

Work Session

Tuesday, October 24, 2023 5:00 PM

ECC 350, 5701 Normandale Road, Edina, MN 55424

I. Determination of Quorum and Call to Order

II. Approval of Agenda



School Board Work Session
Tuesday, October 24, 2023; 5:00 PM
ECC Room 350

I. Determination of Quorum and Call to Order

II. Approval of Agenda

III. Discussion

A. CTE Advisory Updates

Description: Edina Public Schools values the contribution of our vast strategic partnerships that represent a range of stakeholders. This report and presentation will focus on strategic partnerships that have been developed through the lens of Career and Technical Education (CTE). Our strategic partnerships that support Edina Public Schools' CTE programming provide guidance, input, and recommendations to help shape and improve our work.

Presenter(s): Dr. Anne Marie Leland, Community Education and Strategic Partnerships Director; Amal Abdikadir, EHS Student; Thomas Kouchoukos, EHS Student; Dan Dorson, Flight Services Manager, Sentera; Faisal Kaleem, Professor, Department of Computer Science and Cybersecurity, Metro State; Molly Doyle or Joel Crandall, MnTech; Shannon Seaver, EHS Faculty and CTE Co-Lead; and Jodi Rameriz, EHS Faculty and CTE Co-Lead

B. School Board and Administration Training

Description: Consultants will work with the school board and administration to provide an overview and collaborative training on the governance and management model. In alignment with our District's Strategic Plan Strategy D, Develop Leadership Throughout the District and our core value of Operational Excellence, the school board and district administration will continue to engage in learning and development to ensure effective and efficient governance and management of the school district.

Presenter(s): Board Chair Erica Allenburg, Vice Chair Julie Greene, Superintendent Dr. Stacie Stanley, and Training Consultants

IV. Leadership and Committee Updates

V. Superintendent Updates

VI. Adjournment

III. Discussion

III.A. CTE Advisory Updates



Board Meeting Date: October 24, 2023

Title: CTE Advisory Updates

Type: Discussion

Presenter(s): Dr. Anne Marie Leland, Community Education and Strategic Partnerships Director; Amal Abdikadir - EHS Student; Thomas Kouchoukos - EHS Student; Dan Dorson - Flight Services Manager, Sentera; Faisal Kaleem - Professor, Department of Computer Science and Cybersecurity - Metro State; Molly Doyle or Joel Crandall - MnTech; Shannon Seaver - EHS Faculty and CTE Co-Lead; and Jodi Rameriz - EHS Faculty and CTE Co-Lead

Description: Edina Public Schools values the contribution of our vast strategic partnerships that represent a range of stakeholders. This report and presentation will focus on strategic partnerships that have been developed through the lens of Career and Technical Education (CTE). Our strategic partnerships that support Edina Public Schools' CTE programming provide guidance, input, and recommendations to help shape and improve our work. (See attachment A for the Welcome to the CTE Advisory Board slide deck).

The CTE Advisory Council is made up of members from business, higher education, government, community-based organizations, Edina Public Schools administration and staff, and Edina High School students. Our members represent fourteen career clusters: Architecture & Construction; Arts, Audio/Video Technology & Communications; Business and Finance; Consumer Services; Education; Education & Training; Environmental Science; Government & Public Administration; Health Science; Hospitality & Tourism; Information Technology; Manufacturing; Marketing/Lodging; and Transportation, Distribution, & Logistics.

Business, Higher Education, Government, and Community Organization Members

1. Bocar Kane, EPS parent, owner - AMKA Safety
2. Scott Neal, City Manager - City of Edina
3. Matthew O'Connell, Cordia Energy
4. Vlad Griskevicius, Associate Dean, Undergraduate Program, Carlson Foundation Chaired Professor of Marketing - U of MN Carlson School of Management
5. Erica Allenburg, EPS School Board Chair
6. Kathy Rendleman, Executive Director - Edina Ed Fund
7. Lesley Farnham, Director of Recruiting and Retention - English Rose Suites
8. Hanane Kachman, Workforce Development Operations Manager - Fairview Health Services
9. Joy Bodin, President - Hennepin Technical College

10. Dustin Rehkamp, Architect - Leo A Daly
11. Faisal Kaleem, Professor, Department of Computer Science and Cybersecurity - Metro State
12. Dan Dorson, Flight Services Project Manager - Sentera
13. Dietrich Nissen, Founder & CEO - Inherited Stories
14. Josh Cram, EHS graduate
15. Rebecca Stearns, Recruiter - Polar Semiconductor
16. Joyce Ester, President - Normandale Community College
17. Kari Kuhn, Product Designer - United Healthcare
18. Alicia Olson-Stilzuk, Academy College
19. Gail O'Kane, Vice President of Academic Affairs - Minneapolis College
20. Rick Murphy, Owner - Murphy Automotive
21. Avani Shah, Normandale Community College
22. Logan Hershey, Financial Advisor - RBC Wealth
23. Bob Albertson, Entrepreneur
24. Patrick McDougle, Senior Director of Engineering - Thuma,
25. James Houston, Inclusion and Diversity Consultant - Xcel Energy
26. Joseph Barisonzi, Crew Advisor - Izaak Walton League
27. Tim O'Neill, Regional Labor Market Analyst - MN Department of Employment and Economic Development
28. Tim DeWaard, Arctic Wolf

Edina Public School Members

29. Erica Allenburg, Chair - EPS School Board
30. Dr. Stacie Stanley, Superintendent
31. Shannon Seaver, CTE Co-Lead - EHS Faculty
32. Jodi Rameriz, CTE Co-Lead - EHS Faculty
33. Paul Paetzel, Principal - EHS
34. Dr. Randy Smasal, Assistant Superintendent
35. Dr. Anne Marie Leland, Community Education & Strategic Partnerships Director
36. Jody D. St. Hubert, Teaching and Learning Director
37. Joanne Karch, Assistant Director Student Support Services
38. Laura Phongsavath, Youth Career Exploration and Pathways Manager
39. Dr. Cheryl Gunness, Community Involvement Coordinator
40. Sarah Irons, Family and Consumer Science - EHS Faculty
41. Kourtnee Baukol, Family and Consumer Science - EHS Faculty

Edina High School Student Members

42. Mina Bhargava
43. Shaili Modi
44. Shaurya Pathak
45. Tommy Kouchoukos
46. Aditya Suresh
47. Amal Abdikadir
48. Shaurya Pathak
49. John Fernandes

Subcommittees in the following areas formed in September 2023 will work to align CTE courses and programs with higher education and industry trends. These subcommittees are:

- **Education/Higher Ed Alignment:** Focus on issues related to Work Based Learning and Dual Credit/Articulation partnerships with post-secondary. They will also advise on

current classes and make suggestions for future classes or skills to be embedded in current classes.

