

AGENDA
Independent School District No. 77
Mankato, MN 56001

Monday, November 4, 2024 - 5:30 p.m.
Intergovernmental Center - Mankato Room

1. CALL TO ORDER AND ROLL CALL (5:30 P.M.)
2. APPROVAL OF AGENDA (5:30 P.M.)
3. MAPS STUDENT SPOTLIGHT (5:35 P.M.)
4. MAPS STAFF SPOTLIGHT (5:45 P.M.)
5. PUBLIC COMMENT (5:55 P.M.)
6. INFORMATION (6:05 P.M.)
 - A. Coordinated Early Intervening Services Report
 - B. First Reading of Revised Policies
 - C. Board Member Workshop/Committee Reports
7. CONSENT AGENDA (6:40 P.M.)
 - A. Approval of Minutes of October 21, 2024, Regular Meeting
 - B. Approval of Extended Trip - East Baseball
 - C. Approval of Extended Trip - East Softball
 - D. Personnel
8. BUSINESS (6:45 P.M.)
 - A. Acceptance of Gifts and Grants
 - B. Second Reading/Approval of Revised Policies

- C. Approval of Individual Transportation Contracts
 - D. Approval of MAPS School Board Handbook
 - E. Approval of Elementary Focus School Themes
9. ADJOURNMENT (7:10 P.M.)



School Board Members for 2024

Shannon Sinning, Chair
Phone: 507-382-4555
E-Mail: ssinni1@isd77.org
Term Ends December 31, 2026

Kristi Schuck, Vice Chair
Phone: 507-382-4951
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Term Ends December 31, 2024

Christopher Kind, Treasurer
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Term Ends December 31, 2024

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Term Ends December 31, 2024

Patrick Baker
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Kari Pratt
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Term Ends December 31, 2026

Liz Ratcliff
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Term Ends December 31, 2024

Paul Peterson, Superintendent
10 Civic Center Plaza, Suite 2
Mankato, MN 56001
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PUBLIC COMMENT GUIDELINES

The Mankato Area School Board welcomes public participation through Public Comment. Hearing from citizens is an important aspect of public service, and the School Board appreciates people sharing their views.

It is important to note that School Board meetings are business meetings held in the public. They are not public meetings nor are they a public forum. They are a business meeting of the elected representatives of the school district. The Mankato Area School Board expects that the same etiquette and decorum displayed during the business meeting be present during the Public Comment.

- Public Comment participation is limited to those individuals who wish to speak to an item on the Board agenda.
- The School Board does not comment or ask questions during Public Comment.
- Each speaker is asked to provide his/her name and city for the record.
- Each speaker is allowed three (3) minutes to speak. The Board Chair will alert speakers when their time is up. Failure to stop speaking and blatantly ignore the cue, will result in an individual losing the ability to participate in Public Comment for the next two months.
- When there is a large number of speakers, the Board Chair may modify Public Comment, such as shortening the time allotted for each speaker, adding an overall time limit, or shifting a portion of Public Comment to the end of the meeting.
- Public Comment participants are prohibited from calling out or addressing any individual School Board or school district staff member. If this occurs, Public Comment will be closed and the individual will not be allowed to participate in future Public Comments.
- Crowd noise or any sort of grandstanding during Public Comment, including applause, talking, shouting, or any outbursts will result in the Public Comment being closed.

Citizens wishing to speak are asked to fill out the form online by 3 pm the day of the meeting or complete a Visitor Registration Card (located at the door of the meeting room) and hand it to the Board Chair or Deputy Clerk prior to the start of the meeting.

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<https://www.isd77.org/experience/school-board/agendas-and-minutes>



MANKATO AREA PUBLIC SCHOOLS

STRATEGIC ROADMAP

Mission Statement

our core purpose

Excellence, Equity, Empowerment. Every Student, Every Day.

Core Values



drivers of our words and actions

- **Courage:** We do and say what is needed to develop strength, resilience and character.
- **Student Centered:** Student success drives our decisions and actions, and we strive to provide each learner with what they need, when they need it.
- **Integrity:** We are honest, authentic and respectful in every interaction.
- **Accountable:** We know our desired outcomes, understand our individual responsibility for them, and collectively take accountability for results and continuous improvement.
- **Inclusive Practices:** We ensure ALL learners are welcomed and valued, have a sense of belonging and see themselves in their learning.

Vision



what we intend to create

MAPS inspires students to thrive through future focused learning experiences by:

- Pursuing their individual pathway
- Ensuring safe and secure schools
- Fostering inclusivity by understanding and appreciating diversity
- Engaging with families and caregivers
- Partnering with and contributing to our community

with high quality, dedicated and exceptionally trained staff.

Strategic Directions



focus of our improvement efforts

- A. Improving our professional practices so that each learner achieves at high levels in an inclusive educational model that is relevant and flexible
- B. Enhancing our student support structures to meet academic, social, behavioral, and mental health needs
- C. Recruiting, developing, and retaining staff to ensure positive learning experiences for students
- D. Strengthening our parent/caregiver partnerships and connections
- E. Ensuring safe, efficient and effective operations

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#MAPSready

School Board Regular Meeting

6. A.

Meeting Date: 11/04/2024

Prepared By: Scott Hare, Director of Student Support Services

Subject:

Coordinated Early Intervening Services Report

Background:

Director of Student Support Services Scott Hare and Secondary Assistant Director Samantha Steinman will provide the Coordinated Early Intervening Services (CEIS) Report.

Recommended Action:

None

Attachments

Presentation



Mankato Area Public Schools Update: Coordinate Early Intervening Services (CEIS)

November 4, 2024

Excellence, Equity, Empowerment.
Every Student, Every Day.



Mission Statement

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Core Values

drivers of our words and actions

- Courage
- Student Centered
- Integrity
- Accountable
- Inclusive Practices



Strategic Directions: Focus of Our Improvement Efforts

- A. Improving our professional practices so that each learner achieves at high levels in an inclusive educational model that is relevant and flexible
- B. Enhancing our student support structures to meet academic, social, behavioral, and mental health needs
- C. Recruiting, developing, and retaining staff to ensure positive learning experiences for students
- D. Strengthening our parent/caregiver partnerships and connections
- E. Ensuring safe, efficient and effective operations

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What is Coordinated Early Intervening Services (CEIS)?

As defined by Minnesota Department of Education (MDE), "Coordinated Early Intervening Services are services provided to students in kindergarten through grade 12 (with a particular emphasis on students in kindergarten through grade three) who are not currently identified as needing special education or related services, but who need additional academic and behavioral supports to succeed in a general education environment."

The Individuals with Disabilities Education Act identify the activities that may be included as CEIS:

- Professional development for teachers and other school staff to enable such personnel to deliver scientifically based academic and behavioral interventions, including scientifically based literacy instruction, and, where appropriate, instruction on the use of adaptive and instructional software
- Providing educational and behavioral evaluations, services, and supports, including scientifically based literacy instruction.



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What is Minnesota's threshold for Mandatory CEIS/Year 3 CEIS Status?

An LEA will meet the state threshold for significant disproportionality in special education and be required to set aside 15% of its Part B funds under IDEA if the LEA has:

A risk ratio of 3.0 or above i.e., The LEA is three times or more likely to identify, place into restrictive settings and/or discipline students from a particular racial or ethnic group compared to all the other racial/ethnic groups within the LEA's special education programs

There are close to a hundred categories a school district can be identified for CEIS. Once identified by MDE for three years in a row, school districts are required to set aside 15% of their federal special education funds.



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What is Minnesota's threshold for Mandatory CEIS/Year 3 CEIS Status?

A standard risk ratio of 3.0, OR an Alternate Risk Ratio of 3.0 three categorical areas:

A. Identification Category of Analysis: Ages 3-21

- o All Disabilities
- o Intellectual Disabilities
- o Specific Learning Disabilities
- o Emotional Behavioral Disorder
- o Speech or Language Impairments
- o Other Health Disabilities
- o Autism Spectrum Disorder

B. Placement Category of Analysis: Ages 6-21

- o Setting 3
- o Setting 4-8 (combined)

C. Discipline Category of Analysis: Ages 6-21

- o Students with up to 10 days of in-school suspensions;
- o Students with more than 10 days of in-school suspensions;
- o Students with up to 10 days of out-of-school suspensions;
- o Students with more than 10 days of out-of-school suspensions; and
- o Total Disciplinary removals.



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CEIS Data Collection

Collect and examine data to determine if significant disproportionality based on race and ethnicity is occurring in the state and the local educational agencies (LEAs) of the state with respect to:

- (A) the identification of children as children with disabilities, including the identification of children as children with disabilities in accordance with a particular impairment;
- (B) the placement in particular educational settings of such children; and
- (C) the incidence, duration, and type of disciplinary actions, including suspensions and expulsions.



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What can CEIS funds generally be used for?

IDEA (20 U.S.C. §1413(f)(2)) and its regulations (34 CFR §300.226(b)) identify the activities that may be included as CEIS:

- (1) professional development for teachers and other school staff to enable such personnel to deliver scientifically based academic and behavioral interventions, including scientifically based literacy instruction, and, where appropriate, instruction on the use of adaptive and instructional software; and
- (2) providing educational and behavioral evaluations, services, and supports, including scientifically based literacy instruction.



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Mankato Area Public Schools CEIS UPDATE

Review: In March 2024, MAPS received a notice of mandatory CEIS for significant disproportionality between suspensions of black males and white males receiving special education services.

CEIS funds have been used to support student success coaches (SSC) in working with students across the system. SSCs work proactively to reduce suspensions, with a particular focus on black males receiving special education.



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Mankato Area Public Schools CEIS UPDATE

Identification: Three years of data indicating over-representation of suspensions for Black and/or African American students receiving special education services.

Data Collected: Suspension reports and letters of identification for suspension disparities:

- Office Referrals
- Suspensions, and
- Students who have been identified through the problem solving process.

Goal: Reduce suspensions overall but specifically for Black and/or African American students receiving special education services.



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Mankato Area Public Schools CEIS UPDATE

Suspensions	2020-21	2021-22	2022-23	2023-24
Special Education Students	74.10%	45.90%	54.70%	52%
Black/African American Students Receiving Special Education	25.90%	41.80%	44.40%	43.5%
White Students Receiving Special Education	63%	38.60%	36%	37.4%
<i>Note: 2020-21 we brought our setting 3 and 4 students in to receive services</i>				

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Addressing the Problem

Support Staff: Student Success Coaches

Student Success Coaches meet with students identified through the MTSS process as needing support in one or more of the five SEL CASEL areas.

Proactive Approach: meet with students to reteach the schoolwide PBIS expectations, second step curriculum, and reteach restorative strategies to build positive relationships with peers and staff.

Responsive Approach: work with students that are dysregulated in an attempt to regulate their emotions and then work through a process to return them to class before the behavior would amount to a level needing a suspension.



Addressing the Problem



Professional Development

Monthly training is provided to student success coaches. The goal of this training is to provide staff with skills necessary to utilize proactive and evidence-based strategies such as mentoring programs to address behavioral needs



Program Evaluation

Student support teams review data collected through the MTSS process weekly to adjust interventions and monitor student progress



Curriculum

Social emotional learning curriculum is provided to all sites with lessons designed to help students develop appropriate social skills, such as conflict resolution, appropriate communication, and self-awareness

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Mankato Area Public Schools CEIS UPDATE



Last year's data demonstrates progress and the program is continuing this year.

Professional development and training of SSCs is ongoing to see that last year's success is accelerated in the 2024-2025 school year.

Image: Luke Westman, SEL-I At PWMS Training SSC's

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Measuring Progress

The student success coaches under the guidance and supervision of the student support team at each building will work collaboratively with staff to review weekly teacher feedback forms, office referrals, suspension data and have students complete feedback forms on their own social emotional growth.

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Measuring Progress

Suspensions	2023-24	24-25: In progress Quarter 1
Special Education Students	52%	16/24 Incidents
Black/African American Students Receiving Special Education	43.5%	2/24 Incidents
White Students Receiving Special Education	37.4%	6/24 Incidents

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Thank You

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School Board Regular Meeting**6. B.****Meeting Date:** 11/04/2024**Prepared By:** John Lustig, Director of Administrative Services

Subject:

First Reading of Revised Policies

Background:

School Board Policy 305 states that it is the responsibility of the Superintendent to recommend additions or modifications to School Board policies. The Policy Review Committee met on October 25, 2024, to review and discuss the proposed revisions. The attached revised policies are presented this evening for first reading. These policies will be presented for second reading and approval at the December 3, 2024, School Board meeting.

Recommended Action:

None

AttachmentsList of Policies

List of Policies for Board Action

School Board First Reading: November 4, 2024

School Board Second Reading/Approval: December 3, 2024

POLICY #	POLICY TITLE	NOTES
601	SCHOOL DISTRICT CURRICULUM AND INSTRUCTION GOALS	Revision replaces references of “World’s Best Workforce” with new statutory language of “Comprehensive Achievement and Civic Readiness”
602	ORGANIZATION OF SCHOOL CALENDAR AND SCHOOL DAY	Revises the Note that outlines statutory requirements of the school calendar. Adds clarifying statement regarding providing notice to parents “if” an e-learning plan is adopted by the school board.
603	CURRICULUM DEVELOPMENT	Revises legal references to align with changes in statute.
604	INSTRUCTIONAL CURRICULUM	Revises legal references to align with changes in statute, and removes model policy notes. Removes the out of date statement about requirements for art in the areas of dance, music, theater, and visual arts. The art standards are now embedded in Policy 623 - Graduation Requirements.
607	ORGANIZATION OF GRADE LEVELS	Adds definition of “Prekindergarten” to mean a program designed for students younger than five years of age on Sept 1 of the calendar year in which school commences.
608	INSTRUCTIONAL SERVICES – SPECIAL EDUCATION	Adds section “Children Birth Through Age Six Experience Developmental Delays”, which includes definitions and guidelines for special education services for children age 6 and younger. Adds optional statement that the school district may conduct a stand-alone assessment for developmental adapted physical education (DAPE) services, which is now allowable and previously was not able to be separate from the full special education assessment process.
609	RELIGION	Revises title to be “Religion and Religious and Cultural Observances”. Adds language that reasonable efforts must be made to any student who wishes to be excused from a curricular activity for a religious observance or an American Indian cultural practice, observance, or ceremony. Also adds a statement affirming that the district must provide an annual notice to parents.(We provide this notice in an annual district

		newsletter.)
619.1	SCHOOL DISTRICT TESTING PLAN AND PROCEDURE	Significantly rewritten to align with statute and state procedures.
619.2	TESTING, ACCOMMODATIONS, MODIFICATIONS, AND EXEMPTIONS FOR IEPs, SECTION 504 PLANS, AND LEP STUDENTS	Revises URL links in the document and revises legal references to align with changes in statute.
628	GRADUATION REQUIREMENTS	Significant revision to align policy with changes in state statute and provide a deeper narrative about the graduation requirements.
635	ONLINE INSTRUCTION	Adds statutory requirement that students who taking classes through a supplemental online learning provider may enroll in additional courses that includes terms for paying tuition or course fees.

