

Yellow Medicine East ISD 2190 School Board Meeting Agenda



Monday, June 9, 2014 at 6:00 PM
Regular Meeting
YME Board Room

Our Mission is: To create lifelong learning opportunities in a positive, inclusive environment where all individuals experience success as respectful, responsible, and productive citizens of a global community.

1. Call to Order	3
2. Reading of the YME Mission Statement	
3. Approval of Agenda	
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5. Opportunity for Citizens to Speak	
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B. Negotiation Committee	
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3. Policy 805 - Waste Reduction & Recycling	190

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C. First Reading - 500 Series Policy - Students	
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B. Approval of FY15 Preliminary Budget	
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G. Approval of 2013-14 & 2014-15 EM-YME Contract	257
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I. Call for Bids to Provide Milk & Milk Products for the 2014-15 School Year	
J. Call for Bids to Provide Bread & Bread Products for the 2014-15 School Year	
11. Personnel Items	
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12. Upcoming Events	
A. Finance Committee - June 16, 2014 - YME Conference Room - 1:00 pm	
B. MSEA Negotiations - June 23, 2014 - YME Board Room - 6:00 pm	
C. School Board Meeting - July 14, 2014 - YME Board Room - 6:00 pm	
13. Discussion Items	
A. Elementary Class Sizes	
B. Football Co-Op with ECHO Charter School	
14. Adjourn	

YELLOW MEDICINE EAST PUBLIC SCHOOLS

Independent School District 2190

To: YME School Board Members
From: Allen Stoeckman, Superintendent
Date: June 5, 2014
RE: Board Meeting – June 9, 2014

The agenda notes for the June 9, 2014 Board meeting are as follows.

Supporting exhibits are posted on BoardBook. Please let Denise know if you will be unable to attend.

- | Item | Description |
|------|---|
| 1. | Call to Order |
| 2. | Reading of the YME Mission Statement |
| 3. | Approval of Agenda |
| 4. | Approval of May 12, 2014 Meeting Minutes |
| 5. | Opportunity for Citizens to Speak |
| 6. | Special Reports |
| A. | Teacher Evaluation Plan – N. Boelter
<i>Nicole Boelter will present information on Teacher Evaluation.</i> |
| B. | Q Comp Plan
<i>Representative will give an overview of the Quality Compensation Plan.</i> |
| 7. | Board Committee Reports |
| A. | Negotiation Committee
<i>Met May 19 to discuss the MSEA contract.</i> |
| B. | Policy Committee
<i>Met June 4.</i> |
| 8. | Reports |
| A. | Finance Report
<i>Posted on BoardBook</i> |
| B. | Enrollment Report
<i>Projected 2014-15 enrollment report is posted on BoardBook.</i> |
| C. | Bert Raney Elementary Report – M. Hesch
<i>Posted on BoardBook.</i> |
| D. | YME Middle/High School Report – M. Meihak
<i>Posted on BoardBook.</i> |
| 9. | Policy Update |
| A. | Second Reading & Adoption – 800 Series Policies – Buildings & Sites |
| 1. | Policy 801 – Equal Access to School Facilities |

2. Policy 802 – Disposition of Obsolete Equipment
3. Policy 805 – Waste Reduction & Recycling
4. Policy 806 – Crisis Management & Policy
5. Policy 807 – Health & Safety Policy

- B. First Reading – 900 Series Policies – School/Community Relations
1. Policy 902 – Use of District Facilities & Equipment
 2. Policy 903 – Visitors to District Buildings & Sites
 3. Policy 906 - Community Notification of Predatory Offenders
 4. Policy 907 – Rewards

- C. First Reading – 500 Series – Students
1. Policy 514 – Bullying Prohibition
The Minnesota Legislature passed HF 826 Bullying Bill. This policy meets the requirement of the Safe and Supportive Schools Act.

10. Action Items

- A. Approval of Revised FY14 Budget
Good news the deficit budget is now under \$7,000 from the original \$162,000.
- B. Approval of FY15 Preliminary Budget
Looking at “Investment Spending” including the WBWF initiatives of \$350,000.
- C. Approval of Implicit Transfer – June 20, 2014
This motion will approve the transfer of \$170,734.74 in OPEB funds for FY13-14 from the OPEB Trust Fund to the School Board Account. A breakdown of the expenses and accounts can be found on BoardBook.
- D. Approval of Bills for Payment
- E. Credit for Physical Education Classes
Mr. Meihak will present.
- F. Approval of 2013-14 & 2014-15 EM-YME Contract
Salary increases of 1.5% and 1.5% each year with an increase to 403b up to \$25,000.
- G. Approval of Teacher Evaluation Plan
See special reports.
- H. Approval of Q-Comp Plan
See special reports.
- I. Call for Bids to Provide Milk & Milk Products for the 2014-15 School Year
Recommend approval.
- J. Call for Bids to Provide Bread & Bread Products for the 2014-15 School Year
Recommend approval.

11. Personnel Items

- A. English Instructor – S. Soden
Scott Soden is a second career teacher coming from Kenyon Wannamingo Schools. He has 3 years of experience. His wife is from Clarkfield.
- B. Resignation – English Instructor – L. Bristle
Laura is resigning to accept the Media Integrationist position. She prefers to have less of a work load to meet the needs of her family.
- C. Media Integrationist – L. Bristle
This is the new position approved last month. The Non Non contract is for 184 days, 7.5 hours a day, at \$21.08 an hour. No benefits.
- D. Bert Raney Elementary Principal – L. Hansen

Lisa's contract is for 220 days at \$79,200. This accounts for her 22 years of teacher and administrative responsibilities she filled with Saint Mary's University for the past 2 years.

12. Discussion Items:
 - A. Elementary class sizes for 2014-15
 - B. Football Co-Op with ECHO Charter School

Additional information from Mr. Knapper will be provided at the meeting.

13. Upcoming Events
 - A. Finance Committee – June 16, 2014 – YME Conference Room – 1:00 PM
 - B. MSEA Negotiations – June 23, 2014 – YME Board Room – 6:00 PM
 - C. School Board Meeting – July 14, 2014 – YME Board Room - 6:00 pm

14. Adjourn

**YELLOW MEDICINE EAST ISD #2190
SCHOOL BOARD MEETING MINUTES
MONDAY, MAY 12, 2014 – 6:00 PM
YME BOARD ROOM**

Board Members Present: Jane Hagert, Dawn Odegard, Tim Opdahl, Steve Rupp, Grant Velde, Shelly Weir, Steve Zumhofe

Community / Staff Members Present: Kathy Anderson, Deb Beckler, Roberta Bjerkeset, LeeAnn Boushek, Ethan Groothius, Tim Knapper, Sarah LeBlanc, Ken Rupp, Sharon Rupp, Allen Stoeckman, Denise Streich

Chairman Velde called the meeting to order.

The YME Mission Statement was read by Board member Steve Rupp.

Motion by Opdahl, second by Weir and carried to approve the agenda for the meeting.

Motion by Zumhofe, second by Odegard and carried to approve the minutes from the April 14, 2014 Board meeting.

The opportunity for citizens to speak received no response.

Roberta Bjerkeset gave the annual report on American Indian Policies and Procedures as required to receive Title VII funding.

Notes from the April 28 Finance Committee meeting were distributed.

Board Member Shelly Weir reviewed the May 7 Policy Committee meeting.

The Negotiation Committee met on April 28. Information will be shared during closed session.

Enrollment and fund balance report were submitted for review.

Principals Hesch and Meihak submitted written reports on their respective buildings.

Superintendent Stoeckman reviewed the YME Community Survey results and shared initial architect drawings for the office and parking lot changes. After discussion, there was consensus to put the project on hold.

Second Reading & Adoption of the 700 Series Policies – Non-Instructional Operations & Business Services

Motion by Zumhofe, second by Weir and carried to approve the second reading and adoption of Policy 702.1 – Electronic Fund Transfers.

Motion by Zumhofe, second by Weir and carried to approve the second reading and adoption of Policy 702 – Accounting.

Motion by Zumhofe, second by Weir and carried to approve the second reading and adoption of Policy 704 – Fixed Asset Accounting System.

Motion by Zumhofe, second by Weir and carried to approve the second reading and adoption of Policy 706 – Acceptance of Gifts

Motion by Zumhofe, second by Weir and carried to approve the second reading and adoption of Policy 707 – Transportation of Public School Students

Motion by Zumhofe, second by Weir and carried to approve the second reading and adoption of Policy 708 – Transportation of Non-Public School Students.

Motion by Zumhofe, second by Weir and carried to approve the second reading and adoption of Policy 709 – Student Transportation and Safety.

Motion by Zumhofe, second by Weir and carried to approve the second reading and adoption of Policy 711 – Video Surveillance on School Buses.

Motion by Zumhofe, second by Weir and carried to approve the second reading and adoption of Policy 712 – Video Surveillance other than on Buses.

Motion by Zumhofe, second by Weir and carried to approve the second reading and adoption of Policy 714 – Fund Balances.

Motion by Weir, second by Zumhofe and carried to approve the first reading of Policy 801 – Equal Access to School Facilities.

Motion by Weir, second by Zumhofe and carried to approve the first reading of Policy 802 – Disposition of Obsolete Equipment.

Motion by Weir, second by Zumhofe and carried to approve the first reading of Policy 805 – Waste Reduction & Recycling.

Motion by Weir, second by Zumhofe and carried to approve the first reading of Policy 806 – Crisis Management & Policy.

Motion by Weir, second by Zumhofe and carried to approve the first reading of Policy 807 – Health & Safety Policy.

Motion by Opdahl, second by Rupp and carried to approve bills for payment in the amount of 392,039.93 with checks numbered 17340-17476; and wire transfers in the amount of 176,488.96 numbered 201300112-201300118.

Motion by Odegard, second by Weir and carried to approve the last day of school for seniors who have met graduation requirements as May 23, 2014.

Motion by Opdahl, second by Odegard and carried to authorize posting for a Media Integrationist.

Motion by Opdahl, second by Hagert and carried to adopt the Indian Policies and Procedures.

Motion by Rupp, second by Weir and carried to approve application to join the Camden Conference in the fall of 2015.

Motion by Opdahl, second by Hagert and carried to adopt the resolution authorizing the sale and confirming legal description of the Fromm property.

Motion by Opdahl to authorize spending a maximum of \$2,000 to contract with Arvind Auluck-Wilson, Technology Analyst, to assist with the building of the greenhouse/renewable energy classroom. second by Zumhofe and carried.

Motion by Hagert, second by Weir and carried to authorize membership in the Minnesota State High School League for the 2014-2015 school year.

Motion by Rupp, second by Weir and carried, with Opdahl abstaining due to a conflict of interest, to approve the employment of Ryan Luft, MS/HS Principal, effective July 1, 2014.

Motion by Odegard, second by Opdahl and carried to approve the employment of Emily Balfany, ECFE/School Readiness Coordinator/Teacher, beginning with the 2014-2015 school year.

Motion by Weir, second by Hagert and carried to approve the employment of Andrew Baumgartner, social studies instructor, beginning with the 2014-2015 school year.

Motion by Opdahl, second by Odegard and carried to approve the employment of Craig Fedorenko, custodian, effective June 2, 2014.

Motion by Zumhofe, second by Rupp and carried to approve the employment of Tom Hansen, custodian, effective May 8, 2014.

Motion by Odegard, second by Opdahl and carried to terminate Caroline Runck, Spanish paraprofessional, effective at the close of the 2013-2014 school year.

Motion by Opdahl, second by Zumhofe and carried to approve the retirement of Wanda Josephson, Bert Raney paraprofessional, effective May 29, 2014.

Dawn Odegard & Shelly Weir will confer diplomas upon the Graduating Class of 2014 at commencement services.

Upcoming Events

- Last Day of School – May 29, 2013
- Graduation Services – May 30, 2014 – Espeland Gym – 7:00 pm
- Board Meeting – June 9, 2014 – 6:00 pm – YME Board Room

Chairman Velde closed the meeting for negotiation discussion.

Chairman Velde opened the meeting.

Discussion was had regarding the qualities needed for the next Bert Raney Elementary Principal.

The meeting was adjourned by Chairman Velde.

YME Teacher Evaluation Model

<u>Professional Practice</u>	<u>65%</u>
Administrator Evaluation	40%
Each domain receives 10%	
Formal Observation and Points of Contact	
Goals and Reflections (2)	15%
Portfolio	10%
PLC Yearly Summative Report	
Peer Review	
Student Engagement Survey/Feedback	

<u>Student Achievement</u>	<u>35%</u>
Shared Performance Goal	5%
District Math Goal	
Student Learning Objectives	30%

Three Year Professional Review Cycle

	Summative Evaluator Full Class Period Observation/Review	Peer Review Full Class Period Observation/Review	Additional Points of Contact by Summative Evaluator (Informal but documented)
Year One	0	3	3
Year Two	0	3	3
Year Three	1	2	3

**YME Public Schools
 ISD #2190
 Teacher Evaluation Scoring Model**

Profession Practice 65%				Average Score
	Year 1 (20__-__)	Year 2 (20__-__)	Year 3 (20__-__)	
<i>Administrator Evaluation (40%)</i>	____ x .40 = ____ <i>(1 time every 3 years)</i>	____ x .40 = ____ <i>(1 time every 3 years)</i>	____ x .40 = ____ <i>(1 time every 3 years)</i>	_____
<i>Portfolio (10%)</i>	____ x .10 = ____	____ x .10 = ____	____ x .10 = ____	_____
<i>Goals/Reflections (15%)</i>	____ x .15 = ____	____ x .15 = ____	____ x .15 = ____	_____
Student Achievement 35%				
<i>District Goal (5%)</i>	____ x .05 = ____	____ x .05 = ____	____ x .05 = ____	_____
<i>Student Learning Objectives (30%)</i>	____ x .30 = ____	____ x .30 = ____	____ x .30 = ____	_____

Cumulative Evaluation Score:

Administrative Evaluation Score =	_____
Portfolio Average Score =	_____
Goals / Reflection Average Score =	_____
District Goal Average Score =	_____
Student Learning Objective Average Score =	_____
Cumulative Evaluation Score =	_____

4.00 - 3.50

Exemplary

3.49 - 2.5

Proficient

2.49 - 1.50

Developing

1.49 - 1.00

Basic

Staff member name: _____
Site: _____

Goal Year: _____
Date: _____

Yellow Medicine East Public Schools -- Goal Plan

SMART Questions

Specific - Does your goal clearly and specifically state what you are trying to achieve?

If your goal is particularly large or lofty, try breaking it down into smaller, specific SMART goals.

Measurable - How will you (and others) know if progress is being made on achieving your goal?

Can you quantify or put numbers to your outcome?

Attainable - Is achieving your goal dependent on anyone else? Is it possible to reframe your goal, so it only depends on you and not others? What factors may prevent you from accomplishing your goal?

Relevant - Why is achieving this goal important to you? What values in your life does this goal reflect? What effect will achieving your goal have on your life or on others?

Time-bound - When will you reach your goal? Again, if your goal is particularly large, try breaking it down into smaller goals with appropriate incremental deadlines.

SMART GOAL #1

District Math Goal:

Individual Goal Statement:

Beginning of the Year

Planned Action Steps:

Evidence Indicators/Outcomes:

Fall review date: _____

Administrator Signature: _____

Teacher Signature: _____

Mid-Year Review

Planned Action Steps:

Evidence Indicators/Outcomes:

Winter review date: _____

Administrator Signature: _____

Teacher Signature: _____

Staff member name: _____
Site: _____

Goal Year: _____
Date: _____

SMART GOAL #2

Subject Area Student Learning Goal:

Beginning of the Year

Planned Action Steps:

Evidence Indicators/Outcomes:

Fall review date: _____

Administrator Signature: _____

Teacher Signature: _____

Mid-Year Review

Planned Action Steps:

Evidence Indicators/Outcomes:

Winter review date: _____

Administrator Signature: _____

Teacher Signature: _____

Staff member name: _____
Site: _____

Goal Year: _____
Date: _____

End of the Year Review & Reflection

The following questions should be addressed for each goal in your end-of-the-year reflection.

1. Did you meet your goal? Provide evidence to support this.
2. If you met your goal, what contributed to your success? If you did not meet your goal, what were barriers to your success?
3. Summarize your progress in the goal area. How did your progress in this area affect student learning and achievement?

The following questions should be addressed overall in your end-of-the-year reflection.

1. Of what are you most proud of as you look back at the academic year?
2. What are possible areas for growth in the upcoming academic year?

Spring review date: _____

Administrator Signature: _____

Teacher Signature: _____



District 2190 Teacher Evaluation - Annual SMART and Personal Goals Rubric

Criteria	4 - Exemplary	3 - Proficient	2 - Developing	1 - Needs Improvement
SMART Goal - District Goal Reflection	Skillful reflection on SMART goal connected to student learning and specific, relevant standards. Provides specific and measurable details demonstrating growth. Identifies areas of strength and areas of focus for the future.	Thorough reflection on SMART goal connected to student learning and specific, relevant standards. May be missing one component of the following: provides specific and measurable details demonstrating growth, identifies areas of strength or areas of focus for the future.	Limited reflection on SMART goal connected to student learning. Reflection is missing two components of the following: provides specific and measurable details demonstrating growth, identifies areas of strength or areas of focus for the future.	Difficulty with or little/no reflection on SMART goal connected to student learning. Reflection is missing three or more components of the following: provides specific and measurable details demonstrating growth, identifies areas of strength or areas of focus for the future.

Comment:

Criteria	4 - Exemplary	3 - Proficient	2 - Developing	1 - Needs Improvement
SMART Goal - Personal Goal Reflection	Skillful reflection on SMART goal connected to student learning and specific, relevant standards. Provides specific and measurable details demonstrating growth. Identifies areas of strength and areas of focus for the future.	Thorough reflection on SMART goal connected to student learning and specific, relevant standards. May be missing one component of the following: provides specific and measurable details demonstrating growth, identifies areas of strength or areas of focus for the future.	Limited reflection on SMART goal connected to student learning. Reflection is missing two components of the following: provides specific and measurable details demonstrating growth, identifies areas of strength or areas of focus for the future.	Difficulty with or little/no reflection on SMART goal connected to student learning. Reflection is missing three or more components of the following: provides specific and measurable details demonstrating growth, identifies areas of strength or areas of focus for the future.

Comment:

Total Points Achieved _____ / 8 X .20 = _____

PLC Yearly Report

PLC Group Name: _____

Member Name: _____

I attended _____ PLC meetings of a possible _____ meetings.

These are the reasons and/or substitutions for the meetings I was unable to attend:

Signature of PLC Leader: _____ Date: _____

Signature of PLC Member: _____ Date: _____

Creating an Environment of Respect and Rapport				
ELEMENT	NEEDS IMPROVEMENT	DEVELOPING	PROFICIENT/EFFECTIVE	DISTINGUISHED
Teacher Interaction with Students	Teacher interaction with at least some students is negative, demeaning, sarcastic, or inappropriate to the age or culture of the students. Students exhibit disrespect for teacher.	Teacher-student interactions are generally appropriate but may reflect occasional inconsistencies, favoritism, or disregard for students' cultures. Students exhibit only minimal respect for teacher.	Teacher-student interactions are friendly and demonstrate general warmth, caring, and respect. Such interactions are appropriate to developmental and cultural norms. Students exhibit respect for teacher.	Teacher demonstrates genuine caring and respect for individual students. Students exhibit respect for teacher as an individual, beyond that for the role.
Student Interaction	Student interactions are characterized by conflict, sarcasm, or put-downs.	Students do not demonstrate negative behavior toward one another.	Student interactions are generally polite and respectful.	Students demonstrate genuine caring for one another as individuals and as students.
Establishing a Culture for Learning				
ELEMENT	NEEDS IMPROVEMENT	DEVELOPING	PROFICIENT/EFFECTIVE	DISTINGUISHED
Importance of the Content	Teacher or students convey a negative attitude toward the content, suggesting that the content is not important or is mandated by others.	Teacher communicates importance of the work but with little conviction and only minimal apparent buy-in by the students.	Teacher conveys genuine enthusiasm for the subject, and students demonstrate consistent commitment to its value.	Students demonstrate through their active participation, curiosity, and attention to detail that they value the content's importance.
Student Pride in Work	Students demonstrate little or no pride in their work. They seem to be motivated by the desire to complete a task rather than do high-quality work.	Students minimally accept the responsibility to "do good work" but invest little of their energy in the quality of the work.	Students accept teacher insistence on work of high quality and demonstrate pride in that work.	Students take obvious pride in their work and initiate improvements in it, for example, by revising drafts on their own initiative, helping peers, and ensuring that high-quality work is displayed.
Expectations for Learning and Achievement	Instructional goals and activities, interactions, and the classroom environment convey only modest expectations for student achievement.	Instructional goals and activities, interactions, and the classroom environment convey inconsistent expectations for student achievement.	Instructional goals and activities, interactions, and the classroom environment convey high expectations for student achievement.	Both students and teacher establish and maintain through planning of learning activities, interactions and the classroom environment high expectations for the learning of all students.
Managing Classroom Procedures				
ELEMENT	NEEDS IMPROVEMENT	DEVELOPING	PROFICIENT/EFFECTIVE	DISTINGUISHED
Management of Instructional Groups	Students not working with the teacher are not productively engaged in learning.	Tasks for group work are organized, resulting in some off-task behavior when teacher is involved with one group.	Tasks for group work are organized, and groups are managed so most students are engaged at all times.	Groups working independently are productively engaged at all times, with students assuming responsibility for productivity.

Management of Transitions	Much time is lost during transitions.	Transitions are sporadically efficient, resulting in some loss of instructional time.	Transitions occur smoothly with little loss of instructional time.	Transitions are seamless, with students assuming some responsibility for efficient operation.
Management of Materials and Supplies	Materials are handled inefficiently, resulting in loss of instructional time.	Routines for handling materials and supplies function moderately well.	Routines for handling materials and supplies occur smoothly, with little loss of instructional time.	Routines for handling materials and supplies are seamless with students assuming some responsibility for efficient operation.
Performance of Non-instructional Duties	Considerable instructional time is lost in performing non-instructional duties.	Systems for performing non-instructional duties are fairly efficient, resulting in little loss of instructional time.	Efficient systems for performing non-instructional duties are in place, resulting in minimal loss of instructional time.	Systems for performing non-instructional duties are well established, with students assuming considerable responsibility for efficient operation.

Managing Student Behavior

ELEMENT	NEEDS IMPROVEMENT	DEVELOPING	PROFICIENT/EFFECTIVE	DISTINGUISHED
Expectations	No standards of conduct appear to have been established, or students are confused as to what the standards are.	Standards of conduct appear to have been established for most situations, and most students seem to understand them.	Standards of conduct are clear to all students.	Standards of conduct are clear to all students and appear to have been developed with student participation.
Monitoring of Student Behavior	Student behavior is not monitored, and teacher is unaware of what students are doing.	Teacher is generally aware of student behavior but may miss the activities of some students.	Teacher is alert to student behavior at all times.	Monitoring by teacher is subtle and preventive. Students monitor their own and their peers' behavior, correcting one another respectfully.
Response to Student Misbehavior	Teacher does not respond to misbehavior, or the response is inconsistent, overly repressive, or does not respect the student's dignity.	Teacher attempts to respond to student misbehavior but with uneven results, or no serious disruptive behavior occurs.	Teacher response to misbehavior is inappropriate and successful and respects the student's dignity, or student behavior is generally appropriate.	Teacher response to misbehavior is highly effective and sensitive to students' individual needs, or student behavior is entirely appropriate.

Organizing Physical Space

ELEMENT	NEEDS IMPROVEMENT	DEVELOPING	PROFICIENT/EFFECTIVE	DISTINGUISHED
Safety and Arrangement of Furniture	The classroom is unsafe, or the furniture arrangement is not suited to the lesson activities, or both.	The classroom is safe, and classroom furniture is adjusted for a lesson, or if necessary, a lesson is adjusted to the furniture, but with limited effectiveness.	The classroom is safe, and the furniture arrangement is a resource for learning activities.	The classroom is safe, and students adjust the furniture to advance their own purposes in learning.
Accessibility to Learning and Use of Physical Resources	Teacher uses physical resources poorly, or learning is not accessible to some students.	Teacher uses physical resources adequately, and at least essential learning is accessible to all students.	Teacher uses physical resources skillfully, and all learning is equally accessible to all students.	Both teacher and students use physical resources optimally, and students ensure that all learning is equally accessible to all students.

YME Teacher Evaluation Student Survey Reflection

Teacher Name: _____ Date: _____

1. When looking at the student feedback what was one thing that surprised you?

2. What will you change in your teaching because of the feedback?

Student Achievement Scoring Guide

Exemplary (4) : 85% and above

Proficient (3): 70%-84%

Developing (2) : 55% - 69%

Basic (1) 54% and below

(0) : did not complete goal process

Example:

1. 70% of my students met the goal I wrote for the year so I would get a 3 rating.
2. 60% of the student population met the district goal so we would all get a 2 rating.

Reminder that student achievement is 35% of the yearly scoring.

Shared Performance Goal	5%
District Math Goal	
Student Learning Objectives	30%

Final Scoring for Each Year:

District Goal (5%) _____ x .5 = _____

Student Learning Objectives (30%) _____ x .30 = _____

This is then averaged out across the 3 year cycle.



Performance Standards of Teacher Practice Rubric

DOMAIN 1: PLANNING

Indicator A: Aligns learning targets with standards and student data inform planning

- i. Plans units and lessons effectively*
- ii. Selects learning targets and activities*
- iii. Applies content knowledge and understanding of how students learn*
- iv. Uses student data to inform planning*

Indicator B: Uses content, resources and student knowledge to design coherent instruction

- i. Designs coherent instruction*
- ii. Creates interdisciplinary and extended learning experiences*
- iii. Uses available resources and technology*
- iv. Designs culturally relevant instructional strategies*

Indicator C: Plans for assessment and differentiation

- i. Plans formative and summative assessments*
- ii. Plans for differentiation*

DOMAIN 2: ENVIRONMENT

Indicator A: Creates a respectful classroom culture of trust, safety and high expectations

- i. Creates a safe learning environment*
- ii. Establishes a culture of learning*
- iii. Creates a culture of persistence*

Indicator B: Establishes and maintains clear expectations for classroom and behavior management

- i. Establishes and maintains classroom routines and procedures*
- ii. Monitors and provides feedback on student behavior*

DOMAIN 3: INSTRUCTION

Indicator A: Communicates learning targets and content effectively

- i. Uses content knowledge to promote learning*
- ii. Communicates learning targets and content*

Indicator B: Facilitates activities and discussions that promote high cognitive engagement

- i. Uses instructional strategies to engage students*
- ii. Uses questioning and discussion techniques*
- iii. Uses appropriate pacing and structure*

Indicator C: Uses varied assessment techniques to advance student learning

- i. Uses formative assessments to inform instruction*
- ii. Provides feedback to advance learning*
- iii. Promotes student self-assessment*

Domain 4: PROFESSIONALISM

Indicator A: Reflects on teaching practice

- i. Uses self-reflection to improve instruction*
- ii. Uses feedback to improve instruction*
- iii. Plans for professional growth*

Indicator B: Engages in professional development

- i. Plans units and lessons effectively*
- ii. Participates in professional development*
- iii. Collaborates with colleagues*
- iii. Contributes to school and district culture for learning*

Indicator C: Maintains professional responsibilities and communicates with families

- i. Adheres to standards of ethical conduct*
- ii. Maintains accurate records*
- iii. Completes tasks in an organized and efficient manner*
- iv. Communicates with families*
- v. Understands the cultural and linguistic backgrounds of students, their families and the community*

Domain 1: Planning. The teacher develops an effective instructional sequence.

INDICATOR 1A: Aligns learning targets with standards and student data inform planning

What will you teach?

Elements	Unsatisfactory	Development Needed	Effective	Exemplary
i. Plans units and lessons effectively	<i>There is no evidence of planning daily, weekly and/or unit instruction.</i>	<i>Daily, weekly and/or unit planning is inconsistent.</i>	<i>Daily, weekly and/or unit planning is consistent and builds on students' prior knowledge and experience.</i>	<i>Daily, weekly and unit planning is consistent, thorough and builds on students' prior knowledge and experience.</i> <i>Model, coach and mentor colleagues and/or pre-service teachers in planning high-quality units and lessons.</i>
ii. Selects learning targets and activities	<i>Learning targets* are unconnected to content and MN standards, or are stated as activities.</i> <i>Learning activities are not aligned with learning targets.</i>	<i>Learning targets* are connected to learning activities and MN standards.</i> <i>Learning activities are aligned with learning targets.</i> <i>Learning activities include limited opportunities for students to engage.</i>	<i>Learning targets* are clearly connected to learning activities and MN standards and are stated in terms of student learning.</i> <i>Learning activities are aligned with learning targets.</i> <i>Learning activities include multiple opportunities for students to engage.</i>	<i>Learning targets* are clearly connected to learning activities and MN standards and are stated in terms of student learning.</i> <i>Learning targets and activities reflect different types of learning.</i> <i>Learning activities are aligned with learning targets.</i> <i>Learning activities include a variety of opportunities for students to engage.</i> <i>Model, coach and mentor colleagues and/or pre-service teachers in selecting learning targets matched with effective learning activities.</i>

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Elements	Unsatisfactory	Development Needed	Effective	Exemplary
iii. Applies content knowledge and understanding of how students learn	<i>Teacher's knowledge of content is limited, which is demonstrated by content errors.</i>	<i>Teacher's knowledge of content and how students learn the content is generally accurate, but limits teacher's ability to anticipate common student misconceptions.</i>	<i>Teacher's knowledge of content and how students learn the content is accurate and current, allowing teacher to anticipate common student misconceptions.</i>	<p><i>Teacher's extensive and current knowledge of content and how students learn that content is evident, allowing teacher to anticipate common student misconceptions.</i></p> <p><i>Teacher plans ways for students to assume responsibility for their own learning.</i></p> <p><i>Continuously applies and disseminates current research and best practice.</i></p>
iv. Uses student data to inform planning	<i>There is no evidence that the lesson design or learning targets have been informed by previous student data/work.</i>	<i>The learning targets and lesson design have been informed by an analysis of classroom/grade-level student data/work.</i>	<i>The learning targets and lesson design have been informed by an analysis of classroom/grade and individual student data/work.</i>	<p><i>The learning targets and lesson design have been informed by an extensive analysis of classroom or grade and individual student data/work.</i></p> <p><i>Provides leadership to others in analyzing student data to plan instruction.</i></p>

****Learning targets are statements of intended learning based on standards which teachers craft to guide the teaching and learning process and to engage, support and hold students accountable for their learning.***

INDICATOR 1B: Uses content, resources and student knowledge to design coherent instruction

How will you teach the lesson?

