

Hastings Area Public Schools - ISD 200
School Board Meeting Agenda

Wednesday, June 10, 2020

Work Session

Video Conference through Zoom

I. Items for Discussion

- a. Update on pool operations and summer facilities/activities plan.
- b. Review and reconcile policies 510-610 regarding field trips and student travel.
- c. Preview of job classification updates from Bjorklund study.
- d. Status update on board approved TDE plan and principal evaluation plan.

II. District Equity Discussion



Hastings Public Schools

INDEPENDENT SCHOOL DISTRICT 200
1000 11TH STREET WEST
HASTINGS, MN 55033-2597
Phone (651) 480-7000
Fax (651) 480-7004

BRIDGE TO SUCCESS

Dr. Jeff Pesta
INTERIM SUPERINTENDENT

Summer Facilities and Programs

Summer Instructional Programs

All instruction will be delivered through a distance learning model to insure equitable access. Participating students with district issued technology will keep it until their summer program is completed.

Extended School Year (ESY) for eligible students with Individualized Education Programs (IEPs)
- June 9-August 24 with customized instruction plans for each participant.

Targeted services supported summer programs for elementary and middle schools

- Monday through Thursday, 9:00-11:00 a.m.

Elementary Schools: July 6-23.

Middle School: June 15-July 2

Credit recovery opportunities

- Monday through Friday, 8:00 a.m.-noon

High Schools: June 15 through July 3.

District Food Service

All students 18 years and younger are eligible to participate in meal pick up through June 30 under the current open site program. Details regarding dates (including extensions) and pick up sites throughout the district will be posted at http://www.hastings.k12.mn.us/departments_services/FoodService

Childcare

The fee based childcare site will shift from Pinecrest to McAuliffe on June 8. That playground will be restricted and sanitized on a regular schedule. Children of emergency workers will receive registration priority.

District Operated Activities

- The MSHSL summer coaching waiver period is June 15-August 7, with only one no contact period July 3-5.
- High School activities will have access to outdoor spaces on June 15.
- Only the Raider Express program will have access to appropriate indoor facilities prior to July 6.
- Weight rooms will not be available until an executive order is issued allowing the operation of health clubs.

Facility Reservations

- Outdoor spaces will be available for appropriate facilities reservations effective June 15.
 - Indoor spaces, to include the swimming pool will be available effective July 6.
 - Each user group must submit a plan indicating how they will comply with all current executive orders and Minnesota Department of Health guidelines for safe operation.
-

510

Student Travel

I. PURPOSE

The purpose of this policy is to identify the requirements surrounding a school sponsored extended trip and outline the general processes to be followed for consideration and approval of trip requests.

II. GENERAL STATEMENT OF POLICY

It is the general expectation of the school board that all student trips will be well planned, conducted in an orderly manner, and held in safe environments. It is recognized the field trips may afford invaluable learning and life experiences for students. Such trips are encouraged to be relevant to the students' academic or extracurricular activity experiences.

III. DEFINITIONS

A. Field Trip

Is defined as a school-sponsored experience for a class or group of students that involves participants leaving the premises of their normal school building(s). It does not include regularly scheduled transition between school buildings for normal activities.

B. Extended Travel

The destination is located more than 100 miles from the point of origin of the school district and or involves participant having an overnight stay irrespective of the distance to the destination.

C. International Travel

The destination is located outside of the contiguous 48 States.

IV. PROCEDURES

A. All trips must have an identified organizer in charge of the planning and execution of the activity. More than one person may serve as organizer but all organizers must be clearly identified and agree to organizer status.