School Board Regular Meeting

6. C.

Meeting Date: 11/04/2024

Prepared By: Paul Peterson, Superintendent

Subject:

Board Member Workshop/Committee Reports

Background:

Board members will have an opportunity to provide brief reports on recent workshops they have attended or on committees they are serving on.

Recommended Action:

None

School Board Regular Meeting

7. A.

Meeting Date: 11/04/2024

Prepared By: Paul Peterson, Superintendent

Subject:

Approval of Minutes of October 21, 2024, Regular Meeting

Background:

See attachment.

Recommended Action:

Recommend approval of the minutes and proceedings as attached.

Attachments

Minutes - October 21, 2024

SCHOOL BOARD MINUTES
INDEPENDENT SCHOOL DISTRICT NO. 77
Mankato, Minnesota

October 21, 2024

The School Board of Independent School District No. 77 met in regular session on Monday, October 21, in the Minnesota River Room at the Intergovernmental Center. Chair Sinning called the meeting to order at 5:32 p.m. Members present at roll call: Christopher Kind, Kari Pratt, Liz Ratcliff, Erin Roberts, Kristi Schuck and Shannon Sinning. Absent: Patrick Baker.

Mrs. Pratt made a motion, and Mrs. Ratcliff seconded, approval of the agenda together with a Personnel Addendum. The motion carried on a 6-0 voice vote.

The consent agenda items outlined below were approved on a motion by Ms. Schuck, seconded by Ms. Roberts, and carried on a 6-0 roll call vote.

Approval of Minutes of the October 7, 2024, regular Board meeting.

Approval of October Bills totaling \$13,621,505.00.

Personnel:

APPOINTMENTS (NON-INSTRUCTIONAL)

Isabella Alioto - ACES Site Lead Substitute on an on-call basis beginning October 11, 2024. She will be compensated at the rate of \$16.75 per hour for this assignment. This is in addition to her ACES Child Care Assistant assignment at Franklin Elementary School.

Brielle Bushaw - Special Education Paraeducator (Intervention-Behavior Support) at Franklin Elementary School for 6.25 hours per day/5 days per week beginning October 15, 2024. She will be placed at classification B22, step 1, in accordance with the agreement between the District and the Minnesota School Employee Association.

Megan Haan - ACES Child Care Assistant at Rosa Parks Elementary School for 2-3 hours per day/5 days per week beginning October 7, 2024. She will be compensated at the rate of \$13.25 per hour.

Elizabeth Haglund - ACES Early Learning Aide at MAPS Center for Learning for 2 hours per day/5 days per week beginning October 16, 2024. She will be compensated at the rate of \$15.25 hours per for this assignment. This is in addition to her ACES Child Care Assistant Substitute assignment.

Maryan Hersi - Early Learning Special Education Paraeducator (Intervention) at MAPS Center for Learning for 7 hours per day/4 days per week (M-TH) beginning October 28, 2024. She will be placed at classification B22, step 1, in accordance with the agreement between the District and the Minnesota School Employee Association.

Ashley Kivioja - ACES Child Care Assistant at Bridges Community School for 3-4 hours per day/3 days per week beginning October 10, 2024. She will be compensated at the rate of \$13.00 per hour.

Brea Tonsager - ACES Child Care Assistant at Franklin Elementary School for 3-4 hours per day/3 days per week beginning October 14, 2024. She will be compensated at the rate of \$13.00 per hour.

CONTRACT ADJUSTMENTS (NON-INSTRUCTIONAL)

Avery Como - Adjust start date to July 16, 2024, as District Maintenance at East High School.

Martha Kosovich - Increase in assignment as Special Education Paraeducator (Resource) at Kennedy Elementary School from 6.5 hours per day/5 days per week to 6.83 hours per day/5 days per week beginning September 5, 2024.

Cari Nielsen - Increase in assignment as Special Education Paraeducator (Resource) at Rosa Parks Elementary from 6.25 hours per day/5 days per week to 6.5 hours per day/5 days per week beginning October 22, 2024.

Tierra Tester - Change in assignment from Second Cook at East High School to Cook Helper at Rosa Parks Elementary School for 7 hours per day/5 days per week beginning October 9, 2024. She will be compensated according to her placement on the Minnesota School Employees Association.

Julie Timmerman - Increase in assignment as Special Education Paraeducator (Intervention-ASD) at Bridges Community School from 6.5 hours per day/5 days per week to 6.75 hours per day/5 days per week beginning October 8, 2024.

Colby Wall - Increase hourly rate to \$17.50 as Building Supervisor with Community Education beginning September 3, 2024.

REQUESTS FOR LEAVE (INSTRUCTIONAL)

Crystal Kay - English Teacher at Central High School, has requested intermittent leave under the provisions of the Family Medical Leave Act beginning September 1, 2024, and continuing through the 2024-25 school year.

Annika Olivo - Extend Board-approved intermittent leave through the 2024-25 school year.

REQUESTS FOR LEAVE (NON-INSTRUCTIONAL)

Jennifer Denn - Extend Board-approved leave, returning to work on October 15, 2024.

Brittinni Lockwood - Extend Board-approved leave, returning to work on November 19, 2024.

Michael Stoeckel - Custodian Engineer at Bridges Community School, has requested leave under the provisions of the Family Medical Leave Act beginning September 26 and returning to work on November 19, 2024.

RESIGNATIONS (NON-INSTRUCTIONAL)

Meymuna Abdi - Student Success Coach at Jefferson Elementary School has submitted a resignation. The last day of employment will be October 11, 2024.

Dionne Kittleson - Non-classroom Paraeducator (Playground) at Franklin Elementary School, has submitted a resignation. The last day of employment will be October 9, 2024.

Dion Pierson - Rescind acceptance as ACES Early Learning Assistant Teacher at MAPS Center for Learning.

Cassandra Schmit - Health & Wellness Paraeducator at West High School, has submitted a resignation. The last day of employment will be September 4, 2024.

Personnel - Addendum

APPOINTMENTS (INSTRUCTIONAL)

Jennifer Snyder - Part-time (0.50 FTEs) Alternative Instruction Teacher (PEEK) at Dakota Meadows Middle School beginning November 11, 2024, for the 2024-25 school year. She will be placed at step 1 of the B lane on the Teachers Association salary schedule, contingent upon obtaining licensure.

CONTRACT ADJUSTMENTS (NON-INSTRUCTIONAL)

Chantell Drummer - Correction - Early Learning Paraeducator at MAPS Center for Learning for 3 hours per day/3 days per week (T-TH) beginning September 9, 2024. Training date August 27, 2024. She will be placed at classification B21, step 4, in accordance with the agreement between the District and the Minnesota School Employee Association. This is in addition to her MAPS Early Childhood Teacher assignment at MAPS Center for Learning.

Madelyn Kral - Change in assignment from Special Education Paraeducator (Intervention- Behavior Support) for 2 hours per day/1 day per week (M) and 4 hours per day/4 days per week (T-F) to Special Education Paraeducator (Intervention-Behavior Support), classification B22, for 2 hours per day/5 day per week and Special Education Paraeducator (Resource), classification B21.5, for 2 hours per day/4 days per week (T-F) at Hoover Elementary School beginning October 21, 2024. She will be compensated according to her placement on the Minnesota School Employees Association salary schedule.

Colby Wall - Increase hourly rate to \$18.50 as Building Supervisor with Community Education beginning September 3, 2024.

REQUESTS FOR LEAVE (INSTRUCTIONAL)

Chantell Drummer - MAPS Early Childhood Teacher and Early Learning Paraeducator at MAPS Center for Learning has requested unpaid leave beginning October 23 and returning to work on December 3, 2024.

Alexander Welter - Adjust return date to October 22, 2024, for Board-approved leave.

REQUESTS FOR LEAVE (NON-INSTRUCTIONAL)

Jill Enggren - Second Cook at West High School, has requested leave under the provisions of the Family Medical Leave Act beginning October 8 and returning to work on November 6, 2024.

RESIGNATIONS (NON-INSTRUCTIONAL)

Daniel Frederick - 4-hour Day Custodian at Franklin Elementary School, has submitted a resignation for the purpose of retirement. The last day of employment will be October 31, 2024.

Storie Hoody - Early Learning Special Education Paraeducator (Intervention) at MAPS Center for Learning, has submitted a resignation. The last day of employment will be October 16, 2024.

There being no further business to consider, Mrs. Pratt moved and Ms. Roberts seconded, that the meeting be adjourned. The meeting was declared adjourned at 5:34 p.m., on a 6-0 voice vote.

Clerk _____

Attest:

Chairperson _____

SCHOOL BOARD PROCEEDINGS
INDEPENDENT SCHOOL DISTRICT NO. 77
Mankato, Minnesota

October 21, 2024

The School Board of Independent School District No. 77 met in regular session on Monday, October 21, in the Minnesota River Room at the Intergovernmental Center. Chair Sinning called the meeting to order at 5:32 p.m. Members present at roll call: Christopher Kind, Kari Pratt, Liz Ratcliff, Erin Roberts, Kristi Schuck and Shannon Sinning. Absent: Patrick Baker.

1. Pratt/Schuck approval of agenda with personnel addendum. 6-0
2. Schuck/Roberts approval of Consent Agenda Items: Approval of Minutes of the October 7, 2024, regular meeting; Approval of October Bills; Personnel. 6-0
3. Pratt/Roberts adjournment at 5:34 p.m. 6-0

Independent School District No. 77
Mankato, Minnesota
By: Erin Roberts

The complete minutes and all documents relating to this meeting are on file and available for review in the Superintendent's Office, 10 Civic Center Plaza, Suite 2 and on-line at www.isd77.org.

School Board Regular Meeting

7. B.

Meeting Date: 11/04/2024

Prepared By: John Lustig, Director of Administrative Services

Subject:

Approval of Extended Trip - East Baseball

Background:

The Mankato East Baseball program requested school board approval of an extended trip and out-of-state travel March 26-30, 2025 for the purpose of spring practice and scrimmages.

Under Minnesota State High School League bylaw 411.00 Travel For Out-of-State Practice and Scrimmages, if a member school's League-sponsored athletic team requests out-of-state travel for a practice or scrimmage for the varsity, junior varsity, or "B" squad teams, the school board must complete the following steps prior to any travel by the team:

1. Review a complete copy of the itinerary planned for the school team.
2. Review the financial aspect of the trip including the funds to be received from and expended by the school team.
3. Identify the manner in which the school board will comply with the Title IX relative to travel opportunities for each gender.
4. Approve travel for the school team at a regularly scheduled school board meeting.

This request also received prior approval by Principal Osman and is in alignment with District Policy 610 Field Trips for school sponsored extended supplemental trips that are considered to be a part of the school's program.

Recommended Action:

The administration recommends that the School Board approve the extended trip, per MSHSL requirement.

Attachments

School Board Regular Meeting

7. C.

Meeting Date: 11/04/2024

Prepared By: John Lustig, Director of Administrative Services

Subject:

Approval of Extended Trip - East Softball

Background:

The Mankato East Softball program requested school board approval of an extended trip and out-of-state travel March 26-30, 2025 for the purpose of spring practice and scrimmages.

Under Minnesota State High School League bylaw 411.00 Travel For Out-of-State Practice and Scrimmages, if a member school's League-sponsored athletic team requests out-of-state travel for a practice or scrimmage for the varsity, junior varsity, or "B" squad teams, the school board must complete the following steps prior to any travel by the team:

1. Review a complete copy of the itinerary planned for the school team.
2. Review the financial aspect of the trip including the funds to be received from and expended by the school team.
3. Identify the manner in which the school board will comply with the Title IX relative to travel opportunities for each gender.
4. Approve travel for the school team at a regularly scheduled school board meeting.

This request also received prior approval by Principal Osman and is in alignment with District Policy 610 Field Trips for school sponsored extended supplemental trips that are considered to be a part of the school's program.

Recommended Action:

The administration recommends that the School Board approve the extended trip, per MSHSL requirement.

Attachments

School Board Regular Meeting

7. D.

Meeting Date: 11/04/2024

Prepared By: John Lustig, Director of Administrative Services

Subject:

Personnel

Background:

APPOINTMENTS (INSTRUCTIONAL)

Nancy Drescher - Long-term Substitute Teacher for Kristin Edwards at Prairie Winds Middle School beginning November 5, and ending December 17, 2024. She will be placed at step 5 of the PhD lane on the Teachers Association salary schedule.

The following will be teachers in the Central High night school Program for 2.5 hours per day/2 nights per week (T/TH) beginning October 22 and ending December 12, 2024. They will be compensated according to their placement on the Teachers Association salary schedule.