Elements	Unsatisfactory	Development Needed	Effective	Exemplary
i. Designs coherent instruction	<p><i>Teaching strategies and/or learning activities are unsupportive of the learning targets.</i></p> <p><i>Teacher does not provide appropriate rationale for the selection of Instructional groups to meet the learning target(s).</i></p>	<p><i>Teaching strategies and/or learning activities support the learning targets, however may be unorganized or lacking coherence.</i></p> <p><i>Teacher provides some rationale for the selection of Instructional groups to meet the learning target(s).</i></p>	<p><i>Teaching strategies and learning activities support the learning targets, are well organized and designed to facilitate student construction of knowledge.</i></p> <p><i>Teacher provides rationale for the selection of Instructional groups to meet the learning target(s) and are planned to increase cognition.</i></p>	<p><i>Teaching strategies and learning activities support the learning targets, are well organized and designed to facilitate student construction of knowledge.</i></p> <p><i>Teacher provides rationale for the selection of Instructional groups to meet the learning target(s), to increase cognition and give students ownership of learning.</i></p> <p><i>Model, coach and mentor colleagues and/or pre-service teachers in the design of coherent instruction that engages the student in the learning process.</i></p>
ii. Creates interdisciplinary and extended learning experiences	<p><i>No attempt to create connections to other content areas or disciplines.</i></p>	<p><i>Limited connections are made to other content areas/disciplines.</i></p>	<p><i>Connections with other content/areas disciplines are evident, including integration of technology, reading, writing, and/or math across the curriculum.</i></p>	<p><i>Connections with other content areas/disciplines are evident, including integration of technology, reading, writing, and/or math across the curriculum.</i></p> <p><i>Opportunities to extend learning that connect to other content areas/disciplines and community life is provided.</i></p> <p><i>Provides leadership and collaboration for interdisciplinary instruction.</i></p>

Elements	Unsatisfactory	Development Needed	Effective	Exemplary
<p>iii. Uses available resources and technology</p>	<p><i>Teacher does not utilize available resources.</i></p> <p><i>There is little or no use of available technology and/or other resources beyond the core resources that may be appropriate to the lesson.</i></p>	<p><i>Teacher makes use of relevant resources within the school, district and/or community.</i></p> <p><i>Teacher uses technology to present information to students, but does not use technology to promote deeper learning and student engagement.</i></p> <p><i>Resources beyond core resources are minimally accessed.</i></p>	<p><i>Teacher makes use of relevant resources within the school, district and/or community.</i></p> <p><i>Use of technology and other resources promotes increased cognitive engagement and deeper conceptual understanding.</i></p>	<p><i>Teacher makes use of a variety of relevant resources within the school, district and/or community showing extensive knowledge of resources for learning.</i></p> <p><i>Use of technology and other resources promotes increased cognitive engagement and deeper conceptual understanding with both teacher-led and student-led activities.</i></p> <p><i>Model, coach and mentor colleagues and/or pre-service teachers in the use of available resources and technology in instructional design that engages the student in the learning process.</i></p>
<p>iv. Designs culturally relevant instructional strategies</p>	<p><i>Learning activities and/or instructional strategies demonstrate a misunderstanding/misapplication of students' skills, interests, cultural backgrounds, language proficiency and/or exceptionalities.</i></p>	<p><i>Learning activities and instructional strategies are informed by some of the following: knowledge of students' skills, interests, cultural backgrounds, language proficiency and/or exceptionalities.</i></p>	<p><i>Learning activities and instructional strategies are informed by knowledge of students' skills, interests, cultural backgrounds, language proficiency and exceptionalities.</i></p>	<p><i>Learning activities and instructional strategies are informed by knowledge of students' skills, interests, cultural backgrounds, language proficiency and exceptionalities.</i></p> <p><i>Provides leadership and collaboration with colleagues and community in designing culturally relevant instruction.</i></p>

INDICATOR 1C: Plans for assessment and differentiation

How will you know if students learned what you taught?

Elements	Requires Attention	Development Needed	Proficient	Exemplary
<p>i. Plans formative* and summative assessments</p>	<p><i>Planning indicates teacher has limited understanding of the role and use of formative assessment* to adapt instruction to student needs.</i></p> <p><i>Assessments are primarily summative and used for grading purposes.</i></p>	<p><i>Planning indicates the use of formative* and/or summative assessment strategies appropriate to the lesson's learning targets and/or activities.</i></p> <p><i>Assessment is primarily done by the teacher with minimal opportunities for students to self-assess their work.</i></p>	<p><i>Planning indicates the use of formative* and/or summative assessment strategies appropriate to the lesson's learning targets and activities.</i></p> <p><i>Formative assessments are designed to help the teacher make immediate instructional adjustments.</i></p> <p><i>Plans indicate opportunities for student self-assessment and student involvement in the development of assessment criteria.</i></p>	<p><i>Planning indicates the use of formative* and/or summative assessment strategies appropriate to the lesson's learning targets and activities.</i></p> <p><i>Formative assessments are designed to help the teacher make immediate and future instructional adjustments.</i></p> <p><i>Plans indicate frequent opportunities for students to assess themselves and their colleagues against clearly established exemplars and/or performance criteria.</i></p> <p><i>Plans indicate opportunities for student involvement in the development of assessment criteria.</i></p> <p><i>Model, coach and mentor colleagues and/or pre-service teachers in the developing, implementing and analyzing formative and summative assessment data to inform next instructional decisions at various levels (such as classroom, department, program, grade levels and/or school/district).</i></p>

Elements	Requires Attention	Development Needed	Proficient	Exemplary
ii. Plans for differentiation**	<i>No evidence of differentiation** of learning experiences, content, assessments or product based on student data or otherwise documented student needs</i>	<i>Limited evidence of differentiation** of learning experiences, content, assessments or product based on student data or otherwise documented student needs</i>	<i>Planning of differentiation** is based on student data and/or otherwise documented student needs and takes into consideration the learning experiences, content, assessments or product.</i>	<i>Planning of differentiation** is based on student data and takes into consideration the learning experience, content, assessments and product. Provides leadership for differentiation of instruction for targeted groups of students in the team, grade level, department, program and/or school in planning.</i>

**Formative assessments are a range of formal and informal assessment procedures used within the cycle of learning to monitor student understanding and make instructional adjustments to help every student master the learning targets.*

***Differentiation is the process teachers use to plan learning experiences which intentionally respond to learner differences. Students have opportunities to work at their levels of readiness (assessed levels of skills and knowledge), in preferred and varied learning modes/styles, and engage their interests in order to achieve curricular goals.*

Domain 2: Classroom Environment. *The teacher creates and implements a physical and interpersonal classroom environment that supports student learning.*

INDICATOR 2A: Creates a respectful classroom culture of trust, safety and high expectations.

How does your classroom promote a culture of learning?

Element	Unsatisfactory	Development Needed	Effective	Exemplary
i. Creates a safe learning environment	<i>Teacher creates a physical environment and classroom culture that is not safe and/or does not support the development of positive social and personal skills.</i>	<p><i>Teacher creates a physical environment and classroom culture that partially supports the development of positive social and personal skills.</i></p> <p><i>Teacher and students build positive relationships within the classroom.</i></p>	<p><i>Teacher creates a physical environment and classroom culture that supports the development of positive social and personal skills.</i></p> <p><i>Teacher and students build positive relationships within the classroom and school.</i></p>	<p><i>Teacher creates a physical environment and classroom culture that supports the development of positive social and personal skills.</i></p> <p><i>Teacher and students build positive relationships within the classroom and school.</i></p> <p><i>Teacher provides school leadership and collaborates with others to build a positive classroom and school learning environment.</i></p>

Element	Unsatisfactory	Development Needed	Effective	Exemplary
ii. Establishes a culture of learning	<p><i>Teacher does not display or encourage enthusiasm or positive attitude for learning.</i></p> <p><i>Classroom instruction is characterized by low expectations and task completion.</i></p>	<p><i>Teacher displays a positive attitude and importance of the work but with minimal buy-in by the students.</i></p> <p><i>Instructions and interactions convey only modest expectations for student learning and achievement.</i></p>	<p><i>The teacher supports a culture where instructional outcomes and classroom interactions convey high cognitive expectations for most students.</i></p> <p><i>Students engage in work of high quality and demonstrate enthusiasm and effort in completing work.</i></p>	<p><i>Students engage in complex cognitive tasks, and there is evidence of students constructing their own knowledge.</i></p> <p><i>Instructional outcomes and classroom interactions convey high expectations for all students.</i></p> <p><i>Students independently and collaboratively engage in work of high quality and demonstrate enthusiasm and effort in completing work.</i></p> <p><i>Model, coach and mentor colleagues and/or pre-service teachers in establishing a collaborative culture for learning.</i></p>
iii. Creates a culture of persistence	<p><i>No evidence that the teacher perseveres through challenges and instead gives up or blames students for their lack of success.</i></p> <p><i>No evidence that students are developing an ability to persevere through challenging or complex learning tasks.</i></p>	<p><i>Teacher takes responsibility for leading students to mastery of learning targets.</i></p> <p><i>There is minimal evidence that students are developing an ability to persevere through challenging or complex tasks.</i></p>	<p><i>Students and teacher take responsibility for achieving learning targets.</i></p> <p><i>Teacher provides support so that students persevere when challenged with complex learning activities.</i></p>	<p><i>Students and teacher take responsibility for achieving learning targets.</i></p> <p><i>Teacher provides support, including external resources, so that students persevere when challenged with complex learning activities.</i></p> <p><i>Model, coach and mentor colleagues and/or pre-service teachers in creating a classroom and schoolwide culture for persistence.</i></p>

INDICATOR 2B: Establishes and maintains clear expectations for classroom and behavior management.

How do you manage your classroom?

Elements	Unsatisfactory	Development Needed	Effective	Exemplary
<p>i. Establishes and maintains classroom routines and procedures</p>	<p><i>Teacher does not clearly communicate directions and procedures.</i></p> <p><i>Students do not comply or are unaware of classroom procedures or behavior expectations and excessive instructional time is lost.</i></p>	<p><i>Teacher establishes clear expectations for classroom procedures; however, there is evidence of inconsistent management of routines that result in a loss of instructional time.</i></p> <p><i>Students comply minimally with procedures that are set and monitored by the teacher.</i></p>	<p><i>Teacher and students collaboratively establish clear expectations for classroom procedures</i></p> <p><i>Transitions are organized and orderly.</i></p> <p><i>Most students adhere to procedures.</i></p> <p><i>Minimal instructional time is lost in handling non-instructional duties.</i></p>	<p><i>Teacher and students collaboratively establish clear expectations for classroom procedures and are flexible to adapt to the learning goals and needs of students.</i></p> <p><i>Transitions are organized and orderly.</i></p> <p><i>Students take ownership for classroom routines and procedures that result in no loss of instructional time.</i></p> <p><i>Model, coach and mentor colleagues and/or pre-service teachers in how to establish classroom routines and procedures.</i></p>

Elements	Unsatisfactory	Development Needed	Effective	Exemplary
<p>ii. Monitors and provides feedback on student behavior</p>	<p><i>Students receive behavior feedback that is neither constructive nor timely.</i></p> <p><i>Students receive little or no feedback on positive behavior.</i></p> <p><i>Instruction is frequently disrupted by behavior incidents</i></p>	<p><i>Students receive behavior feedback that is constructive and timely, but infrequently receive acknowledgement of positive behavior.</i></p> <p><i>The teacher monitors student behavior but approaches to behavior are punitive rather than proactive.</i></p> <p><i>Students may be unclear about the behavior expectations.</i></p> <p><i>Instruction is occasionally disrupted by behavior incidents.</i></p>	<p><i>Students receive behavior feedback that is constructive and timely.</i></p> <p><i>Students receive frequent acknowledgement of positive behavior.</i></p> <p><i>The teacher monitors student behavior and approaches to behavior are proactive, respectful and appropriate for individual student needs.</i></p>	<p><i>Students receive behavior feedback that is constructive and timely.</i></p> <p><i>Students receive frequent acknowledgement of positive behavior.</i></p> <p><i>Student behavior is monitored and approaches to behavior are preventative, respectful, and appropriate for individual students.</i></p> <p><i>Students assume responsibility for monitoring their behavior and the behavior of their colleagues.</i></p> <p><i>Model, coach and mentor colleagues and/or pre-service teachers in effective approaches in student behavior and providing feedback on student/classroom behavior.</i></p>

Domain 3: Classroom Instruction. *The teacher engages students in learning and utilizes instructional strategies that help students understand content.*

INDICATOR 3A: Communicates learning targets and content clearly and effectively.

How do you communicate content to students?

Elements	Unsatisfactory	Development Needed	Effective	Exemplary
<p>i. Uses content knowledge to promote learning</p>	<p><i>Teacher does not emphasize important concepts and skills appropriate to the content area.</i></p> <p><i>Teacher's use of content knowledge contains content errors showing a lack of content knowledge, which impedes learning.</i></p> <p><i>Explanation of content is not culturally relevant.</i></p> <p><i>Teacher provides limited opportunity for students to apply content-specific vocabulary.</i></p>	<p><i>Teacher sometimes emphasizes important concepts and skills appropriate to the content area.</i></p> <p><i>Teacher uses content knowledge that is accurate; however, the use of culturally and contextually relevant* content explanations are limited/ inconsistent.</i></p> <p><i>Teacher provides some opportunities for student to apply content-specific vocabulary.</i></p>	<p><i>Teacher regularly emphasizes important concepts and skills appropriate to the content area and makes connections to other content areas.</i></p> <p><i>Teacher makes content knowledge culturally and contextually relevant* to increase student understanding and engagement.</i></p> <p><i>Teacher provides multiple opportunities for student to apply content-specific vocabulary.</i></p>	<p><i>Teacher regularly emphasizes important concepts and skills appropriate to the content area, make connections to other content areas and creates opportunities for interdisciplinary learning.</i></p> <p><i>Teacher's accurate use of content knowledge that is culturally and contextually relevant* contributes to student use and acquisition of content and vocabulary while enriching the lesson.</i></p> <p><i>Students have internalized the content-specific language and demonstrates its appropriate use it in classroom interactions and activities.</i></p> <p><i>Model, coach and mentor colleagues and/or pre-service teachers to deepen content knowledge.</i></p>

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Elements	Unsatisfactory	Development Needed	Effective	Exemplary
ii. Communicates learning targets and content	<i>Learning targets and/or explanations of the content are unclear, inappropriate, or missing; expectations or directions are unclear.</i>	<i>Learning targets and explanation of content are clear for most students and contain appropriate levels of detail, however some students are confused; expectations or directions may be unclear.</i>	<i>Learning targets and explanation of content are communicated during the lesson in a variety of formats and contain appropriate levels of detail.</i> <i>Students can articulate the learning targets and understand directions.</i>	<i>Teacher's explanation of content is creative and connected to students' knowledge and experience. Students contribute by explaining content to their colleagues.</i> <i>Students understand directions; students may develop directions and procedures when appropriate to the activity.</i> <i>Model, coach and mentor colleagues and/or pre-service teachers in understanding and communicating learning targets and content.</i>

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**Culturally and contextually relevant instruction that considers the applicability of teaching materials, methods or programs to students' ethnicity, social status, gender, religion, home and community environment, and/or personal experiences, so that learning environments created build upon the language, experiences, learning styles and strengths of students.*

INDICATOR 3B: Facilitates activities and discussions that promote high cognitive engagement.

What strategies do you use to engage students and promote their ownership of learning?

Elements	Unsatisfactory	Development Needed	Effective	Exemplary
<p>i. Uses instructional strategies to engage students in learning</p>	<p><i>Teacher provides instructional strategies that minimally engage the student.</i></p> <p><i>Instructional strategies are not aligned with learning targets and/or do not promote learning for some students.</i></p> <p><i>Instruction is not differentiated based on students' level of understanding.</i></p> <p><i>Teacher does not offer opportunities to students to practice apply or demonstrate their learning.</i></p>	<p><i>Teacher provides instructional strategies that may engage some but not all learners in rigorous and relevant learning experiences.</i></p> <p><i>The use of higher order thinking opportunities are infrequent in instruction and discussion.</i></p> <p><i>Some instructional strategies are aligned with learning targets and/or promote learning for some students.</i></p> <p><i>Some differentiation of instruction is provided based on students' level of understanding.</i></p> <p><i>Teacher provides limited opportunities to practice, apply and demonstrate what they are learning.</i></p>	<p><i>Teacher provides instructional strategies that engage most learners in rigorous and relevant learning experiences.</i></p> <p><i>The use of higher order thinking opportunities is frequent in instruction and discussion, and the use of inquiry methods is relevant.</i></p> <p><i>Instructional strategies are aligned with learning targets and promote learning for all students.</i></p> <p><i>Differentiation of instruction is based on each student's level of understanding.</i></p> <p><i>Teacher provides multiple opportunities for students to practice apply and demonstrate what they are learning.</i></p>	<p><i>Teacher provides instructional strategies that engage all learners in rigorous and relevant learning experiences.</i></p> <p><i>The use of higher order thinking opportunities is frequent and varied in instruction and discussion, and the use of inquiry methods is relevant.</i></p> <p><i>Teacher provides appropriate options for student initiative and choice to increase relevance and cognition.</i></p> <p><i>Teacher provides differentiation in instruction, and class and individual activities.</i></p> <p><i>Teacher provides multiple and a variety of opportunities for students to practice, apply and demonstrate what they are learning.</i></p> <p><i>Model, coach and mentor colleagues and/or pre-service teachers in applying appropriate instructional strategies to engage students in learning.</i></p>

Elements	Unsatisfactory	Development Needed	Effective	Exemplary
<p>ii. Uses questioning and discussion techniques</p>	<p><i>Teacher uses Classroom questioning techniques that result in student recitation with low cognitive challenge.</i></p> <p><i>Teacher engages few students in the discussion.</i></p>	<p><i>Teacher utilizes a mixture of cognitively challenging questions irrespective of current and desired level of understanding.</i></p> <p><i>Teacher facilitated discussions elicit limited evidence of cognitive engagement.</i></p> <p><i>Teacher addresses student mistakes and misconceptions</i></p> <p><i>Teacher attempts to engage all students.</i></p>	<p><i>Teacher poses a range of cognitively challenging questions, based on current and desired level of understanding.</i></p> <p><i>Teacher facilitated discussions elicit evidence of cognitive engagement.</i></p> <p><i>Teacher addresses student mistakes and misconceptions</i></p> <p><i>Teacher holds all students accountable to answer questions.</i></p> <p><i>Teacher fosters discussions that engage students in initiating, participating and leading academic discourse.</i></p>	<p><i>Teacher poses a range of cognitively challenging questions, based on current and desired level of understanding.</i></p> <p><i>Teacher facilitated discussions elicit substantial evidence of cognitive engagement.</i></p> <p><i>Teacher addresses student mistakes and misconceptions</i></p> <p><i>Teacher holds all students accountable to answer questions.</i></p> <p><i>Teacher fosters discussions that engage students in initiating, participating and leading academic discourse.</i></p> <p><i>Model, coach and mentor colleagues and/or pre-service teachers in facilitating discussions.</i></p>

Elements	Unsatisfactory	Development Needed	Effective	Exemplary
<p>iii. Uses appropriate pacing and structure</p>	<p><i>The lesson has no evidence of a structure.</i></p> <p><i>No opportunities are provided for students to engage or reflect during the lesson.</i></p> <p><i>Pacing of the lesson is too slow or too rushed so that it hinders active engagement.</i></p>	<p><i>Lesson structure is generally appropriate for the class and supports meeting some of the goals of the lesson.</i></p> <p><i>Teachers provide limited opportunities for students to engage and reflect during the lesson.</i></p> <p><i>Pacing is generally appropriate for the class as a whole.</i></p> <p><i>Students who progress at different learning rates have limited opportunities for success within lesson structure.</i></p>	<p><i>Lesson structure is appropriate for the class and supports meeting the goals of the lesson..</i></p> <p><i>Students have opportunities for cognitive engagement and reflection during the lesson.</i></p> <p><i>Pacing is appropriate.</i></p> <p><i>Students who progress at different learning rates have opportunities for success within lesson structure.</i></p>	<p><i>Lesson structure is generally appropriate for the class and supports meeting the goals of the lesson.</i></p> <p><i>Students have multiple opportunities for cognitive engagement and reflection during the lesson.</i></p> <p><i>Pacing is appropriate.</i></p> <p><i>Students who progress at different learning rates are provided many opportunities for success within lesson structure.</i></p> <p><i>Model, coach and mentor colleagues and/or pre-service teachers in lesson structure and pacing.</i></p>

INDICATOR 3C: Uses varied assessment techniques to advance student learning.
How do you utilize student data to advance each student's learning?

Elements	Unsatisfactory	Development Needed	Effectively	Exemplary
i. Uses formative assessments to inform instruction	<i>Teacher does not use formative assessment techniques to monitor student progress and adjust instruction to help students master the learning targets.</i>	<i>Teacher uses some formative assessment techniques to monitor student progress and adjusts instruction to help students master the learning targets.</i>	<i>Teacher uses formative assessment practices to monitor and adjust instruction.</i>	<i>Teacher uses formative assessment practices to monitor and adjust instruction to meet learning targets and the needs of all students.</i> <i>Model, coach and mentor colleagues and/or pre-service teachers in formative assessment strategies to inform instruction.</i>
ii. Provides feedback to advance learning	<i>Teachers provide nonspecific feedback that does not guide learning.</i> <i>Teachers provide feedback that is not timely.</i>	<i>Teachers provide specific feedback, but emphasis is on procedures, compliance or grades.</i> <i>Timeliness of teacher feedback is inconsistent.</i>	<i>Teachers provide specific feedback that promotes cognition.</i> <i>Teacher feedback is provided in a timely manner to all students.</i>	<i>Teachers provide specific feedback that promotes higher levels of thinking by the student.</i> <i>Students provide feedback to each other that promotes learning.</i> <i>Teacher feedback is provided in a timely manner to all students.</i> <i>Model, coach and mentor colleagues and/or pre-service teachers in student feedback methods to advance learning.</i>

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Elements	Unsatisfactory	Development Needed	Effectively	Exemplary
iii. Promotes student self-assessment	<p><i>Teachers do not engage students in self-assessment.</i></p> <p><i>Teacher expectations for student learning and assessment criteria are not provided.</i></p>	<p><i>Teachers provide students some self-assessment opportunities to be aware of their own level of achievement against established expectations for student learning and established assessment criteria.</i></p>	<p><i>Teachers provide students frequently opportunities to assess and monitor the quality of their own work against established expectations for student learning and established assessment criteria.</i></p>	<p><i>Teachers provide students frequent opportunities to assess and monitor the quality of their own work and the work of their colleagues against established expectations for student learning and assessment criteria.</i></p> <p><i>Teachers provide students with opportunities to continually revise their work and set goals to meet the expectations for learning.</i></p> <p><i>Model, coach and mentor colleagues and/or pre-service teachers with student self-assessment strategies.</i></p>

Domain 4: Professionalism. *The teacher participates in on-going professional development activities and collaborates with colleagues and families to advance learning for teachers and students.*

INDICATOR 4A: Reflects on teaching practice.

How do you reflect on your teaching?

Elements	Unsatisfactory	Development Needed	Effective	Exemplary
i. Uses self-reflection to improve instruction	<i>Teacher does not effectively use reflection and self-assessment of instruction.</i>	<i>Teacher occasionally uses reflection and self-assessment to assess instructional effectiveness and make modifications in instruction.</i>	<i>Teacher regularly assesses his or her own effectiveness using lesson artifacts and student data to identify areas of strength, areas for growth and modify instruction.</i>	<i>Teacher continuously and accurately assesses his or her own effectiveness using lesson artifacts and student data to identify areas of strength and areas for growth.</i> <i>Model, coach and mentor colleagues and/or pre-service teachers in reflective practice methods to improve instruction.</i>
ii. Uses feedback to improve instruction	<i>Feedback from colleagues, administrators, families, students and professional literature is resisted and/or does not result in changes in professional practice.</i>	<i>Teacher occasionally uses feedback from colleagues, administrators and professional literature to enhance professional practice.</i>	<i>Teacher seeks and uses feedback from colleagues, administrators, families, students and professional literature to enhance professional practice.</i>	<i>Teacher continuously seeks and uses feedback from colleagues, administrators, families, students and professional literature to enhance professional practice.</i> <i>Model, coach and mentor colleagues and/or pre-service teachers in the use of feedback to improve instruction.</i>
iii. Plans for professional growth	<i>Teacher does not use reflection and feedback to plan for professional growth.</i>	<i>Teacher occasionally uses reflection and feedback to plan for professional growth.</i>	<i>Teacher regularly uses reflection and feedback to plan for professional growth and implements an action plan to reach intended targets.</i>	<i>Teacher regularly uses reflection and feedback to plan for professional growth and implements an action plan to reach intended targets.</i> <i>Collaborates with colleagues in planning for professional growth.</i>

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INDICATOR 4B: Engages in professional development.
How do you continue to improve your practice?

Elements	Unsatisfactory	Development Needed	Effective	Exemplary
i. Participates in professional development	<i>Teacher does not contribute to or actively and consistently participate in professional learning activities.</i>	<i>Teacher provides evidence of continual participation in professional learning activities.</i> <i>Teacher participation results in implementation of practices from activities.</i>	<i>Teacher provides evidence of continual participation in relevant professional learning activities.</i> <i>Teacher implements practices from activities resulting in increased student learning.</i>	<i>Teacher creates and engages in meaningful professional growth activities that result in increased student learning.</i> <i>Model, coach and mentor colleagues and/or pre-service teachers by providing and/or leading professional development activities.</i>
ii. Collaborates with colleagues regarding student learning	<i>Teacher resists collaboration with colleagues and detracts from collaborative processes when engaged in them.</i>	<i>Teacher collaborates with colleagues to address student needs identified by data.</i>	<i>Teacher collaborates with colleagues to analyze student data, set focused goals, design common assessments and analyze student work.</i> <i>Collaboration results in increased student learning and instructional effectiveness.</i>	<i>Teacher collaborates with colleagues where they analyze student data, set focused goals, design common assessments and analyze student work.</i> <i>Collaboration results in increased student learning and instructional effectiveness.</i> <i>Model, coach and mentor colleagues and/or pre-service teachers in analyzing student data, setting goals, designing assessments and/or analyzing student work.</i>

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Elements	Unsatisfactory	Development Needed	Effective	Exemplary
iii. Contributes to school and district culture of learning	<i>Teacher does not support the culture for professional learning at site and/or District.</i>	<i>Teacher occasionally contributes to development of a productive learning environment at the site and/or District levels.</i>	<i>Teacher contributes to development of a productive learning environment at the site and District level.</i>	<p><i>Teacher shows initiative, has made substantial contributions at the school and district levels and larger community.</i></p> <p><i>Model, coach and mentor colleagues and/or pre-service teachers in selecting appropriate venues that contributes to the school and district culture of learning.</i></p>

INDICATOR 4C: Maintains professional responsibilities and communicates with families.

How do you conduct yourself as a professional?

Elements	Unsatisfactory	Development Needed	Effective	Exemplary
i. Adheres to standards of ethical conduct	<i>Teacher is non-compliant with school and/or District policies and procedures.</i>	<i>Teacher complies with school and District policies and procedures and acts in a professional and ethical manner.</i>	<i>Teacher complies to school and District policies and procedures and models high standards of professional and ethical conduct.</i>	<i>Teacher models school and District policies and procedures and advocates for high standards of professional and ethical conduct in the school and community.</i> <i>Model, coach and mentor colleagues and/or pre-service teachers in ethical behavior and practice.</i>
ii. Maintains accurate records	<i>Teacher's records and reports are inaccurate and/or consistently late.</i> <i>Teacher's record keeping system demonstrates errors or lack of professional attention, or does not adequately track student progress.</i>	<i>Teacher's records and reports are basic and only partially effective.</i> <i>Teacher's record keeping system is incomplete and inconsistent.</i> <i>Teacher's record keeping system tracks progress of some students.</i>	<i>Teacher's records and reports are timely, complete and accurate.</i> <i>Teacher's record system is complete and consistent.</i> <i>Teacher's record keeping system tracks progress of all students.</i>	<i>Teacher's records and reports are timely, complete and accurate.</i> <i>Teacher's record system is complete and consistent.</i> <i>Teacher's record keeping system tracks progress of all students.</i> <i>The teacher involves students in the participation and interpretation of progress in knowledge and skill development.</i> <i>Model, coach and mentor colleagues and/or pre-service teachers in establishing effective record keeping systems.</i>

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Elements	Unsatisfactory	Development Needed	Effective	Exemplary
<p>iii. Completes tasks in an organized and efficient manner</p>	<p><i>Teacher does not complete required and/or routine tasks /duties in a timely manner.</i></p>	<p><i>Teacher sometimes completes required and/or routine tasks/duties.</i></p>	<p><i>Teacher completes required and/or routine tasks/duties in a well organized manner.</i></p>	<p><i>Teacher completes required and/or routine tasks in an efficient and organized manner.</i></p> <p><i>Model, coach and mentor colleagues and/or pre-service teachers in establishing protocols and processes to for organization of tasks and duties efficiently.</i></p>
<p>iv. Communicates with families</p>	<p><i>Teacher has not established a pattern of communication with families of appropriate frequency and content.</i></p> <p><i>Teacher has not demonstrated establishing positive relationships with families.</i></p> <p><i>Teacher rarely confers with families to provide specific feedback to inform them of their student's progress</i></p>	<p><i>Teacher responds appropriately to family requests for communications.</i></p> <p><i>Teacher interacts appropriately with families.</i></p> <p><i>Teacher sometimes confers with families to provide specific feedback to inform them of their student's progress.</i></p>	<p><i>Teacher initiates interactions with families that are appropriate in frequency and establish positive relationships with families.</i></p> <p><i>Teacher displays sensitivity for families and involves families in problem solving.</i></p> <p><i>Teacher frequently confers with families to provide specific feedback to inform them of their student's progress.</i></p>	<p><i>Teacher frequently confers with families to provide specific feedback on student progress.</i></p> <p><i>Teacher develops systems for ongoing appropriate two-way interactions with families.</i></p> <p><i>Teacher-parent interactions are appropriate in frequency, focuses on creating positive relationships with families and involves families in problem solving.</i></p> <p><i>Model, coach and mentor colleagues and/or pre-service teachers in establishing positive relationships and communication links with families.</i></p>

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Elements	Unsatisfactory	Development Needed	Effective	Exemplary
<p>v. Understands the cultural and linguistic backgrounds of students, their families and the community</p>	<p><i>Teacher demonstrates little interest in acquiring knowledge about or engaging in experiences that expose her or him to students' home languages and cultures.</i></p>	<p><i>Teacher has some experiences with students' home languages and cultures and demonstrates some understanding of the importance of this knowledge.</i></p> <p><i>Teacher understands how this knowledge and experience informs instructional practice and student achievement.</i></p>	<p><i>Teacher seeks out experiences with and understanding of students' home languages and cultures.</i></p> <p><i>Teacher adapts instructional practices based on this knowledge and experience.</i></p>	<p><i>Teacher leads opportunities for other educators that increase experiences with and understanding of students' home languages and cultures.</i></p> <p><i>Teacher adapts instructional practices abased on this knowledge and experience.</i></p> <p><i>Model, coach and mentor colleagues and/or pre-service teachers in establishing practices that incorporate the student's cultural backgrounds with instructional decisions.</i></p>



Student Learning Goals Handbook

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Overview

A student learning goal is a measurable, long-term student academic growth target that a teacher sets at the beginning of the year. These goals demonstrate a teacher’s impact on student learning within a given interval of instruction based upon baseline data gathered at the beginning of the course. Each goal includes:

- The student population or sample included in the goal;
- The standards the student learning goal will align with;
- The assessments that will be used to measure student progress and goal attainment;
- The period of time covered by the goal;
- The expected student growth (or outcomes); and
- The rationale for the expected student growth.