- **Teacher Growth & Development:** Advise on professional development and network for companies to provide professional development with their current employee pool.
- **Talent Development based on In-Demand Careers:** Focus on what area industry advisories see as current and future career skills and needs.
- **Promotion/Marketing:** Focus on teacher recruitment and retention. In addition, they will focus on fundraising and volunteer recruitment to lead and help with student participation in STEM activities.

On October 17, 2023, three 11th grade EHS students, Mitchell Koch, Thomas Kouchoukos, Amal Abdikadir were invited to attend an MnTech Jumpstart networking event. This event provided these individuals with professional networking opportunities to develop critical skills in areas such as:

- Communication - Students must learn how to clearly and succinctly introduce themselves and articulate their background, interests, and goals when networking. This requires being prepared with an "elevator pitch."
- Confidence - Students build confidence by practicing self-introduction and engagement with professionals in a low-stakes environment. This allows them to become more comfortable networking.
- Making Connections - Students learn how to initiate conversations and build rapport with potential contacts. Networking is focused on relationship-building.
- Professional Etiquette - Students gain experience interacting professionally, with proper conduct and attire for business settings.
- Self-Promotion - Students must highlight their own skills, accomplishments and value proposition when networking. This promotes their personal brand.
- Active Listening - Students learn to focus on others' messages and respond meaningfully during networking conversations.
- Follow Up Skills - Students understand the need to collect contact information and follow up after networking to foster ongoing relationships.
- Providing networking practice helps students polish this blend of communication, relationship-building, and professional branding skills. Gaining this experience early on builds confidence and readiness to leverage connections for internships, jobs, and career advancement.

Students learned best practices for crafting elevator pitches and introducing themselves effectively in professional settings. They then had the chance to put their training into action through a speed networking session with approximately 50 professionals representing various companies, such as SPS Commerce, Infinite Campus, Beacon Hill Technology Staffing Group, US Bank, Target, and CHS.

This real-world experience allowed students to make connections and gain visibility with potential future employers in a low-pressure environment. Feedback from participants was extremely positive regarding our students' poise, engagement, and professionalism. Opportunities like this that leverage partners like MnTech give students invaluable exposure to corporate networking and a jumpstart on developing their professional brands. The students represented our school admirably and gained skills that will serve them well in internship and job searches down the road. We are grateful to MnTech for providing this career growth experience.

Class speakers: Inviting industry professionals across sectors to speak during our flex hour career enrichment series is aimed at expanding students' awareness of potential career pathways. By hearing firsthand from engineers, technicians, data scientists, cybersecurity

analysts, and other experts, students gain exposure to the wide range of opportunities available with technology-oriented skill sets. Speakers share insightful perspectives on day-to-day responsibilities, what drew them to the role, helpful background experiences, the evolving landscape of their field, and advice for those interested in the industry. Interacting with professionals provides students a valuable insider's view of careers they may not have previously considered. It sparks their curiosity to explore new areas of interest, and helps make future career decisions more informed. Exposing students to a diverse range of professionals and career journeys opens their eyes to possibilities and expands their thinking as they plan for life after graduation.

Internships and Related Research

In addition to the CTE Advisory Council, internships and garnering other student work experiences have been led through a variety of staff, resources, and partnerships:

- The Youth Skills Training grant program, led by Cheryl Gunness, Laura Phongsavath, and Shannon Seaver, is successfully forming partnerships with businesses to create internships for students in the area of computer science.
- Lindsey Smaka, EHS faculty overseeing Global Scholars is working with 10 high school students who are linking their credentials to the [Credly](#) platform and will be creating LinkedIn profiles showcasing their skills.
- Internship definitions and essential elements standardization and an audit of current EHS student internships and credentials is being led by an internal EPS leadership team consisting Dr. Smasal, Assistant Superintendent; Daphne Edwards, Marketing; Dr. Anne Marie Leland, Community Education and Strategic Partnerships Director; Jody D. St. Hubert, Teaching and Learning Director; and Andy Beaton, Strategic Projects Director.
- Laura Phongsavath is creating a webpage for potential EPS strategic partnerships to find out more information about becoming a partner of the district.
- Cheryl Gunness worked with Adam Coles, a Connecticut College student through an Internship to create a compendium of college career programs. This information helps us understand better what colleges are providing students for career experiences. (See attachment B for Adam Coles' slide deck)

Achievements

The two CTE Co-Leads, Shannon Seaver and Jodi Rameriz are providing exemplary models of excellence for students and staff. Here is a list of their most recent accomplishments:

- Jodi Ramirez -
 - Working with Flying Cloud and Thunderbird Academy for students to gain hands-on experiences within the aviation field.
 - Completed several levels of Cybersecurity certifications.
 - Providing Coaching to teachers statewide for Equity through Code Savvy.
 - Facilitated a win in 2022-2023 for the student Architecture Construction Engineering (ACE) Mentor Twin Cities Competition.
 - Facilitating the Student Space Experiments Program and recently sent off the winning EPS experiment from 2022-2023 to Nanoracks (vendor who packages up the experiments for SpaceX) in Houston and working on 2023-2024 SSEP experiments with EHS students.
- Shannon Seaver -
 - Won the Tekne Educator of the Year Award for 2023-2024.
 - Represents EPS on the Hennepin County Workforce Innovation and Opportunities Act Board.
 - Providing Coaching to teachers statewide for Equity through Code Savvy.
 - Selected as a 2023-2024 CTE Fellow by the MN Association of CTE.

- Providing professional development for EPS teachers and collaborating with Minnetonka, Bloomington, and EPS on using AI to improve their workload and will be featured through TedX Edina on Computer Science - Risk Taking and AI.

Recommendation: N/A

Desired Outcomes from the Board: Please review the information and come prepared with your questions.

Attachments:

1. Attachment A - Welcome to the CTE Advisory Board slide deck
2. Attachment B - Adam Coles' College Career Programs slide deck

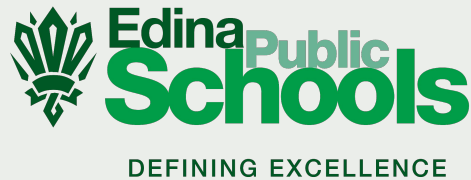
Welcome to Career and Industry Advisory Board

2023-2024



What is my role?

The role of a Career and Technical Education (CTE) Advisory Council member is to provide guidance, input, and recommendations to help shape and improve Career and Industry-related programs in a school or a district.



What is expected of me?

