*
6. Review. Review. Review.



THE ROLE OF THE BOARD IN STRATEGIC PLANNING WITHOUT GOING BELOW “DOTTED LINE”

1. Initiate the strategic plan process.
2. Authorize the members of strategic planning task force or committee.
3. Participate in educational sessions about district trends.
4. Share opinions about the critical strategic issues facing the district.
5. Provide feedback on the draft strategic plan.
6. Approve the final strategic plan.
7. Help communicate the plan to key stakeholders.
8. Monitor progress toward the plan on a regular basis.
9. Authorize updating of the plan.



Board Norms

See Handout Sample



What's
next?





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RECRUITING. DEVELOPING. ENGAGING.

CREATING AND SUSTAINING A POSITIVE GOVERNANCE TEAM CULTURE

Culture is the positive or negative atmosphere created by the way people in an organization treat each other. Teams have unwritten (implicit) or written (explicit) agreements about how they will behave with each other and others. These behavioral ground rules, often called norms, enable teams to build and maintain a positive culture or shift a negative one.

GOVERNANCE NORMS

In addition to meeting the norms below in order to create a positive culture and atmosphere, we agree to act in ways that will help us meet professional governance standards.

STUDENT-CENTERED

- Ensure all decisions made in best interest of students
- Recognize student achievement at Board meetings
- Prioritize academic success and achievement
- Recognize students as the #1 constituents
- Empower students to use existing platforms to be heard and explore additional platforms
- Monitor student progress
- Align agenda items to student outcomes

CIVILITY (internal/external)

- Model good citizenship
- Demonstrate active listening to understand, not just respond
- Practice method of delivery– aware/monitor tone
- Acknowledge for understanding before responding
- Respect dialogue
- Watch body language/tone/condescending behavior
- Exhibit professionalism in engagement
- Respect differing views and perspectives
- Be kind

RESPECT

- Assume good intentions
- Recognize each member has a voice
- Acknowledge experience and value of each member
- Commit to decision(s) of the team
- Respect the positions and expertise of the staff
- Be courteous at all times
- Create, build, and support a climate of trust
- Practice a culture of “no surprises”

PREPAREDNESS

- Thoroughly read Board packet
- Ask big questions to Superintendent ahead of time
- Stay informed of educational issues
- Be proactive instead of reactive
- Do homework and research on relative subjects

WILL OF THE BOARD

- Respect the final vote as the “Will of the Board”
- Speak as a united front regarding the “Will of the Board”
- Respect dissenting voters’ opinion
- Ensure opposing views don’t linger into future meetings

CONFIDENTIALITY

- Practice confidentiality from all closed sessions
- Respect the need to keep conversations confidential (when asked and when appropriate)

COMMUNICATION

- Model positive, respectful, and professional ways to communicate (i.e., through text, email, social media, in person, phone etc.)
- Respond in a timely manner
- Engage the community (all educational partners)
- Expect the Board President to be the Board’s spokesperson

TRANSPARENCY

- Bring issues forward when received
- Share accurate information regarding concerns
- Disclose information you may have that would impact a decision

SITE VISITS

- Notify Superintendent and Principal of intent to visit
- Provide an advance notice of 24-hours for classroom visit
- Practice a supportive purpose for site visits (i.e., review program, show support/appreciation, watch/learn)
- Display a District authorized identification badge and follow protocol by checking into the Administration Office

Adopted: 12-8-2014

MSBA/MASA Model Policy 213

Orig. 1996

Rev. 2007

Revised: 6-26-2017

Review: 1/14/2019

Revised: 1-25-2021

213 SCHOOL BOARD COMMITTEES

I. PURPOSE

The purpose of this policy is to provide for the structure and the operation of committees or subcommittees of the school board.

II. GENERAL STATEMENT OF POLICY

- A. It is the policy of the school board to designate school board committees or subcommittees when it is determined that a committee process facilitates the mission of the school board.
- B. The school board has determined that certain permanent standing committees, as described in this policy, do facilitate the operation of the school board and the school district.
- C. A school board committee or subcommittee will be formed by school board resolution which shall outline the duties and purpose of the committee or subcommittee.
- D. A committee or subcommittee is advisory in nature and has only such authority as specified by the school board.
- E. The school board will receive reports or recommendations from a committee or subcommittee for consideration. The school board, however, retains the right and has the duty to make all final decisions related to such reports or recommendations.
- F. The school board also may establish such ad hoc committees for specific purposes as it deems appropriate.
- G. The school board reserves the right to limit, create or abolish any standing or ad hoc committee as it deems appropriate.
- H. A committee of the school board shall not appoint a subcommittee of that committee without approval of the school board.

