

Retreat

Tuesday, January 20, 2026 5:00 PM

Edina Chamber of Commerce, 7201 Metro Blvd, Edina, MN 55439

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

II. **Approval of Agenda**



School Board Retreat
Tuesday, January 20, 2026; 5:00 PM
Edina Chamber of Commerce

To access the meeting room, call 763-234-3299

- I. **Determination of Quorum and Call to Order**
- II. **Approval of Agenda**
- III. **Discussion**
 - A. Future School Funding

Description: The Board will review funding streams for EPS and our district's past, present and future budgeting needs. This will lead to an initial discussion around future funding needs and opportunities, planning and timelines.
Presenter: Dr. Daniel Bittman, Superintendent
 - B. Board Processes

Description: The Board will review current board processes including agenda planning, communication of board level topics and meeting frequency with the goal of identifying any processes that need adjusting.
Presenter: Karen Gabler, Edina School Board Chair
 - C. Revisit Board Norms and Communication

Description: Best practice is to periodically review Board norms as well as roles and responsibilities. The Board will also explore utilization of MSBA's Board Handbook for future use.
Presenter: Karen Gabler, Edina School Board Chair; and Erica Allenburg, Edina School Board Clerk
 - D. Board Self-Evaluation Results and Next Steps

Description: The Board will review the results from their September 16, 2025 self-evaluation and decide upon topics to further explore for their own continuous progress.
Presenter: Karen Gabler, Edina School Board Chair

NOTE: School Board members may participate by interactive technology
as permitted by Minnesota Statute 13D.02

E. Housekeeping: Sunshine Fund

Description: The Board's clerk handles situations that arise where a note or acknowledgement from the Board is needed. The clerk is reimbursed by board members at the start of the new calendar year.

Presenter: Cheryl Barry, Edina School Board Vice-Chair

IV. Leadership and Committee Updates

V. Superintendent Updates

VI. Adjournment

III. Discussion

III.A. Future School Funding

III.B. Board Processes

III.C. Revisit Board Norms and Communication

Edina Public Schools

Edina Public Schools Board Operating Norms

Through our commitment and work, the members of the Edina School Board will strive to provide an excellent public education that meets the needs of all students in our district. The academic excellence we expect is accomplished in partnership with our students, parents, teachers, administrators, non-licensed staff and community members. The purpose of this document is to provide governing expectations and consistency for the conduct of the school board. This document serves to supplement our policies, which exist to provide a code of ethics, structure, operating guidelines, general meeting parameters, and the basic roles and responsibilities of our school board.

General Board Conduct

As a board, we will model with each other the leadership and relationships we seek to build with others. How we run meetings, interact with each other, district staff, and the community, sends clear signals about how we value the mission, values, and vision we have established for the Edina School District. Collaborative relationships based on trust, respect, and accountability will build credibility and inspire confidence in our leadership, our vision, and the work of Edina Public Schools.

Role of School Board and Superintendent

The role of the School Board is to be the trustee of public education and to protect, conserve, and advance its progress. The role of the Superintendent is to lead district operations, and to implement board policy and decisions. The Board recognizes the Superintendent as the chief executive officer and expects recommendations, proposals and suggestions from the Superintendent on matters before the Board. As a board, our staff interaction will be facilitated through the office of the Superintendent. The board recognizes that only the board as a whole has power, and no individual board member has authority or power independently. The board will focus on strategic leadership rather than administrative details, observe clear distinction between board and superintendent responsibilities, and give direction through majority decisions of the full board rather than through individual decisions.

In fulfilling our roles as members of the Edina School Board, we will:

1. Make our decisions based on the available information, and in the best interest of all students. This obligation supersedes (a) any conflicting loyalty a member may have to advocacy or interest groups (b) loyalty based upon membership on other boards or staff, and (c) conflicts based upon the personal interest of any Board member or any member of their family.
2. Make every attempt to attend all board functions including committee meetings, and remain informed of activities, programs, and incidents in the district within the board's purview.
3. Respect and remain mindful of the different roles within the school system, including, but not limited to the School Board, the Superintendent, Administrators, Teachers, and Staff.
4. Not publicly criticize an employee or other board member.
5. Meet with district personnel only after notifying the Superintendent, and attend staff meetings, staff training and other administrative events only upon invitation.
6. Accept responsibility for all board decisions, regardless of the vote and speak with one voice after a decision has been made.
7. Take no private or public actions that will compromise the District.
8. Participate, when possible, in opportunities that provide professional growth and commit to continuous improvement through annual self evaluation.

Meeting Protocols

We shall conduct business through a set agenda that advances district goals. The Board Chair and Superintendent will ensure the agenda is appropriately balanced to provide adequate time for deliberation of each issue. As a general practice, we will endeavor not to vote on a new issue in the same meeting in which the issue is presented. Items will be addressed in subsequent meetings through

planned agenda items, unless it is determined by the Board Chair or Superintendent that it would be detrimental to delay the issue. (EPS Policy 203 *Operation of the School Board*)

While every board member has the right request an agenda item or a change to an agenda at a board meeting, as best practice in preparing agendas and materials for Board meetings, we will strive to:

1. Make a request to the Board Chair or Superintendent seven (7) days prior to a meeting for an item, presentation or material they wish to be considered at the meeting.
2. Make a request 96-hours in advance to the Board Chair or Superintendent for any changes to the posted agenda. If materials are not made available seven days in advance of a meeting, then any requests should be made within 48 hours of receipt of materials.
3. If a board member has a question pertaining to a board agenda item that requires time and preparation, members should contact the Superintendent, or the Board Chair directly with any questions at least 24 hours prior to the scheduled meeting.
4. Recognize and respect that it takes a majority of the board in attendance to add an item to the meeting or work session agenda during said meeting.
5. Inform the Superintendent or Board Chair prior to the board meeting if a board member identifies an error in a presentation or minutes so corrections can be made.

Edina Public Schools Policy 209 outlines the Code of Ethics that all Board Members will follow in fulfilling their roles. As best practice when conducting board meetings and work sessions, we will strive to:

1. Engage in meaningful, professional, focused and open discussion.
2. Start and end on time, utilize a timekeeper, and maintain a timed agenda with meeting objectives in order to have effective and efficient meetings.
3. Invite input from all board members, be respectful of everyone's thoughts and ideas, and allow an opportunity for board member input. Articulate clearly and concisely, on topic, and loudly enough so all can be heard.
4. Express our opinions and beliefs about issues. Board discussions will be open and candor encouraged. Honest disagreements are legitimate and have an appropriate place on the board; however, board members shall respect one another's opinions and shall not criticize one another in an inappropriate manner.
5. Focus on issues rather than personalities.
6. Come prepared by reading the packet before the board meetings and work session.
7. Ask administrators to share only highlights of the meeting's reports.
8. Remain on the topic(s) communicated on the agenda posted before the meeting or work session.
9. Refrain from the use of cell phones during board meetings and work sessions.

Board Committees

The Edina School Board uses committees to discuss issues related to policy, governance, teaching and learning, and finance and facilities. Board Committees are used to clarify issues, elicit board questions, and prepare for public presentation of policies, issues, and decision-making. As committees do not have a quorum, committees are in place to make the board work more efficient and effective.

Committees do not have decision making authority.

As defined in Policy 213 and through best practice, in the Operations of Committees, we will strive to adhere to the following:

1. Committees will act only within the guidelines and mission established for that committee or subcommittee by the School Board.
2. Committees will act only as advisory to administration and the board.
3. Committees will not meet independent of, or without prior knowledge and approval of administration.
4. Committees will not stray into management work, and not direct or oversee school district staff, which is the function of the Superintendent.
5. Committees will not initiate work outside the scope of administration recommendations without full board approval.
6. If a Committee or board member would like a Committee to work on a project or item that is not already assigned, the full board, in conjunction with the Superintendent, needs to decide if the Committee should work on that item.
7. Committees should provide feedback to administration to help them prepare recommendations and presentations.
8. However, any direction to the Superintendent related to Committee work will come only from the full Board.
9. Committees should meet as often as necessary to accomplish their work and should meet only when there is substantive work to be done.
10. Committee chairs will work with the Superintendent and the Board Chair to understand work requirements and constraints of the District in managing projects.
11. Committees will designate a secretary who will record meeting highlights .
12. At monthly public board meetings, Committee Chairs should be prepared to give updates on substantive committee progress on issues that have not already been addressed in the public meeting.