The student learning goal process formalizes what an effective teacher already does. A teacher determines where her students are at in the beginning of the term, teaches content, builds skills, offers formative and summative assessments, and determines student growth and proficiency at the close of their term. A teacher who knows her standards well, who collaborates around lessons and methods to meet the needs of the kids as they seek to meet the standards, and who uses assessments that measure student growth and achievement of the standards, is a highly effective teacher.

The student learning goal (SLG) process meets the statutory requirement for “state or local measures of student growth for the grade levels and subject areas for which value-added data are not available as a basis for 35 percent of teacher evaluation results.”

For the *Collaboration, Growth and Evaluation Model*, a teacher in group two or three sets up one to two student learning goals—a class goal and/or a targeted need goal, depending on the teacher group—for the student learning and achievement component. A teacher in group one does not set a student learning goal. For more information about teacher groups, see the handbook for the model.

All teachers will have a shared performance goal set by the leadership team and principal. This goal measures the student outcomes of the entire building or program.

Class Goals: a long-term academic achievement goal or learning objective aimed at a *broad group of learners* (such as third grade social studies, 4th period English or a counselor’s caseload).

Targeted Need Goal: a long-term academic achievement goal or learning objective aimed at a *specific group of learners* within a teacher’s class, course or program who are achieving below expectations (such as six students in a teacher’s third grade class who are struggling to read, or three students in a counselor’s caseload who are failing high school algebra, or two adults in a parenting class who are having difficulty disciplining their children). This goal allows teachers to focus on the type of content or skill that these targeted students need most. Unlike the class goal, which applies to all learners across multiple levels of preparedness, a teacher chooses a

single goal for learners at a low level of preparedness and is evaluated to the extent to which she meets this goal.

The class and targeted need goals must

- Address one or more state standards (or local standards where state standards do not apply) covered by the teacher for that class, course or program
- Reflect the identified student needs
- Be specific and measurable
- Be based on available baseline student learning data

The class and targeted need goals are designed to measure a teacher's direct impact on the achievement of groups of students within the classroom and the classroom as a whole.

Shared Performance Goal: a student outcome goal for the *whole student population* (such as all students in a school or program). This goal is meant to directly align with school-wide goals developed by the leadership team and principal of a building. The shared performance goal must

- Support one or more state standards including common core standards or college-career readiness standards
- Reflect student needs
- Be specific and measurable
- Be based on available baseline student data

This must be a student-outcome goal (i.e. our graduation rates will increase from x to y or our school performance on the MCA will increase from x to y), and may not be a teacher-outcome goal (i.e. teachers will begin implementing RTI).

An individual teacher's impact on school-wide performance is difficult to assess but the inclusion of a shared performance goal addresses the variety of teaching assignments by using a measure for which schools or groups of teachers share responsibility. Greater collaboration is expected as teachers work together to improve school-wide results.

High-Quality Student Learning Goals

High-quality student learning goals must state which students are included in the learning goal, the standards assessed, how growth will be measured over what time period, and why that level of growth should be expected of those students. High-quality SLGs include the following:

- **The student population or student subgroup included.** Every student should be covered by at least one goal to ensure that no group of students is overlooked.
- **The standards the goal addresses.** Goals should link to specific state standard(s) for the grade or content area. If state standards are not available for a teacher's grade or content area, then national or professional standards must be used.

- **The assessment(s) used.** The goal should include assessments both to track student progress and make midcourse corrections (formative), and to indicate if the goal was achieved or to what extent the goal was achieved (summative). Guidance for choosing and approving assessments are provided to ensure that all teachers utilize assessments that to the greatest extent possible
 - Are aligned to content standards
 - Assess student growth across a wide range of performance levels
 - Are valid, reliable, and specific
 - Capture proficiency as well as true mastery of skills, including higher-order thinking skills
 - Provide data that can, as much as possible, be attributed directly to teacher efforts
 - Include the potential for accommodations and modifications when appropriate
- **The period of time covered by the goal.** The goal should note the period of instruction used to meet the goal (i.e., quarter, semester, entire year); this period of instruction would typically be the length of the course or time with the group of learners. Depending on the length of the instruction period, a teacher also should include time frames for mid-year assessments of progress so that he can adjust instruction or, in some cases, modify goals as needed.
- **The expected student growth within that period.** The target for student growth should be realistic yet challenging. It also should include how growth will be measured.
- **The rationale for the expected student growth.** High-quality goals include strong justifications for why the goal is important and achievable for this group of students. Rationales should draw upon baseline assessment data, student outcomes, and curriculum standards.

High-quality student learning goals specify measurable goals that are ambitious, yet attainable. Student learning goals should be broad enough to represent the most important learning or overarching skills, but narrow enough to measure. When possible, learning goals should align with Minnesota Academic Content Standards or the Common Core State Standards (CCSS). If the neither apply to the subject area, teachers should use applicable national or professional standards. Student learning goals should align with and support school and/or district goals and priorities.

This model identifies three student learning goals: class, targeted need, and shared performance. Table 1 shows how each goal meets the requirements of a high-quality student learning goal.

	Class Goal	Targeted Need Goal	Shared Performance Goal
Student Population	Most students for whom a teacher is responsible to deliver instruction or services.	A specific sub-group of students who are traditionally underperforming or struggling, who may need targeted instruction.	The leadership team and principal of a school select the appropriate student population, typically being all students in the school.

	Class Goal	Targeted Need Goal	Shared Performance Goal
Standards Addressed	State standards, including CCSS, for which a teacher is responsible. If a grade level or content area does not have state standards, national or professional standards must be used.	Specific standards that a teacher selects based on sub-group needs including: priority standards, college/career-readiness, basic skills, etc.	The leadership team and principal select goals to support student achievement of academic standards or district/building priorities (graduation rate, attendance, etc)
Assessments Used	A teacher must select assessments that have the highest level of confidence and commonality, following the guidelines described below and on Figure 2	A teachers may select any approved assessment to measure progress for the specific group of learners.	The leadership team and principal select the measurement that best aligns with the goal.
Period of Time	The entire academic term, not to exceed one school year, where the teacher works with the students.	The entire academic term, not to exceed one school year, where the teacher works with the specific student group.	The entire academic term, not to exceed one school year. The leadership team and principal will determine the period of time.
Expected Student Growth	A teacher, with the support of PLC or peer reviewer(s), sets a rigorous and realistic growth goal for their students.	A teacher, with the support of PLC or peer reviewer(s), sets a rigorous and realistic growth goal for the targeted students.	The leadership team and principal of a building or district set a rigorous and realistic growth goal for the building or program.
Rationale for Growth	In narrative or reflective form, a teacher offers a rationale for the expected student growth goal they selected.	In narrative or reflective form, a teacher offers a rationale for the expected student growth goal they selected.	In narrative or reflective form, the principal or leadership team offers a rationale for the expected student growth goal they selected.

Table 1: High-Quality Student Learning Goals

Roles in Student Learning Goal Process

Teachers, evaluators and the district all have roles to support the student learning goal process. To effectively measure a teacher's impact on student growth using this process, this section defines the roles and activities.

Teacher

A teacher is responsible for the entire student learning goal process. There are five steps to create effective student learning goals, all of which the teacher is responsible to complete:

1. Choose quality assessments
2. Determine students' starting points
3. Set the student learning goals
4. Track progress and refine instruction
5. Review results and score

To document these steps, the teacher will complete a student learning goal form. This form is due to the peer reviewer(s) and assigned summative evaluator in the fall of each school year.

Results of the student learning goal assessments must be shared annually when the data has become available. A teacher may meet with an evaluator annually to review the student learning goal data and to discuss next steps.

During a summative evaluation year, a conference between the teacher and the assigned summative evaluator must take place and must include feedback on student learning and achievement including a review of the evidence. A teacher may choose to invite a peer reviewer(s) or members of the PLC to this conference.

Peer Reviewer(s) and/or Professional Learning Community (PLC)

Peers – whether a peer reviewer(s) or as part of a PLC – play an important role in the student learning goal process. Emerging practices in this area suggest that teachers who collaboratively develop student learning goals have higher levels of impact on student achievement.

Especially in subject areas where there are no state or district pre-approved assessments, peer groups must collaborate to develop assessments for evaluator approval. For the class goal, peers who teach the same content or grade-level subjects must choose assessments that have the highest degree of confidence (they will reliably and validly measure the standards) and commonality (they are used across more-than-one classroom). Therefore, if two or more teachers have eighth-grade science, they must use a common assessment for their class learning goal.

While peers do not create or authorize student learning goals, they are critical to the successful implementation of the process. Peers may be invited to participate in an annual conference between teacher and evaluator to discuss the student learning goal process and results.

Summative Evaluator

Each teacher will have an assigned summative evaluator who

- Reviews the results of student learning goals annually
- Assigns a component rating for student learning and achievement

In order to ensure that the process is implemented with fidelity and that a teacher receives regular feedback on the student achievement results, all summative evaluators play an active role in reviewing and approving student learning goals.

Any summative evaluator may complete the following tasks

- Approve the student learning goals annually
- Provide specific, timely, written feedback to a teacher within two weeks if the learning goal does not meet expectations
- Approve quality assessments and mastery scores, if a pre-approved assessment is not available
- Confer with a teacher and/or the teacher's peers/PLC to set common goals using common assessments

A teacher's assigned summative evaluator determines the component rating for the teacher using the evidence generated from the SLG process. This component rating is reported on the summative evaluation form and is 35% of a teacher's summative evaluation.

District

In order to support the student learning goals process, the district should develop protocols for pre-approving assessments and establishing mastery scores. By pre-approving assessments, the district supports the work of summative evaluators and teachers by ensuring the confidence and commonality of the assessments.

Shared Performance Goal

The shared performance goal acknowledges that all educators have an impact on the conditions for learning and contribute to student achievement in their school or program. Many schools already set continuous improvement goals and monitor achievement. The shared performance goal is meant to directly align with that existing work.

Several frameworks exist for developing school improvement goals, generally including the following steps

1. Assess needs
2. Use data to develop goals
3. Develop the plan
4. Implement the plan
5. Monitor and evaluate

The collaboration, growth and evaluation model was not developed to overwrite existing practices in school improvement planning. A district or school that already has a rich practice in school improvement may wish to continue that practice. A district or school that does not have a current practice or that is not reaching desired outcomes is encouraged to seek out a framework that works for them.

The shared performance goal process must include the following steps:

1. Examine baseline data to determine improvement needs
2. Determine which measure best aligns with building improvement priorities.
3. Set the shared performance goal
4. Share the goal with staff
5. Monitor and evaluate

Start with the leadership examining baseline data which should inform a school's improvement priorities. Baseline data could be grade level or building testing data, attendance, graduation rate, achievement gap, or other relevant student data. The key is that this is a measure of student, not adult, outcomes.

Next, leadership must decide how to measure growth in the specific area of need. For example, if the area of need is in math performance, then the measure might be the MCA test or NWEA MAP. If leadership believes that spotty attendance is the root cause of student achievement concerns, then an appropriate measure would be attendance rates.

With the baseline data in mind and the appropriate measure selected, leadership can then set a shared performance goal. Figure 1 offers two examples of possible shared performance goals.

Twinsville Elementary will improve overall performance on the math MCA from a rating of 61% proficient to 64% proficient on this year's exam.

or

Twinsville Elementary will increase average daily attendance from a present rate of 83% to a rate of 87% by the end of the year.

Figure 1

The leadership team must select a measurement that best aligns with the goal they set. Many schools set goals to support student achievement on state accountability tests, such as the MCA. If the leadership team chooses a shared performance goal measured by an assessment that has value-added data available, then they may use the value-added measure for this model. A district and the exclusive representative of teachers opting to use this evaluation model must agree to use the available value-added measure in order to use it for shared performance goals.

In order to fully realize the intent of the shared performance goal, leadership must publish the goal to the teaching staff. Additionally, leaders should offer a way(s) for teachers – in groups such as PLCs or as individuals – to impact the achievement of the shared performance goal. That is, what action steps, interventions or policies does the leadership suggest to reach the goal, and what actions would teachers suggest and commit to doing? Since teachers are in the classrooms and working with students daily, the success or failure of any school improvement plan rests largely with the teaching staff.

The leadership team and principal monitors progress throughout the year and, when the data is ready, evaluates the shared performance goal. Since school improvement goals can be based on a variety of measures, a specific rubric detailing numeric levels of achievement is not provided. Instead, leadership must compare the data to the stated goal to determine whether or not that goal was achieved. Finally, leadership would use Rubric 1: Shared Performance Goal to determine the teachers' rating for the shared performance goal.

	Exemplary	Effective	Development Needed	Unsatisfactory
Shared Performance Goal	The school has surpassed expectations described in the shared performance goal and/or demonstrated outstanding impact on student learning	The school has met the expectation described in the performance goal and/or has demonstrated considerable impact on student learning	The school has not fully met the expectation described in the performance goal, but has still demonstrated some impact on student learning	The school has not met the expectation described in the performance goal and has demonstrated an insufficient impact on student learning

Rubric 1: Shared Performance Goal

The Student Learning Goal Process

There are five steps to create effective student learning goals:

1. Choose quality assessments
2. Determine students' starting points
3. Set the student learning goals
4. Track progress and refine instruction
5. Review results and score

Over time, teachers, peers and evaluators will become better at choosing or developing quality assessments, establishing starting points, setting rigorous growth goals for their students, and using progress monitoring and data from the assessments to improve practice and student learning. A certain learning curve is acknowledged and expected in the creation and application of student learning goals process.

Choose Quality Assessments

Assessments are central to measuring student learning and evaluating the attainment of goals a teacher sets for students. The extent to which students have met targets set for their learning is determined by their performance on an end-of-learning assessment. Choosing a quality assessment is an important step. For use in this model, educators must be **confident** that chosen assessments

- Are aligned to content standards
- Assess student growth across a wide range of performance levels
- Are valid, reliable, and specific
- Capture true mastery of skills, including higher-order thinking skills
- Provide data that can, as much as possible, be attributed directly to teacher efforts, and
- Include the potential for accommodations and modifications when appropriate.

It is also important that those who teach the same course use a **common assessment** whenever available. Common assessments are measures of student learning that are consistent from one teacher to the next in a particular grade or content area and based on commonly defined and agreed upon criteria. Assessments that have a highest degree of commonality include standardized tests, such as MCA or NWEA MAP. Common assessments used in multiple classrooms in multiple schools in a district are at the next tier of commonality, followed by assessments used in multiple classrooms in a single school. Finally, an assessment used in only one classroom has the lowest degree of commonality.

Whenever possible, teachers should collaborate to identify a pre-approved common assessment or develop a common assessment for evaluator approval. A teacher's Professional Learning Community (PLC) or peer reviewer(s) must play a role in the selection or development of assessments to be used in the student learning goal process. This ensures consistency and provides an opportunity to collaborate to improve student learning.

There are a variety of rigorous and appropriate assessment formats for use in the student learning goal process, including: pre- and post-tests, end-of-course exams, essays, projects, portfolios of student work, performance tasks, and research papers.

For the class goal, teachers must select the assessment that has the highest level of **confidence** (standards-alignment, range of performance levels, valid, reliable, specific) and **commonality** (used across multiple classrooms). For the targeted need goal, teachers may choose any approved assessment. See Figure 2 for a ranking of assessments with high confidence and commonality.

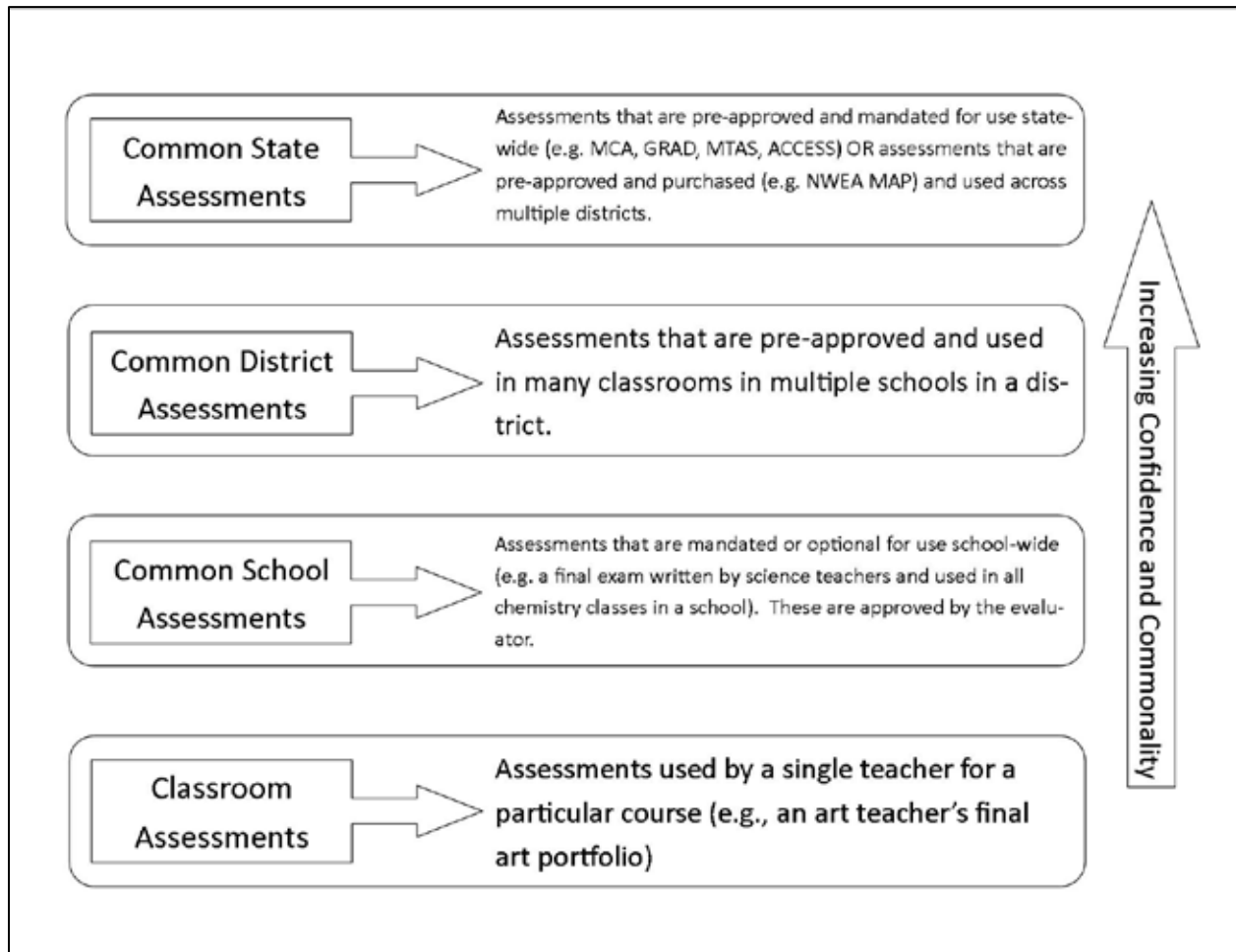


Figure 2: Assessment Confidence and Commonality

Figure 2 illustrates that common state assessments are at the highest level of confidence and commonality. Therefore, should a common state assessment cover a teacher's subject area standards, then that must be used for the class goal. Common state assessments include MCA, GRAD, MTAS, and may include other state pre-approved assessments such as NWEA MAP.

If there is a common district assessment that aligns to a teacher's standards and is pre-approved by the district for use in multiple schools, then teachers must use that assessment.

For example, all second graders in a district who take a common, district or state pre-approved math assessment, the second grade teaching staff must use that assessment.

Schools may have common assessments if multiple teachers are responsible for the same grade level and content area, in which case those teachers would use a common assessment. For example, ninth grade history students may have a common, approved school assessment in one high school, but another high school in the district uses a different assessment. This is a common school assessment.

Finally, if a teacher is the only person responsible for that particular grade level and/or content area, and no state, district or school assessment exists, then that teacher must use a classroom assessment.

A teacher who has multiple courses (preps) should select the course(s) that represents either a) the largest group of students or b) the most critical group to address for the student learning goals process. That is, a teacher who has four sections of American History 10 and one section of Psychology should select the American History course for the student learning goals process. Some teachers have multiple content standards to meet, such as elementary generalists. For the student learning goals, these teachers should select the content area that presents the greatest need for the student population, frequently in literacy or math.

The assigned evaluator must confirm with a teacher which content standards are a priority to measure using the student learning goals process.

Assessment Approval

In order to increase the confidence educators have in the instrument, the assessment selected must be at the highest level of alignment, rigor, and format. The types of available assessments will vary by districts, so teachers (with their evaluators) are required to select the assessment which ranks highest in Figure 2 for their class learning goals.

Teachers in the same school will often have different types of assessments available for specific learning goals. All assessments must be high quality, so assessments must be rigorously reviewed, evaluated, and approved. As outlined in Figure 2, some assessments are pre-approved at the district or state level. In other cases an individual evaluator must judge the quality of an assessment.

As part of an approval process, it is also important that a teacher and an evaluator agree on mastery scores that students must have to demonstrate partial or complete mastery on that assessment. These mastery and partial mastery scores must be established during the approval process.

State Pre-Approved Assessments

The Minnesota Department of Education (MDE) will pre-approve assessments for use in this model. MDE will use the following screening criteria:

- Does the assessment meet standards for reliability? (is the measure consistent)
- Does the assessment meet standards for validity? (is the measure aligned to standards)

- Doe the assessment meet standards for classification accuracy? (can the measure accurately classify students into levels of performance?)

The MDE will publish and continuously review a list of pre-approved assessments in literacy/reading and numeracy/math assessments. That list will be published on the MDE's website and in updated versions of this document. The state pre-approved assessments also include mastery scores for each assessment.

These assessments have been carefully created and reviewed by assessment and education experts, and reflect the necessary alignment, rigor, and format. The quality of these assessments is high, and teachers and schools can confidently use them for student learning goals without further inspection.

District Pre-Approved Assessments

Locally developed common district assessments and commercially available assessments can be pre-approved by the district. It is recommended that teams of district curriculum leaders and teachers develop and complete an approval process. This process should include checks for alignment, rigor and format as well as establish mastery scores.

Once evaluated and approved, a teacher can use these assessments for student learning goals without further approval.

Evaluator-Approved Assessments

When no pre-approved, common state or district assessment exists for a given course or grade level, a school- or classroom-level assessment must be used. In many districts, teachers and curriculum leaders have already created common school assessments, and many teachers regularly use end-of-course assessments of their own making. Although many of these assessments are thoughtfully created, they must be approved by any summative evaluator before they can be used for student learning goals.

Mastery Score

In addition to reviewing assessments for their quality, approving assessments also requires a teacher and an evaluator to agree on the score a student must demonstrate on the assessment to show mastery and partial mastery. Because student learning goals represent a mastery goal based on students' starting points, mastery scores for each assessment must be established.

For state pre-approved assessments, content mastery standards will be set by the MDE. This includes all mandatory state tests, such as MCA or TELL, as well as other commonly used state and off-the-shelf assessments such as NWEA MAP, Dibels, etc...

For evaluator-approved assessments, mastery standards must be established by the teacher and the evaluator. If the assessment is used commonly, then the group of teachers and evaluators should agree on the mastery scores. The mastery score falls somewhere between the passing score and the top score. It represents the score at which a student has mastered the necessary content of the course to be successful at the next level. Typically, a passing score on a teacher-created assessment represents the minimum necessary to move on to the

next class or level, but does not necessarily represent mastery. Conversely, a perfect score represents exceptional content knowledge – students have not only mastered the content but demonstrated a deep level of understanding that is above and beyond mastery. Content mastery is somewhere in between – the exact score depends on the assessment. Teachers and evaluators must use their professional judgment to make this determination. The content mastery score will be the same for any teacher using the same assessment. Locally developed assessments that have been pre-approved for the district must also be develop content mastery standards locally following these same guidelines.

Determine students' starting points

Ensuring that the assessments used for student learning goals are of high-quality helps make certain that a teacher can get an accurate picture of what students know, understand, and can do at the end of a course or school year. Yet, in order to assess the extent to which students' learning progressed over the duration of a year or course, a teacher must also have an accurate picture of where their students began. An important step in the student learning goal process, therefore, is collecting evidence on what students already know and understand, and the types of skills they already possess – in other words, determining their starting points.

Knowing students' starting points allows a teacher to set learning goals that are both ambitious and feasible for the students in his class. Factoring students' starting points into student learning goals enables a teacher and an evaluator to determine the amount of progress students made during the year so that the teacher is evaluated based on promoting growth in his students' academic abilities.

In order to simplify the answer to the question, “What are the starting points of my students?” this process asks a teacher to classify students into one of three levels of preparedness:

- **Low level of preparedness:** Students who have yet to master pre-requisite knowledge or skills needed for this course
- **Medium level of preparedness:** Students who are appropriately prepared to meet the demands of the course
- **High level of preparedness:** Students who start the course having already mastered some key knowledge or skills.

In order to make this determination, a teacher should collect multiple forms of evidence. A teacher must use his professional judgment when deciding which types of information would be helpful in determining students' starting points. Common sources of evidence include

- Results from beginning-of-course (BOC) diagnostic tests or performance tasks, e.g., an opening course assessment
- Results from prior year tests that assess knowledge and skills that are pre-requisites to the current subject/grade
- Results from tests in other subjects, including both teacher- or school-generated tests, and state tests such as MCAs, as long as the test assessed pre-requisite knowledge and skills. For example, a physics teacher may want to examine results of students' prior math assessments

- Students' grades in previous classes, though teachers should make sure they understand the basis for the grades given by students' previous teachers
- Information from student individual education plans, student growth plans, individual learning plans, or other student documentation
- Other documentation including informal conversations with prior year's teachers

A teacher should use as much information as needed to help identify student starting points. It is rare to find a single assessment or previous grade that provides enough information to determine students' starting points. Rather, by using multiple sources of evidence, a teacher forms a more comprehensive picture of the students in his or her class, and is more likely to get close to the students' true starting points.

Set the Student Learning Goals

After a teacher and evaluator have agreed upon an assessment on which to base a student learning goal, established the mastery scores on the assessment, and documented the starting points of the students in the class, the next step is to combine this information to define the class and targeted need goals. The class and targeted need goals complement each other. Whereas the former focuses on the learning of all students, the later helps a teacher support those students who need it most and focus on the type of content they most need. An evaluator reviews and approves both goals in the beginning of each school year.

Class Student Learning Goal

A teacher's class goal is based on students' starting point in the standards for the course. To write the class goal, a teacher must, after accounting for student starting points, determine the number of students in his or her class who will achieve partial mastery or mastery.

Note that this is not the individual students who will meet standards; rather, the number of students who will achieve levels of mastery.

Ms. Whalen has determined that her students are starting at the following points:

Low level of preparedness = 10 students (40% of the class)

Medium level of preparedness = 10 students (40% of the class)

High level of preparedness = 5 students (20% of the class)

Next, considering where her students are starting the year, Ms. Whalen writes a goal based on how many students will grow to achieve certain levels of mastery.

"To be rated effective, students will achieve the following results on the approved assessment"

2 students (or 8%) will not achieve mastery

11 students (or 44%) will achieve partial mastery

12 students (or 48%) will achieve mastery

"My rationale for this goal is..."

Figure 3

In Figure 3, Ms. Whalen set a goal for student achievement on the end-of-term assessment that acknowledges where students started and how much they are expected to grow over the academic term. Additionally, a quality student learning goal includes a rationale statement, explaining how Ms. Whalen arrived at the goal she set.

A teacher must use professional judgment when determining his or her class goal based on the starting points of their students and their growth toward mastery. As a teacher sets the class student learning goal, the following guidelines are suggested

- To be considered **Exemplary**, all students starting in the high and medium levels of preparedness achieve content mastery. Most of the students in the low level achieve at least partial mastery
- To be considered **Effective**, all students starting in the high level and almost all students starting in the medium level achieve mastery. Many students starting in the low level achieve at least partial mastery
- To be considered **Development Needed**, all students starting in the high level of preparedness achieve mastery. Some students in the medium levels of preparedness achieve mastery, and few students starting in the low level achieve at least partial mastery
- To be considered **Unsatisfactory**, some students starting in the high level of preparedness do not achieve mastery, some students starting in the medium level of preparedness do not achieve at least partial mastery, and/or many students starting in the low level of preparedness do not achieve at least partial mastery

Using these guidelines, a teacher sets a class goal naming the specific number of students who will achieve partial mastery or mastery on the chosen assessment. The evaluator considers these guidelines when she approves the goal, stating that the goal is rigorous and achievable for the student population and the interval of instruction.