III. APPOINTMENT OF THE BOARD LEAD REPRESENTATIVES

- A. The school board hereby appoints the following lead district areas of oversight:
 - 1. Facilities

2. Curriculum and Student Activities
 3. Finance
 4. Insurance
 5. Long Range Planning
 6. Personnel
- B. The school board will establish, by resolution, for each standing or ad hoc committee the number of members, the term and the charge or mission.
 - C. The school board chair shall appoint the members of each standing or ad hoc committee and designate the chair thereof.

IV. PROCEDURES FOR SCHOOL BOARD COMMITTEES

- A. All meetings of committees or subcommittees shall be open to the public in compliance with the Open Meeting Law, and notice shall be given as prescribed by law.
- B. A committee or subcommittee shall act only within the guidelines and mission established for that committee or subcommittee by the school board.
- C. Actions of a committee or subcommittee shall be by majority vote and be consistent with the governing rules of the school board.
- D. The committee or subcommittee shall designate a secretary who will record the minutes of actions of the school board committee.
- E. The power of a committee or subcommittee of the school board is advisory only and is limited to making recommendations to the school board.
- F. A committee or subcommittee of the school board shall, when appropriate, clarify in any dealings with the public that its powers are only advisory to the school board.

Legal References: Minn. Stat. Ch. 13D (Open Meeting Law)

Cross References: MSBA/MASA Model Policy 201 (Legal Status of the School Board)
 MSBA/MASA Model Policy 203 (Operation of the School Board – Governing Rules)
 MSBA Service Manual, Chapter 13, School Law Bulletin “C” (Minnesota’s Open Meeting Law)

The team had the opportunity to focus on two of the four key areas outlined in the resolution initiating a school transformation process. The two areas are: Physical Space Study and Community Engagement. The team was divided into three groups to create draft directives for the Superintendent and staff to proceed in creating recommendations to the Board based on the information previously provided to the Board. Listed below are the draft directives the Board will consider, prioritize, and finalize at a later time.

Physical Space Study – Directive (draft):

- Recommend which, if any, schools would be closed/consolidated/restructured.
- Include a cost/benefit analysis for any physical changes.
- In service to our definition of school (district) transformation, and in order for us to take action, we would like information on:
 - Consolidation of schools/sites/programs
 - Closing of schools/sites
 - Repurposing schools/sites
 - with impact to class sizes and programming (arts, languages, etc.)
 - looking at unforeseen costs
- Innovation zones.
- Increasing enrollment to reach the sweet spot – looking at varying pathways, increasing early childhood, possible K-8's, potential impacts and recommendations for existing magnet programs outside of dual language, lowering class sizes, marketing, investing near charters, open enrollment, and guaranteeing more music/arts.
- Determine what pairings exist to place the students and teachers at one whole school and place into another.
- Determine what buildings are most feasible for inclusive special education (sensory room, co-teaching, flexible use spaces).
- Reassess and redesign student pathways and enrollment strategy.
- As part of our district transformation efforts, we request comprehensive review and redesign of MPS' academic pathways and enrollment strategy with a focus on stability, equity, and long-term sustainability. Consider:
 - Increasing K-8 models and reducing stand-alone K-5's to minimize student transitions.
 - Develop long-term enrollment strategy:
 - Evaluates the viability of maintaining 45 elementary schools
 - Consider assigning dedicated K-8's per district

- Move away from rigid pathway structures, toward more flexible, open enrollment model that promotes autonomy and choice
- Initiate cross department teams to create proposals with data, cost analysis and community input.

Community Engagement – Directive (draft):

- Create strategies for attracting new families highlighting dual language programs, IB, etc.
- Share with the Board strategies for creative community engagement opportunities across the district (ex. Door knocking).
- Examine area meetings again.
- Look at same conversation starters, pieces across city.
- When seeking information from a group, we need conversation from and with those people – not consulting groups (i.e., work directly with those who are disabled when designing Special Education).