

Work Session

Monday, August 14, 2023 7:00 PM

Waconia Public Schools - District Office - Conf Rm A, 512 Industrial Blvd.,
Waconia, MN 55387

1. Superintendent Updates

Presenter: Brian
Gersich,
Superintendent

1.A. Back to School Activities

Back-to-School Activities 2023-2024			
Date	Time	Activity	Location
Aug. 14	7:30 AM	Fall Activities Begin	
	7:00 PM	Wildcat Athlete/Coach/Parent Meeting	WHS Auditorium
Aug. 15	8:00 AM	New Teacher Orientation	WHS Room C107
	12:00 PM	New Teacher Lunch	WHS Commons
Aug. 21	7:30 AM - 3:30 PM	Workshop Week	
Aug. 22	7:30 AM - 3:30 PM	Workshop Week	
	4:30 PM - 7:30 PM	Open House (gr.6)	WMS
Aug. 23	7:30 AM - 3:30 PM	Workshop Week	
	3:30 PM - 7:30 PM	Open House (K-12)	
Aug. 24	7:30 AM - 3:30 PM	Workshop Week	
	8:00 AM - 10:00 AM	Staff Welcome Back	WHS Commons/Auditorium
	5:30 PM - 7:00 PM	Early Childhood Open House	Educational Services Center
Aug. 25	7:30 AM - 3:30 PM	Workshop Week	
Aug. 28		First Day of School (gr. 1-12)	
Aug. 30		First Day of School (Kindergarten)	

1.B. SY 22-23 Field Trips and Fundraisers Summary



MEMORANDUM

TO: ISD 110 School Board

FROM: Brian Gersich, Superintendent

DATE: August 14, 2023

SUBJECT: Field Trips and Fundraiser Report

Introduction:

The purpose of this document is to provide a summary of the ISD 110 Field Trips and Fundraisers that took place during the 2022-2023 school year in compliance with district policy. Additionally, the purpose is to initiate some conversation with the ISD 110 School Board to determine the preferred future path for communication of these details.

Specifically relevant:

- **ISD 110 [Policy 610](#) Field Trips, Section IV. School Board Review:** *The superintendent shall at least annually report to the school board upon the utilization of trips under this policy.*
- **ISD 110 [Policy 511](#) Student Fundraising, Section IV. Annual Report:** *The superintendent shall report to the school board, at least annually, on the nature and scope of student fundraising activities approved pursuant to this policy.*

Summary:

The attached documents include a list of the field trips taken by ISD 110 students and a list of fundraising activities that directly involved ISD 110 students and programs. As this is an initial attempt to track and report this information as a system, we may have some minor gaps in data.

Field Trips:

As noted in Policy 610 “The general expectation of the school board is that all student trips will be well planned, conducted in an orderly manner and safe environment, and will relate directly to the objectives of the class or activity for which the trip is requested.” Our team also needed to review and update compliance with other elements of policy including language that pertains to funding and transportation.

In short, there were approximately 127 different field trips taken in the 2022-2023 school year with 84 elementary trips, 23 middle school, and 20 high school.

Fundraising:

Our team worked to monitor the number of times fundraising opportunities involving school district students or programs took place. We found this to be more challenging given the often unclear lines between school programs, community programs, nonprofit groups, etc. including students and families from ISD 110. There were also some totals and reports we are still working to review related to the total income generated. Therefore it is possible there are errors or omissions in this list.

That said, based on the data collected, there were more than 50 different fundraising activities conducted over the course of the school year that raised well over \$250,000 for ISD 110 related programs and activities. It is notable that this does not include many generous donations also given to our district schools and programs. We will continue to work to track these items to better understand the scope of fundraising in our community.

Next Steps:

As it pertains to field trips, we have taken some time to update the procedures related to extended field trips and are working with teams to review them. This includes making a more clearly defined approval process for field trips, including extended trips.

Site	Group	Name of Fundraiser	Income Generated	Purpose for Funds:
BV	All School	Read A Thon	\$37,806.92	Teacher Requests/Building Projects/Events
BV	All School	Night on the Town/Kid Silent Audtion	\$8,746.49	Teacher Requests/Building Projects/Events
BV	All School	Carnival	\$6,087.54	Profit is divided for classroom/licensed staff needs
LT	All School	PTO Move N Groove A Thon	\$47,028.25	Teacher Grants/Teacher Conference Dinners/PRIDE Spirit Day Celebration/Kindness Retreat/Folkdance music residency/PTO sponsored family nights/Building Projects(allocation saved to complete inclusive surfacing on playground to allow for wheelchair access to inclusive swings and outdoor libraries) /Events
SV	All School	Fall Fundraiser: Get Movin' Day (sometimes still called Fit-A-Thon)	\$58,544.71	Big Ticket Building Projects (i.e. classroom furniture, playground equipment, technology, landscaping) Outdoor Learning (grade level field trips & transportation to the BV Forest) Grade 5 Retreat Author/Dance Residencies & Author Visits Parent Teacher Conference Dinners Staff & Bus Driver Appreciation PTO Family Nights & Mixers School Events
SV	All School	Student Council's Colors of the World Fundraiser	\$1,273.10	Colors of the World crayons, colored pencils, markers and storage caddies for classrooms
WMS	6,7,8 (choir)	Club's Choice Pizza Sales	The total that went into student accounts was around \$10,000.	Optional fundraiser. The money raised goes into the student account and can be used for anything choir related ie. voice lessons, show choir tuition, music camps, honor choir auditions or acceptance payments, etc.
WMS	6,7,8 (band)	Superior Expressions Plant Sale	\$2,000.00	Optional fundraiser. Students get a portion of their sales money into their band account which can help them pay for anything band related. This can be instruments, supplies, or tuition for Marching Band once they are old enough.
WMS	6,7,8 (band)	Jazz Dinner	\$2,000.00	Optional fundraiser. Fundraiser for our jazz program. Parents can buy tickets that go towards the fundraiser. It paid for the bus to the Eau Claire jazz festival and usually pays for our guest artist at the district jazz concert.
WMS	All School	Polar Plunge	\$22,000	Funds raised are donated to Special Olympics. 50% comes back to the district to use for district Unified Programs.
WHS	Baseball/Wrestling	Salt Drive	\$27,738	Assistant coaches & equipment
WHS	Softball	Wildcat Cards through Adrenaline Fundraising	\$7,320	Assistant coaches & equipment
WHS	Girls High School Soccer	Double Good Popcorn Fundraiser	\$4,215	Assistant Coach
WHS	Girls High School Soccer	Jersey Mike's Fundraiser	\$815.00	Assistant Coach

WHS	Girls High School Soccer	BSN Spirit Gear	\$412	Assistant coaches & equipment
WHS	Waconia Football	Grant Request	\$2,500	Portable AED
WHS	Boys / Girls Basketball	Sota Shine Car Wash Fundraiser	\$100	Future coaching
WHS	Waconia High School Volleyball	Gold Card Fundraiser	\$7,784.00	Equipment
WHS	National Honor Society	\$5 Dues	\$360	Purchasing fleece to make blankets for the children's hospital.
WHS	Conservation Club	Carver County Fair Clean Up	\$2,000	All funds will go towards funding the activities that are available to the Conservation Club members.
WHS	WHS Student Council	WHS Homecoming Events & Services	\$7,770.02	Funds will be used to pay for WHS homecoming events, including homecoming dance and movie night. These funds will also be used to fund homecoming court and royalty materials, homecoming week banner for commons, t-shirts, buttons and other spirit week materials.
WHS	WHS Yearbook	WHS Yearbook/Senior Baby Ads	\$5,275	Equipment is used to create and produce the yearbook and images are used for district social media.
WHS	Waconia Choir Boosters	Clubs Choice	\$11,225.65	Students will use the funds to pay for Honor Choirs, Voice lessons, Extra Curricular Activities
WHS	Waconia Choir boosters	Jersey mike's	\$942.72	Students will use the funds to pay for Honor Choirs, Voice lessons, Extra Curricular Activities
WHS	Waconia Marching Band	Spring Plant Sale	\$3,901	The funds will be used to support the individual band students in their Charms account for trips, lessons, instrument rental, marching band fees but it also is used to gain funds for the district band program (via the boosters) to pay for new instruments, cleaning of instruments, paying for guest conductors/groups to come in and do clinicals with our students and other fees that are not covered by the district.
WHS	Waconia Marching Band	Papa Murphys Cards	\$4,260	The funds will be used to support the individual band students in their Charms account for trips, lessons, instrument rental, marching band fees but it also is used to gain funds for the district band program (via the boosters) to pay for new instruments, cleaning of instruments, paying for guest conductors/groups to come in and do clinicals with our students and other fees that are not covered by the district.
WHS	Boys Swim	Coffee Fundraiser	\$1,530	Equipment
WHS	Boys Swim	Chuck a duck Fundraiser	\$230	Future coaching
WHS	Boys Basketball	Car wash, Jersey Mike's, Hoppers, PushSave, Makenthun's	\$7,118.12	Shooting machine/Hudl equipment
WHS	Gymnastics	Hoppers Fundraiser, Open Gym at Laketown Gymnastics, Community Day Camp	\$1763 combined together	Floor exercise equipment / leotards
WHS	Waconia Boys Swim and Dive	Jersey Mike's Fundraiser	\$392	Equipment
WHS	Boys LaCrosse	Mulch Sales	\$1,631.18	Hudl/practice pinnies
WHS	WHS Student Council	Valentine's Day Candy Grams for Charity	\$839.75	

WHS	Girls Swim & Dive	Jersey Mike's	\$364	Assistant Coach
WHS	Girls Swim & Dive	Betty's Pies Fundraiser	\$3,000	Assistant Coach
WHS	Waconia Choir Boosters	Premier Night (12.20.2023), Star Power (2.18.2023), Spectacular (3.3.2023)	\$56,000	Fee reductions for participants
WHS	Girls Lacrosse	Jimmy John's, Culvers, Waconia Brewing Company, Hoppers	\$1,697	Lacrosse jackets
WHS	Waconia Football	Gold Card Sales (players sold cards in Fall 2022)	\$22,000	General
WHS	Waconia Marching Band	Domino's Cards (sold spring of 2023)	\$1,580	Fee reductions for participants

Building	Group	Destination	Funding Source
BV	Kindergarten	Gale Woods Farm	Students
BV	Kindergarten	MN Landscape Arboretum	Students
BV	Grade 1	Old Log Theatre	Students
BV	Grade 1	Field Trip in a Box-Arboretum	Students
BV	Grade 1	WHS PAC	Students
BV	Grade 2	MN History Center	Students
BV	Grade 2	MN Zoo	Students
BV	Grade 2	WHS PAC	Students
BV	Grade 3	Baylor Park	Students
BV	Grade 3	Children's Theatre Co	Students
BV	Grade 3	Safari Island	Students
BV	Grade 4	River Rendezvous	Students
BV	Grade 4	WHS - Show Choir	Students
BV	Grade 4	Bakken & Pavek Museums	Students
BV	Grade 4	WHS PAC	Students
BV	Grade 4	Kindness Retreat	PTO
BV	Grade 5	Hyland Ski	Students
BV	Grade 5	Camp Fire (Tanadoona)	Students
BV	Grade 5	WMS Minding Your Mind Presentation	Students
BV	Grade 5	In Towne Marina	Students
BV	Grade 5	WMS Tour	Students
BV	Grade 5	WHS PAC	Students
BV	Grade 5 (school patrol)	Valleyfair	PTO
BV	SPED SCIP	Inclusive Playground	Special Ed Funds
BV	SPED DHH (districtwide)	Shakopee Bowl	Special Ed Funds
BV	Unified Bowling	Lazy Loons	Unified
BV	Unified Movie Day	WHS PAC	Unified
BV	Unified Basketball	WHS	Unified
BV	Unified T & F	WHS Track	Unified
BV	SPED	WMS Tour	Special Ed Funds
BV	SPED SCIP	Safari Island	Special Ed Funds
LT	Kindergarten	Gale Woods	Students