The Student Learning Goal form is used by the teacher to define the assessment, mastery standard, student starting points, and learning goal. An evaluator approves all of these items by signing the form.

Targeted Need Goal

A teacher's targeted need goal is a growth goal for students beginning the class at a low level of preparedness that covers targeted content standards. The targeted need goal has two purposes:

- 1) It allows a teacher to focus on those students who need to make the most growth. By targeting specific students who begin at a low level of preparedness, a teacher, school and district can help these students make the type of learning progress needed so that they finish the course and/or begin the next course at a satisfactory level of preparedness.
- 2) It allows a teacher to focus on the subset of content standards and set a goal that best meets the specific learning needs of students of the targeted population and provides the teacher with the flexibility to choose the most appropriate assessment measure.

Unlike the class goal, teachers may set their targeted need goal around any pre-approved or evaluator-approved assessment best-suited to measure the goal. A teacher makes this decision for the targeted population and subset of content standards where the goal is based.

A teacher must answer the following questions before setting the targeted need goal:

- 1) *What is the target population?* A teacher should target students that begin the course at a low level of preparedness or who are traditionally underperforming. If no student begins the course at this level, then the teacher may target a different subset of students (e.g., perhaps those students starting at the high level of preparedness who need differentiation of rigor)
- 2) *What are the targeted state standards* (or national/professional standards only when state standards are not articulated)? A teacher focuses on a few key content standards most needed by the student population to master content.
- 3) *Which assessment best assesses the targeted population and/or content standards?* The teacher may choose any approved assessment, which may or may not be the same assessment used for the class goal and may or may not be used commonly.

After answering the above three questions, a teacher should draft a single goal for the targeted population and content standard(s).

The targeted need goal should be both a rigorous and feasible goal for targeted students. This goal should be appropriate for the incoming level of these students and should be attainable with hard work by almost all of the students in question. If it seems like only half or fewer of the targeted group is likely to achieve the goal, then this is not an appropriate targeted need goal. Consider setting a more achievable goal OR consider setting a tiered goal (x students will achieve... and y students will achieve...). If the class includes students in the low level of preparedness with greatly varying needs, a tiered goal may be the best type of targeted need goal.

For Example:

Mr. Winfield has five students who, at the beginning of the year, are unable to meet an important prerequisite standard for successful completion of the course or grade level. If the students do not reach mastery within this standard, they will have great difficulty meeting the demands of this and future courses.

He chooses an assessment that best aligns with the standard(s) the targeted students must meet in order to meet the demands of this and future courses and grade levels. Then, he writes his goal and his rationale:

“To be rated effective, three of the targeted students will achieve partial mastery and 1 will achieve mastery. I believe this is an appropriate goal because...”

Figure 4

In his Figure 4, Mr. Winfield explains why this particular standard and assessment was selected for this particular group of students. Moreover, he describes what it will take for these students to achieve this goal, ensuring that the goal is both rigorous and feasible.

Again, the Student Learning Goal form is used by the teacher to define the assessment, mastery standard, student starting points, and learning goal. The evaluator approves all of these items by signing the form.

Track Progress and Refine Instruction

Throughout the course, the teacher should regularly check progress on student performance. This could be a formal process with a teacher's PLC, peer coach, or evaluator, or it could include informal check-ins and reflections.

Tracking progress also provides opportunities for teachers to share feedback with students and families. FAST feedback (Frequent, Accurate, Specific and Timely) is one of the most effective ways that teachers help students learn and grow.

This model does not define specific activities for this step, assuming that a teacher knows best how to use formative assessments for learning. While this step is not documented in the student learning goal process, it is the one where teachers spend the majority of their time.

Review Assessment Results and Score

When data from the identified assessments become available, teachers compile results of the assessment(s) used for the class and targeted need goals and may discuss these results with their PLC, their peer reviewer(s), and their summative evaluator.

A teacher uses the Student Learning Goal form to enter the number of students who did not achieve mastery, who achieved partial mastery, and who achieve mastery on the chosen assessment. This form is submitted to the summative evaluator annually for review and annual scoring of the class and targeted need goal.

The summative evaluator determines a performance rating for each goal using the guidelines in Rubric 2.

	Exemplary	Effective	Development Needed	Unsatisfactory
Class and Targeted Need Goal	The teacher has surpassed expectations described in the SLG and/or demonstrated an outstanding impact on student learning	The teacher has met the expectation described in the SLG and/or has demonstrated a considerable impact on student learning	The teacher has not fully met the expectation described in the SLG, but has still demonstrated some impact on student learning	The teacher has not met the expectation described in the SLG and has demonstrated an insufficient impact on student learning.

Rubric 2: Class and Targeted Need Goal

Teacher Groups and Goal Weights

Teachers have a variety of job assignments that have to do with grade level, subject area, and role. A math teacher, an art teacher, and a guidance counselor all impact student learning and achievement, but the measurements of that impact are unique. Therefore, this evaluation model assigns teachers into one of three groups (see Figure 5).

Group 1: A teacher who spends 100% of her day in a tested subject where value-added data are available. (example: a 7th grade math teacher)

Group 2: A teacher who spends any portion of her day in a tested subject and another portion of his or her day in a non-tested subject. (example: an elementary teacher generalist)

Group 3: A teacher who spends 100% of her day in a non-tested subject where value-added data are not available. (example: a K-12 art teacher)

Figure 5

A numeric, weighted method is used to determine an annual component rating for student learning and achievement. The weighting of different measures depends on the assigned teacher group. (See Figure 6)

Group 1 Teachers

Results of the shared performance goal = 5%

Results of value-added data = 30%

Group 2 Teachers

Results of the shared performance goal = 5%

Results of value-added data = 20%

Results of student learning goal = 10%

Group 3 Teachers

Results of the shared performance goal = 5%

Results of class student learning goal = 20%

Results of targeted need student learning goal = 10%

Figure 6

While all teachers are encouraged to use student learning goals, a teacher in groups 2 and 3 will write student learning goals to support the evaluation of the student learning and achievement component. The weights of each of the goals are outlined in Figure 6.

The assigned summative evaluator enters the rating scores for each student learning goal annually on the Student Learning Goal form. Though the student learning and achievement component is derived through numeric, weighted methods, the summative evaluator must decide if the student performance on the chosen assessment does not meet, partially meets, meets or exceeds the agreed-upon goal. Sometimes, the evidence from the assessment clearly aligns to the goal and the rubric (see Rubric 3), in which case a performance rating for each goal is made by the assigned summative evaluator.

However, there are times when the assessment data shows mixed results compared to the agreed-upon goal. That is, if the approved goal stated that 50% of students will achieve mastery, 40% partial mastery and 10% non-mastery and the results of the assessment showed 60% of students mastered the subject (exceeding the goal) and 20% did not master the material (not meeting the goal), the assigned summative evaluator has mixed results to review. While the evaluator still must determine the rating for the teacher using this evidence and the rubrics, the evaluator may consider additional evidence, including the changes in student population through the year, additional graded student assignments, classwork, or other student work products in order to support the ratings for individual goals.

Summative Evaluation and Component Rating

For a summative evaluation, a conference between teacher and the assigned summative evaluator must take place and should include a discussion around the student learning goals. In a majority of cases, this conversation will take place at the end of the summative year. However, some of the data from end-of-course assessments will not be available until the summer, thus postponing the timeline for discussion of student learning goals results until the following fall.

After the completion of the student learning goal process for that year, the assigned summative evaluator and teacher should meet and offer reflections and feedback on the work. A teacher may elect to invite his peer reviewer(s) to this meeting, though that is not required per personnel data privacy.

During this conference, the evaluator and teacher review the evidence of teacher impact on student growth through the student learning goal process and results from the entire professional review cycle which may include up to three years of data. A teacher may choose to offer additional reflections on the data, interventions attempted, and results of the self-scored rubrics. This is also a time for an evaluator to offer feedback, suggestions and other observations in order to influence the growth of the teacher.

Rubric 3 is used annually to determine scores for the teacher in each of the three goals, where applicable.

	Exemplary	Effective	Development Needed	Unsatisfactory
Class and Targeted Need Goal	The teacher has surpassed expectations described in the student learning goal and/or demonstrated an outstanding impact on student learning	The teacher has met the expectation described in the learning goal and/or has demonstrated a considerable impact on student learning	The teacher has not fully met the expectation described in the learning goal, but has still demonstrated some impact on student learning	The teacher has not met the expectation described in the learning goal or has demonstrated an insufficient impact on student learning.
Shared	The school has	The school has	The school has	The school has

	Exemplary	Effective	Development Needed	Unsatisfactory
Performance Goal	surpassed expectations described in the shared performance goal and/or demonstrated outstanding impact on student learning	met the expectation described in the performance goal and/or has demonstrated considerable impact on student learning	not fully met the expectation described in the performance goal, but has still demonstrated some impact on student learning	not met the expectation described in the performance goal or has demonstrated an insufficient impact on student learning

Rubric 3: Student Learning Goals

During a summative evaluation, the assigned summative evaluator may have one to three years of student learning and achievement component ratings to synthesize into one component rating. The assigned evaluator will synthesize the multiple years of ratings by averaging the years together to determine a final component rating.

Timeline and Checklist

Prior to the Start of School

Select Quality Assessments

- Schools consider assessment needs
- Districts pre-approve assessments and mastery scores
- A teacher and an evaluator review and approve assessments and mastery scores created at the school or classroom level and establish content mastery scores.

Sept-Oct

Student Starting Points and Write Student Learning Objectives

- A teacher collects evidence to define students' starting points and set a class goal
- A teacher assesses the needs of target population and chooses appropriate content and assessment for targeted need goal
- An evaluator approves both goals
- The leadership team and principal establish building goals as well as the shared performance goal for use in the student learning goal process

Nov-April

Track Progress and Refine Instruction

- A teacher and an evaluator discuss formative evidence of student learning and progress towards goals

- An evaluator establishes ways to support a teacher's efforts to promote student learning

May-Sept

Review Results and Score

- A teacher and an assigned summative evaluator reviews evidence and scores the class and targeted need goals
- The leadership team and principal review evidence and score shared performance goals
- An assigned summative evaluator incorporates final student learning goal scores into summative performance rating

Directions: Student Learning Goal Form

Refer to the student learning goal handbook for descriptions about the process and definitions of the terms used on this form.

Setting the Student Learning Goals (Completed by the teacher)

The forms for these two goals are similar in design, even if the goals have unique purposes. These directions are meant to guide the completion of the form. The handbook elaborates on the intents and processes for each goal.

Student Population: Describe the students to whom this goal applies.

The class goal is focused on most if not all of the students for whom a teacher is delivering content. A teachers who has multiple courses (preps) should select the course(s) that represents either a) the largest group of students or b) the most critical group to address. Examples include: all US history students, all visual art students, all fourth grade music students, all caseload students, etc.

The targeted need goal is focused on a specific subgroup of students who enter class at a low level of preparedness for the course content, materials or skills. A teacher may select all students at low level of preparedness or specific students within this group for this goal. This targeted population should share a common need to be addressed through focused instruction and a specific assessment.

Standards Addressed: Name the specific content or common core standards the teacher is addressing with this goal. Use both the title of the standard and the reference number. Examples include: The Practice of Science 5.1.1.1.1-4 & 5.1.1.2.1-3, Artistic Foundations 9.1.1.3.1-4, Communicate in Languages Other than English 1.1. The class goal should address several standards; however, the targeted need goal should address the content and/or skill that is most important for the population to be prepared for the course and/or grade level.

Interval of Instruction: Enter the amount of time that the teacher will be responsible for delivery of content before the assessment is administered. In many cases, this is the entire school year, though it could be a quarter, trimester or semester of instruction. For example: first semester of 2014-15 school year, 7 months between NWEA MAP fall and spring tests, entire school year, etc.

Assessment(s) Used: The assessments used to measure student learning and achievement must a) be approved and b) establish mastery scores.

- Pre-approved or Evaluator-Approved: Check the box that applies to the teacher's assessment
- Mastery Scores: Enter the score (or range of scores) that would delineate among mastery levels on the assessment. For pre-approved assessments, the benchmarking standards are provided. Attach any scoring rubrics or guides to this form for peer/evaluator review

For example: On the attached 5-point performance rubric, a score of 1 represents no mastery, 2 represents partial mastery, and 3 and above represent mastery. Or, on the 50 point end-of-course exam, a score of 30

or below represents no mastery, 31-39 represents partial mastery and 40 and above represents mastery.

Student Starting Points: Using the beginning of course data the teacher has gathered, identify the number of students who are at each level of preparedness for the course content and rigor. The teacher must keep a record of the student names which may be shared with the evaluator but are not required for this form. For the class goal, a teacher enters the number of students who start the course at a low, medium and high level of preparedness. For the targeted need goal, a teacher will describe the amount of growth needed from the targeted student population in order to achieve partial or complete mastery of the targeted standard.

Student Learning Goal: Enter the expected performance of the student population on the end-of-course assessment. Consider the students' starting points and the benchmarking for levels of mastery. **This is the goal by which the teacher is evaluated** in this process. The teacher specifies the number of students who will be at non-mastery, partial mastery and mastery levels of performance on the assessment.

Rationale for Student Learning Goal: This space allows the teacher to explain how the learning goal set for students is based on rigorous expectations for student learning and on student starting points. The teacher may speak directly to the three areas that the evaluator(s) will use to approve the goal: priority of content, quality of evidence, and rigor of goal. The teacher may elaborate on the context of the student population, the rationale behind the benchmark standards (in the case of classroom assessments), previous experiences with student learning goals and how this goal has been adjusted based on those past efforts. Finally, the teacher may mention the degree to which the goal was developed collaboratively, with the teacher's PLC, peer reviewer(s) or other support.

Student Learning Goal Approval (Completed by the evaluator)

EVALUATOR(S) Approval of Objective: An evaluator reviews the learning goal, looking for three key aspects: priority of content, quality of evidence, and rigor of goal. Should the evaluator find something unacceptable, she must provide specific instructions to the teacher for revision of the learning goal and a timeline to revise the goal for review. If the learning goal is acceptable, then the evaluator signs and dates the form.

Signatures and Dates: Following evaluator approval all parties sign and date the document.

The above activities are completed in the fall of each year. Evaluators should clearly articulate when this form is due. This form cannot be completed until student starting points are established, so evaluators must allow room for teachers to complete that activity prior to writing a goal.

Results of Student Learning Goals (Completed by the teacher)

The following activities are completed after the assessment has been administered and scored.

Results: The teacher records the results of the assessments by entering the number of students who had not mastered the content, had partially mastered the content, and had mastered the content as measured by the chosen assessment for each goal.

Reflection: The teacher reflects on the results of the assessments and goals, offers context to what the scores may mean, considers possible changes to practice as a result of this data, and/or comments on instructional activities that contributed to these results. The intent here is to create space for a teacher to be a reflective practitioner and to use assessment data to inform future teacher practice.

Teachers are also prompted to state any changes to the student population during the interval of instruction. This information helps the evaluator(s) contextualize the original goal and the results of the assessment.

Scoring (Completed by the evaluator)

Assigned EVALUATOR(S) Scoring: Using the stated and approved learning goals, the results of the assessments, and the rubric below, the evaluator rates the teacher for each goal.

Assigned EVALUATOR(S) Feedback: The evaluator uses this space to give feedback to the teacher.

Student Learning Goals Documentation

Teacher: 6T

School: 6T

Grade/Subject Area: 6T

Peer Reviewer(s): 6T

Summative Evaluator: 6T

Setting Student Learning Goals Completed by the Teacher

CLASS GOAL

Student Population	6T
Standards Addressed	6T
Interval of Instruction	6T
Approved Assessment(s)	6T This assessment is: <input type="checkbox"/> Pre-Approved or <input type="checkbox"/> Evaluator Approved
Approved Mastery Scores	Mastery—6T Partial Mastery—6T

Student Starting Points	Low level of prep: Number of students = 6T Percent of students = 6T	Medium level of prep: Number of students = 6T Percent of students = 6T	High level of prep: Number of students = 6T Percent of students = 6T
-------------------------	--	---	---

Class Student Learning Goal

To be rated effective, students will achieve the following results on the approved assessment and mastery scores:

Class Student Learning Goal	Non-Mastery Number of students = 6T Percent of students = 6T	Partial Mastery Number of students = 6T Percent of students = 6T	Mastery Number of students = 6T Percent of students = 6T
-----------------------------	---	---	---

Rationale for Class SLG:	6T
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TARGETED NEED GOAL

Target Population	6T
Targeted Standards	6T
Interval of Instruction	6T
Approved Assessment(s)	6T This assessment is: <input type="checkbox"/> Pre-Approved or <input type="checkbox"/> Evaluator Approved
Approved Mastery Scores	Mastery— Partial Mastery—

Targeted Need Student Learning Goal

To be rated effective, targeted students will achieve the following results on the approved assessment and mastery scores.

Targeted Need Student Learning Goal	Non-Mastery Number of students = 6T Percent of students = 6T	Partial Mastery Number of students = 6T Percent of students = 6T	Mastery Number of students = 6T Percent of students = 6T
-------------------------------------	--	--	--

Rationale for Targeted Need SLG	6T
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Student Learning Goal Approval

Completed by the Summative Evaluator

Approval of Student Learning Goals

Class Goal

Priority of Content	<input type="checkbox"/> Acceptable	<input type="checkbox"/> Unacceptable
Quality of Assessment	<input type="checkbox"/> Acceptable	<input type="checkbox"/> Unacceptable
Rigor of Goal	<input type="checkbox"/> Acceptable	<input type="checkbox"/> Unacceptable

Evaluator Feedback: 6T

Targeted Need Goal

Priority of Content	<input type="checkbox"/> Acceptable	<input type="checkbox"/> Unacceptable
Quality of Assessment	<input type="checkbox"/> Acceptable	<input type="checkbox"/> Unacceptable
Rigor of Goal	<input type="checkbox"/> Acceptable	<input type="checkbox"/> Unacceptable

Evaluator Feedback: 6T

The teacher and summative evaluator will sign the Student Learning Goals documentation to indicate that the class and targeted need goals have been reviewed and agreed to.

Teacher: _____

Date: _____

Evaluator: _____

Date: _____

AFTER TRACKING PROGRESS AND REFINING INSTRUCTION:

Results of Student Learning Goals

Completed by the Teacher

CLASS GOAL

Students achieved the following results on the approved assessment and mastery scores:

Results	Non-Mastery Number of students = 6T Percent of students = 6T	Partial Mastery Number of students = 6T Percent of students = 6T	Mastery Number of students = 6T Percent of students = 6T
---------	--	--	--

Reflection:	6T
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TARGETED NEED GOAL

Targeted students achieved the following results on the approved assessment and mastery scores

Results	Non-Mastery Number of students = 6T Percent of students = 6T	Partial Mastery Number of students = 6T Percent of students = 6T	Mastery Number of students = 6T Percent of students = 6T
---------	--	--	--

Reflection:	6T
-------------	----

Were there any changes to the number of students in your class or significant student attendance issues that should be considered when scoring your class goal and/or targeted need goal?

6T

Scoring

Completed by the Summative Evaluator

<i>Exemplary</i>	<i>Effective</i>	<i>Development Needed</i>	<i>Unsatisfactory</i>
<i>The teacher has surpassed expectations described in the SLG and/or demonstrated an outstanding impact on student learning</i>	<i>The teacher has met the expectation described in the SLG and/or has demonstrated a considerable impact on student learning</i>	<i>The teacher has not fully met the expectation described in the SLG, but has still demonstrated some impact on student learning</i>	<i>The teacher has not met the expectation described in the SLG and has demonstrated an insufficient impact on student learning.</i>

Class Goal:

- Exemplary
- Effective
- Development Needed
- Unsatisfactory

Targeted Need Goal:

- Exemplary
- Effective
- Development Needed
- Unsatisfactory

Evaluator Feedback: 6T

The teacher and summative evaluator will sign the Student Learning Goals documentation to indicate that the results and scoring have been reviewed.

Teacher: _____

Date: _____

Evaluator: _____

Date: _____

Teacher Collaboration, Growth, and Evaluation Model

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Overview

Context

[IN THIS SECTION WE WILL ADD A CALL-OUT PROVIDING GUIDANCE FOR CREATING AND IMPLEMENTING A TEACHER EVALUATION MODEL SO IT IS A DEVELOPMENT MODEL. GUIDANCE IN THE CALL-OUT WILL BE BASED ON LEARNING FORWARD'S (NSDC'S) STANDARDS.]

Minnesota Statutes §122A.40 and §122A.41 define requirements for teacher evaluation. A school board and an exclusive representative of the teachers must “develop a teacher evaluation and peer review process for probationary and continuing contract teachers through joint agreement.” Districts must begin evaluating teachers in school year 2014-2015.

District teacher evaluation processes must satisfy twelve criteria.

1. Provide the requisite evaluations for probationary teachers
2. Establish a three-year professional review cycle for each teacher that includes an individual growth and development plan, peer review, and at least one summative evaluation by a qualified and trained evaluator
3. Be based on Minnesota's Standards of Effective Practice for Teachers in MN Rule 8710.2000
4. Coordinate staff development activities with the evaluation process and outcomes
5. Perhaps allow school time for coaching and collaboration
6. Perhaps include mentoring and induction programs
7. Allow teachers to present a portfolio demonstrating evidence of reflection and professional growth that includes teachers' own performance assessments
8. Use an agreed-upon teacher value-added model where value-added data are available and use state or local student growth measures where value-added data are unavailable as a basis for 35% of teacher evaluation results
9. Use longitudinal data on student engagement and connection and other student outcome measures aligned with curriculum for which teachers are responsible
10. Require qualified and trained evaluators to perform summative evaluations
11. Give teachers not meeting professional teaching standards the support to improve with established goals and timelines
12. Discipline a teacher who does not adequately improve

The Minnesota Department of Education was tasked with convening a work group to consult with the Commissioner to develop a state model for teacher growth and development. This state model must be used if a district and the local exclusive representative of teachers fail to reach “joint agreement” on an evaluation model. The work group also realized that the state model would serve as an example model for many districts.

The Teacher Evaluation Work Group began work in December 2011 and met at least monthly through 2012. Work group members included teachers, principals, superintendents, parents, higher education partners, and business leaders. The goal of the work group was to create a

state model for the Commissioner that meets statutory requirements. Their self-defined vision is teacher evaluation in Minnesota that

- Embeds support and professional learning throughout the system
- Includes multiple measures of practice and effectiveness
- Is transparent, sustainable, consistent, and sufficiently flexible
- Results in increased student learning and success

A model was approved by the work group in December 2012 and submitted to Commissioner Brenda Cassellius.

State Model

Beginning in school year 2014-2015, districts must have a process to evaluate all teachers. Minnesota Statutes §122A.40 and §122A.41 specify that this process must be jointly agreed to by the exclusive representative of the teachers and districts.

The Collaboration, Growth, and Evaluation model is the state model for teacher evaluation. This model complies with statutory requirements and was developed to be both an example of best practice in the field as well as a model for districts who fail to reach joint agreement with teachers. Districts and exclusive representatives of teachers may develop their own evaluation models, purchase commercially available models, adopt the state model, or modify the state model to suit their local needs, so long as their processes comply with statute. According to a survey conducted by the teacher evaluation work group, 55% of Minnesota’s districts intend to use the state evaluation plan or a variation of it.

A “joint agreement” is between the exclusive representative of teachers and the school district. As with any “agreement” the two parties will need to come to a mutual arrangement about how to handle the teacher evaluation model and implementation. If the two parties cannot come to an arrangement, they must use the Collaboration, Growth, and Evaluation model outlined in this handbook by default.

Timeline for Model Development and Implementation

Year	Activities
School Year 2011-2012	Model research and development
School Year 2012-2013	Model research and development Model approval by work group and Commissioner Model publication Pilot and implementation planning
School Year 2013-2014	Model pilot Model revision based on pilot and further development of components Implementation planning Initial training of teachers, summative evaluators, and peer reviewers

Year	Activities
School Year 2014-2015	First year of implementation (<i>No teachers receive summative evaluations.</i>) Continuing professional development for teachers, summative evaluators, and peer reviewers
School Year 2015-2016	Second year of implementation (<i>First 1/3 of teachers receive summative evaluations.</i>) Continuing professional development to support educator evaluation
School Year 2016-2017	Third year of implementation (<i>Second 1/3 of teachers receive summative evaluations.</i>) Continuing professional development to support educator evaluation
School Year 2017-2018	Fourth year of implementation (<i>Final 1/3 of teachers receive summative evaluations. All continuing contract teachers are established on the three-year professional review cycle.</i>) Continuing professional development to support educator evaluation

Districts and exclusive representatives of teachers are strongly encouraged to design models and reach joint agreement well ahead of school year 2014-2015 in order to pilot models and have sufficient implementation planning.

The Teacher Collaboration, Growth, and Evaluation Model

There are three components of the Collaboration, Growth, and Evaluation model, represented by the triangle in the middle of Figure 1. They are teacher practice, student engagement, and student learning and achievement. Figure 1 illustrates the three components and how they relate to one another, to teacher professional development and learning, and to district priorities.

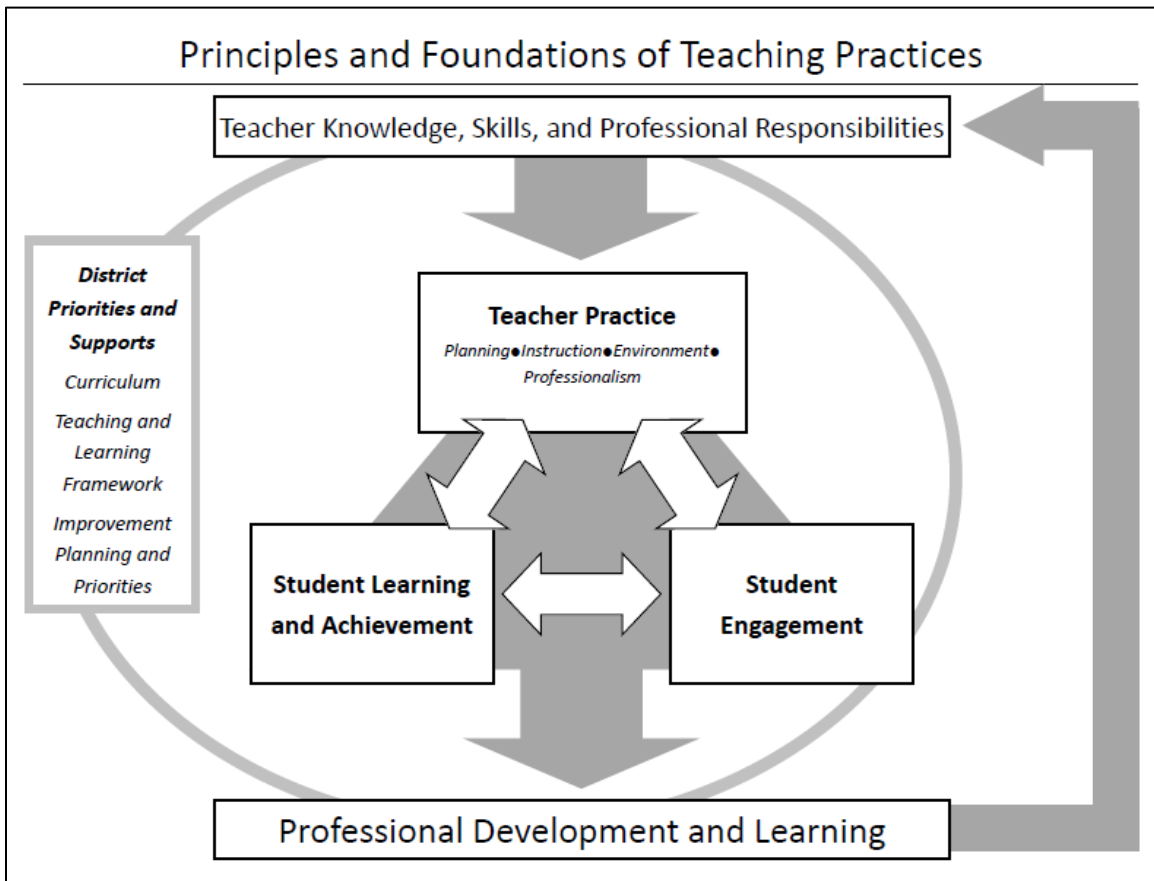


Figure 1: Principles and Foundations of Teaching Practices

A teacher approaches her work with knowledge, skills, and professional responsibilities. Teacher practice is derived from the teacher’s knowledge, skills, and responsibilities. Teacher practice includes planning, instruction, environment and professionalism.

A teacher’s practice has influence on and is influenced by the engagement of students and their learning and achievement. We know that engaged students have greater achievement and vice versa, so there is a mutual relationship between these student outcomes as well.

The triangle formed by teacher practice, student engagement, and student learning and achievement represents a relationship between teacher actions and student outcomes. Teacher practice, student engagement, and student learning and achievement are the major components of this model. Teachers, peers reviewers, and summative evaluators measure teacher practice and student outcomes in order to help teachers improve their craft and to evaluate teacher effectiveness.

What a teacher learns through studies of practices and of students’ outcomes identifies areas to learn and grow and feeds professional learning. Intentional planning and professional growth activities increase the teacher’s knowledge, skills, and professional responsibilities, thus improving her practice and students’ outcomes. All of this growth and evaluation activity happens within a broader framework of district and school priorities and support.

Table 1 defines each of the three model components, identifies model activities used to measure each component, and shows the weighting of each component in a teachers' final performance rating. The definitions, measures, and weights are explained in greater detail in this handbook.