B. Every effort will be made to have the trip on non-student contact days.

- C.** The site principal will work collaboratively with the identified organizer, for extended and international trips, including but not limited to:
- Contacting vendors & ensuring vendors have the appropriate proof of liability insurance.
 - Selecting & appointing chaperones, including the number of chaperones for the trip and/or determining the recipients of any free trips.
 - Outlining financial specifics for the trip.
 - The site principal will determine the number of chaperones required to be school district staff.
- D.** Any frequent flyer miles, hotels points, etc., accumulated for the trip will be assigned to the students’/parents’ personal accounts, if they have one, or to the school district.
- E.** The trip organizer will not be financially compensated by the vendor for parental meetings, going on the trip or for the number of students participating on the trip.
- F.** If provided by the travel company, the organizer will be allowed to receive free airfare, room, and board for leading the trip.
- G.** The trip organizer shall carry appropriate student emergency, health and contact information for all participating students.
- H.** The student code of conduct applies in all respects at all times to students participating in trips, as do all usual employee expectations, and United States Laws regardless of the destination.
- I.** The Superintendent has the discretion to cancel any trip at any time if he/she determines that proceeding with the field trip may unduly jeopardize students’ health or safety. Students or chaperones participating in any activity involving substantial pre-payment of fees are encouraged to seek a reputable travel insurance policy. The district will not be responsible for any financial loss associated with the cancellation of trips.
- J.** Background checks are required for adults, not school district employees, who are participating on extended or international trips. The cost of the background checks will be included as part of the cost of students and parents participating on the trip.
- K.** Students and chaperones must provide appropriate medical disclosure and releases.
- L.** Information will be provided to students and chaperones clearly identifying what fees are refundable and under what circumstances.

- M.** There will be at least one in-person mandatory information meeting with students, parents and chaperones to cover information about the trip and expectations of conduct.
- N.** If a cash tip is expected on the trip, for vendor operated busses or trip guides not employed by the school district, the site principal will consult the business office on how to proceed.
- O.** There will be a crisis management plan in place for the trip. Examples; student injury, student illness, lead organizer illness, death of family member at home, etc.
- P.** Any trip outside the United States will be registered with the local United States Embassy.

Adopted: 11/15/2017

INDEPENDENT SCHOOL DISTRICT 200

610

FIELD TRIPS

I. PURPOSE

The purpose of this policy is to provide guidelines for student trips and to identify the general process to be followed for review and approval of trip requests.

II. GENERAL STATEMENT OF POLICY

It is the general expectation of the school board 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. Student trips will be categorized within three general areas:

A. **Instructional Trips**

Trips that take place during the school day, relate directly to a course of study, and require student participation shall fall in this category. These trips shall be subject to review and approval of the building principal, and shall be financed by school district funds within the constraints of the school building budget. Fees may not be assessed against students to defray direct costs of instructional trips. (Minn. Stat. § 123B.37, Prohibited Fees)

B. **Supplementary Trips**

This category pertains to those trips in which students voluntarily participate and which usually take place outside the regular school day. Examples of trips in this category involve student activities, clubs, and other special interest groups. These trips are subject to review and approval of the activities director and/or the building principal. Financial contributions by students may be requested. (Minn. Stat. § 123B.36, Authorized Fees)

C. **Extended Trips**

1. Trips that involve one or more overnight stops fall into this category. Extended trips may be instructional or supplementary, and must be requested well in advance of the planned activity. An extended trip request form must be completed and approved at each level: student, principal, superintendent, and school board. Exceptions to the approval

policy may be granted or expedited to accommodate emergencies or contingencies (e.g. tournament competition).

2. The school board acknowledges and supports the efforts of booster clubs and similar organizations in providing extended trip opportunities for students.

III. REGULATIONS

- A. Rules of conduct and discipline for students and employees shall apply to all student trip activity.
- B. The school administration shall be responsible for providing more detailed procedures, including parental involvement, supervision, and such other factors deemed important and in the best interest of students.
- C. Transportation shall be furnished through a commercial carrier or school-owned vehicle. In the event a private vehicle is approved for use, a certificate of insurance must be on file in the school district office.

IV. SCHOOL BOARD REVIEW

The school board may, at any time, decide to cancel a pre-approved trip. This decision would typically occur due to safety concerns for the students.

