



**Future Ready. Community Strong.**

## **Regular Meeting Agenda**

Diamondhead Education Center  
200 W. Burnsville Pkway  
Burnsville, MN 55337  
May 12, 2022  
6:30 PM

### Strategic Directions

- Close gaps and raise achievement for all students
- Create a culturally proficient school system
- Maximize resources for optimal student learning
- Increase the capacity for partnership with community

5:45 PM Listening Session with Directors Abigail Alt and Eric Miller

#### I. Call to Order

- A. Welcome
- B. Pledge of Allegiance

#### II. Approval of Agenda

#### III. Information

- A. Report about Strategic Roadmap: Draft Strategic Directions and Dashboard Update 3  
**Speaker(s):** Dr. Theresa Battle, Superintendent and Aaron Tinklenberg, Communications Director
- B. 2022 Radon Report 12  
**Speaker(s):** Dave Lake, Director of Operations
- C. School Resource Officer (SRO) Update 18  
**Speaker(s):** Dave Helke, and Dr. Chris Bellmont, Principals
- D. Student Representative Report 29
- E. Superintendent Report 30
- F. Board Member Reports 31

#### IV. Business Meeting

##### A. Consent Agenda

**Description:** Although Board action is required, it is generally unnecessary to hold discussion on these items. In the event a Board member wishes to discuss an item, that item will be moved for separate consideration.

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District 191 welcomes members of the public to attend Board of Education meetings, work sessions and other public gatherings. However, public participation is allowed only during listening sessions, which are held before regular board meetings. Community members who wish to share their thoughts and opinions on meeting topics should contact the Superintendent's office at 952-707-2005 to schedule a meeting with the Superintendent or member of her leadership team.

1. Approve Minutes	32
2. Approve Personnel Recommendations	35
3. Adopt a Resolution to Accept Donations	36
4. Receive a Report about the Listening Session	38
5. Approve, on a First Reading Basis, Non-substantive Changes to Policies 603: <i>Curriculum Development</i> , 604: <i>Instructional Curriculum</i> , and 609: <i>Religion</i>	39
6. Approve No Changes to Policy 699: <i>Teaching About Controversial Issues</i>	48
B. New Business	51
1. Approve the Proposed Revisions and Re-Adopt the Unchanged Language in the 2022-2023 Pro-Pay Memorandum of Understanding <b>Speaker(s):</b> Stacey Sovine, Executive Director of Human Resources	52
2. Approve, on a First Reading Basis, Changes to Policies 605: <i>Alternative Programs</i> , and 606: <i>Instructional Resources</i> <b>Speaker(s):</b> Imina Oftedahl, Director of Curriculum, Instruction and Assessment	65
3. Approve, on a First Reading Basis, Changes to Policy 701: <i>Establishment and Adoption of School District Budget</i> <b>Speaker(s):</b> Dr. Theresa Battle, Superintendent	72
V. Adjourn to a Retreat	75
A. Board Members' Onboarding	76
B. Board Self-Evaluation Next Steps	104



**Agenda III.A.  
May 12, 2022**

**To:** Board of Education

**From:** Dr. Theresa Battle, superintendent, and Aaron Tinklenberg, director of communications

**Date:** May 5, 2022

**Re:** Report about the Strategic Roadmap: Draft Strategic Directions and Dashboard Update

Receive a report about the Strategic Roadmap: Draft Strategic Directions and Dashboard Update from Dr. Theresa Battle, superintendent.

# Strategic <sup>4</sup> Directions Update

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**Dr. Theresa Battle, Superintendent**  
**Aaron Tinklenberg, Communications**

**May 12, 2022**

**one91**  
Burnsville · Eagan · Savage

# Overview

- » Vision & Values Review
- » Strategic Directions Development Process
- » Next Steps
- » Dashboard

# Vision & Core Values

Developed during 2020-21 school year  
Adopted May 2021

We will be a school district that provides transformative learning experiences that mirror students' own stories, and where students will:

- Be equipped to meet rigorous academic challenges that build their capacity to pursue excellence,
- Embrace the humanity of all people and welcome diverse perspectives and voices, and
- Be supported by a caring community that sparks their curiosity and fuels their progress down a self-determined path.

# Vision & Core Values

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In District 191, we believe in (stand for) ...

- Caring Community
- Cultural Proficiency
- Future Readiness
- Inclusive Partnership
- Student Agency

[www.isd191.org/discover/strategic-plan](http://www.isd191.org/discover/strategic-plan)

# Strategic Directions Development

## Timeline

- August 2021 - Barriers & Directions Workshop
- April 7, 2022 - District, school & program leader feedback
- April 20, 2022 - Small group review & refinement
- May 2022 - Executive Leadership Team review
- May 26 - Present draft strategic directions to Board for discussion

# Strategic Directions Development

## Draft Strategic Directions

- Creating space and opportunity for each and every voice to be heard
- Actively leading by developing and sustaining a diverse and equitable education system
- Supporting and leveraging new methods and original thinking to improve student outcomes
- Engaging our community to ensure common understanding

## Measure what matters

- Clearly show what outcomes we believe matter most
- Clearly show progress
- Organized by and aligned to Strategic Directions
- Some measures are identified for us (e.g. World's Best Workforce)
- Others will be set by work teams (Fall 2022)

**Thank You**



**Agenda III.B.  
May 12, 2022**

**To:** Board of Education  
Dr. Theresa Battle, superintendent

**From:** Dave Lake, director of operations

**Date:** May 5, 2022

**Re:** 2022 Radon Report

Receive a report about the 2022 Radon Report from Dave Lake, director of operations.



## School Radon Testing Report

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Dave Lake, director of operations

May 12, 2022

# School Radon Testing Report

## District 191 School Board Report on Radon Testing

- Per MN Statute 123B.571 subd. 3, a school district that has tested its school buildings for the presence of radon shall report the results of its tests to the Department of Health and report results to the school board.
- Field Environmental Consulting, Inc. was authorized by David Lake, director of operations, to conduct short-term radon monitoring at the following sites:
  - Burnsville High School, Cedar School, Diamondhead, Eagle Ridge, Hidden Valley, MW Savage, Metcalf, Nicollet, Sioux Trail and Sky Oaks.

# School Radon Testing Report

- Radon levels are measured in picocuries per liter or pCi/L. EPA and MDH action level for indoor radon is 4.0 pCi/L.
- Ten sites/schools were included in this radon project and 1251 samples were retrieved and analyzed. (BHS-281, Ced-117, DEC-162, ER-93, HV-78, MWS-99, MMS-121, NMS-145, ST- 53, SO-102) [2022 Radon Report](#)
- **No radon levels above the action level of  $\geq 4.0$  pCi/L were identified for any locations within:** Cedar School, Diamondhead Education Center, Eagle Ridge Middle School, Marion W. Savage Elementary School, Metcalf Middle School, Nicollet Middle School, Sioux Trail Elementary, and Sky Oaks Elementary.

# School Radon Testing Report

- **Radon levels greater than the action level (>4pCi/L) were identified at the following locations:**
  - Burnsville High School - room H109, result 7.2 pCi/L
  - Hidden Valley - room 212 storage, result 6.7 pCi/L
  - Hidden Valley - room ESL storage, result 5.8 pCi/L
- **Follow-up measures and mitigation:**
  - Burnsville High School (open classroom, end of building)
    - Follow recommended changes to the HVAC schedule
    - Retesting will be performed
  - Hidden Valley (two storage rooms)
    - Retesting with 48-hour continuous radon monitor (CRM)
    - Field Environmental will analyze results to determine if any remediation efforts are necessary

# Thank You



**Agenda III.C.  
May 12, 2022**

**To:** Board of Education  
Dr. Theresa Battle, superintendent

**From:** Dave Helke, and Dr. Chris Bellmont, principals

**Date:** May 5, 2022

**Re:** School Resource Officer (SRO) Update

Receive a report about the School Resource Officer (SRO) Update from Dave Helke, and Dr. Chris Bellmont, principals.

**Burnsville High  
School Resource<sup>19</sup>  
Officer Partnership**

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**Dave Helke and Chris Bellmont,  
principals**

**May 12, 2022**



# Overview

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- » History of School Resource Officer (SRO) Partnership
- » Goals of School Resource Officer Program
- » 2021-22 Highlights
- » Measuring Success and Planning Forward

# History of School Resource Officer Partnership

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## General Timeline with Trend Data:

- Began at Burnsville High School in the late 1980s
- Formalized in 1992
- Added second officer around 2000 (Columbine)
- Formal Response/Interaction trend data
  - 2017-18: 234
  - 2018-19: 486
  - 2019-20: 330 (through 3-13-20)
  - 2020-21: Hybrid/Online
  - 2021-22: 260 (through 4-22-22)



# Goals of School Resource Officer Program

## GOALS OF THE SRO PROGRAM

1. To ensure a safe learning environment for all children and adults who enter the building.
2. To prevent and reduce potential harm related to incidents of school violence.
3. To foster a positive school climate based on respect for all children and adults in the school.

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U** *“build positive relationships between police officers, school staff, and the students”*  
*“promote a safe and positive learning environment”*  
*“promote school safety by building a positive school climate in which everyone feels safe and students are supported to succeed”*

# Goals of School Resource Officer Program

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This SRO program is unique to the community, and is designed to fulfill three overall roles:

1. Fostering Positive School Climate/Crime Prevention
2. Education
3. Law Enforcement



## School Resource Officers contribute to the learning environment in their **fostering positive school climate/crime prevention** role

- Visibility/Presence
- Relationships (conversations, basketball in gym, after school events)
- Support (follow-ups, connections with other officers, resources, collaboration with school staff)
- Blazing Commitment Award (staff recognition)



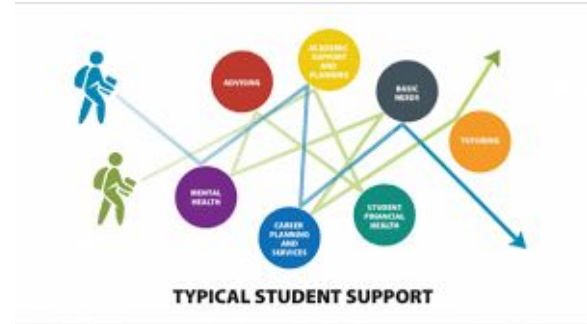
There are multiple means that SRO's engage in as part of their **education** role

- Health & Human Services Pathway  
EMT class (scenario feedback)  
Preschool Lab (Community Helpers unit)  
Social Studies (4th Amendment)
- Mock Crime Scene Investigation
- Student Support Collaboration



There have been some definite post-pandemic trends to note as part of SRO's **law enforcement** role

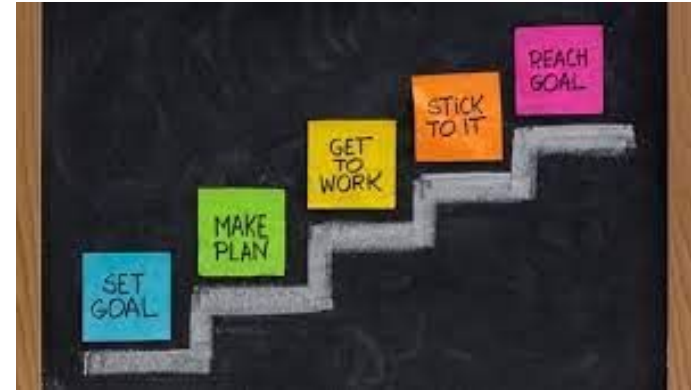
- Intervening and Resolving Student Conflicts
- Addressing Vaping
- Supporting Building Security/Trespassing



## Summer 2022

### Program Review and Continuous Improvement

1. Analyze available data
  - Rubric of Essential Program Attributes
  - Survey/Focus Group Questions
  - Activity Log
2. Set goals for 2022-23





# Thank You





**Agenda III.D.  
May 12, 2022**

**To:** Board of Education  
Dr. Theresa Battle, superintendent

**From:** Zoe Olson, student representative to the school board

**Date:** May 5, 2022

**Re:** Student Representative Report

Receive a report from Zoe Olson, student representative.



**Agenda III.E.  
May 12, 2022**

**To:** Board of Education  
**From:** Dr. Theresa Battle, superintendent  
**Date:** May 5, 2022  
**Re:** Superintendent Report

Receive a report from Dr. Theresa Battle, superintendent.



**Agenda III.F.  
May 12, 2022**

**To:** Board of Education  
Dr. Theresa Battle, superintendent

**From:** Lesley Chester, board chair

**Date:** May 5, 2022

**Re:** Board Member Reports

Receive reports from board members.

School Board Minutes  
 INDEPENDENT SCHOOL DISTRICT 191  
 April 28, 2022

The regular meeting of the Board of Education was called to order by Vice Chair Hume at 6:30 p.m. The meeting was held at Diamondhead Education Center, 200 West Burnsville Parkway, Burnsville, MN, 55337. Call to Order

Directors Alt, Conner, Hume, Miller, and Werb were present. Chair Chester and Director Said were absent. Superintendent Battle, Student Representative Zoe Olson, administrators, staff and members of the public were also present. Attendance

Vice Chair Hume welcomed the audience and asked Alt to lead the Pledge of Allegiance. Welcome and Pledge

Moved by Conner, seconded by Miller, to approve the agenda. The motion carried unanimously (5, 0). Agenda

Received a report about the Internet Fiber Infrastructure Opportunity from Rachel Gorton, director of technology. Reports

Received reports about committees, appointments, and school assignments from Conner about AMSD, Alt about Fire Muster, and Hume about the Burnsville High School Hall of Fame.

Moved by Werb, seconded by Alt, to approve the consent agenda. Consent Agenda  
 -Approve minutes of the April 14, 2022, regular meeting. Minutes  
 -Approve personnel recommendations for Amy Piotrowski, Chris Bellmont, Personnel  
 Amy Hansen, Sophie Rabino, Tessa Nosser, Giselle Wynia, Samantha Notch, Stephen Pettinell, Gary Hill, Denise Nordeen, Sarah Bar, Emily Matuza, Shelly Kowalski, and Todd Swanson.

-Adopt a resolution to approve and accept donations as presented. Donations  
 -Approve February payroll checks in the net amount of \$4,115,933.62. Checks, claims,  
 February claims to date, wire transfers and adjustments totaling receipts and  
 \$8,892,837.23. Also, that the Board accepts February receipts of investments  
 \$14,415,188.21 and investments for the General Fund, 2015A School  
 Building Bonds, and OPEB of \$58,303,875.45 as of February 28, 2022.

Moved by Alt, seconded by Conner, to approve the Swing for the Fences Memorandum of Understanding and authorize the superintendent and executive director of business services to execute the Memorandum of Understanding.

-Accept the Budget Analysis for the month ending February 28, 2022. Budget Analysis  
 -Receive a report about the Listening Session on April 14, 2022. Listening Session  
 -Approve, on a second reading basis, non-substantive changes to Policies Policies  
 206: *Public Participation in School Board Meetings/Complaints About Persons at School Board Meetings and Data Privacy Considerations*, 211: *Criminal or Civil Action Against School District, School Board Member*,

*Employee, or Student, 423: Employee-Student Relations, 519: Interviews of Students by Outside Agencies, and 532: Use of Peace Officers and Crisis Teams to Remove Students with IEPs From School Grounds.*

-Approve, on a second reading basis, changes to Policy 414: *Mandated Reporting of Child Neglect or Physical or Sexual Abuse.*

-Approve, on a second reading basis, new Policy 535: *Service Animals in Schools* and changes to Policy 799: *Animals in the Schools.*

The motion carried unanimously (5, 0).

Moved by Miller, seconded by Conner, to adopt a Resolution Approving Purchase Agreement of Metcalf Middle School Property Between ISD 191 and Syndica, LLP. A roll call vote was taken and the motion carried unanimously after discussion (5, 0 with Alt, Conner, Hume, Miller, and Werb voting in favor and none voting against).

Purchase Agreement-Metcalf

Moved by Miller, seconded by Conner, to approve the pupil transportation services agreement and addendum with Schmitty and Sons for the period of July 1, 2022 through June 30, 2028. The motion carried unanimously after discussion (5, 0).

Schmitty & Sons

Moved by Alt, seconded by Conner, to approve adjusting the schedule for ISD 191 middle schools for the school day end time from 2:50 p.m. to 2:30 p.m. for the 2022-23 school year. The motion carried unanimously after discussion (5, 0).

Middle School End Times

Moved by Werb, seconded by Miller, to adopt the following resolution: BE IT RESOLVED, by the Board of Education of Independent School District 191, that the following non-licensed staff are hereby terminated or laid off for the following amounts at the end of the 2021-2022 school year.

Non-Licensed Staff

Name	Hours Per Day
Ashley, James	.25 hours
Bourdon, Carl	.25 hours
Bringgold, Debbie	.25 hours
Brown, Patricia	.25 hours
Daniels, Floyd	.25 hours
Gillis, Cindy	.25 hours
Graves, Diana	.25 hours
Kaufman, Margaret	.25 hours
Mccray, Sharon	.25 hours
Miskiewicz, Kelly	.25 hours
Murray, Cathleen	.25 hours
Nassar, Thanaa	.25 hours
Needham, Diane	.25 hours
Neptuno- Temozan, Julio	.25 hours
Olson, Pamela	.25 hours

Payne, Debra Kay	.25 hours
Queen, LeVar	.25 hours
Reeves, Jonathan	.25 hours
Ruiz, Winston	.25 hours
Schwarz, Darcie	.25 hours
Soucek, Mary	.25 hours
Thomason, Michal	.25 hours
Thompson, Robert	.25 hours

BE IT FURTHER RESOLVED, that written notice is sent to said teachers regarding termination and nonrenewal of his/her contract as provided by law. The motion carried unanimously (5, 0).

Moved by Miller, seconded by Alt, to adopt the following resolution: BE IT RESOLVED, by the Board of Education of Independent School District 191, that the following classified personnel are hereby laid off from their positions, effective at the end of the 2021-2022 school year.

Classified Staff

Name	School	Hours per Day
Emily Cherne	NMS	8 hours
Matthew Fox Johnson	GP	3 hours
Matthew Fox Johnson	GP	1 hour
Julissa Garcia	BHS	8 hours
Braylon Lane	HV	4.75 hours
Pricilla Wild	HB	7 hours

BE IT FURTHER RESOLVED, that written notice is sent to said teachers regarding termination and nonrenewal of his/her contract as provided by law. The motion carried unanimously (5, 0).

Moved by Miller, seconded by Conner, to authorize Executive Director of Business Services Lisa Rider and Superintendent Dr. Battle to sign the Joint Powers Agreement between the City of Burnsville and ISD191 for the Burnsville Senior Citizens' Center. The motion carried unanimously after discussion (5, 0).

JPA Senior Center

Moved by Conner, seconded by Alt, to authorize Executive Director of Business Services Lisa Rider and Superintendent Dr. Battle to sign the Joint Powers Agreement between the City of Burnsville and ISD191 for the Garage. The motion carried unanimously (5, 0).

JPA The Garage

The meeting adjourned at 7:24 p.m.

Adjourn

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Abigail Alt, clerk May 12, 2022  
Date approved

May 12th, 2022- Final

**Burnsville-Eagan-Savage Public Schools  
Independent School District 191  
Human Resources**

**TO:** Members, Board of Education  
Dr. Theresa Battle, Superintendent

**FROM:** Stacey Sovine, Executive Director of Human Resources

**DATE:** May 12th, 2022 Final

**RE:** Recommended Personnel Changes

CLASSIFICATION	ACTION	POSITION CONTROL	NAME	FINAL	LOCATION	POSITION	EFFECTIVE DATE
Certified	Appointment		Maggie Mayernik		Burnsville High School	Teacher	8/23/2022
Certified	Leave of Absence		Kari Orlando		WM. Byrne Elementary School	Teacher	2022-2023 School Year
Certified	Recall		Harrison Owings		Burnsville High School	Teacher	5/6/2022
Certified	Resignation		Denae Heckmann		Edward Neill Elementary	Teacher	6/10/2022
Certified	Resignation		Eiley Misfeldt		ECSE Center	Teacher	6/10/2022
Certified	Resignation		Isis Buchanan		Gideon Pond Elementary	Principal	6/30/2022
Certified	Resignation		Kristen Reichert		ECSE Center	Social Worker	6/10/2022
Certified	Resignation		Lori Brevik		Burnsville High School	Teacher	6/10/2022
Classified	Appointment		Catherine Neily		Hidden Valley Elementary	Food Service Associate	3/21/2022
Classified	Appointment		Jennifer Williamson		Harriet Bishop Elementary	Food Service Associate	5/2/2022
Classified	Appointment		Kellie Petroskey		Diamondhead Education Center	Student Services Coordinator	7/1/2022
Classified	Appointment		Susan Hanson		Burnsville High School	Food Service Associate	5/2/2022
Classified	Change of Assignment		Annette Hardt		Diamondhead Education Center	Admin Assistant	6/6/2022
Classified	Change of Assignment		Laurie Koechlein		BEST	Educational Assistant	8/29/2022
Classified	Leave of Absence		Malaz Mohamed Ahmed		Harriet Bishop Elementary	Educational Assistant	5/23/2022-6/9/2022
Classified	Resignation		Kellie Petroskey		Diamondhead Education Center	Admin Assistant	6/30/2022
Classified	Resignation		Loralie Van Der Woude		Burnsville High School	Golf Coach	6/15/2022



**Agenda IV.A.3.  
May 12, 2022**

**To:** Members, Board of Education  
Dr. Theresa Battle, superintendent

**From:** Lisa K. Rider, executive director of business services

**Date:** May 5, 2022

**RECOMMENDATION:** To adopt a resolution to approve and accept donations as presented.

**RESOLUTION TO ACCEPT DONATIONS**

**WHEREAS,**

1. School Board Policy 706 establishes guidelines for the acceptance of gifts to the District; and
2. Minnesota Statute 123B.02, Subd. 6 states the School Board may receive, for the benefit of the district, bequests, donations, or gifts for any proper purpose and apply the same to the purpose designated; and
3. Minnesota Statute 465.03 states the School Board may accept a grant or devise of real or personal property only by the adoption of a resolution approved by two-thirds of its members; and
4. Businesses and individuals have submitted donations to the district;

**THEREFORE, BE IT RESOLVED** by the School Board of ISD 191 to approve and accept with appreciation the donations as presented below and to permit their use as designated by the donors.

Moved by: \_\_\_\_\_

Seconded by: \_\_\_\_\_

Members in favor of the motion:

Members opposed:

Whereupon said Resolution was declared duly passed and adopted on May 12, 2022.

\_\_\_\_\_  
Clerk – Board of Education

<b>Date</b>	<b>Donor</b>	<b>Recipient</b>	<b>Terms</b>	<b>Donation</b>
4/22/2022	Burnsville Lion's Club	EMT club at Burnsville High School	Cash (monetary)	\$1,500.00
4/18/2022	Burnsville Savage Lions Club	District 191- Health Services	Cash (monetary)	\$15,960.00
4/26/2022	Anonymous	Food & Nutrition Services	Cash (monetary)	\$102.05
4/27/2022	Burnsville Rotary Foundation	Burnsville High School	Cash (monetary)	\$625.00

**Total monetary donation received: \$18,187.05**



**Agenda IV.A.4.  
May 12, 2022**

**To:** Board of Education

**From:** Dr. Theresa Battle, superintendent

**Date:** April 29, 2022

**Re:** Receive a Report about the Listening Session

**Recommendation:** Receive a report about the Listening Session on April 28, 2022.

April 28, 2022 Listening Session

No one spoke at the listening session.

**Agenda IV.A.5.  
May 12, 2022**

**To:** Board of Education  
Dr. Theresa Battle, superintendent

**From:** Imina Oftedahl, director of curriculum, instruction and assessment

**Date:** May 5, 2022

**Re:** Policies 603: *Curriculum Development*, 604: *Instructional Curriculum*, and 609: *Religion*

**Recommendation:** Approve, on a first reading basis, non-substantive changes to Policies 603: *Curriculum Development*, 604: *Instructional Curriculum*, and 609: *Religion*.

The Policies were reviewed by the Policy Review Committee on April 26, 2022.

The changes were recommended by MSBA. The Policy Review Committee recommended adding a cross-reference to Policy 105 on Policy 509.

*Adopted: 5/1985*

*Burnsville-Eagan-Savage School District Policy 603*

*Reviewed: 5/27/20215/12/2022*

*Revised: 6/10/2021MSBA 2022*

*Rescinds: IF*

## **603 CURRICULUM DEVELOPMENT**

### **I. PURPOSE**

The purpose of this policy is to provide direction for continuous review and improvement of the school curriculum.

### **II. GENERAL STATEMENT OF POLICY**

Curriculum development shall be directed toward the fulfillment of the goals and objectives of the education program of the school district.

### **III. RESPONSIBILITY**

- A. The superintendent shall be responsible for curriculum development and for determining the most effective way of conducting research on the school district's curriculum needs and establishing a long range curriculum development program. Timelines shall be determined by the superintendent that will provide for periodic reviews of each curriculum area.
- B. A district advisory committee shall provide assistance at the request of the superintendent. The advisory committee membership shall be a reflection of the community and, to the extent possible, shall reflect the diversity of the district and its school sites, and shall include parent, teacher, support staff, student, community residents, and administration representation, and shall provide translation to the extent appropriate and practicable. Whenever possible, parents and other community residents shall comprise at least two-thirds of advisory committee members.
- C. Within the ongoing process of curriculum development, the following needs shall be addressed:
  - 1. Provide for articulation of courses of study from kindergarten through grade twelve.
  - 2. Identify minimum objectives for each course and at each elementary grade level.
  - 3. Provide for continuing evaluation of programs for the purpose of attaining school district objectives.