Frederick Berg, Jeremy Burger, Micah Degner, Russell Groebner, Stephen Hueser, Laura Januschka, Crystal Kay, Amanda Knode Abel, TeRon Lee, Christina Makela, Aaron Miller, Sherry Miller, Emma Noren, Michael Sipe, Daniel Toegel, Kristin Van Otterloo, Amber Waibel, Matthew Weichert, Anna Wirth, Christopher Wollmuth

APPOINTMENTS (NON-INSTRUCTIONAL)

Nimo Amiin - Cook Helper at East High School for 6.5 hours per day/5 days per week beginning October 28, 2024. She will be placed at classification A11, step 1, in accordance with the agreement between the District and the Minnesota School Employee Association.

Brielle Bushaw - ACES Student Support Assistant at Franklin Elementary School for 2-3 hours per day/2 days per week beginning October 28, 2024. She will be compensated at the rate of \$14.00 per hour. This is in addition to her Special Education Paraeducator assignment at Franklin Elementary School.

Morrigan Douglass - Building Supervisor with Community Education on an as-needed basis beginning October 15, 2024. She will be compensated at the rate of \$17.00 per hour.

Sebastian Flores - Special Education Paraeducator (Intervention-ASD) at West High School for 6.75 hours per day/5 days per week beginning October 23, 2024. He will be placed at classification B22, step 1, in accordance with the agreement between the District and the Minnesota School Employee Association.

Rachel Guentzel - Health & Wellness Paraeducator at Washington Elementary School for 7.5 hours per day/5 days per week beginning November 7, 2024. She will be placed at classification B22.5, step 1, in accordance with the agreement between the District and the Minnesota School Employee Association.

Tyler Leinen - 8-hour, 12-month Evening Custodian at Monroe Elementary School beginning November 4, 2024. He will be placed at classification A13, step 3, in accordance with the agreement between the District and the Minnesota School Employee Association.

Kiahna Pape - ACES Child Care Assistant at Eagle Lake Elementary School for 2-3 hours per day/3 days per week beginning October 24, 2024. She will be compensated at the rate of \$13.00 per hour.

Grace Perschbacher - ACES Early Learning Aide Substitute at MAPS Center for Learning on an on-call

basis beginning October 16, 2024. She will be compensated at the rate of \$15.25 per hour for this assignment. This is in addition to her Early Learning Special Education Paraeducator assignment at MAPS Center.

Emma Portner - ACES Site Lead Substitute on an on-call basis beginning October 16, 2024. She will be compensated at the rate of \$16.75 for this assignment. This is in addition to her ACES Child Care Assistant assignment at Jefferson Elementary School.

CONTRACT ADJUSTMENTS (NON-INSTRUCTIONAL)

Isabella Alioto - Change in assignment from ACES Site Lead Substitute to ACES Site Lead at Eagle Lake Elementary School for 4-5 hours per day/1 day per week beginning November 4, 2024. This is in addition to her ACES Child Care Assistant assignment at Eagle Lake Elementary School.

Isabella Alioto - Decrease in assignment as ACES Child Care Assistant from 3-4 hours per day/4 days per week at Franklin Elementary School to 2-3 hours per day/4 days per week at Eagle Lake Elementary School beginning November 4, 2024. This is in addition to her ACES Site Lead assignment at Eagle Lake Elementary School.

Hunter Hillman - Increase hourly rate to \$13.25 as ACES Child Care Assistant at Jefferson Elementary School beginning November 1, 2024.

Keanna Johnson - Increase in assignment as Student Success Coach at Prairie Winds Middle School from 5.03 hours per day/4 days per week (M/T/TH/F) to 7 hours per day/5 days per week beginning October 28, 2024.

Maribeth Marso - Change in assignment from ACES Student Support Assistant to ACES Student Support Assistant Substitute at Franklin Elementary School beginning September 5, 2024. This is in addition to her Special Education Paraeducator assignment at Franklin Elementary School.

Nadiya Mohamed - Change in assignment from ACES Child Care Associate Substitute to ACES Child Care Assistant Substitute on an on-call basis beginning November 7, 2024. She will be compensated at the rate of \$13.00 per hour.

Evelyn Scheibe - Voluntary decrease in assignment as Special Education Paraeducator at Prairie Winds Middle School from 6.75 hours per day/5 days per week to 7 hours per day/3 days per week (W-F) beginning October 28, 2024.

REQUESTS FOR LEAVE (INSTRUCTIONAL)

Paige Burnham - Special Education Teacher at Kennedy Elementary School, has requested leave under the provisions of the Family Medical Leave Act beginning March 28, 2025, and continuing through the end of the 2024-25 school year.

Chantell Drummer - MAPS Early Childhood Teacher and Early Learning Paraeducator at MAPS Center for Learning, has requested unpaid leave beginning October 23 and returning to work on December 3, 2024.

Danielle Edstrom - Adjust start date to November 11, 2024, for Board-approved leave.

Kristin Edwards - Special Education Teacher at Prairie Winds Middle School, has requested leave under the provisions of the Family Medical Leave Act beginning November 5 and returning to work on December 18, 2024.

Mary Jane Hollerich - 1st Grade Teacher at Bridges Community School, has requested intermittent leave under the provisions of the Family Medical Leave Act beginning October 23, 2024, and ending May 21, 2025.

Lara Zimmerli - Early Childhood Special Education Teacher at MAPS Center for Learning, has requested leave under the provisions of the Family Medical Leave Act beginning January 17, 2025, and continuing for a period of 12 work weeks, then continuing with unpaid leave until returning to work on April 23, 2025.

REQUESTS FOR LEAVE (NON-INSTRUCTIONAL)

Sharon Dinsmore - Extend Board-approved leave with a reduced work schedule of 6 hours per day, until returning to full schedule on November 8, 2024.

Taylor Homan - Adjust dates for Board-approved leave beginning October 21, 2024, and returning to work on March 3, 2025.

RESIGNATIONS (NON-AFFILIATED)

Carolyn Clause - Information Systems Programming Technician, has submitted a resignation for the purpose of retirement. The last day of employment will be December 2, 2024.

RESIGNATIONS (NON-INSTRUCTIONAL)

Jennifer Clausen - Building Secretary at Futures/SUN, has submitted a resignation. The last day of employment will be November 8, 2024.

Lori DesLauriers - East Health Service Secretary at Prairie Winds Middle School, has submitted a resignation for the purpose of retirement. The last day of employment will be January 15, 2025.

Elvia Brinks - ABE Teaching Assistant with the Adult Basic Education Program, has submitted a resignation. The last day for this assignment will be October 24, 2024. She will continue as an ABE Teaching Assistant Substitute.

TERMINATIONS (NON-INSTRUCTIONAL)

Derek Whaley - Supervision & Security at West High School, effective October 21, 2024.

Recommended Action:

The Administration recommends the approval of the personnel items.

School Board Regular Meeting

8. A.

Meeting Date: 11/04/2024

Prepared By: Paul Peterson, Superintendent

Subject:

Acceptance of Gifts and Grants

Background:

Bryan Pucik and Barbara Lake donated \$500 for Bridges Community School Mr. Hatlestad's Classroom

Kato Escape donated \$500 for West High Girls Tennis Program

Mary Ann Christensen donated \$189,257.31 for Mankato Area Public Schools FFA Program, Career Pathways Program, and Agriculture, Food & Natural Resources Education

Industrial Fabrication Services donated Pallet of Steel (200 value) for East High Welding Program

Ryan and Jill McKeown donated 1,000 for West High Girls Hockey Program

Becky Neve donated \$1,000 for East High VEX Robotics Program

Matthew E. Wolff donated \$2,000 for Wolff Family Jumpstart Scholarship Program

CAB Construction donated Welding supplies for Dice Project (\$52.63 value) for West High Welding Program

Central High School received the following donations for the Basketball Hoops:

- \$10,000 from Mankato Area Foundation
- \$5,000 from Mankato Area Foundation
- \$10,000 from Robert Chesley

West High School received the following donations for the Hall of Fame:

- \$250 from Charlton Dietz
- \$50 from Lynn Nordgren

Recommended Action:

The administration recommends Board acceptance of these generous gifts and grants.

School Board Regular Meeting**8. B.****Meeting Date:** 11/04/2024**Prepared By:** John Lustig, Director of Administrative Services

Subject:

Second Reading/Approval of Revised Policies

Background:

School Board Policy 305 states that it is the responsibility of the Superintendent to recommend additions or modifications to School Board policies. The School Board reviewed the recommended policy modifications during the October 7, 2024, School Board meeting.

Recommended Action:

The administration recommends approval of the revised policies as presented.

AttachmentsList of Policies

List of Policies for Board Action

School Board First Reading: October 7, 2024

School Board Second Reading/Approval: November 4, 2024

POLICY #	POLICY TITLE	NOTES
<u>204</u>	SCHOOL BOARD MEETING MINUTES	MSBA Recommendation. Revises legal references. No changes to policy language.
<u>206</u>	PUBLIC PARTICIPATION IN SCHOOL BOARD MEETINGS/COMPLAINTS ABOUT PERSONS AT SCHOOL BOARD MEETINGS AND DATA PRIVACY CONSIDERATIONS	Aligns policy language with change in practice by the school board. Revises "Open Forum" to be re-titled as "Public Comment" and changes the requirement of providing address to provide city of residence instead.
<u>207</u>	PUBLIC HEARINGS	MSBA Recommendation. Revises legal references, and revises requirement to provide address to provide city of residence instead.
<u>413</u>	HARASSMENT AND VIOLENCE	MSBA Recommendation. Revises language in definition of familial status to align with changes in statute.
<u>416</u>	DRUG, ALCOHOL, AND CANNABIS TESTING	MSBA Recommendation. Adds "Oral Fluid Testing" to align with statute as a part of cannabis testing that was added to the policy last spring.
<u>418</u>	DRUG-FREE WORKPLACE/DRUG-FREE SCHOOL	MSBA Recommendation. Adds exception that the school district may not refuse to enroll or penalize a pupil who is in MN Patient Registry Program. Aligns with statute.
<u>419</u>	TOBACCO-FREE ENVIRONMENT; POSSESSION AND USE OF TOBACCO, TOBACCO-RELATED DEVICES, AND ELECTRONIC DELIVERY DEVICES; VAPING AWARENESS AND PREVENTION INSTRUCTION	MSBA Recommendation. Adds exception for the use of tobacco for smudging. "An American Indian student or staff member may use tobacco, sage, sweetgrass, and cedar to conduct individual or group smudging in a public school."
<u>466</u>	PROFESSIONAL DEVELOPMENT AND MENTORING	MSBA Recommendation. Adds language regarding requirements for paraprofessional training and orientation.
<u>606.5</u>	LIBRARY MATERIALS	New policy.

School Board Regular Meeting**8. C.****Meeting Date:** 11/04/2024**Prepared By:** Amanda Heilman, Director of Business Services

Subject:

Approval of Individual Transportation Contracts

Background:

The state law requires school districts to enter contracts with all individuals or companies who transport students. There are a number of individuals with whom we must reach an agreement with each fall.

There are various situations in the school district for which a special arrangement for transportation has been made with either the parent or a private contractor for example: There are situations where the bus is unable to travel on a road because of location and condition. The bus routes are too long for some students that have very special needs or are medically fragile. Some are just not able to make arrangements suitable for the child's specific needs and therefore enter into a contract with the parent or guardian. The district has a number of students that participate in a work program and are being transported to and from their work experience sites on a daily basis.

Recommended Action:

At this time, the administration has currently reached an agreement in each of these cases with the parent or contractor and the administration recommends the approval of the individual contracts as stated in the memorandum which is attached. Moreover, the administration may reach further such agreements throughout the year as needs arise. The administration recommends board approval.

Attachments

School Board Regular Meeting**8. D.****Meeting Date:** 11/04/2024**Prepared By:** Paul Peterson, Superintendent

Subject:

Approval of MAPS School Board Handbook

Background:

Earlier in 2024, the Mankato Area School Board committed to establishing a handbook that would provide information and direction to current and prospective school board members.

The Communications Committee, along with Administrative Assistant Becky Bailey, have worked over the last several months to pull together resources for inclusion in the handbook that will be available on the school district website. Paper versions of the handbook will be made available at the district office.

Once approved, the Communications Committee will review and update the handbook on an annual basis.

Recommended Action:

The administration recommends Board approval of the MAPS School Board Handbook as presented.

AttachmentsBoard Handbook



School Board Member Handbook



**Excellence, Equity, Empowerment.
Every Student, Every Day.**

**10 Civic Center Plaza, Mankato, MN 56001
(507) 387-1868
www.isd77.org**

Approved: 11/4/2024

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Introduction

Navigating This Handbook

The purpose of this handbook is to outline the board's operating procedures and norms. It also includes important information on policies, meetings, committees, partnerships, and communication. Its ongoing guidance is meant to enable each board member to fulfill essential governance duties and to exercise their responsibilities as a board member, while also providing expectations and standards of behavior for the conduct of the board.