Components of the Collaboration, Growth, and Evaluation Model

Model Component	How is this component defined?	How is this component measured?	How is this component weighted?
Teacher Practice	Defined by 4 domains—planning, instruction, environment, and professionalism—in the Performance Standards for Teacher Practice and each domain's associated indicators and elements.	Using the Performance Standards for Teacher Practice rubric and evidence gathered from <ul style="list-style-type: none"> • Points of Contact • Self-Assessment and Peer Review • Teacher Portfolio (<i>Optional</i>) 	45%
Student Engagement	Defined as an organizing framework for examining a student's commitment to and involvement in learning, which includes academic, behavioral, cognitive and affective components. It is influenced by the context of family, peers, community and school. Within the classroom, teachers can influence student engagement through their relationships with students, and the relevance and rigor of their instruction.	For 15%, using results of a student survey For 5%, using evidence gathered from <ul style="list-style-type: none"> • Points of Contact • Self-Assessment and Peer Review • Teacher Portfolio (<i>Optional</i>) 	20%
Student Learning and Achievement	Defined as student outcomes as measured by the assessments that have the highest levels of confidence and commonality	According to a teacher's teaching assignment, using combinations of <ul style="list-style-type: none"> • Teacher value-added data • Class student learning goal results • Target need student learning goal results • Shared performance goal results 	35%

Table 1: Components of the Collaboration, Growth, and Evaluation Model

In the Collaboration, Growth, and Evaluation Model a teacher engages in a continuous three-year professional review cycle as shown in Figure 2. Each year of the three-year cycle has defined roles, ongoing activities, and a continuous review of student impact data. There is an ongoing series of annual events in which a teacher engages. Self-assessment and peer review at the end of each year inform Individual Growth and Development Plan revisions in years one

and two and connect each year to the previous year in the three-year cycle. At the end of the three-year cycle, the assigned summative evaluator conducts a summative evaluation and determines a final summative performance rating. The summative evaluation informs a new Individual Growth and Development Plan for the next three-year cycle.

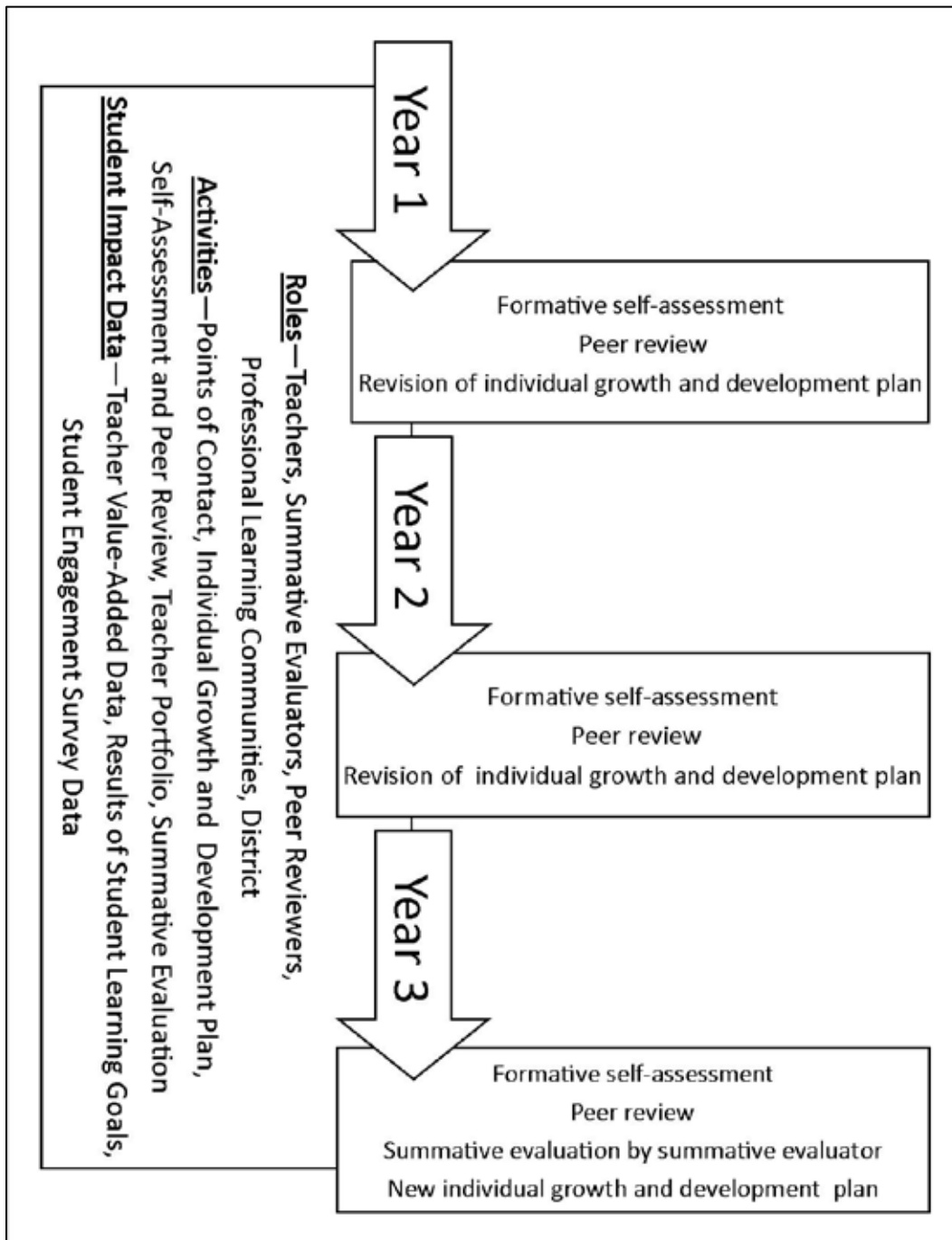


Figure 2: The Three-Year Professional Review Cycle

The roles, activities, and student impact data that span all years of the professional review cycle are outlined further in this handbook.

Performance Level Ratings and Expectations

A teacher receives a summative evaluation at least once in the three-year professional review cycle. The summative evaluation includes feedback for further growth and development and a final performance rating determined by the process on page 44. The following performance ratings are used for the final performance rating:

Performance Rating 4: Exemplary

There is evidence of exceptional performance. The teacher exceeds performance standards and shows leadership, initiative, and the ability to model and mentor colleagues.

Performance Rating 3: Effective

There is evidence of strong performance at a rigorous level. The teacher integrates knowledge, is collaborative, and consistently meets performance standards.

Performance Rating 2: Development Needed

There is limited evidence of satisfactory performance. Development is needed in some performance areas. Improvement is expected.

Performance Rating 1: Unsatisfactory

There is evidence of performance that is consistently below standards. Assistance and significant improvement is required.

It is the expectation that a teacher is effective and continually improves practice. A teacher with a final summative performance rating of “Development Needed” should be supported to improve through a rigorous Individual Growth and Development Plan and through the three-year professional review cycle. A teacher with final summative performance rating of “Unsatisfactory” must be supported through the teacher improvement process on page 48 and potentially disciplined as outlined in Minnesota Statutes §122A.40 and §122A.41 for not making adequate progress to improve.

As shown in Figure 3, the final performance rating is based on evidence from all three model components. Put together, the three components are used to determine a final summative performance rating. Evidence is collected during all years of the three-year professional review cycle for the teacher practice and student engagement components. For the summative evaluation, evidence from the entire cycle is reviewed to determine a rating for each of these two components. A performance rating is determined for each year of the three-year cycle for the student learning and achievement component. For the summative evaluation, the ratings for the three years are averaged together to determine a rating for this component.

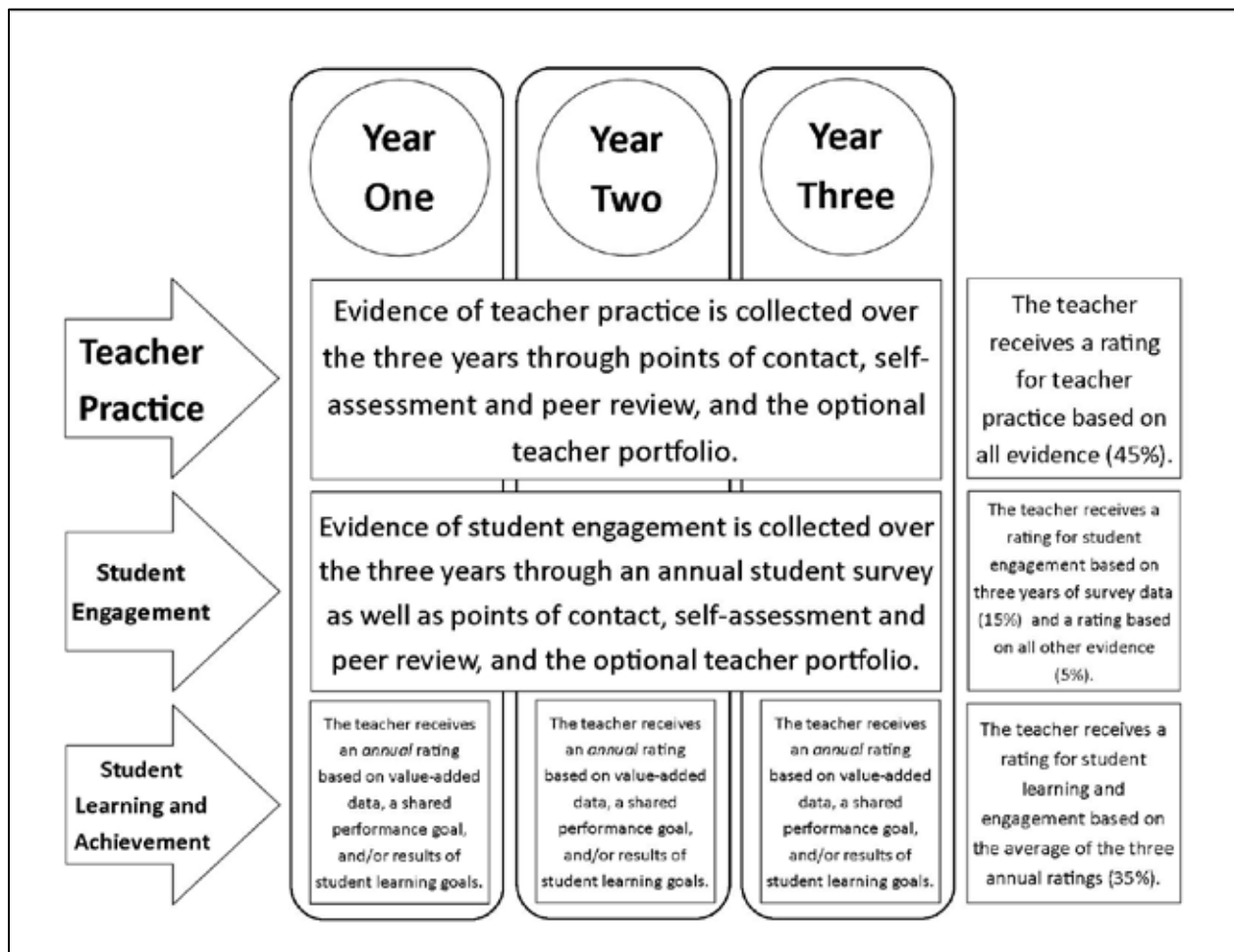


Figure 3: Components of the Final Performance Rating

Detailed processes for determining the ratings for each of the three components and for determining the final performance rating can be found later in the handbook.

Development and Evaluation Activities in the Process

Points of Contact

Points of contact are defined opportunities for a summative evaluator and a peer reviewer(s) to gather evidence for evaluation and to provide feedback to a teacher for growth and development. Every point of contact offers feedback in the areas of teacher practice as well as the impact of those practices on student learning and engagement. Points of contact include classroom observations and other activities that support a teacher's growth and evaluation. Every year of the three-year professional review cycle, a teacher defines multiple points of contact through his Individual Growth and Development Plan.

All points of contact *must* be

- Face to face—Every point of contact must include an in person, two-way conversation at which evidence collected and feedback on teacher practice and student impact is shared

and discussed. Conversations may be formal, lengthy, scheduled conferences or more informal and concise. Conversations must take place within two school days of the point of contact activity.

- Documented—Every point of contact must be documented using a Points of Contact Documentation form. The documentation may be as detailed or as concise as required to reflect evidence collected and feedback on teacher practice and student impact and to summarize the face-to-face conversation. Documentation is completed by a summative evaluator or peer reviewer(s) within two school days and shared with a teacher.
- Grounded in a teacher’s Individual Growth and Development Plan and/or the Performance Standards for Teacher Practice—Point of contact evidence and feedback should inform a teachers’ ongoing implementation of his plan. Documentation should be directly tied to the Performance Standards for Teacher Practice as well as student learning and engagement.

NOTE: As part of the Collaboration, Growth, and Evaluation Model guidelines, an assigned summative evaluator must

- *Annually review a teacher’s Individual Growth and Development Plan*
- *Annually review and approve student learning goals and associated assessments, if applicable*
- *Annually evaluate student learning goals progress and outcomes, if applicable*
- *Annually review the self-assessment and summary of the peer review process*
- *Complete the summative evaluation and assign a summative performance rating at least once every three years*

These activities are not considered points of contact for a summative evaluator.

NOTE: As part of the Collaboration, Growth, and Evaluation Model guidelines, a peer reviewer(s) annually facilitates the self-assessment and summary of the peer review process and documents a summary report. These activities are not considered points of contact for a peer reviewer(s).

Required Points of Contact

Points of Contact are critical activities in both the Individual Growth and Development Plan and the review cycle. As part of the three-year cycle, a summative evaluator or a peer reviewer(s) gathers evidence and offers feedback through multiple required points of contact.

Each year, a teacher defines a minimum number of specific points of contact through which evidence of practice and impact on students is gathered and feedback is offered. A teacher annually defines points of contact through his Individual Growth and Development Plan. Points of contact selected by a teacher define the role of the peer reviewer(s) and should support the focus and goals of the plan. The intent is to have a teacher own his professional growth as well as to require the summative evaluator to offer feedback throughout a teacher’s career.

In addition, there are required points of contact for a summative evaluator during the three-year cycle. These are not defined by a teacher. Some of the assigned summative evaluators’ points of contact are attached to classroom observations. Others include options for collecting evidence and feedback in areas outside the classroom. A summative evaluator must conduct at

least one formal observation cycle in the summative year of a teacher's three-year cycle. A summative evaluator is encouraged to define and conduct additional points of contact activities beyond the required minimums to gather additional evidence and offer additional feedback.

For a *continuing contract/tenured teacher*, the required types of points of contact and *minimum* number of points of contact during the three-year professional review cycle are listed below. In total a summative evaluator conducts a minimum of 11 points of contact for a continuing contract/tenured teacher during the three-year cycle, with 6 being defined by the teacher.

	Minimum Points of Contact with a Summative Evaluator <i>Teacher Defined</i>	Minimum Points of Contact with a Summative Evaluator <i>Required and Summative Evaluator Defined</i>	Minimum Points of Contact with a Peer Reviewer(s) <i>All Teacher Defined</i>
Year One	2	Total of 5 over the Three-Year Cycle	3
Year Two	2		3
Summative Year	2		3
Point of Contact Activities	<p>A teacher may define the minimum number of points of contact with a summative evaluator as...</p> <ul style="list-style-type: none"> • Extended Classroom Observation • Series of Informal Classroom Observations • Planning Conference • Post-Lesson Conference • Curriculum Review • Review of Student Survey Data • Review of Student Learning Data • Professionalism Observation/Conference • Video Lesson Review 	<p>A summative evaluator must conduct points of contact that include...</p> <p>1 Formal Observation Cycle in the Summative Year</p> <hr/> <p>2 points of contact from the following options:</p> <ul style="list-style-type: none"> • Formal Observation Cycle • Series of Informal Classroom Observations <hr/> <p>2 points of contact from the following options:</p> <ul style="list-style-type: none"> • Extended Classroom Observation • Series of Informal Classroom Observations • Planning 	<p>A teacher may define the minimum number of points of contact with a peer reviewer(s) as...</p> <ul style="list-style-type: none"> • Formal Observation Cycle • Extended Classroom Observation • Series of Informal Classroom Observations • Planning Conference • Post-Lesson Conference • Curriculum Review • Review of Student Survey Data • Review of Student Learning Data • Professionalism Observation/Conference • Video Lesson Review

	Minimum Points of Contact with a Summative Evaluator <i>Teacher Defined</i>	Minimum Points of Contact with a Summative Evaluator <i>Required and Summative Evaluator Defined</i>	Minimum Points of Contact with a Peer Reviewer(s) <i>All Teacher Defined</i>
		Conference <ul style="list-style-type: none"> • Post-Lesson Conference • Curriculum Review • Review of Student Survey Data • Review of Student Learning Data • Professionalism Observation/Conference • Video Lesson Review <i>(A summative evaluator is encouraged to choose points of contact from the options in order to collect evidence and offer feedback in all areas of teacher practice.)</i>	

Table 2: Minimum Points of Contact for Continuing Contract/Tenured Teachers

NOTE: A summative evaluator may elect to document additional points of contact during any year of the cycle. A teacher may request additional points of contact but must have the minimum each year.

To support the induction a probationary teachers into the profession or new districts, he has a greater number of formal classroom observations. For a *probationary teacher*, the *minimum* number of annual points of contact is listed below. In total a summative evaluator conducts a minimum of five points of contact annually with a probationary teacher, with two being defined by the teacher.

	Minimum Points of Contact with a Summative Evaluator <i>Teacher Defined</i>	Minimum Points of Contact with a Summative Evaluator <i>Required and Summative Evaluator Defined</i>	Minimum Points of Contact with a Peer Reviewer(s) <i>All Teacher Defined</i>
Number of <i>Annual</i> Points of Contact	2	3	3
Point of Contact	A teacher may define	A summative	A teacher may define

	Minimum Points of Contact with a Summative Evaluator <i>Teacher Defined</i>	Minimum Points of Contact with a Summative Evaluator <i>Required and Summative Evaluator Defined</i>	Minimum Points of Contact with a Peer Reviewer(s) <i>All Teacher Defined</i>
Number of <i>Annual</i> Points of Contact	2	3	3
Activities	<p>the minimum number of points of contact with a summative evaluator as...</p> <ul style="list-style-type: none"> • Extended Classroom Observation • Series of Informal Classroom Observations • Planning Conference • Post-Lesson Conference • Curriculum Review • Review of Student Survey Data • Review of Student Learning Data • Professionalism Observation/Conference • Video Lesson Review 	<p>evaluator must conduct points of contact that include...</p> <p>3 Formal Observation Cycles</p>	<p>the minimum number of points of contact with a peer reviewer(s) as...</p> <ul style="list-style-type: none"> • Formal Observation Cycle • Extended Classroom Observation • Series of Informal Classroom Observations • Planning Conference • Post-Lesson Conference • Curriculum Review • Review of Student Survey Data • Review of Student Learning Data • Professionalism Observation/Conference • Video Lesson Review

Table 3: Minimum Points of Contact for Probationary Teachers

NOTE: A summative evaluator must perform at least one formal observation cycle within the first 90 days of employment.

The minimum points of contact activities have been set to make meeting requirements achievable for summative evaluators and peer reviewer(s). These are minimal standards. Teachers, summative evaluators, and peer reviewers are strongly encouraged to consider additional points of contact, especially classroom observations.

In many instances, a school or district may have multiple summative evaluators working as a team to coordinate and complete points of contact with a teacher. In fact, it is usually preferable that a teacher receive multiple points of contact including multiple classroom observations from multiple observers. Summative evaluators should ensure that their roles and responsibilities are coordinated so that a teacher's points of contact are facilitated in a timely manner, a teacher

receives timely feedback for points of contact, and a teacher has one “assigned” summative evaluator identified on the Individual Growth and Development Plan. The assigned evaluator would be a contact for the teacher and should collect and maintain all documentation generated by points of contact and other activities.

Point of Contact Activities

Defining several activities as points of contact gives a teacher and a summative evaluator flexibility to provide feedback for professional growth and to gather evidence for evaluation in many ways and in many areas specific to the teacher’s needs. An evaluator is required to conduct classroom observations as points of contact, but an evaluator can also conduct other activities as points of contact as long as they are face to face, documented, and grounded in the Performance Standards for Teacher Practice and/or the teacher’s Individual Growth and Development Plan. Each point of contact should be defined as one of the activities in Table 4.

		Primary Domains of Teacher Practice in Which Evidence Is Collected
Formal Observation Cycle	A series of a planning conference, an announced extended classroom observation, and a post-lesson conference as defined below completed consecutively about the same lesson. Though one point of contact, a formal observation cycle includes two face-to-face conversations and single documentation. Since a planning conference would be held as part of a full observation cycle, the extended classroom observation would be announced. <i>Optional Tools—Teacher Planning Questionnaire, Teacher Reflection Questionnaire, Post-Lesson Conferencing Form</i>	Planning, Environment, Instruction, Professionalism
Extended Classroom Observation	A classroom observation that <ul style="list-style-type: none"> • May be announced or unannounced • Covers a full lesson (minimum of 40-45 minutes) • May span 1-2 periods of instruction • Results in evidence collection and feedback in numerous areas of teacher practice and their impacts on student learning and engagement 	Environment, Instruction
Series of Informal Classroom Observations	A series of 3-5 classroom observations that <ul style="list-style-type: none"> • May be announced or unannounced • Do not cover a full lesson (10-20 minutes) • Result in evidence collection and feedback in 1-2 areas of teacher practice (often defined by the teacher’s Individual Growth and Development Plan) and their impacts on student learning and engagement One face-to-face conversation and single documentation cover trends in practice identified from 3-5 observations.	Environment, Instruction

		Primary Domains of Teacher Practice in Which Evidence Is Collected
Planning Conference	A conversation prior to delivery of a lesson to discuss the lesson to be observed and planning practices <i>Optional Tools—Teacher Planning Questionnaire</i>	Planning, Professionalism
Post-Lesson Conference	A reflective conversation that takes place after a lesson has been delivered to students to reflect on practice and plan next steps with students <i>Optional Tools—Teacher Reflection Questionnaire</i>	Professionalism
Curriculum Review	A review of teacher curriculum, unit plans, and/or lesson plans and conversation about curriculum writing or revision, student outcomes and assessments, instructional materials, etc.	Planning
Review Student Survey Data	A review of student survey results (and other evidence of student engagement) and conversation about the impact of teacher practice and student learning on student engagement	Environment
Review of Student Learning Data	A review of student assessment results, teacher value-added data, and/or student learning goal results and conversation about the impact of teacher practice and student engagement on student learning and achievement	Planning, Instruction
Professionalism Observation/Conference	An observation of and/or conversation about <ul style="list-style-type: none"> • Facilitation of a meeting by a teacher • Professional development activities • Teacher leadership • Professional learning community meetings or work • Other elements of practice defined in the Professional Standards for Teacher Practice 	Professionalism
Video Lesson Review	A reflective conversation about a lesson video tape <i>Optional Tools—Teacher Reflection Questionnaire, Post-Lesson Conferencing Form</i>	Environment, Instruction

Table 4: Point of Contact Activities

Individual Growth and Development Plan

An evidence-based Individual Growth and Development Plan is an organized way for a teacher to set and pursue professional growth goals and plan connected learning activities as part of the three-year professional review cycle. The plan connects individual professional learning to the cycle. The Individual Growth and Development Plan is intended to

- Guide individual learning activities and peer review throughout the three-year cycle
- Empower a teacher to plan her own individual professional learning
- Focus individual professional development on outcome-based goals connected to student learning and engagement

The Individual Growth and Development Plan is developed at the beginning of the three-year cycle and revised by a teacher annually. A teacher consults her peer reviewer(s) during development and revision of the plan, and her assigned summative evaluator must approve the plan and revisions annually. Whenever possible, a teacher is encouraged to develop a plan that reflects goals and activities shared by members of her professional learning community so that members can collaborate to implement their plans as much as possible.

As part of plan development, a teacher identifies

- Areas for growth
- At least one professional goal based on the Performance Standards for Teacher Practice for areas for growth
- Activities for professional development, resources needed to meet goals, and evidence that will be used to evaluate goal achievement

In addition, a teacher's peer reviewer(s) is identified in the Individual Growth and Development Plan.

Professional growth goals reflect what a teacher hopes to accomplish professionally and are measured by adult outcomes and actions. Goals also impact student learning and engagement. Goals should be aligned with and support district, school, and Professional Learning Community goals to streamline processes.

In the Individual Growth and Development Plan a teacher also defines annual points of contact with her summative evaluator and peer reviewer(s). During each year, a teacher has a minimum number of specific points of contact through which evidence of practice and impact on students is gathered and feedback is offered. The intent is to have a teacher help define the role of the summative evaluator in her evaluation as well as require the summative evaluator to offer feedback in every year of her career. Points of contact defined for the peer reviewer(s) in the plan clarify the role of the peer reviewer(s). All points of contact should support the focus and goals of the plan.

Throughout each year of the professional review cycle, a teacher, her peer reviewer(s), and her summative evaluator collaborate to implement the activities in Individual Growth and Development Plan and to collect evidence of plan implementation and evidence of the impact on teacher practice and students. The peer reviewer(s) and summative evaluator specifically must facilitate points of contact articulated in the plan to collect evidence and provide feedback. The teacher must continually revisit the plan to ensure that plan activities and goals are having the intended impact on teacher practice and students. The teacher should revise goals and activities as appropriate.

At the end of each year of the three-year professional review cycle, a teacher collaborates with her peers to self-assess and engage in peer reviews of teacher practice and impacts on students. As part of the review process the Individual Growth and Development Plan's implementation and results are discussed. This self-assessment and peer review should inform

annual revisions of the plan between years of the three-year professional review cycle. Other areas to consider when revising the plan are

- Areas of need identified in formative and summative evaluations
- Goals and activities of the teacher's professional learning community
- District and school goals and priorities
- Areas that are important for meeting the needs of students
- The Performance Standards for Teacher Practice

Self-Assessment and Peer Review

In the spring of every year of the three-year professional review cycle, a teacher will complete a self-assessment using the left-hand side of the Self-Assessment and Peer Review form on page 84 based on evidence in each of the three model components. This self-assessment will be shared with a peer reviewer(s) as a prompt for a reflective, coaching conversation about the teacher's current practice, student outcomes, and growth over time. Following this conversation, the peer reviewer(s) will add comments on the self-assessment, share those comments with the teacher, and share the form with the assigned summative evaluator. The teacher may, at his discretion, invite the assigned summative evaluator to this conference.

The self-assessment form includes areas for a teacher to reflect on practice. Teachers are prompted to name areas of strength and areas for growth from the evidence tied to the Performance Standards for Teacher Practice. The self-assessment also asks the teacher to reflect on the evidence of student learning—tied to value-added data and results of student learning goals—and evidence of student engagement—tied to longitudinal data from a student survey. Finally, the teacher summarizes the implementation of the individual growth and development plan and reflects on the results. Peer reviewers add comments to these reflections on the same form.

An assigned summative evaluator uses this document to remain informed about the professional growth of the teacher during the years where a summative evaluation is not completed. This documentation also helps the assigned summative evaluator make informed suggestions concerning the teacher's Individual Growth and Development Plan, selection of a peer reviewer(s), and points of contact.

Teacher Portfolio (*Optional*)

The teacher portfolio is a collection of evidence demonstrating teacher practice, student engagement, and student learning and achievement. Portfolios also collect reflections on that evidence and reflections on professional growth. The portfolio option is a teacher's individual right to use as a source of evidence submitted to the assigned summative evaluator. A summative evaluator must consider portfolio evidence, if submitted, when determining component ratings for a summative evaluation.

Portfolios may contain evidence such as the following:

- Reflective statements
- Evidence of participation in professional learning activities
- Evidence of leadership

- Evidence of collaboration with other educators and with families
- Sample communications to families and other stakeholders
- Self-Assessment and Peer Review forms
- Student work samples
- Examples of teacher work such as lesson plans
- Videos of lessons
- Student data including results of student learning goals

A portfolio is a way for a teacher to submit evidence of practice that may not have been gathered through other activities. For example, a teacher may have received feedback from a peer reviewer(s) or summative evaluator that students rarely work in groups. That teacher may respond to that feedback by providing lesson plans documenting when, how often, and the effect of students working groups. Or, the teacher could offer a reflection stating, “As a result of your feedback about students not working in groups, I intentionally planned activities in each unit where group work took on a greater role. I also revised my Individual Growth and Development Plan to include learning more about how to facilitate effective peer groupings.”

In this example, evidence of existing lesson plans must be considered by the assigned summative evaluator in the “planning” domain of the Performance Standards for Teacher Practice. The evidence of reflection and growth must be considered in the “professional responsibilities” domain.

Evidence of many practices, especially professional development and leadership activities, may not be collected using points of contact and other activities in the Collaboration, Growth, and Evaluation model. A teacher is encouraged to collect and submit evidence in such areas.

A teacher choosing to submit a portfolio should align the evidence collected with the Performance Standards for Teacher Practice and the Individual Growth and Development Plan.

Summative Evaluation

At least once in the three-year professional review cycle, a teacher must receive a summative evaluation from an assigned summative evaluator. The summative evaluation is based on all evidence collected through activities in the process as shown in Figure 3 on page 11. A summative evaluation results in a teacher receiving one of four summative performance ratings as outlined on page 44. But also, and more importantly, a summative evaluation should include specific feedback to a teacher that will inform the Individual Growth and Development Plan for the next three-year cycle. Both the summative performance rating and feedback are recorded on the Summative Evaluation form on page 87.

Minnesota Statutes §122A.40 and §122A.41 require at least one summative evaluation for a teacher as part of the three-year professional review cycle. In typical instances, the summative evaluation will happen at the end of the three-year cycle. However, a teacher may receive a summative evaluation from an assigned summative evaluator at any time in response to performance concerns. In cases where a summative evaluator has determined that there are

performance concerns that warrant a summative evaluation before the final year of a teacher's three-year cycle, the following guidelines should be considered:

- The teacher should be informed that the summative evaluator is collecting and reviewing evidence to conduct a summative evaluation and of any performance concerns.
- The summative evaluator should collect evidence sufficient to measure teacher practice, student engagement, and student learning and achievement. A *minimum* of three formal observation cycles or extended observations as defined in the Points of Contact section on page 11, other available evidence of teacher practice, available evidence of student learning and achievement, and available evidence of student engagement should all be considered for a summative evaluation conducted in response to performance concerns.

Based on summative evaluation results as outlined on page 10 a teacher either develops an Individual Growth and Development Plan or enters the teacher improvement process.

Roles in the Process

Teacher

Teachers, as defined in Minnesota Statutes §122A.40 and §122A.41, include classroom teachers and any other professional employee required to hold a teaching license from the state department. Teachers are not school principals or superintendents for the purposes of the Collaboration, Growth, and Evaluation model. A teacher must demonstrate competencies of professional practice as well as positive impacts on student learning and engagement outcomes as part of an evaluation.

