

Retreat

Tuesday, January 23, 2024 4:00 PM
ECC 350, 5701 Normandale Road, Edina, MN 55424

I. **Determination of Quorum and Call to Order**

II. **Approval of Agenda**



School Board Retreat
Tuesday, January 23, 2024; 4:00 PM
Wednesday, January 24, 2024; 4:00 PM
ECC Room 350

- I. **Determination of Quorum and Call to Order**
- II. **Approval of Agenda**
- III. **Discussion - Day 1**
 - A. School Board Basics - Legal Review

Description: Review of best practices around human resources, community comments and legal issues. Greater understanding of elevation of legal and human resources issues to full board; alignment on expectations and new processes if necessary.

Goal of session: Greater understanding of elevation of legal and human resources issues to full board; alignment on expectations and new processes if necessary.

Documents to review: Potential document from Trevor Helmers

Presenter(s): Trevor Helmers, Attorney, Squires Waldspurger & Mace, P.A.
 - B. Board Goals and Issues Review

Description: Review of board goals, upcoming calendar of board meeting issues and issue review for new board members.
 - Review and update board goals; what has been accomplished, what needs to be changed, deleted or added.
 - Issue review for new board members including but not limited to: district budget, board election protocols, internal communications protocols (board email), legislative action protocols.

Goal of session: Review of goals, opportunity for new board members to provide input into goals, ensure we are on track to meet our goals. Board members should review current goals and come prepared with feedback on any alterations to goals.

Documents to review: Board goals, proposed board agenda calendar

Presenter(s): Governance Committee
- C. Board Member Role Review and Best Practice Discussion

Description: Common understanding of board roles and expectations; opportunity for learning and guidance.

Goal of session: Common understanding of board roles and expectations; opportunity for learning and guidance.

Document to review: Policies 213, 217

Presenter(s): Governance Committee

IV. Discussion - Day 2

A. Team Building - Working Genius Assessment

Description: The Working Genius Assessment will help us learn fun things about our preferred working preferences, and allow us to work more efficiently and effectively as a board. It will also help build positive board - superintendent working relationships.

Presenter(s): Governance Committee

B. Liaison Roles

Description: Discuss how new liaison plan is going; review requests to add liaisons; discuss and decide how to move forward; discuss cultural liaison planning team update; discuss expectations and ensure alignment from board members of roles on committees.

- Give and Go
- Equity
- Go Green Committee

- Discuss cultural liaison planning team update
- Discuss expectations and ensure alignment from board members of roles on committees

Goal of session: Decision on any updates to board liaison roles; alignment on expectations of role. Board members need to be prepared to discuss recommendations on additions to liaison roles and provide commentary on how they feel the new liaison structure is going.

Documents to review: Liaison role document, board cultural liaison planning document

Presenter(s): Governance Committee

C. Board Chair Role

Description: Greater understanding of board chair role; plan for leadership succession 2025 and beyond.

- Discussion about scope of board chair role
- Review list of expectations for board chair. Look for opportunities to delegate work.
- Talk about prepping board members for leadership positions

Goal of session: Greater understanding of board chair role; plan for leadership succession 2025 and beyond.

Document to review: Board chair responsibilities

Presenter(s): Governance Committee

D. Educator Feedback Document

Description: Discussion and agreement about recommended educator feedback protocol.

Goal of session: Discussion and agreement about recommended educator feedback protocol. Board members should come prepared to provide feedback on the document.

Document to review: Educator feedback document

Presenter(s): Governance Committee

V. Leadership and Committee Updates

VI. Superintendent Updates

VII. Adjournment

III. Discussion - Day 1

III.A. School Board Basics - Legal Review

III.B. Board Goals and Issues Review

Edina School Board 2023-24 Board Goals

BACKGROUND:

The Edina School Board sets board goals annually that align with both the district's strategic plan and our Superintendent's goals and are consistent with the priorities of Edina School District stakeholders.

These goals and priorities consider many factors including, but not limited to:

- Prior year board goals and evaluation
- Superintendent status reporting of the current implementation of the district's current strategic plan
- Annual feedback gathered from students, educators and staff via the yearly Panorama survey
- Feedback gathered from the Core Planning Meeting including the strategic plan monitoring report
- Analysis of items/priorities suggested from individual Board members, students and community members for consideration as initiatives
- Current workload of the district.

In addition, the board collectively considers the following guidelines while developing each year's board goals:

- Be specific, measurable, attainable and realistic to time
- Be reflective of any Board transition of members
- Be front-facing to the community
- Tie to responsibilities of the school board
- Be manageable for a reasonable workload of the school board, administration and our educators
- Build on previous year's goals
- Build trust, respect and accountability among Board members, superintendent and our educators
- Be supportive of current strategic plan and align with superintendent's annual goals
- Financial stewardship

Goal Area One | Strategy A Alignment: Advance Academic Excellence, Growth and Readiness

Board Goal	Lead	Action Items	Measurable Impact	Status
<i>1. Provide oversight and resource allocation to make progress towards our key performance indicators and support student academic needs.</i>	T&L Committee	<p>Driven by superintendent goals, TBD</p> <p>Support administration in limiting new initiatives to provide stability, sustainability and success of existing initiatives.</p>	>Board hears and utilizes the district scorecard starting in Fall 2023 and throughout the 2023-24 school year for oversight and decision making (implementation of curriculum, pathways, budgetary impacts, etc.)	Not started

Goal Area Two | Strategy B Alignment: Ensure an Equitable and Inclusive School Culture

Board Goal	Lead	Action Items	Measurable Impact	Status
<i>1. Continue leadership towards providing a school culture that enhances learning, identifies and eliminates structural barriers to success and fosters a sense of belonging for all students.</i>	Board	Board continues seeking further understanding, development and continued training on cultural competency equity framework, its impact on policy and embedding this approach	>Board effectively embeds cultural competency framework throughout decision-making on the Board.	Not started

		into Board oversight and decisions.		
	Policy Committee	Board strives to understand the impact of recent legislative changes that impact district policy and work to incorporate the changes into policy in a timely fashion.	>District policies are aligned with current law to support district operations allowing for better outcomes for students.	Not started ▾