Handbook Maintenance and Review Procedure

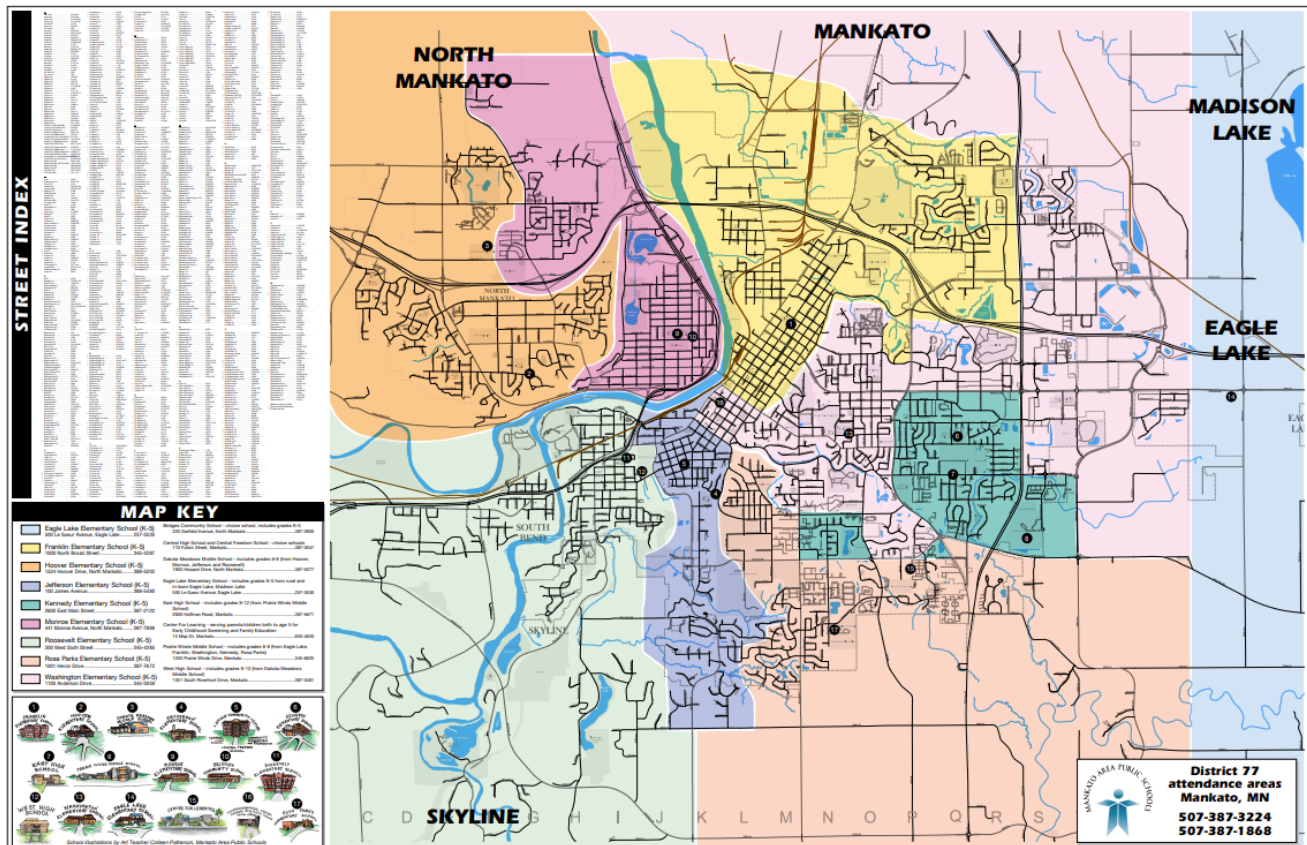
- Annually, the handbook will undergo a review and approval by the board.
- Board members may propose additions/revisions to the handbook at any time by sending an email to the chair and superintendent requesting to add "handbook discussion" as a topic for an upcoming work session.
- The handbook may be updated to reflect adopted policy changes without further board action;
- Hyperlinks within the handbook may be updated without further board action;
- The date this handbook was last approved is included on the cover page of this handbook.

District Information

Overview

Mankato Area Public Schools (MAPS) serves approximately 8,000 students in grades PreK-12 who come from over 140 square miles, encompassing three counties and five cities. Our students attend one of ten elementary schools (grades K-5), two middle schools (grades 6-8) and three high schools (grades 9-12). In addition, MAPS provides comprehensive early learning and adult education programs.

Excellence, Equity, Empowerment. Every Student, Every Day is the mission of our school district, and MAPS staff is proud to deliver future-focused education experiences for all students. Over 2,400 employees work together with our communities and families to provide a personalized education experience that meets the unique needs of each individual child. The Mankato Area Public School Board is composed of seven elected officials who represent, lead, and serve residents in Blue Earth, Nicollet and LeSueur counties, and the communities of Mankato, North Mankato, Eagle Lake, Madison Lake, and Skyline.



Strategic Framework



MANKATO AREA PUBLIC SCHOOLS STRATEGIC ROADMAP

Mission Statement

our core purpose

Excellence, Equity, Empowerment. Every Student, Every Day.

Core Values



drivers of our words and actions

- **Courage:** We do and say what is needed to develop strength, resilience and character.
- **Student Centered:** Student success drives our decisions and actions, and we strive to provide each learner with what they need, when they need it.
- **Integrity:** We are honest, authentic and respectful in every interaction.
- **Accountable:** We know our desired outcomes, understand our individual responsibility for them, and collectively take accountability for results and continuous improvement.
- **Inclusive Practices:** We ensure ALL learners are welcomed and valued, have a sense of belonging and see themselves in their learning.

Vision



what we intend to create

MAPS inspires students to thrive through future focused learning experiences by:

- Pursuing their individual pathway
- Ensuring safe and secure schools
- Fostering inclusivity by understanding and appreciating diversity
- Engaging with families and caregivers
- Partnering with and contributing to our community

with high quality, dedicated and exceptionally trained staff.

Strategic Directions



focus of our improvement efforts

- A. Improving our professional practices so that each learner achieves at high levels in an inclusive educational model that is relevant and flexible
- B. Enhancing our student support structures to meet academic, social, behavioral, and mental health needs
- C. Recruiting, developing, and retaining staff to ensure positive learning experiences for students
- D. Strengthening our parent/caregiver partnerships and connections
- E. Ensuring safe, efficient and effective operations

Excellence, Equity, Empowerment. Every Student, Every Day.

#MAPSready

Leadership Directory

School Board Members

Shannon Sinning, Chair
Kristi Schuck, Vice Chair
Erin Roberts, Clerk
Christopher Kind, Treasurer
Patrick Baker
Kari Pratt
Liz Ratcliff

Superintendent's Office

Dr. Paul Peterson, Superintendent
Becky Bailey, Administrative Assistant

Travis Olson, Director of Teaching & Learning
John Lustig, Director of Administrative Services
Scott Hare, Director of Student Support Services
Amanda Heilman, Director of Business Services
Audra Nissen Boyer, Director of Community Education

District Facilities

District Office

10 Civic Center Plaza, Mankato, MN 56001
(507) 387-1868

Community Education

Lincoln Community Center
110 Fulton Street, Mankato, MN 56001
(507) 387-5501

Birth to age 5

Center for Learning
15 Map Drive, Mankato, MN 56001
(507) 387-4817

Elementary Schools

Eagle Lake Elementary School (K-5)
500 LeSueur Avenue, Eagle Lake MN 56024
(507) 207-3530

Franklin Elementary School (K-5)
1000 N. Broad Street, Mankato, MN 56001
(507) 345-4287

Kennedy Elementary School (K-5)
2600 E. Main Street, Mankato, MN 56001
(507) 387-2122

Rosa Parks Elementary School (K-5)
1001 Heron Drive, Mankato, MN 56001
(507) 387-7672

Washington Elementary School (K-5)
1100 Anderson Drive, Mankato, MN 56001
(507) 345-3059

Hoover Elementary School (K-5)
1524 Hoover Drive, North Mankato, MN 56003
(507) 388-5202

Central High School (9-12)
110 Fulton Street, Mankato, MN 56001
(507) 387-3047

Central Freedom School (9-12)
110 Fulton Street, Mankato, MN 56001
(507) 387-3047

Jefferson Elementary School (K-5)
100 James Avenue, Mankato, MN 56001
(507) 388-5480

Monroe Elementary School (K-5)
441 Monroe Avenue, North Mankato, MN 56003
(507) 387-7889

Roosevelt Elementary School (K-5)
300 W. Sixth Street, Mankato, MN 56001
(507) 345-4285

Elementary Choice School

Bridges Community School (K-5)
320 Garfield Avenue, North Mankato, MN 56003
(507) 387-2800

Middle Schools

Prairie Winds Middle School (6-8)
1200 Prairie Winds Drive, Mankato, MN 56001
(507) 345-6625

Dakota Meadows Middle School (6-8)
1900 Howard Dr., W, North Mankato, MN 56003
(507) 387-5077

High Schools

Mankato East High School (9-12)
2600 Hoffman Road, Mankato, MN 56001
(507) 387-5671

Mankato West High School (9-12)
1351 S. Riverfront Drive, Mankato, MN 56001
(507) 387-3461

Special Education Sites & Programs

Futures (K-12)
1610 Commerce Dr., North Mankato, MN 56003
(507) 387-1455

Future SUN Program (K-12)
2077 Lookout Dr., North Mankato, MN 56003
(507) 387-1455

INSITE (18-21)
50 Navaho Avenue, Mankato, MN 56001
(507) 387-1818

Schedule a Facility Visit or Tour

Board members have the same right as a parent or community member to visit the schools in the district, as long as you adhere to the procedures the district has for visitors. You may also visit the schools in an official capacity or to fulfill a specific duty required of you as a board member. In any event, be sure to communicate with the superintendent and building administrator to schedule your visit.

You should use school visits to build good working relations with building principals and staff, to celebrate the positive accomplishments of the schools, and to show your pride as a member of the board. Look for opportunities to visit when a school is hosting a special event or recognition program for students and staff. To ease in prioritization, at the start of each school year Board Members are assigned to a set of schools in which they serve as the Board's liaison.

2024-2025 School Year Board Member School Assignments

Board Member	Schools
Shannon Sinning	Bridges Community School, Insite, Kennedy Elementary
Kristi Schuck	Roosevelt Elementary, SUN, West High School
Erin Roberts	East High School, Washington Elementary
Chris Kind	Eagle Lake Elementary, Jefferson Elementary, Prairie Winds Middle School
Kari Pratt	Central Freedom School, Central High School, Franklin Elementary, Futures, PEEK
Liz Ratcliff	Hoover Elementary, Rosa Parks Elementary
Patrick Baker	Monroe Elementary, Dakota Meadows Middle School, MAPS Center for Learning

District Memberships / Partnerships

Association of Metropolitan School Districts (AMSD)

Mankato Area Public Schools, along with 40 other K-12 school districts, is a member of the AMSD organization. The mission of AMSD is to advocate for metropolitan school districts and advance legislation that supports student achievement. AMSD is a strong voice for public education both at the Legislature and in the media, with a proactive agenda and a commitment to action. AMSD's primary task is to lobby at the state level for the needs of metropolitan school districts. However, AMSD's Board believes that its lobbying efforts are most effective when the organization plays a role in shaping the broader public debate on K-12 issues and advocates for policies that benefit the State as a whole.

Minnesota School Boards Association (MSBA)

The Minnesota School Boards Association (MSBA) is a private, nonprofit organization that exists to support the work of the public school boards and public education. The MSBA is a leading advocate for public education, supports, promotes, and strengthens the work of public school boards through professional development opportunities, policy development and maintenance, legislative guidance and information, and legal advice. As mentioned in the school board training section of this handbook, the MSBA offers annually, a Leadership Conference in January and a Summer Seminar in August. However, the MSBA School Board Workshop Series (Phase I, II, III, and IV) is the most important set of workshops for school board members because it sets the foundation for their work. These sessions cover all aspects of school board service.

Educare Foundation

Educare is a non-profit, public entity which provides financial support to Mankato Area Public Schools, beyond the normal operating budgets, for programs and activities that enhance educational opportunities for all students. Through this funding, we enable teachers to explore new ways to expand a world of learning for their students. The Educare Foundation provides support through two types of grants:

Ed Waltman Mini Grants Program distributes up to \$24,000 annually, with a maximum of \$1,000 awarded per mini grant. Grant requests are accepted and reviewed every quarter by the Educare Grants Committee.

Initiative Grants are funded on an annual basis, with a due date typically late March, early February. The annual initiative Grants generally total around \$75,000 with 4-5 grants being awarded per year.

Becoming a Board Member

Mankato Area Public Schools is governed by seven school board members, elected at-large, representing all citizens within the MAPS boundaries. Board members are elected officials. Elections are held in November of even-numbered years. To avoid having all seven seats up for election simultaneously, the seats are balloted on alternating basis, with four spots being available one year, and the remaining three being available two years later.

Running for School Board

Eligibility Requirements

To run for a board seat, you must be (1) at least 21 years old, (2) an eligible voter, (3) a district resident for at least 30 days prior to election/appointment, and (4) not convicted of a felony. [Minn. Stat. 123B.09](#); [Minn. Stat. 204B.06, Subd. 1.](#)

Running for School Board

The Minnesota School Board Association maintains great resources for prospective school board candidates at: <https://mnmsba.org/membership/becoming-a-school-board-member/>

Term of Office

Board members are elected to four-year terms and take office on the first Monday in January. The term of a member who has been appointed to fill a vacancy will be for the remainder of the predecessor's term until the date of the district's next general election. There is no limit on the number of consecutive terms a board member can serve. [Minn. Stat. 123B.09.](#)

Filling Vacancies

A vacancy on the board can occur for a number of reasons including when a member dies, resigns, or ceases to be a resident of the district. All vacancies will be filled according to [Minn. Stat. 123B.09.](#)

Post-Election Procedures

Canvass and Declaration of Results

Between the third and tenth days after a district election, the board must canvass the returns and declare the results of the election. [Minn. Stat. 205A.10, Subd. 3.](#)

Certification of Results

The district clerk shall certify the results of the district election to the county auditor. [Minn. Stat. 205A.10, Subd. 3.](#)

Issuance of Certificate of Election

After canvassing the election and the time for contesting an election has passed (seven days after the canvassing board has declared the result of the election), the board shall issue a certificate of election to the candidate for each office who received the largest number of votes cast for the office. If there is a contest, the certificate of election to that office must not be issued until the outcome of the contest has been determined by the proper count. [Minn. Stat. 205A.10, Subd. 3;](#) [Minn. Stat. 204C.40, Subd. 2.](#)

Campaign Financial Report Certification of Filing

The Certification of Filing is due no later than seven days after the general election. [Minn. Stat. 211A.05.](#)

Taking Office

Board members take office the first Monday in January. [Minn. Stat. 123B.14, Subd. 1.](#)

Official Oath of Office

The official oath of office is administered once elections have been canvassed, the candidates have turned in their certificate of campaign filing report, and the seven-day contest period has ended. When the contest period ends, the school election officer should give each winning candidate the certificate of election. Each winning candidate then has thirty days to sign the official oath and acceptance of office

form in front of a notary. By signing this document, the individual officially becomes a board member on the first Monday in January. [Minn. Stat. 358.05.](#)

Ceremonial Oath of Office

The ceremonial oath of office is usually administered at the organizational meeting on the first Monday in January (or as soon thereafter as practicable). While the official oath of office is required, the ceremonial oath of office is optional.

