

Work Session

Tuesday, December 17, 2024 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, December 17, 2024; 5:00 PM
ECC Room 338

- I. Determination of Quorum and Call to Order**
- II. Approval of Agenda**
- III. Closed Session**
 - A. Superintendent Mid-Year Review
- IV. Leadership Updates**
- V. Adjournment**
- VI. Information**
 - A. Board Leadership Ad Hoc Committee Report

III. Closed Session

III.A. Superintendent Mid-Year Review



Board Meeting Date: December 17, 2024

Title: 2024-2025 Superintendent Mid-Year Review

Type: Discussion

Presenter(s): Dr. Stacie Stanley, Superintendent

Description: Attached are 2024-2025 Superintendent goals and mid-year progress updates.

Recommendation: Review progress toward goals.

Desired Outcomes from the Board: Review thoroughly ahead of time and prepare comments and questions.

Attachments: Superintendent 2024-2025 Goals with mid year progress updates.

Superintendent Stacie Stanley 2024-2025 Goals

ESTABLISH GOALS AND STANDARDS

<p>Goal 1: Provide leadership to improve and enhance student learning in Edina Public Schools.</p> <p><u>MSBA/MASA Standards</u></p> <p>Standard 6. Teaching and Learning; benchmarks a-d.</p> <p><u>Strategic Plan Priorities</u></p> <p>(A) Advance Academic Excellence, Growth & Readiness, benchmarks 1-5.</p> <p>(B) Ensure an Equitable and Inclusive School Culture; benchmarks 1 & 3.</p> <p>(D) Develop Leadership throughout the District; benchmarks 1, 2 & 4.</p> <p>(E) Engage Parents, Schools and Communities; benchmark 4</p>	<p><u>Evidence of Performance 1: Superintendent will advise EPS administration to enhance continuous school improvement plan</u></p> <ul style="list-style-type: none"> - Ensure new principals and Assistant Superintendent are trained on the change management protocols including the Lencioni Dignity Model, William Bridges Change & Transition Model, and Dave Webb, IROD model. - Meet with and provide weekly transition coaching for the new Assistant Superintendent to ensure a strong transition into Edina Public Schools. - Weekly check-ins with Assistant Superintendent to monitor implementation of Continuous School Improvement Plans, & meet with lead principals on a quarterly basis. - Ensure the school board receives a Fall and Spring report about the continuous school improvement planning process. - Ensure the board receives an update on English Learner Programming. <p><u>Mid-Year Summary - Key Indicator of Progress (KIP)</u></p> <p>KIP 1: Cynthia Maldonado, Amy Reed, and Nate Swenson successfully completed the intro to IROD training in July 2024. In addition, they participated in training on the change management protocols at the Leadership Advance meetings July 31st - August August 2nd.</p> <p>KIP 2: Superintendent has met with Assistant Superintendent on a weekly basis. In addition, she provides weekly and on demand coaching related to the schools and the overall Edina Public Schools system. She embeds the models outlined into coaching conversations to ensure he is applying the models in the context of the day to day work. Finally, she made certain that the assistant superintendent receives on-demand executive coaching on the application of the IROD model.</p> <p>KIP 3: Superintendent met with Assistant Superintendent and school principals to review their continuous school improvement plans in September and October. Principals received feedback on plans and made modifications accordingly. She garners information about progress with the implementation process of the continuous school improvement plans during regular check-ins with the assistant superintendent. Finally the school board received an update on the CSIP process in October 2024 (see links under artifacts below)</p> <p>KIP 4: School board received an update on the CSIP process in October 2024 (see links under artifacts</p>

below).

KIP 5: The School board received an update on English Learner programming that provided a detailed understanding of the English Language Proficiency levels of EPS English Learners and how we are working to ensure they have access to high quality supports and academic content.

Evidence of Performance 2: Superintendent will ensure benchmarks of the CLP are implemented in alignment with the strategic plan Gantt chart.