Goal Area Three | Strategy C Alignment: Foster Positive Learning Environment and Whole Student Support

Board Goal	Lead	Action Items	Measurable Impact	Status
<i>1. Ensure students, staff, families and other members of the community experience a positive school climate with a deliberate focus on student, teacher and staff mental health and wellness.</i>	T&L Committee	Driven by superintendent goals, TBD	Reduction in educator stress and increase in favorability of work environment.	Not started ▾
	Governance Committee	Board implements changes to agreed-upon educator feedback process and guidelines for better oversight and decision	Board, admin and educators aligned in process for educator feedback channels; increased board engagement at school sites increasing knowledge of individual school culture.	Not started ▾

		making at governance level.		
	Board Liaison Roles	<p>Board member engagement in stakeholder community groups to gain a deeper understanding of varying perspectives and experiences; evaluate effective ways to bring more voices to the whole of the Board without barriers.</p> <p>Increase engagement in diverse community groups to elevate varying perspectives and experiences to Board level; evaluate effective ways to bring more diverse voices to the whole of the Board without barriers.</p>	<p>>Board effectively increases reach to multiple perspectives of stakeholders.</p> <p>>Board gains deeper understanding of perspectives from varying stakeholders.</p> <p>> Engagement with the Board is elevated with wider reach of stakeholders.</p>	Not started ▾
	Policy Committee	Board considers school climate concerns and uses it as a lens for all policy review and to identify needed adjustments.	<p>>Board makes policy changes that support a positive school climate.</p> <p>>Focus on student engagement and belonging.</p>	Not started ▾

Goal Area Four | Strategy D Alignment: Engage Parents, Schools and Community

Board Goal	Lead	Action Items	Measurable Impact	Status
<p><i>1. Continue to focus on the value and benefit of an Edina public school education, ways in which EPS is defining excellence across the spectrum and communication with the whole Edina community.</i></p>	<p>District Communications/Board</p>	<p>Board supports district communication work by engaging/creating more opportunities for community members to learn about the benefits of an Edina public school education.</p>	<p>> Each board member participates in at least one community-driven opportunity/engagement experience with a focus on the value of EPS.</p>	<p>Not started -</p>
	<p>Vice Chair/ District Communications</p>	<p>Vice Chair works with district communication to support new Board liaison roles with predictable and informative communication to all liaison groups.</p>	<p>> Liaison school district groups are supported by Board, informed of Board activity; Board members stay at governance level in liaison work; Board member workload is more manageable.</p>	<p>Not started -</p>
	<p>City Liaisons</p>	<p>Continue proactive engagement with the city to establish deeper partnership, i.e. address potential long term impacts of City of Edina’s growth projections and plans on the school district.</p>	<p>> Board gains a better understanding of resident enrollment drivers for governance of district approach/plan. (add: housing policy feedback to city....)</p>	<p>Not started -</p>

	City Liaisons	Continue implementation and monitoring of potential new school board election process and its impact on district resources.	> Potential ew election process is supported by the district, community members and the School Board.	Not started -
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Goal Area Five | Strategy D Alignment: Develop Leadership Throughout the District

Board Goal	Lead	Action Items	Measurable Impact	Status
<i>1. Continue to maintain Edina's excellence as financial stewards by optimizing budget and ensuring alignment with strategic initiatives.</i>	Finance Committee	<p>Board gains keen awareness around budgeting and programming, how funding gaps are created to maintain a structurally sound budget that aligns with strategic plan.</p> <p>Board makes efforts to show the community the Board's commitment to financial stewardship and its important impact on the district.</p>	<p>> Board participates in a budget training session on alignment that includes board finance committee providing additional info and evaluation of budget and strategic plan alignment.</p> <p>>Community gains better understanding of public education and school funding and impact on the district.</p> <p>> Board hears and considers the administration's recommendation to pass a balanced budget in June 2024 and supports efforts to retain Triple A bond rating.</p>	Not started -
2. Board ensures budget allocations align with the	Finance Committee	Driven by superintendent goals, TBD	>Board hears and strongly considers any necessary budgetary decisions and adjustments recommended by	Not started -

strategic priorities of the district.		Board considers the impact of contract negotiations with employee groups.	administration to support district strategic plan.	
<i>3. Elevate the Edina School Board within the District, State and Nation in order to advocate for the needs of the school community and best meet the needs of our district stakeholders.</i>	Legislative Action Committee	Board continues state and federal legislative advocacy efforts for public school education funding and policy.	<p>> Board LAC committee implements year 3 of LAC plan, ie, community/student participation, legislative priorities, events, engagement</p> <p>>Full board actively participates in LAC efforts, as identified.</p>	In progress ✓ 2023-24 LAC Committee in place
<i>4. Continued development of the Board in order to effectively govern for maximum student achievement.</i>	Governance	Use established superintendent evaluation process throughout 2023-24 school year.	> The Superintendent evaluation experience is an effective tool for the Superintendent and Board.	Not started
	Chair/ Admin	Streamline calendar to plan for board appearances at events.	Board is informed and able to participate as Board representation at district-wide events.	Not started
	Governance	Onboard any new Board members after election (Nov, 2023).	<p>> New board members have the information they need to be successful.</p> <p>> New board members understand their role, established Board process and responsibilities as a Board member.</p> <p>> New board members receive MSBA training.</p>	Not started
	Board	Board seeks growth opportunities including 1)	>Individual Board members and the whole Board successfully fulfills duties	Not started

		professional development training with partner groups 2) relationship/collaboration building and 3) living by agreed upon Board norms.	and expectations of a school board member i.e., trust, accountability and respect.	
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Proposed Board Agenda Topics, 2023-24

This is not a complete list of agenda items but represents major topics coming before the board. Dates and topics subject to change.