4. Provide a program evaluating student progress towards achieving academic goals.
  5. Provide for specific, particular, and special needs of all members of the student community.
  6. Develop a local literacy plan to: have every child, including English learners, reading at or above grade level no later than the end of grade 3; and to have teachers providing comprehensive, scientifically-based reading instruction consistent with law.
  7. Integrate required and elective course standards in the scope and sequence of the district curriculum.
  8. Meet all applicable requirements of the Minnesota Department of Education and federal law.
- D. Students identified as not reading at grade level by the end of kindergarten, grade 1, and grade 2 must be screened for characteristics of dyslexia. Students in grade 3 or higher who demonstrate a reading difficulty to a classroom teacher must be screened for characteristics of dyslexia, unless a different reason for the reading difficulty has been identified. See ~~Minn. Stat. §~~[Minnesota Statutes section 120B.12](#), Subd. 2.
- E. Students who do not meet or exceed Minnesota academic standards, as measured by the Minnesota Comprehensive Assessments that are administered during high school, shall be informed that admission to a public school is free and available to any resident under 21 years of age or who meets the requirements of ~~Minn. Stat. §~~[Minnesota Statutes section 120A.20](#), Subd. 1(c). A student's plan under this section shall continue while the student is enrolled.
- F. The superintendent shall be responsible for keeping the school board informed of all state-mandated curriculum changes, as well as recommended discretionary changes, and for periodically presenting recommended modifications for school board review and approval.
- G. The superintendent shall have discretionary authority to develop guidelines and directives to implement school board policy relating to curriculum development.

**Legal References:** Minn. Stat. § 120B.10 (Findings; Improving Instruction and Curriculum)  
Minn. Stat. § 120B.11 (School District Process)  
Minn. Stat. § 120B.12 (Reading Proficiently ~~No~~ Later than the End of Grade 3)  
Minn. Rules Part 3500.0550 (Inclusive Educational Program)  
Minn. Rules Parts 3501.0640-3501.0655 (Academic Standards for Language Arts)  
Minn. Rules Parts 3501.0700-3501.0745 (Academic Standards for

Mathematics)

Minn. Rules Parts ~~3501.0800-3501.0815~~ 3501.0820 (Academic Standards for the Arts)

Minn. Rules Parts 3501.0900-3501.0955 (Academic Standards in Science)

~~Minn. Rules Parts 3501.1000-3501.1190 (Graduation Required Assessment for Diploma) (repealed Minn. L. 2013, Ch. 116, Art. 2, § 22)~~

Minn. Rules Parts 3501.1200-3501.1210 (Academic Standards for English Language Development)

Minn. Rules Parts 3501.1300-3501.1345 (Academic Standards for Social Studies)

20 U.S.C. § 6301, *et seq.* (Every Student Succeeds Act)

***Cross References:***

Burnsville Eagan Savage School District Policy 604 (Instructional Curriculum)

Burnsville Eagan Savage School District Policy 605 (Alternative Programs)

Burnsville Eagan Savage School District Policy 613 (Graduation Requirements)

Burnsville Eagan Savage School District Policy 614 (School District Testing Plan and Procedure)

Burnsville Eagan Savage School District Policy 615 (Testing Accommodations, Modifications, and Exemptions for IEPs, Section 504 Plans, and LEP Students)

Burnsville Eagan Savage School District Policy 616 (School District System Accountability)

~~Burnsville Eagan Savage School District Policy 617 (School District Insurance of Preparatory and High School Standards)~~

Burnsville Eagan Savage School District Policy 618 (Assessment of Student Achievement)

Burnsville Eagan Savage School District Policy 619 (Staff Development for Standards)

Burnsville Eagan Savage School District Policy 620 (Credit for Learning)

Burnsville Eagan Savage School District Policy 623 (Mandatory Summer School Instruction)

Adopted: 12/17/2015  
 Reviewed: ~~10/14/2021~~5/12/2022  
 Revised: ~~10/28/2021~~MSBA 2022  
 Rescinds:

*Burnsville-Eagan-Savage School District Policy 604*

## 604 INSTRUCTIONAL CURRICULUM

### I. PURPOSE

The purpose of this policy is to provide for the development of course offerings for students.

### II. GENERAL STATEMENT OF POLICY

- A. The basic instructional program shall meet all standards and other content requirements for each grade level by the Minnesota Department of Education. The instructional approach will be nondiscriminatory.
- B. The school board, at its discretion, may offer additional courses in the instructional program at any grade level.
- C. Each instructional program shall be planned for optimal benefit taking into consideration the financial condition of the school district and other relevant factors. Each program plan should contain alignment with required standards, goals and objectives, materials, and methods for student evaluation. Each instructional program should support culturally responsive instruction and reflect diversity, inclusion, and representation of multiple perspectives.
- D. The superintendent shall have discretionary authority to develop guidelines and directives to implement school board policy relating to instructional curriculum.
- E. The school district shall assist all students by grade 6 and no later than grade 9 to explore their college and career interests and aspirations and develop a plan for a smooth and successful transition to postsecondary education or employment.

**Legal References:** Minn. Stat. § 120A.22 (Compulsory Instruction)  
 Minn. Stat. § 120B.021 (Required Academic Standards)  
 Minn. Stat. § 120B.022 (Elective Standards)  
 Minn. Stat. § 120B.125 (Planning for Students' Successful Transition to Postsecondary Education and Employment; ~~Involuntary Career Tracking Prohibited~~) Personal Learning Plans)  
 Minn. Stat. § 120B.236 (Cardiopulmonary Resuscitation and Automatic External Defibrillator Instruction)

**Cross References:**

Burnsville-Eagan-Savage School District Policy 105 (Equity, Access and Excellence in Education)  
Burnsville-Eagan-Savage School District Policy 603 (Curriculum Development)  
Burnsville-Eagan-Savage School District Policy 605 (Alternative Programs)

Adopted: 3/10/2016  
 Reviewed: ~~1/13/2022~~5/12/2022  
 Revised: ~~1/27/2022~~MSBA 2022  
 Rescinds

*Burnsville-Eagan-Savage School District Policy 609*

## **609 RELIGION**

### **I. PURPOSE**

The purpose of this policy is to identify the status of religion as it pertains to the programs of the school district.

### **II. GENERAL STATEMENT OF POLICY**

- A. The school district shall neither promote nor disparage any religious belief or nonbelief. Instead, the school district encourages all students and employees to have appreciation for and tolerance of each other's views.
- B. The school district also recognizes that religion has had and is having a significant role in the social, cultural, political, and historical development of civilization.
- C. The school district recognizes that one of its educational objectives is to increase its students' knowledge and appreciation of music, art, drama, and literature which may have had a religious basis or origin as well as a secular importance.
- D. Religious music, art, drama, and literature may be included in the curriculum and in school activities provided it is intrinsic to the learning experience and is presented without a religious purpose.
- E. The historical and contemporary values and the origin of various religions, holidays, customs, and beliefs may be presented in a nonreligious manner as part of the school district's curriculum.

### **III. RESPONSIBILITY**

- A. The superintendent or designee shall be responsible for ensuring that the study of religious materials, customs, beliefs, and holidays in the school district is in keeping with the following guidelines:
  - 1. The proposed activity must have a secular purpose.
  - 2. The primary objective of the activity must be one that neither advances nor inhibits religion.
  - 3. The activity must not foster excessive governmental relationships with religion.

4. ~~The school district will make efforts to reasonably accommodate any student who wishes to be excused from curricular activity for the purpose of a religious practice or observance of religious holidays. As with other absences, students are expected to make up any classwork or curricular requirements missed due to the student's absence. Notwithstanding the foregoing guidelines, reasonable efforts must be made to accommodate any student who wishes to be excused from a curricular activity for a religious observance. The school district must provide annual notice to parents of this policy.~~

B. The superintendent is granted authority to develop and present for school board review and approval directives and guidelines for the purpose of providing further guidance relative to the teaching of materials related to religion. Approved directives and guidelines shall be attached as an addendum to this policy.

**Legal References:**

U. S. Const., amend. I  
 Minn. Stat. § 120A.22, Subd. 12(3) (Compulsory Instruction)  
 Minn. Stat. § 120A.35 (Absence ~~f~~From School for Religious Observance)  
 Minn. Stat. § 121A.10 (Moment of Silence)  
*Good News Club v. Milford Central School*, 533 U.S. 98, 121 S.Ct. 2093, 150 L.Ed.2d 151 (2001)  
*Santa Fe Indep. Sch. Dist. v. Doe*, 530 U.S. 290, 120 S.Ct. 2266 (2000)  
*Tangipahoa Parish Bd. of Educ. v. Freiler*, 530 U.S. 1251, 120 S.Ct. 2706 (2000)  
*Lemon v. Kurtzman*, 403 U.S.602, 91 S.Ct. 2105, 29 L.Ed.2d 745 (1971)  
*Child Evangelism Fellowship v. Minneapolis Special Sch. Dist. No. 1*, 690 F.3d 996 (8<sup>th</sup> Cir. 2012)  
*Wigg v. Sioux Falls Sch. Dist.*, 382 F.3d 807 (8<sup>th</sup> Cir. 2004)  
*Doe v. School Dist. of City of Norfolk*, 340 F.3d 605 (8<sup>th</sup> Cir. 2003)  
*Stark v. Independent Sch. Dist. No. 640*, 123 F.3d 1068 (8<sup>th</sup> Cir. 1997)  
*Florey v. Sioux Falls Sch. Dist. 49-5*, 619 F.2d 1311 (8<sup>th</sup> Cir. 1980)  
*Roark v. South Iron R-1 Sch. Dist.*, 573 F.3d 556 (8<sup>th</sup> Cir. 2009)  
*Child Evangelism Fellowship v. Elk River Area Sch. Dist. No. 728*, 599 F.Supp.2d 1136 (D. Minn. 2009)  
*LeVake v. Independent Sch. Dist. No. 656*, 625 N.W.2d 502 (Minn. App. 2001)  
 Minn. Op. Atty. Gen. 169-J (Feb. 14, 1968)  
 Minn. Op. Atty. Gen. 169-K (Oct. 21, 1949)  
 Minn. Op. Atty. Gen. 63 (1940)  
 Minn. Op. Atty. Gen. 120 (1924)  
 Minn. Op. Atty. Gen. 121 (1924)

**Cross References:**

Burnsville-Eagan-Savage School District Policy 102 (Equal Educational Opportunity)  
[Burnsville-Eagan-Savage School District Policy 105 \(Equity, Access and Excellence in Education\)](#)

Burnsville-Eagan-Savage School District Policy 801 (Equal Access to School Facilities)



**Agenda IV.A.6.  
May 12, 2022**

**To:** Board of Education  
Dr. Theresa Battle, superintendent

**From:** Imina Oftedahl, director of curriculum, instruction and assessment

**Date:** May 5, 2022

**Re:** Policy 699: *Teaching About Controversial Issues*

**Recommendation:** Approve no changes to Policy 699: *Teaching About Controversial Issues*.

Policy 699 was reviewed by the Policy Review Committee on April 26, 2022.

*Adopted:* 6/1986 *Burnsville-Eagan-Savage School District Policy 699*  
*Reviewed:* ~~3/14/2019~~ 5/12/2022  
*Revised:* 5/9/2019  
*Rescinds:* INB

## **699 TEACHING ABOUT CONTROVERSIAL ISSUES**

### **I. PURPOSE**

The development of critical thinking and preparation for citizenship are among the educational goals of the school district. As a result, the school district has a responsibility to include content dealing with current critical issues in various curriculum areas at all grade levels. Some of these issues may be controversial. The purpose of this policy is to recognize the benefit to students of the appropriate study of controversial issues within reasonable parameters. The school board has the final authority to give or withhold consent for any school activity or program.

### **II. GENERAL STATEMENT OF POLICY**

- A. The school district and the individual classroom teachers have a responsibility to give students an opportunity to study controversial issues which have political, economic, or social significance. The course of this study should include access to appropriate, relevant information, including materials that circulate freely in the community, and competent instruction balancing the various points of view in an atmosphere free from bias, prejudice, discrimination, and harassment.
- B. In fulfilling this responsibility, the teacher shall make a deliberate effort to achieve balance within a reasonable period of time in the viewpoints and information to which students are exposed.
- C. Students and parents may express opinions on controversial issues without jeopardizing relations with school staff.
- D. In selecting controversial issues to be included in the instructional program, the staff shall use the following guidelines:
  - 1. The issue should contribute toward helping students develop techniques for examining other controversial issues.
  - 2. The issue should be suitable for students of the maturity and background represented in the class.
  - 3. The issue should be related to the course content and help achieve course objectives.

- E. If a controversial issue that is neither directly related to the course content nor specified as a part of the curriculum unexpectedly arises during a class discussion, for example as the result of a student's questions or comments or in the coverage of current events, the teacher may deal with student interest in the issue by devoting sufficient time to the issue to assure balanced, impartial coverage.

### III. COMPLAINTS

- A. The administration shall establish procedures, subject to school board approval, for handling any complaints relative to the study of controversial issues.
- B. Recognizing the difficult position in which teachers will sometimes be placed in carrying out this policy and in giving students an opportunity to study a controversial issue, the school board places trust and confidence in its employees and will support their actions insofar as possible, from anonymous, unreasonable, or ill-considered complaints.

### IV. TRAINING

- A. Principals and secondary area leaders shall be responsible for informing all staff members of the policy on coverage of controversial issues in the curriculum. In doing so, they shall emphasize the basic assumption that the school is providing an opportunity for students to study controversial issues, not teaching a viewpoint on controversial issues.
- B. A teacher who is in doubt concerning the advisability of discussing certain issues and materials in the classroom shall confer with his/her principal as to the appropriateness of doing so. If the teacher and principal are unable to agree, the issue shall be referred to the superintendent or superintendent's designee.

#### *Legal References:*

- Cross References:* Burnsville-Eagan-Savage School District Policy 498 (Political Campaigns and Activities)  
 Burnsville-Eagan-Savage School District Policy 606 (Instructional Resources)

## May 12, 2022 Board Meeting

### Board Members' Questions and Staff Responses regarding BoardBook materials

#### (Radon Testing)

Board Member Question	Staff Response
<p>1. Radon testing - I'm almost certain I know the answer, but the community may benefit from it being mentioned during the presentation. Why weren't all schools tested for radon? If I remember correctly, the other schools were tested last year, so I assume that is likely the answer.</p>	<p>The other six sites were tested last spring. Radon testing can only be performed from November through March. We have a larger district by square footage and so our environmental consultant breaks our district into two parts.</p>

#### (SRO)

Board Member Question	Staff Response
<p>SRO - I'm curious to hear a bit about what the role of the SRO was during the BHS lockdown/ threat that occurred a couple of months ago, but I didn't see any mention of it in the presentation, other than alluding to work on building security. Do you know if that is something that they will touch on?</p>	<p>The team does not plan to touch on details of the lockdown other than to talk about their role as a support and consult in these situations. In reality, the BHS SRO, Javier was notified when the first call was received. He and Dave Helke assessed the threat and a decision was made to institute the lockdown. The SRO's then supported communication with the BPD command team and also became a part of the initial search as well as the SWAT team when initiated. So the SRO's were engaged from start to finish of the event.</p>



AGENDA ITEM: IV.B.1.

To: Members of the Board of Education  
Superintendent Dr. Theresa Battle

From: Stacey Sovine  
Executive Director of Human Resources

Date: May 12, 2022

RE: **Proposed ratification of the Q-Comp / Pro-pay Memorandum of Understanding with the Burnsville Education Association.**

**RECOMMENDATION: THAT THE BOARD OF EDUCATION APPROVE THE PROPOSED REVISIONS AND RE-ADOPT THE UNCHANGED LANGUAGE IN THE 2022 – 2023 PRO-PAY MEMORANDUM OF UNDERSTANDING WITH THE BURNSVILLE EDUCATION ASSOCIATION.**

**The major language items include:**

- Major items on this document include updating dates
- Including Continuous Improvement Coaches protections from 2 years to 3 years
- Setting aside \$10,000 within the ProPay budget for mentoring purposes for new teachers.

# Burnsville – Eagan – Savage

# Teacher Professional Pay System

*Memorandum of Understanding  
Between the Burnsville Education Association  
and the  
School Board of Independent School District #191*

July 1, ~~2021~~ 2022- June 30, ~~2022~~ 2023

**BURNSVILLE – EAGAN – SAVAGE  
TEACHER PROFESSIONAL PAY SYSTEM**

This Agreement is entered into pursuant to Minn. Stat. § 122A.414 and the Public Employment Labor Relations Act (PELRA) of 1971, as amended, Minn. Stat. § 179A.01, et seq., by and between Independent School District No. 191, Burnsville – Eagan – Savage (herein after “District”) as the public employer under the PELRA and the Burnsville Education Association (herein after “BEA”) as the exclusive representative of teachers employed by the District under the PELRA, for the purpose of fully implementing the Burnsville – Eagan – Savage Teacher Professional Pay System (known hereafter as Pro-Pay). The terms of this Agreement are as follows:

### **AUTHORITY**

**Laws:** This Agreement has been negotiated pursuant to and in compliance with the provisions of Minn. Stat. §§ 122A.414, 122A.4144 and 179A.01 et seq. The statutory authority specifically includes an exception to the PELRA in the form of an optional right to re-open negotiations regarding only the Professional Pay System.

### **BACKGROUND AND LEGAL REQUIREMENTS**

**1. Effect:** This Agreement supersedes and replaces any salary or other provision of the PELRA Master Agreement that may currently be in effect between the District and the BEA that is inconsistent with any provision of this Agreement, subject to the contingencies specified in this Article.

**2. Contingency:** Effect of Contingencies: In the event that any contingency specified in this Section is not met, then this Agreement will have no force or effect and the terms and conditions of employment of the teachers employed by the District will be governed by the PELRA Master Agreement then in effect. Provided, however, that either party may re-open negotiations for the ProPay agreement as permitted under law in an effort to cure any cause that has nullified this Agreement.

- a. **MDE Approval:** This Agreement is contingent upon the legal requirements both of timely and of continuing approval by the Minnesota Department of Education for the 2015-2016 school year and thereafter.
- b. **Ratification:** This Agreement is contingent upon its ratification by the bargaining unit represented by the BEA and by the School Board of the District.
- c. **Continuing Revenue:** This Agreement is contingent upon the initial and continuing receipt of revenue based upon at least two hundred and sixty dollars (\$260.00) per pupil as specified in M.S. 122A.415, Subd.1 (2005). In the event additional revenue is allocated by the legislature, ISD #191 and the BEA agree to reopen the MOU to negotiate allocation of the revenue only.

**Notice of Amendments:** The District and BEA agree to discuss issues related to ProPay during negotiations. In the event the District and BEA amend this Agreement, the Minnesota Department of Education must be apprised of the amendment(s). In the event that the MDE asserts that any amendment is illegal and that revenue for the ProPay will be suspended, withheld, terminated or otherwise reduced, then this Agreement may be terminated effective with the date of the MDE’s decisions regarding changes in revenue by either party giving written notice to the other party at its official business address.

**Implementation Review:** Five administrators and five BEA appointed committee members will comprise an oversight committee that meets a minimum of three times per year.

**Budget Review:** ProPay is funded by categorical revenue. The BEA President and District Superintendent or his/her designee will periodically meet and review the budget. At least one such review shall occur prior to the adoption of the budget for the upcoming year. The review shall include a review of end-of-year expenditures; staff coded to the account and any carryover monies.

**Annual Review:** The ProPay Committee will meet annually to review and evaluate the effectiveness of the plan with respect to:

- Teacher Satisfaction
- Impact on student achievement
- Impact on school culture

The results will be used to modify the plan, consistent with the Notice of Amendment section above.

## **TEACHER PROFESSIONAL PAY SYSTEM**

### **Section 1. Schedules:**

- Subd. 1. The Professional Pay System Schedule is attached and incorporated by reference effective for fiscal year July 1, 2021 2022 to June 30, 2022 2023 as Appendix A. ABE and ECFE teachers shall follow the Professional Pay System Schedule Appendix B.
- Subd. 2. Any teacher hired after the inception of the professional pay plan will be placed on the matrix as provided in Article V of the Master Agreement.
- Subd. 3. Any change in location of a teacher on the ProPay matrix for subsequent fiscal years will be determined in accordance with the provisions of this Agreement. Any dispute regarding location on the ProPay matrix will be resolved through the grievance provision of the Master Agreement.

### **Section 2. Probationary Teachers:**

- a. Each probationary teacher who has all or part of a three-year probationary period of employment under the law must complete all of the applicable performance appraisal requirements and engage in the Collaborative Teams, except as noted in Section 9, Subd 4 and Subd 5, in accordance with the District's standards in order to earn a performance increment for the subsequent year.
- b. Probationary Status: The District retains its managerial authority under the PELRA to evaluate and decide on the renewal or non-renewal of probationary teachers as provided by § M.S. 122A.40.

### **Section 3. Non-probationary Teachers:**

- a. Notice of Assignment: Each teacher's contract will specify the teacher's career and level placement as well as compensation information.
- b. Contingencies: In the event of the occurrence of a contingency that voids this Agreement, salary under the ProPay will not be a part of any teacher's rights under the Continuing Contract statute. Salary rights will be determined pursuant to Article V of the Master Agreement.

- c. Standards: Attainment of performance increments will be in accordance with the standards of the ProPay.

**Section 4. Calendar:**

Subd. 1. **Development of District and School-Wide Goals:**

- a. On an annual basis, the District will set district improvement goals. The goals will be based on an analysis of student data and will align with the strategic plan and MDE requirements.
- b. On an annual basis, Building Leadership Teams (BLT) will set school-wide improvement goals within their School Improvement Plan (SIP). The goals will be based on an analysis of student data and will align with the strategic plan and district goals.

Subd. 2. **Teacher Responsibilities Summary:**

- a. Building Goal: Implement strategies that support a building goal focused on student achievement and aligned with core instruction.
- b. Collaborative Team Goal: Engage in the development and implementation of a collaborative team goal that addresses one of your school improvement goals.
- c. Personalized Professional Learning Plan: Develop and implement a professional learning plan that is personalized, aligned with your school improvement goals and building PD plan, and aligned with the teaching license renewal expectations.
- d. Observations and Coaching: Demonstrate your professional practice through 3 formative observations and coaching sessions conducted by 2 different observers (Continuous Improvement Coach and another trained observer).
- e. The goal setting and observation templates, rubrics, and examples explain what teachers must do to be successful in the ProPay system.
- f. Licensed staff will move vertically on the salary schedule and earn the performance pay incentive if the majority of their ratings are in proficient or exemplary categories by the end of the year when all three observations are compiled.

Subd. 3. **Timelines:**

- a. Building Goal (\$300)
  - i. Deadlines
    1. Building Leadership Teams will submit building goal by October 1.
    2. Sites will document their progress throughout the year.
    3. Sites will share their emerging results with district leadership and BLT.
  - ii. Completion and Processing
    4. Evidence of completion and final progress monitoring will be processed in the fall when all data are available.
    5. Payments shall occur by the last pay date in October of the following school year.
- b. Collaborative Team Goal (\$300)
  - i. Deadlines
    1. Collaborative teams will develop their team's goal once the School Improvement Plan's (or SIP's) student achievement goals have been identified.
    2. Collaborative teams will document their progress throughout the year and will share/report their progress with the building leadership team.

3. Collaborative teams will share their emerging results during collaborative team time during the year.
  - ii. Completion & Processing
    1. Evidence of completion should be submitted by May 15.
    2. Because some Collaborative Teams may choose to use standardized tests, payout will be processed in the fall when all data are available.
    3. Teachers may revise their Collaborative Team Goals and resubmit them up until October 31st or within 6 calendar weeks of date of hire, whichever is later.
    4. Payments shall occur by the last pay date in October of the following school year.
  - c. Professional Learning Plan (\$300)
    - i. Deadlines
      1. Teachers will identify and develop their professional learning plan by October 15.
      2. Teachers will engage in PD aligned with their building PD and/or participate in other PD opportunities to support their area or interest.
      3. Teachers will document their progress in preparation for their observations.
      4. Teachers will document their learning in a reflective summary after their observations are completed.
    - ii. Completion & Processing
      1. Evidence of completion and the final reflective narrative will be shared with your Continuous Improvement Coach by May 15.
      2. Payments shall occur by July 15.
  - d. Coaching and Observations (\$900)
    - i. Deadlines
      1. The first CIC observation should be completed by Jan. 31.
      2. The second CIC observation should be completed before May 15.
      3. The other trained observer observation should be completed by May 15.
      4. A minimum of three weeks must occur between consecutive observations.
    - ii. Completion & Processing
      1. Teachers schedule their pre- and post-observation conferences with their Continuous Improvement Coach and other trained observer.
      2. Teachers complete their pre-observation form prior to their scheduled pre observation conference.
      3. The pre-observation includes a progress update connected to their professional learning plan in preparation for their observations.
      4. Post-observation reflections need to be completed within five days following each observation.
      5. Payments shall occur by July 15.
- Subd. 4. Coaching and Observations:
- a. The district evaluation system maintains the core structure of having principals / administrators evaluate non-tenured staff 3 times each year along with 1/3 of the tenured teachers.
  - b. Licensed staff will participate in three coaching observations based on their professional learning plan and connected to Danielson's Frameworks.
  - c. Continuous Improvement Coaches will conduct two formative observations with tenured staff.