- Superintendent will advise the director of teaching and learning to ensure LETRS teacher training and implementation continues the planned implementation pace and aligns with READ Act expectations.
- Superintendent will advise the director of teaching and learning to monitor the implementation of the new ELA courses that were approved by the school board in November of 2023.
- Provide the school board with a detailed report on performance indicators as outlined in the board approved data metrics plan.
- During the spring of 2025, the superintendent will continue to engage a variety of stakeholders to garner feedback about strategic plan implementation efforts.

Mid-Year Summary - Key Indicator of Progress (KIP)

KIP 1: Superintendent meets with the director of teaching and learning for monthly 1:1s. In addition, she meets with the director to go over reports that are being brought to the Teaching and Learning committee. During this time the superintendent receives updates on implementation progress with LETRS training and provides feedback on strategy related to the implementation efforts of the CLP. Superintendent worked with school board to provide clarity on the need for an additional PD day to ensure LETRS training is completed as soon as possible, and within the guidelines of the READ Act.

KIP 2: Superintendent has received updates on the implementation of the new EHS ELA courses. The superintendent also provided feedback on the ELA report provided to the school board on October 7, 2024 (see linked below).

KIP 3: The board received a detailed report on progress toward 2-year district performance goals. The report included an overview of progress at all levels (pre-k-12).

KIP 4: Dates have been set for core planning and invitations will go out to the Core Planning team in January. Superintendent begins working with the cabinet to develop information about strategic plan foci for the meetings and set project leads.

Evidence of Performance 3: Superintendent will monitor the STEAM program development and launch

- Monitor implementation during monthly 1:1's and DILT meetings.
- Ongoing meetings with the director of teaching and learning to receive updates on implementation efforts.

	<ul style="list-style-type: none"> - Provide the school board with a detailed report about the elementary STEAM program implementation. <p>Mid-Year Summary - Key Indicator of Progress (KIP) KIPs 1 & 2: Superintendent monitors STEAM program development and implementation efforts during 1:1 check-ins with the director of teaching and learning. In addition, the superintendent advises the director of teaching and learning as key questions arise about programming elements. For instance, the SSEP program is going through some organizational changes and the superintendent has advised the director of teaching and learning and the assistant superintendent on possible next steps. KIP 3: The school board received an update on the development of the STEAM program at their 11.19.24 work session (see links in artifacts below).</p>
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Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	Artifact/Metric
<p>Ensures school improvement plans are in place at all buildings and align with school district-wide goals; assures plans and strategies are in place and used for implementing improvement efforts and monitoring progress; demonstrates knowledge and comfort with current instructional programs and seeks to communicate how the school district is implementing best practices and new initiatives; prioritizes and focuses on increasing student achievement, including reporting on student</p>	<p>Ensures school improvement plans are in place at all buildings and align with school district-wide goals; demonstrates knowledge with current instructional programs and is able to discuss them; student achievement metrics are reported.</p>	<p>School improvement plans are in place at building level, but lack district-wide coordination; is somewhat knowledgeable of current instructional practices; relies on others for information/data.</p>	<p>School improvement efforts are limited; no comprehensive plan in place; is uninvolved in current instructional programs; is unaware of current instructional issues.</p>	<p>Slide-decks - Workshops and Training (provided at mid-year evaluation) July/August Leadership Advance October Defining Excellence Ldrship Training Instructional Leadership Series</p> <p>Administrative calendar (provided mid-year & end-of-year evaluation)</p> <p>C-SIP school board presentations (Oct. 2024 Oct. 2024 slide deck & Feb. 2025)</p> <p>EL Program Report (October 7, 2024 report &</p>

achievement metrics.				slidedeck Data metrics plan report (October 2024) Early Learning Center Elementary Middle School High School Elementary STEAM implementation progress report (November 2024) ELA Implementation report (February 2025) Additional PD day for LETRS training Spring 2025 Core Planning Team reports on progress toward each priority and June 2025 executive report to the school board.
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Goal 2: Provides oversight of leadership for student and staff support to improve and enhance

Evidence of Performance 1: Superintendent will advise all levels of administration and partner with community agencies to review, update and enhance school safety and security efforts.