	October	November	December	January	February	March	April	May	June	July
Pre-Meeting Work Session	-Middle school schedule -Board meeting calendar overview	-Morris Leatherman -Marketing plan - National Merit Reception at 5:45	-Budget forecast -Social studies guiding change	-Budget parameters -Travel - equity and safety	-Tier I social emotional learning update		-Talent development -School program updates	-Superintendent team updates -Budget	-Superintendent Eval -Culture and Climate	
Regular Meeting 7PM	-Enrollment report -Data metrics report -WBWF report and hearing -CSIP -E-12 CLP -A&I -Edina Ed Fund Presentation	-Audit -Certification of election results -STEAM -Science implementation updates -Edina Give & Go Presentation	-Truth in Taxation hearing -Final Tax Cert. -Recognition of Bd Mbrs leaving -LAC priorities -New course discussion -Acceptance of Fiscal Year 2023 Audited Financial Statements	-Budget parameters- -Social studies guiding change document -New course approval -District 287 presentation	-DEI update -A&I discussion -Budget parameters -FY 2024 revised budget approval -FY 2025 capital budget approval	-Chartwells contract discussion -Travel - equity and safety -Budget -Board meeting calendar		-Alt comp -Budget -Comm Ed/ELC programming update	10 YR LTFM -Core planning update -Budget -Property, Casualty, Liability and Work Comp Renewals	
Work Session #1	-CTE Advisory update - Board/Admin Training	-LAC priority -Holiday letter -New courses	-Sup. Mid-year review -Committee and role assignments -Election agreement	-ML presentation -Midyear update on liaison roles -EVP full time students update	-Proposed board meeting calendar -School improvement plans	-Safety and security update	-Budget -18-21 (22) year old programming overview and plan	-Facilities discussion		
Work Session #2 (If Needed)										
Team Development/ Training				-Board Retreat -MSBA Annual Conference						-Board retreat in August

III.C. Board Member Role Review and Best
Practice Discussion

School Board

School Board Committees

I. Purpose

This policy provides for the structure and operation of committees and subcommittees of the school board.

II. General Statement of Policy

- A. The school board will designate board committees or subcommittees when it is determined that a committee process furthers the school district's mission.
- B. The board has determined that certain permanent standing committees, named in this policy, facilitate the operation of the board and the district mission, in partnership with the administration on relevant educational topics and policies.
- C. A board committee or subcommittee will be formed by board resolution that outlines the duties and purpose of the committee or subcommittee.
- D. A committee or subcommittee is advisory in nature and has only the authority specified by the board. The board retains the right and has the duty to make all final decisions related to reports or recommendations which have had committee involvement.
- E. The board or board chair may also establish ad hoc committees for specific purposes as it deems appropriate, to be appointed by the board chair.
- F. The board reserves the right to limit, create, or abolish any standing or ad hoc committee as it deems appropriate.
- G. A committee of the board will not appoint a subcommittee of that committee without approval of the board.

III. Appointment of Committees

- A. The school board appoints the following standing committees:
 - 1. Finance and Facilities
 - 2. Policy
 - 3. Teaching and Learning

4. Governance

5. Legislative Action Committee

- B. The board will establish, by resolution, for each standing or ad hoc committee, the number of members, the term, and the charge or mission of each committee.
- C. The board chair will appoint the members of each standing or ad hoc committee and designate the committee chair.

IV. Procedures for School Board Committees

- A. A committee or subcommittee will act only within the guidelines and mission established for that committee or subcommittee by the school board. Individual board members, or any three board members appointed to any committee, have no authority to bind the board on any matter unless such authority is expressly granted by the entire board.
- B. The committee or subcommittee will designate a secretary who will record the meeting highlights of the board committee.
- C. The power of a committee or subcommittee of the board is advisory only.
- D. Committee members who are also board members will not seek to hold a meeting of a committee outside the presence of administration or other non-board members who are members of the committee, and no committee meeting may be held without providing prior notice to administration.
- E. Committees will not engage in management work, do not oversee or direct any school district staff, and do not have the authority to direct district staff to take any specific actions or duties. Administrative direction will come from the superintendent.
- F. A committee or subcommittee of the board will, when appropriate, clarify in any dealings with the public, that its powers are only advisory.

V. Expectations for and Operational Procedures of School Board Standing Committees

Finance and Facilities Committee

A. General Statement of Role

The school board, in its practice of prudent management of public resources, has created the finance and facilities committee to collaborate with the school district's superintendent and director of business services in reviewing and

providing feedback to the district on financial issues. This committee deals with matters pertaining to the district's budget development and related recommendations to the board. It also:

1. Monitors the financial affairs of the district.
2. Reviews and maintains a long-term financial forecast.
3. Recommends to the board any budget modifications based on financial analyses and the needs of the district, while adhering to district policy.
4. Reviews contracting practices.
5. Ensures that budget allocations and expenditures reflect district priorities as informed by its strategic operating plans.
6. Reviews the district audit, making the board aware of key risks facing the district, as well as strategies for dealing with any such risks.
7. Reviews financial analyses provided by the director of business services, or other entity at their discretion, and makes related recommendations to the board.
8. At the direction of the superintendent and board, conducts periodic, more detailed, financial analyses.
9. Performs other such duties as assigned by the board.

B. Committee Composition

The finance and facilities committee consists of the board treasurer, two additional board members, the director of business services, the superintendent, any additional staff members assigned by the superintendent, and three to four community members with talent and experience in management and financial affairs.

1. The committee chair is the board treasurer.
2. Board members are appointed annually in January.

3. Community members are appointed effective July 1, in accordance with the board committee selection process.

C. Communications Expectations

1. Provides periodic reports to the board regarding committee discussions and deliberations of the committee to ensure that all board members have access to information in a timely manner in order to make decisions as a full, governing board of seven.
2. Provides reports to the board regarding requested analyses of specific topics.
3. Along with the director of business services, provides information to the district regarding finance issues, both in sharing information with the public, and listening to stakeholder concerns.