For this model, a teacher

- Demonstrates professional teaching standards established in rule 8710.2000 and evaluated through the Performance Standards for Teacher Practice
- Creates, revises, and uses an Individual Growth and Development Plan (page 60) to support ongoing learning
- Collaborates with a peer reviewer(s) and/or a professional learning community in growth and evaluation activities. A teacher may identify one or more members of his professional learning community as a peer reviewer(s), provided the peer reviewer(s) are trained. A teacher may identify one peer reviewer or a team of peer reviewers.
- Creates student learning goals and monitors student learning (page 64) if a group 1 or group 2 teacher. As outlined in the Student Learning Goal Handbook, this includes choosing quality assessments, determining student starting points, setting the student learning goal(s), tracking progress and refining instruction, and reviewing results and scoring.
- Defines points of contact for the summative evaluator and peer reviewer(s). These teacher-defined points of contact should come from a teacher's Individual Growth and Development Plan.
- Reviews survey results of student perception data annually

- Completes a self-assessment annually (page 84) and shares that assessment with a peer reviewer(s)
- May compile a portfolio of practice and professional growth as evidence for the summative evaluation

Peer Reviewer(s)

[IN THIS SECTION, WE WILL ADD A CALL-OUT BOX OFFERING GUIDANCE ON IDENTIFYING AND ASSIGNING PEER REVIEWERS.]

A peer reviewer(s) role as outlined meets the requirement in Minnesota Statutes §122A.40 and §122A.41 that plans for evaluation “must include having trained observers serve as peer coaches or having teachers participate in professional learning communities,” that teachers’ three-year review cycle include “a peer review process,” and that processes “may include induction and mentoring programs.”

A peer reviewer is a peer who collaborates with a teacher to evaluate practice and impact on students by assisting with implementation of the Individual Growth and Development Plan, conducting points of contact, offering feedback, and reviewing progress with the teacher annually. The peer reviewer must be a trained observer of teacher practice and be approved by the assigned summative evaluator. Where possible, a peer reviewer(s) may also be in the teacher’s professional learning community, and new teachers may use their mentors.

A peer reviewer(s) is a *non-probationary* individual who holds a valid Minnesota teaching license and who has completed the peer coaching training supporting the state model offered by the Minnesota Department of Education. The Department will provide training to all peer reviewers in school districts choosing to use the state model (or a variation of the state model).

The peer reviewer(s) is identified annually in a teacher’s Individual Growth and Development Plan. Teachers may identify one peer reviewer or a team of peer reviewers. The assigned summative evaluator reviews and approves the identified peer reviewer(s) as part of review of the teacher’s Individual Growth and Development Plan.

For this model, a peer reviewer(s)

- Assists a teacher with development and implementation of the Individual Growth and Development Plan (page 60), including peer observations
- Documents points of contact (page 72)
- Assists a teacher with development and implementation of student learning goals (page 64) and associated assessments, and supports student learning goals progress and outcomes
- Facilitates the self-assessment and summary of the peer review process and documents a summary report (page 84)
- As a member of the teacher’s evaluation team, attends meetings between the teacher and assigned summative evaluator as requested by the teacher and provides input and feedback as requested by the assigned summative evaluator.

Summative Evaluator

The assigned summative evaluator facilitates the summative evaluation. This role meets the requirement in statute that teachers “receive at least one summative evaluation performed by a qualified and trained evaluator such as a school administrator” in the three-year professional review cycle. The assigned summative evaluator is identified annually in a teacher’s Individual Growth and Development Plan.

A summative evaluator must hold a valid Minnesota education license to be qualified. To be trained, a summative evaluator must have *successfully* completed the evaluator training supporting the state model. The Minnesota Department of Education will provide training to evaluators in school districts choosing to use the state model (or a variation of the state model). To successfully implement this model, districts must ensure that all administrators and staff in supervisory roles successfully complete the Department training.

Districts may consider using a lead teacher as a summative evaluator, provided he successfully completes training. However, if an administrator (or direct supervisor) has performance concerns about an individual teacher (the teacher has been or could be rated as “Unsatisfactory” on a summative evaluation), the assigned summative evaluator should be a school administrator (or the teacher’s direct supervisor).

The role of the assigned summative evaluator in the process is key to a teacher’s ongoing development and to a teacher receiving a fair and accurate summative evaluation. For this model, an assigned summative evaluator

- Reviews and approves the Individual Growth and Development Plan (page 60), including identified peer reviewer(s), annually
- Reviews and approves the Student Learning Goals (page 64) form and associated assessments, and evaluates student learning goal progress and outcomes annually
- Documents points of contact annually (page 72)
- Reviews the self-assessment and summary of the peer review process (page 84) annually
- Completes the summative evaluation (page 87) and assigns a final performance rating at least every three years

In many instances, a school or district may have multiple summative evaluators working as a team to coordinate and complete model activities with a teacher and the responsibilities outlined above. Summative evaluators should ensure that their roles and responsibilities are coordinated so that evaluation activities are facilitated in a timely manner, a teacher has a fair and transparent evaluation, and each teacher has one “assigned” summative evaluator identified on the Individual Growth and Development Plan. The assigned evaluator would be a contact for the teacher, should collect and maintain all evidence generated by activities, and completes the teacher’s summative evaluation as outlined on page 20.

Districts implementing the state model are should provide extra support for any new principal, especially in his role as a summative evaluator. Districts should consider a principal’s

implementation of teacher development and evaluation practices as part of the principal's annual evaluation.

Professional Learning Community

A professional learning community is a group of educators committed to working collaboratively in ongoing processes of collective inquiry and action research to achieve better results for the students they serve. The group of peers operates under the assumption that the key to improved learning for students is continuous, job-embedded learning for educators. Where possible, a teacher's peer reviewer(s) and/or mentor may be a member of his professional learning community. Membership in a professional learning community is organized by a district, building leadership, or teachers themselves typically based on grade level, subject area, district/building priorities, flexible teaming, or common preparation periods

For this model, a professional learning community

- Drives ongoing, job-embedded professional development
- Collaborates in the development of student learning goals (page 64), including creating common assessments, establishing mastery scores, and interpreting student achievement data, where applicable and appropriate
- Assists in the creation or revision of a teacher's Individual Growth and Development Plan (page 60)

District

[REWORD/REPHRASE THE CALL-OUT FROM THE BEGINNING OF THIS DOCUMENT RE: LEARNING FORWARD'S BEST PRACTICE STANDARDS FOR PROFESSIONAL DEVELOPMENT]

For this model, a school district

- Collaborates with the exclusive representative of teachers in the district for professional development and evaluation system design, implementation, and revision
- Identifies administrators, supervisors, and/or teachers as summative evaluators and supports them in successfully completing Minnesota Department of Education training
- Encourages teachers to serve as peer reviewers and complete Department training
- Supports evaluators and peer reviewers by creating a structure for managing evaluation activities and documents
- Pre-approves assessments and determines mastery scores to be used for student learning goals
- Coordinates staff development activities with evaluation processes and evaluation outcomes

Minnesota Department of Education

To support teacher learning and evaluation, the Minnesota Department of Education will monitor and support district design and implementation of evaluation models. The Department created the Collaboration, Growth, and Evaluation model having consulted with the teacher evaluation work group and is dedicated to supporting the model with resources and professional

development. The teacher evaluation work group has also recommended that the Department train all teaching staff on the professional teaching standards established in rule (MN Rule 8710.2000).

For this model, the Department will

- Pilot the model and make revisions based on the results of the pilot, stakeholder input, statutory changes, and implementation
- Conduct training for summative evaluators, peer reviewers, and teachers in districts that adopt the model (or a version of the model)
- Continuously pre-approve assessments and establish mastery scores for assessments used in the student learning goal process
- Approve a student survey of engagement or develop a valid and reliable survey for use in the model
- Provide districts with teacher value-added data for use in this model

Component One: Teacher Practice

Component Overview

The teacher practice component includes teacher activities that impact student outcomes. These teacher practices are defined as four domains by the Performance Standards for Teacher Practice—planning, environment, instruction and professionalism. Each domain is broken into indicators of practice, and those indicators are further subdivided into elements that define skills and expectations in each domain area.

Domain 1: Planning

Indicator A: Aligns learning targets with standards and student data inform planning

- i. Plans units and lessons effectively
- ii. Selects learning targets and activities
- iii. Applies content knowledge and understanding of how students learn
- iv. Uses student data to inform planning

Indicator B: Uses content, resources and student knowledge to design coherent instruction

- i. Designs coherent instruction
- ii. Creates interdisciplinary and extended learning experiences
- iii. Uses available resources and technology
- iv. Designs culturally relevant instructional strategies

Indicator C: Plans for assessment and differentiation

- i. Plans formative and summative assessments
- ii. Plans for differentiation

Domain 2: Environment

Indicator A: Creates a respectful classroom culture of trust, safety and high expectations

- i. Creates a safe learning environment
- ii. Establishes a culture of learning
- iii. Creates a culture of persistence

Indicator B: Establishes and maintains clear expectations for classroom and behavior management

- i. Establishes and maintains classroom routines and procedures
- ii. Monitors and provides feedback on student behavior

Domain 3: Instruction

Indicator A: Communicates learning targets and content effectively

- i. Uses content knowledge to promote learning
- ii. Communicates learning targets and content

Indicator B: Facilitates activities and discussions that promote high cognitive engagement

- i. Uses instructional strategies to engage students
- ii. Uses questioning and discussion techniques
- iii. Uses appropriate pacing and structure

Indicator C: Uses varied assessment techniques to advance student learning

- i. Uses formative assessments to inform instruction
- ii. Provides feedback to advance learning
- iii. Promotes student self-assessment

Domain 4: Professionalism

Indicator A: Reflects on teaching practice

- i. Uses self-reflection to improve instruction
- ii. Uses feedback to improve instruction
- iii. Plans for professional growth

Indicator B: Engages in professional development

- i. Plans units and lessons effectively
- ii. Participates in professional development
- iii. Collaborates with colleagues
- iv. Contributes to school and district culture for learning

Indicator C: Maintains professional responsibilities and communicates with families

- i. Adheres to standards of ethical conduct
- ii. Maintains accurate records
- iii. Completes tasks in an organized and efficient manner
- iv. Communicates with families
- v. Understands the cultural and linguistic backgrounds of students, their families and the community

Performance Standards for Teacher Practice and Rubric

The Performance Standards for Teacher Practice are used by a teacher, a summative evaluator, and a peer reviewer(s) to measure teacher practices against a standard definition, and a rubric establishes performance levels for practices. Several evaluation activities including points of contact, the Individual Growth and Development Plan, and the self-assessment and peer review reference the performance standards when documenting evidence or offering feedback.

The Performance Standards for Teacher Practice rubric is a separate document.

Evidence of Teacher Practice

Evidence gathered by a summative evaluator largely comes from classroom observations and other points of contact. When an evaluator conducts points of contact, offers feedback, and documents, he references domains and indicators specific to the evidence and feedback.

Other evidence in this component area is from a teacher's annual self-assessment and peer review. The self-assessment and peer review also references domains and indicators specific to the reflections and feedback.

If a teacher submits a portfolio for the summative evaluation then this evidence must also be considered for the teacher practice component.

Determining the Component Rating for Teacher Practice

To determine a component rating for the teacher practice component, the assigned summative evaluator should collect all evidence from the three-year professional review cycle activities including

- Documentation from Points of Contact conducted by the summative evaluator
- The teacher's formative self-assessments
- The peer reviewer's summaries
- The teacher's portfolio (optional)

The assigned summative evaluator reviews the body of evidence for the teacher practice component of the model. The evaluator looks for patterns in performance and trends over time and compares evidence to the Performance Standards for Teacher Practice rubric. The evaluator interprets the evidence within the context of these benchmarks to draw conclusions about performance in each of the areas of planning, instruction, environment, and professionalism and to then determine a component rating for the teacher practice component. Component ratings are recorded on the Summative Rating form on page 87.

A holistic approach is used by an assigned summative evaluator to determine a component rating for the teacher practice component. A holistic approach acknowledges that a summative evaluator uses professional judgment when combining evidence from multiple measures into a single rating.

The Role of Professional Judgment

Assessing a teacher's professional practice requires peers and summative evaluators to constantly apply their professional judgment. No evaluation model or observation rubric, however detailed, can capture all of the nuances of teacher practice. To synthesize multiple sources of evidence into a rating is inherently more complex than checklists or numerical averages. Accordingly, the Collaboration, Growth, and Evaluation Model provides a comprehensive process for continuous growth and development, for observing teachers' instructional practice and professionalism, and for collecting evidence. A holistic approach allows evaluators to consider all evidence collected and to use professional judgment in synthesizing a rating.

In short, evaluators use professional judgment—including the specific context of teachers' schools and students, the ways and extent to which teachers' practices grew over the review cycle, teachers' responses to feedback, how teachers adapted their practices to their current students, and the many other appropriate factors--when evidence places teachers in 'gray areas' between performance ratings defined by the Performance Measures for Teacher Practice.

The process for determining the component rating for the teacher practice component and the rating's relationship to the final performance rating is summarized in Figure 4.

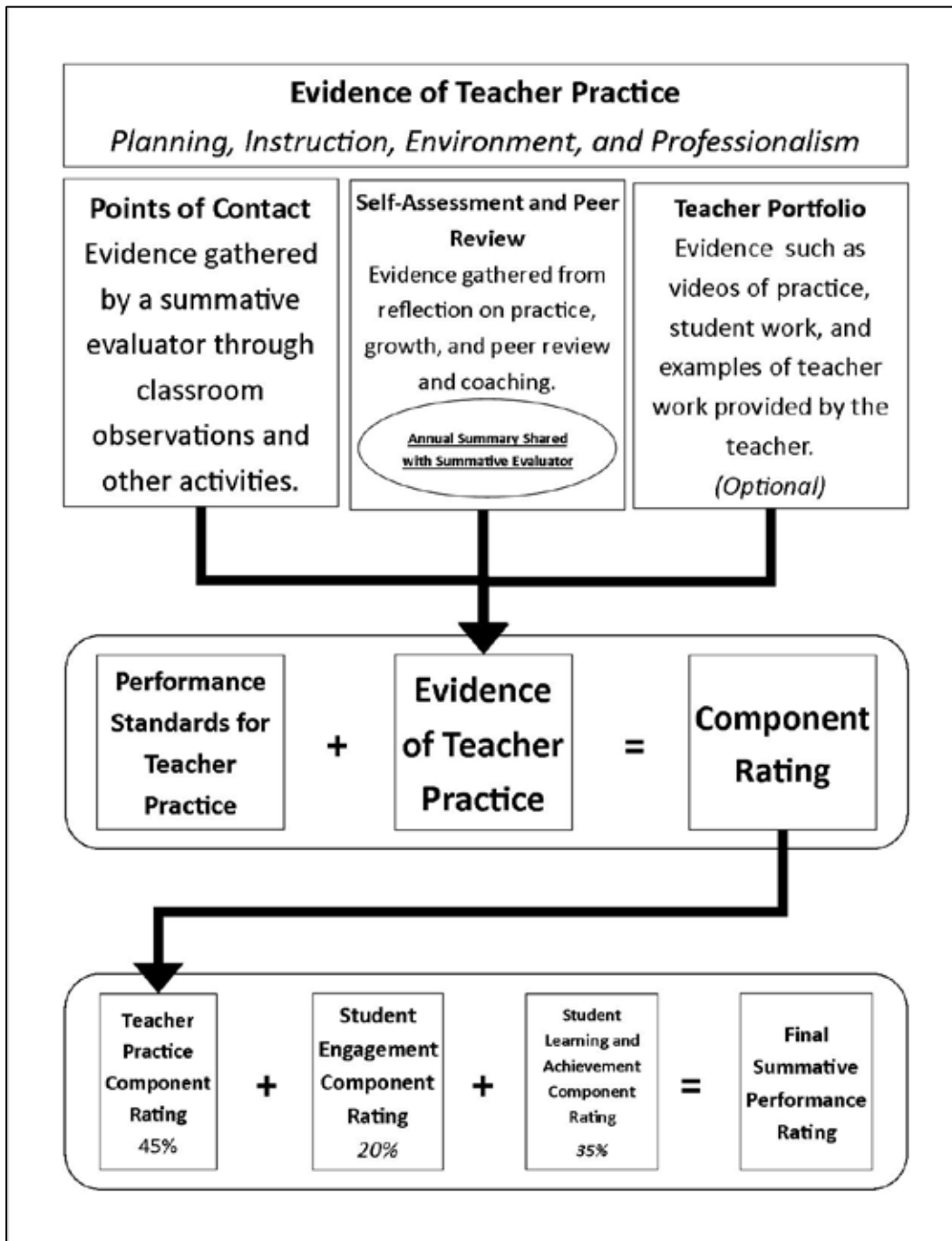


Figure 4: Determining the Component Rating for Teacher Practice

Component Two: Student Engagement

Component Overview

Student engagement is an organizing framework for examining a student's commitment to and involvement in learning, which includes academic, behavioral, cognitive, and affective dimensions. It is influenced by the context of family, peers, community, and school. Within the classroom, a teacher can influence student engagement through relationships with students and the relevance and rigor of instruction. Figure 5 shows the definition of student engagement along with influences and outcomes.

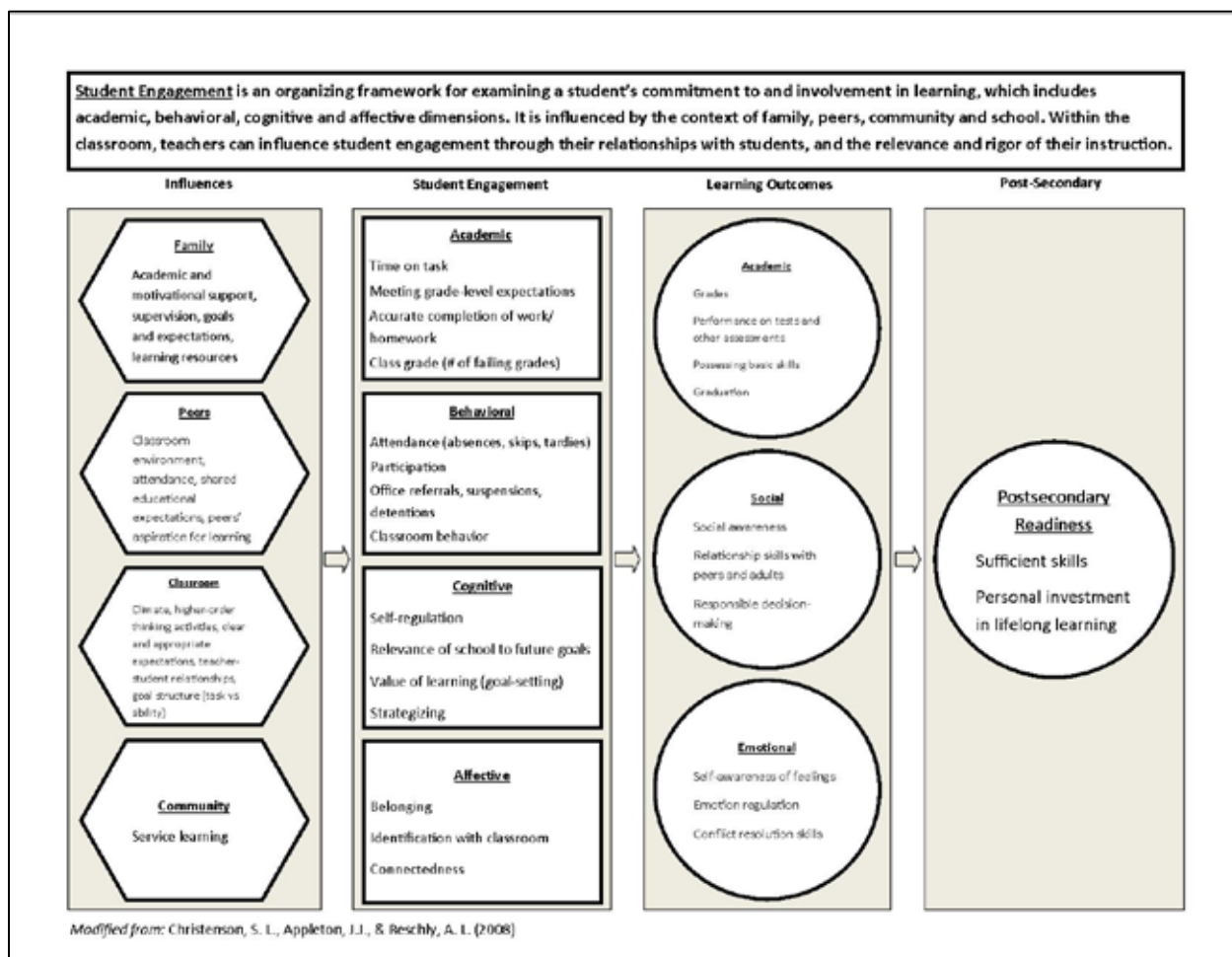


Figure 5: Definition of Student Engagement

If teachers build positive relationships with students, make content relevant to students, and plan and facilitate rigorous instruction, then students will be engaged at high levels.

Two groups of evidence—a student engagement survey and other evidence of student engagement—make up the student engagement component. To designate the component rating, an assigned summative evaluator uses longitudinal data from a student engagement

survey and other evidence of student engagement with survey results determining 15% of the final performance rating and the other measures of engagement determining 5%.

Evidence of Student Engagement: Student Survey

Longitudinal student survey results are 15% of a teacher's final summative performance rating.

According to the Measures of Effective Teaching study, student survey results are predictive of student achievement gains, produce more consistent results than classroom observations or achievement gain measures, and provide feedback for improvement.

A student survey for the Collaboration, Growth, and Evaluation Model must be reliable and valid at measuring student engagement at a classroom level. A survey must be constructed in such a way that children in multiple age groups can respond to questions. The Minnesota Department of Education will approve surveys (or criteria for surveys) that meet requirements and additionally may collaborate to create and validate a student engagement survey.

Depending on the survey identified or developed, the Department will establish business rules and test the model in the use of the student survey. Some potential key questions for the Department to consider include

- Do results of the survey inform teacher learning and development?
- What is the right inclusivity of each measure?
- How many years of data will be used for summative evaluation?
- What is the minimum number of respondents to create valid results?
- What is the required confidence interval for use of survey results?
- Does the instrument provide accurate and fair results for all teachers? Are certain teachers disadvantaged?
- How will the model identify and respond to "outliers"?
- How will a component rating be determined based on survey results?

If a valid, reliable survey of student engagement is not available, then a summative evaluator and teacher decide what evidence and measures will determine the student engagement component rating.

Additional Evidence of Student Engagement

Other evidence of student engagement is used to determine 5% of a teacher's final summative performance rating.

First, an assigned summative evaluator collects evidence from the three-year review cycle activities including

- Documentation from points of contact conducted by a summative evaluator
- The teacher's formative self-assessments
- The peer reviewer's summaries

- The teacher’s portfolio (optional)

As applicable, the assigned summative evaluator (or teacher) may also include evidence such as student attendance rates, tardiness rates, grades, and disciplinary referrals.

Examining Additional Evidence of Student Engagement

Second, an assigned summative evaluator examines evidence for longitudinal student engagement data. Data collected could include (but not be limited to)

- Teacher interactions with students and student responses
- Student attention to learning activities
- Assignment completion rates
- Levels at which students express ideas and pose questions relevant to learning
- Levels at which students initiate and complete tasks
- Levels at which students are on-task and working independently or in groups
- Student body postures
- Frequency of disruptions
- Levels at which students regulate emotions and behaviors to meet classroom demands
- Levels at which students express a desire to do well and to learn
- Levels at which students enjoy the class, content, and teacher
- Levels at which students see themselves represented in the class or content
- Classroom community
- Levels of rigor in student goals, classroom instruction, and assignments

Determining Levels of Student Engagement

Third, an assigned summative evaluator determines to what extent students were engaged by the teacher’s practices. The following rubric provides guidance to the assigned summative evaluator in areas to consider and expectations for a teacher:

Academic	Behavioral	Cognitive	Affective
<i>To what extent are students</i>	<i>To what extent are students</i>	<i>To what extent are students</i>	<i>To what extent are students</i>
On task?	Attending class regularly?	Self-regulating?	Feeling as if they belong in this class?
Meeting rigorous grade level expectations?	On time?	Seeing the relevance of school to future goals?	Identifying with the classroom, content, and activities?
Completing rigorous work in an accurate, timely manner?	Actively participating in rigorous class activities?	Seeing value in learning?	Feeling connected to the classroom community?
Earning grades that represent their abilities?	Behaving in a pro-social manner?	Setting stretch goals?	
	Effectively working independently or with	Using strategies to accomplish goals?	

Academic	Behavioral	Cognitive	Affective
Making progress towards graduation and college-readiness?	peers? Interacting positively with adults and peers?		

Exemplary	There is evidence of exceptional levels of student engagement.
Effective	There is evidence of strong levels of student engagement.
Development Needed	There is limited evidence of satisfactory levels of student engagement.
Unsatisfactory	There is evidence of student engagement levels that are consistently below standards.

Table 5: Determining Levels of Student Engagement Using Additional Evidence

A holistic approach is used to determine a performance rating, which will be 5% of a teacher's final performance rating. The evaluator applies professional judgment to weigh evidence, determine levels of student engagement, and determine a component rating.

Component ratings are recorded on the Summative Rating form on page 87.

Determining the Component Rating for Student Engagement

The process for determining the component rating for the student engagement component and the rating's relationship to the final performance rating is summarized in Figure 6.

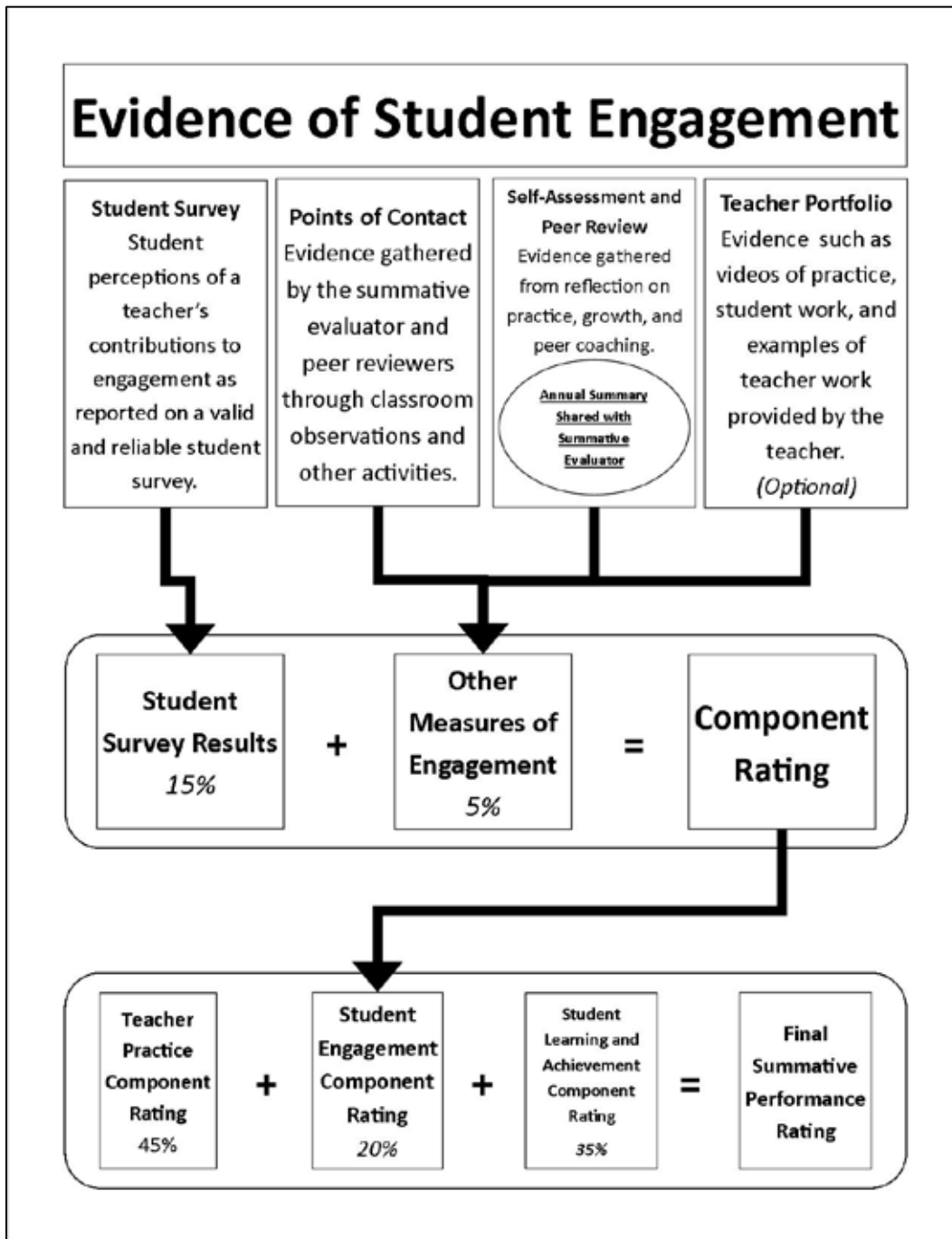


Figure 6: Determining the Component Rating for Student Engagement

Component Three: Student Learning and Achievement

Component Overview

Student learning is a main driver of an effective teacher's practices. A great teacher continually assesses student achievement against standards and uses results to modify his practice, to intervene when students struggle, and to differentiate instruction.

The use of student achievement data for the purposes of teacher evaluation is a new practice for many Minnesota teachers. Minnesota Statutes §122A.40 and §122A.41 require that a minimum of 35% of a teacher's evaluation be based on student achievement data, so the student learning and achievement component is 35% of the final summative performance rating for a teacher. Statute also requires that an agreed-upon value-added model be used in grade levels and subject areas where that data is available. In the grade levels and subject areas where value-added data is not available, districts must use state or local measure of student growth.

The Collaboration, Growth, and Evaluation Model provides a state value-added model. Student learning goals are used to measure student learning and achievement in grade levels and subject areas where value-added data are not available. In addition, a shared performance goal is incorporated for all teachers.

Definitions and Teacher Groups

To meaningfully measure student learning to assess the performance of a teacher or a school, the growth and achievement of students must be examined using multiple measures.