- Reorganize department and employee structure to hire a new coordinator of emergency

district culture and climate

MSBA/MASA Standards

Standard 6: Teaching & Learning; benchmark e.

Standard 7: Student Support; benchmarks f & g

Strategic Plan Priorities

(C) Foster Positive Learning Environments and Whole Student and Staff Wellness; benchmarks 1, 2, 4 & 5

(E) Engage Parents, Schools and Communities; benchmark 4

management and safety position to ensure there is direct oversight of our safety and security methods.

- Provide direction in the review, update and enhancement of board policy 806 and ensure all levels of administration are well versed in policy and apply its principles.
- Provide all levels of administration with an annual refresher training on the I Love U Guys crisis management model.
- Provide direction for a plan to conduct a reunification exercise in 2025.
- Continue to build strong partnerships with EPD and EFD through partnership meetings and exercises.
- August 2024 report to School board of comprehensive overview of safety and security efforts of both public and confidential elements of plan.

KIP 1: Through attrition the superintendent was able to restructure staffing to hire a new coordinator of emergency. This individual started in EPS in July 2024.

KIP 2: Board Policy 806 was reviewed and updated in June and July 2024. The school board reviewed in July and August during worksessions and regular session discussions. Policy 806 was approved by the school board in August 2024 (see link to policy listed below). All informal and formal EPS leaders were trained on the implementation of the policy during leadership advance (see linked slide deck).

KIP 3: Entry, middle, and senior level leaders completed a refresher training during the July/August Leadership Advance seminar.

KIP 4: Our coordinator of emergency management has offered tabletops as we prepare for a formal reunification. (see linked slide deck below).

KIP 5: Our Emergency Management Coordinator meets with EFD/EPD on a regular basis. This year he has worked with both entities to brainstorm locations for reunification. The SROs are now under his supervision, which allows for a direct and quality relationship with EPD as well.

KIP 6: School board received a comprehensive overview of the district's emergency management status in a closed meeting. Due to vulnerabilities, the slidedeck is not linked under artifacts. The school board also received a public report, which is linked in the artifacts section below.

Evidence of Performance 2: Superintendent will provide direction, coaching and consultation to administrator project managers in the execution and monitoring of social emotional support for students and staff.

- Belonging indicator will increase by at least 3% as evidenced by spring 2025 district-wide Panorama adult climate survey.
- Staff culture & climate goals outlined in continuous school improvement plans are established and monitored throughout the school year.
- Collect additional information to better understand teacher engagement and voice in decision making. Use the information as we continue to use IROD to garner staff input.
- Advise the assistant superintendent to frequently monitor cell phone protocol implementation

and ensure the school board receives a detailed report on implementation efforts.
 KIP 1 & KIP 2: Each school has culture and climate goals embedded in their C-SIPs. Schools are locally monitoring their goals. The Panorama survey is administered in the spring and the data overview is presented in June. The staff engagement survey was administered in the fall of 2024. Teachers reported increased satisfaction in response to nearly every question, and report the greatest satisfaction amongst all employees in the following areas:

- At least one person seems to care about me at work.
- There is someone at work who supports my professional growth.
- At work, my ideas are appreciated.
- My colleagues are committed to doing excellent work.
- I have a good friend at work.
- Edina employees have shared their expertise and experiences with me during the past year.
- I feel like I belong here.

KIP 3: The Information - Reactions - Options - Decisions (IROD) model for team decision making is designed to ensure leaders garner multiple perspectives during the decision making process. Each new leader engages in entry level IROD training and all leaders have had extended training as it related to conflict management and using the IROD app to effectively and efficiently garner feedback from staff. Please see links below for a few examples of IROD overviews with staff feedback that has been captured during the 2024-2025 school.

KIP 4: Bi-weekly updates on cell phone implementation. Advised assistant superintendent on the survey that was used to capture initial reactions to new cell phone protocols from staff, students and families. Comprehensive report was provided to the school board, see links below in artifacts.

Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	Artifact/Metric
Ensures system-wide plan has been developed and implemented to assure healthy school and/or work environment; collaborates with local health and social service agencies, to provide supports for students and/or staff;	Ensures system-wide plan has been developed and implemented to assure healthy school and/or work environment; collaborates with local health and social service agencies, to provide supports for	Ensures system-wide plan has been developed and implemented to assure healthy school and/or work environment; collaborates with local health and social service agencies, to provide supports for	No plan has been developed and implemented to assure healthy school and/or work environment; no plan has been developed for social emotional supports or options for students; policies	Wellness Committee Meeting Minutes (Mid-year evaluation & End-of-year evaluation): 10.2.24 Wellness Committee Agenda 12.4.24 Wellness Committee Agenda Business agreements with

	students and/or staff; ensures policies prohibiting bullying and harassment are developed.	students and/or staff; but plan is not followed completely; ensures policies prohibiting bullying and harassment are developed.	prohibiting bullying and harassment do not exist.	student & adult mental health supports (Mid-year evaluation): SandCreek Employee Assistance Program Fraser Site Based Health Clinics
Ensures systems wide school safety & security plan is developed & implemented to assure all school district buildings and grounds are safe and secure; collaborates with local enforcement and fire prevention agencies; ensures effective crisis management and techniques; monitors for effectiveness; ensures drills are conducted to ensure parties know roles and responsibilities.	Ensures systems wide school safety & security plan is developed & implemented to assure all school district buildings and grounds are safe and secure; collaborates with local enforcement and practices safety drills.	Ensures plan has been developed to assure school district building and grounds are safe and secure, including some of the required safety drills.	No plan has been developed to ensure school district buildings and grounds are safe and secure. Culture of trust does not exist.	Emergency Management Job Description , Emergency Mgmt Job Posting and community announcement for coordinator of emergency management and safety position (mid-year evaluation) Workshops and Training presentations (mid-year evaluation): Safety & Security Leadership Training Safety & Security board report (public August 2024) Policy 806 updates and approval (July 2024, August 2024) Reunification exercise plan outline (May 2025) Table Top Training: Preparation for a Reunification Drill Logs (End of Year evaluation)
Consults with and guides the leadership team to develop and support open, productive, caring	Encourages open, productive caring & trusting environment	Haphazardly supports open, productive, caring & trusting environment	Culture of trust does not exist.	Executive summary of data collected about teacher voice. (April 2025) IROD documentation forms of

<p>& trusting relationships among and between staff.</p>	<p>among staff.</p>	<p>among staff.</p>		<p>garnering teacher/staff input (Mid-year & End-of-year evaluations):</p> <p>IROD Example 1</p> <p>IROD Example 2</p> <p>IROD Example 3</p> <p>IROD Example 4</p> <p>IROD Example 5</p> <p>2024-2025 C-SIP Culture & Climate Goals. (October 2024, October slidedeck June 2025)</p> <p>2025 Panorama Adult Climate Survey & Staff Engagement Survey Findings (June 2025)</p> <p>Cell phone protocol implementation progress report slidedeck (November 2024)</p>
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<p>Goal 3: Support the effectiveness of the Governance team</p> <p>MSBA/MASA Standards</p> <p>Standard 1: Governance Team; benchmarks d;</p> <p>Standard 2: School District Finances; benchmark e</p> <p>Standard 3: Communication & Community Relations; benchmark d</p>	<p>Evidence of Performance 1: Superintendent will provide direction, coaching and consultation to administrator project managers to build greater community understanding for what enrollment means to the district’s fiscal budget and its impact on district revenue.</p> <ul style="list-style-type: none"> - Provide the school board with integrated marketing and finance reports designed to build greater understanding on the direct connection between enrollment, district budget and budgetary recommendations. - Engage community in understanding the direct connections between enrollment, district budget and budgetary decisions. <p>Mid-Year Summary - Key Indicator of Progress (KIP)</p> <p>KIP 1: The superintendent modified the approach with which the marketing and communications reports have been viewed and delivered. Under the direction of the superintendent, assistant superintendent, director of marketing and communications and director finance and operations collaborated to develop an integrated enrollment, marketing, and finance report that helps the school board and Edina Public</p>
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Standard 5: Human Resources; benchmark f