Attend and actively participate in meetings

Facilitate connections

Stay updated

Review CTE curriculum

Provide tours of your organization

Input from you helps EPS make informed decisions by providing crucial perspective of industries hiring graduates and career demands

Identify emerging career fields

Evaluate outcomes

Review skills gaps

Champion CTE



EPS Career and Industry Advisory Council Leadership

Faisal Kaleem
Chair

Professor, Computer Science & Cybersecurity,
Metro State University

Dan Dorson
Vice chair

Flight Services Manager, Sentera

Dietrich Nissen
Secretary

CEO Inherited Stories



DEFINING EXCELLENCE

EPS Career and Industry TEAM

Dr. Stacie Stanley
Superintendent

Dr. Anne Marie Leland
Director of Community Ed &
Strategic Partnerships

Dr. Randy Smasal
Asst. Superintendent

Jenny Johnson
EHS Assistant Principal

Jody De St. Hubert
Director of
Teaching & Learning

Dr. Cheryl Gunness
Community Involvement
Coordinator

Laura Phongsavath
Career Exploration &
Pathways Manager*

Paul Paetzel
EHS Interim Principal

Teaching Faculty

Sarah Irons
Kourtnee Baukol
Lydia Sour
Jodi Ramirez
Nancy Poulos
Shannon Seaver
Lindsey Kruppstadt
Ryan Gallagher
Mark Nelson
Kim Raskin



EHS Student Career and Industry Advisory Council Members

Aditya Suresh
12th Grade

Amal Abdikadir
11th Grade

Grayson Irons
11th Grade

John Fernandes
12th Grade

Mina Bhargava
11th Grade

Shaili Modi
11th Grade

Shaurya Pathak
10th Grade

Sophie Sannes-Eckhoff
12th Grade

Tommy Kouchoukos
11th Grade

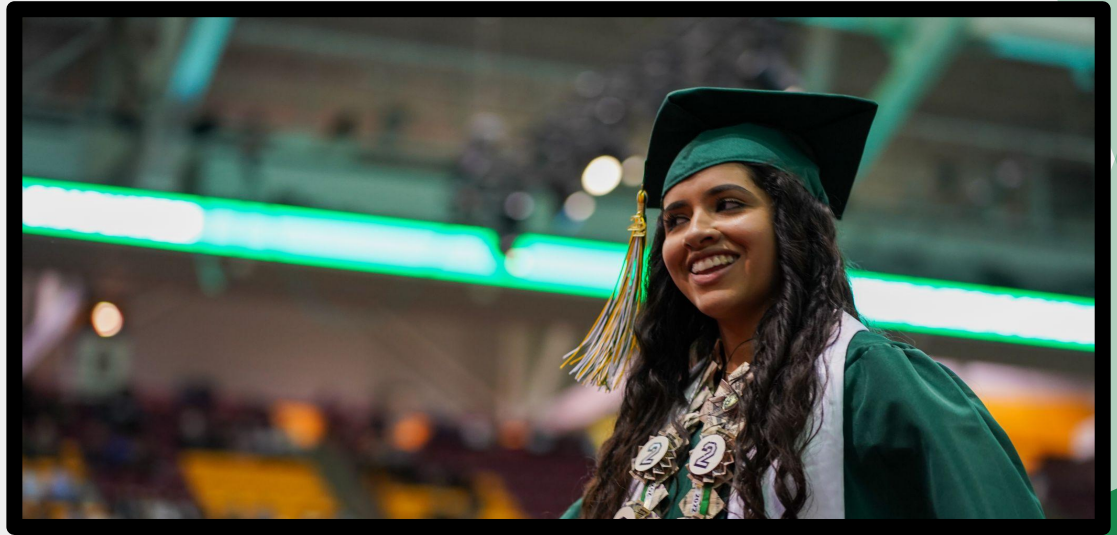


DEFINING EXCELLENCE

2027

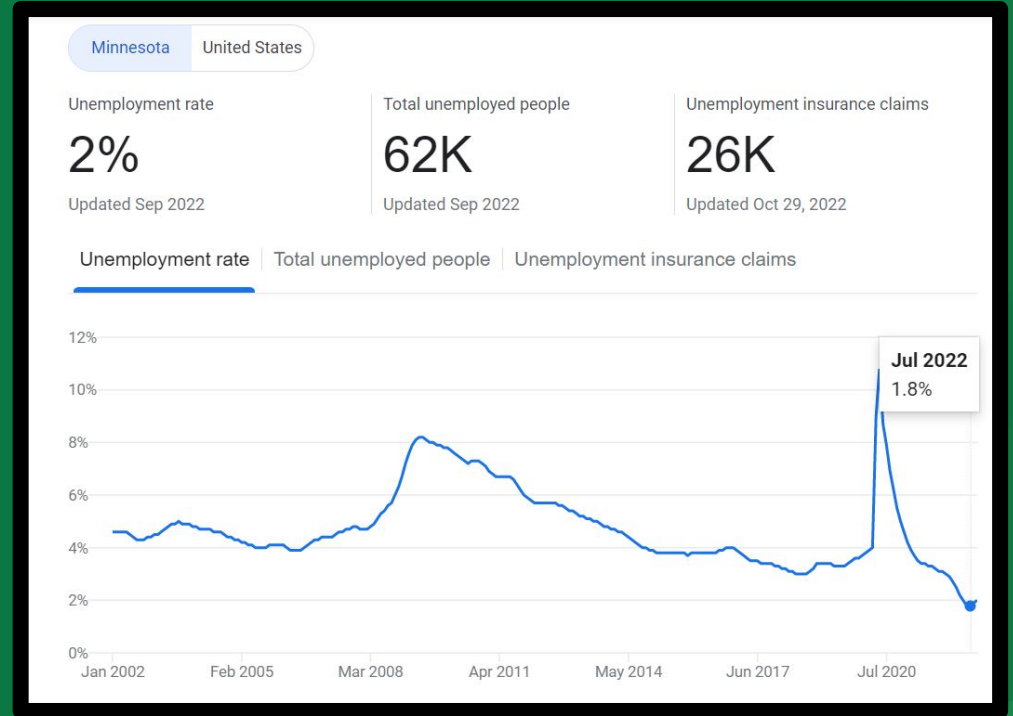
By 2027 every Edina High School graduate will have had the opportunity to explore career options through