LT	Kindergarten	Minnesota Zoo	Students
LT	Kindergarten	Fire Station	Students
LT	Grade 1	Carver County Historical Society Museum	Students
LT	Grade 1	Waconia United Food Shelf and City Square Park	Students
LT	Grade 1	Minnesota children's museum	Students
LT	Grade 1	Children's Theatre	Students
LT	Grade 2	Lowry Nature Center	Students
LT	Grade 2	The Landing	Students
LT	Grade 3	Northrop Theater	Students
LT	Grade 3	Science Museum of Minnesota	Students
LT	Grade 4	Parkside Church (Kindness Retreat)	PTO
LT	Grade 4	Bell Museum	Students
LT	Grade 4	WHS Show Choir	Students
LT	Grade 4	Earth Day @ BV Forest by Conservation Club	Students
LT	Grade 5	Ice Fishing @ Lake Waconia by Conservation Club	Students
LT	Grade 5	Hyland Hills	Students
LT	Grade 5	Energy and U at the University of Minnesota	Energy and U-Reimburses for Busing & Free Entrance
LT	Grade 5	Deerdorff Apple Orchard	Students
LT	Grade 5	Twins Game	PTO paying
LT	Grade 5	WMS-transition to middle school	Students
LT	SPED-Grade 5	WMS Tour	SPED
LT	SPED--DCD Center based	Inclusive Playground	SPED
LT	Unified	Lazy Loon Bowling	Unified Funds
LT	Unified - Movie Day	WHS	Unified Funds
LT	Unified - Basketball	WHS	Unified Funds
LT	Unified - Track & Field	WHS Track	Unified Funds
LT	Each Grade	Outdoor Explore @ LT facilitated by Three Rivers Parks	Students
SV	Kindergarten	Waconia Fire Station	No cost - walked
SV	Kindergarten	Stages Theatre	Students
SV	Kindergarten	Gale Woods Farm	Students
SV	Kindergarten	BV Forest	PTO
SV	Kindergarten	Bryant Lake Regional Park	Students
SV	Kindergarten	Laketown Gymnastics (Celebration Day)	Students

SV	Kindergarten	WHS Track	Students (bus)
SV	Grade 1	BV Forest	PTO
SV	Grade 1	Stages Theater	Students
SV	Grade 1	MN Children's Museum	Students
SV	Grade 1	Waconia Food Shelf	No cost - walked
SV	Grade 1	Baker Park Reserve (Celebration Day)	Students
SV	Grade 1	Waconia Public Library	No cost - walked
SV	Grade 1	WHS Track	Students (bus)
SV	Grade 2	BV Forest	PTO
SV	Grade 2	Lowry Nature Center	Students
SV	Grade 2	Children's Theater	Students
SV	Grade 2	Waconia Public Library	No cost - walked
SV	Grade 2	MN History Center	Students
SV	Grade 2	City Square Park (Celebration Day)	No cost - walked
SV	Grade 2	WHS Track	Students (bus)
SV	Grade 3	City Hall	No cost - walked
SV	Grade 3	BV Forest	PTO
SV	Grade 3	Baylor Regional Park	Students
SV	Grade 3	Feed My Starving Children	Students (bus)
SV	Grade 3	Science Museum of MN	Students
SV	Grade 3	Lake Minnetonka Regional Park (Celebration Day)	Students
SV	Grade 3	WHS Track	Students (bus)
SV	Grade 4	Mill City Museum	Students
SV	Grade 4	Westview Acres	No cost - walked
SV	Grade 4	Conn Theatre	Cancelled in 2023-24 due to inclement weather / otherwise, would have been Students
SV	Grade 4	WHS PAC - Show Choir	Students (bus)
SV	Grade 4	BV Forest	PTO
SV	Grade 4	Fort Snelling	Students
SV	Grade 4	Hyland Lake Park Reserve (Celebration Day)	Students
SV	Grade 4	WHS Track	Students (bus)
SV	Grade 5	Camp Fire (Tanadoona)	PTO
SV	Grade 5	WMS (Minding your Mind Presentation)	Students (bus)
SV	Grade 5	Good Samaritan	No cost - walked

SV	Grade 5	Hyland Hills Ski Trip	Students
SV	Grade 5	WMS - Transition Tour	Students (bus)
SV	Grade 5	MN Zoo	Students
SV	Grade 5	BV Forest	PTO
SV	Grade 5	Skateville (Celebration Day)	Students
SV	Grade 5 (safety patrol)	Valleyfair	PTO
SV	Grade 5 w/ Conservation Club	In Towne Marina	Students (bus)
SV	Grade 5	WHS Track	Students (bus)
SV	SPED - DAPE	Waconia Inclusive Playground	SPED
SV	SPED	BV Forest	PTO / SpEd
SV	Unified - EOY Celebration	Waconia Inclusive Playground	Unified Funds
SV	Unified	Lazy Loon Bowling	Unified Funds
SV	Unified - Movie Day	WHS	Unified Funds
SV	Unified - Basketball	WHS	Unified Funds
SV	Unified - Track & Field	WHS Track	Unified Funds
WMS	Grade 6	State Capitol/MN History Center	Students
WMS	Grade 6	Long Lake	Students
WMS	Grade 6	Southtown Bowling Lanes	Students
WMS	Grade 6 (band)	Orchestra Hall	Students
WMS	Grade 6 (G & T)	MOA Fly Over America	Students
WMS	Grade 7	Southtown Bowling Lanes	Students
WMS	Grade 7	Science Museum	Students
WMS	Grade 7 (band)	Southdale Mall Performance	Students
WMS	Grade 7 (jazz band)	Eau Claire	Students
WMS	Grade 8	St. Crouix River - Canoe Trip	Students
WMS	Grade 8	Valleyfair	Students
WMS	Grade 8	Powder Ridge Skit Trip	Students
WMS	Grade 8 (G & T)	Arboretum	Students
WMS	Grade 8 (band)	Southdale Mall Performance	Students
WMS	Grade 8 (jazz band)	Eau Claire	Band Boosters
WMS	Grade 6, 7, 8	Exploratory Day Locations: Big Stone Mini-Golf, Urban Air, Mpls. Sculpture Garden, Laketown Gym, B's on the River Golfing, Auburn Homes, City Square Park, Como Zoo, Lake Waconia	Students

WMS	Unified - EOY Celebration	Waconia Inclusive Playground	Unified Funds
WMS	Unified	Lazy Loon Bowling	Unified Funds
WMS	Unified - Movie Day	WHS	Unified Funds
WMS	Unified - Basketball	WHS	Unified Funds
WMS	Unified - Track & Field	WHS Track	Unified Funds
WHS	PE/HEALTH - Recreation Activities and Health Careers	Cedar Point Park, Island View, Crown College, Dakota Trail, Lazy Loon Lanes	Transportation fund
WHS	AP and Pre-AP English Courses	Guthrie Theatre	Students
WHS	Digi photo	Downtown Waconia area	no cost
WHS	WHS Students	Untides Farms Montrose, MN	Mackentunes
WHS	Conservation Club	Sibley State Park	WHS Conservation Club Boosters
WHS	Conservation Club	Glacier National Park, Montana	Club Members and WHS Conservation Club Boosters
WHS	Fashion Club	MOA	Club funds and Students
WHS	Fashion Club	Thrifting Field Trip - Goodwill/Vintage Stores in city	Club funds and Students
WHS	French Student Travel	France	Students
WHS	Spanish students	Argentina	Students
WHS	Drama (class) and ITS (International Thespian Society club)	Guthrie	Students
WHS	International Thespian Society (WHS drama club)	Old Log Theatre (Excelsior)	Drama Club student account
WHS	Marching Band	Chicago, IL	Fundraising, Students
WHS	Jazz Bands	Eau Claire, WI	Booster support/students and High School Instrumental Music Ensemble Transportation Budget (01-E-310-298-210-733-360)
WHS	Unified	Lazy Loon Bowling (multiple trips)	Unified Funds
WHS	Unified	Bowling State Tournament	Unified Funds
WHS	Unified	Basketball Tournament in Dassel and 1-2 other tournaments TBD	Unified Funds
WHS	Unified	Soccer tournament in Watertown-Mayer	Unified Funds
Transitions	Transitions	Work exploration and employment tours	Special Education
ESY	Special education	Social skills outings in the summer	Special Education

2. **Superintendent Goals 2023-24**

2023-24
Superintendent Goals Setting Conversation

Example of possible goals/ideas (would need to confirm specific measures from model):

1. Strategic Planning
 - a. Finalizing a plan with priorities
 - b. Include measures, outcomes, and achievement focus
2. School Safety and Security
 - a. SRO or alternative plan
 - b. General emergency response planning
3. Budget / Getting out of SOD
 - a. Implementation and Refinement
 - b. Managing for results, outcomes, and long-term planning

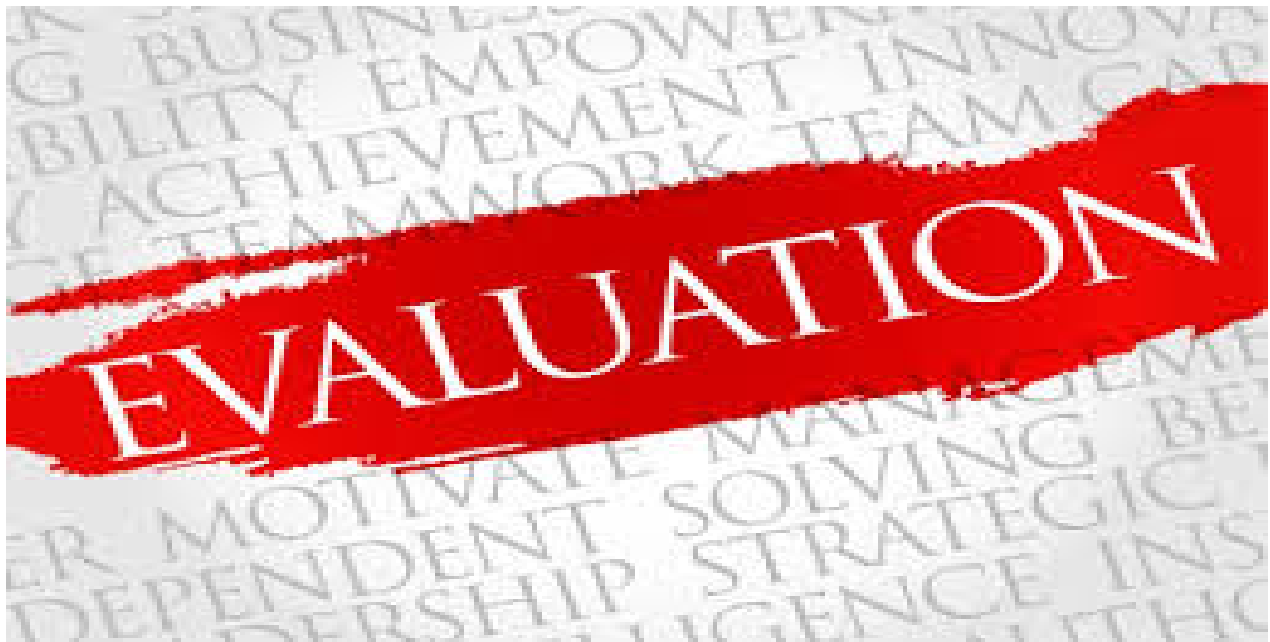
From Superintendent Evaluation - Ideas for goals for 2023/2024:

- **Element 1.b. Goals and/or Strategic Plan**
 - We need to develop a strategic plan so we know our goals
 - Long range planning and setting us up for success in 5-10 years
 - Implementation of the strategic plan process and outcomes to finalize goals and mission for the next few years
- **Element 2.a. Budget Development and Maintenance**
 - I feel this should continue as a goal for next year. We are making progress but need to continue to improve our financial position
 - Continued monitoring of the finance and staffing balance
 - Get out of SOD & plan for what's next after SOD.
- **Element 3.b. Engagement**
 - Parent and community engagement: Continue to strengthen partnerships with parents, community organizations and local businesses.
 - There is still feedback from the faculty and community regarding local administration performance. There are opportunities to address that local culture.
- **Element 3.c. Informs the Community as a Whole**
 - I was surprised by how many people did not know about our budget concerns or other things that are happening in our schools. Some community members have prior concerns about transparency.
- **Element 6.a. Staff Development**
 - Teachers need the support and resources to do their jobs given the recent budget cuts
 - Plans for staff development within a tight budget to support teachers in their learning and growth
- **Element 6.b. School Improvement**
 - A focus on learning processes making sure we are keeping up both our students and our teachers.
 - Pupil retention strategy
 - What programs would be first to be “re”implemented post SOD? We need to capture the local market on open enrollment so we can build the best district

- (which he mentions often). What programs would be the priority?
- Improving schools to bring students/families back into the district
 - **Element 6.e. Culture of Cooperation**
 - Continued work on creating a culture of cooperation
 - There is still feedback from the faculty and community regarding local administration performance. There are opportunities to address that local culture.
 - **Element 7.c. Support for Students**
 - Continue data driven decision making by utilizing data and analytics to assess student performance, identify areas of improvement and measure progress toward district goals.
 - Continue to focus on academic excellence and implement strategies to improve achievement across all grade levels and ensure students are meeting or exceeding state standards in key subjects.
 - How do we fill the gaps that remain: mentally and academically? I would love to see more remediation available beyond co-taught classrooms.
 - How do we become a school built on academic excellence with our scores dropping?
 - Once the dust settles from budget cuts, implement needed supports for students academically based on analysis of needs
 - **Element 7.f. School Safety and Security**
 - **School safety and security:** continue to develop, review and implement comprehensive safety protocols and emergency preparedness plans to promote safety. Focus on collaboration with local law enforcement to secure and SRO for WHS.
 - **School Safety**
 - Continue to work with CC & City of Waconia to move towards a partnership for school safety. Evaluate our current safety practices and recommend changes, etc
 - create environments where the teachers and students feel completely safe
 - **Element 7.g. Emotional Health and Social Needs**
 - Students have shared concerns regarding bullying and we have discussed that Waconia Schools are not always welcoming and inclusive. In my opinion, this should be a priority
 - Highlight student well-being and support. Support our mental health services that address social, emotional and mental health needs of students.
 - How do we fill the gaps that remain: mentally and academically? I would love to see more remediation available beyond co-taught classrooms.

A Goals- and Standards-Based Superintendent Evaluation

A Resource for School Board Members
and Superintendents



MASA

Minnesota Association of School Administrators

Revised: July 2020

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

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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

PART 1: EVALUATION OVERVIEW

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 only 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 Minnesota Rules 3512.0510	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

3. How to Evaluate Objectively and Fairly

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

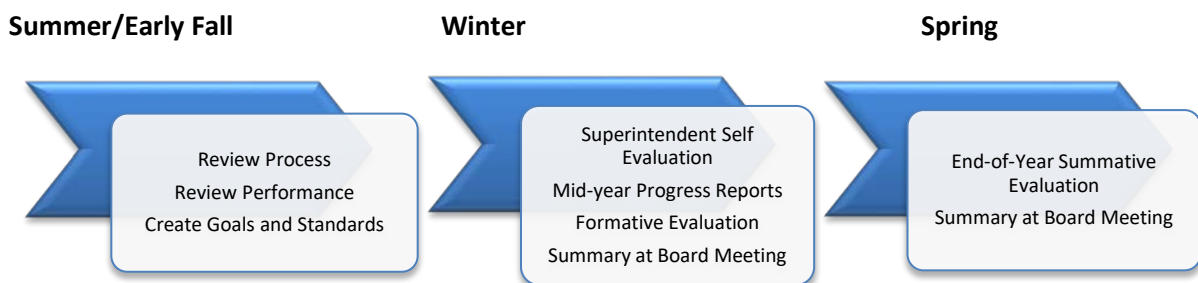
Written comments offer school board members the opportunity to provide specific constructive praise and criticism. They provide the superintendent with useful information that can be used for continuous improvement.

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.

4. Timeline for Superintendent Evaluation



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

PART 2: DEVELOPING A GOALS- AND STANDARDS-BASED EVALUATION

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

Ethical and Inclusive Leadership	<ul style="list-style-type: none">• Ethics and Professional Behavior• Interactions with Staff, Students, and Community• Professional Practice• Diverse Communities• Cultural Competency• Equity Plan Implementation
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Standard 1. Governance Team				
Element 1.a. Roles and Responsibilities				
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>	
Element 1.b. Goals and/or Strategic Plan				
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>	
Element 1.c. Policy Implementation				
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>	
Element 1.d. Information for Decision-Making				
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>	
Element 1.e. School Board Inquiries and Development				
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>	

Standard 2. School District Finances				
Element 2.a. Budget Development and Maintenance				
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>	
Element 2.b. Financial Statements				
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>	
Element 2.c. Financial Controls				
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>	
Element 2.d. Bond and Levy Campaigns				
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>	
Element 2.e. Asset Protection				
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>	

Standard 3. Communication and Community Relationships				
Element 3.a. Relationships with the Community				
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>	
Element 3.b. Engagement				
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>	
Element 3.c. Informs the Community as a Whole				
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>	
Element 3.d. Advocacy				
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>	
Element 3.e. Media				
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>	
Element 3.f. Visibility and Approachability				
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>	

Standard 4. School District Operations				
Element 4.a. Facilities				
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>	
Element 4.b. Transportation*				
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>	
Element 4.c. Food Service**				
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>	
Element 4.d. Technology				
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>	
Element 4.e. Maintenance***				
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>	
Element 4.f. Personnel				
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.*

Standard 5. Human Resources				
Element 5.a. Internal Communications				
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>	
Element 5.b. Personnel Concerns				
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>	
Element 5.c. Delegation of Duties *				
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>	
Element 5.d. Visibility and Approachability				
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>	
Element 5.e. Hiring and Staff Development				
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>	
Element 5.f. Collective Bargaining**				
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>	
Element 5.g. Evaluation				
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.

Standard 6. Teaching and Learning				
Element 6.a. Staff Development				
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>	
Element 6.b. School Improvement				
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>	
Element 6.c. Curriculum and Instruction				
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>	
Element 6.d. Professional Knowledge of Teaching and Learning				
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>	
Element 6.e. Culture of Cooperation				
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>	

Standard 7. Student Support				
Element 7.a. Student Engagement and Feedback				
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>	
Element 7.b. Student Attendance				
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>	
Element 7.c. Support for Students				
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>	
Element 7.d. Student Discipline				
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>	
Element 7.e. Culture of Cooperation				
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>	

Element 7.f. School Safety and Security

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>	

Element 7.g. Emotional Health and Social Needs

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>	

Standard 8. Ethical and Inclusive Leadership				
Element 8.a. Ethics and Professional Behavior				
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>	
Element 8.b. Interactions with Staff, Students, and Community				
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>	
Element 8.c. Professional Practice				
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>	
Element 8.d. Diverse Communities				
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>	
Element 8.e. Cultural Competency				
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>	

Element 8.f. Equity Plan Implementation				
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.*

Step 3: Schedule and Hold an End-of-Year Summative Evaluation Meeting

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).^{*} 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.

Tips for Conducting a Fair and Objective Evaluation Meeting

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

OVERVIEW OF PART 3

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)

APPENDICES

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.

SAMPLE FORM 1 – ESTABLISH GOALS AND STANDARDS				
Goal 1: Provide leadership to maximize use of school district resources	Evidence of Performance 1: 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.			
	Evidence of Performance 2: 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.			
	Evidence of Performance 3: 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.			
Goal 2: Provide leadership to strengthen school/community communications and relationships.	Evidence of Performance 1: Assess existing communication methods and identify preferred communication methods and content for internal and external stakeholders concerning volunteer and partnership opportunities.			
	Evidence of Performance 2: 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.			
	Evidence of Performance 3: Conduct a minimum of four school district surveys and/or community meetings on specific school district programs or initiatives.			
Standard 1. Governance Team: Element 1.b. Goals and/or Strategic Plan <i>Please select one of the following: highly effective, effective, developing, ineffective, or not applicable.</i>				
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	Not Applicable
<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.

SAMPLE FORM 2 – MID-YEAR FORMATIVE EVALUATION FORM*

Goal 1: Provide leadership to obtain and maximize use of the school district’s resources.

Evidence of Progress and/or Growth to Date: 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

Goal 2: Provide leadership to strengthen school/community communications and relationships.

Evidence of Progress and/or Growth to Date: 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.

Standard 1. Governance Team: Element 1.b. Goals and/or Strategic Plan

Evidence of Progress and/or Growth to Date: 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.

Overall Comments:

Goal 1: 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.

Goal 2: 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
Goal 1: Provide leadership to obtain and maximize utilization of the school district’s resources.				
Goal 2: Provide leadership to strengthen school/ community communications and relationships.				
Overall Goals Rating:				
Standard 1. Governance Team:				
Element 1.b. Goals and/or Strategic Plan				
Overall Rating Standards Ratings				
Overall Rating Goals and Standards (Combined)				
<p>A. For the goals and standards, which best illustrates the superintendent’s greatest strength and why? 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. For the goals and standards, which presented the superintendent with the greatest challenge and why? 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>C. How might the school board enhance the superintendent’s strengths and assist in overcoming challenges? 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>D. Superintendent’s Comments: 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.

SAMPLE FORM 4 – SCHOOL BOARD’S SUMMARY OF ITS CONCLUSIONS *

Goal 1: Provide leadership to obtain and maximize utilization of the school district’s resources.

Summary Statement: 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.

Goal 2: Provide leadership to strengthen school/community communications and relationships.

Summary Statement: 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.

Standard 1: Governance Team

Element 1.b. Goals and/or Strategic Plan

Summary Statement: 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.

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>Superintendent Goal 1: Provide leadership to obtain and maximize utilization of the school district’s resources.</p>	<p>Evidence of Performance 1: 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>Evidence of Performance 2: 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>Evidence of Performance 3: 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>Evidence of Progress and/or Growth Goal 1 to Date: 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>Goal 2: Provide leadership to strengthen school/community communications and relationships.</p>	<p>Evidence of Performance 1: 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>Evidence of Performance 2: 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>Evidence of Performance 3: Conduct a minimum of four school district surveys or community meetings related to specific school district programs or initiatives.</p>
<p>Evidence of Progress and/or Growth Goal 2 to Date: 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>	

Standard 1. Governance Team: Element 1.b. Goals and/or Strategic Plan				
<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>	
Evidence of Progress and/or Growth Standard 1 to Date: 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.				
Areas of Strength: 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.				
Areas Needing Improvement/Strategies for Improvement: 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.				

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.