D. Meetings

Meetings are held monthly unless more frequent meetings are required.

Governance Committee

A. General Statement of Role

The board, to ensure sound governance and oversight of the district, has created the governance committee to collaborate with the district superintendent in making recommendations to the board on subjects that have districtwide implications. Its areas of purview include:

1. Reviews human resources issues.
2. Reviews legal issues.
3. Builds and monitors the working relationship of the board and superintendent, addressing relationship issues as they occur, including, but not limited to:
 - a. routine matters related to the superintendent's contract and employment; and

- b. issues or concerns regarding the superintendent's conditions of employment, and communication with the board regarding the same.
4. Develops procedures and an evaluation instrument for the superintendent's evaluation.
5. In partnership with the superintendent and the full board, facilitates the development of annual goals for the superintendent and board.
6. Orients new board members and identifies training and educational opportunities for board members to become better informed about board governance issues.
7. Coordinates board self-evaluation procedures, instruments, and training.
8. Develops guidelines for effective communication of board committee work to the board, district administration, and public.
9. Assists with long-term plans and goals that are consistent with the district mission.
10. Performs other duties assigned to the committee by the board.

B. Committee Composition

The governance committee consists of the board chair, vice chair, one additional board member, the superintendent, and any other staff members assigned by the superintendent and agreed to by the board members.

1. The committee chair is the board chair.
2. Board members are appointed annually in January.

C. Communications Expectations

1. Provides periodic reports to the board regarding discussions and deliberations of the committee to ensure that all board members have access to information in a timely manner in order to make decisions as a full, governing board of seven.

2. Provides reports and recommendations to the board regarding review and coordination of areas of purview included in the General Statement of Role, above.

D. Meetings

Meetings are held monthly, unless more frequent meetings are required.

Teaching and Learning Committee

A. General Statement of Role

The board, in order to advance academic excellence, growth, and readiness for each and every student has created the teaching and learning committee to collaborate with the district's director of teaching and learning and superintendent to coordinate and advance district instructional programs. The committee will make recommendations to the board on matters relating to comprehensive curriculum and a positive, equitable learning environment. Specific responsibilities include:

1. Works cooperatively with the director of teaching and learning, superintendent, and appropriate staff to monitor and assess instructional programs and professional learning aligned with student needs and achievement and the strategic plan, in order to ensure equity and excellence.
2. Reviews initiatives, progress, outcomes, and the effectiveness of the curriculum and teaching and learning practices in achieving board and system goals and objectives, as needed, and as articulated by the district's strategic plan.

B. Committee Composition

The teaching and learning committee consists of three board members, the superintendent, the director of teaching and learning, and any other staff members assigned by the superintendent or the director of teaching and learning.

1. The committee chair is appointed by the board chair.
2. Board members are appointed annually in January.

C. Communications Expectations

1. Provides periodic reports to the board regarding discussions and deliberations of the committee to ensure that all board members have access to information in a timely manner in order to make decisions as a full, governing board of seven.
2. Provides recommendations to the board regarding teaching and learning subjects coming to the board.

D. Meetings

Meetings are held monthly unless more frequent meetings are required.

Policy Committee

A. General Statement of Role

The committee reviews existing policies and writes new policies to provide broad governance guidance and address changes in legislation, statutes, case law, and legal decisions, as well as to provide alignment with the district mission and vision. Board policies act as guidelines for the internal procedures of the district. The committee stays abreast of local, state, and federal laws and regulations to determine and apply implications for district policy development and revisions. The committee works closely with the appropriate staff to draft new or refine current policies, processes, and protocols, that are then brought to the board for formal action. All district policies should be reviewed over a regular multi-year cycle.

B. Committee Composition

The policy committee consists of three board members, the superintendent and any other staff members assigned by the superintendent.

1. The committee chair is appointed by the board chair.
2. Board members are appointed annually in January.

C. Communications Expectations

1. Provides periodic reports to the board regarding discussions and deliberations of the committee to ensure that all board members have

access to information in a timely manner in order to make decisions as a full, governing board of seven.

2. Policies that are ready for updating should be brought to the board monthly for consent, discussion, or approval, as appropriate.
3. If policy changes will have a major community impact, the board and district should seek community input and have a communications plan for the public.

D. Meetings

Meetings are held monthly, unless more frequent meetings are required.

Legislative Action Committee

A. General Statement of Role

The purpose of the LAC is to assist the board and district administration in advocacy for education-related legislation. The LAC coordinates these advocacy efforts by supporting and advocating for board-approved legislative positions designed to advance the cause of excellent schools in Edina and Minnesota.

1. The activities of the LAC are subject to board approval.
2. The LAC's activities may include, but are not limited to, the following:
 - a. soliciting information on legislative activity that might affect the district;
 - b. developing a work plan for advocacy of the board-approved legislative positions;
 - c. ongoing communication with elected officials;
 - d. running public informational events to assist the board in increasing awareness of legislative issues throughout the district; and
 - e. advocating at the local, state, and federal levels of the board-approved legislative positions.

B. Committee membership will include up to three (3) board members appointed by the

board; the superintendent; at least one (1) District cabinet member and one (1) EPS Administrative liaison; up to five (5) members of the community, plus a minimum of two (2) district students. Community and student members of the committee are selected by the LAC chair and vice-chair for a term of one year. The LAC supports the board-approved legislative platform and fulfills needed functions of the committee. If possible, the chair and vice-chair serve as board liaisons to the Association of Metropolitan School Districts (AMSD) and the Minnesota School Board Association (MSBA).

C. Communications Expectations

1. Provides periodic reports to the board regarding discussions and deliberations of the committee to ensure that all board members have access to information in a timely manner in order to make decisions as a full, governing board of seven.
2. Communicates to the board on a regular basis as to the progress of the LAC's work.

D. Meetings

Meetings are held monthly, unless more frequent meetings are required.