Organizational Meeting

On the first Monday in January (or as soon as practicable thereafter) each year, newly elected board members' terms of office begin, and boards must meet to organize for the year. [Minn. Stat. 123B.14, Subd. 1.](#) During this meeting, ceremonial oaths of office may be administered, officers are elected, committee assignments are established, and meeting schedules are adopted. This process lays the groundwork for the board's operations, emphasizing collaboration and effective governance to serve the district and its stakeholders.

For more regarding organizational meetings see, [MSBA's First Monday in January Handbook.](#)

District Intake

Upon certification of the election, Becky Bailey, Administrative Assistant to the Superintendent and School Board, will contact newly elected Board members to facilitate completion of the District's intake process to make the transition as smooth as possible. This will include providing a copy of this board handbook, access to district electronic resources including email, obtaining your contact information, providing necessary paperwork, and arranging a meeting with the Superintendent. Further, new Board members participate in an orientation on the governance role of school boards. This is done in advance of training sessions facilitated by the Minnesota School Boards Association.

Board Membership

The effectiveness of your decisions as a board member hinges on your knowledge of the district's schools, staff, students, and the communities they inhabit. Recognizing the specific needs and aspirations of the Mankato Area Public Schools will empower you to advocate for policies and initiatives that truly enhance our educational outcomes. By engaging with this information, you will not only enhance your ability to make informed decisions but also build trust and credibility with fellow board members, the community, staff, and students alike. Let this knowledge serve as the foundation of your tenure, guiding your decisions and initiatives to foster an environment where every student can succeed.

When considering your governance role, embracing the procedural steps that underpin the integrity of the democratic process is paramount. From post-election procedures to the establishment of board offices, each action reflects your commitment to transparency and accountability. By being diligent in these duties, you acknowledge the trust placed in you by constituents. Prioritizing effective governance ensures you serve the community and prioritize the needs of students.

Board Organization

Board Offices

Officers of the board include chair, vice-chair, clerk, and treasurer. These positions are determined annually at the organizational meeting. All board members, regardless of office, maintain equal rights and equal voices. See the Election of Board Officers section on page 27 for information regarding nominating and voting procedures.

Role of the Chair

- The chair, when present, shall preside at all meetings of the board, countersign all orders upon the treasurer for claims allowed by the board, represent the district in all actions, and perform all duties a chair usually performs.
- In case of absence, inability, or refusal of the clerk to draw orders for the payment of money authorized by a vote of the majority of the board to be paid, the chair may draw the orders, or the office of the clerk may be declared vacant by the chair and treasurer and filled by appointment.
- Serve as a member of the executive committee.

Role of the Vice-Chair

- The vice-chair shall perform the duties of the chair in the event of the chair's temporary absence.
- Serve as a member of the executive committee.

Role of the Clerk

- The clerk shall keep a record of all meetings in the books provided.
- Within three days after an election, the clerk shall notify all persons elected of their election.
- On or before September 15 of each year, the clerk shall:
 - o file with the board a report of the revenues, expenditures, and balances in each fund for the preceding fiscal year.
 - o make and transmit to the Commissioner of the Minnesota Department of Education (Commissioner) certified reports, showing:
 - revenues and expenditures in detail, and such other financial information required by law, rule, or as may be called for by the Commissioner;
 - length of school term and enrollment and attendance by grades; and
 - other items of information as called for by the Commissioner.
- The clerk shall enter into the clerk's record book copies of all reports, the teachers' term reports, the proceedings of any meeting, and keep an itemized account of all expenses of the district.
- The clerk shall furnish to the county auditor, on or before September 30 of each year, an attested copy of the clerk's record, showing the amount of proposed property tax levy voted by the district or the board for school purposes.

- The clerk shall draw and sign all orders upon the treasurer for the payment of money for bills allowed by the board for salaries of officers and for teachers' wages and all claims, to be countersigned by the chair.
- The clerk shall perform such duties as required by the Minnesota Election Law or other applicable laws relating to the conduct of elections.
- The clerk shall perform the duties of the chair in the event of the chair's and the vice-chair's temporary absences.
- By resolution, the board may combine the duties of clerk and treasurer in a single person in the Office of Business Affairs. Typically, that single person almost always delegates at least some duties to others.

Role of the Treasurer

- The treasurer shall deposit the funds of the district in the official depository.
- The treasurer shall make all reports which may be called for by the board and perform all duties a treasurer usually performs.
- In the event there are insufficient funds on hand to pay valid orders presented to the treasurer, the treasurer shall receive, endorse, and process the orders in accordance with [Minn. Stat. 123B.12](#).
- By resolution, the board may combine the duties of clerk and treasurer in a single person in the Office of Business Services. Typically, that single person almost always delegates at least some duties to others.

Associated Policy – [Policy 202 School Board Officers](#)

Board Compensation

Board members receive compensation as approved by the board in policy [218 School Board Member Compensation](#).

Expense Reimbursement

Per district policy 212, "The school board will reimburse the necessary expenses of all school board members who attend meetings and conventions pertaining to school activities and the objectives of the school board, within the approved policy and budget allocations of the school district relating to the reimbursement of expenses involving the attendance at workshops and conventions." Board members can contact Becky Bailey with questions or to request the necessary reimbursement forms. The associated policies below further articulate policies and procedures related to expense reimbursement.

Associated Policy – [212 School Board Member Development](#), [213 Out-of-State Travel by School Board Members](#), and [412 Expense Reimbursement](#).

Learning the Job

Learning from Board Colleagues

One of the most valuable resources at your disposal, outside of this handbook, is the wealth of experience and knowledge possessed by your fellow board members and district staff. Engaging with

them can significantly enhance your understanding of board operations, policies, and educational best practices. Your colleagues on the board bring diverse backgrounds and perspectives that can provide invaluable insights. Here are a few ways to leverage their experience:

Workshops and Retreats – Participate actively in board workshops and retreats. These sessions are designed not only to address key issues but also to foster team building and collective learning.

Committee Participation – Join board committees that align with your interests and expertise. Working closely with other members on specific topics will deepen your understanding and contribute to your professional growth.

Informal Meetings – Work with the superintendent to schedule informal meetings with key staff members to discuss specific areas of interest. These one-on-one interactions can offer a more personalized learning experience and help you build strong working relationships.

Mentorship

The district recognizes the importance of supporting new board members as they transition into their roles. To facilitate this, the district has implemented a mentorship program designed to provide guidance, support, and valuable insights. Each new board member will be paired with an experienced mentor who will help them navigate their responsibilities and become effective contributors to the board. This mentor will be a seasoned board member with a deep understanding of the district's operations, policies, and culture. The assignment will be made by the board chair in consultation with the superintendent to ensure a good match based on experience and areas of expertise.

To support you in this transition, you and your mentor will use the [MSBA New Board Member Orientation Year At-a-Glance](#) to guide you through your first year. This program aims to provide you with the knowledge, tools, and support necessary to become an effective and confident board member. Mentor and mentee should schedule a time before each school board meeting to check-in regarding the upcoming agenda, policies, and procedures.

Throughout the year, you will engage in various learning sessions, attend MSBA training events, and participate in board meetings and district activities. These experiences are designed to deepen your understanding of board operations, district policies, and educational goals. By the end of your first year, you will have a solid foundation to effectively contribute to the board's mission of providing quality education for all students. Mentors are encouraged to attend the workshops and trainings with the mentees to make the information more relevant and specific to the district.

Ongoing Professional Development

Continuous learning is crucial for effective governance. Board members are encouraged to participate in school board and related workshops and activities sponsored by local, state, and national school boards associations, as well as in the activities of other educational groups. Each board member shall receive training in school finance and management developed in consultation with the Minnesota School Boards Association. [Minn. Stat 123B.09, Subd. 2](#). Members are encouraged to attend the full series of MSBA's Learning to Lead Phase Workshops and other opportunities for professional development. Members can reach out to Becky Bailey to register them for events of interest.

Associated Policy - [Policy 212 School Board Member Development](#)

Individual Board Membership

Duties as an Individual Board Member

The position of board member carries with it a profound responsibility to uphold the highest ethical standards. A commitment to integrity, transparency, and accountability will not only enhance the effectiveness of educational policies but also strengthen the community's confidence in the board's decision-making. Remember that your actions and decisions will help shape the future of our students, schools, and community. The Code of Ethics in District Policy 209 will help guide you in navigating the complexities of governance with unwavering moral clarity and purposeful dedication.

Associated Policy – [209 Code of Ethics](#)

Board Time Commitment

The time required to complete your board responsibilities will most vary by time of year. It will depend on how many meetings are scheduled, which committees you serve on, what issues are going on in the district at the time, and how much time you need to prepare for upcoming meetings. For example, if the district is going through a building project, hiring a superintendent, or developing the district budget, the time needed for board meetings may be more extensive. On average, however, you can anticipate spending about nine to twelve hours a month on board service.

Conflict of Interest

As a board member, you are expected to uphold the highest standards of integrity by actively avoiding any conflicts of interest in your official capacity. This means refraining from any personal financial involvement in district transactions such as sales, leases, or contracts you oversee or participate in. If a potential conflict arises, you must fully disclose your interests and abstain from decision-making processes related to those interests. You will operate under stringent guidelines to ensure that any exceptions to this rule are handled transparently, with unanimous consent and clear documentation. This approach maintains the community's trust and ensures all decisions are made solely in the best interest of the district and its stakeholders.

Associated Policy – [210 Conflict of Interest - School Board Members](#)

Working as a Board Team

At the heart of educational excellence lies the steadfast commitment of the board, entrusted with duties that shape the very fabric of our district's future. Defined by statute, yet driven by a passion for progress, the board's responsibilities encompass a profound dedication to nurturing thriving learning environments and supporting the endeavors of our administration. Crucial to fulfilling these responsibilities is the collaborative spirit of board teamwork, where collective wisdom and shared vision pave the path toward transformative change. By fostering an environment of mutual respect and collaboration, the board can harness its collective strength to address challenges, capitalize on opportunities, and ultimately, advance the educational journey of every student in our district.

Duties of the Board

- The board has powers and duties specified by statute. The board's authority includes implied powers in addition to specific powers granted by the legislature.
- The board exercises administrative functions. It also has certain powers of a legislative character and other powers of a quasi-judicial character.
- The board shall superintend and manage the schools of the district; adopt rules for their organization, government, and instruction; prescribe textbooks and courses of study; and make and authorize contracts.
- The board shall have the general charge of the business of the district, its facilities and property, and of the interest of the schools.
- The board, among other duties, shall perform the following in accordance with applicable law:
 - provide by levy of tax, necessary funds for the conduct of schools, the payment of indebtedness, and all proper expenses of the district;
 - conduct the business of the schools and pay indebtedness and proper expenses;
 - employ and contract with necessary qualified teachers and discharge the same for cause;
 - provide services to promote the health of its pupils;
 - provide school buildings and erect needed buildings;
 - purchase, sell, and exchange district property and equipment as deemed necessary by the board for school purposes;
 - provide for payment of claims against the district, and prosecute and defend actions by or against the district, in all proper cases;
 - employ and discharge necessary employees and contract for other services;
 - provide for transportation of pupils to and from school, as governed by statute; and
 - procure insurance against liability of the district, its officers, and employees.
- The board, at its discretion, may perform the following:
 - provide library facilities, public evening schools, adult and continuing education programs, summer school programs, and intersession classes of flexible school year programs;
 - furnish school lunches for pupils and teachers on such terms as the board determines;
 - enter into agreements with one or more other independent districts to provide for agreed upon educational services;
 - lease rooms or buildings for school purposes;
 - authorize the use of school facilities for community purposes that will not interfere with their use for school purposes;
 - authorize co-curricular and extracurricular activities;
 - receive, for the benefit of the district, bequests, donations, or gifts for any proper purpose; and

- perform other acts as the board shall deem to be reasonably necessary or required for the governance of the schools.