3. Board Handbook Review

ISD 110 BOARD MEMBER HANDBOOK

An Informational Guide for Waconia Public Schools
Board of Education Members



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BOARD MEMBERSHIP

Current Board Members

2023 - 2024

Dana Geller, *Chair*
 Luke DeBoer, *Vice-Chair/Clerk*
 Alycia Meyers, *Treasurer*
 Kelly Amott
 Jesse Bergstrom
 Melanie Hagen
 Kim Kelzer-Breeden

Executive Staff

Brian Gersich, *Superintendent*
 Jessica Kilian, *Executive Assistant & Acting Board Clerk*
 Ra Chhoth, *Director of Finance & Operations & Acting Board Treasurer*

Source: <https://isd110.org/about-us/school-board>

GOVERNANCE PLEDGE OF EXCELLENCE

1. *Waconia School Board establishes a clear vision for the district.* It sets district vision, goals, and policies, and annually measures the success of the district, superintendent, and student achievement against them.
2. *Waconia School Board adopts a fiscally sound district budget and standards focused on what is best for all students.* It regularly monitors the fiscal health of the district and holds high standards for student achievement, environment, and engagement within the district that will ensure success for all students.
3. *Waconia School Board communicates transparently to all stakeholders and advocates at appropriate levels for Waconia Public Schools.* Through public meetings, written reports, and legislative engagement, it keeps stakeholders informed of the district's progress, successes, and challenges.
4. *Waconia School Board members will work in partnership with each other and adhere to the members' Code of Ethics and all applicable laws.* Members will contribute constructively to board work, collaborate well with others, and be respectful and supportive of the other board members and the Superintendent.

Sources: *ISD 110 School Board Code of Ethics*

<https://isd110.org/about-us/school-board/district-policies/200-school-board>

ISD 110 Strategic Roadmap

<https://isd110.org/about-us/isd-110-strategic-roadmap>

ISD 110 Policy 208 – Development, Adoption, and Implementation of Policies

<https://isd110.org/about-us/school-board/district-policies/200-school-board>

MISSION, CORE VALUES, AND THEORY OF ACTION

The infographic features a yellow header with the Waconia Public Schools logo on the left and the title "Mission, Vision, Core Values, Theory of Action" on the right. Below the header, the content is organized into four quadrants:

- MISSION STATEMENT:** "Our Core Purpose" is to empower students to explore their passions and create their success by providing opportunities for academic, social, and emotional growth.
- VISION STATEMENT:** "What We Commit to Create" includes three goals: achieve academic success through choice, rigor, and relevance; be inspired to explore who they are and who they will become; and feel they belong in school and in the community. The slogan "WEareONE10!" is centered below.
- CORE VALUES:** "Drivers of Our Words and Actions" include Respect, Collaboration, Inclusiveness, Empathy, and Resilience, each with a brief description of the school's commitment.
- THEORY OF ACTION:** "Our Commitment to Continuous Learning" outlines a process: "If we... Believe all students have the ability to learn and achieve to their potential, and Create an environment of safety and belonging, and Respond to our students' social, emotional, and academic needs, and Build trust and genuine partnerships with students, parents, and colleagues, and Achieve learning through high expectations, effective instruction, and established outcomes, and Inspire and engage students through a shared responsibility for learning, and Commit to continuous learning and improvement, then all students will... ..EXPLORE THEIR PASSIONS and CREATE THEIR SUCCESS!"

Source: <https://isd110.org/about-us/isd-110-strategic-roadmap>

BECOMING A SCHOOL BOARD MEMBER

Waconia Public Schools Board of Education is governed by seven Board Directors, who are elected at-large and represent all citizens within its boundaries. The Waconia Superintendent of Schools also serves as a non-voting ex-officio member of the Waconia School Board. Elections are held in November of even-numbered years, in a repeating process with seats up for election on an alternating basis (four seats one year, the other three seats two years later), to avoid the possibility that all seven seats could vacate at the same time.

To run for a School Board seat in Minnesota you must be:

- At least 21 years old
- An eligible voter
- A school district resident for at least 30 days prior to election or appointment
- Not convicted of a felony

Board members are elected to a four-year term which begins on January 1 of the year following the November election, and ends on December 31 four years later. A member who is appointed to fill the unfinished term of a Board member departing early will need to run for re-election depending on when during that term they were appointed. There is no limit on the number of terms, consecutive or nonconsecutive, that a Board member can serve. Vacancies are filled according to Minnesota law, and a newly appointed Board member must wait 30 days after the Board approves the appointment before officially taking their seat on the Board.

Before or shortly after taking a seat on the ISD 110 School Board, you should attend a new School Board member orientation session, where you can meet key staff members and receive information to help you get started, as well as allow you a chance to ask questions. You will also be assigned a Board mentor – a veteran ISD 110 School Board member who can informally assist you in learning the ropes of being a School Board member. You will also be required to attend formal training for new School Board members that is offered by the Minnesota School Boards Association (MSBA) <http://www.mnmsba.org/>.

Sources: Minnesota School Boards Association

<http://www.mnmsba.org/BoardWork/LegalRequirementsforSchoolBoardMembers>

Minnesota Revisor of Statutes

<https://www.revisor.mn.gov/statutes/2015/cite/123B.095>

LEGAL DUTIES OF THE SCHOOL BOARD

The care, management, and control of the schools is vested by statutory and constitutional authority in the school board as outlined in **Policy 201**.

Source: ISD 110 Policy 201 – Legal Status of the School Board

<https://isd110.org/about-us/school-board/district-policies/200-school-board>

Legal Obligations of a School Board Member

1. Comply with all federal, state, and local laws relating to School Board work.
2. Comply with all ISD 110 policies as adopted by the School Board and administration.
3. Abide by all rules and regulations promulgated by the Minnesota Department of Education and other state and federal agencies with jurisdiction over school districts.
4. Recognize that school district business may be legally transacted only in an open meeting of the School Board. *Source: Minnesota Revisor of Statutes – Open Meeting Law* <https://www.revisor.mn.gov/statutes/cite/13D>
5. Avoid conflicts of interest and refrain from using your School Board position for personal or financial gain.
6. Take no private action that would compromise the School Board or administration.

7. Guard and keep the confidentiality of information that is protected under applicable laws.

SCHOOL BOARD MEMBER CODE OF ETHICS

The purpose of **Policy 209** is to assist the individual school board member in understanding his or her role as part of a school board and in recognizing the contribution that each member must make to develop an effective and responsible school board. The board is responsible for reviewing this annually. An opportunity will be provided at a regular board meeting or work session to collectively review it as a reminder of our call to be committed in our role on a regular basis.

Source: ISD 110 Policy 209 – Code of Ethics

<https://isd110.org/about-us/school-board/district-policies/200-school-board>

Expectations of School Board Members

Meeting Participation

1. Attend School Board and assigned committee meetings
2. Limit remote attendance
3. Come prepared to discuss agenda items
4. Listen to the opinions and perspectives of others
5. Resolve conflicts in a respectful and constructive manner
6. Ask pertinent questions
7. Ensure district policies are followed

Voting Practices

8. Vote your conscience after informed discussion
9. Vote either using “Aye” or “Nay” without additional comments
10. Abstain only when a conflict of interest exists (see statutory definition below)

Board Relations

11. Support the decision of the Board, even if you did not vote for it
12. Recognize the integrity of your Board colleagues and predecessors and appreciate their work.
13. Assume positive intent
14. Seek other board members out for advice and consultant while abiding by open meeting law (OML)

Engagement

15. Be motivated by a desire to provide the best possible education for students
16. Know and adhere to ISD 110 Board policies and governance processes
17. Continually seek resources and training to improve as a School Board member
18. Act as an advocate for ISD 110 and public schools to the community, legislature, and regulatory agencies
19. Be willing to serve as a mentor to new Board colleagues

Conflicts of Interest

Minnesota law states that with certain exceptions, “a public officer who is authorized to take part in any manner in making any sale, lease, or contract in official capacity shall not voluntarily have a personal financial interest in that sale, lease, or contract or personally benefit financially therefrom.” A statutory interest cannot be cured by abstaining from voting or participation. Any contract that is made while such a conflict exists should be void and the public official involved can be charged with a gross misdemeanor.

Source: <https://www.revisor.mn.gov/statutes/cite/471.87>.

Exceptions include:

1. Contracts that do not require bids
2. Board-approved limited employment of a School Board member that does not exceed \$8000 in a fiscal year. The Board members’ employment must be specifically approved by a unanimous vote of the full Board at a meeting where all Board members are present. If approval is not obtained, new employment shall be disallowed and any current employment is immediately terminated.
3. A School Board members’ spouse may be employed by the School Board, or the School Board may contract with a class of district employees, such as teachers or custodians, where the spouse of the School Board member is a member of the class of employees contracting with the School Board and the employee spouse receives no special monetary or other benefit that is substantially different from the benefits that other members of the class receive under that contract.
4. A Board member who has a common law conflict of interest may not work behind the scenes to achieve the result without voting – for example to influence the outcome of an employee contract or the hiring or firing of a spouse – and then abstain from voting on the decision. In the case of a common law conflict of interest, the conflicted Board member must not vote or participate in discussions regarding that employee or contract.

Source: Mick Waldspurger, Rupp, Anderson, Squires, & Waldspurger, P.A., *Effective Governance: Understanding the Rights, Responsibilities, and Risks of Being a School Board Member*, 4 June 2020

GOVERNANCE AND MANAGEMENT

While there is some degree of overlap in roles and responsibilities, it is more important to understand the difference between the groups, especially in terms of authority.

Authority by Level

The Board has the Authority of Governance - No one else has it.

The Board has five primary governance responsibilities:

1. District governance and policy
2. Operational performance oversight and organizational direction

3. Board governance policy
4. Superintendent relations
5. Public engagement, community relations, and advocacy for public education

The Administration has the Authority of Management - No one else has it.

Administrators have six primary responsibilities:

1. Resource management: financial, human, and physical/environmental
2. Instructional leadership at the principal level
3. Performance management and professional development
4. Continuous improvement
5. Procedures and practices aligned with district policies
6. Staff, parent, and community relations

Staff, students, parents, and the public have the Authority of Consultation - No one else has it.

They have four primary responsibilities:

1. Voice of self and collective interest.
2. Assessing risks and merits of various options as part of decision making processes and/or the daily operations of the school district
3. Responsibly resist or oppose change.
4. Provide input and feedback to management and governance.

Sources: Dennis Cheesebrow, *Teamworks International*

ISD 110 Policy 208 – Development, Adoption, and Implementation of Policies

<https://isd110.org/about-us/school-board/district-policies/200-school-board>

Macro-Management, Not Micro-Management

The Superintendent is the district’s chief executive officer who works for the School Board and is the person who translates policy into action. Consistent with the goals set by the School Board, the Superintendent and staff make the day-to-day decisions that affect the operation of the school district, deployment of resources, assignment of staff, and documentation of results.

Board	Superintendent & District Administration
Sets Mission, Vision, and Framework	Implement and support changes by making recommendations
Sets Policies	Implements processes and procedures to adhere to district policies
Sets Budget	Oversees spending and ensures proper management and control
Approves Hiring and Creation/Elimination of Positions	Actively select, assign, and recommend positions for board approval

Set Employment Policy	Supervising and evaluating personnel through policy. Enforcement of work rules and disciplining personnel per contract requirements.
Evaluation of School District and Superintendent Performance	Provides information on the efficiency of the district and recommends opportunities for improvement.
Contract Negotiations	Provide financial information and labor negotiation best practices, assist the board in matters and procedures of the negotiation process.

Sources: Mick Waldspurgen, Rupp, Anderson, Squires, & Waldspurgen, P.A., *Effective Governance: Understanding the Rights, Responsibilities, and Risks of Being a School Board Member*, 4 June 2020

ISD 110 Policy 208 – Development, Adoption, and Implementation of Policies
<https://isd110.org/about-us/school-board/district-policies/200-school-board>

Acting as a Body

The Board Must Act as a Body and Not Through Individual Members

The School Board acts as a perpetual body which is responsible for fulfilling the school district’s duties under the law and for lawfully exercising its powers.