- Related Coursework
- Internship /
Apprenticeship
- Microcredential



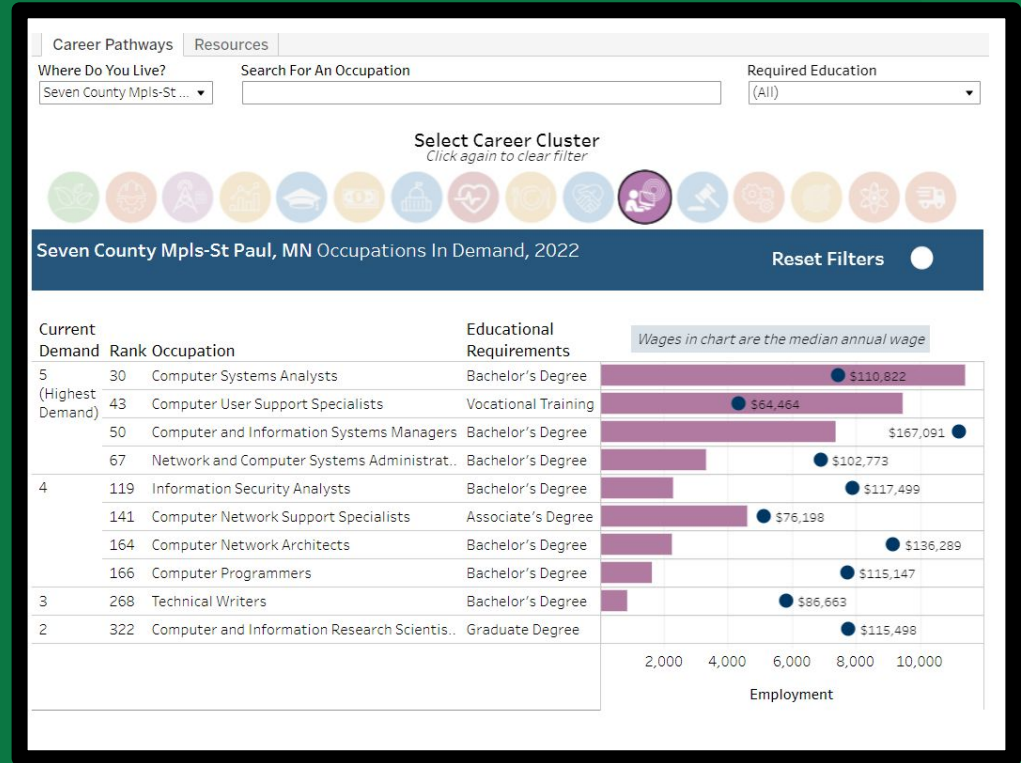
Workforce Concerns

Minnesota Department of Employment and Economic Development

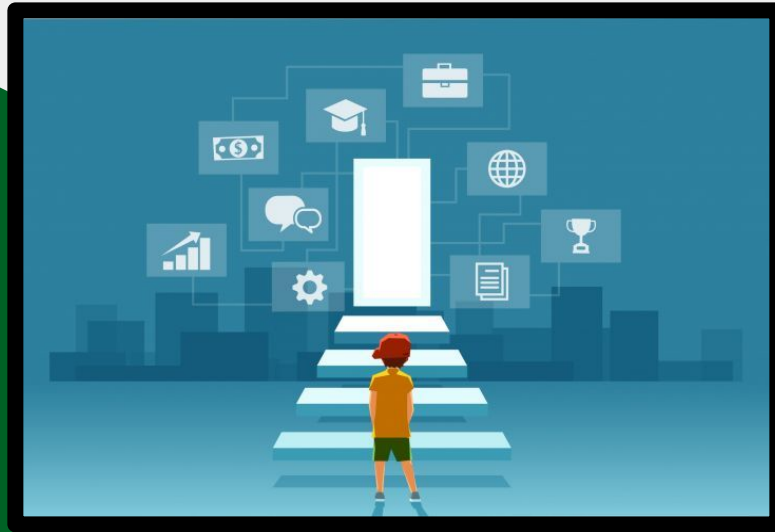


Occupations in Demand Example

Minnesota Department
of Employment and
Economic Development



What is Career & Technical Education? (CTE)



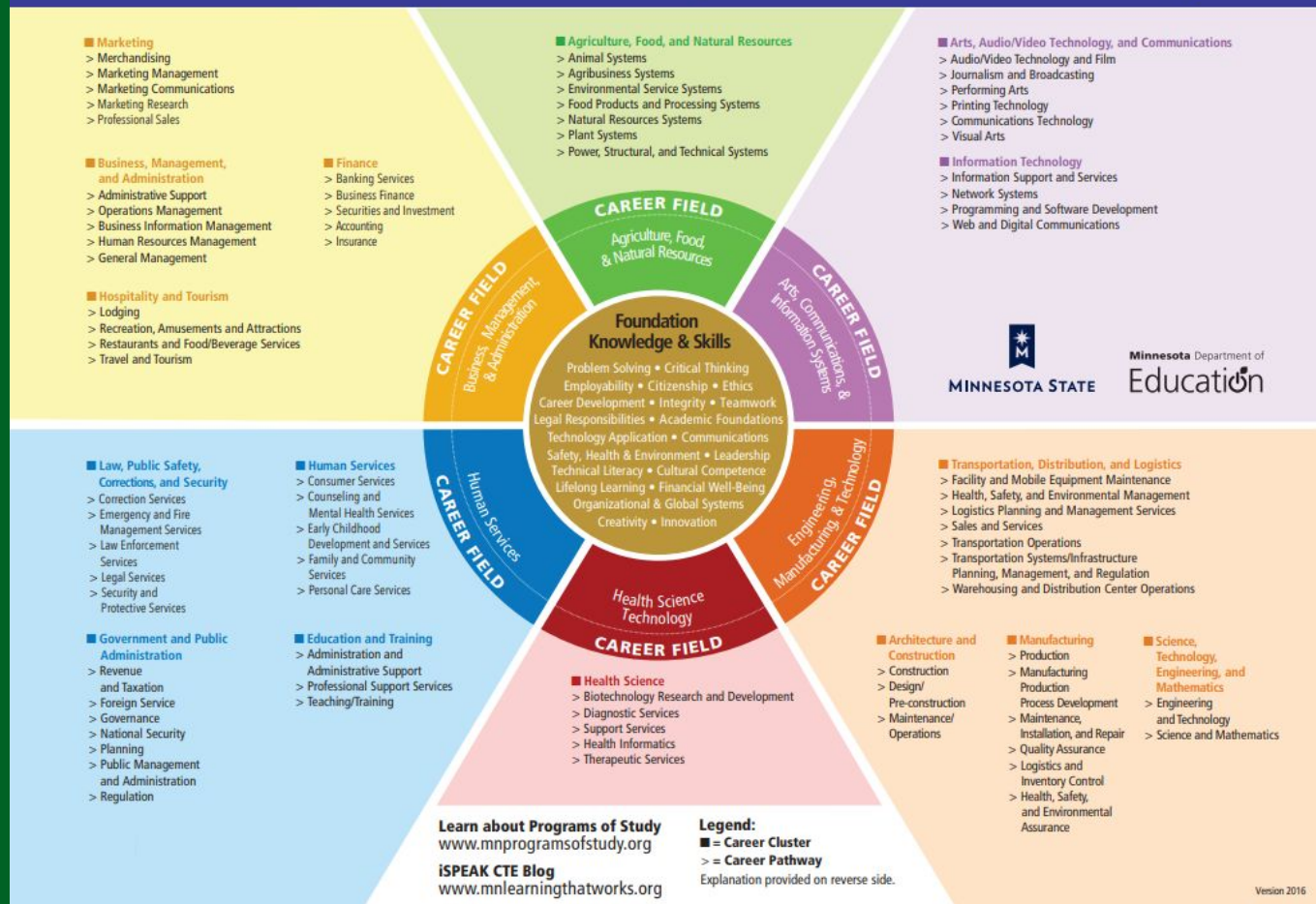
What makes a class part of CTE?