- d. The third formative observation for tenured staff will be conducted by another trained observer, of the employee's choice when he/she is in the formative/ProPay cycle.
- e. The Professional Learning Plan will be integral to the Pre- and Post- Observation discussions.

## **Section 5 Performance Incentive Pay Dispute Resolution:**

### Subd. 1. **Limitations:**

- a. Scope: The dispute resolution mechanism of this Agreement extends only to disputes regarding a teacher's compliance with the standards of the ProPay. Teachers retain all rights to dispute resolution as per the Master Agreement regarding all other provisions of the contract aside from those relating to ProPay.
- b. Exclusive Remedy: The dispute resolution mechanism of this Agreement is the exclusive remedy for resolving disputes regarding a teacher's compliance with the standards of ProPay.

### Subd 2. **Teachers who have a scoring dispute:**

- a. If a teacher is not satisfied with an observation by a trained observer, the instructor needs to schedule a meeting with his/her observer to appeal the observation. If the teacher and observer do not reach a satisfactory outcome, which may include another observation, the teacher may schedule an additional observation with a different trained observer by contacting the Superintendent's designee.
- b. If the outcome of the additional observation is not satisfactory to the teacher, the instructor may meet with the Superintendent's designee to request an additional appeal. If the Superintendent's designee determines an additional observation is warranted, he or she will conduct the observation for the teacher. The Superintendent's designee will consult with the BEA president before making a final decision. The ProPay committee will be updated annually on the number of disputes that occurred in the plan year.

**Section 6: Career Ladder Descriptions:** Career Ladders are career opportunities for teachers and other licensed professionals that broaden their influence on the teaching profession. Career ladder teacher performance will be reviewed on an annual basis. Teachers who are at the Emerging Professional Level in their careers are eligible to apply for Continuous Improvement Coach positions, with preference given to those who have at least 6 years of teaching experience including 2 or more in ISD191. Career Ladders present teachers with many opportunities for leadership. It is the intent of the District and BEA to encourage as many different qualified teachers as possible to assume leadership positions. Career Ladder positions in ISD #191 include the following:

Continuous Improvement Coaches (CIC) (\$3,400 stipend for full assignment, pro-rated for periods of unpaid leave). 6 TOSAs funded through ProPay plus 2 TOSA's funded through other district funds, will work with teachers to create Collaborative Team (CT) student achievement goals that align to the School Improvement Plans and assist in helping them write individual Personalized Professional Learning Plans (PLP). The role of the Continuous Improvement Coach is to help each teacher reach his/her goals through conducting observations, and providing feedback. Continuous Improvement Coaches will be decision makers regarding ProPay performance pay tied to each teacher's Professional Growth Plan. The Continuous Improvement Coaches responsibilities will include serving on the BLT of the assigned building(s). One CIC will serve as a .5 Q-Comp Coordinator with an additional stipend of \$1,600.

Employees seeking career ladder promotions will be able to complete an application for available Continuous Improvement Coach positions. A selection team consisting of 3 teachers appointed by the BEA and 3 administrators / principals will review, identify and approve a pool of qualified employees for the career promotions based on agreed upon criteria and qualifications including demonstration of cultural proficiency. If the selection team decides there are not enough qualified applicants for promotion, they may either extend the application deadline, recruit other employees or post for external candidates with a preference for teachers of color.

Continuous Improvement Coaches may return to their previous position after **2 3** years, if available. The request to return must be submitted by February 1<sup>st</sup>. If the previous assignment is not available, the teacher shall return to the previous department at the building from which the teacher transferred.

It is the expectation that teachers would return to teaching, either full- or part-time after serving as a Continuous Improvement Coach for a 3-5 year period of time. After completing three or more years in the position, Continuous Improvement Coaches continue to have the right to return to teaching. The District will place the returning teacher in a position for which he or she is appropriately licensed.

Continuous Improvement Coaches will work a 184 day schedule that meets the training and evaluation needs of the position.

Building Leadership Team (BLT) (\$1500 stipend, pro-rated for periods of unpaid leave) members (a proportionate and representative team of teachers & staff in each building – teachers receive a stipend from Pro-Pay) are responsible for writing, implementing, and evaluating the School Improvement Plans and the School Professional Development Plans aligned to the District Strategic Goals and the District 5 Year PD Plan. Each BLT member will facilitate the work of collaborative teams (CT). The BLT will approve the Collaborative Teams achievement goals to ensure alignment to the School Improvement Plan (which includes the ProPay building goals) and will address questions/issues regarding goal attainment. 82 BLT members will be paid through ProPay according to the following allocation. Additional BLT members will be paid through building professional development funds.

Elementary	5 per site	Best	2
Middle School	8 per site	ECFE/ABE	4
BHS	13	ECSE	4
BAHS	3	<i>Virtual Academy</i>	3

The BLT ratio for probationary/tenured teachers:

<u>Max # of Probationary Teachers</u>	<u>Total teachers on BLTs</u>
1	1-7
2	8-12
3	13-17
4	18+

**Section 7: Substitute Teacher Availability:** Comprehensive implementation of ProPay requires that teachers occasionally leave their classrooms. Teachers will use prep time for Pre- and Post-observation meetings. Up to \$15,000 from Pro-Pay funds will be set aside annually to cover

Elementary BLT members if scheduling restrictions require the need for a sub. Once the \$15,000 reserve is exhausted no other subs will be available.

**Section 8: Professional Pay Plan Schedule:**

- a. The Pro-Pay System Schedules are attached and incorporated by reference as described in Section 1, subd 1. effective for fiscal year July 1, 2020 - June 30, 2021.
- b. Any change in location of a teacher on the ProPay matrix for subsequent fiscal years will be determined in accordance with the provisions of this Agreement. Any dispute regarding initial placement on the ProPay matrix will be resolved through the grievance provision of the Master Agreement.

**Section 9: Special Circumstances:**

- Subd. 1. **Teachers with documented performance concerns:** Teachers with documented performance concerns will be provided with more direction in the area of goal-setting. Teachers will set goals that are linked to the areas(s) of needed improvement with input from the building principal. In addition, the teacher will be observed at least three times in a given year. One of the observations must be conducted by the principal. The teacher will have the option of involving the Continuous Improvement Coaches in the improvement process if he or she chooses.
- Subd. 2. **Teachers on a formal improvement plan:** Teachers who do not meet expectations and have been formally notified of substandard performance as per provisions in the collective bargaining agreement and are at risk of not earning a performance increment, will not be eligible for ProPay payouts. The teacher, teacher's principal and the Executive Director of Human Resources will meet as a team to determine the best way to provide assistance to the teacher.
- Subd. 3. **Performance Increment Pay Dispute Resolution:**
  - a. Teachers who demonstrate substandard performance such that they are at risk of not earning a performance increment must be notified prior to January 1st.
  - b. Prior to March 1 of that year, the teacher must have the opportunity to have consulted and worked with immediate supervisors in raising the level of job performance, consistent with ARTICLE V, Section 8, Subdivision 3 of the Master Agreement. Additional assistance is available as per Section 9. subd. 1. of this Memorandum of Understanding.
  - c. The exclusive dispute resolution process is the grievance procedure described in ARTICLE XV of the Master Agreement.
- Subd. 4. **Partial Year Teachers:**
  - a. **Teachers on Leave**
    - i. A teacher who returns from an extended leave will fully participate in Pro-Pay if his/her number of work days is greater than or equal to 120.
    - ii. These teachers shall be eligible for 100% of the Professional Learning Plans amount, Collaborative Team, and Building Goal. The teacher is eligible for performance incentive pay based upon the number of completed observations as identified within the observation schedule defined in Section 4, Subd. 3. d.

- iii. A teacher who takes a partial year leave during the school year will participate to the extent that the required elements are completed.
- iv. The PLP should be written within 30 work days of returning, if it was not written before commencing a leave.
- v. The teacher will be eligible for PLP, CT, and Building Goal incentive pay if his/her number of work days is greater than or equal to 120.
- vi. Incentive pay based on observations will be pro-rated to the number of completed observations as identified within the observation schedule defined in Section 4, Subd. 3.

b. **Long Term subs**

- i. Long Term Subs are not eligible for ProPay unless the assignment is greater than or equal to 120 days. No other Long Term Subs will participate in ProPay.
- ii. These teachers shall be eligible for 100% of the Professional Learning Plans amount, Collaborative Team, and Building Goal. The teacher is eligible for performance incentive pay based upon the number of completed observations as identified within the observation schedule defined in Section 4, Subd. 3. d.
- iii. The PLP shall be written within 30 days of start of employment.

c. **Newly hired teachers**

- i. Teachers hired into a new position, or as a replacement teacher, for an assignment that is greater than or equal to 120 days shall be eligible for 100% of the Professional Learning Plans amount, Collaborative Team, and Building Goal amounts. The teacher is eligible for performance incentive pay based upon the number of completed observations as identified within the observation schedule defined in Section 4, Subd. 3. d.
- ii. The PLP shall be written within 30 days of start of employment.

Subd 5. **Part-time and Hourly Paid Teachers:** Teachers who are on less than 0.4 FTE contracts, or less than 588 hours annually, will not be required to participate in collaborative team meetings outside of their scheduled hours. If participating in collaborative team meetings for ProPay compensation, they will not receive hourly compensation for attendance at required Collaborative Team meetings. Pre- and Post-Observation meetings will be scheduled within their compensated time. If a teacher qualified under this section chooses not to participate in regular CT meetings for ProPay compensation, then (s)he will be compensated for any required attendance at Collaborative Team meetings or other Professional Development that occurs outside of their scheduled work time, at the hourly rates established in Appendix C-4 of the Master Agreement.

**Section 10: Professional Pay:** All individuals who are represented by the BEA except as defined in previous sections are eligible to earn two types of pay as defined below. The performance incentive pay for teachers represented in the Master Agreement is covered under Teacher Professional Pay System Section. 4.

Subd 1. **Performance Incentive Pay and Increment Advancement Process:**  
 a. \$300 for meeting the school student achievement goal;

- b. \$300 for meeting the Collaborative Team student achievement goal;
- c. \$300 for the Personalized Professional Learning Plan (PLP);
- d. \$900 for demonstrating evidence of professional learning through participation in the observations and the collaborative coaching.
- e. Licensed staff will move vertically on the salary schedule and earn the performance pay incentive if the majority of their ratings are proficient by the end of the year (see Section9, Subd. 2).

**Section 11: Performance I Levels:**

As an educational institution, ISD #191 recognizes the value of enhanced content knowledge and the attainment of advanced pedagogical skills. Levels specify educational levels. Each level represents the attainment of additional, relevant post-graduate coursework.

- a. Level I = BA or BS degree
- b. Level II = BA + 20 quarter credits
- c. Level III = BA + 40 quarter credits
- d. Level IV = BA + 60 quarter credits OR Master's degree

Teachers cannot progress beyond Level IV until he/she attains a Master's degree.

- e. Level V = MA + 20 quarter credits
- f. Level VI = MA + 40 quarter credits
- g. Level VII = MA + 60 quarter credits OR Educational Specialist OR PhD

**Section12: Mentoring Pilot:**

For the purpose of establishing a long-term mentoring program for teachers new to ISD 191, ten thousand (\$10,000) dollars will be set aside within the ProPay budget to be used for professional development, materials, or stipends needed for a pilot program in 2022-2023.

**APPENDIX A**

Replace with new salary schedule  
**Salary Schedule for 2022-2023\***

	Level I	Level II	Level III	Level IV	Level V	Level VI	Level VII
<b>Probationary 1</b>	\$42,570	\$44,330	\$45,880	\$48,090	\$50,310	\$52,390	\$54,970
<b>Probationary 2</b>	\$42,590	\$44,360	\$45,910	\$48,130	\$50,360	\$52,420	\$55,000
<b>Probationary 3</b>	\$42,630	\$44,390	\$45,940	\$48,180	\$50,400	\$52,470	\$55,040
<b>Emerging Professional 1</b>	\$43,220	\$44,720	\$46,690	\$50,400	\$54,280	\$55,170	\$57,880
<b>Emerging Professional 2</b>	\$44,290	\$46,170	\$48,340	\$52,260	\$56,800	\$57,860	\$60,370
<b>Emerging Professional 3</b>	\$46,930	\$48,850	\$51,250	\$55,230	\$57,910	\$60,620	\$63,820
<b>Professional 1</b>	\$50,890	\$51,030	\$53,170	\$57,480	\$60,190	\$62,640	\$66,320
<b>Professional 2</b>	\$50,890	\$55,110	\$55,640	\$60,010	\$62,460	\$65,650	\$68,850
<b>Professional 3</b>	\$50,890	\$55,110	\$60,610	\$62,960	\$66,140	\$69,580	\$73,010
<b>Master Professional 1</b>	\$50,890	\$55,110	\$60,610	\$66,590	\$69,790	\$73,220	\$76,910
<b>Master Professional 2</b>	\$50,890	\$55,110	\$60,610	\$71,260	\$74,850	\$78,450	\$82,490
<b>Master Professional 3</b>	\$50,890	\$55,110	\$60,610	\$77,410	\$81,130	\$85,010	\$89,150
<b>Career Professional A</b>	\$53,780	\$58,980	\$65,100	\$81,840	\$86,080	\$90,530	\$95,840
<b>Career Professional B</b>	\$57,840	\$62,400	\$69,220	\$85,340	\$90,100	\$95,130	\$102,020

**Appendix B (ABE-ECFE)**  
**Salary Schedule for 2022-2023\***

	Level I	Level II	Level III	Level IV	Level V	Level VI	Level VII
<b>Probationary 1</b>	\$28.83	\$29.70	\$30.54	\$31.42	\$32.06	\$32.71	\$33.36
<b>Emerging Professional 1</b>	\$29.70	\$30.54	\$31.42	\$32.27	\$32.93	\$33.59	\$34.27
<b>Professional 1</b>	\$30.54	\$31.42	\$32.27	\$33.15	\$33.81	\$34.49	\$35.19
<b>Professional 2</b>	\$31.42	\$32.27	\$33.15	\$34.02	\$34.73	\$35.60	\$36.11
<b>Master Professional 1</b>	\$32.27	\$33.15	\$34.02	\$34.89	\$35.58	\$36.30	\$37.02

**\*Actual amounts will align with settlement of 2021-2023 Master Agreement Schedules**

**DESCRIPTION OF PERFORMANCE INCREMENT PERFORMANCE TARGETS:**

**Probationary Teachers** are beginning to translate their content knowledge into plans for instruction. During the probationary years teachers are acquiring the materials and developing effective learning activities. Probationary teachers are exploring methods of effective classroom management and physical room arrangement to enhance learning. They are beginning to acquire confidence in their ability to establish rapport with students. They are exploring and comparing strategies for dealing with problem behaviors. They recognize the importance of clear directions and asking a variety of questions but are developing their skills in this area. Probationary teachers work hard to establish grading and record-keeping methods that comport with district requirements.

**Emerging Professionals** are gaining skills in the areas of planning, instruction and classroom management. They have established routines for organizational tasks and classroom management that are more automatic and support instruction. They are able to devote more time to instruction and providing effective feedback to students.

**Professional Teachers** demonstrate deep content and curricular knowledge. They demonstrate the ability to develop learning activities that both engage students and teach the desired content. They have a deep understanding of the scope and sequence of the curriculum. Classrooms run smoothly and professional responsibilities are understood and carried out.

**Master Professionals** understand the needs of individual students in each class and design instruction to meet those needs. Learning objectives are clearly articulated and instruction directly targets those objectives. Student learning is assessed and the results analyzed to determine re-teaching needs. Teachers utilize strategies to engage students in deep level discussion and answer higher level questions. The Master Professional contributes to the school by sharing expertise on district-wide and school-wide committees. The teacher shows professionalism in all assigned duties; whether presenting to peers, facilitating site-council, or performing hall duty.

## **Memorandum of Understanding**

### **Burnsville Education Association and the School Board of Independent School District #191**

Signature of Chairperson Board of Education: \_\_\_\_\_  
Date

Signature of BEA President: \_\_\_\_\_  
Date

Signature of BEA Chief Negotiator: \_\_\_\_\_  
Date

Signature of Director of Human Resources: \_\_\_\_\_  
Date

**Agenda IV.B.2.  
May 12, 2022**

**To:** Board of Education  
Dr. Theresa Battle, superintendent

**From:** Imina Oftedahl, director of curriculum, instruction and assessment

**Date:** May 5, 2022

**Re:** Policies 605: *Alternative Programs*, and 606: *Instructional Resources*

**Recommendation:** Approve, on a first reading basis, changes to Policies 605: *Alternative Programs*, and 606: *Instructional Resources*

The policies were reviewed by the Policy Review Committee on April 26, 2022.

Summary of changes:

- *Policy 605 - MSBA: involves legislative legal updates over which school boards have no control.*
- *Policy 606 - MSBA: does not involve substantive changes to the policy. The Policy Review Committee recommended a few changes to the policy.*

Adopted: 12/17/2015  
 Reviewed: 1/13/2022  
 Revised: 1/27/2022 MSBA 2022  
 Rescinds:

Burnsville-Eagan-Savage School District Policy 605

**605 ALTERNATIVE ~~PROGRAMS~~ EDUCATIONAL SERVICES**

**I. PURPOSE**

The purpose of this policy is to recognize the need for alternative education ~~programs~~ services for some school district students.

**II. GENERAL STATEMENT OF POLICY**

The school board recognizes the importance of alternative ~~program options~~ educational services for some students. Circumstances may be such that some students are put at risk of being able to continue or to complete their education programs. It is the policy of the school ~~board~~ district that options shall be made available for some students to select educational alternatives that will enhance their opportunity to complete their education programs, recognizing that some students may become successful learners if given an opportunity to learn in a different environment and through a different learning style.

**III. RESPONSIBILITY**

A. Any student who is 17 years old who seeks to withdraw from school, and the student's parent or guardian must attend a meeting with school personnel to discuss the educational opportunities available to the student, including alternative educational opportunities and sign a written election to withdraw from school.

B. It shall be the responsibility of the superintendent or designee to identify alternative ~~program~~ educational opportunities to be made available to students who may be at risk, to recommend such alternative programs to the school board for approval, and to familiarize students and parents with the availability of such alternative ~~programs~~ educational services. The superintendent shall, through cooperative efforts with other schools, agencies, and organizations, periodically recommend additional or modified alternative educational ~~programs~~ services to the school board.

CB. The superintendent or designee shall have discretionary authority to develop guidelines and directives to implement school board policy relating to alternative programs.

**Legal References:** Minn. Stat. § 120A.22, Subd. 8 (Compulsory Instruction)  
 Minn. Stat. § 121A.41, Subd. 11 (Definitions – Alternative Educational

Services)

Minn. Stat. § 121A.45, Subd. 1 (Grounds for Dismissal)

Minn. Stat. § 123A.06 (State-Approved Alternative Programs and Services)

Minn. Stat. § 124D.66 (Assurance of Mastery Programs)

Minn. Stat. § 124D.68 (Graduation Incentives Programs)

Minn. Stat. § 124D.74 (American Indian Language and Cultural Educational Programs)

Minn. Stat. § 125A.50 (Alternative Delivery of Specialized Instructional Services)

***Cross References:*** Burnsville-Eagan-Savage School District Policy 102 (Equal Educational Opportunity)  
 Burnsville-Eagan-Savage School District Policy 603 (Curriculum Development)  
 Burnsville-Eagan-Savage School District Policy 604 (Instructional Curriculum)

Adopted: 5/1985  
 Reviewed: ~~12/13/2018~~5/12/2022  
 Revised: ~~1/10/2019~~MSBA 2022  
 Rescinds: IIAA, IIAC, KLB, KLBA

*Burnsville-Eagan-Savage School District Policy 606*

## **606 INSTRUCTIONAL RESOURCES**

### **I. PURPOSE**

The purpose of this policy is to provide direction for selection of instructional resources.

### **II. GENERAL STATEMENT OF POLICY**

The school board recognizes that selection of instructional resources is a vital component of the school district's curriculum.

### **III. RESPONSIBILITY OF SELECTION**

- A. The school board recognizes the expertise of the professional staff and the vital need of such staff to be primarily involved in the recommendation of instructional resources. Accordingly, the school board delegates to the superintendent or designee the responsibility to direct the professional staff in selections that meet school board criteria.
- B. Selection of resources shall be consistent with the following criteria:
1. To consider and align with the District mission and core values the characteristics and philosophy of the and District when selecting resources.
  2. To provide resources that will enrich and support the curriculum, taking into consideration the varied interests, abilities, and maturity levels of the individuals served.
  3. To provide resources that will stimulate growth in critical reading and thinking, factual knowledge, literary appreciation, aesthetic values and ethical standards.
  4. To provide a background of information which will enable individuals to make intelligent judgments in their daily lives.
  5. To foster respect and appreciation for racial, ethnic, socioeconomic, gender identity and expression, and different-ability ~~cultural~~ diversity and varied opinion.
  6. To provide resources representative of the many religious, ethnic, and

cultural groups and their contributions to our American heritage.

7. To place principle above personal opinion and reason above prejudice in the selection of resources of the highest quality in order to assure a comprehensive collection appropriate for the users.
8. To anticipate and meet needs through awareness of subjects of current interest.
9. To permit grade-level instruction for students to read and study America's founding documents, including documents that contributed to the foundation or maintenance of America's representative form of limited government, the Bill of Rights, our free-market economic system, and patriotism; and
10. ~~Do~~To not censor or restrain instruction in American or Minnesota state history or heritage based on religious references in original source documents, writings, speeches, proclamations, or records.

- C. The superintendent or designee shall be responsible for developing procedures and guidelines to establish an orderly process for the review and recommendation of instructional resources by the professional staff. Such procedures and guidelines shall provide opportunity for input and consideration of the views of students, parents, and other interested members of the school district community. This procedure shall be coordinated with the school district's curriculum development effort and may utilize advisory committees.

#### **IV. SELECTION OF INSTRUCTIONAL RESOURCES**

The superintendent or designee shall be responsible for keeping the school board informed of progress on the part of staff and others involved in the instructional resource review and selection process.

#### **V. RECONSIDERATION OF INSTRUCTIONAL RESOURCES**

- A. The school board recognizes differences of opinion on the part of some members of the school district community relating to certain areas of the instruction program. Interested persons may request an opportunity to review materials and submit a request for reconsideration of the use of certain instructional resources.
- B. The superintendent or designee shall be responsible for the development of guidelines and procedures to identify the steps to be followed to seek reconsideration of instructional resources.

#### **VI. PROCEDURE FOR HANDLING QUESTIONED MATERIALS**

- A. Each concern shall be directed to the building principal who will:

1. Treat each concerned person's(s) request with confidentiality.
2. Provide and explain School Board Policy 606.
3. Inform concerned person(s) that ~~his/her/their~~ child is not required to ~~participate in instruction related to~~ be exposed to the questioned material and may request alternative instruction. See "Alternative Instruction Request Form."
4. Try to resolve the questions of the concerned person(s) during the initial contact using a Culturally Proficient School Systems (CPSS) lens.
5. In instances where concerns are not resolved or alternative instruction is insufficient, provide and explain use of the form "Statement of Concern About Instructional Resources~~Educational Materials~~."
6. Inform Assistant Superintendent or designee and appropriate staff member(s) when the above form is given to a concerned person.
7. Access to the duly-selected instructional material in review shall not be restricted during the review process, unless the Assistant Superintendent or designee has determined the material is in violation of the selection criteria of Section III.B of this policy. ~~Retain identified materials for use or place them in the reserve section in the school collection until review process is completed.~~

B. Upon receipt of the signed "Statement of Concern About Instructional Resources~~Educational Materials~~" form, the principal will:

1. Meet with the concerned person(s) and appropriate staff to discuss the information on the completed form.
2. Appoint a building committee to investigate the questioned materials. (The committee will have representation from ~~the~~
  - a. administration,
  - b. teaching staff (including media specialist), and
  - c. community members and member~~citizens and~~
- ~~2-3.~~ Use appropriate Culturally Proficient School Systems rubrics as a part of their investigation.)
- ~~3-4.~~ Review the findings of the building committee.
- ~~4-5.~~ Inform the concerned person(s) and Assistant Superintendent or designee of the committee's findings in writing.

C. If the concerned person(s) is not satisfied with the findings of the building committee, the principal will forward the concern to the Assistant Superintendent or designee who will:

1. Convene a Questioned Materials Committee. This committee shall consist of at least five (5) persons including:
  - a. Staff from grade and/or subject area
  - b. Building Principal
  - ~~b-c.~~ Media Specialist

- ~~e.~~d. Assistant Superintendent or Designee  
~~d.~~e. Community MemberCitizen(s)
2. Review the findings of the Questioned Materials Committee and make a recommendation for status or use of the questioned content or materials.
  3. Inform the concerned person(s) of the Questioned Materials Committee's findings.
- D. If the concerned person(s) is not satisfied with the Questioned Materials Committee's findings and the Assistant Superintendent or designee decision, ~~he/she~~they may appeal to the Superintendent. School Board.
- E. If the concerned person(s) is not satisfied with the Superintendent's decision, he/she they may appeal to the School Board.
- F. Once reviewed, instructional content or resources will not be reviewed again within three years unless new and unconsidered information is presented.