- 1. Individual Board members have a limited role.** The most important role of an individual Board member is to prepare for and participate fully at Board meetings so that the Board, as a body, can fulfill its statutory duties.
- 2. Individual Board members have no authority to act on their own.** Unless the Board has delegated authority to an individual Board member, the individual Board member has no power to give orders, to supervise or evaluate an employee, to investigate a complaint, to formulate policies, or to take any other action for or on behalf of the Board.
- 3. After the vote is over, the School Board and Superintendent must act with one voice.** Board members are entitled to have their own view and are encouraged to share it publicly when debating a motion. Discussion about an issue that reflects diversity of viewpoints usually results in a better decision. But remember to debate the issue, not the person, and avoid demeaning or angry comments. Once debate has ended and the vote has been taken, the body has spoken and no Board member nor the Superintendent should act to undermine implementation of the Board’s vote. For example, it is inappropriate to publicly campaign against an action that has already been voted on by the Board. Even if you still privately disagree with the Board’s decision after the vote, it is best to follow the old saying - “if you can’t say anything nice, don’t say anything at all.”

Relationship Between the Superintendent and the School Board

One Employee: Based on the policy-making governance role of school boards in Minnesota, it is often said that the School Board really has only one employee because the Superintendent is the only employee who the Board directly hires and who reports directly to the Board. The Board thus has the right to hold that one employee – the Superintendent – accountable for events that occur in the district.

The School Board shall collaboratively set annual goals for the Superintendent. The School Board, led by the Board Chair, should perform a mid-year evaluation to assess progress towards achievement and adjust goals where necessary. The School Board will perform a final evaluation and provide a summative evaluation of the Superintendent's annual performance based on those goals each year. Exceptions may be made in the final year of a contract.

Timely and complete information: The Superintendent must provide timely and accurate information to the Board, within the limitations established by the *Minnesota Government Data Practices Act (MGDPA)* <https://www.revisor.mn.gov/statutes/cite/13>, and must be open to requests for management and other informational reports. With the exception of the School Board Chair, the Superintendent must provide all Board members with equal access to his/her time and should provide the same information to all Board members, including those who may have a different viewpoint. In return, Board members are expected to thoroughly review the information they receive.

Source: Mick Waldspurgen, Rupp, Anderson, Squires, & Waldspurgen, P.A., *Effective Governance: Understanding the Rights, Responsibilities, and Risks of Being a School Board Member*, 4 June 2020

Following the Proper Chain of Command

Superintendent's Role in the Chain of Command

In order for the chain of command to work effectively, the Superintendent must welcome and encourage all School Board members to respectfully communicate complaints and concerns. Additionally, the Superintendent must provide general updates to the Board about issues and actions that have been taken, while being mindful of limitations imposed by the MGDPA.

Board Member Role in the Chain of Command

Responding to citizen complaints:

1. Document the complaint and provide the documentation to the Superintendent.
2. Direct the citizen member to the Superintendent or building principal (depending on the nature of the complaint), provide the appropriate contact information, and inform the citizen that you will be informing the superintendent of the complaint.
3. Explain that the school district, depending on the nature of the complaint, may have a complaint form, and that the Superintendent or building principal may ask the citizen to complete the form.

Responding to anonymous complaints:

1. The same basic process should be followed as with other complaints.
2. The district's obligation to investigate depends on the nature of the anonymous complaint and whether the information provided is sufficient to allow an investigation.
3. The district can investigate only reasonable leads and should not participate in a fishing expedition.

Responding to citizen concerns

1. Inform the Superintendent of all concerns.
2. If the concern is in regard to the Superintendent, inform the School Board Chair.

What NOT to do:

1. Do not investigate yourself.
2. Do not promise a particular outcome or course of action.
3. Do not promise confidentiality.
4. Do not pick sides.
5. Do not act outside the process or act as *the* decision-maker.
6. Do not offer to personally address the concern.
7. Do not go directly to employees below the Superintendent or members of the Superintendent's cabinet.

Engaging Legal Counsel

As a general rule, only the ISD 110 Board Chair or Superintendent should directly contact ISD 110's legal counsel. If you have a legal question or concern as a Board member, inform the Board Chair or Superintendent, and if necessary they will communicate the question to legal counsel.

Source: Mick Waldspurger, Rupp, Anderson, Squires, & Waldspurger, P.A., Effective Governance: Understanding the Rights,

Responsibilities, and Risks of Being a School Board Member, 4 June 2020

ISD Policy 216 – Anonymous Communications

<https://isd110.org/about-us/school-board/district-policies/200-school-board>

BALANCING THE ROLE AS A BOARD MEMBER AND PARENT/COMMUNITY MEMBER

Board Member/Parent Role

Keep in mind that you do not relinquish your parental rights when you become a School Board member. You are always a parent first and a School Board member second. But at the same time keep in mind that no matter how many times you say you are “speaking as a parent, not a Board member,” it is difficult for some staff to separate your

role on the School Board from your role as a parent, and some staff may be intimidated by your role as a Board member. To minimize this concern, some Board members opt to have their spouse, the child's other parent/guardian, or another family member take the lead in speaking to their children's teachers in certain situations.

However you handle interactions with staff as a parent, make sure that you do not use your position as a School Board member to secure special treatment for your child – your child should be treated the same as other students and subject to the same rules and requirements. If there are issues you wish to discuss with a teacher, you should follow the normal procedures for contacting your child's teacher.

Board Member/Community Member Role

The best way to respond to complaints from parents in school, community, and social situations is to be a good listener, which allows you to ask questions to understand the situation better. Be careful, however, that the parent does not interpret your questions or comments as an indication of agreement or future board action. Once parents have shared their complaints with you, provide guidance on how to get their concerns addressed through the proper channels, as discussed above. If the concern is about safety or legality, follow district procedures and notify the Superintendent. If the concern raises governance or controversial political questions, contact the Superintendent and the Board Chair.

Most of the complaints you will hear from parents are administrative in nature and not policy issues and as such they do not belong on the Board's table. It is not your responsibility, nor do you have the authority, to solve each parents' problem. Do listen to them, but then make sure they know to contact the appropriate school staff member. You owe the Superintendent and staff the opportunity to respond and to support them if they are properly following Board policy. A parent may follow up with you if the complaint is not resolved, but becoming directly involved can compromise your impartiality and in some cases expose you and the district to legal liability.

You will at times find yourself dealing with controversial, complex issues and the Board's final decisions may be unpopular. When a community member questions a Board decision, explain the thought process that went into the decision and why the Board arrived at the conclusion it did, even if you personally disagreed. Be sure to answer honestly and without emotion and refer them to the Superintendent or Board Chair if you feel they require more explanation than you can provide.

*Source: New York State School Boards Association, **New School Board Member Handbook: A Guide to Surviving Your First Year.** 2017*

Procedures for Visiting Schools

All School Board members are encouraged to be informed about our schools and visits to buildings are a good way to be part of that process. Some board members have more opportunities to be the buildings in their roles as parents, volunteers, and community members. Board members must take care to separate their parent/volunteer

roles from their roles as Board members.

To assure that all Board members have a chance to tour all of our buildings, periodic visits to the schools will be scheduled. Full Board building visits may be scheduled at mutually agreed upon times. Such visits are subject to the Open Meeting Law and are scheduled by the Superintendent’s Executive Assistant.

If individual Board members wish to visit one or more of our schools outside of these established times, they should first inform the Superintendent of their desire to visit, and the Superintendent will work with the school Principal(s) to schedule a school visit for the Board members. When visiting any school, Board members must remember that they do not serve in an administrative role and should not attempt to direct, criticize, discipline, or disrupt the work of staff members.

Typical Scenarios you will Encounter

Situation	Sound Governance Practice
<p>What do I do if I get a phone call or am stopped in person with concerns from:</p> <ul style="list-style-type: none"> a. staff member b. student c. parent 	<p>Check name, status, and phone number for contact Always seek to identify the situation or interest, but generally, do not agree or commit to personally resolve</p> <ul style="list-style-type: none"> a. Redirect staff to supervisor, and notify superintendent’s office <u>Caution:</u> do not get involved in employment / contractual issues b. Redirect student to principal and notify superintendent’s office <u>Caution:</u> if a concern about safety is raised, follow district procedures c. Redirect parent to teacher / principal / administrator as appropriate and notify superintendent’s office <u>Caution:</u> Do not attempt to deal with issues of groups, only the individual parent <p><u>Overall:</u></p> <ul style="list-style-type: none"> ● Do not agree to confidentiality, or commit to limit your options of notification ● Be available for contact in the future if redirecting does not address concern ● Be alert to “patterns” of like concerns, and if present, notify the superintendent’s office ● If concern raises governance and/or political edge questions, contact Board Chair in addition to superintendent’s office

<p>What do I do if I get an email with concerns from:</p> <ul style="list-style-type: none"> a. staff member b. student c. parent 	<p>Following the same guidance from above, in addition:</p> <ul style="list-style-type: none"> ● Send author an email of acknowledgement and that their concern has been forwarded to the superintendent's office ● An email does not require engagement or seeking to understand issue ● Do not cc or bc to any individual or group, nor "reply to all" ● Be alert to "patterns" of like concerns, and if present, notify the superintendent's office ● If concern raises governance and/or political edge questions, contact the board chair in addition to the superintendent's office
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<p>As a board member, what do I do if I have a concern or complaint?</p>	<ul style="list-style-type: none"> ● Contact the board chair and / or the superintendent directly, preferably in person, or by phone ● Don't engage in serial meetings with other board members ● Be clear as to what your concern is as a board member, parent, etc., and be clear as to <ul style="list-style-type: none"> ○ your experience ○ what you think ○ what you feel ○ what you want ● Identify what in the concern is governance work, and what is management work ● Seek to increase your understanding, with an assumption of trust and competence for employees ● Don't represent other's or group's interest as your own ● Don't raise an issue as a surprise in work sessions or business meetings. Allow the board chair and superintendent time to research and prepare for a board discussion, if warranted
<p>What if I disagree with a report or presentation to the board?</p>	<ul style="list-style-type: none"> ● Submit questions and concerns to Office of Superintendent as the board protocol describes ● Reflect on what is driving your concern or disagreement ● If disagreement is in the details, request a meeting with Superintendent to discuss ● Do not surprise administrators or the board in work sessions and business meetings ● Praise publicly, confront privately

Source: Dennis Cheesebrow, *Teamworks International*

MEDIA RELATIONS AND PUBLIC STATEMENTS

ISD 110 is committed to partnering with the community, families, students, and employees, and will coordinate and share regular and ongoing communications through a variety of means – including e-newsletters, videos, website, social media, e-mail, printed materials, and face-to-face communications. At the direction of the Superintendent, the Director of Communications will manage communications with all audiences and oversee interactions with media at all levels to preserve, manage, and promote the image and brand of ISD 110. Decisions are guided by the ISD 110 Strategic Roadmap, Communications Plan, and Brand Guidelines.

Statements made by individual ISD 110 School Board members are not meant to represent the entire Board. Board members should take care to make sure that when they speak both publicly and privately in regard to any district issue that they clarify that they are presenting their own personal opinion as one Board member of seven. Occasionally the Board Chair, as part of the duties of the Chair, will speak or issue a public statement on behalf of the full Board; however, such statements by the Chair should be clearly designated as such and issued whenever possible in consultation with the Superintendent and/or the ISD 110 Director of Communications.

Source: ISD Policy 105 – School District Public Relations and School Communications

<https://isd110.org/about-us/school-board/district-policies/200-school-board>

MANAGEMENT OF SELF-GOVERNANCE ISSUES

When Board members are disrespectful to one another, disregard protocols, violate the Code of Ethics, repeatedly fail to fulfill their Board duties, or inappropriately push agendas which are different from or actively oppose the consensus of the full Board, those infraction(s) must be pointed out promptly by Board colleagues and the offending Board member(s) should be reminded of the proper role of a board member.