Strategic Plan Priorities

(D) Develop Leadership throughout the District; benchmark 5

(E) Engage Parents, Schools and Communities; benchmarks 4 & 5

Schools/Edina Community better understand the direct correlations between student enrollment and school finance. The school board received its first report in this integrated manner in October 2024. See link to report in the artifacts section.

KIP 2: In an effort to increase strong understanding of school finance, the superintendent has focused on school finance for her PTO presentations this year. Links to CS and Concord are in artifacts below. Superintendent coordinated with the Parent Leadership Council executive board to bring in the director of finance to present an overview of school finance to the Parent Leadership Council in October 2024 see link to presentation in artifacts below. Finally, the superintendent developed an enhanced BRRRG model, garnered feedback on the model from stakeholders and presented it to the school board on 12.2.24 see artifact below.

Evidence of Performance 2: Superintendent will provide direction, coaching and consultation to administrator project managers who oversee contract negotiations.

- Ensures the governance committee and school board receive timely updates on negotiations.
- Ongoing guidance and direction for administrator project managers.

Mid-Year Summary - Key Indicator of Progress (KIP)

KIP 1: The superintendent has worked closely with the governance committee to keep them informed of progress with negotiations for several units including principals, bus drivers/transportation, EPASS, paraprofessionals, and SAC. Superintendent called closed sessions for the entire board to receive updates related to union unit negotiations. Contracts for several units have been successfully ratified. In addition, the superintendent consulted with governance related to significant insurance increases and updating guided books. See links in artifacts below.

KIP 2: The superintendent received on-going updates on negotiations status and advised the executive director of human resources and director of finance and operations as deemed necessary. Contracts for several units have been successfully ratified. Superintendent also ensured that the READ Act MOU was finalized and brought the school board for approval. See links in artifacts below.

Evidence of Performance 3: Superintendent will engage in advocacy efforts at the local and state levels.

Mid-Year Summary - Key Indicator of Progress (KIP)

- Partner with Edina LAC, MASA & AMSD to advocate for the financial needs of Edina Public Schools.

KIP 1: Superintendent currently sits on the AMSD executive board and works directly with other members of the board to help analyze data and develop the proposed platform. The superintendent provides organizational updates to the LAC chair and board rep to keep them advised of changes. In addition, the superintendent coordinated the efforts to launch the LAC advocacy season with a successful legislator tour. Finally, the superintendent works closely with legislators to advocate for the needs of Edina Students. These include 1:1 school tours and meetings for coffee. See artifacts below.

Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	Artifact/Metric
Collaborates with the school board to review and improve value of information and guidance provided to the board for effective decision-making; ensures meeting materials are comprehensively provided to the school board, with adequate background information aligned to the decision and if required, necessary action. Offers thorough, timely, and prudent recommendations.	Assists school board in understanding multiple perspectives surrounding issues as well as possible implications of decisions; provides meeting materials and background; includes recommendations.	Shares information with a few school board members for decision making in a timely manner; provides incomplete meeting materials that do not include adequate background information or historical perspective.	Does not provide timely information needed for effective school board decision-making; meeting materials are not readily available; members do not receive enough information regarding agenda or background information.	School board meeting agendas and materials (monthly) School board feedback (monthly) Communication Log (monthly)
Protects school district's fiscal health by continually seeking efficiencies and identifying new sources of funding, such as grants and investment opportunities; follows school district policies and procedures to ensure funds and property are secure; bases recommendations and decisions on school district approved priorities and needs.	Provides some oversight of school district resource allocations and decisions, including fiscal investments, grant funding opportunities, fixed assets, and external resources; usually follows policies; ensures alignment between school district assets and priorities to support improved instructions and other key goals.	Provides limited oversight of school district resources, including fiscal investments, grant funding opportunities, and fixed assets; does not consistently follow policies; some alignment exists between school district assets and priorities.	Does not provide oversight of school district resources, including fiscal investments, grant funding opportunities, and fixed assets; has not developed policies to guide asset-related decisions; makes fiscal decisions that do not align with school district priorities and/or are wasteful.	Integrated marketing and finance report Sliddeck (October 2024) Electric School Bus Grant Awarded to district in summer 2024. Enhanced BRRRG Model
Works with school board & community to build relationships with government officials to promote students interests and influence appropriate responses to	Assumes leadership role through numerous contacts with government officials to protect and promote student's interests.	Engages with government officials to protect student's interests.	Does not engage with government officials to protect student's interests.	AMSD executive board agendas; LAC event agendas (mid-year eval & end-of-year evaluation) AMSD Agendas LAC Communication