Legal References: Minn. Stat. § 123B.36 (Authorized Fees)
Minn. Stat. § 123B.37 (Prohibited Fees)
Minn. Stat. § 123B.49 (Co-curricular and Extracurricular Activities; Insurance)
Sonkowsky v. Board of Educ. for Indep. Sch. Dist. No. 721, 327 F.3d 675 (8th Cir. 2003)

Cross References: MSBA/MASA Model Policy 403 (Discipline, Suspension, and Dismissal of School District Employees)
MSBA/MASA Model Policy 423 (Employee – Student Relationships)
MSBA/MASA Model Policy 506 (Student Discipline)
MSBA/MASA Model Policy 707 (Transportation of Public School Students)
MSBA/MASA Model Policy 709 (Student Transportation Safety Policy)
MSBA/MASA Model Policy 710 (Extracurricular Transportation)

Adopted: 7/2/72 INDEPENDENT SCHOOL DISTRICT 200
Revised: 4/77 Hastings, Minnesota
Revised: 7/24/91
Revised: 12/13/06



610 FIELD TRIPS

I. PURPOSE

The purpose of this policy is to provide guidelines for student trips and to identify the general process to be followed for review and approval of trip requests.

II. GENERAL STATEMENT OF POLICY

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. Student trips will be categorized within three general areas:

A. Instructional Trips

Trips that take place during the school day, relate directly to a course of study, and require student participation shall fall in this category. These trips shall be subject to review and approval of the building principal and shall be financed by school district funds within the constraints of the school building budget. Fees may not be assessed against students to defray direct costs of instructional trips. (Minn. Stat. § 123B.37, Prohibited Fees)

B. Supplementary Trips

This category pertains to those trips in which students voluntarily participate and which usually take place outside the regular school day. Examples of trips in this category involve student activities, clubs, and other special interest groups. These trips are subject to review and approval of the activities director and/or the building principal. Financial contributions by students may be requested. (Minn. Stat. § 123B.36, Authorized Fees)

C. Extended Trips

1. Trips that involve one or more overnight stops fall into this category. Extended trips may be instructional or supplementary and must be requested well in advance of the planned activity. An extended trip request form must be completed and approved at each level: student, principal, superintendent, and school board. Exceptions to the approval policy may be granted or expedited to accommodate emergencies or contingencies (e.g., tournament competition).



2. The school board acknowledges and supports the efforts of booster clubs and similar organizations in providing extended trip opportunities for students.

III. REGULATIONS

- A. Rules of conduct and discipline for students and employees shall apply to all student trip activity.
- B. The school administration shall be responsible for providing more detailed procedures, including parental involvement, supervision, and such other factors deemed important and in the best interest of students.
- C. Transportation shall be furnished through a commercial carrier or school-owned vehicle.
- D. An employee may use a personal vehicle to transport staff or personal property for purposes of a field trip upon prior, written approval from administration.
- E. An employee must not use a personal vehicle to transport one or more students for purposes of a field trip.
 1. If immediate transportation of a student is required due to an emergency or unforeseen circumstance, such as the illness or injury of a child, and the transportation does not constitute regular or scheduled transportation, a personal vehicle may be used. To the extent a personal vehicle is used, the vehicle must be properly registered and insured.
 2. An employee must obtain preapproval by administration of student transportation by a personal vehicle, pursuant to Section III.E.1, if practicable. If preapproval by administration of use of a personal vehicle cannot be obtained in a reasonable time given the circumstances, an employee shall report the relevant facts and circumstances justifying the need for use of a personal vehicle to administration as soon as practicable. The relevant facts and circumstances for use of a personal vehicle shall be documented by administration.

IV. SCHOOL BOARD REVIEW

The superintendent shall at least annually report to the school board upon the utilization of trips under this policy.