**Legal References:** Minn. Stat. § 120A.22, Subd. 9 (Compulsory Instruction – ~~Curriculum~~Knowledge and Skills)  
Minn. Stat. § 120B.20 (Parental Curriculum Review)  
Minn. Stat. § 120B.235 (American Heritage Education)  
Minn. Stat. § 123B.02, Subd. 2 (General Powers of Independent School Districts)  
Minn. Stat. § 123B.09, Subd. 8 (School Board Responsibilities)  
Minn. Stat. § 124D.59-124D.61 (~~Limited English Proficiency~~Education for English Learners Act)  
Minn. Stat. § 127A.10 (State Officials and School Board Members to be Disinterested; Penalty)  
*Hazelwood Sch. Dist. v. Kuhlmeier*, 484 U.S. 260, ~~108 S.Ct. 562, 98 L.Ed.2d 592~~ (1988)  
*Pratt v. Independent Sch. Dist. No. 831*, 670 F.2d 771 (8<sup>th</sup> Cir. 1982)

**Cross References:** Burnsville-Eagan-Savage School District Policy 105 (Equity, Access and Excellence in Education)  
Burnsville-Eagan-Savage School District Policy 603 (Curriculum Development)  
Burnsville-Eagan-Savage School District Policy 604 (Instructional Curriculum)  
Form 606



**Agenda IV.B.3.  
May 12, 2022**

**To:** Board of Education  
**From:** Dr. Theresa Battle, superintendent  
**Date:** May 5, 2022  
**Re:** Policy 701: *Establishment and Adoption of School District Budget*

**Recommendation:** Approve, on a first reading basis, changes to Policy 701: *Establishment and Adoption of School District Budget*.

Policy 701 was reviewed by the Policy Review Committee on April 26, 2022.

The revisions were recommended by the Policy Review Committee.

*Adopted:* 2/1991, 8/1996

*Burnsville-Eagan-Savage School District Policy 701*

*Reviewed:* 5/24/20185/12/2022

*Revised:* 6/14/2018

*Rescinds:* DBH

## **701 ESTABLISHMENT AND ADOPTION OF SCHOOL DISTRICT BUDGET**

### **I. PURPOSE**

The purpose of this policy is to establish lines of authority and procedures for the establishment of the school district's revenue and expenditure budgets.

### **II. GENERAL STATEMENT OF POLICY**

The policy of the school district is to establish its revenue and expenditure budgets in accordance with the applicable provisions of law. Budget planning is an integral and collaborative part of program planning so that the annual budget will effectively express and implement school board goals and align with the school district mission and core values ~~the priorities~~ of the school district.

### **III. REQUIREMENT**

- A. The superintendent or designee shall each year prepare preliminary revenue and expenditure budgets for review by the school board or its designated committee or committees. The preliminary budgets shall be accompanied by such written commentary as may be necessary for them to be clearly understood by the members of the school board and the public. The school board shall review the projected revenues and expenditures for the school district for the next fiscal year and make such adjustments in the expenditure budget as necessary to carry out the education program within the revenues projected.
- B. The school district must maintain separate accounts to identify revenues and expenditures for each building. Expenditures shall be reported in compliance with Minn. Stat. § 123B.76.
- C. Prior to July 1 of each year, the school board shall approve and adopt its initial revenue and expenditure budgets for the next school year. The adopted expenditure budget document shall be considered the school board's expenditure authorization for that school year. No funds may be expended for any purpose in any school year prior to the adoption of the budget document which authorizes that expenditure for that year, or prior to the adoption of an amendment to that budget document by the school board to authorize that expenditure for that year.
- D. Each year, the school district shall publish its adopted revenue and expenditure budgets for the current year, the actual revenues, expenditures, and fund balances for the prior year, and the projected fund balances for the current year in the form

prescribed by the Commissioner within one week of the acceptance of the final audit by the school board, or November 30, whichever is earlier, in accordance with Minn. Stat. § 123B.10.

- E. At the public hearing on the adoption of the school district's proposed property tax levy, the school board shall review its current budget and the proposed property taxes payable in the following calendar year.

#### **IV. IMPLEMENTATION**

- A. The school board places the responsibility for administering the adopted budget with the superintendent. The superintendent may delegate duties related thereto to other school officials, but maintains the ultimate responsibility for this function.
- B. The program-oriented budgeting system will be supported by a program-oriented accounting structure organized and operated on a fund basis as provided for in Minnesota statutes through the Uniform Financial Accounting and Reporting Standards for Minnesota School Districts (UFARS).
- C. The superintendent or designee is authorized to make payments of claims or salaries authorized by the adopted or amended budget prior to school board approval.
- D. The school district shall make such reports to the Commissioner as required relating to initial allocations of revenue, reallocations of revenue, and expenditures of funds.

***Legal References:*** Minn. Stat. § 123B.10 (Publication of Financial Information)  
 Minn. Stat. § 123B.76 (Expenditures; Reporting)  
 Minn. Stat. § 123B.77 (Accounting, Budgeting and Reporting Requirements)

***Cross References:*** Burnsville-Eagan-Savage School District Policy 701.1 (Modification of School District Budget)  
 Burnsville-Eagan-Savage School District Policy 702 (Accounting)  
 MSBA Service Manual, Chapter 7, Education Funding



**Agenda V.  
May 12, 2022**

**To:** Board of Education  
Dr. Theresa Battle, superintendent

**From:** Lesley Chester, chair

**Date:** May 5, 2022

**Re:** Adjourn to a Board Retreat about Board Member Onboarding and Board Self-Evaluation Next Steps.



## Information for Prospective Members of the Burnsville-Eagan Savage Board of Education

Thank you for your interest in running for the Board of Education of Burnsville-Eagan-Savage School District 191 (District 191). This document is designed to answer some common questions and ensure prospective candidates understand more about the role.

Additional information from The MN School Board Association:

<http://www.mnmsba.org/BecomingASchoolBoardMember>

### **Meetings**

The following is a list of the meetings that occur during the year. A Board member's attendance at any meeting or event for which they are assigned is critical and respectful, as resources have gone into the preparing and planning of the meeting. By Minnesota Open Meeting law, all meetings below are open to the public, except for a Closed Meeting.

#### **Regular**

The Board meets twice a month on Thursdays every month, except for one meeting in November and December and no meetings in July. These meetings are recorded and broadcast live. Robert's Rules of Order on parliamentary procedures are used as the structural foundation of the meetings, and the meetings are run by the Board Chair. Regular meetings usually last 2-3 hours, but sometimes can run as long as 5-6 hours.

#### **Committees**

Every Board member is assigned to one or more primary Board Committee, such as Policy or Negotiations. Those meetings occur monthly, except for Negotiations which has a variable meeting schedule depending on the year. Additionally, each Board member is assigned to one or more outside committees, such as Chamber of Commerce or Foundation 191. These additional meetings generally occur monthly and typically last 1 hour.

#### **Listening Sessions**

Board members take turns covering the 30-minute Listening Session that occurs prior to the Regular Board meeting. Two board members attend each session and fulfill this role approximately every six weeks. Board members are expected to listen and observe at these meetings; they should only engage the audience for clarification and acknowledgement (coming and speaking at these can be intimidating for some people, so it is important that we are receptive and welcoming). The Superintendent (or representative) will also be in attendance to document the event, provide clarification and note

takeaway actions, and is then responsible for submitting a high level summary report in the consent agenda at the next regular Board meeting.

### **Superintendent**

Every Board member meets 1-on-1 monthly with the Superintendent to discuss any issues or learn about upcoming initiatives. Scheduling of these meetings is the responsibility of the Board member and Superintendent.

### **Workshops**

Workshops/work sessions are held immediately following regular Board meetings and are recorded, broadcast live, and posted online for public viewing. Occasionally workshops may be held on a separate day than a Board meeting depending on the expected length of discussion. These meetings generally last 2-4 hours.

### **Retreats**

Retreats are scheduled by the Board Chair independently from regular Board meetings. The typical schedule for retreats is on a quarterly basis, although retreats may also be scheduled more frequently, as needed. The purpose of retreats is board development, planning and/or a specific topic. These meetings generally last 4-8 hours.

### **Closed Meetings**

Per Minnesota statute, closed meetings may be called by the Board Chair for limited and specific purposes: labor negotiations strategy; employee evaluations or discipline; limited attorney-client privilege; student expulsion hearings; discussions of security issues; and land sale and/or acquisitions.

## **Meeting Materials and Prep**

Board members receive meeting materials the week before the scheduled meeting and are expected to read and familiarize themselves with the material prior to the meeting, as well as prepare questions for staff and for general discussion.

## **Attending Events**

Board members are expected to attend official district events such as State of the District, State of the City, One91 Community of Excellence Awards Ceremony and graduations, including for the BEST Transition program, Burnsville Alternative High School, and Burnsville High School. In addition, Board members are encouraged to attend other events at schools such as Read-A-Thons, Honor Society inductions, AVID events, and other celebrations.

## **Communications from the Public and Social Media**

You will receive emails, phone calls and mail in your role as a Board of Education member. These communications will usually be in advocacy of something and/or critical of some decision the Board has taken. These communications are often harsh and will be directed at you even if you were not on the Board when the issue at hand was decided. Your personal perspective won't matter to the people who are communicating to you. You are now one of seven on the Board of Education and therefore represent the leadership and decision-making that happens in the district. Regardless of who you were and what you did before you were on the Board, as far as the public is concerned, and in keeping with our code of

conduct, you are now responsible for past decisions, as well as future ones. Being on the board means you take on this responsibility of leading the district, and it can be difficult at times.

Similarly, there will be social media posts that are critical of the Board, and perhaps even of individual members, and they can be harsh. Often the communications and social media posts are based on incomplete or inaccurate information, and it can be tempting to defend decisions or correct information. It is critical that Board members forward these items to the Superintendent and Board Chair who will work with the Communications Department to address them. For those of us on social media platforms, understand that your Board member "hat" never comes off. We can try, but people will always put it back on for you, or will filter your posts through the Board lens. It may be helpful to create Board-specific accounts (completely open to the public) and a private account (in which there can be no discussion of Board or district matters).

Your personal cell phone/texts and district email become part of the public record and are therefore subject to collection through the Freedom of Information Act as they relate to school district business.

### **Governance vs. Management**

This Board of Education is a governance board, which means it has overall fiscal and fiduciary responsibility for the district. We ask questions, we ask the Superintendent to check into issues we might hear about, we work to ensure the district's money is spent in a responsible way, we set policy, and we make decisions that allow the district to move forward. As our ex officio Board member and sole employee, we work with and through the superintendent, not around, above, or below him/her.

We are not a management board, which means we do not weigh in on personnel decisions, we do not decide what lunches are served, how to stop a bullying problem, or make local decisions on curriculum. We hire a superintendent whose job it is to provide a great staff to oversee the details of running the district. Parents and community members are much more effective when they communicate directly with their building administration to ask for changes, instead of communicating with us in the intention of implementing change. Board members regularly refer parents and community members to speak with the appropriate staff member(s) for further discussion.

While the public should not be bringing their individual concerns to us with the assumption of direct action, it is our job to listen to and understand peoples' concerns and ideas and work with the superintendent to address those concerns and implement great ideas.

Those of us with children in our schools and activities are obligated to rise above individual and/or family-based concerns while at the board table. When you have concerns that you witness as a result of being a parent, share these with the superintendent (and chair if you wish). These topics are 1-on-1 conversations, not Board-level considerations.

We represent the entire District 191 community, including all stakeholders. We must be respectful of the past, present, and future in our decision making. As a Board and as individual members, it is our responsibility to remember that we are expected to be nonpartisan in our representation and that we put the entire district and the students first in all of our considerations and actions.

## **Confidentiality**

In the course of our work together, this Board is exposed to a variety of private data, including staff, student, and family information, and this data must remain confidential even from our immediate family.

## **Training and Support**

The Director role on the Board of Education is both challenging and rewarding. The excitement and joy of formal celebrations and everyday activities of our students learning is an incomparable feeling. Formal training is provided from the Minnesota School Board Association (MSBA), and experienced District 191 Board members provide onboarding training and ongoing support and training. We are all here because we believe in the District and in the work we do for our students and we work hard to make the best decisions possible as a team.

**If you have any questions about this information or have additional questions, please don't hesitate to reach out to any currently serving board members whose contact information can be found [here](#).**



# School Board Candidate Briefing

Fall 2021

# Welcome and Agenda

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## Outcomes for Today



- ❖ Provide an overview of board members' role to provide Governance
- ❖ Provide information for Governance tasks: Selection of Superintendent, Policy, Academics, Finance, Human Resource, Ambassadors
- ❖ Answer Questions

# Responsibilities of the School Board

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## Board Duties

- Hire superintendent, who is an ex-officio member of the board, and delegate authority
- Oversight of human, financial, and facility resources
- Set policy and judicial review
- Collective bargaining
- Community relations and advocacy

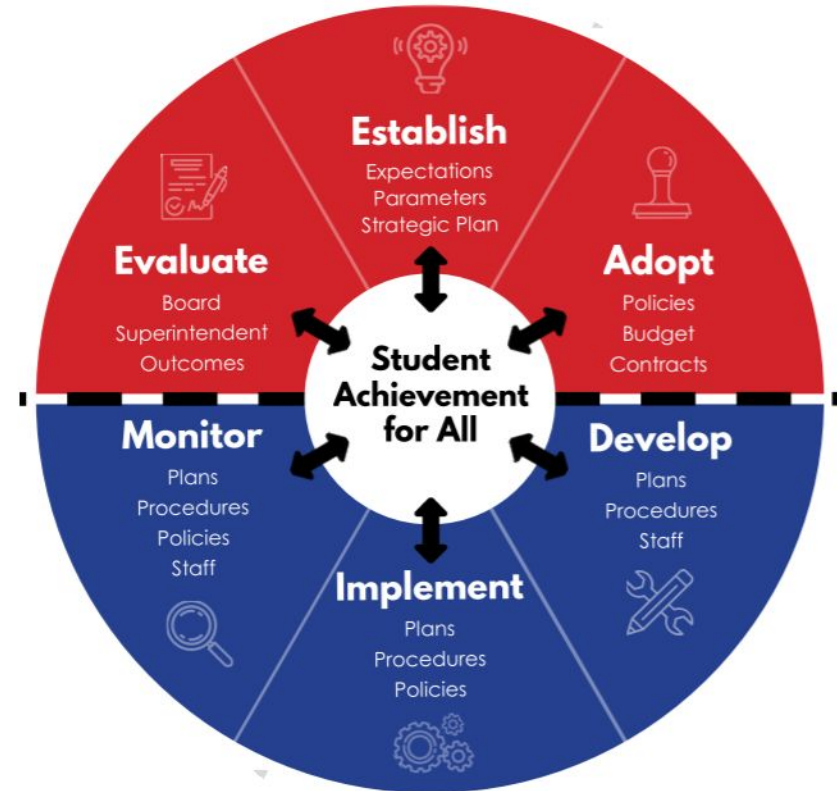
Source: MSBA

# Selection of Superintendent

- School boards employ a superintendent to lead and manage the school district. The superintendent is an ex officio, non-voting member of the school board and the chief executive officer of the school system. The superintendent's duties and responsibilities are derived largely from three sources: in statute, his/her employment contract, and his/her job description.
- Superintendents are responsible for the management of the schools, the administration of all school board policies, and are directly accountable to the school board.

## ISD 191 Policy 208:

“The school board has jurisdiction to legislate policy for the school district with the force and effect of law. School board policy provides the general direction as to what the school board wishes to accomplish while delegating implementation of policy to the administration.”

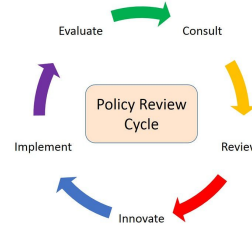


## Policy Roles and Responsibilities:

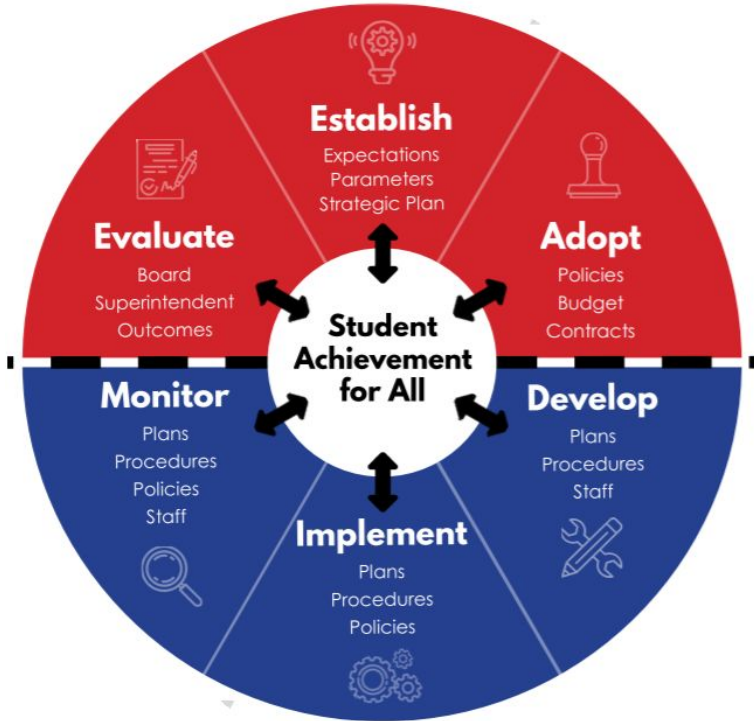
- Board Members - Adopt policies that establish the focus, criteria, and parameters for decision-making.
- Board Policy Review Committee - Reviews / amends recommended policies prior to submitting to the full board for consideration.
- Superintendent and District Administrators - Ensure policies and regulations are implemented, support review and evaluation of policy, and recommend changes of policy to Board for consideration.
- Staff - Implement all school board policies and administrative regulations.

## ISD 191 Process

- MSBA model policies as base
  - Monitors legislation, recommends policy adjustments
- Review Cycle
  - Annual policies for review
  - Review cycle
  - As needed
- Administration review of policy, recommend changes
- Board policy committee (questions, feedback, recommended changes)
- Full Board considers recommendations and adopts policy by majority vote



# Academics



Mission Statement	
The mission of District 191 is <b>Each Student. Future Ready. Community Strong</b>	
Vision Statement	Core Values
Our vision statement uses aspirational language to communicate our purpose — it's the change we intend to make in the world.	Our core values express what we stand for and what we believe in. They are our foundation. They represent the lens through which all our work is done.
<p><i>We will be a school district that provides transformative learning experiences that mirror students' own stories, and where students will:</i></p> <ul style="list-style-type: none"> <li>• Be equipped to meet rigorous academic challenges that build their capacity to pursue excellence,</li> <li>• Embrace the humanity of all people and welcome diverse perspectives and voices, and</li> <li>• Be supported by a caring community that sparks their curiosity and fuels their progress down a self-determined path.</li> </ul>	<p><i>In District 191, we believe in (stand for) ...</i></p> <p><b>Caring Community</b> Our culture will actively encourage and embrace each member of the community, creating a sense of support that fosters their individual growth and pursuit of learning.</p> <p><b>Cultural Proficiency</b> Our school community will work to understand our assumptions and biases, making a commitment to value and manage cultural uniquenesses and adapt education to meet the needs of each student.</p> <p><b>Future Readiness</b> Our students will know they are ready to meet every next challenge through the confidence that comes from adventurous exploration and rigorous academics.</p> <p><b>Inclusive Partnership</b> Our collaboration and communication will inspire a culture of trust where students, families and staff are reflected in decisions that shape our district.</p> <p><b>Student Agency</b> Our students will make choices that personalize their learning journey, proactively building a day-to-day experience that leads them toward their passion and purpose.</p>

# Academics

Close gaps and raise achievement for all students

- Understand academic outcomes/measures of success
- Accountability for academic outcomes

Maximize resources for optimal student learning

- Ensure alignment of resources

## STRATEGIC DIRECTIONS

- Close gaps and raise achievement for all students
- Create a culturally proficient school system
- Maximize resources for optimal student learning
- Increase the capacity for partnership with community

*Future Ready. Community Strong.*

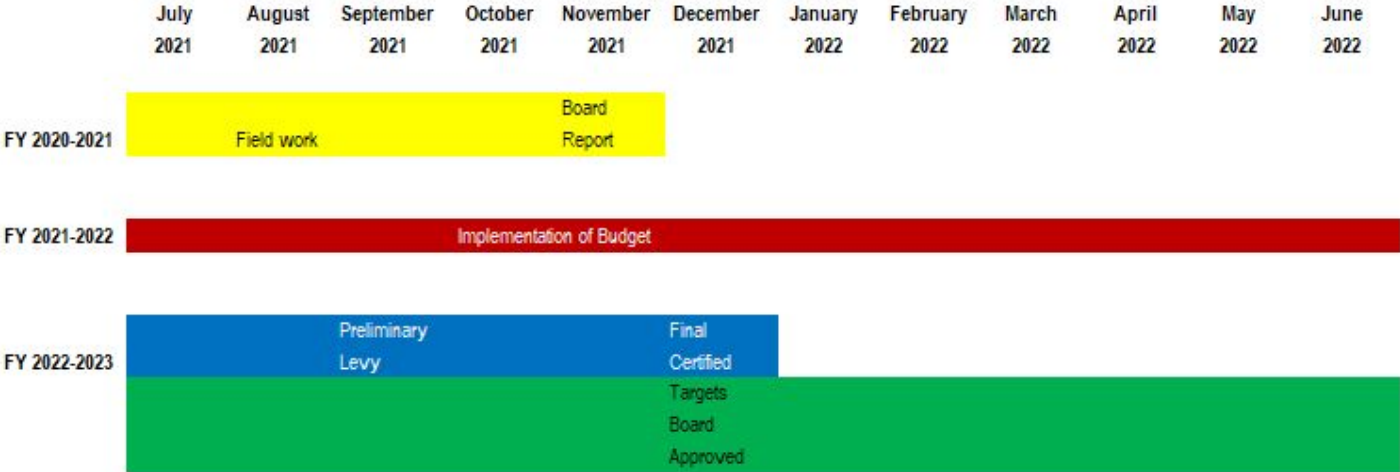
## Student Performance & Achievement Reports (Committee of the Board)

- Review and report evidence of student performance over time in order to measure learning.
- Analyze learning and student engagement metrics to promote better alignment of district resources.
- Collaborate with District administration to ensure that curriculum, instruction, professional development and assessments support desired student outcomes.
- Evaluate processes, policies and long-range planning needs in support of the Strategic Roadmap.
- Establish and communicate high expectations for student support beyond our classrooms to parents, staff and the greater community.

# Four Step Budget Process

Submit levy information to MDE for taxes payable during calendar 2022 (revenue in the 2022-2023 School Year)	School Board adopts preliminary levy	Truth-in-taxation notices mailed to property tax payers by the county	School Board holds public hearing on tax levy as part of regular meeting	School Board certifies final calendar 2021 property tax levy
<b>STEP 1</b>				
July-August 2021	September 2021	November 2021	December 2021	December 2021
Begin Budget process for FY23 budget	Analyze actual versus projected enrollment and update enrollment projections	Provide Preliminary Revenue and Expenditure Budget Targets FY23. Update and review long-range	Determine budget line items and staffing levels and seek School Board Formal approval	School Board approves adopted budget for FY 2022-2023
<b>STEP 2</b>				
June 2021	December 2021	December 2021-February 2022	February-May 2022	June 2022
Revenues and Expenditures for FY2021-2022 are processed; monthly reporting on enrollments and actual to budget	School Board approves Revised Budget for FY2021-2022	Process closing entries for FY2020-2021	Independent auditors perform audit and render opinion on financial statements	School Board approves FY21 audited Financial Statements and Report
<b>STEP 3</b>		<b>STEP 4</b>		
July 1, 2021-June 30, 2022	December-February 2022	July-September 2021	August-October 2021	November-December 2021

# Fiscal Year Budget Processes



- STEP 1: LEVY CERTIFICATION
- STEP 2: BUDGET DEVELOPMENT
- STEP 3: IMPLEMENTATION OF BUDGET
- STEP 4: CLOSING OF BOOKS/AUDITS OF ACTUALS

# Excerpt from Board Action June 17, 2021

**RECOMMENDATION:** That the Board of Education approves the 2021-22 Adopted Budget providing all funds' revenues of \$176,825,094 and all funds' expenditures of \$182,025,112 waiving the minimum fund balance of 8%.

Below is a summary of the proposed 2021-2022 Adopted Budget for your review. A full summary of the General Fund budget units and the assigned staffing are attached for review prior to action for adoption at the board meeting on June 17, 2021.