<p>government actions.</p>				<p>pertinent email communication (mid-year evaluation & end-of-year evaluation): LAC Communication LAC communication LAC Communication LAC Communication LAC Communication LAC Communication</p> <p>Civic Group and Stakeholder Presentations (mid-year and end-of-year evaluation): PTO Budget Update - Concord PTO Budget Update - CS Parent Leadership Council Budget Update AMSD Advocacy - Portrait highlight</p>
<p>Provides consultation and guidance to district leaders and school board in preparing for and executing negotiations.</p>	<p>Is proactive in preparing for collective bargaining by sharing appropriate information.</p>	<p>Accepts that collective bargaining is necessary and may be challenging.</p>	<p>Does not seek to understand and/or improve collective bargaining.</p>	<p>School Board Meeting Agendas, contracts, governance committee meetings (mid-year evaluation): School Board Meeting Agendas, Contracts. EPASS, Paraprofessionals Transportation Employees MOU: READ Act MOU</p>

IV. Leadership Updates

V. Adjournment

VI. Information

VI.A. Board Leadership Ad Hoc Committee Report



Board Meeting Date: 12/17/2024

Title: Board Leadership Ad Hoc Committee Report

Type: Information Only

Presenter(s): Board Leadership Ad Hoc Committee

Description: On 9/24/24, the board created a board leadership ad hoc committee to gather information and establish norms and developmental opportunities to provide guidance for board members to build the skills and experience needed to take on key responsibilities, such as committee chairing and serving the board in leadership roles. This report contains the recommendations of the ad hoc committee. The board will be reviewing the report at their winter board retreat.

Recommendation: There is no recommendation at this time.

Attachment(s): [Board Leadership Ad Hoc Committee Report](#)

Board Leadership Ad Hoc Committee Leadership Recommendations

Board Leadership Ad Hoc Committee

Committee Members: Erica Allenburg, Dan Arom, Jen Huwe, Leny Wallen-Friedman, Regina Neville, Stacie Stanley

Date: November 18, 2024

Background: The board leadership ad hoc committee was created to gather information and propose norms and developmental opportunities to guide and inform board members of the skills and experience required to take on key responsibilities, such as chairing committees and serving the board in leadership roles.

Summary: This document contains recommendations from the board leadership ad hoc committee about board leadership development. The recommendations in this document should be considered draft recommendations to serve as a resource for full board review, discussion and final recommendations

Board Leadership in General:

Building successful board leadership starts by defining the overarching attributes of successful board membership and a well functioning board.

Board members are responsible for the well-being of the entire district, not specific constituents or stakeholders. This is a macro-level position. The board will review detailed resources to inform the decision-making process, which need to consider the advancement of the district's mission for the success of all students and the health of the district as a whole. Specific personal skills include: Community-focus, open-mindedness, commitment to education, communication skills, strategic thinking, fiscal responsibility, high integrity, discretion, confidentiality, resilience and commitment to equity.