Committee Assignments

Unless otherwise specified, board members will be assigned or appointed to committees or boards by the board chair in consultation with the board. Board members will be assigned to committees or boards no later than the second regular board meeting in January. Each board member should be assigned to at least one (1) committee.

1. Appointment to a committee should take into consideration, but not be limited to, the following:
 - a. equitable distribution of committee assignments among board members;
 - b. expressed interests of board members;
 - c. a board member's training, education, and/or experience with the purpose of the committee;

- d. continuity of service and historical knowledge;
 - e. availability for meetings;
 - f. the need for diversity;
 - g. the needs of the board; and
 - h. the proven ability to work effectively in a committee environment.
2. Should one or more representatives of the board be needed to attend a committee meeting prior to the board's adoption of committee assignments, the chair is authorized to temporarily appoint board members to that committee.
 3. Assignments to a committee are effective until either the following year's approval of committee members, or board removal, or vacancy for another reason.
 4. If a vacancy is created on any committee, the chair may assign another board member to represent the board at a committee meeting for any duration.

Committee Chairs

The committee chair is chosen by the board chair unless otherwise specified.

A. Roles and Responsibilities of the Committee Chair

The committee chair has the following responsibilities:

1. Assists administration in preparing background materials for the committee's work, incorporates the board's plans into committee agendas, and reports results of the committee work to the board.
2. Assists administration with steering the work of the committee, while also tying that work back in with the rest of the board.
 - a) The committee chair and responsible administrator, in conjunction with the superintendent and board chair, will create an annual plan, to be reviewed by the board.

- b) The committee chair and responsible administrator will work with the board chair and superintendent on a monthly basis to plan any agenda items for board meetings.
- c) The committee chair, in conjunction with administration, will be responsible for facilitating work session discussions on issues brought by their committee.
- d) The committee chair will work with the responsible administrator on:
 - i) The responsibility for presiding over the meetings.
 - ii) Setting the direction for the committee and establishing norms and protocols that allow for appropriate and efficient function of the committee.
 - iii) Providing guidance and communicating expectations to other committee members.
 - iv) Ensuring that relevant, timely and effective decisions are executed, and that all committee members are provided the opportunity to participate in the decision-making process.

Legal Reference:

Minn. Stat. Ch. 13D (Open Meeting Law)

Cross Reference:

Policy 201 (Legal Status of the School Board)

Policy 203 (Operation of the School Board)

Policy 303 (Superintendent Selection and Contract)

Policy

adopted: 04/16/07
 amended: 03/12/12
 amended: 12/10/12
 revised: 11/14/16
 revised: 04/17/17
 revised: 02/01/18
 revised: 12/17/18
 revised: 08/10/20
 revised: 09/11/23

INDEPENDENT SCHOOL DISTRICT NO. 273
 Edina, Minnesota

School Board

Legislative Involvement

I. Purpose

This policy defines the school district's advocacy role in state and national legislation related to education.

II. General Statement of Policy

Edina Public Schools recognizes the importance of district involvement in shaping educational policy, funding, programs, and laws at the state and national level. The school board and district administration are involved at the state and national level, especially with federal and state elected officials representing Edina Public Schools.

III. Legislative Action

- A. The school district will develop legislative initiatives to pursue. These initiatives will align with the district's vision, mission, values, and core beliefs and prioritizes the needs of the district, the metropolitan region and the state.
- B. Once the school board adopts its legislative initiatives, board members and employees may publicly speak on behalf of those initiatives in compliance with Policy 107 – Public Relations and School Communications.
- C. The district will be a member of educational organizations that promote and lobby for educational priorities that align with the district's mission. The district will have active representation in these organizations.
- D. As needed, the district may work with stakeholders, including employees, parents, and community members, to serve in an advisory and/or advocacy capacity with respect to legislative issues. Issues for which such a group would be organized will directly relate to the district's mission. Coordination of legislative advisory or advocacy groups will be the responsibility of the superintendent or designee.
- E. For issues not adopted as legislative initiatives, a board member or district employee may use his or her title while speaking in support of issues that adhere to and promote the district's vision, mission, values, and core beliefs as

long as the employee or school board member makes it clear that their position does not represent the district's legislative position or the collective school board.

Policy
adopted: 6/22/09
Revised: 3/13/13
Revised: 1/28/19
Revised: 4/11/22
Revised: 02/13/23

INDEPENDENT SCHOOL DISTRICT NO. 273
Edina, Minnesota

IV. Discussion - Day 2

IV.A. Team Building - Working Genius Assessment

IV.B. Liaison Roles

Board Liaison Roles

Updated Discussion for January Board Agenda

Background Information: The board has had discussions at multiple board meetings about reconfiguring our liaison roles. At the April 25th, 2023 work session we identified four priorities to guide the improvements around the board liaison work and meeting the board's goals. They are the following:

1. Capacity - scale back
2. Equity & Access - increase access with more diverse groups
3. Standardize communication to collect and disseminate information
4. Explore pushing board meetings (work sessions) out to school sites

Given these priorities, the board reconfigured our liaison roles to the current configuration:

	2023-2024 School Year	2024 Board Assignment
ASSOCIATIONS		
AMSD	One board member attends AMSD meetings monthly and ongoing representation	Dan Arom
MSBA	One board member attends MSBA meetings monthly and ongoing representation	Michael Birdman
GROUPS		
Ed Fund	One board member attends Ed Fund meeting (twice yearly), ongoing representation as needed	Karen Gabler
Talent Development Advisory Cmte	One board member attends the Talent Development Advisory Committee meetings, as scheduled and ongoing representation	Cheryl Barry
Student Voice Liaison	One board member assigned	Elliot Mann
Cultural Liaison Representative	One board member assigned	Erica Allenburg
SEAC - Special Services Advisory Cmte and Mental Health & Wellness	One board member attends SEAC meetings, monthly, and ongoing representation	Erica Allenburg Dan Arom
World's Best Workforce	Two board members attend meetings	Karen Gabler Cheryl Barry