Associated Policy – [201 Legal Status of the School Board](#)

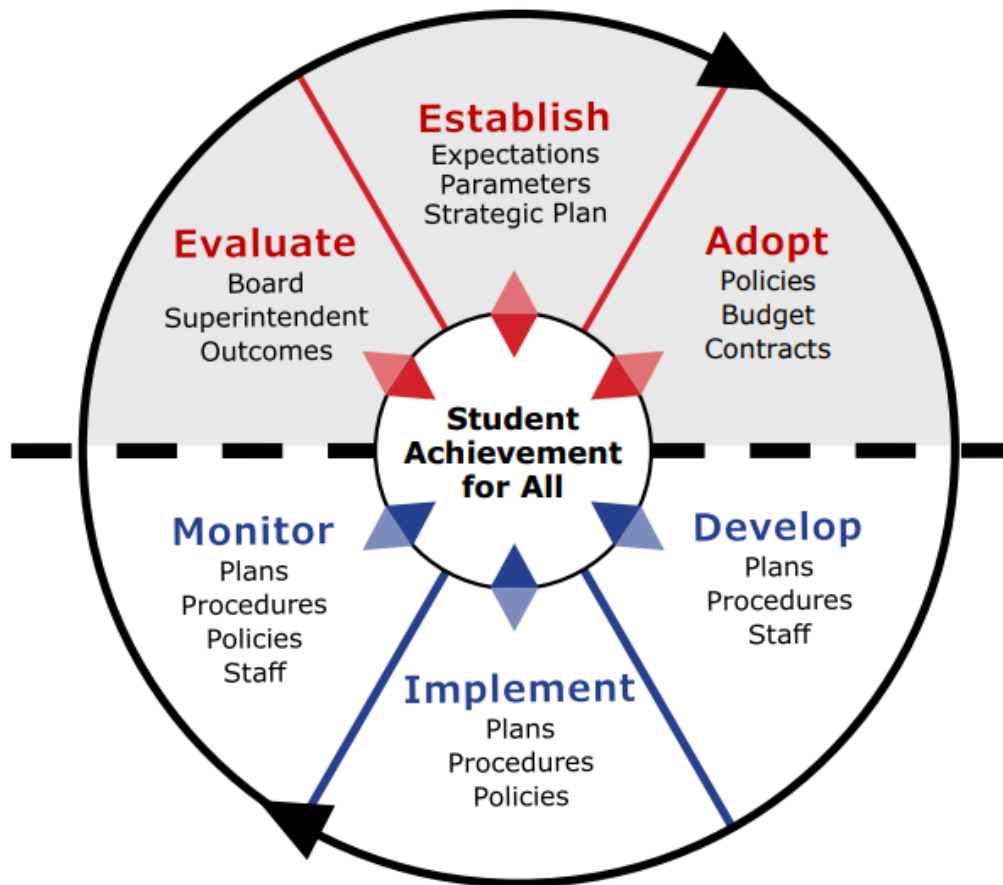
Board Governance Model

The [MSBA Board Governance Model](#) (included below) delineates the distinct roles and responsibilities of the board and the superintendent, ensuring both governance and management functions are clearly articulated and understood. It outlines the board's role in setting expectations and parameters through policy adoption, budgeting, contracting, and focusing on student achievement for all. It also highlights the superintendent's responsibilities in providing leadership and supervision, thus ensuring policies and strategies set by the board are effectively implemented.

Board Governance Model

The School Board Governs

Setting expectations and parameters



The Superintendent Manages

Providing leadership and supervision

Standards for Board Leadership

The board is responsible to the community to govern efficiently and lead effectively to provide students an equitable education that results in high achievement. To assist in this journey, see the [Standards for School Board Leadership](#) (Attachment A) developed by the MSBA - which is also attached as an addendum to this handbook. This document outlines best practices for board members and provides the standards we should strive to meet as part of a high-performing board team.

Attributes of High-Performing Board Teams

1. Everyone clearly understands the mission, goals, and role of the board; everyone knows who is, and who should be, doing what.
2. Board members are skilled in group leadership and/or membership functions.
3. Board members have a high degree of trust in one another.
4. Interaction occurs in a supportive atmosphere. Suggestions, comments, ideas, information, and criticism are all offered in a manner that is helpful. Respect is shown for varying team viewpoints.
5. Expectations for the group and its members are high. Goals are stretched.
6. The board is not dominated by an individual or sub-group; everyone participates and has the opportunity to influence the discussion.
7. The board has established procedures for operation including decision-making, conflict resolution, and meeting management.
8. The board is future focused. Decisions are made with long-term consequences and benefits in mind.
9. The board evaluates its performance periodically.

Role of the Superintendent

The board employs a superintendent to lead and manage the district. The superintendent is an ex-officio, non-voting member of the board and the chief executive officer of the school system. The superintendent's duties and responsibilities are derived largely from three sources: statute, the employment contract, and the job description. Superintendents are responsible for the management of the schools, the administration of all board policies, and are directly accountable to the board. The superintendent must annually evaluate each principal assigned responsibility for supervising a school building in the district. Also, the superintendent may delegate responsibilities to other district personnel but shall continue to be accountable for actions taken under such delegation. [Minn. Stat. 123B.143.](#)

Hiring a Superintendent

One of the most critical responsibilities of the board is the hiring of a superintendent. The selection of the superintendent is a decision that shapes the future of the district, influencing the quality of education, the effectiveness of school management, and the overall success of students. The importance of this decision cannot be overstated. The superintendent's vision and leadership directly impact educational outcomes and the district's ability to achieve its strategic goals. Therefore, it is imperative

that the board conducts a thorough and meticulous search process, considering candidates' experience, leadership style, and alignment with the district's values and objectives. This decision requires careful deliberation and a commitment to finding a leader who will foster a positive educational environment, promote innovation, and address the diverse needs of the school community. In essence, the hiring of a superintendent is not just a routine administrative task but a defining moment that sets the course for the district's future.

Duties of the Superintendent

As defined in the contract with Superintendent Peterson, “The superintendent shall perform those duties as set forth in M.S. 123.143, Subd. 1. The Superintendent shall have charge of the administration of the school under the direction of the School Board. The Superintendent shall be the chief executive officer of the School Board; shall direct and assign teachers and other employees of the schools under the Superintendent’s supervision; shall organize, reorganize and arrange the administrative and supervisory staff, including instruction and business affairs, as best serves the school district subject to the approval of the School Board; shall from time to time suggest policies, regulations, rules and procedures deemed necessary for the School District, and in general perform all duties incident to the office of the Superintendent and such other duties as may be prescribed by the School Board from time to time. The Superintendent shall abide by the policies, regulations, rules and procedures established by the School Board and the State of Minnesota.

The Superintendent shall have the right to attend all School Board meetings and all School Board and citizen committee meetings, serve as an ex-officio member of the School Board and all School Board committees and provide administrative recommendations on each item of business considered by each of these groups.”

Tenets of an Effective Board-Superintendent Relationship

Understanding and fostering a productive relationship between the board and the superintendent is critical for the success of our educational institution. The [17 Tenets of an Effective Board-Superintendent Relationship](#) (Attachment B), which is included in this handbook as an addendum, provides a comprehensive guide outlining key principles and best practices for maintaining a collaborative and effective partnership. This document highlights essential responsibilities and expectations for both the board members and the superintendent, promoting a clear understanding of each party's role in governance and administration. By adhering to these tenets, our board can ensure decisions are made efficiently, communication remains open and transparent, and the strategic goals of our district are met.

Evaluating the Superintendent

Evaluation of a superintendent’s performance is one of the board’s most important responsibilities. The evaluation of the superintendent is an inherent managerial right of the board. Done correctly, an evaluation is a useful governance tool that helps drive school improvement. In fact, a high-quality evaluation process enhances positive school-superintendent relationships, improves communication, clarifies leadership roles, creates common understandings, and provides a mechanism for accountability and communication.

Evaluation of the MAPS superintendent occurs annually, typically commencing following the conclusion of the school year. The evaluation process is determined by the Board Chair in consultation with the

board and superintendent, but typically will focus on progress toward goals established by the board and proficiency in a series of standards of performance. The evaluation will include a superintendent self evaluation as well as input from members of the superintendent's leadership team including cabinet members, school principals, and key district staff in addition to each of the seven board members.

Board Communication Guide

Communication Between Board Members

Adhering to guidelines for effective and lawful communication with your fellow board members is crucial. While open and collaborative communication is vital for the board's success, remember that discussions outside of official board meetings must be handled carefully to avoid violating the Minnesota Open Meeting Law (OML). This law requires any gathering of a quorum of board members, where official business is discussed, must be conducted in public and notice must be provided to ensure transparency. (See exceptions in the Closed Meeting Chart on pages 25.) Therefore, while informal discussions can be valuable for building relationships and exchanging ideas, avoid veering into areas of official board business unless they are part of a scheduled public meeting.

Building Collaborative Relationships – School governance is founded on the belief that a group of very different people representing various constituencies in their district can make better decisions than any one person alone. That diversity is the board's strength. It's best to be open-minded about the opinions of your fellow board members. Your goal should not be to change them to your point of view, but rather to determine the best solution to an issue by working together to try and accommodate all views. You want the students to be the "winners" — not one board member or another.

Addressing Team Dysfunction – Open communication is critical to the proper functioning of the board. If you feel the board is not functioning well, it may be appropriate to suggest a workshop where the board reviews its ground rules, board policies on board operations, and board/administrative relations that establish how the leadership team will function. If these ground rules and policies are not effective, then consider modifications to them. The board may want to hire a facilitator to assist with discussions to improve the board's working relations.

Guidelines for interacting outside a board meeting

- **Be Cautious with Written Communication.** Exercise caution with emails, texts, and social media interactions among board members. Avoid group messages or email chains discussing board business that could be construed as a meeting.
- **Be Transparent with Your Intentions.** Always make the purpose of any gathering clear, ensuring it is social or educational in nature and not meant for making decisions or deliberations that should be reserved for official meetings.
- **Consider Public Perception.** When planning to meet outside of formal board meetings, consider how such gatherings might be perceived by the public. It's crucial to remember any appearance

of conducting board business or decision-making outside of the designated public meetings could undermine community trust and confidence.

Associated Policy – [205 Open Meetings and Closed Meetings](#)

Situation	District Protocol
I have general questions about board governance and/or operation.	Board members are always welcome to contact the Board chair, another Board member, or the Superintendent with questions on board governance and operations. Members are also welcome to access the resources of MSBA.
I have a concern or questions regarding board governance.	Board members are always welcome to contact the Board chair or Superintendent with concerns. Board members can also request a concern be brought to a work session if their issue is not resolved.
I have a concern or questions regarding district operations.	Board members should bring any concerns regarding district operations to the Superintendent. The Superintendent will contact the appropriate staff to seek input on any given question and follow-up with the Board member.

Communication with the Superintendent

You need to establish a productive working relationship with the superintendent. To do this, you need to communicate with that individual. The Superintendent always welcomes informal touch-base meetings with Board members. If you have questions, it is better to call the superintendent and discuss them before the board meeting rather than surprise the superintendent at a public meeting. If the questions are concerns or relate to negative feelings from the community, superintendents appreciate knowing about them in advance of the board meeting so they can come prepared to address them. It is appropriate to call the superintendent, set up a meeting to discuss questions, or send an email for simple questions or requests. When contacting the superintendent, it is important for you to keep the scope of such contacts within reason, to permit adequate time to receive a response, and to generally remain cognizant of the superintendent's other responsibilities and demands on their time.

Disagreements with the Superintendent – Always treat your fellow board members, the superintendent, and other administrators with respect. However, don't be afraid to disagree on an issue. In fact, a discussion about an issue that reflects two or more views usually results in a better decision than if everyone agrees with the first solution offered. Be certain to debate the issue, not the person, and maintain decorum in debate.

Communication with District Administrators and Staff

You will likely come in contact with district employees, including administrators, teachers, and other staff members. While there's nothing wrong with talking to district staff, keep in mind that complaints should follow the chain of communication. Additionally, understand individual board members do not have authority to direct the work of district staff members. Directing requests through the superintendent can assist with appropriate prioritization, identifying information that may be readily available, and

determining when it may be appropriate to have the full board weigh in regarding certain requests and project ideas.

Discussing Your Child with Staff – This can be a tricky area. No matter what you say about “speaking as a parent, not a board member,” it may be difficult for some teachers to separate your role on the board from your role as a parent. Make sure you’re not using your position as a board member to secure special treatment for your child. If there are issues you wish to discuss with a teacher, you should follow

the normal procedures for contacting your child’s teacher to discuss them. Keep in mind that you do not relinquish your parental rights now that you’re a board member.

Communication with Constituents Including Staff, Students, Parents, and Community

Identify the person contacting you and ensure you have their contact information. Seek to understand the situation or interest but, generally, do not agree or commit to resolve it personally as that is not the role of individual board members. Here are some general expectations:

- Do not agree to confidentiality or commit to limit your options of notification.
- Do not get involved in staff employment or contractual issues.
- Exercise caution if interacting with a parent who is working on behalf of an organized group rather than on behalf of their own student.
- When applicable, redirect the person to the appropriate staff person or administrator to address the concern.
- Be alert to patterns of like concerns and notify the superintendent’s office of the possibility.
- If the concern raises governance or public relations questions, contact the board chair in addition to the superintendent.
- Avoid forming and communicating opinions about a board decision before the board has discussed it in a board meeting.

Situation	District Protocol
If I get a phone call, email, or stopped in public from a constituent with concerns regarding the district.	• Get name and contact information. • Seek to understand the situation or concern - but do not agree/disagree or commit to personally resolving the situation. • Refer the person to the right district staff - i.e. student to principal, parent to teacher/principal/administrator. • Alert the Superintendent to the contact. • Be available for future contact if referral doesn’t address the issue.
If I get a phone call, email, or stopped in public from a constituent regarding the board’s decisions.	• Get name and contact information. • Seek to understand their concern. • Represent the views of the Board (instead of your personal views) on items that have already been decided. • Thank them for their perspective.

	● Alert the Board Chair and Superintendent.
If I get an email that is addressed to the entire board with concerns from a constituent.	● Thank the individual for reaching out and sharing their perspective. ● Coordinate any action that may be required with the Board Chair and Superintendent. ● Do not reply all.
There is a situation that requires the district's legal counsel to be contacted.	● Coordinate through the Superintendent ● If the Superintendent is the subject of the contact with legal counsel, then coordinate through the Board Chair.

Engaging with the Community

Be proactive. The board can engage key stakeholders by inviting and appointing them to participate in standing and ad hoc committees, advisory panels, focus groups, forums, and surveys to describe a vision for the district, set its goals, plan strategically, align resources with goals, and other actions offering them an opportunity to learn about public education and to influence governance decisions. Encourage all members of the community to visit their schools. Invite them to extracurricular activities, schedule a grandparents' day, and offer tours. In public education, familiarity often breeds support.

Use a variety of means to engage community members, inform them about the district, and learn about their interests, priorities, and concerns. Print and electronic media, social media (be mindful of emerging trends for younger parents), the district's website, and face-to-face conversations all play important roles in a year-round district campaign to inform and to be informed. Each month, the Board Communications Committee prepares a Board Bulletin newsletter updating the public on the work of the School Board. All board members have the opportunity to review the Board Bulletin before it is published.