If violations continue, the Board Chair, with assistance as needed from the Vice-Chair, should intervene and discuss the improper behavior with the offending Board member(s) and make plans to correct it. A written record of the intervention should be made and kept by the Board Chair. If violations continue after the intervention, the Board Chair should enlist the full Board in discussion to consider formal public reprimand or censure.

If formal full Board condemnation does not correct the member's inappropriate behavior, then the Board Chair should consult the district's legal counsel to consider additional options, including formal disavowal of conduct and/or removal from the Board. If at any time a Board member's actions or statements put themselves or the district in legal peril, the Board Chair should consult with the district's legal counsel. If the Board Chair is the member engaging in improper conduct, the Vice-Chair should intervene as appropriate, with assistance as needed from another elected Board officer, the full Board, and/or the district's legal counsel.

ELECTION AND ROLES OF BOARD OFFICERS

Election of Officers

The Chair, Vice-Chair/Clerk, and Treasurer of the ISD 110 School Board are elected annually at the Organizational Meeting, which is held on the first Monday of January, or as soon thereafter practicable, each year. The elected officers hold their offices for one year until their successors are elected.

Roles of Board Officers

There are three official officers of the ISD 110 Board of Education: Chair, Vice-Chair/Clerk, and Treasurer. The Board may designate the duties of the offices of Clerk and Treasurer to individuals within the executive staff of the Superintendent's office. At ISD 110, the Treasurer role is usually designated to the Director of Finance and Operations, and the role of the Clerk is usually designated to the Superintendent's Executive Assistant. It is important to note that despite the election of officers, all Board members maintain equal rights, voices, and votes when it comes to making Board decisions. In addition, minutes of all Board meetings and work sessions must be taken by a temporary substitute Board designee in the absence of the Clerk.

Role of the Chair – The Chair presides at all meetings of the School Board, countersigns all orders upon the Treasurer for claims allowed by the School Board, and represents the school district in all actions and performs all usually incumbent upon such an officer.

Role of the Vice-Chair/Clerk – The Vice-Chair shall perform the duties of the Chair in the event of the Chair's temporary absence. The Vice-Chair may also perform other duties and tasks as assigned by the School Board.

Role of the Clerk – In ISD 110 School Board usually designates the Superintendent's Executive Assistant to perform the duties and tasks of the School Board Clerk.

1. The Clerk or designee shall keep and maintain permanent records of the School Board, including records of the minutes of School Board meetings, updates to the School Board Handbook, and other required records of the School Board. All votes taken at meetings required to be open to the public pursuant to the Minnesota Open Meeting Law shall be recorded in a journal kept for that purpose. Public records maintained by the school district shall be available for inspection by members of the public during the regular business hours of the school district. Minutes of meetings shall be available for inspection at the administrative offices of the school district after they have been prepared. Minutes of a School Board meeting shall be approved or modified by the School Board at a subsequent meeting, which action shall be reflected in the official proceedings of that subsequent meeting.
2. Within three days after an election, the Clerk or designee shall notify the persons elected.
3. The Clerk or designee shall perform such duties as required by the Minnesota Election Law or other applicable laws relating to the conduct of elections.

Role of the Treasurer – With the exception of serving as Chair of the Finance & Facilities Committee, the ISD 110 School Board usually designates the ISD 110 Director of Finance and Operations as the Acting Treasurer to perform the duties of the School Board Treasurer.

1. The Treasurer or designee shall deposit the funds of the school district in the official depository.
2. The Treasurer or designee shall make all reports required by Minnesota state law, file any reports which may be called for by the School Board, and perform all duties the Treasurer usually performs.
3. In the event there are insufficient funds on hand to pay valid orders presented to the Treasurer or designee, the Treasurer or designee shall receive, endorse, and process orders in accordance with Minnesota state law.

Source: ISD 110 Policy 202 – School Board Officers

<https://isd110.org/about-us/school-board/district-policies/200-school-board>

WACONIA SCHOOL BOARD – STUDENT REPRESENTATIVES

The school board values the voices of students and wishes to both encourage student involvement and promote a communications link between the school board and the students of the district by authorizing student representatives to serve on the school board as non voting members. The school board believes that the views, insights, and suggestions of a student representative on the school board can be an advantage to the school board in its decision-making role regarding educational policies and programs.

Selection Process

1. In the fall and application process will bring forth applications from both 11th and 12th grade students in good student standing.
2. The applications will be prepared and distributed with the support of the Waconia High School leadership and a deadline will be established before the completion of the first month of school.
3. Interviews will be conducted by two designated board members along with the Superintendent no later than 2 weeks following the established deadline.
4. Interviews will be conducted before or after school and will be scheduled for no more than 15 minutes per interview.
5. All candidates will be given the opportunity to answer the same pre-selected questions.
6. Two student representatives will be selected after all interviews are complete.
7. Candidates demonstrating strengths in the following categories will be considered first:
 - Passion and proven interest in the fields of government, public relations, and political science
 - Well-rounded perspective and ability to engage multiple student groups

- Willingness to share ideas and advocate for others
 - Strong sense of purpose and desire to learn and grow
 - Ability to speak in public with pose and professionalism
8. The superintendent will extend offers to two (2) students the day following selection. Letters will be extended to all applicants on behalf of the board within 1-2 days following the selection notifying them of the results.
 9. Board members will be given an orientation with the Superintendent, Board Chair, and Clerk prior to their first meeting.
 10. The first official meeting will be the October Regular School Board Meeting.

Rights & Responsibilities

1. The student representative on the school board will attend all regular school board meetings while school is in session. Work sessions are optional but highly encouraged while school is in session. (Approximately 1-2 meetings a month). Committee meetings are not required but representatives are welcome to join under consultation with the Superintendent.
2. The student representative will not be permitted to attend closed meetings.
3. The student representative will have a designated spot to sit at the school board table for regular meetings.
4. The student representative will be bound by all rules, policies, and regulations that bind the school board.
5. The student representative will present a student representative report at each meeting and may offer comments to the school board regarding items on the agenda that affect students.
6. The student representative will not have the right to make or second motions nor vote on business matters before the board.
7. The student representative will report to the student body regarding matters discussed at school board meetings that are relative to student outcomes.
8. The student representative shall receive all other materials distributed to the school board in the board packets or at the school board meeting. All information received must be handled in an appropriate manner as a student representative on the school board.
9. The student representative will not be furnished board materials such as, but not limited to:
 - Sensitive personnel matters
 - Legal action strategy
 - Negotiations strategy
 - Individual student discipline
 - Other confidential matters
10. The student representative shall dress and act appropriately while serving on the school board in a manner consistent with other school board members and the school board Code of Ethics.
11. The student representative on the school board shall work to represent opinions of the student body and not solely the representative's own opinions.
12. The student representative on the school board shall consult with the superintendent of schools in carrying out the responsibilities associated with serving as student representative on the school board.

SCHOOL BOARD MEETINGS

An orderly School Board meeting allows the School Board members to participate in discussion and decision of school district issues. Rules of order allow School Board members the opportunity to review school-related topics, discuss school business items, and bring matters to conclusion in a timely and consistent manner. Specific actions are outlined in Policy 203 and the board is responsible for reviewing the policy on a regular basis to ensure continuity and adaptability for effective and efficient meetings.

Source: ISD 110 Policy 203 – Operation of School Board – Governing Rules

<https://isd110.org/about-us/school-board/district-policies/200-school-board>

General Meeting Cadence

Meeting dates and times are set at the organizational meeting in January and by board decision are subject to change. Generally, the School Boards meet in **work sessions** at 7:00 PM on the 2nd Monday of each month, the location for which rotates throughout ISD 110 buildings. It meets in **regular business meeting sessions** on the 4th Monday of each month, in the Waconia City Council Chambers.

Special meetings may also be called at various times throughout the year to discuss or conduct urgent business. In certain cases where in-person Board meetings are not possible, online meetings may be held as pursuant to open meeting law.

Board Committees, Advisory Councils, Task Force & Liaison Roles

Committees

As outlined in Policy 213, committees are an essential duty of active board members. Committee roles are necessary for engagement in key areas of board work. Typically they meet monthly, and are usually attended only by those Board members that are assigned to them in a given year. Although Board members may indicate a preference in regard to their committee assignments, final annual committee assignments are made at the discretion of the Board Chair.

Board Committees are made up of only Board members and certain administrators who engage in relevant research and pre-discussion of certain aspects of Board business and topics of concern in order to make full Board consideration of those issues more efficient.

Advisory Councils

Certain School Board members are also assigned by the Board Chair to school district Advisory Council positions, such as:

- ISD 110 Advisory Council (ISD110AC)
- Special Education Advisory Council (SEAC)
- Teaching & Learning Advisory Council (TLAC)

- Community Education Advisory Council
- Technology Advisory Council
- Chemical Abuse Community Advisory Council

These Board advisory bodies meet at varying times throughout the year, depending on the group and its work and purpose. They consist of administrators, staff, students, parents, and/or community members who serve as sources of internal and external input for the purpose of advising and making recommendations to the School Board in regard to school district policy and issues.

Task Forces

In addition, certain Board members may be assigned by the full Board or the Board Chair to serve on special temporary **task forces** to research or accomplish a uniquely specialized task on behalf of the Board. These task forces may be composed of just Board members, or any combination of Board members, administrators, staff, parents, students, and community members, depending on the task to be accomplished.

Liaison Roles

Finally, certain Board members are assigned by the Board Chair to act as ISD 110 School Board Liaisons to various external organizations with whom ISD 110 has a business, governmental, and/or advocacy relationship. These organizations may include:

- The City Councils serving the cities of Waconia, Minnetrista, New Germany, St. Bonifacius, and Victoria
- Southwest Intermediate School District 288
- HEROES Coalition
- Schools for Equity in Education (SEE)
- District 110 Foundation
- Minnesota School Boards Association (MSBA)
- Carver County Leaders
- Minnesota State High School League (MSHSL)
- Elementary and Middle School Parent-Teacher Organizations (PTOs)
- Booster organizations

Agendas

While all School Board members may provide input and request to add an item to any agenda, School Board meeting and work session individual agendas are primarily determined by the ISD 110 School Board Calendar of business and are developed and tentatively finalized by the Board Chair and Superintendent, whenever possible, at least 5 days prior to scheduled meetings so that all Board members have the chance to review and request additions or subtractions from them.

In the case of a special meeting, the final meeting agenda, according to Minnesota law, must be posted for the public at least 72 hours prior to a scheduled meeting, along with the date, time, and location of the meeting.

Copies of agendas and materials relating to agenda items (other than items related to a closed session) that are not protected by MDGPA must also be available for public view during the meeting. In the case of online meetings, all Board members must be able to be both seen and heard whenever possible, and agenda items for a special meeting must be made available to the public for online viewing.

If a Board member wishes to add an item to a future agenda, the Board member is encouraged to contact the Board Chair and/or Superintendent to make a request for consideration. If a Board member wishes to add an agenda item to the meeting agenda at the beginning of that actual meeting, they must make a motion to add the item, must obtain a second to that motion, and achieve a majority vote of the full Board for the item to be added to the agenda.

Conversely, a Board member may also make a motion to remove items from the agenda. If a second motion is obtained and a majority vote achieved, the item may be removed from the agenda.

Motions may also be made by Board members at various points during the meeting to table agenda items for later discussion. This is usually done if it is determined that meeting time is running short and more discussion is required, and/or that more information is needed before determinative discussion can be completed and a full informed vote can be taken by the Board.

If further information is needed, the item can be tabled and referred to administration and/or a Board Committee or Advisory Council for additional consideration and further recommendation to the full Board in a future meeting.

Members of the public who wish to place an item on the agenda must make a request to the School Board Chair or Superintendent in a timely manner. The person making the request is encouraged to state their name, address, purpose of the item, action desired, and pertinent background information.