Communications

The Edina School Board will be planful and systematic in its communications to set expectations, enhance understanding, and build support with each other and the community.

In Board communications, we will strive to:

1. Have the Superintendent update the entire board on issues on a bi-weekly basis via email.
2. Communicate with the community through regular board meetings, District Communications Office publications, meeting minutes, and public hearings or listening sessions.
3. Speak and/or write in an official capacity outside the board room only when given specific authority from the Board.
4. Communicate to the Board only through the Superintendent. Board members will not send emails to a quorum of the Board.
5. Respond to community member emails only through the Superintendent or District Communications team if the email contains substantive district or board information (who will work with the Board Chair in formulating a response if warranted). The Superintendent will provide a summary to the Board of material responses. Board members may respond to personal emails on substantive district or board information after coordinating with the Superintendent.

Information Request Procedures

The School Board and Administration will work together to identify the information and data needed for board decision making. The Board will be cognizant of the district's limited resources and time when requesting action from staff.

When a Board Member is seeking data or information, we will strive to:

1. Recognize the distinction between "monitoring data" (data used by the school board to address accountability) and "management data" (data used by the staff for operations).
2. Limit requests to information related to issues before the Board.
3. Make all requests either to the full Board or to the Superintendent, who will review all information requests to determine if the information is readily available.
 - a. If the information is readily available, the requested information shall be provided to the full Board.
 - b. If the information is not readily available, the Superintendent will work with the Board Chair to present the request to the full Board to determine if the information is relevant, valuable and a priority. The Superintendent will give an approximate date when the information will be available to the School Board.

Board Liaisons

Members of the Edina School Board, through regular, ongoing communication, participate and collaborate with various state, city and district organizations that represent varied matters regarding the School District. Board liaisons should have a formal reporting process so board members and the community can better understand what is going on at the liaison level.

1. Board liaisons represent the interests of the Edina School District and not themselves when they are serving in their liaison role.
2. If a board liaison cannot make their liaison commitment, it is their responsibility to find a replacement.

School Board

Code of Ethics

I. Purpose

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

II. General Statement of Policy

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

III. School Board Member Discipline

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

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

Legal References:

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

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

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

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

INDEPENDENT SCHOOL DISTRICT 273
 Edina, Minnesota

COMMUNICATIONS GUIDELINES

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

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

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

PROCESS FOR ADDRESSING VIOLATIONS

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

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

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

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

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

- E. Statement regarding compliance with Board Norms or Policies: The school board reserves the right to issue statements regarding the board's interpretation of its policies and any instances of individual board member's noncompliance, after notice to the individual, discussion where the charged member has a right to respond and vote by the majority vote of the board members present.

- F. Censure of Board Member: The school board reserves the right to censure a board member. A member may request that the board censure a board member only after attempting to address an issue at lower levels. To censure a board member, any member may request the chair notify the charged member in writing of the scheduled School Board Discussion of censure. The charged member will be censured only after being provided an opportunity to respond to the concerns and after discussion and only by majority vote of the Board. The motion to censure must

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

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

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

Created: 7/13/20

III.D. Board Self-Evaluation Results and Next Steps



School Board Self-Evaluation

School District and Evaluation Year

Edina

2025

Edina

2021

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School Board Self-Evaluation Framework for Governance

The School Board Self-Evaluation results reflect the collective responses of the board team (board members and superintendent). These results build a profile of the board's work in five standards (Conduct and Ethics, Vision, Structure, Accountability, Advocacy, and Communication) of board practice proven to support student achievement.

The data on the following page is organized in a color-coded, horizontal-stacked bar chart that shows the board team's results at the level of the five standards. The explanation for the color code is just above the data chart.

Analyzing your Results: Looking at Data

Start with the following page, which shows your district's aggregated data for each of the five standards. Identify standards that capture strengths, growth areas and or divergent perspectives, then work through the benchmarks and indicators for those standards.

Here is a simple protocol for your use:

Step 1: What do you see?

- Describe what you see in the data, identify where it is located to the group. This is not about interpretation at this stage, only what you see.
- List the descriptions on chart paper.

Step 2: What does the data suggest?

- Discuss what the data suggests and try to generate different interpretations. Ask clarifying questions of one another to increase clarity and understanding of one another's perspectives.
- List responses on the chart paper

Step 3: Identify goal areas from the lists generated.

Step 4: Build two to three goals using the S.M.A.R.T. goal framework.

- **S** = Simple: Is it clear and easy to understand?
- **M** = Measurable: Is it clear what the school board will use to indicate successful performance?
- **A** = Achievable: Is it within the scope of the board's sphere of control/responsibility?
- **R** = Realistic: Will successful performance on this goal benefit the school district?
- **T** = Time-bound: Is it clear what the school board will see and when?

Measurable Progress for Goals Identified Above:

- Indicates or signals change
 - Indicators can be assessed or observed
 - Examples include:
 - Measurements
 - Specific activities
 - Behavioral change
 - Shift or reallocation of school district resources



School Board Self-Evaluation

MSBA believes your school district will find it beneficial to drill down to individual items under the benchmarks. If your board team would like to dig deeper into the School Board Self-Evaluation and data, MSBA provides an opportunity to use your evaluation data as an in-district in-service for a fee. During this 2-3 hour in-service, MSBA staff will provide your school board with more in-depth individualized data and reports designed for the board's ongoing improvement. MSBA staff will lead the conversation on the individualized report and assist your school board with discussion and setting board team improvement goals.

If your board team would like to dig deeper into the self-evaluation and data, contact Gail Gilman (ggilman@mnmsba.org) or call (1-800-324-4459) for the cost associated with this board in-service and to arrange a date for an MSBA staff member to facilitate.

Thank you for your time and thoughtful efforts in completing the School Board Self-Evaluation.

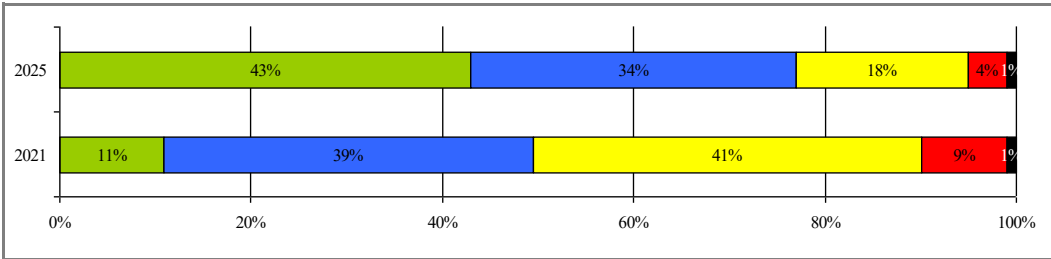
MSBA looks forward to serving your school board and being the association, "Where Minnesota School Boards Learn to Lead."



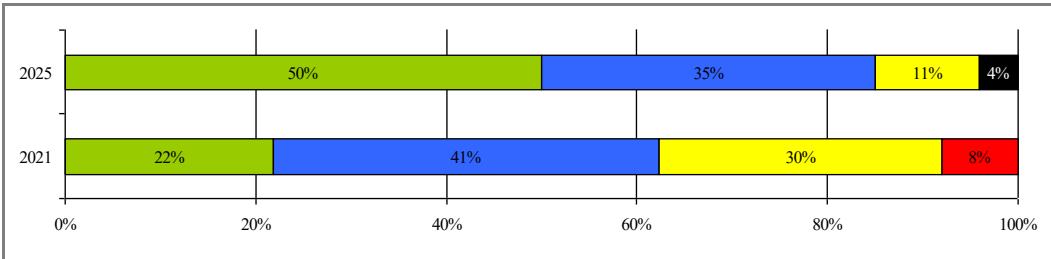
Framework for Governance: Aggregate Data