While accentuating the positive — student successes and district progress — don't neglect the negative. Be the first to let the community know about clouds looming on the horizon, and what the board is doing to dispel them. The board should be ambassadors for the district by scheduling dialogues with a cross section of the community — preferably in their neighborhoods as well as in online forums. And be prepared to address negative comments and feedback in a positive, proactive manner.

In addition, consider the varying expectations of the district's constituents. The parents of seniors may have far different expectations than the parents of kindergartners, and elderly community members with no students in the district may want completely different types of communication.

Communication with the Media

It's important to handle media interactions with care to maintain the veracity and unified voice of the board. Maintaining a unified voice is crucial as it ensures all board communications are consistent, clear, and reflect the collective decisions and strategic direction of the board. This unified approach helps to build trust and credibility with the community, stakeholders, and the media.

Situation	District Protocol
If I am approached by the media regarding a concern or board decision.	• Get the reporter's name and contact information and seek to understand their question. • Ask that you be given the opportunity to coordinate with the Superintendent and Communications Coordinator on the best method of response. • Notify the Superintendent and Communications Coordinator.

Communication on Social Media

Social media plays a significant role in board members' responsibilities. To use social media effectively while avoiding potential pitfalls, remember your posts should reflect well on your role and set a good example for students and the community. Be careful not to share personal, confidential, or legally protected information about students, employees, or board members. Opt for face-to-face or telephone conversations for private matters instead of using social media. Control your emotions and avoid posting in anger or frustration, as negative statements can have lasting consequences and may lead to legal issues. Always use polite language and refrain from abusive, profane, or offensive comments. Additionally, avoid posting on behalf of the district or sharing commercial messages linked to the district. Use social media primarily for listening, making announcements, and gathering feedback rather than conducting board business. Finally, ensure you comply with all relevant laws and district policies, including those related to acceptable use, harassment, discrimination, and privacy. Your online actions should always reflect the values and responsibilities of your position within the district.

Situation	District Protocol
I know about an upcoming district event that should be featured on social media.	Board members are always welcome to share posts from official district sources. If in doubt, coordinate with the Board Communications Committee.
I saw a post containing false or misleading information regarding the board or district.	If you are certain of the factual information, Board members are free to respond in a respectful manner. If there is any doubt, coordinate with the Superintendent and communications coordinator.

Using a District Email

You should use a district email account for your board communications. While this creates another account to monitor, the extra effort is well worth it. As an elected official, your communications related to your office are presumed to be public data unless a provision of law makes part or all of the email private. Your emails may contain private personnel data ([Minn. Stat. 13.43](#)), private educational data ([Minn. Stat. 13.32](#)), correspondence with a private individual ([Minn. Stat. 13.601](#)), or protected medical information.

Members of the public may request access to public government data for any reason. Government entities must respond to these requests, and any work required to separate private data from public data, known as redaction, cannot be charged to the requester. The government entity must keep public data readily accessible, and redacting private data is its responsibility. Often, decisions about redaction need to be made by legal counsel, which adds to the expense.

If you use a personal or work email account, access to the public data may require you to turn over the personal or work device on which the emails are stored. If you use a district email address, the district's computer system can be searched to respond to public data requests. As a result, you do not have to worry about your personal or work devices being unavailable or about your personal or work information being shared with others.

Using a separate email account also separates your board work from personal or business correspondence. This reduces the number of emails that need to be searched in preparation for responding to a public data request, saving the district time and money.

Another reason this separation is helpful is in how you think about your emails related to board work. Remembering the presumed public status of what you write in emails to other board members, the superintendent, and other district personnel about board work can save you from explanations and embarrassment. Public data may end up on the local news or social media, so it is wise to keep this in mind as you compose emails related to board work.

A final consideration is the potential to violate the OML. If a two-way communication about board business occurs among a quorum of the board (or a quorum of a board committee), it results in an OML violation, and the emails create a record of the violation.

Communicating with Board Members Via Email – To ensure OML compliance, you are strongly discouraged from using email to communicate with other board members about issues within the board's realm of authority, except for procedural elements like establishing meeting dates and locations. Generally, you should use email only for one-way communications to and from the board chair or superintendent to distribute information.

Board Meetings and Governance

Board meetings are pivotal gatherings that dictate the course of educational policies and decisions within a district. Governed by a structured framework, these meetings encompass various types, from regular sessions to emergency convenings, each serving distinct purposes and following legal mandates outlined in Minnesota statutes. Moreover, the operational norms, roles of board officers, and adherence to parliamentary procedures shape the conduct of these meetings, ensuring efficiency, transparency, and accountability. The following sections delve into the intricacies of board meetings, covering everything from meeting types and legal obligations to procedural guidelines and public participation protocols.

Meetings of the Board

Types of Meetings

Regular Board Meeting – Regular meetings of the board are held according to an established schedule. The schedule must be kept on file at the district office. No additional notice required unless the date, time, or place of the regular meeting is changed. [Minn. Stat. 13D.04, Subd. 1.](#)

Special Meeting – The board may hold a special meeting to conduct business as needed. A special meeting can provide extra time for presentations, such as review of building-level outcomes, or to deal with an issue that arises but is not likely to be ongoing. A special meeting requires three days' notice (posted on the district's main bulletin board and either published in the official newspaper or mailed/delivered to those persons requesting notice) of the date, time, place, and purpose of the meeting. Board discussion and action must fall within the posted purpose(s) of the meeting. [Minn. Stat. 13D.04, Subd. 2.](#)

Emergency Meeting – The board may hold an emergency meeting called to deal with a situation that requires immediate board consideration and possible action, such as a response to a school fire, a school safety issue, etc. The board determines when an emergency meeting is needed. Good faith effort must be made to notify the news media that have requested notice in the same manner as notice is given to board members. If the situation allows for a three-day notice, hold a special meeting. [Minn. Stat. 13D.04, Subd. 3.](#)

Business Meeting - At business meetings, the board takes action on policies, contracts, bid awards, personnel appointments, etc. This meeting may be a regular, special or an emergency meeting.

Work Session – A work session is a meeting of the board with selected staff or presenters to study and discuss in depth matters which potentially will come before the board. No votes are taken during these meetings. Work sessions will typically be held immediately after the second regular business meeting of the month and at other times as necessary.

Retreat - On occasion, the board will hold an extended meeting with the superintendent and other staff as necessary for the purposes of planning, development and evaluation etc.

Committee - Board members are assigned to committees at the organizational meeting and they meet on occasion throughout the year.

Organizational Meeting – The first meeting in January will be devoted to business required for the proper organization of the board. The agenda may include:

- Seating new members including administering the ceremonial oath of office
- Electing officers for chair, vice-chair (optional), clerk, and treasurer
- Setting the dates, time, and location(s) for regular board meetings
- Establishing standing committees and committee members
- Passing a [Resolution for Combined Polling Places](#)
- Designating district depositories
- Designating district legal representatives
- Selecting the official newspaper

Open Meeting Law (OML)

The Open Meeting Law ([Minn. Stat. Ch. 13D.](#)) is intended to preserve the rights of the public to observe actions and decisions of its representatives. To satisfy this, all meetings of the board will be open to the public for attendance, and a schedule of the board's regular meetings and working sessions will include times and locations and shall be kept on file at the district office. (See the Closed Meeting Law Chart link below for exceptions). Additionally, the board will ensure a schedule of meetings is posted on the district's website. The OML applies to all meetings of the public body. For the law to apply, a quorum (a majority of the members of the board) must be present. Although the responsibility to ensure meetings are properly noticed lies with the board, this operational activity is typically carried out by the staff member who functions as the clerk to the board.

Closed Meetings

Minnesota's OML requires all board meetings to be open to the public with few exceptions. A public body must begin in an open meeting and state on the record the specific grounds permitting the meeting to be closed and describe the subject to be discussed. A majority vote is needed to close the meeting, with the time and place announced at the public meeting before going into closed session. Please review [Minn. Stat. 13D.05](#) before proceeding to close a meeting. For specific questions, consult with legal counsel.

For more information regarding closed meetings, see [MSBA's Closed Meeting Law Chart](#).

Meetings Conducted by Interactive Technology

In the ever-evolving landscape of governance, technology has become an indispensable tool for facilitating communication and collaboration. Section 13D.02 of the Minnesota Statutes acknowledges this reality by outlining the conditions under which meetings governed by section 13D.01 can be conducted using interactive technology.

For more information regarding remote meetings, see [Minn. Stat. 13D.02 Meetings Conducted by Interactive Technology](#).

Meeting Operations

Attendance of Meetings

All board members are expected to attend all meetings. However, it is recognized scheduling conflicts will occur. If a board member cannot attend a meeting, they are expected to notify the board chair, Superintendent, and Superintendent's administrative assistant.

Presentations

The first business meeting of the month will typically include an informational presentation from a department, school, or another district entity. Board members are encouraged to ask questions of the presenters to seek greater clarity. A board member can request that a particular presentation be made to the board by contacting the Board Chair and Superintendent.

Voting

Each elected member of the board will have one vote. A roll call vote will be taken when required by law or when requested by any board member.

Quorum of the Board

In order for a board meeting to be official and before any action can be taken by the board, at least a quorum of board members (four) must be present. In the absence of a quorum, the only official action that the board may take is to adjourn the meeting. The gathering of a quorum constitutes a meeting if “members discuss, decide, or receive information as a group on issues relating to the official business of the district.”

Parliamentary Procedure During Meetings

MAPS generally follows Roberts Rules of Order. Specific policies related to parliamentary procedure are below.

Associated Policies – [203 - Operation of the School Board - Governing Rules](#); [203.1 - School Board Procedures](#); [Rules of Order](#)

Presiding Officer

The chair will preside over all board meetings. If the chair is unable to preside, the vice-chair will perform the duties of the chair. Should both the chair and vice-chair be unable to preside, the clerk will perform the duties of the chair. In the unlikely event that the chair, vice-chair, and clerk are unable to preside, the treasurer will perform the duties of the chair.

Superintendent’s Role in Board Meetings

The superintendent is a key person at all board meetings. The superintendent and chair commonly plan the meeting agenda together. The superintendent makes certain the meeting room is set up as required and all tools needed are available, such as audio or visual recording equipment, internet access, microphones, etc. Each item on the agenda is introduced by the chair; however, for discussion or action items, the superintendent or a designee is often asked to explain the issue. The superintendent’s recommendation should be solicited before a vote is taken.

Board Committees

Committees may be established to address recurring needs of the board. Committees are in place to make the board’s work more efficient and effective. They serve in advisory capacities and bring recommendations to the full board for decision making. Board committees meet as often as necessary to accomplish their work and should meet only when there is substantive work to be done.

The board has established a number of permanent standing committees of the board that are foundational to the governance and management of the school district. In addition, the board also designates ad hoc committees as needed and may also designate members to participate on committees not controlled by the board.

Committee membership is determined by the Board Chair through consultation with members and formalized by board vote at the January organizational meeting of the board.

Permanent Standing Committees of the Board

1. Communications Committee
2. Executive Committee
3. Facilities Committee
4. Finance Committee
5. Policy Committee

Ad Hoc Committees

1. Negotiations Committees for various employee groups
2. Legislative Committee
3. Student Advisory Council
4. Sustainability Committee
5. Diversity, Equity and Inclusion Committee

Board Designees to non-Board Committees

6. Energy Committee
7. Transportation Committee
8. Community Education Advisory Council
9. Greater Mankato Growth Advisory Council
10. Wellness
11. MSHSL Representative
12. Meet and Confer
13. Sick Leave Bank
14. Special Education Parent Advisory Council
15. Student Community Safety Advisory Council

Associated Policy – [214 School Board Committees](#)

Election of Board Officers

Minnesota law is silent on the method of electing officers, except that the election must be by open vote and not by any form of secret ballot. [Minn. Stat. 13D.01, Subd. 4](#). Subsequently, the board may establish its own procedures, including procedures for nominating officers and voting procedures. The board will establish procedures in advance of the meeting so that everyone will know what to expect from the outset. The board must follow the procedures, but the procedures can be changed if the majority of the board members agree.

Guide to Board Meeting Roles and Responsibilities

Effective management and clear understanding of roles are essential for the smooth operation of board meetings. The [Guide to Board Meeting Roles and Responsibilities](#) (Attachment C), and included in this handbook as an addendum, provides a detailed outline of the duties and expectations for board members, the chair, the superintendent, and administrative staff before, during, and after meetings. This comprehensive guide helps ensure all participants are well-prepared, meetings are conducted efficiently,

and follow-up actions are clearly defined. It covers everything from agenda preparation and legal advice to maintaining a positive meeting atmosphere and accurate record-keeping.

Data Privacy

It's essential to understand how data privacy relates to board meetings. When discussing district matters in board meetings, we encourage open dialogue. However, we need reasonable restrictions to ensure orderly proceedings and protect individuals' privacy and due process rights. These rights extend to both employees and students of the district. For employees, this includes the privacy of their personnel data. Similarly, students have privacy rights concerning their educational data. To uphold these privacy rights, we have procedures in place for handling agenda items and complaints.

Associated Policy – [406 Public and Private Personnel Data](#), [515 Protection and Privacy of Pupil Records](#)

Public Comments to the Board

The board recognizes the value of participation by the public in deliberations and decisions on district matters. However, the board retains the right to determine whether and how public comment may occur. The School Board has established [public comment guidelines](#) that each commenter must adhere to. Those who wish to address the board must complete a [form](#) by 3pm of the day of the Board Meeting.

Associated Policy – [206 Public Participation in School Board Meetings / Complaints About Persons at School Board Meetings and Data Privacy Considerations](#).

Agendas and Minutes

Agenda Procedures

The board will conduct business during meetings through an adopted agenda that advances board work and district goals. The agenda serves as a roadmap for the meeting, outlining topics such as reports, presentations, discussions, and decisions. It is expected all board members will read the agenda and any supporting documents prior to the meeting. Each board member has the right to request additions, amendments, or revisions to the agenda prior to its adoption, and the board will determine if those changes are to be made.