CTE classes have the following key components:

- Align to career pathways and industry standards
- Provide technical skills training
- Integrate academic and technical instruction
- Offer work-based learning (WBL) opportunities
- Lead to industry-recognized credentials/certifications
- Prepare students for postsecondary education and career success

CTE programs allow students to explore career options, develop technical skills, and get real-world experience in fields like health science, IT, business, manufacturing, agriculture, culinary arts, and more.

Minnesota Career Fields, Clusters & Pathways



How Do We Define A Pathway?



**Sequence of
Coursework**

+



**Career
Experience**

+



Credentialing

Current CTE Department Classes

| | | |
|----------------------------|-------------------------------|-------------------|
| Aerospace | AP Comp Sci Principles | Personal Finance |
| Principles of Eng | AP JAVA | Marketing w/DECA |
| Intro to Eng. Design | Game Design | Adv. Marketing |
| Civil and Arc. Design | Cybersecurity | Entrepreneurship |
| Digital Engineering | Web Page Coding 1 | Sports Management |
| Eng. Capstone | Web Page Coding 2 | |
| Work-Based Learning | CS Capstone | |
| | Digital Art and Media Courses | |
| Tech & Industry | Computer Science | Business |

Current CTE Department Classes

| | | |
|---------------------|------------------------|------------------|
| Interior Design | Child Psychology 1 & 2 | Travel & Tourism |
| Fashion Design | Intro to Education | |
| Creative Foods | Ed Experience | |
| International Foods | | |

Family & Consumer Sci.

Education

OTHER

Federal Perkins Funding - Minnesota received \$16.5 million in Perkins funding in 2022.

State CTE Aid - Minnesota provides formula-based aid to school districts for CTE programs. In 2022, \$12.1 million was allocated.

Career and Technical Levy - Local revenue that districts can levy specifically for CTE expenses that helps purchase equipment and pays for 35% of teacher salary.

State program Grants - Includes Youth Skills Training (YST) grants which provide \$3 million per year to expand CTE programs.

Funding in Minnesota for Career Tech Ed (CTE)

- The YST grant program provides \$3 million per year to Minnesota school districts and charter schools to help expand career and technical education (CTE) opportunities.
- YST grants support the development of new CTE programs, the expansion of existing programs, and the purchase of industry-grade equipment.
- Priority is given to programs that align with high-demand career pathways and lead to industry-recognized credentials.
- Grantees are required to demonstrate strong partnerships with local employers, higher education institutions, and workforce development agencies.
- The Minnesota Department of Education administers YST grants to provide targeted funding that enhances CTE programs across the state.

Youth Skills Training (YST) Grant

With a focus in Computer Science, Edina Public Schools will:

1. Provide Industry Exposure Opportunities
 - a. Work-Based Learning (WBL)
 - b. Seamless WBL - Database
 - c. Career/Job Fair

2. Provide Industry Related Classes
 - a. AP Computer Science Principles, AP Computer Science JAVA.
 - b. Cybersecurity, Game Design, Web Page Coding 1 & 2, Independent Language (Coding Capstone Course).
 - c. Video Production, Advanced Digital Art and Design, and Advanced Digital Photo

3. Provide Industry Related Credentials or Certificates

4. Provide Paid Work Experience Connections

Focus of the Edina YST grant

1. The YST Grant in Computer Science is being fostered as template for potential future grants and pathways in other career fields/clusters.
2. Career Exploration programming is in place and growing, offering opportunities for all students during out of school time.
3. Intentional work with students on identity, purpose and more will be foundational to career exploration and pathways.

Beyond the YST grant

CTE Resources

[CTE Advisory Board Handbook](#)

[MnTech Tech Talent Dashboard](#)

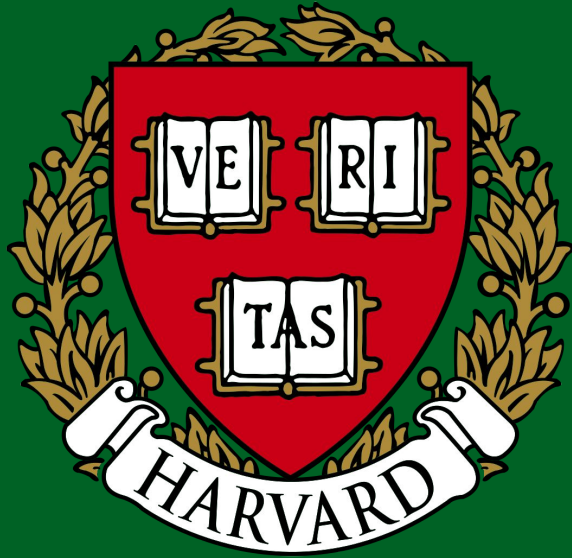
[Realtime Talent](#)

[MN Department of Education CTE](#)

College Career Programs



Harvard



[Link](#)

- Expansive alumni network
- Customizable newsletter
- Easy access resources
- Job market insight tool
 - Similar to the spreadsheet

Yale



[Link](#)

- Career communities
- “Design Your Career”
 - Accept, Empathize, Define, Ideate, Prototype
- Outcome statistics