The Chair and Superintendent shall determine whether to place the matter on the tentative agenda. The ISD 110 School Board also allows public comment during its regular business meetings each month.

Minutes of all publicly posted School Board meetings and work sessions of the whole Board should be taken and recorded by the Board Clerk or other designee in the absence of the Clerk.

Sources: ISD 110 Policies 203.5, 203.6, and 204 - School Board Meeting Agendas, Consent Agendas, and Minutes

ISD Policy 213 School Board Committees

<https://isd110.org/about-us/school-board/district-policies/200-school-board>

Public Engagement

All speakers at ISD 110 School Board hearings and meetings must be recognized by the Chair and given the floor before speaking – this includes Board Members, Superintendent, guest presenters, and members of the public who are addressing the Board at its hearings and meetings.

The Chair should allow only one speaker at a time and reserves the right to limit the amount of time for each speaker, as well as to limit the amount of time allowed to debate a particular issue or agenda item.

At public hearings, which are held specifically to seek public input in regard to a particular issue, the purpose of the meeting is for members of the public to address the School Board. An example of a legally required annual public hearing that the school district must hold is the Truth in Taxation hearing held in December of each year. A public hearing is a chance for members of the public to engage in dialogue with the School Board on a specific issue.

By contrast, regular School Board meetings, work sessions, or committee meetings are defined as meetings of the School Board to conduct the business of the school district in public view. They are business meetings taking place in public, not public meetings. It is thus a privilege, not a right, to address the School Board during its business, committee, and work session meetings. That said, the ISD 110 School Board sets aside the first ten minutes of its regular monthly business meetings for public comment, and can at its discretion allow limited public comment at other times.

In all cases, however, anyone present at any School Board hearings and meetings are expected to conduct themselves in a respectful, constructive manner and keep to the issue at hand whenever possible. Personal attacks by anyone addressing the School Board are unacceptable and will not be tolerated. The Chair should call inappropriate statements and personal attacks out of order, and the speaker's privilege to speak may be revoked, and if they persist with inappropriate behavior they may be asked to leave.

Board Discussion/Ending Debates

In addition, any Board member may make a motion to end debate on an issue by making a motion to “move the previous question” (also referred to as “calling the question”). This motion to “move the previous question” must be recognized by the Chair and seconded by another Board member. It must then receive a two-thirds vote of all Board members present in order to pass and for debate on the issue to end.

In addition, any School Board member or the Superintendent (an ex-officio member of the School Board) can raise a point of order or point of information at any time during any meeting if they feel that an incorrect or inappropriate statement or action has been made by anyone, including another School Board member. All Board members should keep in mind and adhere to the ISD 110 School Board Code of Ethics, and if a Board member continues to speak or act inappropriately they can be subject to censure, disavowal of their conduct, or removal from the School Board.

The Chair will rule on the point of order or point of information according to *Robert's Rules of Order* and established policy, protocols, and Minnesota state law, including the Minnesota Government Data Practices Act ("MGDPA") and the Open Meeting Law ("OML"), which prohibit certain information from being discussed or released during a public meeting. If comments or discussion would violate the law, the Chair should declare the comments out of order and end or redirect the discussion.

Sources: ISD 110 Policy 206 - Public Participation in School Board Meetings/Complaints about Persons at School Board Meetings, and Data Privacy Considerations

ISD Policy 207 - Public Hearings

ISD 110 Policy 209 – Code of Ethics

<https://isd110.org/about-us/school-board/district-policies/200-school-board>

Mick Waldspurger, Rupp, Anderson, Squires, & Waldspurger, P.A., *Effective Governance: Understanding the Rights, Responsibilities, and Risks of Being a School Board Member*, 4 June 2020

Minnesota Government Data Practices Act (MGDPA)

<https://www.revisor.mn.gov/statutes/cite/13>

Robert's Rules of Order. <https://robertsrules.org/motions.html>

OPEN MEETING LAW & SCHOOL BOARD COMMUNICATIONS

One of the most difficult but important aspects of serving as a School Board member is to understand and abide by the complex rules embodied within the Minnesota Open Meeting Law <https://www.revisor.mn.gov/statutes/cite/13D>. The law itself has been clarified by several court decisions, but nevertheless there remain several gray areas, and so it is best if school boards and their individual members err on the side of caution at all times.

General Requirements

Put simply, the Open Meeting Law requires that School Boards and other government decision-making bodies conduct the business of doing the public's work within the public view. There are exceptions when a meeting can be closed, but they are few. The only times when a School Board may close a meeting are:

- When strategizing during employee contract negotiations
- When discussing individual student or employee information that is not classified as public
- When discussing the potential sale or purchase of property by the district •
When discussing legal action being taken by or against the school district and

- information is subject to attorney-client privilege
- When engaging in Board-related governance training.

Open Meeting Law does not just apply to verbal discussions, it also applies to electronic communications, such as e-mail, text messages, conference calls, chat rooms, and social media posts.

Board Discussion Beyond the Board Room

You can certainly socialize and even be friends with your School Board colleagues. But you must be careful that you do not discuss any School Board matters if you have a quorum (which for ISD 110 is four or more Board members) of your Board participating in the discussion. And even if you do not have a quorum present, you must make certain that those present do not then leave that discussion and strike up the same conversation with other Board members not initially present. That is called a “serial” meeting of Board members, which can also violate the Open Meeting Law. It is also for this reason that ISD 110 Board Committees do not have more than three Board members assigned to them – to avoid the presence of a quorum and to keep the committee itself within the appropriate role of researching and recommending discussion/action to the full Board, without the quorum-required authority to make decisions or take action itself as a committee.

Electronic Communications

In regard to electronic communications, School Board members may use email, text messages, social media messaging, or other sources to communicate with each other, but these methods cannot be used to discuss Board business, to influence votes on issues, or to avoid Open Meeting requirements. You should be particularly careful to avoid sequential email, texts, social media, or group chat conversations that end up or could end up including a quorum or more of the full Board. Communications like these which preclude the community from hearing Board debate on school district issues are problematic, and also open up all of these means of communication, even those otherwise deemed to be private means, to public data requests.

Two hard and fast rules of thumb for School Board email communication is that when sending an email, if you feel you must send it to three or more other Board members, send it instead to the Superintendent, who can then distribute the information on your behalf to those who may need it, or present it instead at a Board or committee meeting.

In addition, if you receive an email to all Board members from anyone, DO NOT send a reply using the “Reply All” function. If you must reply, send your reply only to the initial sender. Most intra-board communication within the full board is usually in regard to scheduling and the distribution of general information – but there should not be discussion of the information distributed outside of full Board or committee meetings.

When the full Board receives an email from a member of the public, ISD 110 School Board’s protocol is to allow the Superintendent and/or Board Chair sufficient time to

reply where appropriate on behalf of the full Board. If you receive an email as an individual Board member from a member of the public about a district issue, you should reply that you appreciate the inquiry and that you are forwarding it to and/or consulting with the Superintendent in regard to it. Most inquiries received by the Board are managerial in nature or involve a district issue that the Superintendent has more experience with addressing, and so Board members should refer inquiries to the Superintendent whenever possible.

Your School Board email is generally public. As a result, anything you send or receive is subject to public view (with nonpublic data under the MGDPA redaction). Do not use your private email, social media accounts, and personal devices for School Board communication. If you do, those accounts and devices can also become subject to a public data request. If you have questions about Open Meeting Law requirements and scenarios, ask the Board Chair or Superintendent for advice, and if further clarification is necessary, they can consult with ISD 110's legal counsel.

Sources: ISD 110 Policy 205 – Open Meetings and Closed Meetings

<https://isd110.org/about-us/school-board/district-policies/200-school-board>

Mick Waldspurger, Rupp, Anderson, Squires, & Waldspurger, P.A., *Effective Governance: Understanding the Rights, Responsibilities, and Risks of Being a School Board Member*, 4 June 2020

New York State School Boards Association, *New School Board Member Handbook: A Guide to Surviving Your First Year*. 2017

Minnesota Open Meeting Law <https://www.revisor.mn.gov/statutes/cite/13D>

MSBA Closed Meeting Law Summary

<http://www.mnmsba.org/Portals/0/MSBA-ClosedMeetingChart-8-13-2019.pdf>

Minnesota Government Data Practices Act (MGDPA)

<https://www.revisor.mn.gov/statutes/cite/13>

SCHOOL BOARD TRAINING & GOALS

Training

New School Board members are required to attend Phase I (School Board Basics) & Phase II (School Board Finance & Management) as soon as possible after being elected to the School Board. Training is provided through the Minnesota School Boards Association (MSBA). School Board officers are strongly encouraged to attend MSBA Board Officer Training sessions. MSBA also offers various networking, training, and legislative advocacy opportunities throughout the year that Board members are encouraged to attend.

Schools for Equity in Education (SEE), a statewide advocacy organization specializing in resource fairness in which ISD 110 School Board retains a membership, also offers

several informational and advocacy opportunities throughout the year, particularly prior to and during each session of the Minnesota State Legislature.

In addition, the ISD 110 School Board occasionally contracts with outside consultants in order to improve its own knowledge, professionalism, efficiency & effectiveness, cultural competency, and collegial relationships.

Board member training is critical to building a shared focus and cultural competency strong enough to maintain members' commitment to leading long-term improvement efforts. Although internal Board training is focused on the Board member's role within the context of school improvement, participation in external Board member networking opportunities allows Board members to learn from the successes and experiences of other school boards, and helps to gain a broader understanding of public education issues.

Sources: *Minnesota School Boards Association (MSBA)* <http://www.mnmsba.org/> MS 127A.19 <https://www.revisor.mn.gov/statutes/cite/127A.19>

Schools for Equity in Education (SEE) <http://www.schoolsforequity.org/>

Dennis Cheesebrow, *Teamworks International*

Mick Waldspurger, Rupp, Anderson, Squires, & Waldsburger, P.A., *Effective Governance: Understanding the Rights, Responsibilities, and Risks of Being a School Board Member*, 4 June 2020

Iowa Association of School Boards Member Handbook
<https://www.sd13.org/Downloads/School%20District%2013%20Board%20Member%20Handbook%201.pdf>

Minnesota Department of Education (MDE) <https://education.mn.gov/MDE/index.html>

Minnesota Office of the Revisor of Statutes <https://www.revisor.mn.gov/>

ISD 110 District Policies <https://isd110.org/about-us/district-policies>

School Board Goals

As part of its pledge to strive for continuous improvement of Waconia Public Schools, the ISD 110 School Board should set annual goals for itself by October 30 of each year that align with the Superintendent's goals and the ISD 110 Strategic Plan and Strategic Roadmap, and the Board Calendar of business as much as possible.

APPENDICES

Bibliography

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Minnesota School Boards Association (MSBA) <http://www.mnmsba.org/>

National Education Association (NEA). <https://www.nea.org/>

New York State School Boards Association. *New School Board Member Handbook: A Guide to Surviving Your First Year*, 2017.