FUND	ADOPTED REVENUE BUDGET	ADOPTED EXPENDITURE BUDGET	INCR (DECR) TO FUND BALANCE
GENERAL	\$ 130,685,614	\$135,767,437	\$ (5,081,823)
FOOD SERVICE	3,774,418	3,879,852	(105,434)
COMMUNITY SERVICE	6,067,374	5,833,129	234,245
CAPITAL PROJECTS	5,000	1,776,263	(1,771,263)
DEBT SERVICE	12,316,688	11,359,615	957,073
CUSTODIAL FUNDS	-	-	-
INTERNAL SERVICE FUND	23,976,000	23,408,816	567,184
TOTAL ALL FUNDS	\$ 176,825,094	\$182,025,112	\$ (5,200,018)

## –Operating Funds

- 01 – General Fund: to account for all revenues and expenditures of the school district not accounted for elsewhere.
- 02 – Food Service Fund: to record financial activities of a school district's food service program.
- 04 – Community Service Fund: to record all financial activities focused in enrichment programs for any age level that are not part of the K-12 education program. Serving ages birth to 100+.

## –Non-Operating Funds

- 26 (UFARS 06) – Building Construction Fund: record Vision One91 Bond Project proceeds and uses approved by voters February 2015. Intended to be zero by 6/30/2022.
- 18 – Custodial Fund: scholarship funds that are held for distribution based upon the Foundation One91 awarding of scholarships.
- 07 – Debt Service Fund: record revenues and expenditures to pay for the principal and interest on debt issued by the school district.
- 47 – Post-Employment Benefits Debt Service Fund: similar to Debt Service Fund, but only for debt related to Other Post Employment Benefits.

## –Proprietary Funds (Internal Service Funds)

- Within these funds the expenses or claims are charged as expenditures in the other funds and recognized as revenue in the Internal Service Fund.

- 20 Dental Self Insurance Fund

- 21 Severance Fund

- 22 Health Insurance Fund

- 25 Other Post Employment Benefit Revocable Trust Fund

# Summary

## Budget

[1-R-2020-22 Adopted Budget for 6 17 2021](#)

[2-Powerpoint of Adopted Budget FY22](#)

[3- Budget Unit Report 6.17.21](#)

[4-Staffing Detail by Budget Unit 6.17.21](#)

## Audit

[5-CAFR - Burnsville-6-30-20](#)

[Comprehensive Annual Financial Report](#)

[6-EAS - Burnsville 6-30-20 Executive Audit](#)

[Summary](#)

[7-SOFA - Burnsville 6-30-20 Schedule of](#)

[Federal Awards](#)

[8-Auditor Presentation to Board 11-12-20](#)

# Human Resources *Overview of Responsibilities*

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## Human Resources Staff

### **ARIEL OLSON**

HR EMPLOYMENT SPECIALIST



Contact regarding:

- Employment Verification
- Job Postings - Applitrack
- Personnel File Maintenance & Viewing Appointments
- Office Management
- Name & Address Changes
- Hiring Process
- New Employee Orientation
- Employee Badging
- Training Facilitator
- Background Checks
- Employee Recognition

### **KELLY KALASH**

HR BENEFITS SPECIALIST



Contact Regarding:

- Medical & Dental Insurance
- Long-Term Disability & Life Insurance
- Flexible Benefits
- Benefit Training
- Wellness
- Americans with Disabilities Act (ADA)
- Tax Sheltered Annuities (403b & 457)
- Retirement Information Sessions
- Unemployment

### **JOY S DEMUTH**

HR LABOR RELATIONS MGR



Contact regarding:

- Staffing Assignments & Position Control
- Contract Management
- Compliance Reporting
- Licensure Verification & Variances
- Seniority Lists
- Tenure Tracking
- Payroll Interface
- Salary Questions

### **HAILEY BUSKER**

HR COORD



Contact regarding:

- Benefit & Wellness Committee Lead
- Lane Change
- Tuition Reimbursement Pre-Approvals
- Mandatory Training
- Recruitment
- Interview & Hiring Process
- Job Descriptions
- Kelly Services Liaison
- Student Teacher Placements & University Relations
- Substitute Questions
- Teacher Evaluation System
- Leaves of Absence
- Family Medical Leave (FMLA)

### **STACEY SOVINE**

DIR HUMAN RESOURCES



Contact Regarding:

- Employee Relations
- Staffing Process
- Conflict Mediation
- Discipline & Investigation Process
- Contract Negotiations
- Calendar Committee
- Performance Evaluation System
- Pay Equity
- Contract Interpretation
- Extra Compensation Management

## PELRA: Public Employee Labor Relations Act

### 179A.07 RIGHTS AND OBLIGATIONS OF EMPLOYERS.

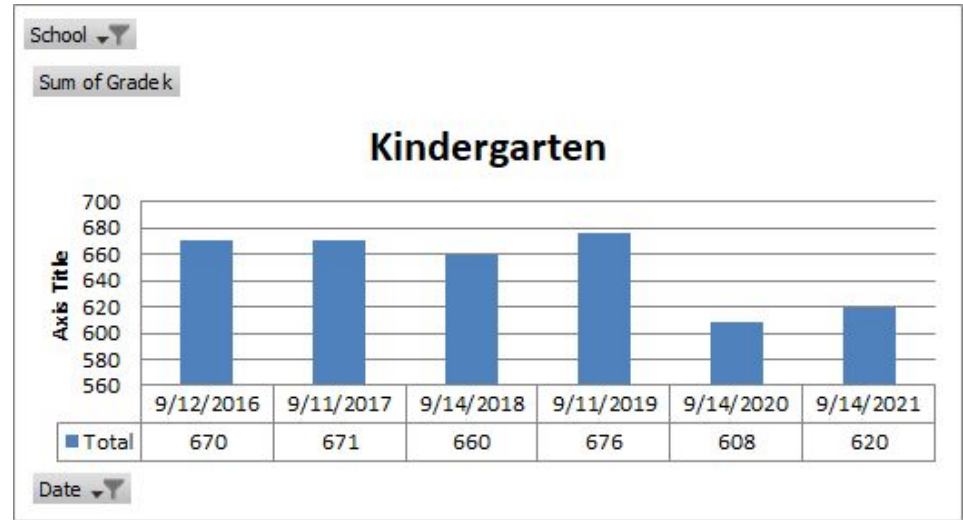
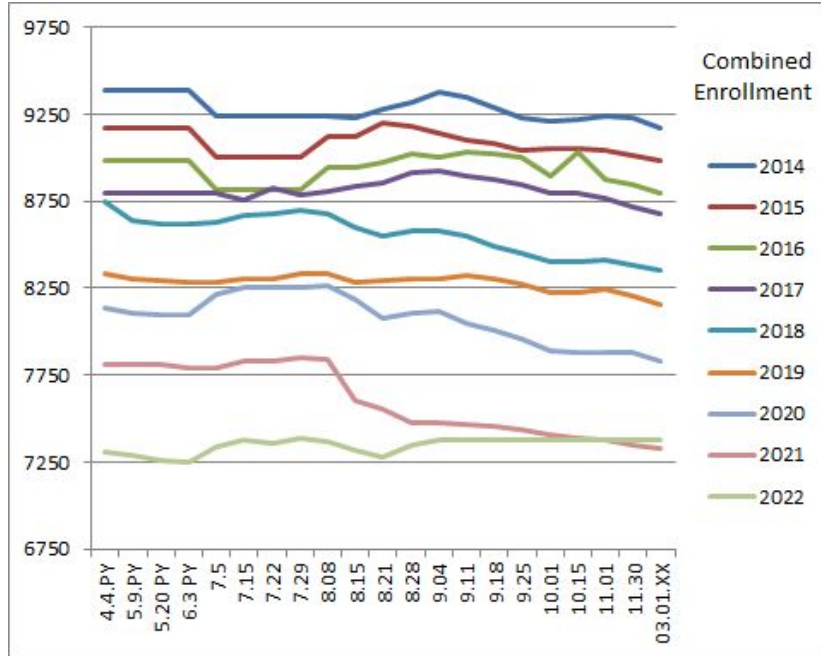
- Subdivision 1. Inherent managerial policy
- Subd. 2. Meet and negotiate
- Subd. 3. Meet and confer
- Subd. 4. Other communication
- Subd. 5. Arbitrators pay and hiring
- Subd. 6. Time off

## 122A.40 EMPLOYMENT; CONTRACTS; TERMINATION.

- Subdivision 1. Teacher defined
- Subd. 2. Non-Provisional license defined
- Subd. 3. Hiring, dismissing
- Subd. 4. Employment in supervisory positions
- Subd. 5. Probationary period
- Subd. 6. Mentoring for probationary teachers
- Subd. 7. Termination of contract after probationary period
- Subd. 7a. Additional staff development and salary
- Subd. 8. Development, evaluation, and peer coaching for continuing contract teachers
- Subd. 9. Grounds for termination
- Subd. 10. Negotiated unrequested leave of absence
- Subd. 11. Unrequested leave of absence
- Subd. 12. Suspension and leave of absence for health reasons
- Subd. 13. Immediate discharge
- Subd. 14. Hearing procedures
- Subd. 15. Hearing and determination by arbitrator
- Subd. 16. Decision
- Subd. 17. Judicial review
- Subd. 18. Exception
- Subd. 19. Records relating to individual teacher; access; expungement

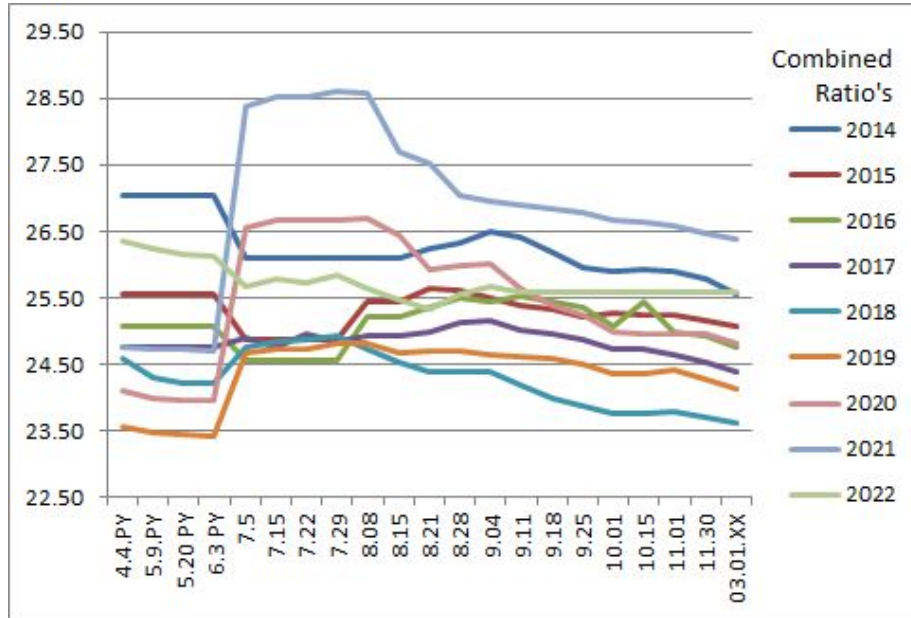
# Human Resources

## Enrollment



# Human Resources

## Staffing Ratios



## Elementary Targets

Staffing projection for FY22: 3379, 135.5 FTE's

	Min	Max	Targ	+/-	Avg
K	20	25	22.5	-0.29	22.21
1	24	28	26	-3.09	22.91
2	25	29	27	-2.18	24.82
3	26	30	28	-1.38	26.62
4	27	31	29	-2.02	26.98
5	28	32	30	-3.32	26.68
	25	29	24.5	-0.91	23.59

## Board Members' Role in Communication

- Support messaging on key issues in community
  - Answering questions or redirect to chair/staff
  - Present information/attend promotional events in consultation with Communications Office
- Understand and reinforce the district's brand
- Amplify district messages on social media
- School visits

*Thank you!*



## School Board Self-Evaluation / Goal Alignment In-service Summary - Burnsville-Eagan-Savage Public School

### Suggestions for possible next steps include:

1. The Board-Superintendent Team is strongly encouraged to continue taking the MSBA SBSE on an annual basis. Now that this team has completed the SBSE, continuing the SBSE on an annual basis will be a great tool to assist in monitoring current goals and identifying new goals. In addition, it will set a precedence for the students and staff who also are evaluated, and your community will see you as leaders who take your role and its improvement seriously. Set a goal to move forward with the annual School Board Self-Evaluation and Goal Setting (#7 and #8). In subsequent years this can become an ongoing practice.
2. Set a goal to align your annual goals with your Strategic Plan (#25 - #29 and #51 - #53). Utilizing the Strategic Governance Framework will serve you well as you set Superintendent and Board goals, determine the budget, and make decisions. Contact me for additional assistance with this.
3. Set a goal to develop a process and conduct the annual superintendent review/goal setting (#55 – #57) that includes *at least one but no more than three annual goals*. In subsequent years this can become an ongoing practice. Please see the ***attached Superintendent Evaluation resource*** “A Goals- and Standard-Based Superintendent Evaluation: A Resource for School board Members and Superintendents.”

## Summary of Benchmark Discussion

### Standard #1 - Conduct and Ethics:

**\*\*Q. 7 – Continue to carry out an annual assessment of its performance** – The annual assessment gives the Board-Superintendent Team the opportunity to review its work, commit to change where needed, and renew its focus on equitable student achievement for all. It provides time for reviewing/monitoring current goals and identifying new goals. Sets a positive example to students, staff, and community.

**\*\*Q. 8 – Set goals for improvement** – Do this annually utilizing the School Board Self-Evaluation.

**Q. 11 – Use written protocols for its interactions** – The board in partnership with the superintendent, may develop shared communication protocols including, but not limited to, interactions between Board Chair and Board Members; Board Members and other Board

members; Board Chair and Superintendent; Board members and Superintendent; Board members and Administration; Board members and community. The Board may choose to adopt such protocol as policy. Protocols can be discussed, written and/or reviewed at a board study/work/learning session and can be included with orientation of new board members. It is recommended that the protocols be reviewed at the Organizational Meeting as a sign of commitment to them by board members and as a way to inform all stakeholders about the protocols in place. These protocols can be used to develop a Board Handbook (*see attached example*).

Examples of written protocols include:

- Follow ***Chain of Command/Chain of Responsibility*** for responding to questions (*see attached*).
- Emails from the Superintendent to the Board should be one-way communications only to avoid a “serial” meeting or decision which is a violation of the Open Meeting Law.
- Use only your school district email address and not your personal email address for Board work and do not have your school district emails forwarded to your personal email address.
- Use school district issued computers for Board work.
- How are board committees assigned? Volunteer for the committee? Board Chair appoints? Is there a term length?
- Who responds to emails from stakeholders? Is it the Board Chair? Is it the Superintendent? Is it individual board members?
- Who is authorized to contact the board’s legal counsel? Usually, it is the Superintendent and Board Chair.
- Orientation process for newly elected and/or appointed board members.
- How do you address board members during meeting? How do you address the Board Chair when wanting to speak at a board meeting?
- When to ask questions during a board presentation – during or after?
- Data practices/data privacy requests – policies and procedures.
- When is the board meeting packet shared with board members? Is it okay to ask questions about the agenda before the meeting?
- Board member use of social media.

\*Q. 14 – Collaborate with colleagues across the region, state, or nation on trends, issues, policy issues - Improve board members’ knowledge and skills by attending conferences, holding study sessions, reviewing updates from MSBA District Director, encourage entire Board-Superintendent Team to attend the MSBA Summer Seminar and Leadership Conference, consider occasional participation in the NSBA Conference, participate in the MSBA Coffee and Conversations and Third Thursday webinars, engage in the MSBA Advocacy Tour and Delegate Assembly.

Q. 19 – Pursue professional development to improve board members’ knowledge and skills by attending conferences, holding study sessions, etc. - Utilize partnership organizations such as MSBA to engage in continuous learning and board development. Just as it is a priority for all staff to participate in professional development to enhance their work, the Board-Superintendent Team should make this a priority. It is okay to invest in yourselves to enhance your board work. It is a sign of a high performing team.

Q. 21 – Together with superintendent, share responsibility for the orientation of new board members and forming a new inclusive team – Implement a process for orientating newly elected board members including mentor/mentees, reviewing written protocols and Code of Ethics. Utilize MSBA’s New Board Member Orientation Year at a Glance and Improving Local Board Member Orientation handout (posted on the MSBA website under Board Work/Mentoring) as a resource or click on these links:

- New Board Member Orientation Year at a Glance link: [New Board Member Orientation Year-at-a-Glance](#)
- MSBA Model Board Agenda Calendar: [Sample Board Calendar](#)
- MSBA Oath Acceptance of Office Documents: [School Board Member Oath of Office Documents](#)

### **Standard #2 – Vision:**

\*\*Q. 27-29 – Continually monitor progress toward the goals and outcomes of the strategic plan – Utilize the goals of the Strategic Plan as the primary basis for making decisions. Align Superintendent goals and Board Team goals with current district goals. Update Strategic Plan goals to reflect new Learning Models including Distance Learning and Equity.

Q. 31 – Together with the Superintendent, review student achievement regularly – The Board Chair and Superintendent may consider scheduling learning sessions on a regular basis to review and discuss student achievement. A report could then be shared at the subsequent regular board meeting for the public.

### **Standard #3 – Structure:**

Q. 34 – Policies that ensure hiring and retention of highly qualified staff – Superintendent is responsible for conducting and/or overseeing this work and should provide periodic updates to Board on practices being used to ensure this is happening. Board should ensure policies are in place and up-to-date.

Q. 35 – Have policies for evaluating staff based on student success – Administration will lead this process; the Board will ensure that the process is in place but not participate in the process. Board should ensure policies are in place and up-to-date.

Q. 36 – Research-based, best practices for staff development – Administration will lead this process; the Board will ensure that the process is in place but not participate in the process. (Cross reference MSBA Model Policy 425) Board should ensure policies are in place and up-to-date.

\*Q. 40 – Have a process that includes community and parent involvement in selecting curriculum – Each District will approach this process in a manner which best serves their community and aligns with the District’s Strategic Plan. Should the Board-Superintendent Team choose to include stakeholder input when selecting curriculum, be sure to have a defined purpose, rationale, and equitable process that is clearly identified. This process should be done in partnership with the Superintendent. It is important to create opportunities for community and parent involvement in addition to selecting curriculum. This could be via a World’s Best Work Force committee, Community Education committee, a budget committee, etc.

\*Q. 47 – Public input on budget/budget process – Consider methods for engaging and informing the community and staff to explain and educate them on the budget. Offer a “Budget 101” for staff and community. Currently Budget Director offers staff an opportunity to provide input on needs. (Cross reference MSBA Model Policy 701.) Some school districts have found the following to be a helpful tool in explaining school finance. Minnesota Association of School Business Officials (MASBO) School Finance Link: <https://www.mnasbo.org/page/sfvideo>

#### **Standard #4 – Accountability:**

\*\*Q. 51, 52 and 53 – Strategic Plan regular review; Coherence with school improvement plans – Provide regular updates on progress with goals and objectives of Strategic Plan. Relate board action to the specific goal(s) of the Strategic Plan. Post the district’s belief statements, mission statement, and vision statement in prominent locations in the buildings, include them on the district website, letterhead, annual report and other pertinent documents.

\*Q. 55-56 – Superintendent goals and evaluation – All Board members should be familiar with the Superintendent’s contract. Performance goals should be mutually agreed upon and based on goals of the Strategic Plan. Check out the *attached Superintendent Evaluation resource* “A Goals- and Standard-Based Superintendent Evaluation: A Resource for School board Members and Superintendents.” Superintendent Evaluation should be done in closed session. When going out of closed session and back into the open meeting, the Board Chair should have a statement prepared indicating the Board conducted the Superintendent’s evaluation and reviewed progress on the previously established goals and set goals for the new year. MSBA recommends *at least one but no more than three annual goals for the Superintendent*. For more information on the specifics of the message that is shared with the public, please contact MSBA.

\*\*Q. 58 - 61 – Review student achievement to measure progress towards district goals; Evaluate and adjust resources and strategies for closing achievement gap – Move to the next level in this area. Need to do this across the system with the Board and staff. Have discussions at Board work/study/learning sessions, review best practice research, provide staff development, discuss need for hiring more staff. Focus on the achievement gaps. Look at student achievement with an equity lens. Ask Administration to bring data to the Board for discussion at a work/study/learning session. Review test scores. What action will be taken regarding test scores? What are the barriers? Are there barriers that can be removed? What does student participation data indicate?

#### **Standard #5 – Advocacy and Communication:**

Q. 62 – Advocate at the local, state, and federal levels on behalf of students and the district – This can happen by participating in MSBA’s Advocacy Tour, Delegate Assembly and Day at the Capitol as well as contacting local, state, and federal decision-makers. Explore collaborations within the school district community such as Township, City, County, Regional Development Commission, other educational entities (non-public, post-secondary). Be intentional about collaborations. Be prepared for the unexpected, random collaborations that may occur.

\*Q. 63 – Model cultural, racial, and ethnic understanding and sensitivity – Develop an Anti-Bias and Equity Framework and include it in the Strategic Plan and the curriculum. Consider drafting

and adopting a resolution that demonstrates the Board’s commitment to equity throughout all systems to ensure student achievement for all. *See attached Equity Lens resource.*

\*Q. 65 – Follow an effective process for responding to questions, concerns, comments, or feedback from stakeholders – Determine how to respond to contacts from stakeholders while respecting the Board Governance Model roles – The Board *governs*; The Superintendent *manages*. Doing so will ensure the Board-Superintendent Team is responding as **One Voice** and will eliminate confusion by stakeholders.

Prepare an “elevator speech” to help stakeholders understand and support unique roles and responsibilities of Board and Superintendent. Be prepared to respond to all questions while respecting *Chain of Command/Chain of Responsibility*. *See attached example.*

The board needs to be united in responding to internal and external stakeholders. One spokesperson should be identified to respond on behalf of the board. This is usually the Superintendent unless otherwise agreed upon. However, there are instances when the Superintendent might delegate a response to another administrator such as the business manager or a principal, etc. depending upon the question. There might be also be instances when the board chair serves as a spokesperson on a topic such as board review of curriculum or a bond proposal, etc.

If a board member is contacted by a stakeholder, it is recommend they be polite and gracious in thanking the person who contacted them (phone call, email, text or in person) for reaching out and for their interest in whatever topic is being addressed. Next, the board member should explain there is a Chain of Command/Chain of Responsibility in place for responding to concerns, questions, information. Direct them to the person on the Chain of Command/Chain of Responsibility or simply connect them to the Superintendent to assist with a response.

If the contact comes via email or text respond in the same manner and then indicate you are cc’ing the Superintendent on your reply so the Superintendent can respond. If it is apparent the entire board received the email, only the board chair should respond – again thanking the person and indicating they are cc’ing the Superintendent who will provide a response. If the entire board and superintendent received the email or text, the superintendent should respond. The superintendent can then apprise the board member and/or entire board that a response to the email/text has been sent and provide details of the response as deemed appropriate. This update to the board member or board can be provided by the Superintendent via call, text, email or in a Board update.

Individual board members should not respond to stakeholders with responses including answers, promises, offering to gather more information, trying to solve the concern, serving as a go-between to solve the concern, making editorial comments, etc. The board member can respond if it is something informational only and can quickly be answered such as when is the next board meeting, who is the Community Ed Director, how do I access the school district website, what time is the upcoming special meeting, etc. Everything else should be forwarded to the superintendent as described above.

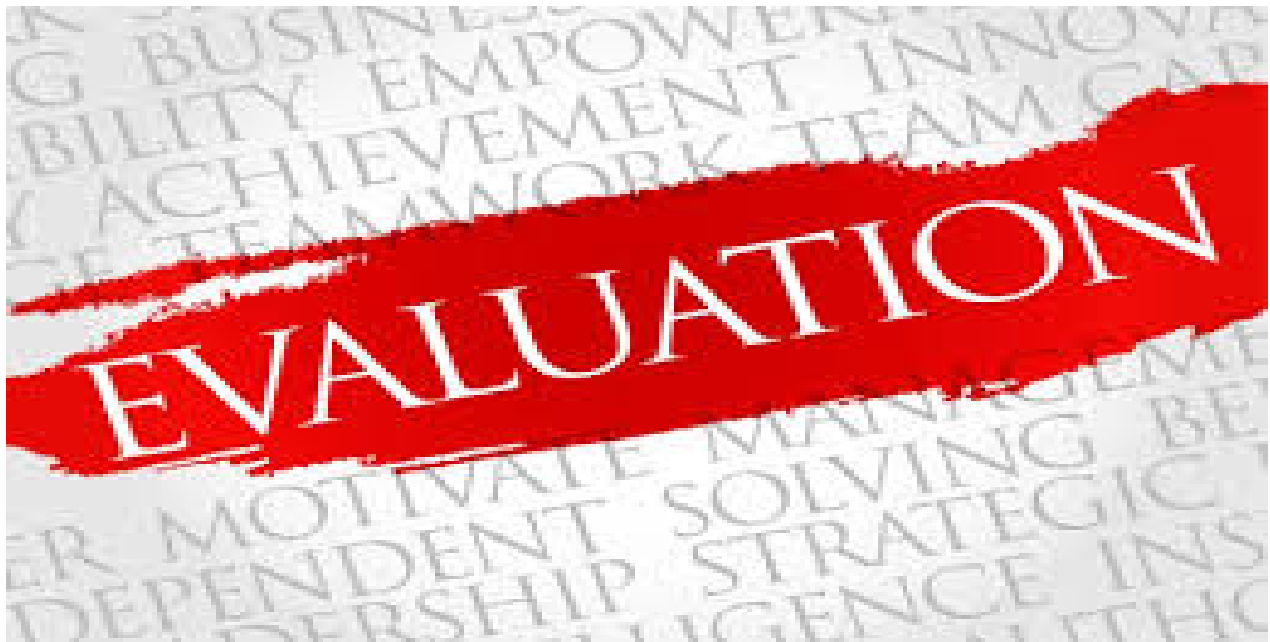
\*Q. 66 – Ensure the public is well informed of the board’s roles and responsibilities – Have a consistent message to share with the community – aka an “elevator speech” that clearly outlines

the main responsibilities of the board. Speak in **One Voice** to help educate the community about the Chain of Command (**please see attached**). The board may also consider having a "Roles and Responsibilities" tab on the district's website where the School Board section is located to help communicate what board governance is and how the board provides oversight (versus management) of the district.