Meet and Confer	Board chair and Vice Chair	Erica Allenburg Karen Gabler
Community Ed Services Advisory	One board member assigned	Jen Huwe
City Council	2-3 board members assigned	Erica Allenburg Michael Birdman
SCHOOL SITES		
ELC/ECSE	Board member attends every other month; site to receive monthly written board summary, and ongoing representation as needed	Karen Gabler
Elementary Site Liaison 1: Concord, Countryside, Creek Valley	One board member rotates attendance at Concord, Countryside, Creek Valley monthly PTO meetings, and ongoing representation as needed	Dan Arom
Elementary Site Liaison 2: Cornelia, Highlands, Normandale	One board member rotates attendance at Cornelia, Highlands, Normandale monthly PTO meetings, and ongoing representation as needed	Jen Huwe
Middle School Liaison	Board members attend bi-monthly; site to receive monthly written board summary, and ongoing representation as needed.	Elliot Mann
EHS	Board members attend bi-monthly; site to receive monthly written board summary, and ongoing representation as needed.	Michael Birdman

Consequently, we have had two requests for board representation:

- Edina Give and Go
- Edina Go Green Committee

The board needs to discuss what to do with the requests for board representation.

BACKGROUND INFORMATION

Background Information

At the Board's March 28th work session, the board agreed upon the following goals and intended outcomes for gathering stakeholder voice at the board level (see Appendix A).

Proposed Goal

Stakeholder voice is an important tenet of the Edina School Board's governance work. In order to ensure all stakeholders have the opportunity to participate and influence educational decisions in the district, the Board seeks out and promotes multiple pathways for active listening, learning and understanding stakeholder input for better governance decision-making.

Intended Outcomes

- Stakeholders know how to engage with the board and where their feedback will be utilized (clarity around engagement and purpose with stakeholder feedback).
- Stakeholder feedback helps the board make decisions that support our mission, vision and strategic plan.
- A diversification of opportunities/pathways the board utilizes to gather stakeholder voices.
- Ensure gathering of voice opportunities reflect the diversity of our student, teacher and community body.
- Student, educator and community voice is gathered at a governance level and for governance purposes.
- Stakeholders feel better engaged in decision-making processes (at a governance level).

At the April 25th work session, the board identified four priorities to guide the improvements around the board liaison work and meeting the board's goals. They are the following:

1. Capacity - scale back
2. Equity & Access - increase access with more diverse groups
3. Standardize communication to collect and disseminate information
4. Explore pushing board meetings (work sessions) out to school sites

In order to meet the above stakeholder goals, intended outcomes and priorities, the following recommendations are being proposed by the governance committee to realign the board liaison positions.

Process Recommendation

To best meet goals, manage implementation and expectations and allow for thoughtful restructuring, we are recommending a two-year phase-in approach that 1) develops strong and

impactful infrastructure of this work that honors the priorities identified by the board and 2) meets intended outcomes (see Appendix A: *intended outcomes*).

Year 1 (2023-2024): Implement Change to Current Work with focus on Stakeholder Voice

- Board feedback drives adjustments to liaison roles, responsibilities and expectations
- Build a strong communication base (logistics) for information sharing from the Board
- Board works with district communication to implement communication plan (changes to liaison roles + ongoing Board communication as identified)
- Review Policy 213 – School Board Committees and Policy 216 – School Board Representation for any suggested changes

Year 2: (2024-2025) Evaluate + Adjust

- Board evaluates success of changes and determines which to implement and where to make additional changes

Year One Recommendations

This set of recommendations is being proposed to meet improvements around capacity, while still meeting our intended outcomes and goals.

Recommendation One: *Restructure school/site liaisons to create board member capacity and better leverage the PLC. A written report will be created for all sites not having a board member visit in person to continue continuity of board update.*

- All board members assigned to school sites serve as representative throughout year cultivating relationships with PTO leads to manage ongoing issues, feedback and concerns
- Two board members are assigned to elementary schools and would have a board representative at their PTO meeting every third month.
 - *Elementary Liaison One:* Cornelia, Highland, Normandale
 - *Elementary Liaison Two:* Concord, Countryside, Creek Valley
- One board member will be assigned to the middle schools and will attend PTO meetings every other month.
- One board member will be assigned to the high school and attend PTO meetings every other month
- One board member will be assigned to the early learning center and attend PTO meetings every other month

Benefits:

- This proposed structure reduces board member site level commitment from 189-243 hours annually to 81-107 annually.
- Each school would still have a dedicated board liaison; would still get monthly updates and board members would still be available for urgent situations and questions.
- PTO presidents would get monthly updates via PLC and can funnel information to PTOs.

Recommendation Two: *Move from having one dedicated PLC liaison to having a different board member attend PLC each month. (See spreadsheet for calendar).*

Benefits:

- Redistributes time commitment of PLC across all board members.
- Gives more exposure for PLC members to each board member and vice versa.
- Allows each board member to engage and hear feedback directly from this leadership team.

Recommendation Three: *Transition from having a board member attend each Edina Education Fund meeting to attending twice annually presenting structured board information about the work of the school board (board goals, strategic planning, opportunities for receiving stakeholder feedback, etc). Both the Edina Education Fund and Edina Give and Go will be invited to present their strategy and goals for each school year at a fall board meeting.*

Benefits:

- This proposed structure reduces board member site level commitment from 18-27 hours annually to 2-3 annually.
- Elevates the role to a strategic governance level.
- Provides strategic updates for Ed Fund to help drive fundraising efforts.
- Board member remains available as a point person for ongoing questions or issues.

Recommendation Four: *Insurance Liaison is dissolved and integrated into the finance committee; school-city liaison is dissolved and integrated into the governance committee; MSHSL is dissolved.*

Benefits:

- Alignment of liaison functionality with the committee the role is aligned with.
- Does not require extra meetings and streamlines processes.
- Spreads work amongst all committee members.

This set of recommendations are being presented to meet the goal of equity and access while still honoring our goals and intended outcomes.