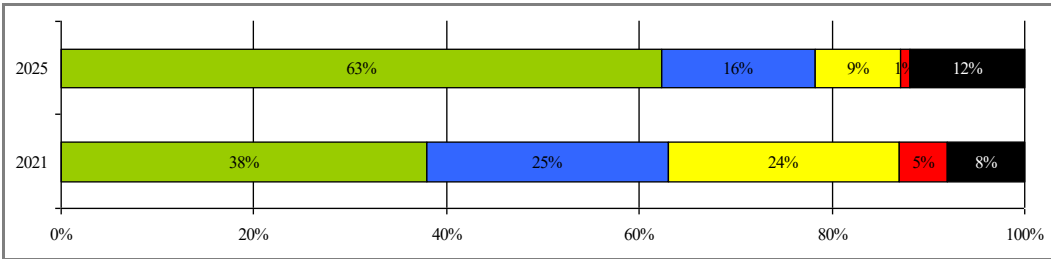
**Standard 1
Conduct and Ethics:**
Provide responsible school district governance



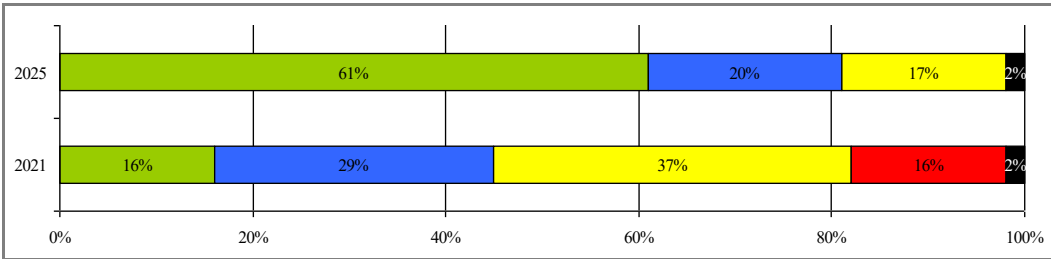
**Standard 2
Vision:**
Set and communicate high expectations for student learning with clear goals and plans for meeting those expectations



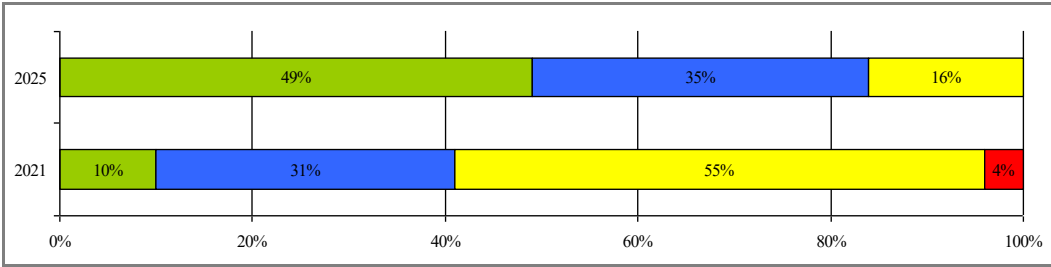
**Standard 3
Structure:**
Create conditions district-wide for student and staff success



**Standard 4
Accountability:**
Hold school district accountable for meeting student learning expectations



**Standard 5
Advocacy and Communication:**
Engage local community and represent the values and expectations they hold for their schools



Standard 1 Conduct and Ethics

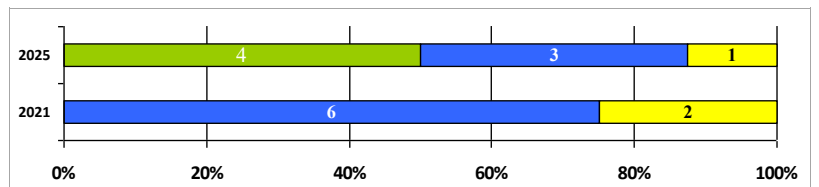
Provide responsible school district governance by:

Benchmark of Success A Conducting board and district business in a fair, respectful and responsible manner.

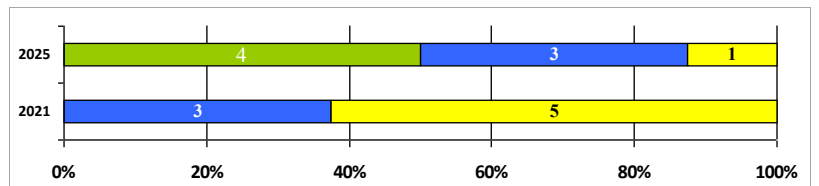


To what extent does our board:

Q 3 Base its decisions on what is best for students' success?



Q 4 Commit to a clear and shared purpose?



Notes:

Standard 1 Conduct and Ethics

Provide responsible school district governance by:

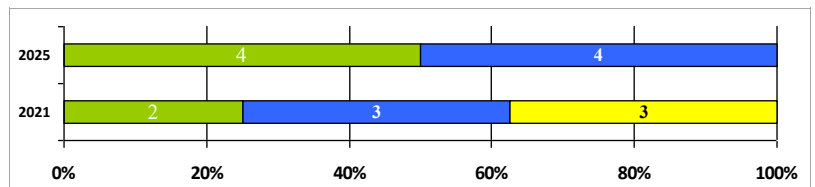
Benchmark of Success B

Ensuring the board is accountable and open to the public including seeking divergent perspectives in its decision making process.

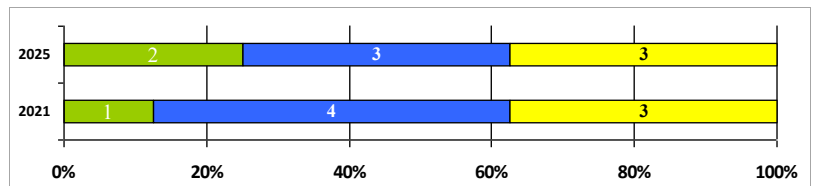


To what extent does our board:

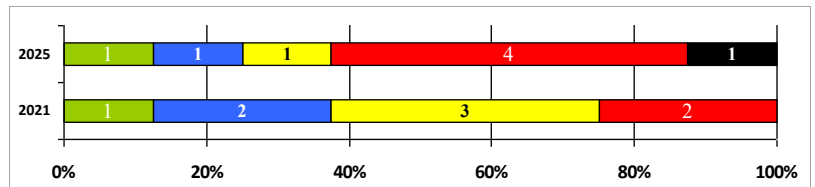
Q 5 Provide information to the public that supports board discussions and decisions?



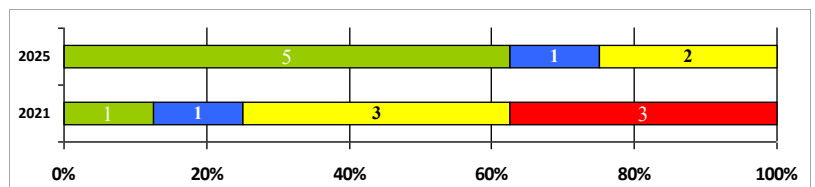
Q 6 Follow a defined process for gathering input prior to making critical decisions?



Q 7 Carry out annual assessments of its performance?



Q 8 Set goals for its improvement?



Notes:

Standard 1 Conduct and Ethics

Provide responsible school district governance by:

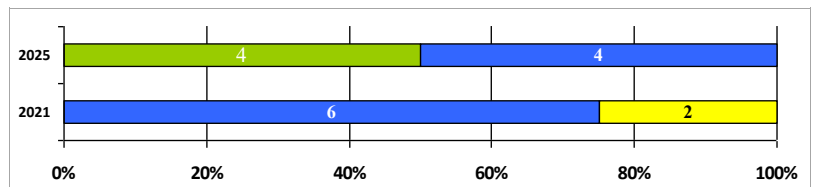
Benchmark of Success C

Respecting and advocating mutual understanding of the roles and responsibilities of board members and the superintendent.

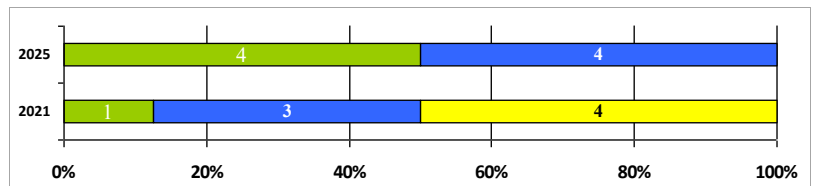


To what extent does our board:

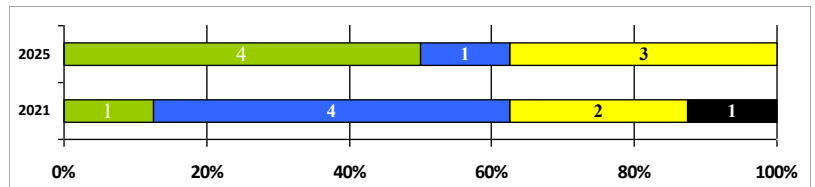
Q 9 Delegate authority to the superintendent to manage district operations and implement policy?