To that end, attributes for being a successful school board member include, but aren't limited to: ability to think at a broad/high level, using the perspective of the strategic plan to guide work, community-building, reflective decision-making, fiscal responsibility, confidentiality, equity, and ethical governance. It is also important that board members consider serving two-terms (if elected) for the stability of the board and to acknowledge the long learning curve of the position, but this should not serve to dissuade or discourage qualified candidates from considering running for the position. Currently elected board members should ensure they are maximizing their leadership capabilities.

Recommended experiences for new board members:

- MSBA training is essential. All four phases are important. The school board is encouraged to support and facilitate this training for all board members.
- A more detailed overview of school finance within the context of Edina.
- A paced training/curriculum that delves into the decision-making process and discusses what information the board needs (or should require) when approving a particular action.
- Collaborative training with the district cabinet led by the Superintendent are critical to understanding the process by which the school district and board functions.
- Broad background and understanding of the EPS Early Childhood, elementary, middle and high school levels will provide an overview for how the mission of the district is

carried out at each stage of the PRE-K through 12 experience.

Recommendations for building capacity in existing board members/building leadership continuity:

- Annual or bi-annual retreats to build trust and capacity as a board.
- Each board member should have the opportunity to serve in multiple leadership positions. Ideally, leadership positions rotate as feasible to provide a well-rounded background for each person serving on the board. Better decisions are made with a greater breadth of experience.
- All board members attend all four phases of MSBA training.

Board Chair Leadership:

Key attributes of being a successful board chair:

Demonstrated knowledge and application of governance and policy, commitment to collaboration, organizational skills, diplomacy and conflict resolution skills, discretion and confidentiality, integrity and accountability, adaptability, strategic thinking, meeting management skills, ability to build trust with board members and superintendent, decision-maker, discernment.

Responsibilities of the board chair:

The Board Chair works in collaboration with the board and superintendent to guide the process and strategy for realizing the vision of the district. They work to ensure that information is gathered and presented in a timely manner. The Chair must have an understanding of current board members to support their development and service on the board. The Chair's responsibility includes making sure that administration provides whatever information is reasonably necessary for the board to make decisions.

Honoring the Open Meeting process is important with vigilance to prevent "triangulated" communication (community members or staff connect one-on-one with individual board members to influence a decision).

Recommended experiences and training to be Chair:

- Deep knowledge of board policy
- Experience with each core board committee, with a minimum of policy and finance committee required as these are two key responsibility areas for school board members, and a committee leadership role.
- Recognized meeting facilitation skills
- Deep knowledge of open meeting law and any other laws and policies that govern board work
- Participation in all key district activities to which the board is invited (within reason) is critical to building an understanding of the breadth of the students and staff represented.
- Ideally, incoming Chair should attend meetings with the Superintendent and Chair for at least six months prior to becoming Chair.
- Completion of MSBA workshop for board officers
- Ideally, the Board Chair should have served a minimum of two years on the Board, with one year spent shadowing the current Board Chair.
- Ideally, the Board Chair should serve no more than four consecutive years as Chair.

Processes/procedures for being Board Chair:

- For any leadership role, a board member interested should reach out to the Chair prior to the December leadership discussion (work session). Likewise, the Board Chair should reach out to board members to see who is interested in leadership roles.

Board Vice-Chair Leadership:

Recommended definition of Board Vice Chair role:

The Vice Chair role should be utilized as a training ground for succession as the Board Chair.

The Vice Chair should strategically share the workload of the Chair.

- The Vice Chair needs to be prepped and ready to step in for meetings.
 - Suggestion: Create a meeting outline
- This does not preclude other board members from ascending to the role of chair.

Key attributes of being a successful Board Vice Chair:

These are no different than those recommended to be board chair, with the acknowledgement the vice chair needs room to grow and learn parts of the Chair role.

- Interest in ascending into the Chair role.
- Interest in serving more than one term on the board.

Recommended experiences and training to be Vice Chair:

- Has spent time on at least two board committees with one of them being policy and held a committee leadership role.
- Has been on the board at least one year.
- Completion of MSBA workshop for board officers.