Recommendation One: *Add a liaison for cultural affinity groups and other identified groups. This liaison will work with our Director of Achievement Equity for partnership with cultural*

liaisons and potential other identified groups. Liaison develops plan as to how to most effectively bring a broader stakeholder voice to the board and presents plan to board when prepared.

Expectations:

- This role is exploratory for a year
- Work with cultural liaisons to identify at least one meeting per year with each affinity group
- Update the board on a quarterly basis as to feedback and progress being made.
 - With administration, assess current work already done by the district.
- Bring proposal to board after the end of the 2023-2024 school year with recommendations.

Recommendation Two: *Add a liaison for student voice.*

Expectations:

- This role is exploratory for a year
- Be the SAAC representatives
- Be a board representative on the LAC
- Seek out additional opportunities to garner student voice, e.g. student council, student senate, Somali student group, Black student union, etc.
- With administration, assess current work already done by the district.
- Bring proposal to the board after the end of the 2023-2024 school year with any recommendations to elevate student voice to the board level.

Recommendation Three: *Create clarifications and additional pathways for educator voice.*

Suggested Clarifications and Additions:

- See other document

This recommendation is being presented to meet the goal of exploring work sessions and school sites while still honoring our goals and intended outcomes.

Recommendation One: *Explore having some board work sessions at school sites and explore the potential of having a 30-minute open listening session prior to the work session.*

This set of recommendations is being presented to meet the goal of standardizing communication to collect and disseminate information while still honoring our goals and intended outcomes.

Recommendation One: *Board works with district communication to implement communication plan (changes to liaison roles + ongoing Board communication as identified).*

Recommendation Two: *Set minimum expectation that all liaisons report to the rest of the board, community and governance level issues on a quarterly basis AND for any relevant topics.*

Recommendation Three: *Have a follow-up work session to more clearly define liaison role and communications expectations.*

Please see appended spreadsheet for updated proposed roles document.

Next Steps

- May 23 work session: Solicit board feedback
- June 12 work session: Bring proposed new liaison roles to board for discussion
- July regular board meeting: Bring new liaison position document to board for approval
- July work session: Discuss board members in roles; discuss communications in more specifics
- August regular meeting: Approve board members in new roles
- August: Communicate to new structure stakeholders.

Appendix A: Key Definitions

Governance: As the elected governing body of Edina Public Schools, the School Board is responsible to:

- Employ and evaluate the Superintendent, the chief executive officer who oversees and manages all operations of the School District.
- Establish policy. The superintendent directs administration in the implementation of policy and supervision of school operations.
- Review and approve the annual budget, and ensure that proper facilities and equipment are available to support teaching and learning in Edina Public Schools.
- Partner with the superintendent to establish and promote the strategic plan.
- Ratify employee contracts.
- Monitor progress toward school district goals and compliance with school board policies and state and federal laws.
- Advocate for students with lawmakers.

Advocacy: Public support for or recommendation of a particular cause or policy.

Administration: Under the leadership of the Superintendent, the administration of the district is responsible for the management of the schools and the implementation and management of the school district's educational programs, as well as the administration of all district policies. The superintendent is directly accountable to the school board.

Stakeholders: Stakeholders are those individuals who have a stake in the school, its day-to-day operations and strategic direction.

For the purposes of this board exercise, our key stakeholders will be defined as:

- EPS students
- Families (parents/guardians)
- EPS staff (Instructional and Non-instructional)
- Principals and other administrators
- Edina community residents
- Board members
- City, county, state and federal partners (government and non-government, e.g. Edina Give and Go, State Representatives, Edina City Hall)

Student Voice: Student voice is defined as the ways in which each and every student has opportunities to participate in and/or influence the education decisions that will shape their lives and the lives of peers. (1)

Educator Voice: Educator voice is defined as the ways in which all educators have opportunities to participate in and/or influence the education decisions that will shape their lives and the lives of peers.

Community Voice: Community voice is defined as the ways in which all stakeholders -other than students and educators including parents, guardians and other key community partners - have opportunity to participate in and/or influence the education decisions that will shape the lives of the students, educators, administrators and other employees in the school district.

Proposed Goal

Stakeholder voice is an important tenet of the Edina School Board's governance work. In order to ensure all stakeholders have the opportunity to participate and influence educational decisions in the district, the Board seeks out and promotes multiple pathways for active listening, learning and understanding stakeholder input for better governance decision-making.

Intended Outcomes

- Stakeholders know how to engage with the board and where their feedback will be utilized (clarity around engagement and purpose with stakeholder feedback).
- Stakeholder feedback helps the board make decisions that support our mission, vision and strategic plan.
- A diversification of opportunities/pathways the board utilizes to gather stakeholder voices.
- Ensure gathering of voice opportunities reflect the diversity of our student, teacher and community body.
- Student, educator and community voice is gathered at a governance level and for governance purposes.
- Stakeholders feel better engaged in decision-making processes (at a governance level).

Board Culture Liaison

Status: In the summer of 2023, the board approved adding a board liaison role specifically around gathering a broader set of stakeholder feedback in the Edina school district community. Year one (2023-2024) of this assignment is for the liaison to develop a plan as to how to most effectively bring a broader stakeholder voice to the board and present a plan to the board. The following information is an overview of the steps that have been taken to gather information about this assignment and initial recommendations.

Step One: Assess current work being done by the district

What are current pre-existing channels of gathering stakeholder feedback from a broad set of voices at the administrative or board? Are there gaps?