Q 10 Honor the roles and responsibilities of the superintendent?



Q 11 Use written protocols for its interactions?



Notes:

Standard 1 Conduct and Ethics

Provide responsible school district governance by:

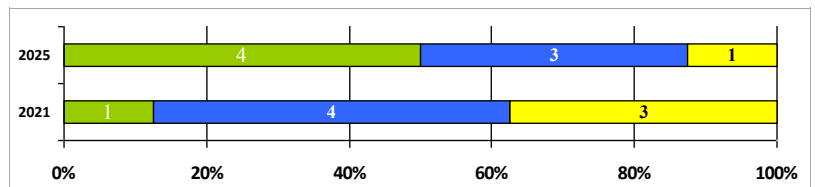
Benchmark of Success D

Adopting policies based on well-researched practices that emphasize a belief that all students can achieve at high levels and that support continuous improvement of student achievement.

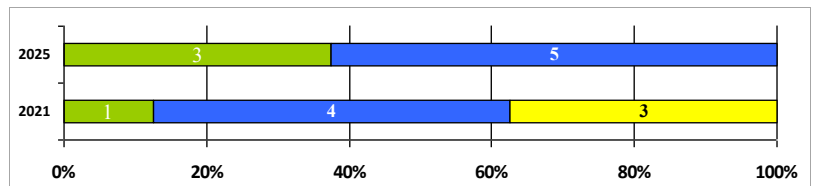


To what extent does our board:

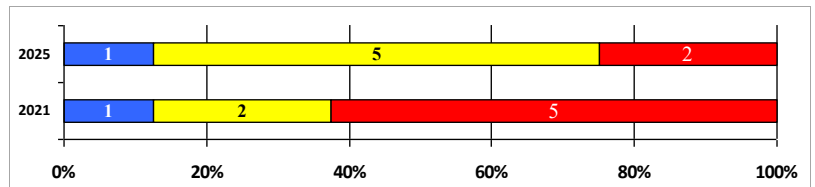
Q12 Govern using policies that align with research-based best practices?



Q13 Focus policy decisions on what is necessary for all students to achieve at high levels?



Q14 Collaborate with colleagues across the region, state, or nation regarding current and emerging trends, issues, and policy solutions?



Notes:

Standard 1 Conduct and Ethics

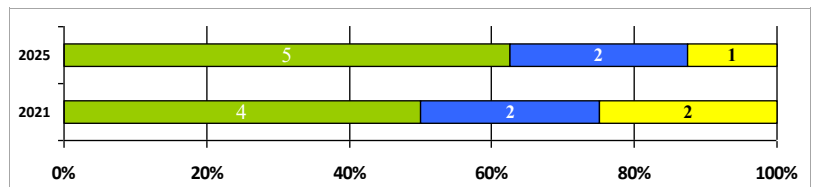
Provide responsible school district governance by:

Benchmark of Success E *Promoting healthy relationships by communicating supportively, inspiring, motivating and empowering others, and exercising influence in a positive manner.*

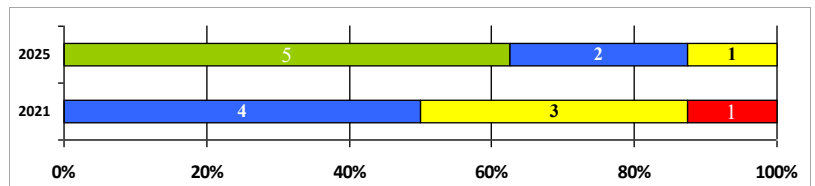


To what extent does our board:

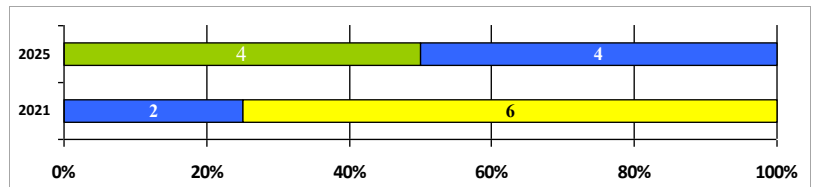
Q15 Provide an opportunity for stakeholders, such as staff, students, parents, and community members, to make presentations to the board?



Q16 Promote continuous improvement throughout the organization?



Q17 Treat all individuals, including fellow board members, staff, students, and community members, with respect?



Notes:

Standard 1 Conduct and Ethics

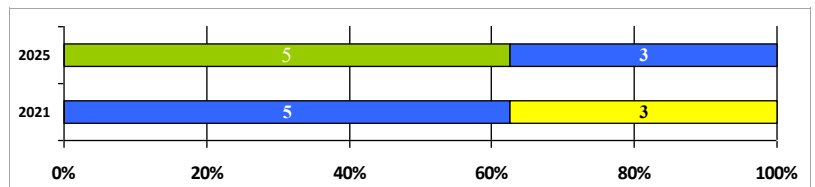
Provide responsible school district governance by:

Benchmark of Success F Working as an effective and collaborative team.

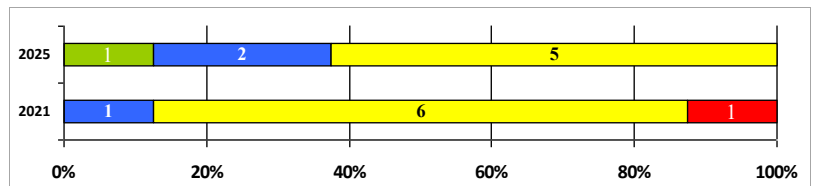


To what extent does our board:

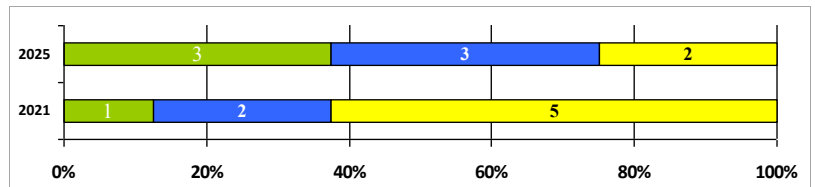
Q18 Work with the superintendent to achieve mutual trust and commitment?



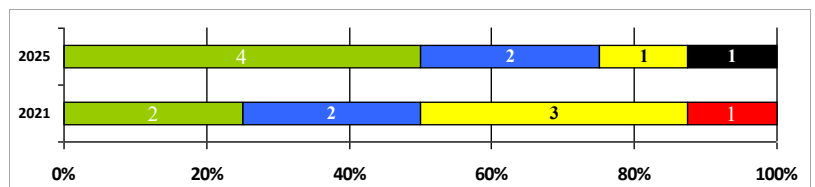
Q19 Pursue professional development to improve board members' knowledge and skills by attending conferences, holding study sessions, etc.?



Q20 Use collaborative processes that result in well-informed problem-solving and decision-making?



Q21 Together with the superintendent, share responsibility for the orientation of new board members and forming a new inclusive team?



Notes:

Standard 2 Vision

Set and communicate high expectations for student learning with clear goals and plans for meeting those expectations by:

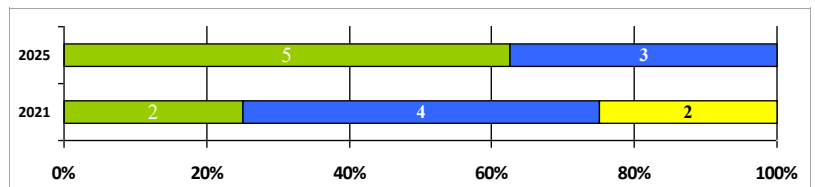
Benchmark of Success A

Articulating the conviction that all students can learn and the belief that student learning can improve regardless of existing circumstances or resources.