Legal References: Minn. Stat. § 123B.36 (Authorized Fees)
Minn. Stat. § 123B.37 (Prohibited Fees)
Minn. Stat. § 123B.49 (Cocurricular and Extracurricular Activities;



Hastings Public School District
ISD #200

Insurance)

Minn. Stat. § 169.011, Subd. 71(a) (Definition of a School Bus)

Minn. Stat. § 169.454, Subd. 13 (Type III Vehicle Standards – Exemption)

Sonkowsky v. Board of Educ. for Indep. Sch. Dist. No. 721, 327 F.3d 675
(8th Cir. 2003)

Lee v. Pine Bluff Sch. Dist., 472 F.3d 1026 (8th Cir. 2007)

Cross References:

MSBA/MASA Model Policy 403 (Discipline, Suspension, and Dismissal of School District Employees)

MSBA/MASA Model Policy 423 (Employee – Student Relationships)

MSBA/MASA Model Policy 506 (Student Discipline)

MSBA/MASA Model Policy 707 (Transportation of Public School Students)

MSBA/MASA Model Policy 709 (Student Transportation Safety Policy)

MSBA/MASA Model Policy 710 (Extracurricular Transportation)

Policy Reviewed:

Policy Adopted:

Policy Revised:



610 FIELD TRIPS

I. PURPOSE

The purpose of this policy is to provide guidelines for student trips and to identify the general process to be followed for review and approval of trip requests.

II. GENERAL STATEMENT OF POLICY

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. **Additional criteria to be considered include trip crisis plan, total cost to the participant and/or district, effect of absence upon scholastic performance of participating students and impact upon the overall operation of the school. The school board reserves the right to approve extended trips on an individual basis.**

Student trips will be categorized within three general areas:

A. Required Instructional Trips

Trips that take place during the school day, relate directly to a course of study, and require student participation shall fall in this category. These trips shall be subject to review and approval of the building principal and shall be financed by school district funds within the constraints of the school building budget. **Students without parent permission will participate in an alternate activity with the same learning objectives and credit.** Fees may not be assessed against students to defray direct costs of instructional trips. (Minn. Stat. § 123B.37, Prohibited Fees)

B. Optional Supplementary Trips

This category pertains to those trips in which students voluntarily participate and which **supplement the instructional or activity program goals. usually take place outside the regular school day.** Examples of trips in this category involve **cultural events**, student activities, clubs, and other special interest groups **or social activities.** These trips are subject to review and approval of the activities director and/or the building principal. Financial contributions by students may be requested. (Minn. Stat. § 123B.36, Authorized Fees)

C. Extended Trips



1. Trips that involve one or more overnight stops fall into this category. Extended trips may be instructional or supplementary and must be requested well in advance of the planned activity. An extended trip request form must be completed and approved at each level: student, principal, superintendent, and school board. Exceptions to the approval policy may be granted or expedited to accommodate emergencies or contingencies (e.g., tournament competition).
2. The school board acknowledges and supports the efforts of booster clubs and similar organizations in providing extended trip opportunities for students.
3. Participating in overnight trips for curricular, co-curricular, or extra-curricular activities is a privilege. To insure the safety of the traveling party, participants may be subject to a search of their person or possessions by school administrators prior to boarding the transportation for an overnight event.

III. REGULATIONS

- A. Rules of conduct and discipline for students and employees shall apply to all student trip activities.
- B. The school administration shall be responsible for providing more detailed procedures, including parental involvement, supervision, and such other factors deemed important and in the best interest of students.
- C. Transportation shall be furnished through a commercial carrier or school-owned vehicle.
- D. An employee may use a personal vehicle to transport staff or personal property for purposes of a field trip upon prior, written approval from administration.
- E. An employee must not use a personal vehicle to transport one or more students for purposes of a field trip.
 1. If immediate transportation of a student is required due to an emergency or unforeseen circumstance, such as the illness or injury of a child, and the transportation does not constitute regular or scheduled transportation, a personal vehicle may be used. To the extent a personal vehicle is used, the vehicle must be properly registered and insured.
 2. An employee must obtain pre-approval by administration of student transportation by a personal vehicle, pursuant to Section III.E.1, if practicable. If pre-approval by administration of use of a personal vehicle cannot be obtained in a reasonable time given the circumstances, an



employee shall report the relevant facts and circumstances justifying the need for use of a personal vehicle to administration as soon as practicable. The relevant facts and circumstances for use of a personal vehicle shall be documented by administration.