One week prior to the board meeting, the executive committee will meet with the Superintendent to craft the draft agenda. On the Wednesday prior to regular board meetings, Becky Bailey will distribute the proposed agenda to the Board. Board members with questions or comments on the agenda are encouraged to contact the Board Chair and Superintendent for clarification. A motion to adopt the agenda will be brought before the Board at the start of the meeting, at which point any Board member can motion to request an amendment to the agenda. Board members are expected whenever possible to contact the Board Chair and Superintendent in advance should they plan to make a motion to amend the agenda.

Associated Policy – [203.3 School Board Meeting Agenda](#)

Consent Agenda

The superintendent, in consultation with the board chair, may place items on the consent agenda. A consent agenda is a part of the agenda that includes items typically approved together in one motion. These items may include meeting minutes, routine reports, personnel appointments, and other administrative matters. By grouping these items together, the board can streamline the meeting process and focus on more substantive discussions. If any board member wishes to discuss or vote separately on an item listed in the consent agenda, they can request to have it removed for individual consideration.

Associated Policy – [203.4 Consent Agendas](#)

Meeting Minutes

Minutes will be carefully recorded to include all actions of the board and all votes taken at a board meeting by the board's clerk or designee. Minutes do not include discussion or editorial comments. All adopted minutes are available on the School District's [School Board Webpage](#).

Associated Policy – [204 School Board Meeting Minutes](#)

References for Further Information

- [District Policy Manual](#)
- [MAPS Strategic Roadmap](#)
- [District Budget and Financial Reports](#)
- [Employee Collective Bargaining Agreements](#)
- [School Board Meeting Calendar](#)
- [MSBA Legal Requirements for School Board Members](#)
- [MSBA Common Acronyms Used in Education](#)
- [MSBA Glossary of Educational Terms](#)
- MSBA School Finance Guide (under development)
- [MSBA Election Manual](#)
- [MDE – School Finance Reports](#)
- [MN House Research – Minnesota School Finance: A Guide for Legislators](#)

Standards for School Board Leadership

The Role of the School Board

As the entity legally charged with governing a school district, each school board is responsible to its community for governing efficiently and leading effectively to provide for equitable education, resulting in high student achievement.

The following five standards are essential to being an effective, high-performing school board team.

Standard 1: Conduct and Ethics

The school board, as a whole, provides leadership to the community on behalf of the school district by conducting its business in a fair, respectful, legal, and responsible manner.

An effective, high-performing school board strives to meet the following benchmarks:

- A. Recognize the school board team consists of school board members and the superintendent and evaluates its performance at least annually.
- B. Take full responsibility for its activity and behavior at and away from the school board table.
- C. Encourage its members to express their individual opinions, respect others' opinions, and vote according to their convictions.
- D. Speak with one voice after reaching a decision.
- E. Spend time on board governance work rather than staff work - focuses on the ends not the means.
- F. Provide for orientation and ongoing training for all school board members.
- G. Follow established policies, including the chain-of-command, by directing people with concerns to the appropriate staff.
- H. Set an example of respectful and civil leadership.

Standard 2: Vision

The school board, with community input, envisions the educational future of the community and then formulates the goals, defines the outcomes, and sets the course for the school district.

An effective, high-performing school board strives to meet the following benchmarks:

- A. Use clear, focused, attainable, and measurable goals and outcomes to support gains in student achievement.
- B. Develop a strategic plan which includes well crafted school district belief statements, mission statement, vision statement, goals, and objectives that enable the school board to evaluate school district performance.
- C. Regularly monitor the strategic plan to evaluate progress toward goal achievement and school district success.
- D. Ensure that the school district belief statements, mission statement, vision statement, goals, and objectives are reflected in school board policies, mirrored in the budget planning and implementation efforts, and is supported district-wide.
- E. Communicate the strategic plan and the progress to the community.

Standard 3: Structure

The school board, to achieve its vision, establishes organizational and physical structures for student and staff success.

An effective, high-performing school board strives to meet the following benchmarks:

- A. Create organizational and physical structures based on equity in which all students and staff have the resources and supports to maximize achievement.
- B. Advocate and provide for learning through rigorous curriculum, effective technology, and a safe and secure environment.
- C. Select and employ one person – the superintendent – as the school district’s chief executive officer to lead and manage the school district.
- D. Hold the superintendent accountable for school district performance and compliance with written school board policy.
- E. Delegate the authority to the superintendent to recommend and evaluate all school district staff within the standards established through written school board policies.
- F. Accept ultimate responsibility for the care, management, fiscal oversight, and control of the school district while understanding that the day-to-day operations will be conducted by the staff.

Standard 4: Accountability

The school board is accountable to the community for constantly monitoring the conditions affecting the school district as a whole.

An effective, high-performing school board strives to meet the following benchmarks:

- A. Recognize the duty to itself and the community to determine whether the authority delegated to the superintendent is being used as intended.
- B. Evaluate the superintendent’s performance at least annually.
- C. Use student achievement data and other indicators when available as the basis for assessing progress toward school district goals and compliance with school board policies and state and federal laws.
- D. 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).

Standard 5: Advocacy and Communication

The school board advances its vision at the local, regional, state, and national levels.

An effective, high-performing school board strives to meet the following benchmarks:

- A. Focus on community-wide concerns and values that best support equity and student achievement rather than being influenced by special interests.
- B. Develop communication strategies to build trust between the school board and the superintendent, staff, students, and community.
- C. Utilize a public relations strategy that supports the flow of information into and out of the school district.
- D. Engage and build relationships with both public and private stakeholders.
- E. Advocate on local, state, and national levels.

17 Tenets of an Effective Board-Superintendent Relationship

Board Members	Superintendents
1. Recognize their function as being legislative and judicial, and respect the executive function of the superintendent.	1. Recognize their function as being executive and respect the legislative and judicial functions of the board.
2. Attend all board meetings.	2. Attend all board meetings.
3. Recognize the authority to act rests with the entire board or a legally constituted quorum of the board, and that business may be transacted only in official meetings. Refrain from making commitments as an individual board member.	3. Interpret official actions of the board to school employees and the community groups in a faithful, accurate, and objective manner. Do not make any commitments to individuals or organizations outside the context of adopted school policy.
4. Support the superintendent as the executor of board policies.	4. Faithfully and objectively administer the policies of the district.
5. Listen courteously to parents with questions and complaints, referring them to an appropriate members of the school staff in accordance with board policies.	5. Establish a program of school-community relations leading to open, two-way communications between the district and all parties.
6. Refer personal requests and criticism by school staff directly to the appropriate administrative officer, in accordance with board policies.	6. Provide written grievance procedures for school staff and assure an effective means of communication among staff, board, and superintendent.
7. Keep the superintendent and fellow members of the board advised of community reaction to school policies.	7. Keep the board continuously, adequately, and objectively informed concerning the school program, curriculum, and problems - current and anticipated.
8. Submit items to be placed on the board meeting agenda in ample time so the superintendent may assemble information bearing upon the subject and according to locally adopted policy.	8. Accept items to be placed on the board meeting agenda from members of the board and others, and gather pertinent information relative to the items on the agenda.
9. Encourage and support the superintendent to consult with staff and community to seek opinions and recommendations for board consideration.	9. Formulate, when appropriate, with members of the school staff, board, and community recommendations to be made to the board.

Board Members	Superintendents
10. Engage in a strategic planning process. Gather diverse stakeholder input, identify district strengths and opportunities for growth, and review student achievement and demographic-related data for all student groups. Include the mission, vision, beliefs statements, school goals and objectives to ensure all students succeed.	10. Provide the board with the resources, structure, disaggregated district data, research, and administrative support required to develop, implement, and monitor the strategic plan. Provide district-wide leadership to implement the strategic plan to ensure all students succeed.
11. Require that meetings of the board be conducted on the basis of a planned agenda in accordance with board policies and be made available to board members prior to the board meetings.	11. Prepare for all board meetings, in cooperation with appropriate board officers, an agenda and supporting materials to be distributed to board members in ample time prior to board meetings.
12. Develop a clear set of policies regarding such items as size of school, class size, assigned responsibilities, budget preparations, staffing, suspension, or dismissal, etc.	12. Carry out board policies and be held accountable for them. Assist the board in maintaining focus on policy matters and recommend and evaluate policy at all times.
13. Require that the administrative rules and regulations be in harmony with school policy.	13. Present to the board for its advice, counsel, and approval, administrative rules and regulations implementing the policies of the board.
14. Delegate full executive responsibility to the superintendent to make recommendations which establish and operate a total school program of acceptable standards.	14. Accept full executive responsibility for establishing and operating a total school program of acceptable standards.
15. Assume responsibility for adopting fiscal policies that will allow the superintendent to operate a total school program of acceptable standards.	15. Assume responsibility for presenting to the board responsible and detailed fiscal plans to assure the smooth operation of the school program.
16. Adopt policies that will allow the superintendent, staff, and board to keep abreast of contemporary developments in education through conference attendance, in-service workshops, and consultant services.	16. Advise the board of programs designed to keep the superintendent and staff abreast of contemporary developments in education through conference attendance, in-service workshops, and consultant services.
17. Act on the selection, promotion, demotion, or dismissal of school personnel only after submission of a specific recommendation by the superintendent. Confidentiality is maintained regarding all private data.	17. Present to the board recommendations for selection, promotion, demotion, or dismissal of school personnel. Private data is clearly identified as such and confidentiality is maintained.

A Guide to School Board Meeting Roles and Responsibilities

X - Has responsibility

+ - May assist with responsibility

Prior to the Meeting:	Board Member	Board Chair	Superintendent	Admin. Staff
1. Publish the date, time, and location of meeting.			X	+
2. Prepare the agenda and send it to board members prior to meeting (2-3 days).		+	X	+
3. Seek outside advice from MSBA and other organizations as needed.	X	X	X	X
4. Prepare supplementary materials to the agenda, explaining issues, concerns, and/or recommendations.			X	+
5. Send the agenda to school personnel, interested citizens, and the media.			X	+
6. Read and study board materials.	X	X		
7. Secure legal advice, if needed.		X	X	
8. Draft written resolutions and motions.		+	X	+
9. Prepare the financial statement and list of bills to be paid.			X	+
10. Prepare the minutes of previous meeting.			X	+
11. Arrange a meeting room that is neat, attractive, well ventilated, and has adequate space for all visitors.			X	+
12. Prepare a visitors' agenda and/or brochure giving information about the board and its activities.	+	+	X	
13. Arrange seating appropriately. Include name plates, board policy books, and other necessary materials.		+	X	

At the Meeting:	Board Member	Board Chair	Superintendent	Admin. Staff
14. Start the meeting on time.	+	X	+	
15. Project a positive image – be open and friendly.	X	X	X	X
16. Ensure that mutual respect is shown between board members and the superintendent.	X	X	X	+
17. Set a business-like tone for the meeting – keep to the agenda.	X	X	+	+
18. Welcome citizens. Allow them to speak at the appropriate time.	+	X	+	
19. Provide opportunities for members of the teaching and administrative staffs to discuss instructional programs.		+	X	+
20. Establish ground rules and limits for board discussion and citizen involvement at meetings.	+	X	+	
21. Take action only after all sides of an issue have been thoroughly examined.	+	X	+	
22. View divergent opinions as helpful and useful in understanding complex issues and problems.	X	X	X	+
23. Hold closed meetings to a minimum and follow state statutes.		X	+	
24. Create an atmosphere in which conflicts are not avoided and each person is given a hearing so a solution may be found.	+	X	X	+
25. Encourage the board to be self-conscious about its own operation and examine often how it may improve itself.	X	X	+	
After the Meeting:	Board Member	Board Chair	Superintendent	Admin. Staff
26. Support decisions by the majority of the board.	X	X	X	X
27. Communicate board actions regarding staff members as early as possible.	+	+	X	+
28. Prepare news releases regarding board actions.	+	+	X	+
29. Write complete and accurate minutes.		+	X	+
30. Initiate follow-up action on the board meeting, including delegating responsibility and timelines.			X	+
31. Begin planning for the next board meeting.		+	X	+

School Board Regular Meeting

8. E.

Meeting Date: 11/04/2024

Prepared By: Paul Peterson, Superintendent

Subject:

Approval of Elementary Focus School Themes

Background:

A major teaching and learning initiative stemming from the new strategic roadmap is the transition of three MAPS elementary schools to *focus schools*. These schools offer a specialized theme that is integrated into the curriculum, instruction, and overall school experience. Last spring, Rosa Parks Elementary and Jefferson Elementary were selected to join Bridges Community School as focus schools starting with the 2025-2026 school year.

A key first step in this transition has been exploring various possibilities for enhancing elementary school education. This has involved gathering input from staff, parents, and community members. Task force teams at each school have reviewed feedback on what interested parties consider the essential elements of high-quality education, leading to discussions on a range of potential school themes.

On Monday, October 21, district leaders provided the MAPS School Board with an update on this year's progress, including three school themes that have emerged: global studies, outdoor education, and STEAM. These themes have broad appeal, expand the learning opportunities within MAPS, are highly relevant in today's world, and align with the School Board's vision for a future-focused education system.

At their work session on the 21st, the School Board heard about the work that has been accomplished to date and asked questions and provided feedback that strengthened the finalization of the themes. At tonight's meeting, the School Board is being asked to formally adopt the three focus areas for the three elementary schools beginning in the 2025-2026 school year:

- Bridges Community School - Global Studies Focus
- Jefferson Elementary School - Outdoor-Nature Based Education Focus
- Rosa Parks Elementary School - STEAM (Science, Technology, Engineering, Arts, Mathematics) Focus

Recommended Action:

The administration recommends Board approval of the Elementary Focus School Themes as presented.

Attachments