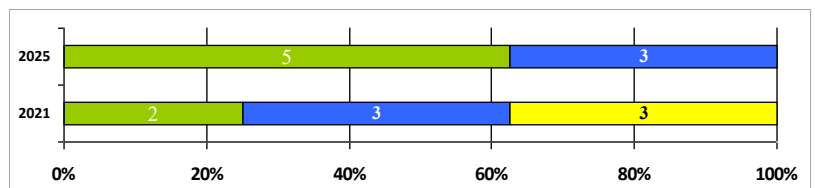


To what extent does our board:

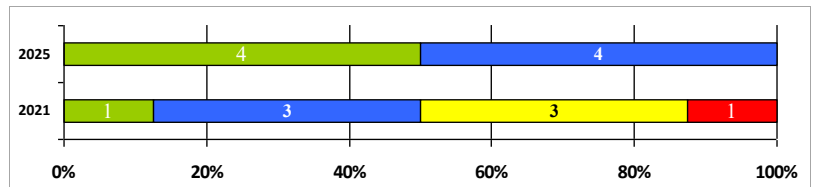
Q22 Through policies and actions, express our belief that all students can learn?



Q23 Through policies and actions, communicate high expectations for all students?



Q24 Foster a culture of collaboration around the shared purpose of improving student achievement?



Notes:

Standard 2 Vision

Set and communicate high expectations for student learning with clear goals and plans for meeting those expectations by:

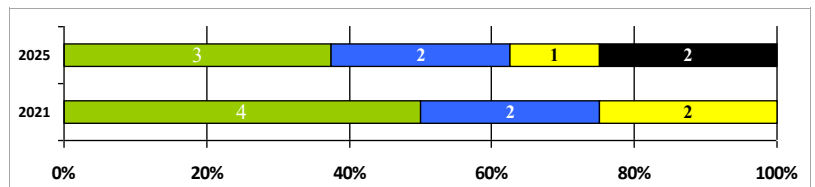
Benchmark of Success B

Leading the development, articulation and stewardship of a vision of learning that is shared and supported by schools and community.

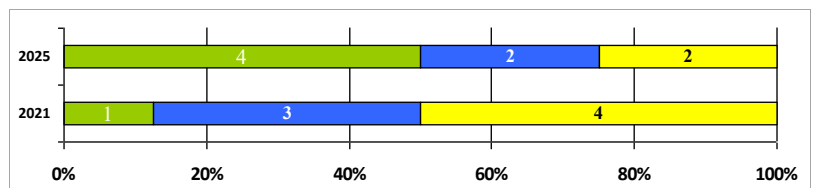


To what extent does our board:

Q25 Include stakeholders when developing and revising the district's vision?



Q26 Communicate its rationale for decisions to the community?



Notes:

Standard 2 Vision

Set and communicate high expectations for student learning with clear goals and plans for meeting those expectations by:

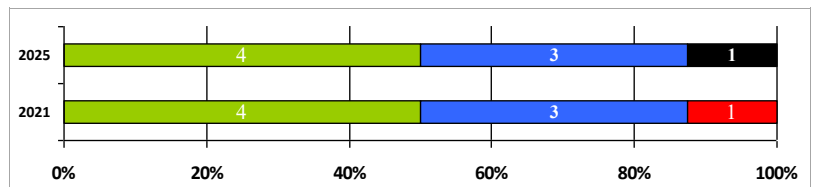
Benchmark of Success C

Adopting a collaboratively developed district plan focused on learning and achievement outcomes for all students.

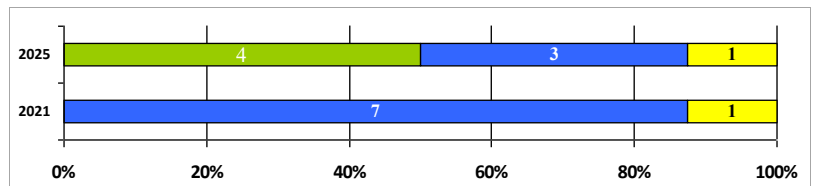


To what extent does our board:

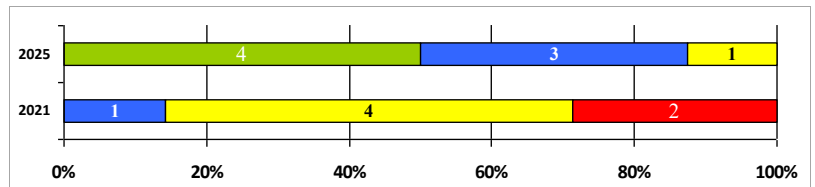
Q27 In collaboration with staff and the community, formulate and maintain a strategic plan with goals and outcomes?



Q28 Base its ongoing work, such as policy development, decision-making, and budgeting, on the district goals?



Q29 Continually monitor progress toward the goals and outcomes of the strategic plan?



Notes:

Standard 2 Vision

Set and communicate high expectations for student learning with clear goals and plans for meeting those expectations by:

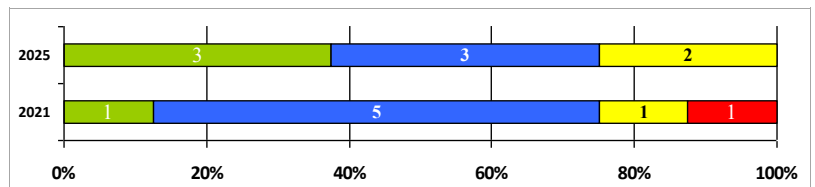
Benchmark of Success D

Ensuring non-negotiable goals for student achievement are established and aligned to the district's plan.

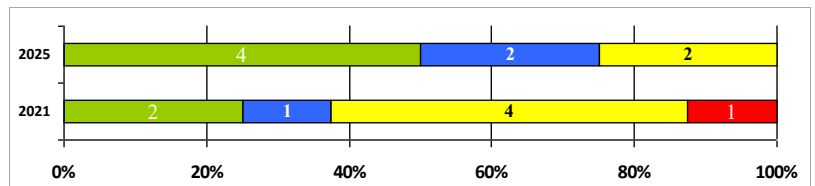


To what extent does our board:

Q30 Together with the superintendent agree that high expectations for all students is the highest priority?



Q31 Together with the superintendent review student achievement regularly?



Notes:

Standard 3 Structure

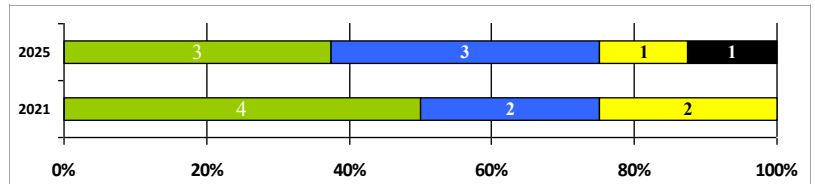
Create conditions district-wide for student and staff success by:

Benchmark of Success A Providing for the safety and security of all students and staff.

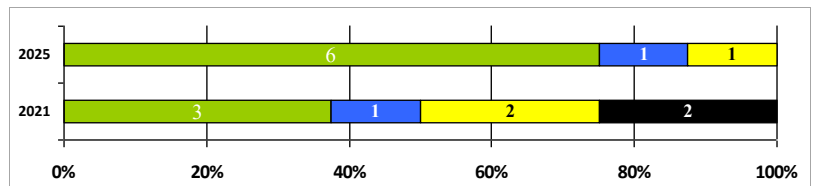


To what extent does our board:

Q32 Ensure that facilities comply with current health, safety, security, and accessibility standards?



Q33 Have policies that require regular evaluation and management of safety and security risks?



Notes:

Standard 3 Structure

Create conditions district-wide for student and staff success by:

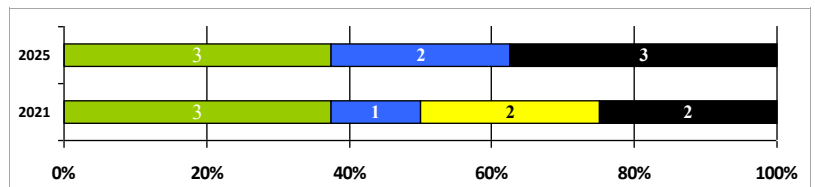
Benchmark of Success B

Employing and supporting quality teachers, administrators and other staff and providing for their professional development.