IV. SCHOOL BOARD REVIEW

The superintendent shall at least annually report to the school board upon the utilization of trips under this policy or school board may, at any time, decide to cancel a pre-approved trip. This decision would typical occur due to safety concerns for the students and staff.

Legal References: Minn. Stat. § 123B.36 (Authorized Fees)
Minn. Stat. § 123B.37 (Prohibited Fees)
Minn. Stat. § 123B.49 (Co-curricular and Extracurricular Activities; Insurance)
Minn. Stat. § 169.011, Subd. 71(a) (Definition of a School Bus)
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MSBA/MASA Model Policy 709 (Student Transportation Safety Policy)
MSBA/MASA Model Policy 710 (Extracurricular Transportation)

Policy Reviewed:

Policy Adopted:

Policy Revised:

2014-16

**ISD 200
TEACHER DEVELOPMENT AND EVALUATION JOINT AGREEMENT**

I. PURPOSE.

This Agreement is entered into between *Education Minnesota-Hastings* (“Union”) and *Independent School District No. 200* (“District”). The Union and the District are parties to a collective bargaining agreement governing the terms and conditions of employment for teachers employed by the District, pursuant to the Public Employment Labor Relations Act (“PELRA”), Minn. Stat. §179A.01 *et. seq.*

Through joint agreement, the parties have developed a teacher development and evaluation plan (“TDE Plan”) and implementation process pursuant to the requirements of Minn. Stat. §122A.40, Subd..

The TDE Plan created by a joint Union-District committee and ratified by the Union’s general membership and adopted by the District School Board is detailed in the TDE Plan document, *District 200 Teacher Evaluation Plan*, dated September 25, 2014 and as attached and incorporated.

II. TERM

The TDE Plan will take effect on September 2, 2014. This Agreement will remain in effect until the parties agree to modifications or until one party notifies the other party of its intent to withdraw from the Agreement at the beginning of the next school year. Such notice must be given prior to March 1 of the school year prior to withdrawal. The Agreement will end on June 29th following the notification of withdrawal. Both parties understand that the state plan created and published by the Minnesota Department of Education (“MDE”) pursuant to Minn. Stat. §122A.40, Subd. 8(c) (“State Plan”) will be implemented at that time unless the parties agree on a successor process.

III. TEACHER

The TDE Plan is applicable to all members of the teacher bargaining unit represented by the exclusive representative.

IV. TDE OVERSIGHT COMMITTEE.

A joint Union and District TDE Oversight Committee (“TDE Oversight Committee” or “Committee”) shall be responsible for overseeing implementation of the TDE Plan including the process to move from the current teacher development, evaluation, or peer review process used in the District.

- A. Members. The Committee will consist of a total of nine representatives. Five representatives of the Union are appointed by and including the Union President. Four representatives of the District are appointed by the School Board or its designee (three administrators and one board member.)
- B. Meetings. The Committee must meet at least three times during each school year. Summer meetings may be scheduled if necessary. If a meeting is scheduled during a school day, the District shall pay the cost of any necessary substitutes.
- C. Additional Duties.
 - 1. The Committee will advise on the budget related to TDE expenditures. Financial reports will be available to the Committee at the request of a member.
 - 2. The Committee will work to ensure that communications about the TDE Plan to teachers and administrators occurs in a timely and consistent manner.
 - 3. The Committee will make recommendations to the District and Union on modifications to the TDE Plan.
 - 4. The Committee will review any statutory changes to the requirements in Minn. Stat. §122A.40, Subd. 8 and any changes to the State Plan, if applicable, and make recommendations to the District and Union on modifications to the TDE Plan.
 - 5. The Committee will discuss and address any inquiries regarding the TDE Plan by the MDE.