Q. 70 and 71 – Seek community and staff input; Take community and staff input under advisement with making decisions – Discuss methods for reaching out and gathering this information. Consider community surveys, surveys at Parent/Guardian Conferences, periodic meetings with Focus Groups such as 55+, business community, Early Childhood, Special Education, etc. Some school districts have created a Community Planning Team for conversations with township, city, county, region, school, library, park and rec and other partners. They meet quarterly in an informal setting. Are there other methods that could be used?

# ***A Goals- and Standards-Based Superintendent Evaluation***

A Resource for School Board Members  
and Superintendents



**MASA**

Minnesota Association of School Administrators

# Goals- and Standards-Based Superintendent Evaluation

A Resource for School Board Members and Superintendents

Minnesota School Boards Association  
Minnesota Association of School Administrators

## INTRODUCTION

This guide, along with the supporting resources, is designed to help school board members and superintendents implement an effective, meaningful superintendent evaluation process that is focused on improving student achievement.

The resources referenced in this document were developed jointly by staff of the Minnesota School Boards Association (MSBA) and staff and officers of the Minnesota Association of School Administrators (MASA).

The basis for all resources are the Program Requirements for All Administrative Licenses, Subparts “1” and “2” ([Minnesota Rules 3512.0510](#)).

## FOR MORE INFORMATION

### MSBA

Kirk Schneidawind, Executive Director

Phone: 800-324-4459 or  
507-934-2450

Email: [kschneidawind@mnmsba.org](mailto:kschneidawind@mnmsba.org)

### MASA

Deb Henton, Ed.D., Executive Director

Phone: 651-645-6272 or  
651-439-7719 (cell)

Email: [deb.henton@mnasa.org](mailto:deb.henton@mnasa.org)

## PREFACE

Effective school boards recognize that hiring the right superintendents to lead and manage the school districts they serve is one of their most important duties. Delegating authority and holding the superintendent accountable are vital. Effective school boards also know that they have a duty to themselves and their communities to determine whether the authority delegated to the superintendents is being used as intended. As a result, evaluating the superintendent's performance should be a major focus of the school board and, by extension, the superintendent.

The Superintendent Evaluation: A Resource for School Board Members and Superintendents (Resource) is divided into three parts as outlined in the Table of Contents. Part 1 provides basic information to help school board-superintendent teams gain knowledge of evaluation principles and holding a closed meeting for superintendent evaluation. Part 2 provides a three-step process for establishing an evaluation that includes both performance goals and standards of performance and information about holding the mid-year and end-of-year evaluations. Part 3 includes examples of evidence of superintendent performance (such as documents, communications, etc.), sample evaluation forms, and a copy of Minnesota Rules 3512.0510.

The information in this Resource provides a framework for effective superintendent evaluations. School board and superintendent teams may choose to focus on establishing a goals-based evaluation; others may choose to develop a hybrid that includes a limited number of performance goals and standards of performance; others may choose a different model or opt to continue using the tool(s) and processes they are currently using. Whichever option the school board-superintendent team selects, the most important consideration is to commit to holding at least an annual evaluation of the superintendent's performance.

Before beginning to read the content of this Resource, two terms used throughout this document should be explained. From this point, the phrase, "performance standard," is a written criteria against which a superintendent's work is assessed to determine growth and/or functioning. While the superintendent's job description lays out what must be done, performance standards provide the superintendent with specific expectations for each job duty. The phrase, "performance goal," is a statement that describes the desired outcome(s) of the superintendent's work. Performance goals are job specific, measurable, and should support the school district's mission, vision, and beliefs.

Finally, training for both the school board and superintendent is suggested prior to implementing the tool.

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## **OVERVIEW OF PART 1**

### **Part 1: Evaluation Overview**

1. Evaluation Overview
  - Reasons to Evaluate the Superintendent
  - Components of a Comprehensive Superintendent Evaluation
  - How to Evaluate Objectively and Fairly
2. Timeline for Superintendent Evaluation
3. Closed Meeting for Superintendent Evaluation
4. Superintendent Job Description

## 1. Reasons to Evaluate the Superintendent

Evaluation of a superintendent's performance is one of a school board's most important responsibilities. A school board's evaluation of its superintendent is an inherent managerial right unless negotiated away.

Wise school boards avoid limiting the school board's inherent managerial rights in the superintendent's employment contract. Each school board member should review the superintendent's employment contract to determine the evaluation-related provisions, if any, that may be included.

Done correctly, an evaluation is a useful governance tool that helps drive school improvement. In fact, a high-quality evaluation process enhances positive school board-superintendent relationships, improves communication, clarifies leadership roles, creates common understandings, and provides a mechanism for satisfying the public's desire for accountability.

DO	DON'T
Collaborate with the superintendent on expectations, process, and timeline	DON'T expect either the school board or the superintendent to manage the evaluation alone
Develop an effective process for the <i>entire</i> school board to engage in the evaluation	DON'T appoint a school board committee or a single school board member to conduct the evaluation
Develop agreed-upon ratings along with written commentary, feedback, and recommendations to the superintendent	DON'T provide <b>only</b> the agreed-upon ratings
Compile one final evaluation summary so that the school board speaks with one voice	DON'T prepare separate, individual evaluations from each school board member
Allow time for the school board to discuss the results and for the superintendent to give input and respond to the evaluation	DON'T conduct the evaluation as a one-way communication from the school board to the superintendent

## 2. Elements of a Comprehensive Superintendent Evaluation

Principle	Rationale
Provide opportunities for personal and professional development	Successful evaluation processes must address the whole person and be oriented toward continuous improvement
Focus on improving performance (not proving incompetence)	An effective evaluation process is based on providing feedback for growth, not on finding shortcomings. A school board may use evaluation for the purpose of termination, but doing so should not be the focus or priority
Provide legal, realistic, accurate, useful, and measurable criteria that reflect the competencies in <a href="#">Minnesota Rules 3512.0510</a>	Evaluation criteria should incorporate these qualities
Create an ongoing process connected to school district and school improvement goals and/or performance standards	Evaluation is a process, not a once-a-year conversation; it must be embedded in the school district's goals and plans
Connect the school district's goals with the community's vision for its schools	Goals must reflect the community's hopes for its public schools and students
Link evaluation to academic, social, and emotional growth of all school district students	Accountability should include multiple measures of student learning
Recognize the importance of superintendent leadership to facilitate a better quality of life for all inside the school community and in the community at large	The superintendent's work must be concerned with shaping the community's future and having a positive effect upon people's lives

While every evaluation process includes some subjectivity, effective tools and procedures will make the process more objective. The components below will help create a quality evaluation process.

#### **Documentation**

An evaluation is more than a checklist: deciding whether expectations are met requires careful consideration of documented evidence. School board members and the superintendent should work together to reach consensus on the evidence to be used, keeping in mind that school districts already produce a variety of annual reports, curriculum studies, budget printouts, contracts, meeting minutes, and more—all of which may be used to document a superintendent’s progress and accomplishments related to established goals and/or performance standards.

#### **Criteria and Ratings**

An effective evaluation requires that school board members rate performance by using criteria that are mutually agreed upon, understandable, realistic, and measurable.

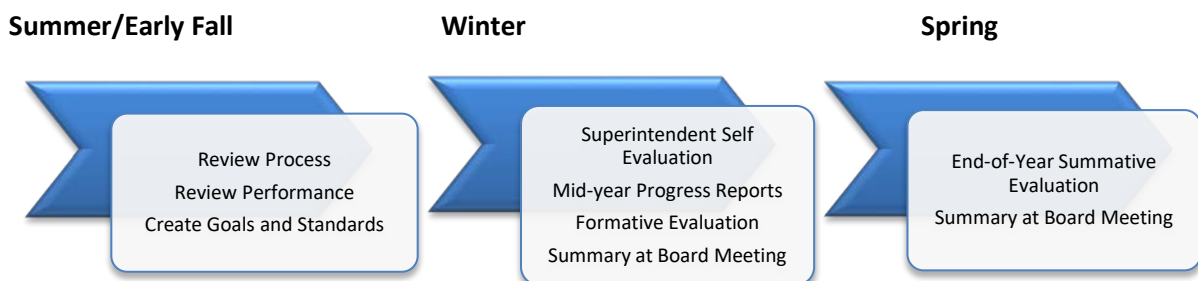
#### **Written Comments**

Written comments offer school board members the opportunity to provide specific constructive praise and criticism. They provide the superintendent with useful information that can be used for continuous improvement.

#### **Evaluation Conferences**

Face-to-face meetings between a school board and its superintendent are useful to (a) discuss evaluation criteria; (b) establish goals and select performance standards; (c) determine the evaluation instrument, rating scale, and process; and (d) present supporting evidence and discuss the results of the school board’s mid-year formative and year-end summative evaluations.

School boards must comply with Minnesota’s Open Meeting Law ([Minnesota Statutes Chapter 13D](#)), the Minnesota Government Data Practices Act (MGDPA) ([Minnesota Statutes Chapter 13](#)), and other privacy laws. MSBA/MASA Model Policies 205 and 206, MSBA Service Manual Chapter 13 and Law Bulletins C and I, and the Minnesota Office of the Revisor of Statutes offer additional guidance. Please also see *Closed Meeting for Superintendent Evaluation* on page 7.



### Summer/Early Fall

- School board and superintendent **review** job description, the evaluation process, form(s), and timelines.
- **Identify acceptable supporting documents**, information, evidence, and data to be used to measure performance.
- School board and superintendent **create goals and/or identify standards** based on school district priorities and that are measurable and achievable in twelve months. If no agreement can be reached, the school board's determination prevails as it is the superintendent's employer.

### Winter

- During a school board meeting, the school board chair and superintendent **review evaluation process and forms** with new school board members. Private data may not be shared with new school board members until after they officially take office.
- Superintendent may complete a **self-evaluation**, with supporting documents, to be provided to the school board. The data used to create a self-evaluation is the superintendent's sole property and is shared with the school board only if the superintendent chooses to do so.
- Superintendent makes **mid-year progress reports** to the school board related to the goals and standards.
- Prior to the superintendent's **mid-year formative evaluation**, each school board member receives the mid-year evaluation form, including the evaluation criteria (goals and standards).

A formative evaluation may include informal or formal assessment of current practice and should offer feedback suited to improve future performance.

- School board members **prepare to discuss the superintendent's performance** for each goal and/or standard. The school board may request an opportunity to prepare without the superintendent's presence, but the school board cannot exclude the superintendent.

- At the **formative evaluation meeting**, the school board chair leads the school board’s review of the superintendent’s performance. The school board may close the meeting unless the superintendent requests that the meeting be open. The school board should require that this request be in writing.
  - The school board members share assessments of the superintendent’s formative evaluation performance.
  - The superintendent may offer clarification and/or progress reports on goals and/or standards.
  - The school board seeks to reach consensus on the evaluation. The school board chair completes the evaluation form during the evaluation meeting.
- At the next open meeting, the school board **summarizes its conclusions** regarding the formative evaluation, in compliance with Minnesota’s Open Meeting Law.
- The **formative evaluation is attached to the summative evaluation** when it is completed. Both documents are placed in the superintendent’s personnel file.

### **Spring**

- Each school board member **receives the end-of-year summative evaluation form** and the evaluation criteria.
- The school board members **prepare to discuss the superintendent’s performance** on each goal and/or standard. The school board may request an opportunity to prepare for the summative evaluation without the superintendent’s presence, but the school board cannot exclude the superintendent.
- At the **evaluation meeting**, the school board chair leads the school board’s review of the superintendent’s performance. The school board may close the meeting unless the superintendent requests that the meeting be open. The school board should require that this request be in writing.
  - The school board members share their assessments of the superintendent’s summative evaluation performance.

A summative evaluation is a formal evaluation that is based on all evidence collected throughout the evaluation process. The superintendent receives an overall performance rating and the evaluation is placed in the superintendent’s personnel file.

- The superintendent may provide clarification and/or progress reports on the goals and/or standards.
- The school board seeks to reach consensus on the evaluation. The school board chair completes the evaluation form during the evaluation meeting.

- At the next open meeting, the school board **summarizes its conclusions** regarding the summative evaluation, in compliance with Minnesota’s Open Meeting Law.
- The **final written summative evaluation form** is placed in the superintendent’s personnel file.

## 5. Closed Meeting for Superintendent Evaluation

A school board may evaluate the superintendent’s performance in a closed meeting. The following steps must be taken:

- a) The school board **provides proper notice** to hold a meeting to evaluate the superintendent
- b) The school board **meets in open session** pursuant to the notice.
- c) A school board member **moves to close the meeting** for the purpose of evaluating the superintendent. This motion must be seconded and a majority vote of the school board members present must support the motion before the school board moves into closed session.
  - **NOTE:** If the superintendent requests that the evaluation meeting be open, the school board cannot meet in closed session. The evaluation must then be conducted in open session.
  - **NOTE:** the superintendent has the right to attend the closed meeting.
- d) The school board **proceeds to the closed meeting** to evaluate the superintendent.
- e) After the school board completes its closed meeting, it must **return to open session**. The school board can proceed with the open meeting or it can move to adjourn.
- f) The school board chair **prepares a summary** of the school board’s conclusions regarding the superintendent’s evaluation. The summary must summarize each specific, salient point of the evaluation and be more detailed than a statement that strengths and weaknesses or areas of growth were identified. The summary must give enough information so that a reasonable person would know what occurred without disclosure of private data.

The summary should include:

- The closed meeting date;
  - The names of attendees;
  - The performance areas that were reviewed, including
    - Whether expectations were met
    - Areas of strength
    - A summary statement of each goal
    - Areas of concern, if any (do not include specific personnel data that led to the concern)
- g) **At its next open meeting**, the school board provides the summary of its conclusions regarding the superintendent’s evaluation. The ‘next open meeting’ applies regardless of the type of meeting (such as a regular meeting, special meeting, work session, work study, etc.). If the next meeting is a special meeting, the school board should ensure that the special meeting notice includes the superintendent evaluation summary in the purpose of the special meeting notice and on the special meeting agenda.

The written summary should be read aloud at the meeting. Copies of the written summary should be given to the school board members at the meeting. A copy must be available at the open meeting for the public to review. The summary should be reflected in the meeting minutes.

## **6. Superintendent Job Description**

To be effective, a superintendent must focus on meeting the regular, ongoing responsibilities that make the school district function effectively and efficiently. The superintendent must have a clearly defined job description to ensure that the school board and superintendent share a common understanding of roles and ongoing responsibilities.

The job description should be grounded in the competencies identified in Minnesota Rules 3512.0510, address the school district's specific needs, and be revisited regularly to ensure that the description accurately describes the full scope of the superintendent's roles and responsibilities. The job description must be consistent with the school board's vision, mission, and goals.

### **Sample Superintendent Job Description**

#### General Position Description

The superintendent is the chief executive officer of the school district, an advisor to the school board and is directly accountable to the school board.

The superintendent is responsible for guiding and directing all school district operations and activities and for informing the school board of all needs related to the school district's current and future operations. The superintendent shall recommend policies to the school board and shall be responsible for implementing, interpreting, and executing policies that the school board has adopted.

#### Specific Duties

The superintendent shall

- Provide leadership for educational programs, staff development programs, and curriculum development to provide all the school district's students the best possible learning opportunity and environment;
- Inform and advise the school board about programs, practices, and problems and keep the school board informed of the activities operating under the school board's authority;
- Explain the school district's educational needs to the school board, recommend necessary new and/or revised policies and staffing changes for school board action;
- Serve as a liaison between the school district and the community; respond to concerns of parents, students, residents, and staff to increase understanding of policies and practices and to keep them informed of and involved in school district activities;
- Oversee school district financial operations and prepare, present, and recommend a budget;
- Communicate employee proposals to the school board, recommend adjustments to employee policies and salary structures as appropriate, and manage all employee contracts and policies;
- Develop and maintain a comprehensive strategic planning process, which includes short- and long-term planning and development of school district and instructional goals;

- Establish and maintain working relationships with agencies and organizations outside the school district to promote the school district's best interests through contact with legislators, local government leaders, other superintendents, businesses, and others.
- Maintain and improve effective school board-superintendent relationships by participating in joint seminars and training sessions;
- Delegate responsibility and authority to school district employees as appropriate and define the authority and responsibilities of and effectively evaluate middle managers;
- Complete all required state and federal reports in a timely manner; and
- Assume ultimate responsibility for all aspects of the school district's operation.

## OVERVIEW OF PART 2

### Part 2: Developing a Goals- and Standards-based Evaluation and Process

1. Establish goals and selecting standards
  - Standard 1: Governance Team
  - Standard 2: School District Finances
  - Standard 3: Communication and Community Relations
  - Standard 4: School District Operations
  - Standard 5: Human Resources
  - Standard 6: Teaching and Learning
  - Standard 7: Student Support
  - Standard 8: Ethical and Inclusive Leadership
2. Schedule and hold a mid-year evaluation
  - Preparing for the mid-year and end-of-year evaluation meetings
3. Schedule and hold an end-of-year summative evaluation meeting
  - Tips for Conducting a Fair and Objective Evaluation Meeting

Planning is essential to developing an effective goals- and standards-based evaluation. A goal establishes shared expectations for the superintendent's individual job performance. Standards focus on objectives the school district is directed toward. Goals- and standards-based evaluations are important because they help communicate expectations to the superintendent regarding individual improvement and district-level aspirations.

To set goals and standards, the school board must decide how the superintendent should spend the bulk of his or her time to help the school district meet its strategic priorities and goals. The school board and superintendent team must decide the areas that are most in need of the superintendent's attention.

The school board and superintendent are encouraged to develop the evaluation criteria and processes that meet their school district's needs. A hybrid approach that includes a limited number of performance goals and standards may be most helpful to the school board and superintendent. The process of setting performance goals, selecting the standards, and conducting the evaluation can be divided into three steps:

Step 1: Establish goals and standards

Step 2: Schedule and hold a mid-year formative evaluation meeting

Step 3: Schedule and hold an end-of-year summative evaluation meeting

Each step of the process is outlined below.

### **Step 1: Establish Goals and Select Standards**

The school board and superintendent establish two or three district-focused goals and one or two professional development goals for the superintendent. The goals should be clearly aimed at improving student learning, the climate for student learning, and other specific areas of operational oversight. The goals detail expectations for the superintendent to accomplish during the next twelve months, understanding that circumstances may necessitate modifications during the year. [Minnesota Rules 3512.0510](#), which can be helpful in setting superintendent goals, can be found beginning on page A-10.

When possible, measurable progress indicators (the evidence the school board expects to receive from the superintendent for use in determining whether the goals have been accomplished) should be mutually agreed upon by the school board and superintendent. Each measurable progress indicator should be clear, understood by both the school board and superintendent, and recorded under the goal. The sample document found on page A-1 details two possible superintendent goals and evidence associated with each goal.

Once the goals have been selected and the relevant evidence is identified, the school board and superintendent work together to identify standards to be assessed based on the school district's strategic goals and priorities. Each standard includes specific elements that further define the superintendent's responsibilities within the standard. The level of performance is progressive in nature and moves from ineffective to highly effective.

Each standard will not be assessed annually. Each year, the parties will select two or three standard(s) and all or some of the elements within the selected standard(s). Lastly, a standard may support (an) established superintendent goal(s), school district goal(s), or a clearly defined operational or organizational area of focus. A list of eight possible standards and associated elements is provided below. A sample completed evaluation form that includes both goals- and standards-based criteria can be found beginning on page A-4.

Evidence of performance for each goal (measures and/or progress indicators for each goal) that the superintendent must provide should also be identified.

Standard	Elements
Governance Team	<ul style="list-style-type: none"> <li>• Roles and Responsibilities</li> <li>• Goals and/or Strategic Plan</li> <li>• Policy Implementation</li> <li>• Information for Decision-Making</li> <li>• School Board Questions and Development</li> </ul>
School District Finances	<ul style="list-style-type: none"> <li>• Budget Development and Maintenance</li> <li>• Financial Statements</li> <li>• Financial Controls</li> <li>• Bond and Levy</li> <li>• Asset Protection</li> </ul>
Communication and Community Relationships	<ul style="list-style-type: none"> <li>• Relationship with the Community</li> <li>• Engagement</li> <li>• Informs the Community as a Whole</li> <li>• Advocacy</li> <li>• Media</li> <li>• Visibility and Approachability</li> </ul>
School District Operations	<ul style="list-style-type: none"> <li>• Facilities</li> <li>• Transportation</li> <li>• Food Service</li> <li>• Technology</li> <li>• Maintenance</li> <li>• Personnel</li> </ul>
Human Resources	<ul style="list-style-type: none"> <li>• Internal Communications</li> <li>• Personnel Concerns</li> <li>• Delegation of Duties</li> <li>• Visibility and Approachability</li> <li>• Hiring and Staff Development</li> <li>• Collective Bargaining and Union Relations</li> <li>• Evaluation</li> </ul>
Teaching and Learning	<ul style="list-style-type: none"> <li>• Staff Development</li> <li>• School Improvement</li> <li>• Curriculum and Instruction</li> <li>• Professional Knowledge of Teaching and Learning</li> <li>• Culture of Cooperation</li> </ul>
Student Support	<ul style="list-style-type: none"> <li>• Student Engagement and Feedback</li> <li>• Student Attendance</li> <li>• Support for Students</li> <li>• Student Discipline</li> <li>• Culture of Cooperation</li> <li>• School Safety and Security</li> <li>• Emotional Health and Social Needs</li> </ul>

Ethical and Inclusive Leadership	<ul style="list-style-type: none"><li>• Ethics and Professional Behavior</li><li>• Interactions with Staff, Students, and Community</li><li>• Professional Practice</li><li>• Diverse Communities</li><li>• Cultural Competency</li><li>• Equity Plan Implementation</li></ul>
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<b>Standard 1. Governance Team</b>				
<b>Element 1.a. Roles and Responsibilities</b>				
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	NA
<i>Models adherence to school board and superintendent roles and responsibilities that have been established and articulated. Facilitates candid and respectful discussion of any issues that are unclear</i>	<i>Works with the school board to review and refine guidelines for effective school board and superintendent roles and responsibilities</i>	<i>Articulates and adheres to the roles and responsibilities of the school board and superintendent</i>	<i>Does not articulate or adhere to the roles and responsibilities of the school board and superintendent</i>	
<b>Element 1.b. Goals and/or Strategic Plan</b>				
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	NA
<i>Facilitates development of the school district's short- and long-term measurable goals and aligns available resources with school district's budget to accomplish goals</i>	<i>Facilitates development of the school district's short- and long-term goals and recommends necessary financial strategies to meet goals</i>	<i>Goals have been developed but no overall plan or alignment of resources exists</i>	<i>Goals are not developed.</i>	
<b>Element 1.c. Policy Implementation</b>				
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	NA
<i>Leads in determining school district needs and policy priorities; facilitates regular review and revision of school board policy and policy development process</i>	<i>Consults with school board when questions of policy interpretation arise; follows school board policy in decision-making</i>	<i>Occasionally acts without following school board policy</i>	<i>Does not follow or rely on school board policy. Uses personal discretion in decision-making</i>	
<b>Element 1.d. Information for Decision-Making</b>				
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	NA
<i>Collaborates with school board to review and improve value of information and guidance provided to the board for effective decision-making; ensures meeting materials are comprehensive, with adequate background information and possible action; offers thorough, timely, and prudent recommendations</i>	<i>Assists school board in understanding multiple perspectives surrounding issues as well as possible implications of decisions; provides meeting materials and background and historical perspectives; includes recommendations</i>	<i>Shares information with a few school board members for decision-making in a timely manner; provides incomplete meeting materials that do not include adequate background information or historical perspective</i>	<i>Does not provide timely information needed for effective school board decision-making; meeting materials are not readily available; members do not receive enough information regarding agenda or background information</i>	
<b>Element 1.e. School Board Inquiries and Development</b>				
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	NA
<i>Answers school board questions thoroughly to ensure understanding; actively and continuously encourages school board development by seeking and communicating school board development opportunities; creates, follows and annual reviews communication protocols</i>	<i>School board questions are addressed with follow-up to members most of the time. Provides members with information regarding school board development opportunities when they arise. Communication protocols exist and are followed most of the time</i>	<i>School board questions are answered, but not all members are apprised of relevant questions and answers. When asked, provides members with information about school board development. Communication protocols exist, but are rarely followed</i>	<i>School board questions are rarely answered. Does not promote school board development. No communication protocols exist</i>	