Achievement is defined as meeting a uniform and pre-determined level of proficiency on subject or grade level standards. *Growth* is defined as improving skills required to achieve mastery on a subject or grade level standard over a period of time. Whereas achievement sets a "bar" that students must reach, growth differentiates proficiency expectations based on baseline performance.

There are multiple ways of assessing both growth and achievement. When looking at available data sources to measure student learning, measurements used must

- Provide valuable and timely data to drive instruction in classrooms
- Be accurate in assessing student learning and teacher impact on student learning
- Be fair to teachers in different grades and subjects
- Be as consistent as possible across grades and subjects
- Allow flexibility for districts, schools, and teachers to make key decisions surrounding the best assessments for their students

Statute requires school districts to use different types of measures—a value-added model and a measure of student growth. In the Collaboration, Growth, and Evaluation model student growth

is measured with a student learning goal process. In order to determine which measures are appropriate for a teacher, the model organizes teachers in three groups.

Group 1

Teachers who spend 100% of their days as teachers of record in tested areas where value-added data are available

(Example: a 7th grade math teacher)

Group 2

Teachers who spend any portion of their days as teachers of record in tested areas and another portion of their days in non-tested areas

(Example: an elementary teacher generalist)

Group 3

Teachers who spend 100% of their days in non-tested areas and/or areas where value-added data are not available

(Example: a K-12 art teacher)

Note: The definitions of these groups of teachers include the phrase “where value-added data are available.” Should value-added data not be available, any teacher listed in group 1 or 2 would become a group 3 teacher. Availability of value added data may change as resources and practices change.

The state value-added model will continuously define and revise *tested areas*, *approved assessments*, and *teacher of record*.

- *Tested areas* will be continuously defined based on state-approved assessments that have strong predictive validity, reliability, classification accuracy, and growth norms. There will be a process for continually reviewing and approving assessments for the value-added model.
- Approved assessments and the value-added model will be linked to correlated subject-areas or classes to define *tested areas* (i.e., 7th grade math MCAs link to grade 7 math teachers, DIBELS links to primary grade classroom teachers, etc.) Where possible, all approved assessments will be used to calculate value-added for all correlated subject areas (i.e., a grade 7 math teacher’s value-added is based on MCA and NWEA MAP math scores).
- *Teacher of record* will be continuously defined based on teaching assignments to best reflect the variety of roles teachers have in supporting student learning and achievement. A definition for *teacher of record* will determine appropriate groups for teachers such as special education teachers, teachers of English language learners, and intervention teachers.

A teacher and the assigned summative evaluator should collaborate to decide which group is appropriate for that teacher’s assignment. An evaluator will make the final determination.

Evidence of Student Learning and Achievement: Shared Performance Goals

Because it is important for teachers to share a common mission of improving student achievement, a teacher will have 5% of her final summative evaluation score tied to school-wide learning as measured by a shared performance goal. All teachers in the same school will receive the same rating for this measure. Details about the shared performance goal are in the Student Learning Goal Guide.

Evidence of Student Learning and Achievement: Teacher Value-Added

The term *value-added* in an education context refers to the contributions that a teacher or a school makes to student achievement. That is, if a student has a particular teacher or is in a particular school, what is the “value” that is “added” to the student’s learning because she had that teacher or attended that school?

Value-added methods apply a statistical model to scores that are otherwise reported in terms of achievement (Did students meet the established bar?) or simple growth (Did students grow at the same rate as other students in their grade levels?). Value-added methods may take into consideration students’ previous achievement and other demographic factors that may impact test performance.

A value-added measure attempts to show a teacher’s impact on the learning of students who bring similar demographic characteristics. Instead of asking, “Did my fourth grade students grow at the same rate as other fourth grade students” (simple growth), value-added asks, “Did my fourth grade students who previously tested at a second grade level and who have similar demographic characteristics grow at the same rate as students with the same characteristics?” Value-added measures stress the enhancement of student knowledge and skills as a result of the experience of attending a particular school, having a particular teacher, or engaging in a particular educational intervention.

The MDE value-added model supporting the Collaboration, Growth, and Evaluation Model is being developed through school year 2013-2014. When completed, the value-added model will be the model used by districts and exclusive representatives of teachers who do not reach agreement and must adopt the state teacher evaluation model. The model will be available for districts and exclusive representatives of teachers who choose to use it.

Depending on the value-added measurement developed, the Minnesota Department of Education will establish business rules and test the model for use in teacher development and evaluation activities. Some potential key questions for the MDE to consider include

- Do results of the model inform teacher learning and development?
- What is the right inclusivity of each measure?
- How many years of data will be used for summative evaluation?
- What is the minimum number of results needed to create valid scores?

- What is the required confidence interval for use of the value-added scores?
- How will results be tied to teachers?
- Does the model provide accurate and fair results for all teachers? Are certain teachers disadvantaged?
- How will the model identify and respond to “outliers”?
- How will a component rating be determined based on a teacher’s value-added scores?

Evidence of Student Learning and Achievement: Student Learning Goals

A student learning goal is a measurable, long-term academic growth target that a teacher sets at the beginning of the year for all students or for subgroups of students. This process demonstrates a teacher’s impact on student learning within a given interval of instruction based upon baseline data gathered at the beginning of the course. Each goal includes

- The student population or sample included in the goal
- The standards the goal will align with
- The assessments that will be used to measure student progress and goal attainment
- The period of time covered by the goal
- The expected student growth (or outcomes)
- The rationale for the expected student growth

The student learning goal process reinforces best teaching practices and encourages educators to ensure that their students are meeting grade level expectations and will be college- and career-ready. Teachers using best practices already follow an informal process: They set goals for their students, use data to assess student progress and adjust their instruction based upon that progress. Thus, the student learning goal process provides teachers with ways to formalize their teaching practice, give input on how student learning will be measured and how they will be evaluated.

Unlike some other measures of teacher effectiveness, all school personnel can set learning goals because the ability to measure student learning does not depend upon the availability of standardized assessment scores. The student learning goal process allows all educators to focus on the specific objectives they want to achieve with their students and measure student growth using measures that are most relevant for their student population and content areas. Student learning goals enable all educators to demonstrate their impact on student learning and receive recognition for their efforts.

The design and implementation of student learning goals may provide opportunities for teachers to collaborate together in professional learning communities, and in peer coaching and mentoring relationships. Groups of teachers can work together to assess students beginning knowledge and skills, to analyze data and set goals, to design quality assessments, to analyze student work, and to plan lessons and interventions. This creates a connection between growth and evaluation activities and school professional learning community processes, and meets the statute’s requirement for professional learning community opportunities.

For further guidance about the student learning goal process and scoring methods, see the student learning goal guide.

Determining the Component Rating for Student Learning and Achievement

A numeric, weighted method is used to determine an annual component rating for student learning and achievement. The weighting of different measures depends on the assigned teacher group.

Group 1 Teachers

Results of the shared performance goal = 5%

Results of value-added data = 30%

Group 2 Teachers

Results of the shared performance goal = 5%

Results of value-added data = 20%

Results of student learning goal = 10%

Group 3 Teachers

Results of the shared performance goal = 5%

Results of class student learning goal = 20%

Results of targeted need student learning goal = 10%

During a summative evaluation, evaluators may have one to three years of student learning and achievement component ratings to synthesize into one component rating. Evaluators will synthesize the multiple years of ratings by averaging the years together to determine a final component rating.

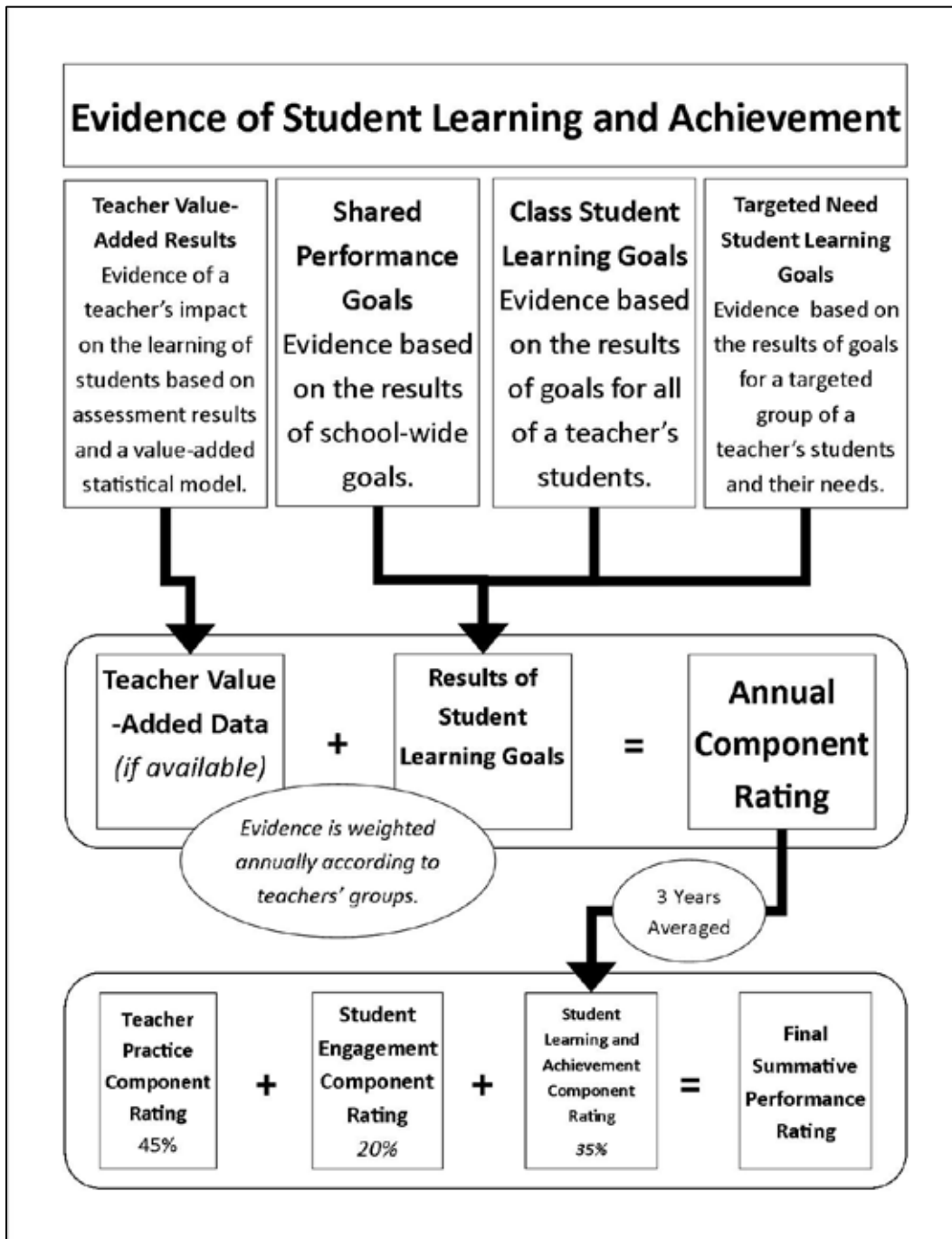


Figure 7: Determining the Component Rating for Student Learning and Achievement

Annual Timeline of Activities

In the Collaboration, Growth, and Evaluation Model each teacher engages in a continuous three-year professional review cycle as represented in Figure 2. Each year of the three-year cycle has common defined roles, ongoing activities, and a continuous review of student impact data, and there is an ongoing series of annual events in which each teacher engages. Annual self-assessment and peer review at the end of each year inform Individual Growth and Development Plan revisions in years one and two and connect each year to the previous year in the three-year cycle. At the end of the three-year cycle, the assigned summative evaluator conducts a summative evaluation and determines a summative performance rating. The summative evaluation informs a new Individual Growth and Development Plan for the next three-year cycle.

In each year of the cycle, teachers, peer reviewers, and summative evaluators follow an ongoing series of annual activities as follows.

Prior to Annual Cycle (*Target—Prior to the School Year*)

Summative Evaluators	<ul style="list-style-type: none"> Analyze district and school needs and goals to inform approval of Individual Growth and Development Plans and student learning goals Review common state and district pre-approved assessments to inform approval of student learning goal assessments (<i>Group 2 and 3 teachers</i>)
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Start of Annual Cycle (*Target—September-October*)

Teachers	<ul style="list-style-type: none"> Revise Individual Growth and Development Plans (with peer reviewers and professional learning communities as appropriate). Set student learning goals with professional learning communities as appropriate. (<i>Group 2 and 3 teachers</i>) <ul style="list-style-type: none"> Review standards. Collect and analyze relevant baseline student learning data. Select or create associated final assessments to measure student learning goals. Draft student learning goals.
Summative Evaluators	<ul style="list-style-type: none"> Review and approve teachers' Individual Growth and Development Plans, including identified peer reviewers. Confer with teachers and peer reviewers as appropriate. Based on points of contact defined in teachers' Individual Growth and Development Plans and required evaluator classroom observations, draft personal plan for points of contact and observations. Review and approve teachers' student learning goals and associated final assessments. Confer with teachers and professional learning communities as appropriate. (<i>Group 2 and 3 teachers</i>)
Peer Reviewers	<ul style="list-style-type: none"> Support teachers' revision of Individual Growth and Development Plans as appropriate. Commit to teachers' Individual Growth and Development plans.
Professional Learning	<ul style="list-style-type: none"> Collaborate as appropriate to develop and connect members' Individual

Teachers	<ul style="list-style-type: none"> • Revise Individual Growth and Development Plans (with peer reviewers and professional learning communities as appropriate). • Set student learning goals with professional learning communities as appropriate. (<i>Group 2 and 3 teachers</i>) <ul style="list-style-type: none"> ○ Review standards. ○ Collect and analyze relevant baseline student learning data. ○ Select or create associated final assessments to measure student learning goals. ○ Draft student learning goals.
Communities	<p>Growth and Development Plans.</p> <ul style="list-style-type: none"> • Collaborate to set shared member student learning goals as appropriate. (<i>Group 2 and 3 teachers</i>) <ul style="list-style-type: none"> ○ Review standards. ○ Collect and analyze relevant baseline student learning data. ○ Select or create final assessments to measure student learning goals. ○ Draft student learning goals.
School Leadership Team and Principal	<ul style="list-style-type: none"> • Examine school data and determine school needs. • Choose school improvement priorities and measures. • Set school improvement goals. • Share goals with staff. (Teachers utilize school improvement goals as shared performance goals.)

In the First 90 Days of the Employment

Summative Evaluators	<ul style="list-style-type: none"> • For probationary teachers, conduct one formal observation cycle—planning conference, extended classroom observation, and post-lesson conference. Meet with teachers and document evidence and feedback.
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Throughout Annual Cycle (*Target—September-May*)

Teachers	<ul style="list-style-type: none"> • Implement Individual Growth and Development plans and gather evidence of implementation and outcomes • Collect and review interim student learning data for student learning goals. Confer with summative evaluator and professional learning community as appropriate. (<i>Group 2 and 3 teachers</i>) • Maintain portfolios of evidence on teacher practice and student impact (not required - teacher option).
Summative Evaluators	<ul style="list-style-type: none"> • Conduct points of contact and required evaluator classroom observations according to personal plan. Meet with teachers and document evidence and feedback. • Conduct additional points of contact as appropriate. Meet with teachers and document evidence and feedback.
Peer Reviewers	<ul style="list-style-type: none"> • Conduct points of contact according to teachers' Individual Growth and Development Plans. Meet with teachers and document evidence and feedback. • Support teacher's implementation of Individual Growth and Development Plans.
Professional	<ul style="list-style-type: none"> • Collaborate to collect and review interim student learning data for

Teachers	<ul style="list-style-type: none"> • Implement Individual Growth and Development plans and gather evidence of implementation and outcomes • Collect and review interim student learning data for student learning goals. Confer with summative evaluator and professional learning community as appropriate. <i>(Group 2 and 3 teachers)</i> • Maintain portfolios of evidence on teacher practice and student impact (not required - teacher option).
Learning Communities	student learning goals. <i>(Group 2 and 3 teachers)</i>
School Leadership Team and Principal	<ul style="list-style-type: none"> • Monitor and evaluate school improvement goals. (Teachers utilize school improvement goals as shared performance goals.)

End of Annual Cycle *(Target—April-May)*

Teachers	<ul style="list-style-type: none"> • Review student learning data with professional learning communities as appropriate and determine outcome of student learning goals. <i>(Group 2 and 3 teachers)</i> <ul style="list-style-type: none"> ○ Collect all student learning data from interim and final assessments. ○ Determine student mastery and/or growth as appropriate and determine the extent to which student learning goals were met. • Review individual teacher value-added data, if available. <i>(Group 1 teachers)</i> • Review individual student survey data. • Complete annual self-assessments and confer with peer reviewers. • Submit portfolios of evidence to summative evaluators as evidence for summative evaluations. (not required - teacher option) • If a summative evaluation was completed, develop a new Individual Growth and Development Plan for the next three-year professional review cycle.
Summative Evaluators	<ul style="list-style-type: none"> • Review end-of-year results of teachers' student learning goals. Confer with teachers as appropriate. <i>(Group 2 and 3 teachers)</i> • Review teacher value-added data, if available. Confer with teachers as appropriate. <i>(Group 1 teachers)</i> • Review student survey data. Confer with teachers as appropriate. • Review teachers' self-assessments and peer reviews. Confer with teachers as appropriate. • For teachers receiving a summative evaluation, gather and review evidence, determine component ratings, and calculate summative scores and summative performance rating. Meet with teachers and complete documentation.
Peer Reviewers	<ul style="list-style-type: none"> • Review teachers' annual self-assessments and facilitate and document peer reviews.
Professional Learning Communities	<ul style="list-style-type: none"> • Collect all student learning data from interim and final assessments and collaborate to review student learning data as appropriate. <i>(Group 2 and 3 teachers)</i>

<p>Teachers</p>	<ul style="list-style-type: none"> • Review student learning data with professional learning communities as appropriate and determine outcome of student learning goals. (<i>Group 2 and 3 teachers</i>) <ul style="list-style-type: none"> ○ Collect all student learning data from interim and final assessments. ○ Determine student mastery and/or growth as appropriate and determine the extent to which student learning goals were met. • Review individual teacher value-added data, if available. (<i>Group 1 teachers</i>) • Review individual student survey data. • Complete annual self-assessments and confer with peer reviewers. • Submit portfolios of evidence to summative evaluators as evidence for summative evaluations. (not required - teacher option) • If a summative evaluation was completed, develop a new Individual Growth and Development Plan for the next three-year professional review cycle.
<p>School Leadership Team and Principal</p>	<ul style="list-style-type: none"> • Review student learning data and determine outcome of school improvement goals. <ul style="list-style-type: none"> ○ Collect data from interim and final assessments. ○ Determine the extent to which school improvement goals were met. ○ Communicate results of school improvement goals to staff.

Table 6: Annual Timeline of Activities

Determining the Final Performance Rating for the Summative Evaluation

For the summative evaluation, the assigned summative evaluator first determines a component rating for each of the three components of the evaluation model—teacher practice, student learning and achievement, and student engagement—as outlined on pages 28, 33, and 39. These three component ratings are then used to numerically calculate a summative score and final summative performance rating for a teacher. See Figure 8.

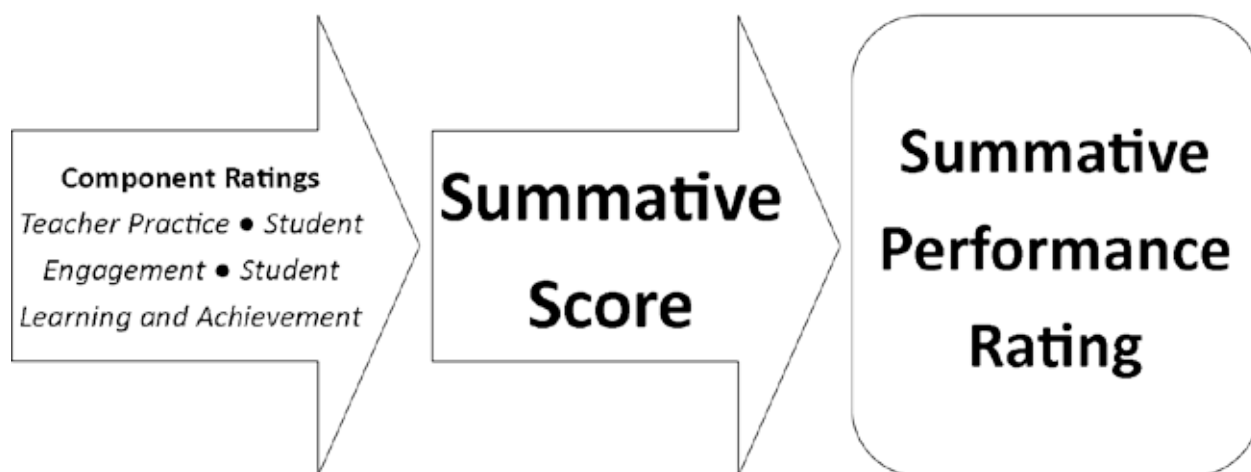


Figure 8: Component Ratings, the Summative Score, and the Performance Rating

The following performance ratings are used for each of the three component ratings and for the final summative performance rating:

Performance Rating 4: Exemplary

There is evidence of exceptional performance. The teacher exceeds performance standards and shows leadership, initiative, and the ability to model and mentor for colleagues.

Performance Rating 3: Effective

There is evidence of strong performance at a rigorous level. The teacher integrates knowledge, is collaborative, and consistently meets performance standards.

Performance Rating 2: Development Needed

There is limited evidence of satisfactory performance. Development is needed in some performance areas. Improvement is expected.

Performance Rating 1: Unsatisfactory

There is evidence of performance that is consistently below standards. Assistance and significant improvement is required.

Final Performance Rating

Using the three component ratings for each of the three model components, the assigned summative evaluator calculates a summative score and determines a final summative performance rating for a teacher. A numerical approach is used by assigned summative evaluators to combine component ratings. In the numerical approach, the three component

ratings are quantified, weighted, and added in order to generate a summative score. Ranges of summative scores then determine the summative performance rating for a teacher. Evaluators use the following process:

1. Assign a numerical value to the component ratings for each of the three model components as above. (See columns 1 and 2 in the example in Figure 9.)
2. Multiply the numerical value for each component rating by the weight assigned to that component. (See column 3 in the example in Figure 9.)
 - a. Teacher Practice—45%
 - b. Student Learning and Achievement—35%
 - c. Student Engagement—20%
3. Add the three resulting products together to determine the summative score. (See column 4 in the example in Figure 9.)
4. Determine the final performance rating by applying the ranges for summative scores below. (See the red circle and arrow in the example in Figure 9.)

3.50-4.00	Exemplary
2.50-3.49	Effective
1.50-2.49	Development Needed
1.00-1.49	Unsatisfactory

Component	Component Ratings	Component Weights <i>(Multiply by Weights)</i>	Products
Teacher Practice	3 <i>(Effective)</i>	.45	1.35
Student Learning and Achievement	4 <i>(Exemplary)</i>	.35	1.40
Student Engagement	4 <i>(Exemplary)</i>	.20	0.80
Add Products for Summative Score			3.55
<p>3.5-4.0—Exemplary ←</p> <p>2.5-3.49—Effective</p> <p>1.5-2.49—Development Needed</p> <p>1.0-1.49—Unsatisfactory</p>			

Figure 9: Determining the Summative Performance Rating

The Summative Evaluation form on page 87 is used by the assigned summative evaluator to document component ratings, calculate the summative score, and document the final performance rating.

The Individual Growth and Development Plan

Teachers with final performance ratings of *Development Needed*, *Effective*, or *Exemplary* enter new three-year professional review cycles. The first step of a new cycle is to develop a new Individual Growth and Development Plan, which will guide professional learning during the new cycle. As discussed in section one, the plan is intended to guide learning activities throughout the three-year cycle, empower teachers to guide their own professional development, and base individual professional development on outcome-based goals connected to student learning and engagement.

The Teacher Improvement Process

Teachers with final performance ratings of *Unsatisfactory* will enter the teacher improvement process for support and improvement. Failure to engage with the support process and/or failure to improve could result in disciplinary action under Minnesota statute.

[DETAILS OF THE TEACHER IMPROVEMENT PROCESS ARE IN DEVELOPMENT BY THE WORK GROUP.]

Process Overview

Support to Improve

Discipline

Appeals Process

[DETAILS OF THE APPEALS PROCESS ARE IN DEVELOPMENT BY THE WORK GROUP.]

Induction and Mentoring for New Teachers

Induction is a multi-year process of professional learning supporting educators during career transitions. The goals of induction systems align with and support the vision for the Collaboration, Growth, and Evaluation Model—improving the education of all students and developing the quality of teachers. Induction systems are recognized as good educational practice for strengthening teacher performance.

The professional development subcommittee of the teacher evaluation work group recommends that districts planning induction and mentoring programs refer to the guidelines published by the Teacher Support Partnership. Established in 2006, the partnership has representation from Education Minnesota, the Minnesota Department of Education, and higher education partners. The guidelines provide a framework for developing induction systems for all educators in Minnesota and can be accessed by district planners at the [Teacher Support Partnership](http://teachersupportpartnershipmn.org/) website (<http://teachersupportpartnershipmn.org/>).

The Teacher Support Partnership recommends induction programs that have three components—administrative leadership, professional learning, and mentoring. Administrative leadership provides vision and support for the system. A range of professional learning opportunities will allow for differentiation based on teachers' needs. Mentoring provides individual attention to the development of high quality instructional practices.

Induction systems are focused on growth, development, and sustained learning. Planners must balance induction activities for teachers and the requirements for evaluation in Statute. Induction and mentoring systems are not about evaluation, but formative and development activities in the Collaboration, Growth, and Evaluation Model may be used for formative purposes and embedded in induction and mentoring programs. Such activities might include the Individual Growth and Development Plan, the annual self-assessment, and the peer review activities. However, summative evaluation activities and the role of the summative evaluator remain separate from induction and mentoring activities.

Induction activities must be guided by an overall vision of teaching practice by aligning induction programming with teaching standards. This can be helpful for organizing experiences for initial teachers and provides a common language for conversations among teachers. Using the Performance Standards for Teaching Practices in component 2 of the Collaboration, Growth, and Evaluation Model on page 30 can provide this vision and common language.

Including growth plans aligned with teaching standards in induction programming provides initial teachers with opportunities to self-assess and choose appropriate goals that meet their needs. Using the Individual Growth and Development Plan on page 17 and the annual self-assessment process on page 19 of the Collaboration, Growth, and Evaluation Model as part of induction programming can align induction activities with the model activities.

Both mentoring as outlined in the Teacher Support Partnership induction guidelines and peer review as outlined in the Collaboration, Growth, and Evaluation Model are processes by which skilled and experienced teachers facilitate development of a peer. An initial teacher's mentor

and peer reviewer(s) as outlined on page 22 could potentially be the same person. However, mentoring is not a substitute for all formal evaluation processes required in Statute. And in planning, it must be remembered that mentoring has a formative assessment purpose. Feedback from a mentor is given with the intent of professional growth and learning. Like a peer reviewer in the Collaboration, Growth, and Evaluation Model, a mentor's purpose is more aligned with coaching than supervision.

Clearly aligning induction activities with evaluation requirements in the Collaboration, Growth, and Evaluation Model can lead to formative development of new teachers as well as successful evaluations.

Glossary of Terms

Achievement

Meeting a uniform and pre-determined level of mastery of subject or grade level standards. Achievement is a set point or “bar” that is the same for all students, regardless of where they begin.

Classroom Observation

A summative evaluator’s or peer reviewer’s observation of a teacher’s classroom practice resulting in collecting evidence, sharing feedback with the teacher, and documenting evidence and feedback. Observations include:

Formal Observation Cycle

A formal observation cycle includes a planning conference, an extended classroom observation, and a post-observation conference. A full observation cycle **MUST** be completed by an evaluator during a continuing contract/tenured teacher’s summative year.

Planning conference. A conversation prior to an observation to discuss the lesson and planned teaching practices.

Extended classroom observation. A classroom observation that

- May be announced or unannounced
- Covers a full lesson (minimum of 40 minutes)
- May span 1-2 periods of instruction
- Results in evidence collection and feedback in numerous areas of teacher practice and their impacts on student learning and engagement

Post-lesson conference. A reflective conversation that takes place after an observation to reflect on practice and plan next steps with students

Extended Classroom Observation

An observation that lasts a minimum of 40 minutes. Extended observations may be announced or unannounced, may span 1-2 periods of instruction, and may cover numerous areas of teacher practice. The evaluator provides the teacher both face to face feedback and documented evidence supporting that feedback within two school days.

Short Focused Observation

An observation that lasts a minimum of 10 minutes. Short, focused observations may be announced or unannounced, do not cover a full lesson, and are focused on 1-2 areas of teacher practice (often defined by the teacher’s individual growth and development plan) and their impacts on student learning and engagement. The evaluator provides the teacher both face-to-face feedback and documented evidence supporting that feedback within two school days.

Collaboration, Growth, and Evaluation Model

The entire model as outlined in this handbook.

Component

(See, Teacher Practice, Student Engagement, or Student Learning and Achievement)

Continuing Contract or Tenured Teacher

A teacher who has completed his or her probationary period.

Domain

The teacher practice component is divided into four domains or tasks: planning, environment, instruction and professionalism. Each domain is elaborated further by including indicators and elements to more fully capture the scope of practice.

Elements

Each indicator of practice is supported by elements or specific steps for educator action. Elements are specific, intentional, measurable behaviors of teacher practice as outlined in the performance standards of teacher practice rubric. As outlined in the rubric, elements are grouped together as indicators of practice, and those indicators are grouped into one of four domains.

Formative Evaluation

An activity that offers feedback geared to improve future performance. The activity may include informal or formal assessment of current practice. In the Collaboration, Growth, and Evaluation Model, formative evaluation occurs continuously through three-year professional review cycle and includes points of contact, student learning goals, individual growth and development plans, observations, peer review, or professional learning community conversations, etc.

Growth

Improving skills required to achieve mastery on a subject or grade level standard over a period of time. Growth differentiates mastery expectations based upon baseline performances.

Indicator

Each domain is supported by broad indicators or descriptions of intentional teacher practice. Each indicator is further defined by specific elements.