V. PLAN MODIFICATIONS.

The parties agree any suggested modifications to the TDE Plan will be discussed at a TDE Oversight Committee meeting. Any modifications to the TDE Plan will be made by mutual agreement. Neither party may unilaterally modify the TDE Plan. The TDE Plan in effect will remain in effect until proposed modifications have been adopted by the TDE Oversight Committee or the parties through the ratification and adoption process.

VI. POSTING REQUIREMENTS.

The Committee will determine the appropriate electronic venue to post copies of the TDE Plan so that it is always available. In addition, electronic copies will be sent to all staff at the commencement of the TDE Plan, to new staff at the start of each subsequent school year, and to any staff upon request. Notice to all teachers and administrators must be provided electronically within ten (10) days of any changes to the TDE Plan.

VII. COMPENSATION.

Compensation for duties or positions associated with the TDE Plan and the TDE Oversight Committee will be paid in accordance with the collective bargaining agreement between the parties.

VIII. GRIEVABILITY

The parties agree that this Agreement and items incorporated herein will be processed in accordance with the grievance process of the collective bargaining agreement between the parties.

Signatures below signify agreement by all parties:



School Board Chair

9-24-14
Date



Superintendent

9-24-2014
Date



Local Union President

9-25-14
Date



TEACHER DEVELOPMENT AND EVALUATION PLAN

ISD #200, Hastings, MN
2014-2015

Minnesota State Statute Section 122A.40, Subdivision 8

- Development, evaluation, and peer coaching for teachers will
 - Improve student learning and success; and
 - Develop, improve, and support qualified teachers and effective teaching practices.

Three-Year Professional Review Cycle

- The teacher engages in a continuous three-year cycle consisting of self-assessment, peer review, and development of an Individual Growth and Development Plan (IGDP), culminating in a summative evaluation by an administrator.

Year 1 of Cycle

- Generate *Individual Growth and Development Plan* (IGDP)
- Peer Review

Year 2 of Cycle

- *Modify Individual Growth and Development Plan (IGDP)*
- Peer Review

Year 3 of Cycle

- Self-Assessment
- Summative Evaluation by Administrator
- Generate new *Individual Growth and Development Plan* (IGDP) based upon outcomes of summative evaluation

Teachers' Responsibilities

The teacher will:

- Generate the IGDP using provide form
 - Goals are aligned with district and building SMART goals
- Select a peer reviewer (year one and two only)
 - Fill out peer observation form following the review (once yearly)
- Fill out self-assessment using provided checklist (year three)
- Submit all forms on-line

Administrators' Responsibilities

The administrator will:

- Generate the IGDP using provide form
 - Goals are aligned with district and building SMART goals
- Select a peer reviewer (year one and two only)
 - Fill out peer observation form following the review (once yearly)
- Fill out self-assessment using provided checklist (year three)
- Submit all forms on-line



APPENDIX

MEMORANDUM OF UNDERSTANDING

BETWEEN

ISD 200 AND Education MN-Hastings

Addressing Teacher Development & Evaluation

WHEREAS, the recent outbreak and spread of coronavirus (COVID-19) has prompted many necessary changes for school districts and educators for the duration of the 2019-20 school year; and

WHEREAS the district and the union agree that the current collective bargaining agreement between the parties governs terms and conditions of employment; and

WHEREAS guidance from the Minnesota Department of Education addresses key components of Teacher Development and Evaluation (TDE) plans

NOW THEREFORE, be it resolved; that for the 2019-20 school year only, the following language appends the language in **Article XII, Section 1 (Teacher Evaluation/Evaluation)** of the collective bargaining agreement.