<b>Standard 2. School District Finances</b>				
<b>Element 2.a. Budget Development and Maintenance</b>				
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	NA
<i>Engages in timely budget planning and actions that consider current and long-range information and data; seeks balance to meet students' current and future needs and be fiscally responsible to community; distributes resources to meet immediate and long-range objectives</i>	<i>Engages in proactive budget actions that consider current information and data; seeks balance to meet the students' needs and be fiscally responsible to community; distributes resources in light of school district goals and immediate objectives</i>	<i>Budget development, resource allocations, and management is focused on meeting immediate needs and fiscal issues. Decisions are primarily reactive to current needs of the school district</i>	<i>Budget knowledge is limited. Budget is developed and managed without taking into consideration current needs of the school district. Resources are allocated without consideration of school district needs</i>	
<b>Element 2.b. Financial Statements</b>				
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	NA
<i>Provides constant flow of budgetary and/or financial information and discussion of ramifications of changes</i>	<i>Regularly reports to the school board concerning budget and financial status</i>	<i>Reports status of financial accounts as requested by school board</i>	<i>Does not report financial information to school board other than annual audit</i>	
<b>Element 2.c. Financial Controls</b>				
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	NA
<i>Promotes appropriate financial controls, including third-party audits and reconciliation of accounts; implements preventive measures to protect school district finances</i>	<i>Is current with general and state accounting procedures; maintains internal controls</i>	<i>Uses annual audit to reveal discrepancies; internal controls are inconsistent</i>	<i>Annual audit reveals areas in need of improvement; financial accounts are not in order</i>	
<b>Element 2.d. Bond and Levy Campaigns</b>				
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	NA
<i>Helps school board assure that levy and bond campaigns meet immediate fiscal needs and advance long-term school district goals and/or priorities</i>	<i>Helps school board develop community engagement strategies that build support for levies and bonds</i>	<i>Helps school board assure that levy and bond campaigns are conducted in legally correct and fiscally responsible manner</i>	<i>Does not provide school board with timely and helpful guidance on conducting levy and bond campaigns</i>	
<b>Element 2.e. Asset Protection</b>				
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	NA
<i>Protects school district's fiscal health by continually seeking efficiencies and identifying new sources of funding, such as grants and investment opportunities; follows school district policies and procedures to ensure funds and property are secure; bases recommendations and decisions on school district approved priorities and needs</i>	<i>Provides some oversight of school district resource allocations and decisions, including fiscal investments, grant funding opportunities, fixed assets, and external resources; usually follows policies; ensures alignment between school district assets and priorities to support improved instructions and other key goals</i>	<i>Provides limited oversight of school district resources, including fiscal investments, grant funding opportunities, and fixed assets; does not consistently follow policies; some alignment exists between school district assets and priorities</i>	<i>Does not provide oversight of school district resources, including fiscal investments, grant funding opportunities, and fixed assets; has not developed policies to guide asset-related decisions; makes fiscal decisions that do not align with school district priorities and/or are wasteful</i>	

<b>Standard 3. Communication and Community Relationships</b>				
<b>Element 3.a. Relationships with the Community</b>				
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	NA
<i>Builds and sustains productive relationships with public and private sectors, such as local law enforcement, MSBA, MASA, etc.</i>	<i>Creates relationships with public and private sectors</i>	<i>Reluctantly seeks some relationships with public or private sectors</i>	<i>Has no relationships with public and private sectors and shows no interest in pursuing partnerships</i>	
<b>Element 3.b. Engagement</b>				
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	NA
<i>Seeks out and provides opportunities for input from external groups and individuals; uses the input in decision-making process</i>	<i>Solicits input from select external groups and individuals</i>	<i>Very rarely seeks input from external groups and individuals</i>	<i>Demonstrates lack of regard for input and influence of external groups and individuals</i>	
<b>Element 3.c. Informs the Community as a Whole</b>				
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	NA
<i>Actively keeps community informed with appropriate, regular communication on variety of school district topics, issues, and/or concerns, allowing school board to meet its responsibilities</i>	<i>Keeps community members informed of school district issues and/or concerns as needed so school board may meet its responsibilities</i>	<i>Keeps only some community members informed of school district issues and/or concerns, limiting school board's ability to meet its responsibilities</i>	<i>Does not provide information community needs to understand school district issues and/or concerns, hindering school board's ability to meet its responsibilities</i>	
<b>Element 3.d. Advocacy</b>				
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	NA
<i>Works with school board and staff to build relationships with government officials to promote students' interests and influence appropriate responses to government actions</i>	<i>Assumes leadership role through numerous contacts with government officials to protect and promote students' interests</i>	<i>Engages with government officials to protect students' interests</i>	<i>Does not engage with city, township, county, state, and federal officials (government officials) to protect students' interests</i>	
<b>Element 3.e. Media</b>				
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	NA
<i>Actively engages media; maintains professionalism with media; seeks to promote school district in media and community</i>	<i>Is cooperative with media; seeks to promote school district in media</i>	<i>Passively and reluctantly communicates with media</i>	<i>Does not communicate with community</i>	
<b>Element 3.f. Visibility and Approachability</b>				
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	NA
<i>Is visible and approachable by members of the community; attends many and varied events</i>	<i>Is visible and approachable by community; attends some events.</i>	<i>Attends few events and is seldom approachable by community</i>	<i>Is neither visible nor approachable by community</i>	

<b>Standard 4. School District Operations</b>				
<b>Element 4.a. Facilities</b>				
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	NA
<i>Ensures facilities management plan is in place and includes current status of buildings and need to improve facilities in the future, with projected plan to secure funding</i>	<i>Ensures facilities management plan is in place and includes current status of buildings and need to improve facilities in the future</i>	<i>Discusses facilities needs internally, but no plan is created; addresses issues on an as-needed basis</i>	<i>Facilities management plan is not created; maintenance is performed only when absolutely needed</i>	
<b>Element 4.b. Transportation*</b>				
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	NA
<i>Ensures transportation department operates efficiently and effectively; has long-range plan for replacing school district vehicles as needed</i>	<i>Ensures transportation department operates efficiently and effectively most of the time; has long-range plan for replacing school district vehicles as needed</i>	<i>Transportation department operates on day-to-day basis without long-range plan for replacing school district vehicles as needed</i>	<i>Transportation department operates haphazardly without long-range plan for replacing school district vehicles as needed</i>	
<b>Element 4.c. Food Service**</b>				
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	NA
<i>Ensures food service operates efficiently and effectively and offers nutritious and appealing meals that meet or exceed government standards</i>	<i>Ensures food service operates efficiently and effectively most of the time and that meals meet government standards</i>	<i>Food service operates with a deficit; meals meet government standards</i>	<i>Food service operates with a deficit; meals do not meet government standards and are neither nutritious nor appealing</i>	
<b>Element 4.d. Technology</b>				
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	NA
<i>Is open to future needs and trends in technology; ensures technology plan is in place and includes long-range plan to replace and upgrade hardware, software, and infrastructure</i>	<i>Ensures technology plan in place with long-range plan to replace and upgrade hardware, software, and infrastructure</i>	<i>Technology plan in place, but no replacement plan for hardware, software, and infrastructure</i>	<i>No technology plan in place; no replacement plan for hardware, software, and infrastructure</i>	
<b>Element 4.e. Maintenance***</b>				
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	NA
<i>Ensures maintenance department operates efficiently and effectively and has a system for reporting and/or handling work orders in timely manner; schedule for maintenance is in place and is followed</i>	<i>Ensures maintenance department operates efficiently and effectively most of the time; most work orders are completed in timely manner</i>	<i>Maintenance department operates on day-to-day basis, with no system for reporting and/or handling work orders</i>	<i>Maintenance department operates haphazardly with no system for reporting and/or handling work orders</i>	
<b>Element 4.f. Personnel</b>				
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	NA
<i>Ensures sites are staffed appropriately; staff receive on-going professional development</i>	<i>Most sites are staffed appropriately; staff receive on-going professional development</i>	<i>Multiple sites lack appropriate number of staff; professional development is offered, but not consistently used</i>	<i>Staff level is inadequate across school district with no professional development offered, or, if offered, not utilized</i>	

*\* Note 4.b.: Safety is a concern regardless of whether the school district operates its own transportation services or contracts with an outside vendor.*

*\*\*Note 4.c.: Providing nutritious meals is important regardless of whether the school district operates its own food service or contracts with an outside vendor.*

*\*\*\*Note 4.e.: School district facilities and grounds management is important regardless of whether the school district operates its own maintenance programming or contracts with an outside vendor.*

<b>Standard 5. Human Resources</b>				
<b>Element 5.a. Internal Communications</b>				
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	NA
<i>Establishes system for keeping staff continually informed of important matters and allowing opportunities for regular input</i>	<i>Keeps staff informed of most important matters and seeks input annually</i>	<i>Inconsistently keeps staff informed of important matters</i>	<i>Lacks specific system to inform staff of important matters or fails to seek input</i>	
<b>Element 5.b. Personnel Concerns</b>				
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	NA
<i>Follows established comprehensive, proactive system with personnel matters; routinely discusses personnel policies</i>	<i>Uses policies and procedures to address personnel matters with consistency, fairness, discretion and impartiality</i>	<i>Establishes policies and procedures, but does not implement them consistently</i>	<i>Policies and procedures for handling personnel concerns in consistent manner are not in place; some situations may be handled with bias or inconsistency</i>	
<b>Element 5.c. Delegation of Duties *</b>				
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	NA
<i>Delegates responsibility to staff that will foster professional growth, leadership, and decision-making skills</i>	<i>Delegates responsibility to appropriate staff</i>	<i>Is reluctant to place much authority or decision-making with key staff</i>	<i>Tightly controls decisions made within administrative team</i>	
<b>Element 5.d. Visibility and Approachability</b>				
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	NA
<i>Is visible at variety of school events and approachable by staff; prioritizes regular visits to buildings and classrooms; consistently follows open door policies</i>	<i>Is visible and approachable by staff; visits buildings and/or classrooms</i>	<i>Seldom visits buildings; attends few building events and activities; is not approachable</i>	<i>Is neither visible nor approachable by staff; is isolated from staff</i>	
<b>Element 5.e. Hiring and Staff Development</b>				
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	NA
<i>Follows established plan for recruiting, hiring, supporting, inducting, developing, and retaining staff while keeping students' interests in mind</i>	<i>Follows established plan for recruiting, hiring, supporting, inducting, developing, and retaining staff</i>	<i>Plan exists for recruiting, hiring, supporting, inducting, developing, and retaining staff, but is not used consistently</i>	<i>No plan exists for recruiting, hiring, supporting, inducting, developing, and retaining staff</i>	
<b>Element 5.f. Collective Bargaining**</b>				
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	NA
<i>Assists school board in preparing for and conducting negotiations</i>	<i>Is proactive in preparing for collective bargaining by sharing appropriate information</i>	<i>Accepts that collective bargaining is necessary and may be challenging</i>	<i>Does not seek to understand and/or improve collective bargaining</i>	
<b>Element 5.g. Evaluation</b>				
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	NA
<i>Puts in place appropriate performance evaluation systems; assures school district staff are evaluated at least annually; completes required evaluations; ensures necessary development plans are in place and that evaluations are consistent across school district</i>	<i>Assures most staff are evaluated annually and that evaluations are completed in a timely manner; some needed individualized staff improvement plans not developed</i>	<i>Assures evaluations are completed, but are consistent or not in compliance with state law</i>	<i>No performance evaluation system in place; evaluations not completed as required by state law</i>	

\*Note 5.c.: School district finances and structures impact staffing levels and administrative oversight and responsibilities.

\*\*Note 5.f.: School district-related negotiations processes vary based on negotiations philosophy, approach, and models used.

<b>Standard 6. Teaching and Learning</b>				
<b>Element 6.a. Staff Development</b>				
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	NA
<i>Ensures comprehensive staff development plan exists and aligns with school district and school specific goals and complies with law; assures staff development programs fit school district-specific plan, goals, and priorities and focus on increasing student achievement</i>	<i>Ensures staff development plan exists and is followed most of the time; assures staff development programs are based upon available opportunities targeted toward staff growth and increasing student achievement</i>	<i>A staff development plan in place, but not consistently followed; staff development programs are based upon available opportunities</i>	<i>No comprehensive school district staff development plan; staff development not consistently provided; staff are left responsible for their improvement</i>	
<b>Element 6.b. School Improvement</b>				
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	NA
<i>Ensures school improvement plans are in place at all buildings and align with school district-wide goals; assures plans and strategies are in place and used for implementing improvement efforts and monitoring progress</i>	<i>Ensures school improvement plans are in place at all buildings and align with school district-wide goals</i>	<i>School improvement plans are in place at building level, but lack school district-wide coordination</i>	<i>School improvement efforts are limited; no comprehensive plan in place</i>	
<b>Element 6.c. Curriculum and Instruction</b>				
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	NA
<i>Ensures curriculum is in place, aligned across grade levels, and complies with state standards; assures instructional practices are differentiated and personalized to student needs and that technology enhances teaching and learning</i>	<i>Ensures curriculum meets the state standards; strives to accommodate diverse learning styles, needs, and levels of readiness; makes some effort to incorporate technology into learning</i>	<i>Allows teachers to define their own curriculum; little coordination exists; encourages teachers to enhance instructional skills and embrace technology, but no comprehensive program is in place</i>	<i>Curriculum is not a priority and/or is inconsistent across grade levels; little to no focus on instruction exists; Technology not utilized in classroom instruction</i>	
<b>Element 6.d. Professional Knowledge of Teaching and Learning</b>				
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	NA
<i>Demonstrates knowledge and comfort with current instructional programs; seeks to communicate how the school district is implementing best practices; participates actively in professional groups for the school district's benefit</i>	<i>Demonstrates knowledge of current instructional programs and is able to discuss them; seeks to learn and improve upon personal and professional abilities</i>	<i>Is somewhat knowledgeable of current instructional programs; relies on others for information/data</i>	<i>Is uninvolved in current instructional programs; is unaware of current instructional issues</i>	
<b>Element 6.e. Culture of Cooperation</b>				
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	NA
<i>Develops and supports open, productive, caring, and trusting relationships among staff</i>	<i>Encourages open, productive, caring, and trusting environment among staff</i>	<i>Haphazardly supports open, productive, caring, and trusting environment among staff</i>	<i>Culture of trust does not exist</i>	

<b>Standard 7. Student Support</b>				
<b>Element 7.a. Student Engagement and Feedback</b>				
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	NA
<i>Empowers staff to cultivate and reinforce student engagement in school; student conduct is positive; actively seeks student input and creates methods for students to be actively involved in setting school district-wide goals</i>	<i>Asks staff to foster and reinforce student engagement in school; most student conduct is positive; readily accepts student input and engages students in school district-wide goal setting</i>	<i>Ensures staff encourage and reinforce student engagement in school; some students engage in positive conduct; accepts student input, but does not seek it</i>	<i>Staff do not foster or reinforce student engagement; positive student conduct does not exist; does not accept student input or feedback</i>	
<b>Element 7.b. Student Attendance</b>				
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	NA
<i>Prioritizes student attendance; addresses individual student attendance problems early and supports are in place; assures attendance rates are maintained at a high level</i>	<i>Focuses on attendance; plans and interventions to address chronic attendance problems exist, but are not consistently implemented; attendance rates are improving</i>	<i>Attendance is not an area of focus; no plan exists to address attendance; attendance rates fluctuate</i>	<i>Attendance is not addressed as a policy issue; no plan to address attendance exists; attendance rates are decreasing</i>	
<b>Element 7.c. Support for Students</b>				
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	NA
<i>Provides systems of academics, supports, services, extracurricular activities, and accommodations to meet range of students' learning needs; ensures coordination and alignment of supports; maintains safe, caring, healthy, respectful, and inclusive learning environment for students</i>	<i>Provides systems of academics, supports, services, extracurricular activities, and accommodations to meet most students' range of learning needs; coordination and alignment could be improved; trusting, safe, inclusive, and respectful school environment exists</i>	<i>Academics, supports, services, extracurricular activities, and accommodations to meet some students' range of learning needs; trusting, safe, inclusive, and respectful school environment exists and is sustained for most students</i>	<i>Academics, supports, services, extracurricular activities, and accommodations are not available for students; trusting, safe, inclusive, and respectful school environment does not exist for many students</i>	
<b>Element 7.d. Student Discipline</b>				
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	NA
<i>Clearly defines expectations for student behavior and conduct; policies identify student behaviors subject to discipline; enforces violations of student discipline policy in even-handed manner; communicates expectations for student behavior to parents and students on regular basis</i>	<i>Defines expectations for student behavior and conduct; policies identify most behaviors subject to discipline; enforces violations of student discipline policy; communicates expectations for student behavior to parents and students, but not regularly</i>	<i>Defines expectations for some student behavior and conduct; policies specify some behaviors subject to discipline; does not enforce violations of student discipline policy for most students; provides some communication to parents and students</i>	<i>Does not clearly define expectations for student behavior; policies do not specify behaviors subject to discipline; does not consistently enforce violations of student discipline policy; communication not provided to parents and students</i>	
<b>Element 7.e. Culture of Cooperation</b>				
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	NA
<i>Develops and supports open, productive, caring, and trusting school culture among students</i>	<i>Encourages open, productive, caring, and trusting school culture among students</i>	<i>Haphazardly supports creation of open, productive, caring, and trusting school culture among all students</i>	<i>Trusting school climate does not exist</i>	

<b>Element 7.f. School Safety and Security</b>				
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	NA
<i>Ensures system-wide plan is developed and implemented to assure all school district buildings and grounds are safe and secure; collaborates with local law enforcement and fire prevention agencies; ensures use of effective crisis management strategies and techniques; monitors for effectiveness; ensures drills are conducted to ensure parties know roles and responsibilities</i>	<i>Ensures plan has been developed and implemented to assure school district buildings and grounds are safe and secure; collaborates with local law enforcement and practicing safety drills to ensure parties know responsibilities</i>	<i>Ensures plan has been developed to assure school district buildings and grounds are safe and secure, including some of the required safety drills</i>	<i>No plan has been developed to assure school district buildings and grounds are safe and secure</i>	
<b>Element 7.g. Emotional Health and Social Needs</b>				
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	NA
<i>Ensures system-wide plan has been developed and implemented to assure a healthy school and/or work environment; collaborates with local mental health and social services and agencies, if available, to provide services for students and/or staff; implements policies prohibiting bullying and harassment as intended and evaluates on ongoing basis</i>	<i>Ensures system-wide plan has been developed to assure a healthy school and/or work environment; collaborates with local services and agencies to provide social and emotional support options and services for students and/or staff; ensures policies prohibiting bullying and/or harassment have been developed and implemented</i>	<i>Plan has been developed to assure a healthy school learning and work environment; collaborates with local services to provide social and emotional support options and services for students and/or staff, but is not followed completely; policies prohibiting bullying and/or harassment policies have been developed</i>	<i>No plan developed to assure a healthy learning and/or work environment; no plan for social and emotional support options and services for students and/or staff exists; policies prohibiting bullying and/or harassment do not exist</i>	

<b>Standard 8. Ethical and Inclusive Leadership</b>				
<b>Element 8.a. Ethics and Professional Behavior</b>				
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	NA
<i>Demonstrates commitment to highest standards of ethical and professional behavior, including courage and integrity; creates climate in which employees are highly conscious of ethical and professional expectations and holds each other accountable; provides exemplary model that influences stakeholders to act with high degree of professionalism, respect, and trustworthiness</i>	<i>Consistently models highest standards of ethical and professional behavior, including courage and integrity; guides staff to articulate and reinforce high ethical and professional expectations for school district staff; solicits, engages, and interacts with stakeholders in professional, respectful, and trustworthy manner</i>	<i>Follows acceptable standards of ethical and professional behavior; articulates expectations for ethical and professional behavior by staff and with stakeholders in professional, respectful, and trustworthy manner</i>	<i>Does not comply with standards of ethical and professional behavior; does not articulate expectations or monitor compliance for ethical and professional behavior in the school district; does not interact with others in professional, respectful, and trustworthy manner</i>	
<b>Element 8.b. Interactions with Staff, Students, and Community</b>				
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	NA
<i>Assures that school district procedures and practices are systematically reviewed and revised to reflect fairness and respect for human dignity for members of school community; builds relationships with union and non-affiliated employee groups through trust and sharing appropriate information</i>	<i>Guides staff to examine school district procedures and practices for adherence to principles of fairness and human dignity; manages dynamics of union relationships</i>	<i>Frequently examines school district procedures and practices for adherence to principles of fairness and human dignity; works to make the best of union relationships</i>	<i>Does not examine school district procedures and practices for adherence to principles of fairness and human dignity; is unable to work with union leadership; does not work to improve relationships</i>	
<b>Element 8.c. Professional Practice</b>				
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	NA
<i>Demonstrates high level of self-awareness of and commitment to improve upon professional practice</i>	<i>Demonstrates self-awareness and need for improved professional practice</i>	<i>Has awareness of need to improve on professional practice</i>	<i>Does not demonstrate awareness of need to improve professional practice.</i>	
<b>Element 8.d. Diverse Communities</b>				
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	NA
<i>Fosters formal and informal partnerships with diverse groups to support mutual goals.</i>	<i>Develops strategies to help staff and the school board become familiar with views and characteristics of diverse groups in the community</i>	<i>Becomes familiar with views and characteristics of diverse groups within the community</i>	<i>Does not recognize or respond to the existence of diverse groups in the community</i>	
<b>Element 8.e. Cultural Competency</b>				
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	NA
<i>Engages stakeholders to develop a school district-wide welcoming culture that honors the values, beliefs, norms, and traditions of diverse groups and integrates diverse representation into school and school district decision making</i>	<i>Develops strategies to help staff capitalize on assets that students from diverse cultural, ethnic, racial, and economic backgrounds bring to the classroom</i>	<i>Assures that staff has necessary cultural competence to respond to students' needs</i>	<i>Does not use strategies that recognize and capitalize on community's diversity</i>	

<b>Element 8.f. Equity Plan Implementation</b>				
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	NA
<i>Ensures a coordinated, system-wide plan to achieve equity for all students and staff has been developed and implemented, including strategies for meaningful engagement of students and staff from diverse communities and backgrounds, strategies for recruiting diverse staff, closing the achievement gap, and providing staff development; monitors plan is on ongoing manner</i>	<i>Ensures a system-wide plan to achieve equity has been developed and implemented, including strategies for meaningful engagement of students and staff from diverse communities and backgrounds, targeted efforts to close achievement gap, and providing professional development</i>	<i>A plan to achieve equity has been developed, including strategies for meaningful engagement of students and staff from diverse communities and backgrounds</i>	<i>No plan to achieve equity has been developed</i>	

## Step 2: Schedule and Hold a Mid-Year Evaluation

The school board determines the superintendent evaluation process and procedures, which must comply with Minnesota's [Open Meeting Law](#) (Minnesota Statutes Chapter 13D) and the [Minnesota Government Data Practices Act](#) (MGDPA) (Minnesota Statutes Chapter 13).\*

Midway through the evaluation cycle, school board members should conduct a formative evaluation of the superintendent to assess the superintendent's progress toward the established goals and standards. The superintendent may choose to complete a self-evaluation. The school board and superintendent should note that superintendent evaluations may be conducted more often.

The school board's completed formative evaluation form should be placed in the superintendent's personnel file and later attached to the summative evaluation. Please see the sample superintendent evaluation timeline (page 5), the sample mid-year formative evaluation form (page A-5), and the sample superintendent self-evaluation form (page A-8).

### Preparing for the Mid-Year and End-of-Year Evaluation Meetings

The process and procedures for preparing for and holding the mid-year and end-of-year evaluation meetings should be developed and documented well in advance to ensure the meetings run as smoothly as possible. One process a school board might follow is provided below.

- One month prior to the evaluation, the school board schedules a closed meeting in compliance with [M.S. 13D.05, Subd. 3\(a\)](#) for the purpose of discussing the superintendent's performance evaluation;
- One or two weeks prior to the closed evaluation meeting, the school board chair distributes the evaluation form to the other school board members for review and preparation prior to the evaluation meeting;
- During the evaluation meeting, the school board chair leads the discussion to help the school board reach a consensus on the superintendent performance. As they review each goal and standard, the school board members should note their ratings when appropriate and provide general comments on the superintendent's progress and/or growth;
- The school board chair writes the school board members' comments and ratings on the appropriate evaluation form. After the evaluation meeting, the form completed by the school board chair becomes the school board's overall mid-year or summative evaluation of the superintendent's performance. Once signed by the superintendent and school board chair, the completed form is placed in the superintendent's personnel file.
- The school board chair ensures that the school board complies with all of the requirements of [M.S. 13D.05, Subd. 3\(a\)](#).

*\*Note: When evaluating the superintendent's performance, school board members should be aware that any data that the school district collects is government data that may become the subject of a MGDPA request.*

At the end of the evaluation cycle, the school board should conduct a summative evaluation of the superintendent. The school board assigns ratings, along with supporting evidence, based on the superintendent's accomplishment of the school board-approved goals and standards. The superintendent's presentations to the school board throughout year, other evidence and data, and an ongoing discussion of the superintendent's progress toward the goals and standards will provide school board members with important information to support their evaluation.

The school board determines the superintendent evaluation process and procedures, which must comply with Minnesota's [Open Meeting Law](#) (Minnesota Statutes Chapter 13D) and the [Minnesota Government Data Practices Act](#) (Minnesota Statutes Chapter 13).<sup>\*</sup> Please see the sample superintendent evaluation timeline (page 5) and a sample end-of-year summative evaluation (page A-6).