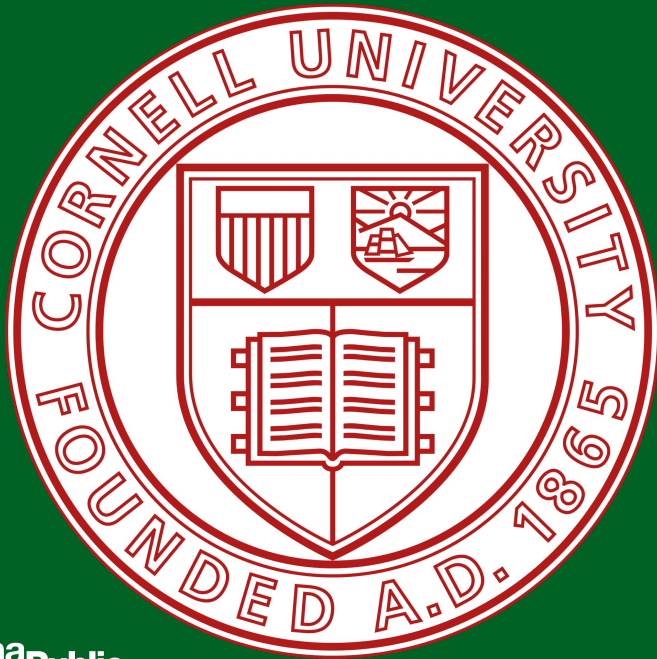
Princeton



[Link](#)

- LENS internship
- “Career Compass”
- Interest identification tools

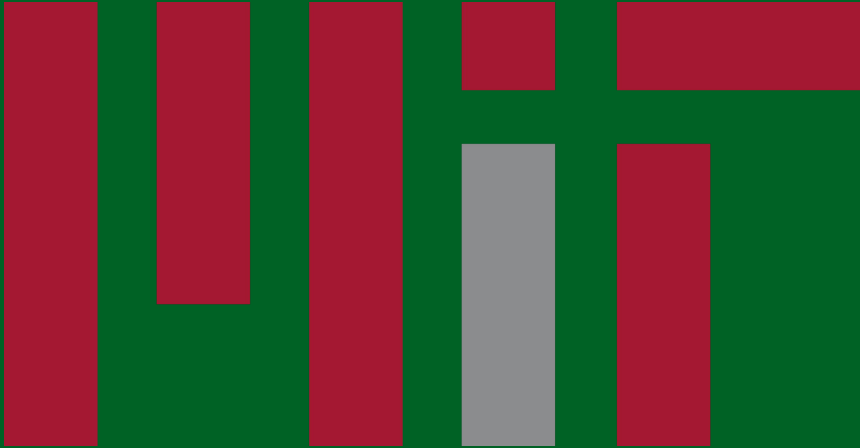
Cornell University



[Link](#)

- *Interfolio Credential Services*
- NACE Career Readiness Competencies
 - Career & Self Development, Communication, Critical Thinking, Equity & Inclusion, Leadership, Professionalism, Teamwork, Technology
- “Career Development Toolkit”

MIT



[Link](#)

- Different advice based on career interests
- “Career prototypes”
- Catalogue of advice in video and blog form

Stanford



[Link](#)

- SAM program
- First- and Second-year specific support
- Career “Myths & Truths”

Northeastern University



[Link](#)

- First- or Second-year career prep course
- “Experiential Network”
- “Career Design”

Bowling Green



[Link](#)

- “Career Design Coaching”
- 100,000+ opportunities posted
- Handshake

UW, Madison



[Link](#)

- “Badger Bridge”
- Career Exploration Center
- School-specific career centers

UMN, Twin Cities



[Link](#)

- Separate career services for different schools
- Is NOT a placement program

MN State, Mankato



[Link](#)

- Five step career process
- CandidCareer.com
- Job Search Handbook

Minneapolis College



MINNEAPOLIS
COMMUNITY & TECHNICAL
COLLEGE™

[Link](#)

- NACE Badging
- “Experiential Learning”
- Emphasis on assessment and reflection

Normandale



[Link](#)

- Career Exploration Course
- Emphasis on exploration
- Emphasis on face-to-face meetings

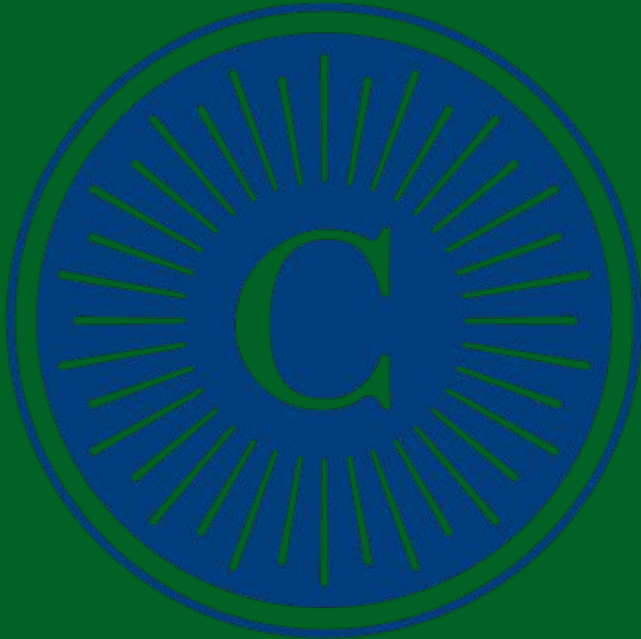
St. Olaf College



[Link](#)

- Ole Career Launcher
- Visits to alumni work environments
- College-hosted internships

Carleton College



[Link](#)

- Career services library
 - Variety of texts on different career fields and careers
- “Carleton Career Pathways”
- Carleton Scholars program

Macalester College



[Link](#)

- MacExplore
- MacConnect
- Mac Project Corps

Gustavus College



[Link](#)

- Career Interest Clusters
- Cluster specific resources
 - Career information, job search sites, alumni connections
- Career Readiness and Design Your Future courses

Colorado College



[Link](#)

- Wide variety of micro-internships
- Career Readiness Competencies
- PIFP Opportunity

Williams College



[Link](#)

- “Career Communities”
- Career prep from beginning of freshman year
- *‘68 Center Strategic Plan*

Amherst College



[Link](#)

- Alumni-in-residence program
- Career Trek program
- “Career Communities”

Connecticut College



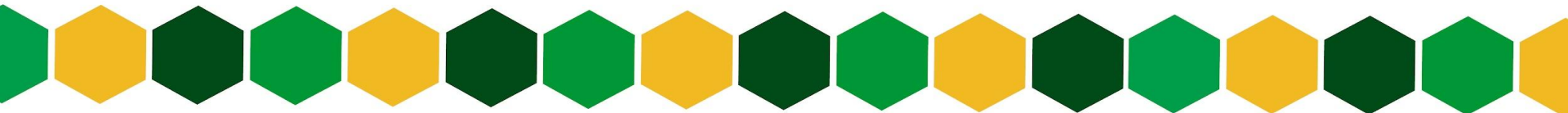
[Link](#)