TDE provisions

- 1) Observations and Evaluations are suspended for the remainder of the school year in accordance with guidance released by the Minnesota Department of Education.
- 2) Evaluation plan components related to measures of student achievement are suspended for the year.
- 3) Continuing contract teachers in their summative evaluation year will be evaluated based on existing data collected before March 15 to complete summative evaluation requirements.
- 4) Teachers working on Teacher Improvement Plan shall have all provisions of their plan extended into the fall without any adverse employment consequences unless the teacher and their peer coach & administrator agree that performance expectations laid out in the TIP have been met for the 2019-20 school year.

The parties further agree:

This agreement addresses the 2019-2021 collective bargaining agreement only and sets no precedent, nor shall it be introduced by either party in any proceeding as evidence of a past practice.

For the District:

For the Union

Dated:

Dated:

Frequently Asked Questions about Principal Development and Evaluation Statutory Requirements

1. Are districts required to use the state model posted on the Minnesota Department of Education (MDE) website?

No. Districts are responsible for designing evaluation models that are compliant with statutory requirements. The model posted on the MDE website is an example model that districts may use and revise in order to develop their own processes. For guidance on strengthening your own development and evaluation system, see [Section II of An Implementation Guide for Growth-Focused Evaluation of Minnesota Principals](#).

2. Is there an MDE approval process for district models? If so, what is it?

No. MDE does not have approval authority for district evaluation models. The department will not request that districts submit their models, though we are available to review models, offer feedback, and support planning.

3. Is the superintendent required to evaluate all principals in the district?

It is a district's responsibility to "implement a performance-based system for annually evaluating school principals." According to statute, a principal "shall provide administrative, supervisory, and instructional leadership services, under the supervision of the superintendent." The superintendent is responsible for ensuring that each principal is evaluated yearly and that the process includes both formative and summative evaluations.

4. What are the required assessments for measuring student academic growth for 35 percent of a principal's evaluation?

Although MCA tests and graduation rates are used for our statewide accountability measures, statute does not specify assessments to be used for longitudinal data on student academic growth. The assessments chosen should align with district and school goals and targets.

For more information on how a district might use measures of student academic growth for principal evaluation, see [Overview of Available Student Outcome Data and Recommended Uses](#), and the [Principal State Development and Evaluation Model](#).

5. Are surveys required in principals' annual evaluations? If so, what survey should be used and who should be surveyed?

Statute requires that annual evaluations "must allow surveys to help identify a principal's effectiveness, leadership skills and processes, and strengths and weaknesses in exercising leadership in pursuit of school success." Surveys are not a required component of a summative evaluation. Nevertheless, districts are advised to use surveys as one of the multiple measures in the principal growth and evaluation process.

The statute does not designate a specific survey or stakeholder groups to be surveyed. However, a survey (aligned to the state's performance measures) to be administered to teachers, along with the administration manual are now available at the [Using Stakeholder Feedback webpage](#).

6. Must assistant principals be evaluated?

Statute specifies that "school principals assigned to supervise a school building within the district" must be evaluated annually. While the intent of the principal evaluation work group was that assistant principals be evaluated with processes compliant with Minnesota Statutes, section 123B.147, the statute itself does not contain that requirement. While assistant principals should be evaluated regularly, their evaluation processes do not need to comply with statute.

7. What if a principal has other roles in the district such as assessment coordinator, or athletic director?

The evaluation process for the principal portion of the assignment must be compliant with Minnesota Statutes, section 123B.147. While performance in other roles should also be evaluated, the requirements of that evaluation process may be determined by the district.

8. How is a principal evaluated when he or she is also the district superintendent?

It is a superintendent's responsibility to evaluate principals. In the case of a dual role superintendent/principal, the school board may facilitate the formative and summative processes and complete the evaluation or designate another party to do so. The process must be compliant with Minnesota Statutes, section 123B.147.