Channel	Stakeholders	Feedback To?	Comments?
PLC	Superintendent stakeholder group convened on a monthly basis to ensure key stakeholders topics are addressed.	Primary feedback is Superintendent, but board members are in attendance.	Current mechanism of stakeholder feedback for board members.
Superintendent's Student Leadership Group	Superintendent led student leadership group at high school and middle school level.	Superintendent and then board on an annual basis.	
District Equity Group	Led by Director of Achievement and MLL Programming and contains a diverse set of stakeholders.	Superintendent and other members of the cabinet team.	This committee is being reassessed and it is not recommended a board member sit on it at this time.
SEAC	Special Education Advisory Committee	Both District personnel and board members.	Board members already sit on this committee.
District Level Affinity Groups:			
<ul style="list-style-type: none"> Somali Parent Group 	Somali Parents	Director of Achievement Equity & MLL programming. Cultural Liaisons and other district personnel	
<ul style="list-style-type: none"> East Indian Parent Group 	East Indian Parents	Director of Achievement Equity & MLL programming. Cultural Liaisons and other district personnel	
<ul style="list-style-type: none"> Latino Parent Group 	Latino Parents	Director of Achievement Equity & MLL programming. Cultural Liaisons and other district personnel	

Step Two: Met with Director Becquer and Superintendent Stanley to get recommendations on gathering feedback in alignment with district priorities. The following initial plan has been created.

- **Priority One:** *Attend district functions with the Somali and Latino community (they have been prioritized this year by the district).*
- **Priority Two:** *Let the rest of the board know of functions within the Somali and Latino communities.*

Step Three: Reassess during the summer with recommendations for the 2024-2025 school year, knowing that since this is a new role that the responsibilities and look of the role might shift over time, but the outcome we are hoping to achieve will not.

IV.C. Board Chair Role

**Board Chair Responsibilities Document
January Board Retreat**

Overarching Responsibilities

Current board policy gives broad, fairly undefined powers to the chair of the board:

- The chair, when present, presides at all meetings of the school board, countersigns all orders upon the treasurer for claims allowed by the board, represents the school district in all actions and performs all duties a chair 202-2 usually performs (policy 202).
- The school board chair and superintendent are responsible to develop, prepare and arrange the order of items for the tentative board meeting agenda for each board meeting (policy 203).
- The board chair and superintendent will coordinate and share a monthly board agenda, for the school year, in August of each year. The year-long agenda will assist the board in its planning efforts (policy 203).
- Board members will be assigned or appointed to committees or boards by the board chair in consultation with the board (policy 213).
- The committee chair is chosen by the board chair unless otherwise specified (policy 213).
- The board chair will appoint the members of each standing or ad hoc committee and designate the committee chair (policy 213).

Estimated Time Spent on Activities = around 80-90 hours per month

Meeting and Agenda Planning	
Annual agenda setting	12 hours
Weekly agenda setting meetings	1.25 hours/weekly
Prepping documents for meeting (cover sheets, resolutions, agendas)	Very topic dependent; 3-7 hours per month
Board Management	
Managing board personnel issues	2-5 hours per month
Onboarding new board members - training creation	15-20 hours
Onboarding new board members - training	20 hours
Governance Committee Responsibilities	
Manage superintendent evaluation process.	6 hours annually

Manage superintendent contract process.	10 hours (only during superintendent contract signing/resigning periods)
Manage annual board goals process	15 hours annually
Manage governance meetings	2 hours monthly
Manage biannual committee/liaison process	15 hours annually
Manage board retreat planning	20-30 hours annually (dependent on agenda)
Human resource issues	Very variable; hard to estimate - some months as little as 30 minutes, some months 4-8 hours
Legal issues	Very variable; hard to estimate; hard to estimate - some months as little as 30 minutes, some months 4-8 hours
Communications	
Answering board emails	1-2 hours monthly
Arranging speakers for district events (i.e. graduation)	2 hours annually
Standard Board Responsibilities	
Liaison work	4 hours per month
Board meetings	6-10 hours per month
Committee meetings	4-5 hours per month
Prep for board meetings	4 hours per month
Community outreach	Variable, 2-4 hours per month
Additional Work	
Items the board adds to board goals: e.g. analysis of board liaison roles, educator feedback/stakeholder analysis	Variable, up to 10-20 hours/month

Feedback Pathways for Educators at a Governance Level

Educator voice is an important tenet of the Edina School Board's governance work and the Edina School District in general. The board, administration and educators all have a shared interest in having a common understanding of pathways for educator feedback at the board level. Having pathways for feedback will ensure there is a consistency in approach and shared value of having educator feedback at the governance level. As a result, the board provides multiple pathways for its active listening, learning and understanding.

Meet and Confer

Meet and Confer is the primary vehicle for elevating unresolved educator concerns at the building and district level with the goal of reconciliation between the parties.

Participants: Educator(s), EME President, EME Vice President, EME Executive Board Members, Director of Human Resources, Superintendent, Assistant Superintendent, School Board Chair, School Board Vice Chair and other invited guests.

EME engages with district administration and members of the board a minimum of three times a year through the "Meet and Confer" process. This pathway stands for the proposition that professional educators possess knowledge and expertise that is necessary to ensure a high-quality public education.

Meet and Confer is designed as a time for educators, district administration and the board to exchange views and concerns, with the goal of reconciliation between parties. All requests for the elevation of educator concerns should be directed through this important process.

[Insert process here]

Please note: this process does not replace an educator's right to file a grievance.

Superintendent School Site Tours

Site level tours are a vehicle for educators to highlight current training, projects and initiatives at the site level.

Participants: Superintendent, a maximum of three board members, building administrators and educators.

The goal of the tour is to expose board members to the culture and climate of the school, see teachers and students in action and highlight current initiatives.

Out of scope for these tours is elevation of individual complaints to individual board members (see above meet and confer process).

Existing Channels Available to All Educators:

- Educators can email the board with concerns or issues to schoolboard@edinaschools.org. Board members read every email received.
- Educators can share feedback during the designated community comment period at regular monthly board meetings.

Additional Clarifications

- Participating in a class lesson, e.g., speaking to a class about what a board does, reading a book to a class
- All board members are available to attend special events at schools, attend school-wide events, participate in activities, such as judging student projects, etc.
- Site liaisons are not available to respond to individual complaints. Please see above meet and confer process for issues regarding individual schools.

V. **Leadership and Committee Updates**

VI. **Superintendent Updates**

VII. **Adjournment**