- Introduction to career prep in FYS
- Career prep course First- or Second-year
- Advisor meetings required at steps of the career prep process

Appendix A: Common Themes

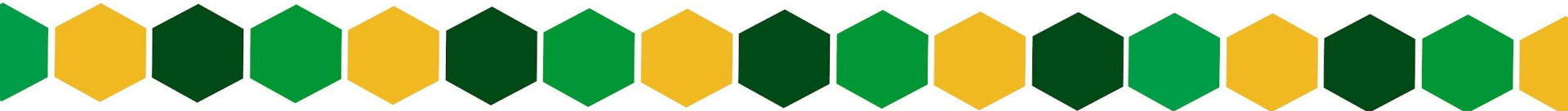
- Application assistance, e.g., resume tools, mock interviews, cover letter templates
- Career advisor meetings
- Emphasis on exploring a wide variety of options
- Extended visits to job sites

- Alumni connections
- Job fairs
- Job search websites
- Assistance in job placement
- Identity-specific resources



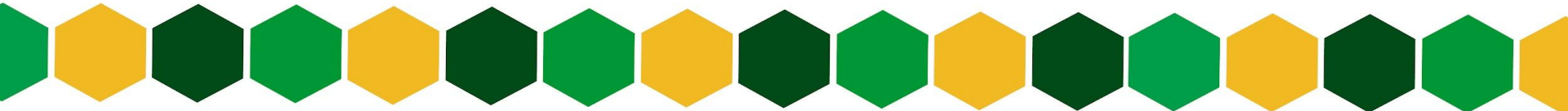
Appendix B: Terms

- Credential
 - Official certification of proficiency in a certain skill
- Microcredential
 - Official certification of proficiency in an aspect of a certain skill
- Pathway
 - A series of classes and experiences a student has to complete in a certain field
- Career Field
 - Largest category of career separation
- Career Cluster
 - Subcategory under Career Field
- Career Experience
 - An internship, micro internship, externship, mentorship, or apprenticeship
- Internship
 - A trainee or student position within a company or organization
- Micro Internship
 - A short-term (2-6 week) internship



Appendix B: Terms

- Externship
 - A long-term job shadow
- Mentorship
 - A training program where students receive advice and training from an experienced individual in management or like roles.
- Apprenticeship
 - A hands-on training opportunity that allows students to apply their classroom learning in a real-world work setting and receive advice from a trade industry expert.
- Cooperative Education Program - A student's coursework is mixed with periods of full-time employment
- Project Based Learning - Students engage in real-world projects
- Service Learning - Students engage in learning centered on community service



III.B. School Board and Administration Training



Board Meeting Date: 10/24/2023

Title: School Board and Administration Training

Type: Discussion

Presenter(s): Board Chair Erica Allenburg, Vice Chair Julie Greene, Superintendent Dr. Stacie Stanley, and Training Consultants

Description: Consultants will work with school board and administration to provide an overview and collaborative training on the governance and management model. In alignment with our District's Strategic Plan Strategy D, Develop Leadership Throughout the District and our core value of Operational Excellence, the school board and district administration will continue to engage in learning and development to ensure effective and efficient governance and management of the school district.

Recommendation: None

Desired Outcomes from the Board: Review handouts in preparation for the session.

**School Board Governance
Core Four**

1. High-Level Finance
2. School District Policy
3. School Board/Superintendent Relations
4. Community Relations & Family Engagement

**School District Management
Core Four**

1. Day- to-Day Operations
2. School District Procedures & Practices
3. School Board/Superintendent Relations
4. Community Relations & Family Engagement

School Board

Code of Ethics

I. Purpose

This policy assists the individual school board member in understanding their role as part of a board and the contribution that each member must make to develop an effective and responsible board.

II. General Statement of Policy

Each school board member will follow the code of ethics stated in this policy.

A. As a member of the board, I will:

1. Attend board meetings.
2. Come to the meetings prepared for discussion of the agenda items.
3. Listen to other's opinions (e.g., board members, administration, employees, community members, students).
4. Vote my conscience after informed discussion, unless I abstain because a conflict of interest exists.
5. Support the decision of the board, even when my position concerning the issue was different.
6. Recognize the integrity of my predecessors and associates and appreciate their work.
7. Make decisions based on the available information and in the best interest of all students. This obligation supersedes (a) any conflicting loyalty to advocacy or interest groups; (b) loyalty based on membership on other boards; and (c) conflicts based on personal interest or the interest of any family member.
8. Be primarily motivated by a desire to provide the best possible education for students enrolled in my school district.
9. Educate myself about the proper duties and functions of a board member.

B. In performing the proper functions of a board member, I will:

1. Focus on education policy as much as possible.
2. Remember that the board's responsibility is to promulgate policy – not to implement policy.
3. Consider myself a trustee of public education and do my best to protect, conserve, and advance its progress.
4. Recognize that my responsibility, exercised through the actions of the board as a whole, is to see that the schools are properly run – not to run them myself.
5. Work through the superintendent – not over or around the superintendent.
6. Delegate the implementation of board decisions to the superintendent.

C. To maintain relations with other members of the board, I will:

1. Respect the rights of others to have and express opinions.
2. Recognize that authority rests with the board in legal session – not with the individual members of the board except as authorized by law.
3. Make no disparaging remarks, in or out of board meetings, about other members of the board or their opinions.
4. Maintain an open mind about how I will vote on any proposition until the board has met and fully discussed the issue.
5. Make decisions by voting at board meetings after all sides of debatable questions have been presented.
6. Insist that committees be appointed to serve only in an advisory capacity to the board.

D. In meeting my responsibilities to my community, I will:

1. Attempt to appraise and plan for both the present and future educational needs of the district and its community.
2. Attempt to obtain adequate financial support for the district's programs.
3. Insist that the district's business transactions be ethical and open.
4. Strive to uphold my responsibilities and accountability to the taxpayers in my district.

E. In working with the superintendent of schools and staff, I will:

1. Hold the superintendent responsible for the administration of the district.
2. Give the superintendent authority commensurate with his or her responsibilities.
3. Give the Superintendent and staff adequate time to respond to Board member questions, especially when preparing for a Board meeting.
4. Ensure that the district will be administered by the best professional personnel available.
5. Consider the recommendation of the superintendent when hiring all employees.
6. Participate in board action after considering the recommendation of the superintendent and only after the superintendent has furnished adequate information supporting the recommendation.
7. Insist that the superintendent keep the board adequately informed at all times.
8. Offer the superintendent counsel and advice.

Recognize the status of the superintendent as the chief executive officer and a nonvoting, ex officio member of the board.