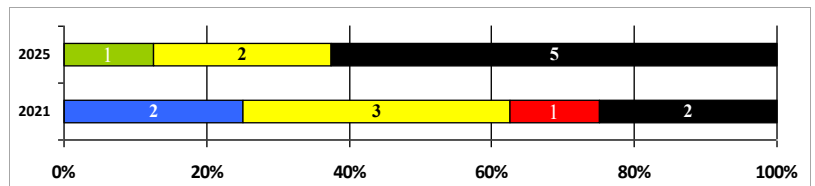


To what extent does our board:

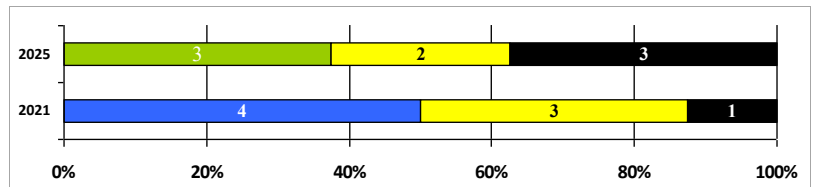
Q34 Have policies that ensure hiring and retention of highly qualified staff?



Q35 Have policies for evaluating staff based on student success?



Q36 Have policies that support research-based, best practices for staff development?



Notes:

Standard 3 Structure

Create conditions district-wide for student and staff success by:

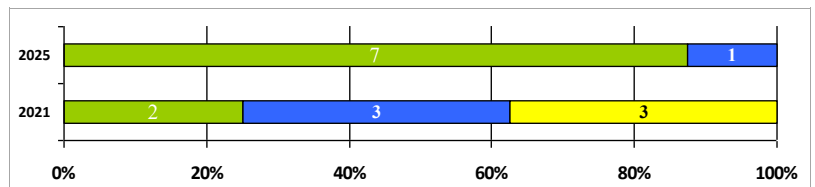
Benchmark of Success C

Providing for learning essentials, including rigorous curriculum, technology and high quality facilities.

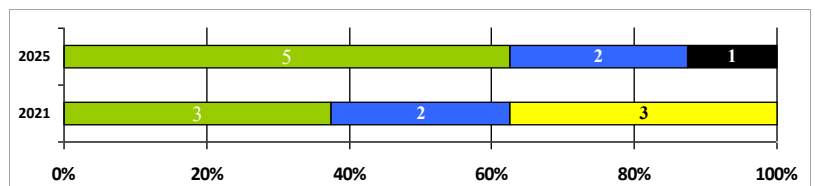


To what extent does our board:

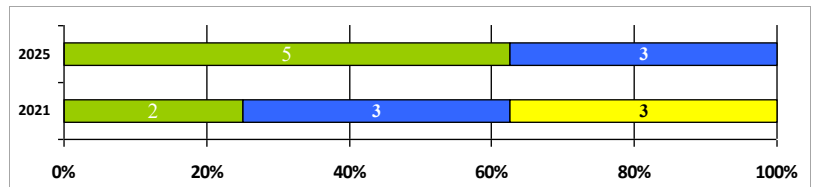
Q37 Have policies that ensure an established course of study for students and graduation requirements that align with high expectations for student achievement?



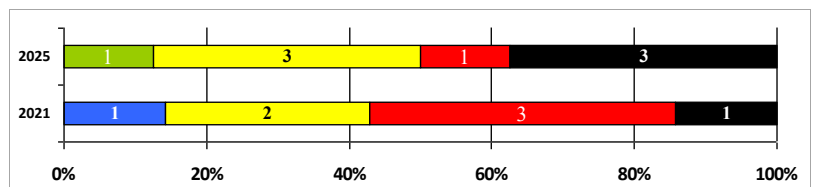
Q38 Have policies that ensure students receive the curriculum, support and supplemental materials necessary for high achievement?



Q39 Adopt a budget that supports quality staff development and resources for curriculum implementation?



Q40 Have a process that includes community and parent involvement in selecting curriculum?

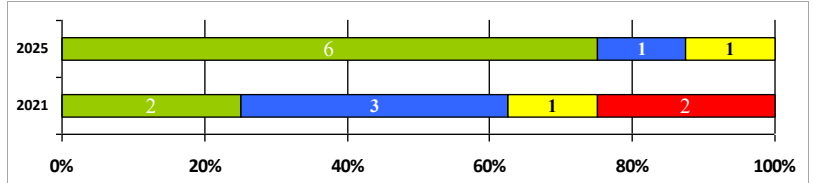


Notes:

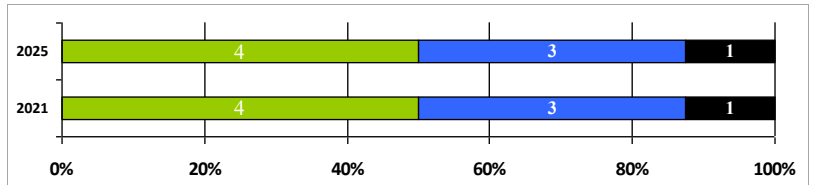
Standard 3 Structure

Create conditions district-wide for student and staff success by:

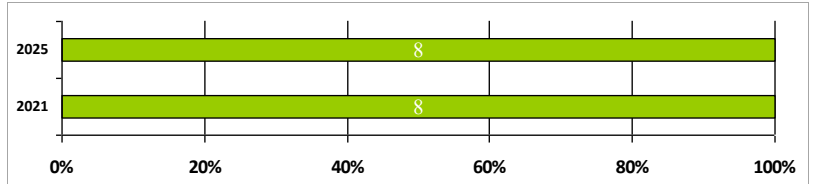
Q41 Have policies that require rigorous and regular evaluation of curriculum and supplemental materials to ensure they align with state and district standards?



Q42 Have a process in place to support evaluation and updating of technology?



Q43 Have a long-term facilities plan in place for construction and maintenance?



Notes:

Standard 3 Structure

Create conditions district-wide for student and staff success by:

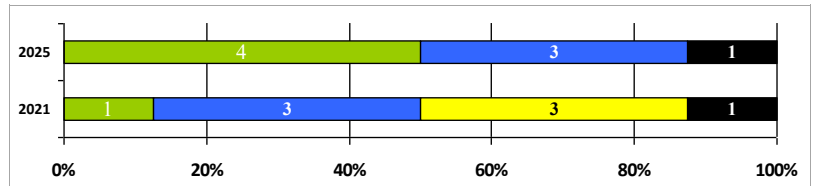
Benchmark of Success D

Ensuring management of the organization, operations, and resources for an efficient and effective learning environment.

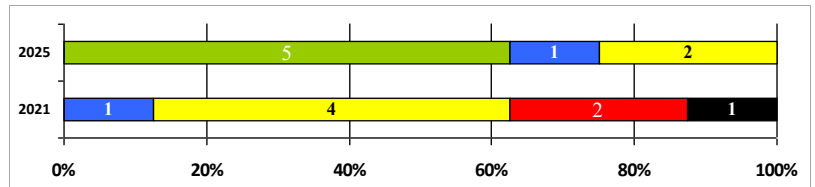


To what extent does our board:

Q44 Communicate an expectation that all classrooms will implement effective instructional practices?



Q45 Provide for evaluation of district operations to ensure there is an efficient and effective learning environment?



Notes:

Standard 3 Structure

Create conditions district-wide for student and staff success by:

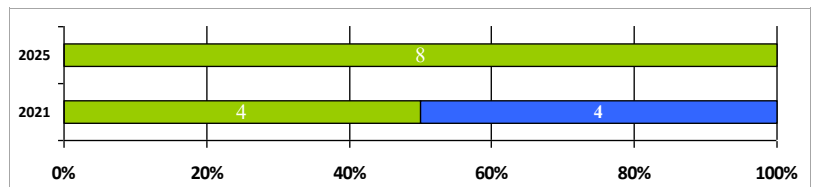
Benchmark of Success E

Adopting and monitoring an annual budget that allocates resources based on the district's vision, goals and priorities for student learning.