Robert's Rules of Order. <https://robertsrules.org/>

Schools for Equity in Education (SEE). <http://www.schoolsforequity.org/>

Waconia School Board Code of Ethics

<https://isd110.org/about-us/school-board/district-policies/200-school-board>

Waconia School Board Membership and Officers

<https://isd110.org/about-us/school-board>

Waconia Public Schools Mission, Vision, Core Values, and Theory of Action

<https://www.waconiacommunityed.org/sites/default/files/files/content/mission-vision-core-values-theory-action.pdf>

Waconia School Board Policies

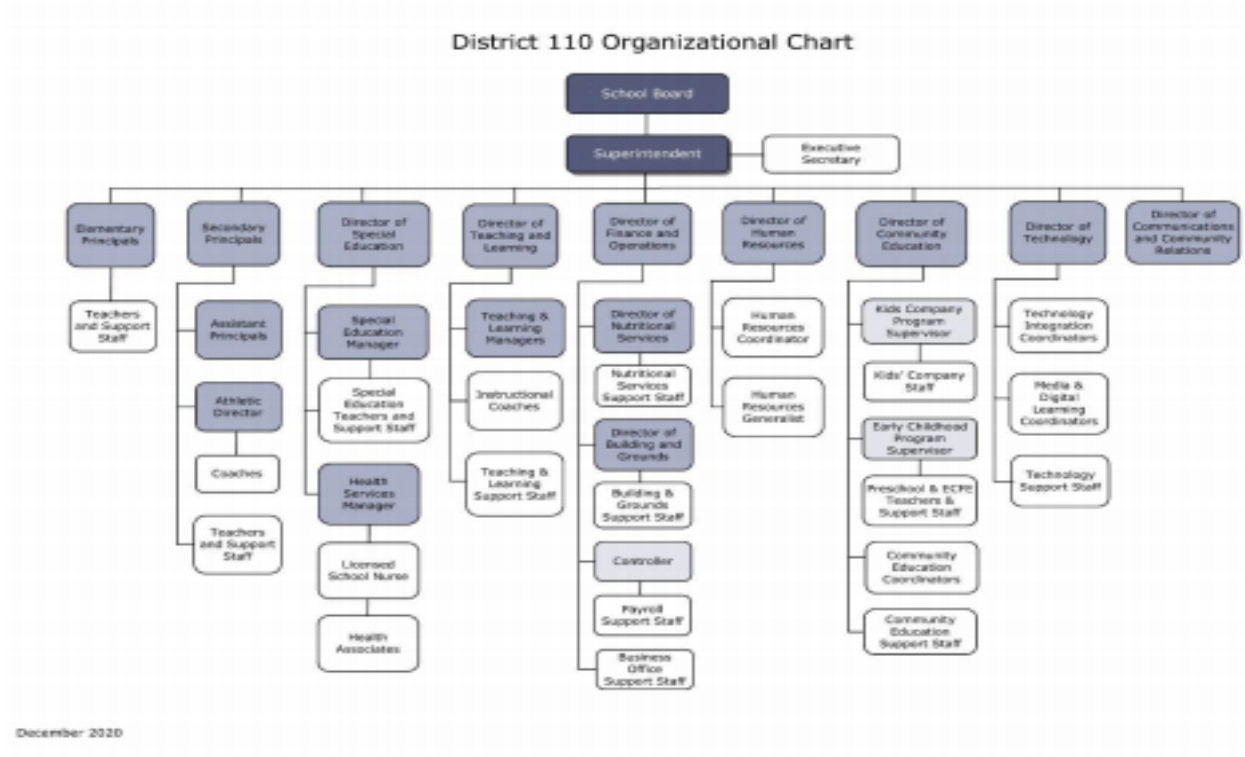
<https://isd110.org/about-us/district-policies>

Waconia Public Schools Strategic Roadmap

<https://isd110.org/about-us/isd-110-strategic-roadmap>

Waldspurger, Mick, of Rupp, Anderson, Squires, & Waldspurger, P.A. *Effective Governance: Understanding the Rights, Responsibilities, and Risks of Being a School Board Member*, 4 June 2020.

Chain of Command Organization Chart



Resources

Education and Other Organizations

- Minnesota Department of Education (MDE). <https://education.mn.gov/MDE/index.html>
- Minnesota School Boards Association (MSBA) <http://www.mnmsba.org/>
- Robert's Rules of Order. <https://robertsrules.org/>;
<https://robertsrules.org/motions.html>
- Schools for Equity in Education (SEE). <http://www.schoolsforequity.org/>

Private Training Materials

- Cheesebrow, Dennis. *Teamworks International*.
- Waldspurger, Mick, of Rupp, Anderson, Squires, & Waldsburger, P.A. *Effective Governance: Understanding the Rights, Responsibilities, and Risks of Being a School Board Member*, 4 June 2020.

Internal Resources

- [Board Calendar](#)
- [ISD 110 Strategic Roadmap](#)
- [Board Finance Google Folder](#)
- Long-Term Planning Model
- Board Goals Statement

4. **School Board Site Assignments**

Presenter: Brian
Gersich,
Superintendent



Respect - Collaboration - Inclusiveness - Empathy - Resilience

MEMORANDUM

TO: ISD 110 School Board

FROM: Brian Gersich, Superintendent

DATE: August 14, 2023

RE: School Board Member Site Visits

As noted in the past, our Board Handbook has language related to site visits. The purpose of this schedule is to help create structure and planning around building visits to ensure each of our educational sites is visited by a member of the school board over the course of the school year. By visiting our buildings during the school day, board members can gain an additional understanding of the education process, while also creating a level of exposure to the amazing teachers, students, and support staff we have in our district. This additional perspective supports the Board as it makes decisions related to the priorities of our district.

As noted in the handbook, “Board members must take care to separate their parent/volunteer roles from their roles as Board members.” To support that separation, the proposal is to have Board members visit specific sites each year, partially assigned so as to mitigate how often board members would visit a site already attended by their children. That is to say, there is an assumption that a Board member already visits that site as a parent. Therefore these visits would ensure you have just a single role, that of a Board member.

As such, and also as outlined in the Board Handbook, “Board members must remember that they do not serve in an administrative role and should not attempt to direct, criticize, discipline, or disrupt the work of staff members.”

Goal: over the course of the fall (and spring if desired) schedule a visit to the site.

To do so: email the principal of the site and CC the superintendent to schedule the visit, preferably about 1 hour. As you prepare, please consider what information might be helpful to learn about the site, and keep in mind the perspectives of the board to observe our system from “10,000 feet”.

Proposed Revised Site Assignments:

Site	Principal / Contact	Board Member
Bayview	Ann Swanson	K. Kelzer-Breeden
Laketown	Keith Baune	J. Bergstrom
Southview	Dr. Khuzana DeVaan	D. Geller
Waconia Middle School	Shane Clausen	A. Myers
Waconia High School	Paul Sparby	L. DeBoer
Waconia Alternative Learning	Paul Sparby	M. Hagen
Waconia PK (District Office)	Steve Jensen	K. Amott

5. **Reading and Curriculum Review Cycle Updates**

Presenter: Erika
Nesvig, Director of
Educational Services

DISTRICT 110 CURRICULUM REVIEW CYCLE

	2021-2022*	2022-2023*	2023-2024*	2024-2025*	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030
Year 1	K-6 Science K-12 Health 4-5 Word Study	Grade 7 Science K-12 Physical Ed K-12 Music K-12 Visual Art	8-12 Science K-5 ELA & Intervention	6-12 ELA & Intervention	K-12 Social	K-12 Math & Intervention	World Language Guidance	CTE Tech/Media	K-12 Physical Ed K-12 Health
Year 2	6-8 Math Gr 3 Word Study	K-6 Science K-12 Health 4-5 Word Study	Grade 7 Science K-12 Physical Ed K-12 Music K-12 Visual Art	8-12 Science K-5 ELA & Intervention	6-12 ELA & Intervention	K-12 Social	K-12 Math & Intervention	World Language Guidance	CTE Tech/Media
Year 3	K-5 Math Assessments		K-6 Science K-12 Health	Grade 7 Science K-12 Physical Ed K-12 Music K-12 Visual Art	8-12 Science K-5 ELA & Intervention	6-12 ELA & Intervention	K-12 Social	K-12 Math & Intervention	World Language Guidance
Year 4	World Language Guidance	CTE Tech/Media	K-12 Physical Ed K-12 Health	K-12 Music K-12 Visual Art	K-12 Science	K-5 ELA & Intervention	6-12 ELA & Intervention	K-12 Social	K-12 Math & Intervention
Year 5	K-12 Math & Intervention	World Language Guidance	CTE Tech/Media	K-12 Physical Ed K-12 Health	K-12 Music K-12 Visual Art	K-12 Science	K-5 ELA & Intervention	6-12 ELA & Intervention	K-12 Social
Year 6					K-12 Physical Ed K-12 Health	K-12 Music K-12 Visual Art	K-12 Science	K-5 ELA & Intervention	6-12 ELA & Intervention
Year 7	6-12 ELA & Intervention	K-12 Social	K-12 Math & Intervention	World Language Guidance	CTE Tech/Media	K-12 Physical Ed K-12 Health	K-12 Music K-12 Visual Art	K-12 Science	K-5 ELA & Intervention
Year 8	K-5 ELA & Intervention	6-12 ELA & Intervention	K-12 Social	K-12 Math & Intervention	World Language Guidance	CTE Tech/Media	K-12 Physical Ed K-12 Health	K-12 Music K-12 Visual Art	K-12 Science
Year 9	K-12 Science	K-5 ELA & Intervention	6-12 ELA & Intervention	K-12 Social	K-12 Math & Intervention	World Language Guidance	CTE Tech/Media	K-12 Physical Ed K-12 Health	K-12 Music K-12 Visual Art

* Revised implementation schedule due to COVID-10 Pandemic

KEY:

Year 1 - Preparation

Year 3 - Pacing check and assessment development

Year 2 - Implementation and fiscal purchasing year

Year 6 - Mid cycle check-in

DISTRICT 110 CURRICULUM REVIEW CYCLE PLANNING

Year 1	Year 2	Year 3	Year 6
<p>Conduct Research</p> <p>Examine and review state and national standards</p> <p>Research trends and shifts in emphasis among the standards</p> <p>Analyze results of data and current levels of achievement</p> <p>Guiding Change Framework</p> <p>Determine current reality</p> <p>Discuss parameters and unacceptable means related to curriculum and program development</p> <p>Determine desired results</p> <p>Determine Criteria</p> <p>Determine program goals and criteria for the selection of instructional resources</p> <p>Establish broad units of study</p> <p>Identify priority standards</p> <p>Resource and Material Evaluation</p> <p>Evaluate existing resources</p> <p>Collaboratively identify, review, and select primary resources for implementation</p> <p>Discussion and Feedback</p> <p>Teaching and Learning Advisory Council</p>	<p>Curriculum Development</p> <p>Review priority standards and broad units of study</p> <p>Develop/Revise Learning Targets</p> <p>Identify key vocabulary</p> <p>Map units of study using D110 Template</p> <p>Develop pacing guides</p> <p>Update course descriptions and syllabi</p> <p>Professional Development</p> <p>Provide professional development for program implementation</p> <p>Curriculum Approval</p> <p>Teaching and Learning Advisory Council</p> <p>Board of Education</p>	<p>Assessment Development</p> <p>Working from priority standards and learning targets, align instructional activities and assessments</p> <p>Review/refine pacing guides</p> <p>Develop formative assessment strategies (assessment for learning)</p> <p>Develop common summative assessments (assessment of learning) and align rubrics or learning scales</p> <p>Establish common grading criteria for processes and products that inform the report card</p> <p>Professional Development (ongoing throughout cycle)</p> <p>Use PLC time to examine student work</p> <p>Analyze results of data and current levels of achievement</p> <p>Use PLC and curriculum development time to collaborate and make adjustments to curriculum, assessments, and instructional activities</p> <p>Share new learning and new instructional strategies</p>	<p>Resource and Material Evaluation</p> <p>Evaluate existing resources</p> <p>Collaboratively identify and review secondary resources that may need updating</p> <p>Professional Development (ongoing throughout cycle)</p> <p>Use PLC time to examine student work</p> <p>Analyze results of data and current levels of achievement</p> <p>Use PLC and curriculum development time to collaborate and make adjustments to curriculum, assessments, and instructional activities</p> <p>Consider opportunities for ongoing professional development through conference or workshop attendance</p> <p>Share new learning and new instructional strategies</p>

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Discussion and Feedback

Teaching and Learning Advisory Council