9. Are evaluation data and results private or public data?

Under both principal and teacher evaluation laws, evaluation data including survey results are considered personnel data and are, therefore, not public. However, a school board is an employer under the law, so, if a board (or a majority of a board) wishes to see the evaluation data on one of its principals, it can do so. Such a board would need to be certain data are carefully and properly handled.

10. Does the State provide direction and resources for the principal development and evaluation?

Yes. A number of resources are available at the [Principal Development and Evaluation webpages](#).

123B.147 PRINCIPALS.

Subdivision 1. **Supervision of school building.** Each public school building, as defined by section 120A.05, subdivisions 9, 11, and 13, in an independent district may be under the supervision of a principal who is assigned to that responsibility by the board of education in that district upon the recommendation of the superintendent of schools of that district. If pupils in kindergarten through grade 12 attend school in one building, one principal may supervise the building.

Subd. 2. **Valid license required.** Each principal assigned the responsibility for the supervision of a school building shall hold a valid license in the assigned position of supervision and administration as established by the rules of the commissioner of education.

Subd. 3. **Duties; evaluation.** (a) The principal shall provide administrative, supervisory, and instructional leadership services, under the supervision of the superintendent of schools of the district and according to the policies, rules, and regulations of the school board, for the planning, management, operation, and evaluation of the education program of the building or buildings to which the principal is assigned.

(b) To enhance a principal's leadership skills and support and improve teaching practices, school performance, and student achievement for diverse student populations, including at-risk students, children with disabilities, English learners, and gifted students, among others, a district must develop and implement a performance-based system for annually evaluating school principals assigned to supervise a school building within the district. The evaluation must be designed to improve teaching and learning by supporting the principal in shaping the school's professional environment and developing teacher quality, performance, and effectiveness. The annual evaluation must:

(1) support and improve a principal's instructional leadership, organizational management, and professional development, and strengthen the principal's capacity in the areas of instruction, supervision, evaluation, and teacher development;

(2) include formative and summative evaluations based on multiple measures of student progress toward career and college readiness;

(3) be consistent with a principal's job description, a district's long-term plans and goals, and the principal's own professional multiyear growth plans and goals, all of which must support the principal's leadership behaviors and practices, rigorous curriculum, school performance, and high-quality instruction;

(4) include on-the-job observations and previous evaluations;

(5) allow surveys to help identify a principal's effectiveness, leadership skills and processes, and strengths and weaknesses in exercising leadership in pursuit of school success;

(6) use longitudinal data on student academic growth as 35 percent of the evaluation and incorporate district achievement goals and targets;

(7) be linked to professional development that emphasizes improved teaching and learning, curriculum and instruction, student learning, and a collaborative professional culture; and

(8) for principals not meeting standards of professional practice or other criteria under this subdivision, implement a plan to improve the principal's performance and specify the procedure and consequence if the principal's performance is not improved.

The provisions of this paragraph are intended to provide districts with sufficient flexibility to accommodate district needs and goals related to developing, supporting, and evaluating principals.

History: *Ex1959 c 71 art 4 s 16; 1969 c 9 s 27; 1971 c 144 s 1; 1973 c 492 s 7; 1974 c 37 s 1; 1975 c 162 s 25; 1975 c 432 s 16; 1978 c 706 s 13-15; 1978 c 764 s 31,32; 1979 c 334 art 6 s 8; 1981 c 175 s 1; 1983 c 314 art 7 s 18; 1986 c 444; 1987 c 398 art 8 s 8; 1990 c 562 art 8 s 21,22; 1991 c 265 art 9 s 34,35; 1993 c 224 art 9 s 22; art 12 s 15; 1Sp1995 c 3 art 9 s 19; art 16 s 13; 1998 c 397 art 6 s 55-61,124; art 11 s 3; 1998 c 398 art 5 s 55; art 6 s 16; 2003 c 130 s 12; 1Sp2011 c 11 art 2 s 22; 2012 c 239 art 2 s 8; 2014 c 272 art 1 s 30*