School board members prepare for the summative evaluation meeting by reviewing the established goals and standards to determine whether progress was made and/or growth or achievement has occurred. Each school board member should prepare to share observations and ratings for each goal and standard assessed. The school board chair facilitates the discussion and invites the superintendent to provide additional clarification/progress reports, if any, the school district-focused goals and professional development goals for the superintendent.

When considering the rating to choose, school board members should keep the following brief descriptions in mind:

- **“Highly Effective”** – the superintendent's performance goes above and beyond proficiency to achieve an exceptionally high level. This rating is relatively rare.
- **“Effective”** – the superintendent's performance is fully satisfactory, meeting all expectations at a high level. The superintendent not only meets goals and carries out plans effectively, but also shows flexibility and creativity in adjusting to changed circumstances or unexpected roadblocks and can articulate the progress to date and future plans.
- **“Developing”** – the superintendent's performance demonstrates many of the characteristics associated with effective performance, although a few exceptions and inconsistencies may exist.
- **“Ineffective”** – the superintendent's behavior does not demonstrate the characteristics associated with effective performance. The superintendent may behave contrary to expectations or may fail to show positive behaviors desired. This rating is relatively rare.

Based on the discussion, the school board completes an overall end-of-year summative evaluation form and provides a summary of its conclusions at its next open school board meeting. The school board chair ensures that a copy of the summative evaluation is placed in the superintendent's personnel file.

Holding the evaluation meeting requires prior thought and tact. The school board has a responsibility to evaluate the superintendent's performance. Unfortunately, no evaluation process or instrument is completely objective and some subjectivity is to be expected. However, every evaluation process should foster a fair analysis of the superintendent's performance.

Tips for conducting the superintendent's evaluation include:

- Maintain a respectful, professional process
- Focus on standards and goals, not personality
- Identify strengths in performance on which the superintendent can build
- Address poor results with tact and constructive criticism
- Give recommendations for corrective action where needed
- Go beyond conclusion reporting; use a problem-solving focus
- Encourage a professional development plan
- Conclude the evaluation by outlining priority goals for the coming year

**Part 3: Appendices**

1. Evidence Examples
  
2. Goals and Standards Evaluation Forms/Examples
  - Sample Form 1 – Establish Goals and Standards
  - Sample Form 2 – Mid-Year Formative Evaluation
  - Sample Form 3 – School Board’s Final End-of-Year Summative Evaluation
  - Sample Form 4 – Final Performance Summary Sheet
  - Sample Form 5 – Superintendent Self-Evaluation Form (Optional)

**A. Evidence Examples**

The validity, reliability, and effectiveness of the evaluation instrument chosen will rely upon school board members’ use of evidence to rate the superintendent’s performance regardless of whether the performance evaluation is a goal or standard. Evidence helps to demonstrate performance of the superintendent and removes guess work and subjectivity from the evaluation. Data sources are those documents, communications, newspaper articles, agendas, etc., that provide evidence of the superintendent’s performance.

The data sources that serve as evidence of the superintendent’s performance should be selected at the beginning of the evaluation cycle and be mutually agreed on by the school board and superintendent. Data sources should be limited to only what is needed to inform rating the superintendent’s performance for a specific goal or standard. Excessive use of evidence clouds the evaluation process and wastes precious time and resources. The school board and superintendent should also establish when data sources are to be provided, i.e., as they originate, at designated checkpoints, during self-evaluation, etc.

The following list provides a sampling of data sources that may be used as evidence of performance. The list is by no means exhaustive, but it provides an overview of many commonly created and used data sources. Again, the board and superintendent should work together to select the data sources that best demonstrate the superintendent’s performance for each goal and/or standard to be assessed.

School District Policies, Plans, and Reports	Relevant Goal/Standard	Date Submitted
Administrative Calendar		
Affirmative Action Plan		
Auditor’s Report		
Community Education Annual Report		
Community Survey		
Crisis Management Plan		
Diversity Training/Awareness Plan		
ESSA Accountability Report		
Long-Range Facilities Management Plan		
Minnesota Report Card		
Minnesota Student Survey Results		
NAEP Data		
Needs Assessment		
Q-Comp Plan		
School Improvement Plan		
Staff Handbook		
Strategic Plan		
Student Handbook		
Wellness Report		
World’s Best Workforce Report		

School District Employees		
Background Check Verification		
Contract Negotiations Participation		
Grievances (number, reason, status)		
Hiring Process Documents		
Job Descriptions		
Instruction, Curriculum, and Assessment		
Instruction-focused Professional Development		
Presentations to Staff		
Professional Learning Communities		
Teacher Use of Student Data		
Students and Curriculum		
Bullying/Harassment Programs		
Celebrations of Student Achievement		
Character Education Program		
Curriculum and Instruction Audit		
Curriculum Team Meeting Agendas		
Enrollment Projections		
Equity Program Results		
Graduation Rates		
Open Houses		
Parent Classes		
Parent-Teacher Conferences		
Positive Behavior Supports		
Program Evaluation		
Registration Materials		
Student Achievement Data		
School District Finances		
Bids and Quotes		
Fund Management Policies and Procedures		
Grants Applied For/Received		
School District Budget		
Communications and Community		
Civic Group and Stakeholder Presentations		
Community Meeting Agendas/Minutes		
Community Partnerships		
Outreach Programs		
Parent Communications		
Relationship Building Efforts		
School District Communication Plan		
School District Earned Media		
School District Social Media Plan and Presence		
Superintendent Participation in Community Organizations		
Superintendent Professional Memberships		
Website Development, Maintenance, and Usage		

School Board and Administration		
Administrative Team Meeting Agendas/Minutes		
New School Board Member Orientation Program		
Policies and Administrative Procedures		
Recommendations to the School Board		
School Board and Administrative Goals		
School Board Meeting Agendas		
School Improvement Advisory Committee Minutes		
Workshops and Training Programs		

## B. Evaluation-Related Forms

A school board and superintendent should collaborate to develop evaluation forms.

Below, five sample forms are provided. The content in each sample form illustrates the nature and extent of the content that might be provided. Your school district may choose to adopt one of these options or create its own evaluation forms.

### Form 1: Establish Goals and Standards

The goals for the superintendent are set forth, together with the evidence to be provided to establish the superintendent's performance of the goal. The evaluation scale that the Governance Team will use to evaluate the superintendent's performance is included.

### Form 2: Mid-Year Formative Evaluation Form

The superintendent's goals and the standards are stated and evidence of progress or growth to date is described. The school board then provides overall comments.

### Form 3: School Board's Final End-of-Year Summative Evaluation

The superintendent's goals, which appear on Form 1, are set forth. The school board completes the evaluation scale for each goal and standard and, in addition, states an overall rating for the combined goals and standards. Qualitative guidance is included regarding the goals and standards. The superintendent is provided an opportunity to offer comments.

### Form 4: School Board's Summary of its Conclusions

The school board provides a summary statement on each superintendent goal and standard.

### Form 5: Superintendent Self-Evaluation Form (Optional)

The superintendent provides evidence of performance of each goal, together with evidence of progress/growth related to each goal. The superintendent also provides evidence of progress/growth on each standard, noting areas of strength and areas needing improvement.

<b>SAMPLE FORM 1 – ESTABLISH GOALS AND STANDARDS</b>				
<b>Goal 1:</b> Provide leadership to maximize use of school district resources	<b>Evidence of Performance 1:</b> By (month) of 20--, develop and implement a five (5) year capital improvement plan, identifying general and deferred maintenance needs for all facilities and an annual allocation of resources for meeting needs.			
	<b>Evidence of Performance 2:</b> By the fall of 20__, develop a plan by which the school district will meet the fund balance reserve goal of ___ days or ___% of the annual general fund of the school district.			
	<b>Evidence of Performance 3:</b> Annually prepare and submit a report to the school board concerning expected and unexpected revenue/expenditure changes for all funds for the current fiscal year and for the following three (3) years.			
<b>Goal 2:</b> Provide leadership to strengthen school/community communications and relationships.	<b>Evidence of Performance 1:</b> Assess existing communication methods and identify preferred communication methods and content for internal and external stakeholders concerning volunteer and partnership opportunities.			
	<b>Evidence of Performance 2:</b> Increase by ___% the number of parents who “Agree” or “Strongly Agree” that “the school district provides timely and informative communication about the school district” on the school district’s climate survey.			
	<b>Evidence of Performance 3:</b> Conduct a minimum of four school district surveys and/or community meetings on specific school district programs or initiatives.			
<b>Standard 1. Governance Team: Element 1.b. Goals and/or Strategic Plan</b> <i>Please select one of the following: highly effective, effective, developing, ineffective, or not applicable.</i>				
<b>Highly Effective (4)</b>	<b>Effective (3)</b>	<b>Developing (2)</b>	<b>Ineffective (1)</b>	<b>Not Applicable</b>
<i>Facilitates development of short- and long-term measurable school district goals and aligns available resources to accomplish goals</i>	<i>Facilitates development of short-term and long-term school district goals and recommends financial strategies to meet goals</i>	<i>Goals are defined by implementing standards and seeking to maximize student achievement</i>	<i>Goals are not developed.</i>	

Evaluation Period: \_\_\_\_\_ to \_\_\_\_\_

Superintendent’s Signature: \_\_\_\_\_ Date: \_\_\_\_\_

School Board Chair’s Signature: \_\_\_\_\_ Date: \_\_\_\_\_

\* No more than three standards should be evaluated at one time.  
 \*\* Additional goals and/or standards/elements may be inserted above.

<b>SAMPLE FORM 2 – MID-YEAR FORMATIVE EVALUATION FORM*</b>	
<b>Goal 1:</b> Provide leadership to obtain and maximize use of the school district’s resources.	
<b>Evidence of Progress and/or Growth to Date:</b> Action plan with status update on plan, including: documents in progress or completed, minutes of staff/administrative team meetings on plan development, and specific school board policies and administrative rules/regulations developed or used to implement measurable indicators	
<b>Goal 2:</b> Provide leadership to strengthen school/community communications and relationships.	
<b>Evidence of Progress and/or Growth to Date:</b> A list was generated of the existing communication methods used with the community, volunteers, and partnership organizations; identifying the preferred modes of communication for each. Action plan outlining a timeline of data and input gathering surveys to be conducted and community meetings has been provided. One survey has been done, data analysis has been initiated.	
<b>Standard 1. Governance Team: Element 1.b. Goals and/or Strategic Plan</b>	
<b>Evidence of Progress and/or Growth to Date:</b> Strategic planning process facilitator has been selected by the school board. Several planning sessions have been scheduled. The school board has approved new school district mission, vision, and beliefs statements and is developing the short- and long-range school district goals with community and staff input.	
<b>Overall Comments:</b>	
<b>Goal 1:</b> The superintendent developed a detailed and workable action plan. The superintendent has implemented the action plan and has begun to develop short- and long-term goals for the school district, with input from our staff and administrative team. The school board encourages the superintendent to make the goals measurable, as financial strategies will need to be implemented to meet these goals.	
<b>Goal 2:</b> Initially, the school board thought it would review the data analysis of two surveys by this time. The surveys may be too broad given the results are generating an overwhelming amount of data. The community input meeting held this fall gleaned supportive and specific information regarding program input. This goal may be ongoing as the survey process and procedures are fine tuned.	

Mid-Year Evaluation Period: \_\_\_\_\_ to \_\_\_\_\_

Superintendent’s Signature: \_\_\_\_\_ Date: \_\_\_\_\_  
 \_\_\_\_\_

School Board Chair’s Signature: \_\_\_\_\_ Date: \_\_\_\_\_  
 \_\_\_\_\_

\*Additional goals and/or standards/elements may be inserted above

SAMPLE FORM 3 – SCHOOL BOARD’S FINAL END-OF-YEAR SUMMATIVE EVALUATION*				
Place <i>one</i> check [✓] in each row for each goal and <i>one</i> check [✓] for overall rating.				
	4 Highly Effective	3 Effective	2 Developing	1 Ineffective
<b>Goal 1:</b> Provide leadership to obtain and maximize utilization of the school district’s resources.				
<b>Goal 2:</b> Provide leadership to strengthen school/ community communications and relationships.				
<b>Overall Goals Rating:</b>				
<b>Standard 1. Governance Team:</b>				
<b>Element 1.b. Goals and/or Strategic Plan</b>				
<b>Overall Rating Standards Ratings</b>				
<b>Overall Rating Goals and Standards (Combined)</b>				
<p><b>A. For the goals and standards, which best illustrates the superintendent’s greatest strength and why?</b> Our superintendent believes in school district strategic planning. The superintendent is very organized in his/her efforts to develop short- and long-term goals and to align available resources to that end. The superintendent is visible at community and school events, always cultivating open lines of communication with our stakeholders, and continually enhances positive relationships.</p> <p><b>B. For the goals and standards, which presented the superintendent with the greatest challenge and why?</b> The abundance of data generated by the survey given was overwhelming. As we move forward with the school district’s new strategic plan, identifying the specific areas that need to be worked on and then inviting community and staff input, both survey and community meeting formats generated is important. The input was invaluable to developing the short-term and long-term goals for our school district and should continue.</p> <p><b>C. How might the school board enhance the superintendent’s strengths and assist in overcoming challenges?</b> Community meeting involvement by individual school board members may support the superintendent. Using the information that the superintendent gleaned from the community will be important evidence for the alignment of resources as we build next year’s school district budget. The expectation of up to four surveys a year needs to be revisited. Equal weight should be given to committee and group meeting input.</p> <p><b>D. Superintendent’s Comments:</b> We made good progress on the goals this year. We gleaned an abundance of information from our stakeholders and the community support is overwhelming. I have aligned school district resources to meet the community supported goals in our upcoming year’s budget. With school board support, this budget will facilitate the needed changes. The comments above will be the basis of next year’s goals.</p>				

Evaluation Period: \_\_\_\_\_ to \_\_\_\_\_

Superintendent’s Signature: \_\_\_\_\_ Date: \_\_\_\_\_

School Board Chair’s Signature: \_\_\_\_\_ Date: \_\_\_\_\_

\* Additional goals and/or standards/elements may be inserted above.

<b>SAMPLE FORM 4 – SCHOOL BOARD’S SUMMARY OF ITS CONCLUSIONS *</b>
<p><b>Goal 1:</b> Provide leadership to obtain and maximize utilization of the school district’s resources.  <b>Summary Statement:</b> The superintendent effectively led our school district through a strategic planning action plan that included the development of short-term and long-term goals. These measurable goals will be the basis of an alignment of resources to accomplish these goals.</p>
<p><b>Goal 2:</b> Provide leadership to strengthen school/community communications and relationships.  <b>Summary Statement:</b> The superintendent effectively facilitated open communication with our community. The superintendent held small and large group meetings and surveyed stakeholders to get real time data on which to base the short- and long-term goals. This ongoing input is vital to the school district administration and school board as we set school district goals and meet the needs of all of our students.</p>

<p><b>Standard 1: Governance Team</b></p>
<p><b>Element 1.b. Goals and/or Strategic Plan</b></p>
<p><b>Summary Statement:</b> The superintendent facilitated the development of the school district’s short-term and long-term goals. The superintendent recommended necessary financial strategies to meet those goals.</p>

Evaluation Period: \_\_\_\_\_ to \_\_\_\_\_

Superintendent’s Signature: \_\_\_\_\_ Date: \_\_\_\_\_

School Board Chair’s Signature: \_\_\_\_\_ Date: \_\_\_\_\_

*\*Pursuant to M.S. 13D.05, Subd. 3 (a), the school board may close a meeting to evaluate the performance of an individual who is subject to its authority. At its next open meeting, the school board shall summarize its conclusions regarding the evaluation.*

*Note: The school board’s summary must give enough information so that a reasonable person would know what occurred without disclosing private personnel data. For more information see page 7 or contact MSBA or MASA.*

SAMPLE FORM 5 – SUPERINTENDENT SELF-EVALUATION FORM (OPTIONAL)	
<p><b>Superintendent</b> <b>Goal 1:</b> Provide leadership to obtain and maximize utilization of the school district’s resources.</p>	<p><b>Evidence of Performance 1:</b> By (month) of 20--, develop and implement a five (5) year capital improvement plan identifying general and deferred maintenance needs for all facilities and an annual allocation of resources for meeting those needs.</p>
	<p><b>Evidence of Performance 2:</b> By the fall of 20__, the school district will meet the fund balance reserve goal of ___ days or ___% of the annual general fund of the school district.</p>
	<p><b>Evidence of Performance 3:</b> On an annual basis, prepare and submit a report to the school board concerning expected and unexpected revenue/ expenditure changes for all funds for the current fiscal year and for the following three (3) years.</p>
<p><b>Evidence of Progress and/or Growth Goal 1 to Date:</b> This year, I facilitated the school board’s strategic planning process. School district staff and community members participated in developing the strategic plan. We are working to align the school district’s resources and the strategic plan priorities and to guide school district decision making. We incorporated the school district’s capital improvement plan into the strategic plan. I am cognizant of the school board’s goal of establishing a 45-day fund balance reserve. I am pleased that we now have set aside an additional five days of fund balance this year and will continue to work toward the established fund balance goal in subsequent years. My annual report includes a review of expected and unexpected revenue and expenditures changes for the current fiscal year and projected scenarios for the next three years</p>	
<p><b>Goal 2:</b> Provide leadership to strengthen school/community communications and relationships.</p>	<p><b>Evidence of Performance 1:</b> Complete an assessment of existing communication methods and number of types of school district-related volunteer and partnership opportunities that identifies preferred communication methods and information wanted and needed about volunteer and partnership opportunities for both internal and external stakeholders.</p>
	<p><b>Evidence of Performance 2:</b> Increase by ___% the number of parents who “Agree” or “Strongly Agree” with the statement “The school district provides timely and informative communication about the school district” on the school district’s climate survey.</p>
	<p><b>Evidence of Performance 3:</b> Conduct a minimum of four school district surveys or community meetings related to specific school district programs or initiatives.</p>
<p><b>Evidence of Progress and/or Growth Goal 2 to Date:</b> Three surveys were conducted this year. The information from the staff and community was analyzed by the administrative team to determine trends and needs, presented to the staff and the community, and used to establish the strategic plan priorities. The strategic planning process resulted in new school district mission, vision, and belief statements, and measurable short- and long-term goals. The survey information was instrumental in the planning process. We will continue to conduct surveys annually, but we will need to be more specific and mindful in of what we want to know when generating the questions. Parents preferred the online survey format and suggested no more than two surveys per year. Doing this each year will get the parents in the routine of sharing their input and help them understand how important their input is to the school district.</p>	

<b>Standard 1. Governance Team: Element 1.b. Goals and/or Strategic Plan</b>				
<i>Believes in and facilitates the development of short- and long-term measurable school district goals and aligns available resources with the budget to accomplish these goals</i>	<i>Facilitates the development of short-term and long-term goals for the school district and recommends necessary financial strategies to meet those goals</i>	<i>Goals are defined by implementing standards and seeking to maximize student achievement</i>	<i>Goals are not developed</i>	
<p><b>Evidence of Progress and/or Growth Standard 1 to Date:</b> Working through the strategic planning process this year has made me a believer in that process. The input from our stakeholders became the basis and impetus of our school board’s planning. The strategic plan provides a firm foundation on which to make staff, facility, and resource decisions. We will revisit our strategic plan yearly and will glean ongoing input from our stakeholders to guide our work.</p>				
<p><b>Areas of Strength:</b> As a result of this year’s successful strategic planning process, I have become a strong proponent and advocate for the process and its importance in the school board’s goal of providing a successful learning experience for all students. The strategic plan has focused us all on what is truly important. With this insight, we can use the school district resources appropriately and have made substantial progress toward the school board’s fund balance goal.</p>				
<p><b>Areas Needing Improvement/Strategies for Improvement:</b> I will take the advice of our stakeholders and streamline our online survey techniques. I will facilitate the school board’s annual review and revision of the school district’s strategic plan. This is a priority that is essential to support the school board’s work.</p>				

Evaluation Period: \_\_\_\_\_ to \_\_\_\_\_

\* Recommend no more than three standards be evaluated at one time.

\*\* Additional goals and/or standards/elements may be inserted above.

\*\*\* MSBA and MASA do not recommend using 360-degree feedback tools for an evaluation because the school board directs the superintendent and should not delegate this responsibility to others. If 360-degree feedback is initiated, it should be used by the superintendent for growth purposes. The decision whether to share the results should be controlled by the superintendent.



Change the date  
01/20/2021

ISD #622 North St. Paul - Maplewood - Oakdale  
Orientation Topics for New Board Members - January 2021

Things to Know or Do as a New School Board Member and Who Can Help	Board Chair/ Board Mentor	Supt	Board Clerk	New members	Link
Give public information to board clerk: residential address, telephone number, email address			X	X	
Order business cards			X	X	
Register for MSBA Phase I & II and find out what takes place at the training	X		X	X	
Get a BoardBook account and learn how to navigate the system - expectations			X	X	
Technology device and stipend <a href="#">LINK</a>			X	X	X
HR paperwork (compensation is \$5900/year)			X	X	
Get an ID badge and security pass			X	X	
Sunshine account <a href="#">LINK</a>			X	X	X
Board Mentor	X			X	
District Organizational chart <a href="#">LINK</a>	X	X	X	X	X
Expectations at events and invitations	X		X	X	
Discuss schedule for Annual board retreat			X	X	
Learn general order and different types of a board meeting <a href="#">LINK</a>			X	X	X
Review school board meeting schedule <a href="#">LINK</a>			X	X	X
Learn about board officers and committees <a href="#">LINK</a> <a href="#">Office Link</a>	X		X	X	X
Email protocol: open meeting law; chain of command for email response (Chair responds on behalf of the Board); emails to/from Superintendent; Board delegated items <a href="#">LINK</a>	X	X	X	X	X
Board meeting protocol - general idea of a typical meeting (in person & virtual)	X	X	X	X	
Confidentiality	X	X	X	X	
Board team norms/standards of behavior/who to notify regarding an absence	X	X	X	X	
Public participation at board meetings	X	X	X	X	
Reading Contributions & Achievement	X		X	X	
Parliamentary procedure – rules of order <a href="#">LINK</a>	X	X	X	X	X
Board topics calendar <a href="#">LINK</a>	X	X	X	X	X
Procedure for Oath of Office – January 12	X		X	X	
Quorum	X		X	X	
Learn the difference between governance and management <a href="#">LINK</a>	X	X	X	X	X

Learn about MSBA and their role with the School District	X	X	X	X	
Schedule visits with district buildings and procedures for visiting	X		X	X	
Schedule an orientation meeting with the Superintendent		X	X	X	
Review Superintendent's goals		X		X	
Superintendent's Board Updates		X		X	
Strategic Plan: Mission & Core Values <a href="#">LINK</a>		X		X	X
Set up meetings with department directors			X	X	
Budget development and process		X			
Facilities		X		X	
Learn the collective bargaining process and how/why closed sessions are held	X	X		X	

\*Created January 2021 by Kim Cavallaro, Retired Executive Assistant to District #622 Supt & Board  
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# Equity Lens Circle of Reflection

*Reflecting on a policy, process or practice*

**Name or describe the policy or practice:**



**Who benefits? Who is disadvantaged?**



**What systemic biases are present?**



**What will we do to increase benefit to more--students, families, staff, etc.?**



**What will we do to decrease disadvantage experienced by -- students, families, staff, etc.?**

*Re-assess new policy, process or practice for equity*



## Chain of Command

How do you respond when a parent/guardian, staff member, or someone from the community approaches you about an issue or concern? Be gracious and listen, but remember it is not your responsibility to solve the issue. It is, however, your responsibility to educate the one who approached you to resolve their concern via your district's Chain of Command. When you are asked to "see what you can do" or get involved, use the situation as an opportunity to explain that your role as a board member is to govern, not to manage.

### Guidelines for Using This Worksheet:

This worksheet is designed for your School Board and Superintendent to have a solid understanding of your district's Chain of Command. It is important that there is consensus of how the Chain of Command looks and operates in your district, so that everyone can have their concerns addressed by using a systematic process that supports student achievement for all.

Use the Chain of Command Worksheet as a team (Board and Superintendent) to discuss potential scenarios that may arise in your district. Below, we've provided a list of possible roles and responsibilities that may be applicable to help establish the Chain of Command in your particular district.

The Chain of Command will look slightly different in each district, with one exception: The School Board should not be the first point of contact with a concern. Once you have reviewed the Chain of Command as a board team, discuss your communication process.

MSBA Model Policies: 103 – Complaints – Students, Employees, Parents, Other Persons  
206 – Public Participation in School Board Meetings/Complaints About Persons at School Board Meetings and Data Privacy Considerations

Activities Director	Special Education Director	Instructional Coach	Paraprofessional
Business Manager	Support Staff	Custodial Staff	
Food Service Staff	Transportation	Grounds & Maintenance Department	
Nurse	School Resource Office	Principal	Teacher
Community Ed Director	Coach	Office Staff	Dean of Students
Curriculum Director	Tech Coordinator	Teacher Team Lead	
Technology Director		School Social Worker/Counselor	

# Chain of Command Worksheet

\_\_\_\_\_  
District Name

\_\_\_\_\_  
Scenario

\_\_\_\_\_  
Scenario

**School Board**

**Superintendent**



**Student**  
Parent/Guardian/Community Member

**Student**  
Parent/Guardian/Community Member