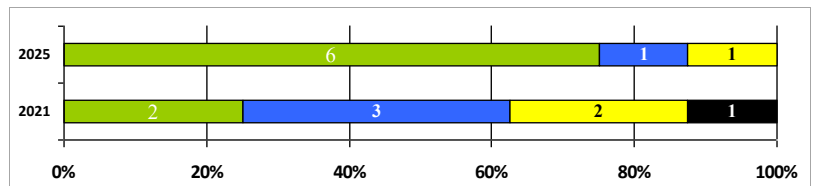


To what extent does our board:

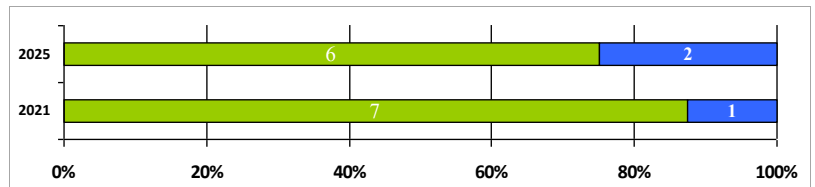
Q46 Keep the community informed about the district's financial status?



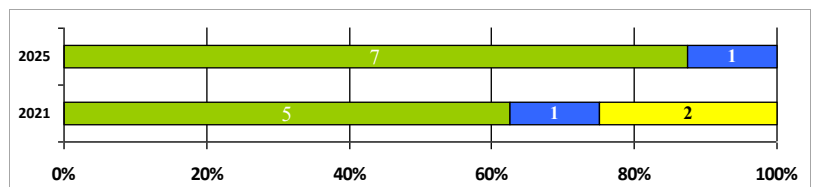
Q47 Seek public input during the budget process?



Q48 Provide guidelines for budget development, including a clearly defined expectation for a reasonable ending fund balance?



Q49 Adopt a fiscally responsible annual budget that is aligned with the strategic plan and vision?

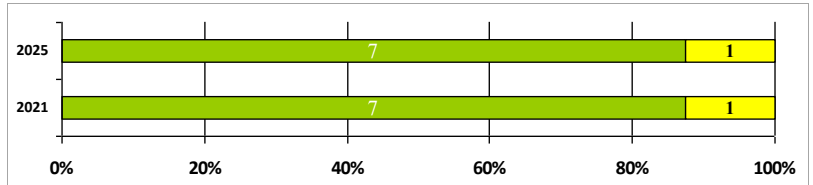


Notes:

Standard 3 Structure

Create conditions district-wide for student and staff success by:

Q 50 Frequently monitor the budget and fiscal status of the district?



Notes:

Standard 4 Accountability

Hold school district accountable for meeting student learning expectations by:

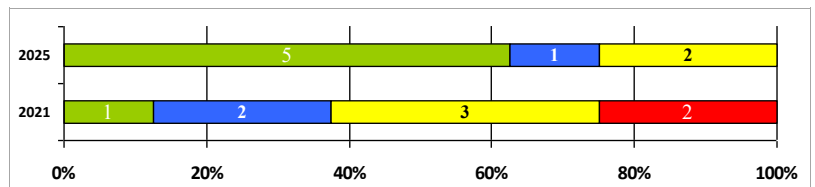
Benchmark of Success A

Committing to continuous improvement in student achievement at each school and throughout the district.

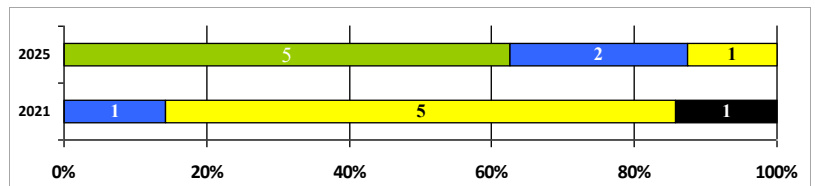


To what extent does our board:

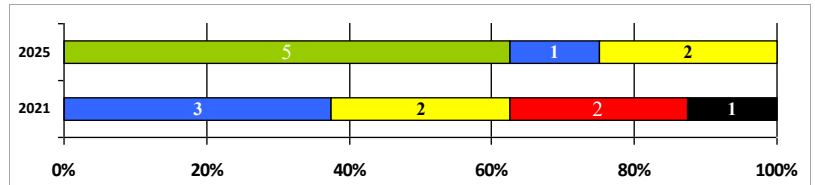
Q51 Follow a schedule for the timely review of the strategic plan?



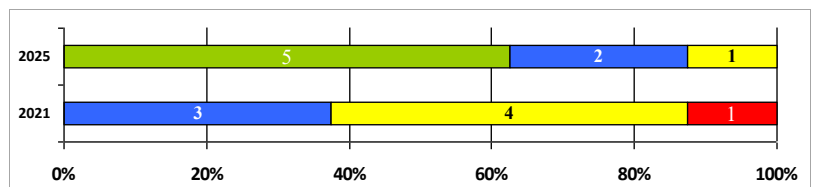
Q52 Ensure a high degree of coherence between the strategic plan and school improvement plans?



Q53 Annually review and make recommendations to the strategic plan and school improvement plans?



Q54 Publicly recognize the efforts of schools in improving student learning?



Notes:

Standard 4 Accountability

Hold school district accountable for meeting student learning expectations by:

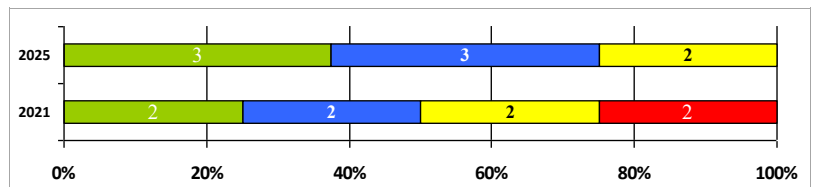
Benchmark of Success B

Evaluating the superintendent on clear and focused expectations.

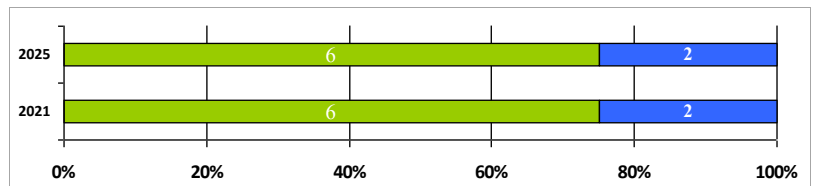


To what extent does our board:

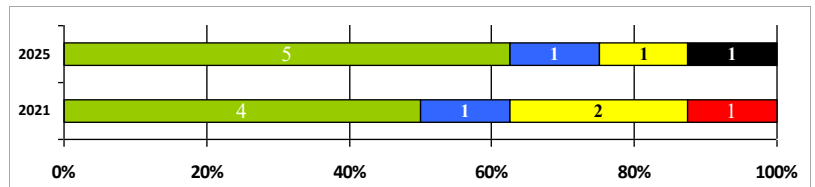
Q55 Have written goals for the superintendent that focus on specific outcomes for student learning?



Q56 Evaluate the superintendent's performance annually and communicate performance expectations to our community?



Q57 Base decisions about the superintendent's contract on objective evaluation of his or her performance and achievement of agreed upon goals?



Notes:

Standard 4 Accountability

Hold school district accountable for meeting student learning expectations by:

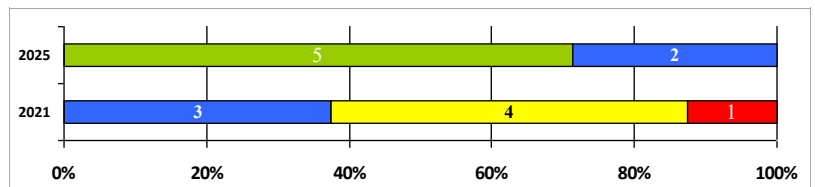
Benchmark of Success C

Measuring student academic progress and needs based on valid and reliable assessments.

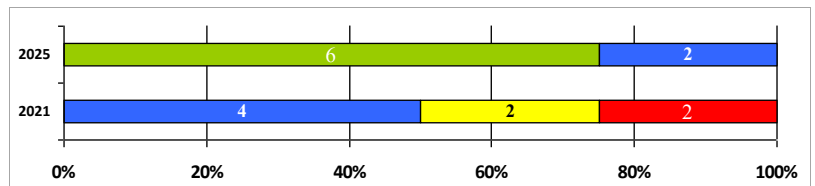


To what extent does our board:

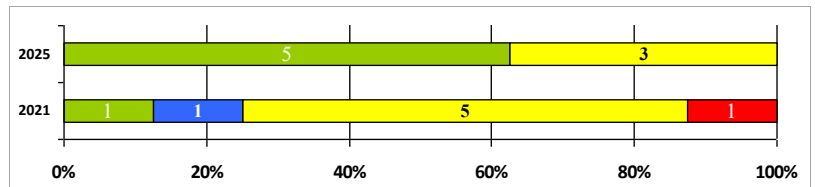
Q58 Require the effective use of data throughout the system to monitor student achievement and district performance?