Processes/procedures for being Vice Chair:

- For any leadership role, a board member interested should reach out to the Chair prior to the December leadership discussion (work session). Likewise, the Board Chair should reach out to board members to see who is interested in leadership roles.

Board Treasurer Leadership:

Recommended definition of Treasurer role:

The Treasurer should be the Chair of the Finance Committee and will assist with leading the committee. Under the direction of the Superintendent, the Director of Finance should lead the committee in partnership with the Treasurer. The Treasurer should conduct a monthly review of general expenditures that are approved by the board. The Treasurer should be aware of financial issues that the district may face and make sure adequate information is provided to the board to address those issues. Ensure the district finances are managed responsibly with integrity in support of the district's mission.

Key attributes of being a successful Treasurer/Chair of Finance:

Understanding of financial statements, budgets, projections, and school finance. Analytical, strategic, attention to detail, understanding of financial risk management, commitment to fiscal responsibility, understanding of funding and revenue source, collaborative.

The Treasurer does not manage the district's finances, but is responsible for representing the community in making financial recommendations and decisions.

The Treasurer ensures that the impact of financial decisions is understood and accounted for in the decision-making process. It is important to identify individuals and groups impacted by financial decisions and work to ensure that they are represented in the decision-making process.

The Treasurer can serve as a liaison for the board during contract negotiations. They do not need to be the sole board representative, nor is it implied that they automatically join discussions between union leadership and district management. The Treasurer needs to be able to communicate financial concepts clearly to other board members.

Willingness to spend time doing things such as reviewing the check registry, contracts and bills.

Recommended experiences and training to be Treasurer/Chair of Finance:

- MSBA officers' workshop, MSBA Finance workshop, prior finance committee member.
- Ideal for a treasurer to be working or have a background in accounting or business management.
- Understanding of the legislative process that determines education funding, background about the funding formula and levies, and an awareness of each group represented in a budget.
- Be on the board a minimum of a year.
- Receive training on education finance in the state of Minnesota.
- Training on site level finances.

Processes/procedures for being Treasurer:

- For any leadership role, a board member interested should reach out to the Chair prior to the December leadership discussion (work session). Likewise, the Board Chair should reach out to board members to see who is interested in leadership roles.

Board Clerk Leadership:

Recommended definition of Clerk role:

The key role for Clerk is to represent the board with signatures of all board documents and many legal documents. The person serving in this position needs a clear understanding of District Policy for an informed signature. Manage documentation accurately, ensure transparent board operations, and uphold procedural integrity.

The Clerk may be requested to manage the board's sunshine committee.

Key attributes of being a successful Clerk:

Attention to detail, communication and transparency, discretion and confidentiality, knowledge of governance procedures, willingness to learn, understand role, focus on district as a whole.

Recommended experiences and training to be Clerk:

- One year on the board
- Participation on a committee
- Completion of MSBA's officers' workshop
- Also important to have a deep understanding of specific board policies: 104 - Complaints; 107 - Public Relations and School Communications; 113 - Data Requests;

205 - Open Meetings and Closed Meetings; 206 - Public Hearings and Public Participation in School Board Meetings, Data Privacy.

Processes/procedures for being Clerk:

- For any leadership role, a board member interested should reach out to the Chair prior to the December leadership discussion (work session). Likewise, the Board Chair should reach out to board members to see who is interested in leadership roles.

Committee Chair Roles:

Recommended experiences and training to be a committee chair:

- One year on the board.
- Membership on committee before attaining a leadership role.
- Ability and interest to work with the administrator in charge.
- Organizational skills.
- For Teaching and Learning: Familiarity with graduation requirements and how that impacts curriculum decisions for Grades K-12. Understanding of the State's role in determining curriculum and how Edina Public Schools defines an "Edina Diploma". This committee represents the mission of the district in the education of all students to help them reach their full potential.
- For Policy: Organizational skills, commitment to the mission of EPS and how it is carried out in policy. A fundamental understanding of Policy 110 - Decision Making Process. Policy is best when it is proactive, and aligned with State Statutes. It is weak when it is reactionary.