9. Refer all complaints to the proper administrative officer or insist that they be presented in writing to the whole board for processing in accordance with district policy.
10. Present any personal criticisms of employees to the superintendent.
11. Provide support for the superintendent and employees of the district so they may perform their proper functions on a professional level.

F. In fulfilling my legal obligations as a board member, I will:

1. Comply with all laws relating to my work as a board member.
2. Comply with all district policies as adopted by the board.
3. Abide by all rules and regulations as promulgated by state and federal agencies with jurisdiction over districts.

4. Recognize that district business may be legally transacted only in an open meeting of the board.
5. Avoid conflicts of interest and refrain from using my board position for personal gain.
6. Take no private action that will compromise the board or administration.
7. Guard the confidentiality of information protected under applicable law.

III. School Board Member Discipline

The school board will follow Minnesota law when addressing inappropriate behavior by a board member. The below processes pertain only to board member violations of district policies that are not dictated by Minnesota law, which follow a different district and legal process (Ref. Policy 413).

The board and each of its members are committed to faithful compliance with board policies. The board recognizes that its failure to deal with deliberate or continuing violations of its policies risks the loss of confidence in the board's ability to govern effectively. The purpose of these parameters and steps is to attempt to resolve any perceived violations at the lowest possible level, and involving the fewest number of individuals. In the event of such a violation, the board will seek remedy by applying any of the following measures: a conversation with a fellow board member; referring the concern to the board chair; referring the concern to the full board; potential removal from committees or leadership positions on the board; a statement on non-compliance regarding board policies from the board; censure from the board and removal of the board member from the board; or any other measures provided by law or determined appropriate by the board (see Appendix 2).

Legal References:

Minn. Stat. § 123B.02, Subd. 1 (School District Powers)

Minn. Stat. § 123B.09 (School Board Powers)

Minn. Stat. § 123B.143, Subd. 1 (Superintendent)

Policy
 adopted: 04/16/07
 amended: 12/10/12
 revised: 11/19/18
 revised: 7/13/20

INDEPENDENT SCHOOL DISTRICT 273
 Edina, Minnesota

COMMUNICATIONS GUIDELINES

The school board may communicate outside an open meeting for scheduling and maintenance types of communications. School board social gatherings and educational training sessions without any discussion of school district business do not violate the open meeting law or Minnesota Government Data Practices Act.

The use of electronic communications, including email, by school board members, will conform to the same standards of judgment, propriety and ethics as other forms of school board-related communication. Board members will comply with the following guidelines when using electronic communications in the conduct of board responsibilities:

1. The school board will not use electronic communication as a substitute for deliberations at board meetings or for other communications or business properly confined to board meetings.
2. Board members will be aware that electronic communications and electronic attachments received or prepared for use in board business or containing information relating to board business are likely to be regarded as public records, which may be inspected by any person upon request, unless made confidential by the law.
3. Board members should avoid references to confidential information about employees, students and other matters in electronic communications because of the risk of improper disclosure. Board members should comply with the same standards as school employees with respect to confidential information.

PROCESS FOR ADDRESSING VIOLATIONS

- A. Private conversation: If a Board member perceives that a fellow member has violated the policies or commitments of the Board, that member may address their concerns with the member who is perceived to be in violation.
- B. Referral to Board Chair: The member may refer the concern to the Board chair for resolution. The purpose of this step is to attempt to resolve any perceived violations at the lowest possible level, involving the fewest number of individuals. If the Board Chair believes there is a potential violation, then the Board Chair will arrange a conversation in a private setting between the member in question and two members of the governance committee, if necessary

- C. Discussion between the member in question and the full Board:

In the event of a perceived serious or continuing violation by the same member, any member of the board may request that the chair schedule a full school board discussion with the charged member. The charged member will receive advance written notice of the discussion, including a statement of the alleged violation.

- D. Possible removal from any leadership or committee positions to which the member in question has been appointed or elected:

A member with repeated violations may be removed from any leadership or committee positions, to remove the charged Board member from a committee leadership or committee membership position, any member may request the Chair notify the charged member in writing of the scheduled School Board discussion of removal; the charged member will be given an opportunity to respond to any concerns and will be removed only after discussion and only on majority vote of the Board members present.

- E. Statement regarding compliance with Board Norms or Policies: The school board reserves the right to issue statements regarding the board's interpretation of its policies and any instances of individual board member's noncompliance, after notice to the individual, discussion where the charged member has a right to respond and vote by the majority vote of the board members present.
- F. Censure of Board Member: The school board reserves the right to censure a board member. A member may request that the board censure a board member only after attempting to address an issue at lower levels. To censure a board member, any member may request the chair notify the charged member in writing of the scheduled School Board Discussion of censure. The charged member will be censured only after being provided an opportunity to respond to the concerns and after discussion and only by majority vote of the Board. The motion to censure must

describe the board member's actions that are the subject of the censure.

- G. Removal of Board Member: Minnesota state law allows school boards to remove, for proper cause, any member or officer of the board and fill the vacancy. Such removal must be by a concurrent vote of at least four members at a meeting of whose time, place, and object the charged member has been duly notified, with the reasons for such proposed removal, and after an opportunity to be heard in defense against the removal.

In all cases, disciplinary actions should include the board chair, unless the board chair feels they must recuse themselves. If the board chair is suspected of the violation, the concern would be referred to the vice chair.

Created: 7/13/20

Administration

School District Administration

I. Purpose

This policy clarifies the role of the school district administration and its relationship with the school board.

II. General Statement of Policy

Effective administration and management practices are essential to realizing educational excellence. It is the responsibility of the school district administration to develop a school environment that recognizes the dignity of each student and employee, and the right of each student to have equitable access to educational programs and services.

III. General Responsibilities

- A. The school board expects all activities related to the management of the school district to be well-planned and executed and consistent with the policies of the board.
- B. The board will seek specific recommendations, background information and professional advice from the school district administration, and will hold the administration accountable for effective management of the schools and the district's educational programs.
- C. Although the board holds the superintendent ultimately responsible for administration of the district and annual evaluation of each principal, the board also recognizes the direct responsibility of superintendent designee and principals for educational results and effective administration, supervisory, and instructional leadership at the school building level.
- D. The board and school administration will work together to share information and decisions that best serve the needs of district students.

Legal References:

Minn. Stat. § 123B.143 (Superintendent)

Minn. Stat. § 123B.147 (Principals)

Policy
adopted: 06/18/07
amended: 08/20/12
revised: 01/28/19
revised: 03/13/23

INDEPENDENT SCHOOL DISTRICT NO. 273
Edina, Minnesota

IV. **Leadership and Committee Updates**

V. **Superintendent Updates**

VI. **Adjournment**