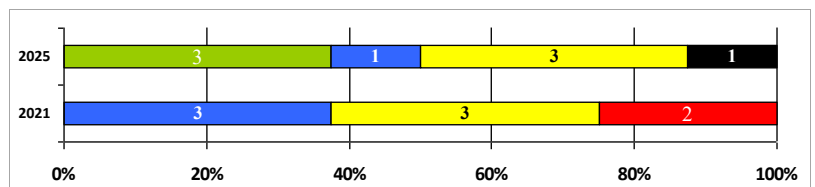
Q59 Regularly review and understand the criteria, assessment tools, and methods that measure student achievement and district performance?



Q60 Regularly review data, including disaggregated student achievement data, to measure progress toward district goals?



Q61 Regularly evaluate and adjust resources and strategies for closing achievement gaps to maximize their effectiveness?



Notes:

Standard 5 Advocacy and Communication

Engage local community and represent the values and expectations they hold for their schools by:

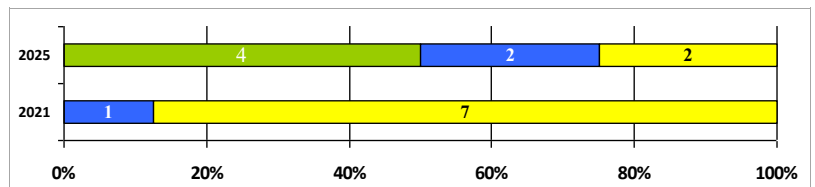
Benchmark of Success A

Collaborating with families and community members, responding to diverse interests and needs, and mobilizing community resources.

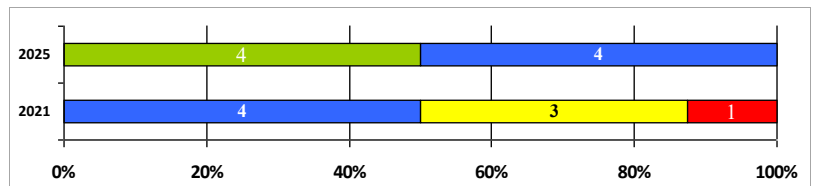


To what extent does our board:

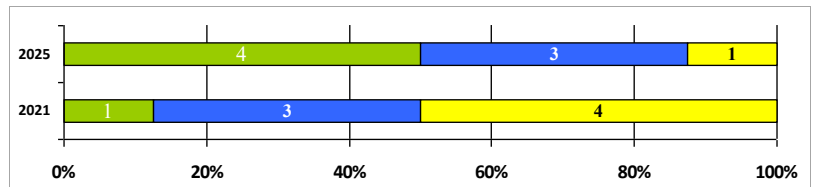
Q62 Advocate at the local, state and federal levels on behalf of students and the district?



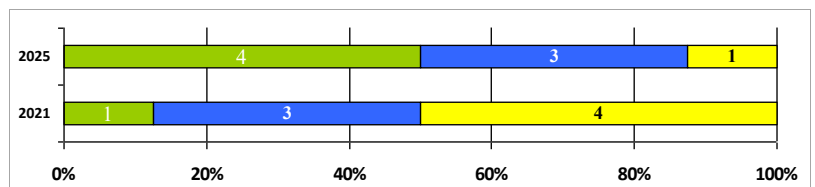
Q63 Model cultural, racial, and ethnic understanding and sensitivity?



Q64 Establish policies and partnerships that promote and expand educational opportunities for all students?



Q65 Follow an effective process for responding to questions, concerns, comments, or feedback from citizens?



Notes:

Standard 5 Advocacy and Communication

Engage local community and represent the values and expectations they hold for their schools by:

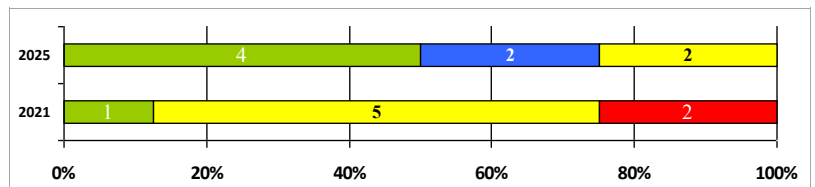
Benchmark of Success B

Ensuring school board and district transparency through a process that is open and accountable.

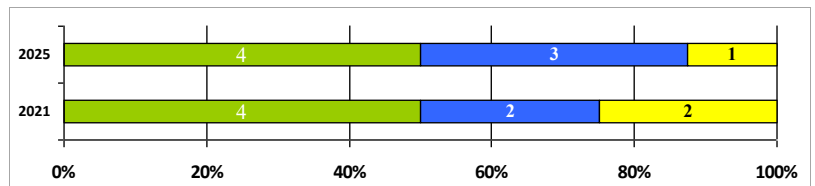


To what extent does our board:

Q66 Ensure the public is well informed of the board's roles and responsibilities?



Q67 Conduct its business in a transparent and accountable manner?



Notes:

Standard 5 Advocacy and Communication

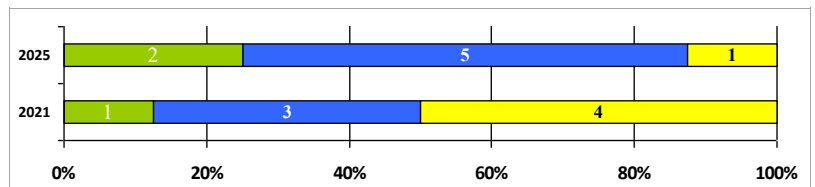
Engage local community and represent the values and expectations they hold for their schools by:

Benchmark of Success C *Ensuring district information and decisions are communicated community-wide.*

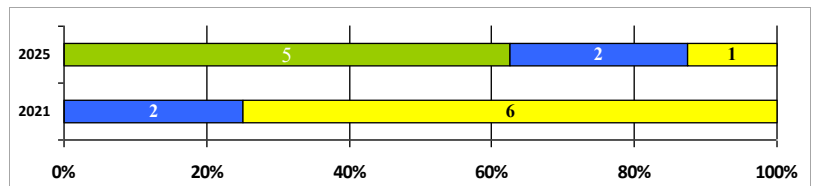


To what extent does our board:

Q68 Communicate proactively to disseminate information that addresses issues throughout the system and community?



Q69 Communicate district performance to the public in clear and understandable ways?



Notes:

Standard 5 Advocacy and Communication

Engage local community and represent the values and expectations they hold for their schools by:

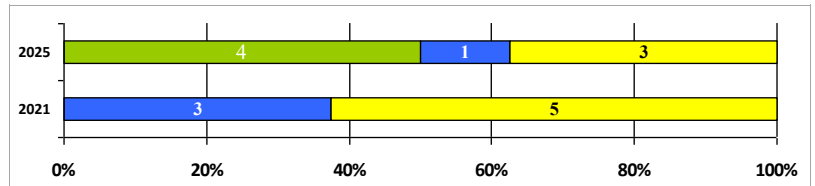
Benchmark of Success D

Soliciting input from staff and a wide spectrum of the community so that a diverse range of interests and perspectives on issues is considered.

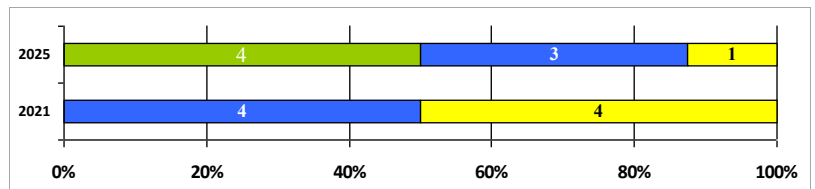


To what extent does our board:

Q70 Seek community and staff input in its decision-making to gain community and staff support?



Q71 Carefully consider community and staff input in its decision making?



Notes:

III.E. Housekeeping: Sunshine Committee

IV. Leadership and Committee Updates

V. Superintendent Updates

VI. Adjournment