Individual Growth and Development Plan

An organized way for setting and pursuing professional goal(s) and learning as part of a cycle of professional growth. The Individual Growth and Development Plan is created and revised by the teacher—who may consult the peer reviewer(s)—but must be approved by the assigned summative evaluator.

Induction and Mentoring

Induction is a system of strategies employed by schools and districts in support of beginning and transitioning educators. Induction systems are designed for developing dispositions and practices that promote continuous improvement of educational practices. The system may include an initial and ongoing orientation, a network of teacher support, seminars and

workshops, and structured mentoring focused on standards of professional practice and professional growth.

Mentoring is a non-evaluative process by which a highly skilled and experienced educator facilitates the development of a colleague in a structured support process focused on improving instructional practices. Mentoring is an essential part of induction programs. When possible, a mentor may also serve as a peer reviewer.

Job-Embedded Professional Development

Refers to teacher learning that is grounded in day-to-day teaching practices and is designed to enhance teachers' content-specific instructional practices with the intent of improving student learning. Professional learning communities and Individual Growth and Development Plans both support this type of professional development.

Longitudinal data

Refers to data in which the same subject is observed or assessed on multiple occasions over time to identify trends.

Non-tested Grades/Subject Area

Generally, this term refers to grades and subjects for which no state-wide standardized assessment(s) is available.

Peer Review Process

A system of review of teachers' performance by their colleagues. Essential components of the peer review process include mentoring and professional development, teacher collaboration, peer coaching, and professional learning communities. In the Collaboration, Growth, and Evaluation Model, all teachers will have a peer review every year, including the summative review year.

Peer Reviewer(s)

A peer (a fellow teacher, teacher on special assignment, someone in the same bargaining unit) who is selected by the teacher to offer feedback and review progress with the teacher on an annual basis. The peer reviewer(s) must be a trained observer of teacher practice and be approved by the evaluator. Where possible, the peer reviewer(s) may also be a member of the teacher's professional learning community and a new teacher's mentor serve as a peer reviewer.

Performance Rating

(See, Rating, Performance)

Performance Standards for Teacher Practice Rubric

The document that articulates the domains of teacher practice (planning, instruction, environment, and professional responsibilities), various indicators and elements of performance within those domains, and different standards of performance. The document also shares possible sources of evidence that summative evaluators and/or peer reviewers could use.

Point(s) of Contact

Points of contact are defined opportunities for the summative evaluator(s) (*qualified and trained evaluator(s)*) and the peer reviewer(s) to gather evidence for evaluation and provide feedback to a teacher for the Collaboration, Growth, and Evaluation Model. Every point of contact offers feedback in the areas of teacher practice as well as the impact of that practice on student learning and engagement. Points of contact include both classroom observations and other activities that support the teacher's growth and evaluation. Every year of the three-year professional review cycle, teachers must define multiple points of contact through their individual growth and development plans.

All points of contact *must* be

- face to face
- documented
- grounded in a teacher's Individual Growth and Development Plan and/or the Performance Standards for Teacher Practice

Portfolio

A collection of evidence demonstrating teacher practice, student engagement, and student learning and achievement. Teachers share evidence of and reflections on practice and professional growth. Portfolios are an optional source of evidence that a teacher may provide. If a portfolio is shared with the assigned summative evaluator, it must be considered for the summative evaluation.

Probationary Teacher

A teacher who has not achieved tenure/continuing contract status in the state of Minnesota. A district must conduct three formal observation cycles for every probationary teacher during each probationary year. A district must provide a probationary teacher with at least one summative evaluation prior to his or her achieving tenure/continuing contract status.

Professional Judgment

The Collaboration, Growth, and Evaluation Model is an evidence-based evaluation using multiple measures to determine a performance rating in each component of the model. For each component, an evaluator reviews the collected evidence through the lens of professional judgment before determining a rating. Evaluators' professional judgment bridges evidence collected and the best practices codified in the rubric with the specific context of a teacher's school and students.

Professional Learning Community

A group of educators committed to working collaboratively in ongoing processes of collective inquiry and action research to achieve better results for the students they serve and who operate under the assumption that the key to improved learning for students is continuous, job-embedded learning for educators. Where possible, a teacher's peer reviewer(s) and/or mentor should come from his or her professional learning community.

Rating, Performance or Component

The score applied to the component or teacher.

Performance Rating, Final. The rating of a teacher based on the teacher's performance and the results of the summative review. Teachers may earn one of four performance ratings

1. Unsatisfactory
2. Development Needed
3. Effective
4. Exemplary

Component Rating. Each component of the Collaboration, Growth, and Evaluation Model is given a rating (1-4 as noted above) in order to produce a final performance rating.

Rubric

A framework that arranges the elements, indicators and domains of teacher practice into standards of performance. The standards of performance are exemplary, effective, development needed and unsatisfactory.

Self-Assessment

Teachers complete a self-assessment annually and share that assessment with their peer reviewers (who may add their comments). This self-assessment is shared with the assigned summative evaluator annually and is considered for the summative evaluation.

Staff Development Activities

Activities that are conducted school- and/or district-wide that are coordinated with the evaluation process and outcomes.

Student Engagement and Connection

An organizing framework for examining a student's commitment to and involvement in learning, which includes academic, behavioral, cognitive, and affective components. It is influenced by the context of family, peers, community and school. Within the classroom, teachers can influence student engagement through their relationships with students and the relevance and rigor of their instruction. One component of the entire Collaboration, Growth, and Evaluation Model is dedicated to student engagement and connection.

Student Learning and Achievement Component

One component of the Collaboration, Growth, and Evaluation Model. Student learning and achievement is measured using a combination of four possible measures

- 1) value-added data
- 2) shared performance data
- 3) student learning goal--class
- 4) student learning goals--targeted need

In the Collaboration, Growth, and Evaluation Model, this component is 35% of a teacher's evaluation.

Student Survey

Student perception data gathered through a survey of student engagement at a classroom level for use in the student engagement component.

Student Learning Goal(s)

A student learning goal is a measurable, long-term, academic growth target that a teacher sets at the beginning of the year for all students or for subgroups of students. Student learning goals demonstrate a teacher's impact on student learning within a given interval of instruction based upon baseline data gathered at the beginning of the course.

Summative Evaluation

A final product that produces a performance rating for each component of the Collaboration, Growth, and Evaluation Model and a final performance rating for a teacher. This rating with accompanying feedback is used to develop a new Individual Growth and Development Plan. Teachers who are rated "Unsatisfactory" on their summative evaluation must begin a teacher improvement process.

Summative Evaluators

The assigned summative evaluator conducts the summative evaluation. This evaluator must hold a valid Minnesota administrative license and must have successfully completed the evaluator training supporting the Collaboration, Growth, and Evaluation Model offered by the Minnesota Department of Education.

Summative Conference

A meeting between a teacher and his or her assigned summative evaluator to discuss the results of the summative evaluation and to share the teacher's summative performance rating. The teacher may invite his or her peer reviewer(s) to participate in this conference.

Teacher

The Collaboration, Growth, and Evaluation Model applies to all teachers as defined in the Minnesota statutes below except for principals and superintendents. Principals must be evaluated annually per Minnesota Statute 123B.147.

M.S. 122A.40, Subd. 1. (Continuing Contract Law):

"Subdivision 1. Teacher defined. A principal, supervisor, and classroom teacher and any other professional employee required to hold a license from the state department shall be deemed to be a 'teacher' within the meaning of this section. A superintendent is a 'teacher' only for purposes of subdivisions 3 and 19."

M.S. 122A.41, Subd. 1. (a) (Continuing Contract Law for Cities of the First Class):

"Subdivision 1. (a) Teachers. The term 'teacher' includes every person regularly employed, as a principal, or to give instruction in a classroom, or to superintend or supervise classroom instruction, or as placement teacher and visiting teacher. Persons regularly employed as counselors and school librarians shall be covered by these sections as teachers if licensed as teachers or as school librarians."

Teacher Improvement Process (TIP)

Teachers receiving an “unsatisfactory rating” must begin a TIP. During that process, an improvement plan that is specific and prescribed will be developed. Teachers must receive support to improve their performance. Should teachers either a) fail to engage in the improvement plan or b) fail to improve, districts must discipline them per statute.

Teacher Practice

One component of the Collaboration, Growth, and Evaluation Model which includes four domains: planning, instruction, environment, and professional responsibilities. These domains are further defined and performance levels established using the performance standards for the teacher practice rubric.

Teaching Standards Established in Rule

Minnesota Administrative Rules, Chapter 8710, lists state Standards for Licensing teachers and other licensed support personnel. The Standards of Effective Practice rules are listed in 8710.2000. These identify the professional core of teaching standards that must be met by all who would teach in Minnesota public schools.

Tenured

See Continuing Contract Teacher

Tested Subjects/Grade Levels

Generally refers to the grade levels and/or subject areas in which standardized tests are given regularly.

Three-year Professional Review Cycle

Tenured/continuing contract teachers will be evaluated on a three-year professional review cycle in which a summative evaluation occurs in the third year.

Exceptions to the three-year requirement include

- During 2014-15 and 2015-16 school years, in which summative evaluations will be given to 1/3rd of teachers in each year
- When a veteran teacher in a new district requires only one year of probationary service, that teacher will be in the summative review
- When an evaluator and/or administrator determines that a summative evaluation is necessary

Value-Added Measurement (VAM)

a method of reporting student achievement data that measures the teacher's contribution in a given year by comparing current school year test scores of their students to the scores of those same students in the previous school year, as well as to the scores of other students in the same grade. In this manner, value-added measurement seeks to isolate the contribution that each teacher makes in a given year, which can be compared to the performance measures of other teachers.

Value-Added Model

In order to accurately, consistently and fairly compute value-added data, a value-added model must provide a certain level of sophistication that few districts can provide on their own. The Collaboration, Growth, and Evaluation Model for teacher evaluation will provide a value-added model, and the Minnesota Department of Education is currently seeking resources to build the infrastructure to support that model and to develop the psychometric formulas to compute the data. MN Statutes 122A.40 and 122A.41 say that districts “must use an agreed upon teacher value-added assessment model for the grade levels and subject areas for which value-added data are available.” If the value-added model is not “agreed-upon” or the data is “not available,” then the student learning and achievement component must use other growth measures for their evaluation.

Resources and Forms with Instructions

Individual Growth and Development Plan

NOTE: Refer to the handbook for descriptions about process and definitions of the terms used on this form. This form is completed by a teacher at the beginning of each three-year professional review cycle (or after a summative evaluation) and revised at least annually. The plan is reviewed by the peer reviewer(s) and assigned summative evaluator.

Opening Information

Use the first section to identify the teacher, school, date, peer reviewer(s), and assigned summative evaluator. Also indicate whether this form is a new plan or a revision of a previously approved plan. If this is revision a teacher might attach a copy of the previously approved plan for reference.

In many instances, a school or district may have multiple summative evaluators working as a team to coordinate and complete growth and evaluation activities. Each teacher should have one “assigned” summative evaluator identified on the Individual Growth and Development Plan. The “assigned” evaluator would be a contact for the teacher, should collect and maintain all evidence generated by activities, and completes the teacher’s summative evaluation.

Areas to Consider

Enter a response to the guiding questions in this space. These questions are meant to frame the teacher’s growth and development plan within the needs identified in previous formative and summative evaluations as well as current building and district goals and priorities. A plan is strongest when the area targeted for growth is also important within the context where it will happen. For example, if the results of former evaluations highlighted “4.C.v. Understands the cultural and linguistic backgrounds of students, their families and the community” as an area for growth, but the teacher works in a homogenous environment, that element may not be the best area to target. However, that same element is critical and often is a school or district priority in communities around the state, so growth and development in that element would be wise.

Professional Growth Plan

Goal Number—If the teacher is selecting multiple goals, use this space to number the goals. If the teacher is writing one goal, enter “1” in the space provided.

Performance Standard—Enter the domain, indicator and element number(s) (Example: 1.B.ii) that the teacher will focus on in this goal.

Explanation—Use this space to explain the selection of this performance standard and growth goal. A teacher would reference previous formative or summative evaluations and school district priorities in this space.

Growth Goal—Enter the individual growth goal. This goal should answer the question, “What will you learn and accomplish?” Examples of growth goals include

- I will learn about and apply differentiated instructional strategies for EL students
- I will seek staff leadership opportunities and will chair a committee
- I will improve my classroom management by observing master teachers and collaborating with my peer reviewer(s).
- I will regularly embed vocabulary instruction in every unit, including posting and using word walls.

Activities, Resources Needed, Target Date—In order to reach the goal, enter specific activities that the teacher will complete in order to reach that goal. If resources are needed – including the support of peers or other staff – identify them here. Finally, enter a target date for completion. The teacher is accountable to him/herself for engaging in the activities in this plan. Below this section is a focus question asking teacher’s to hypothesize about the potential student impact if the plan is implemented with fidelity and the teacher achieves the goal.

Points of Contact with the Peer Reviewer(s) and Summative Evaluator

Peer Reviewer(s)—In order to support this plan, what points of contact are you requesting from your peer reviewer(s)? That is, if your goal is based in the planning domain, then a peer reviewer agrees to give you face-to-face, documented feedback on your instructional planning. You have three annual points of contact with your peer reviewer(s). In this section, be specific about what each point of contact would be. The peer reviewer(s) “agrees” by signing the form, indicating that the peer reviewer(s) will complete these points of contact with the teacher.

Summative Evaluator—The same instructions apply to the summative evaluator(s), with the exception that the teacher may name a minimum of two points of contact.

Signatures and Dates

The teacher, peer reviewer(s) and evaluator sign and date this plan. Note the description above each signature space.

Individual Growth and Development Plan

Teacher: 5T

School: 5T

Date: 5T

Peer Reviewer(s): 5T

Summative Evaluator: 5T

This plan is: a NEW Individual Growth and Development Plan or REVISIONS to an approved plan

AREAS TO CONSIDER

What areas for growth have you identified based on your summative evaluation, peer reviews, and self-assessment? 5T
What are current district, school, and/or professional learning community priorities, goals, and activities? 5T

PROFESSIONAL GROWTH GOAL AND PLAN

The Individual Growth and Development Plan must have at least one professional growth goal and supporting plan. Growth goals are based on the teacher's individual areas for growth and should support district, school, and/or professional learning community priorities, goals, and activities.

Add additional copies of this plan for each professional growth goal and plan.

Goal Number	5T
Performance Standard	5T
Explanation	5T
Growth Goal	5T <i>(Growth goals are based on teacher growth and teacher outcomes—What will you learn and accomplish?)</i>

Activities	Resources Needed <i>(Including Peer Support)</i>	Target Date Evidence of Completion
5T	5T	5T
5T	5T	5T
5T	5T	5T
5T	5T	5T

If you implement the activities and achieve the professional growth goal, what will be the impact on student learning and engagement?

5T

POINTS OF CONTACT WITH THE PEER REVIEWER(S) AND SUMMATIVE EVALUATOR

Peer Reviewer(s) <i>(Minimum 3 annual Points of Contact)</i> What Points of Contact have been agreed to with the peer reviewer(s)? 5T 5T 5T	Summative Evaluator <i>(Minimum 2 annual Points of Contact)</i> What Points of Contact have been agreed to with the summative evaluator? 5T 5T
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The teacher and a peer reviewer(s) will sign the Individual Growth and Development Plan to indicate that the professional growth goals and activities have been discussed and that the planned points of contact have been agreed to.

Teacher: _____

Date: _____

Peer Reviewer(s): _____

Date: _____

The summative evaluator will sign the Individual Growth and Development Plan to indicate that the identified peer reviewer(s), professional growth goals and activities, and points of contact have been reviewed and agreed to.

Evaluator: _____

Date: _____

Student Learning Goals Documentation

NOTE: Refer to the handbook for descriptions about process and definitions of the terms used on this form. This form is completed by a teacher and assigned summative evaluator annually.

Student learning goals are set and approved (the first two sections of the form) in the fall of each year. Evaluators should clearly articulate when this form is due. This form cannot be completed until student starting points are established, so evaluators must allow room for teachers to complete that activity prior to writing a goal.

Setting the Student Learning Goals (Completed by the teacher)

The items for these two goals are similar in design, even if the goals have unique purposes. These directions are meant to guide the completion of the form. The handbook elaborates on the intents and processes for each goal.

Student Population

Describe the students to whom this goal applies.

The class goal is focused on most if not all of the students for whom a teacher is delivering content. Teachers who have multiple courses (preps) should select the course(s) that represents either a) the largest group of students or b) the most critical group to address. Examples include: all US history students, all visual art students, all fourth grade music students, all caseload students, etc.

The targeted need goal is focused on a specific subgroup of students who enter class at a low level of preparedness for the course content, materials or skills. Teachers may select all students at low level of preparedness or specific students within this group for this goal. This targeted population should share a common need to be addressed through focused instruction and a specific assessment.

Standards Addressed

Name the specific content or common core standards you are addressing with this goal. Use both the title of the standard and the reference number. Examples include: The Practice of Science 5.1.1.1.1-4 & 5.1.1.2.1-3, Artistic Foundations 9.1.1.3.1-4, Communicate in Languages Other than English 1.1. The class goal should address several standards; whereas the targeted need goal should address the content and/or skill that is most important for the population to be prepared for the course and/or grade level.

Interval of Instruction

Enter the amount of time that the teacher will be responsible for delivery of content before the assessment is administered. In many cases, this is the entire school year, though it could be a quarter, trimester or semester of instruction. For example: First semester of 2014-15 school year, 7 months between NWEA MAP fall and spring tests, entire school year, etc.

Assessment(s) Used

The assessments used to measure student learning and achievement must a) be approved and b) establish mastery scores.

Pre-approved or Evaluator-Approved—Check the box that applies to your assessment.

Mastery Scores—Enter the score (or range of scores) that would delineate among mastery levels on the assessment. For pre-approved assessments, the benchmarking standards are provided. Attach any scoring rubrics or guides to this form for peer/evaluator review. For example, “On the attached 5-point performance rubric, a score of 1 represents no mastery, 2 represents partial mastery, and 3 and above represent mastery. Or, on the 50 point end-of-course exam, a score of 30 or below represents no mastery, 31-39 represents partial mastery and 40 and above represents mastery.”

Student Starting Points

Using the beginning of course data the teacher has gathered, identify the number of students who are at each level of preparedness for the course content and rigor. The teacher must keep a record of the student names which may be shared with the evaluator but are not required for this form. For the class goal, teachers enter the number of students who start the course at a low, medium and high level of preparedness. For the targeted need goal, teachers will describe the amount of growth needed from the targeted student population in order to achieve partial or complete mastery of the targeted standard.

Student Learning Goal

Enter the expected performance of the student population on the end-of-course assessment. Consider the students’ starting points and the benchmarking for levels of mastery. *This is the goal by which the teacher is evaluated* in this process. The teacher specifies the number of students who will be at non-mastery, partial mastery and mastery levels of performance on the assessment.

Rationale for Student Learning Goal

This space allows the teacher to explain how the learning goal set for students is based on rigorous expectations for student learning and on student starting points. The teacher may speak directly to the three areas that the evaluator(s) will use to approve the goal: priority of content, quality of evidence, and rigor of goal. The teacher may elaborate on the context of the student population, the rationale behind the benchmark standards (in the case of classroom assessments), previous experiences with student learning goals and how this goal has been adjusted based on those past efforts. Finally, the teacher may mention the degree to which the goal was developed collaboratively, with the teacher’s professional learning community, peer reviewer(s) or other support.

Student Learning Goal Approval (Completed by the evaluator)

Approval of Objective

The evaluator reviews the learning goal, looking for three key aspects—priority of content, quality of evidence, and rigor of goal. Should the evaluator find something unacceptable, the evaluator must provide specific instructions to the teacher for revision of the learning goal and a

timeline to revise the goal for review. If the learning goal is acceptable, then the evaluator signs and dates the form.

Signatures and Dates

Following evaluator approval all parties sign and date the document.

Results of Student Learning Goals (Completed by the teacher)

The following activities are completed after the assessment has been administered and scored.

Results

The teacher records the results of the assessments by entering the number of students who had not mastered the content, had partially mastered the content, and had mastered the content as measured by the chosen assessment for each goal.

Reflection

The teacher reflects on the results of the assessments and goals, offers context to what the scores may mean, considers possible changes to practice as a result of this data, and/or comments on instructional activities that contributed to these results. The intent here is to create space for a teacher to be a reflective practitioner and to use assessment data to inform future teacher practice.

Teachers are also prompted to share any changes to the student population during the interval of instruction. This information helps the evaluator(s) contextualize the original goal and the results of the assessment.

Scoring (Completed by the evaluator)

Scoring

Using the stated and approved learning goals, the results of the assessments, and the rubric below, the evaluator rates the teacher for each goal.

Feedback

The evaluator uses this space to give feedback to the teacher.

Student Learning Goals Documentation

Teacher: 5T

School: 5T

Grade/Subject Area: 5T

Peer Reviewer(s): 5T

Summative Evaluator: 5T

Setting Student Learning Goals *Completed by the Teacher*

CLASS GOAL

Student Population	5T
Standards Addressed	5T
Interval of Instruction	5T
Approved Assessment(s)	5T This assessment is: <input type="checkbox"/> Pre-Approved or <input type="checkbox"/> Evaluator Approved
Approved Mastery Scores	Mastery—5T Partial Mastery—5T

Student Starting Points	Low level of prep: Number of students = 5T Percent of students = 5T	Medium level of prep: Number of students = 5T Percent of students = 5T	High level of prep: Number of students = 5T Percent of students = 5T
-------------------------	--	---	---

Class Student Learning Goal

To be rated effective, students will achieve the following results on the approved assessment and mastery scores:

Class Student Learning Goal	Non-Mastery Number of students = 5T Percent of students = 5T	Partial Mastery Number of students = 5T Percent of students = 5T	Mastery Number of students = 5T Percent of students = 5T
-----------------------------	--	--	--

Rationale for Class SLG:	5T
--------------------------	----

TARGETED NEED GOAL

Target Population	5T
Targeted Standards	5T
Interval of Instruction	5T
Approved Assessment(s)	5T This assessment is: <input type="checkbox"/> Pre-Approved or <input type="checkbox"/> Evaluator Approved
Approved Mastery Scores	Mastery— Partial Mastery—

Targeted Need Student Learning Goal

To be rated effective, targeted students will achieve the following results on the approved assessment and mastery scores.

Targeted Need Student Learning Goal	Non-Mastery Number of students = 5T Percent of students = 5T	Partial Mastery Number of students = 5T Percent of students = 5T	Mastery Number of students = 5T Percent of students = 5T
-------------------------------------	--	--	--

Rationale for Targeted Need SLG	5T
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Student Learning Goal Approval

Completed by the Summative Evaluator

Approval of Student Learning Goals

Class Goal

Priority of Content	<input type="checkbox"/> Acceptable	<input type="checkbox"/> Unacceptable
Quality of Assessment	<input type="checkbox"/> Acceptable	<input type="checkbox"/> Unacceptable
Rigor of Goal	<input type="checkbox"/> Acceptable	<input type="checkbox"/> Unacceptable

Evaluator Feedback: 5T

Targeted Need Goal

Priority of Content	<input type="checkbox"/> Acceptable	<input type="checkbox"/> Unacceptable
Quality of Assessment	<input type="checkbox"/> Acceptable	<input type="checkbox"/> Unacceptable
Rigor of Goal	<input type="checkbox"/> Acceptable	<input type="checkbox"/> Unacceptable

Evaluator Feedback: 5T

The teacher and summative evaluator will sign the Student Learning Goals documentation to indicate that the class and targeted need goals have been reviewed and agreed to.

Teacher: _____

Date: _____

Evaluator: _____

Date: _____

AFTER TRACKING PROGRESS AND REFINING INSTRUCTION:

Results of Student Learning Goals

Completed by the Teacher

CLASS GOAL

Students achieved the following results on the approved assessment and mastery scores:

Results	Non-Mastery Number of students = 5T Percent of students = 5T	Partial Mastery Number of students = 5T Percent of students = 5T	Mastery Number of students = 5T Percent of students = 5T
---------	--	--	--

Reflection:	5T
-------------	----

TARGETED NEED GOAL

Targeted students achieved the following results on the approved assessment and mastery scores

Results	Non-Mastery Number of students = 5T Percent of students = 5T	Partial Mastery Number of students = 5T Percent of students = 5T	Mastery Number of students = 5T Percent of students = 5T
---------	--	--	--

Reflection:	5T
-------------	----

Were there any changes to the number of students in your class or significant student attendance issues that should be considered when scoring your class goal and/or targeted need goal?

5T

Scoring

Completed by the Summative Evaluator

<i>Exemplary</i>	<i>Effective</i>	<i>Development Needed</i>	<i>Unsatisfactory</i>
<i>The teacher has surpassed expectations described in the SLG and/or demonstrated an outstanding impact on student learning</i>	<i>The teacher has met the expectation described in the SLG and/or has demonstrated a considerable impact on student learning</i>	<i>The teacher has not fully met the expectation described in the SLG, but has still demonstrated some impact on student learning</i>	<i>The teacher has not met the expectation described in the SLG and has demonstrated an insufficient impact on student learning.</i>

Class Goal:

- Exemplary
- Effective
- Development Needed
- Unsatisfactory

Targeted Need Goal:

- Exemplary
- Effective
- Development Needed
- Unsatisfactory

Evaluator Feedback: 5T

The teacher and summative evaluator will sign the Student Learning Goals documentation to indicate that the results and scoring have been reviewed.

Teacher: _____

Date: _____

Evaluator: _____

Date: _____

Points of Contact Documentation

NOTE: Refer to the handbook for descriptions about process and definitions of the terms used on this form. This form is completed by a summative evaluator or peer reviewer.

Points of Contact Activity

Use the checkboxes to identify a) which activity is being documented, b) who defined this point of contact, and c) who conducted the point of contact.

Evidence Gathered (artifacts, observations, discussions)

Use the space provided to document overall evidence gathered from this point of contact.

Teacher Practice

Areas of Strength from Evidence

Use this space to document areas of strength from evidence. Evaluators or reviewers must tie this feedback to specific domains, indicators, and elements from the Performance Standards for Teacher Practice. For example, an evaluator or reviewer may write, "1.A.i-iii --> this lesson clearly articulated learning targets and content knowledge" or "4.B.i-iii --> the PLC meeting you facilitated modeled professional growth. Your team demonstrated a culture of continuous learning."

Areas of Growth from Evidence

Use this space to document areas of growth from evidence. As described above, evaluators or reviewers connect the feedback to specific performance standards. For example, an evaluator or reviewer may write, "1.A.iv --> the lesson does not refer to student data used to inform planning" or "3.A.i-ii --> Learning targets are posted but not embedded in lesson."

Student Impact

Evaluator Feedback Specific to Student Learning and Engagement

Use this space to document your observations of the student impact from the teacher's practice. This could include specific observed behaviors from students or reflections on potential student impact from observed teacher behaviors. Below are some sentence stems that may be used in this section.

- Students learned best when...
- Student learning may have been better if...
- Students were engaged when...
- Students were disengaged when...
- Students were able/unable to explain the learning outcome.

Signatures and Dates

Evaluators and teachers sign and date the first box, confirming that the evidence has been shared and discussed. If the point of contact was conducted by a peer reviewer, the second box is used.

Point of Contact Documentation

Teacher: 5T
 Evaluator or Peer Reviewer: 5T
 School: 5T
 Date: 5T

What was this point of contact activity? <i>(Check only what applies to this activity)</i>	Teacher Defined	Teacher Defined
<input type="checkbox"/> Formal Observation Cycle	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Extended Classroom Observation	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Series of Informal Classroom Observations	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Planning Conference	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Post-Lesson Conference	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Curriculum Review	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Review of Student Survey Data	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Review of Student Learning Data	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Video Lesson Review	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Professionalism Obs/Conf	<input type="checkbox"/>	<input type="checkbox"/>

EVIDENCE GATHERED (ARTIFACTS, OBSERVATIONS, DISCUSSIONS) <i>(If this form is documenting a full observation cycle, then evidence is documented from the planning conference, extended classroom observation, and post-lesson conference.)</i>
5T

Teacher Practice

AREAS OF STRENGTH FROM EVIDENCE <i>(Tied to performance standards and/or individual growth plan)</i> <i>(If this form is documenting a full observation cycle, then feedback is provided in the areas of planning, instruction, environment, and professionalism.)</i>
5T
AREAS FOR GROWTH FROM EVIDENCE <i>(Tied to performance standards and/or individual growth plan)</i> <i>(If this form is documenting a full observation cycle, then feedback is provided in the areas of planning, instruction, environment, and professionalism.)</i>
5T

Student Impact

EVALUATOR FEEDBACK SPECIFIC TO STUDENT LEARNING AND STUDENT ENGAGEMENT

(If this form is documenting a full observation cycle, then feedback is provided in the areas of planning, instruction, environment, and professionalism.)

Note: Only one pair of signatures is required below, depending on whether the summative evaluator or peer reviewer conducted the Point of Contact.

The teacher and summative evaluator will sign the Point of Contact Documentation to indicate that the evidence and feedback have been shared and discussed. Both the teacher and summative evaluator retain copies.

Evaluator: _____	Date: _____
Teacher: _____	Date: _____

The teacher and peer reviewer will sign the Point of Contact Documentation to indicate that the evidence and feedback have been shared and discussed. The teacher retains the form.

Evaluator: _____	Date: _____
Peer Reviewer: _____	Date: _____

Teacher Planning Questionnaire (*Optional*)

[INSTRUCTIONS TO BE DEVELOPED]

Teacher Planning Questionnaire

Teacher: 5T

Evaluator or Peer Reviewer: 5T

School: 5T

Date: 5T

POINT OF CONTACT ACTIVITY

This planning conference is: teacher defined or an evaluator defined.

This planning conference is conducted by the: summative evaluator or peer reviewer(s).

LEARNING TARGETS

1. What are your targets for student learning for this lesson? What do you want students to know or be able to do as a result of the lesson? *(In the event that students are working on individual objectives, choose two or three students and provide their objectives.)* (1A)

5T

2. How are the learning targets aligned with state curriculum standards? (1A)

5T

3. What specific data have you gathered about your students in relation to the learning targets? (1A, 3C)

5T

How have you used that information in the design of this lesson? (1A, 1C)

5T

ASSESSMENT

4. How will you know students accomplished the expected learning targets for the lesson? Identify specific assessment data. (1C, 3C)

5T

Why did you select this method of assessment? (1C, 3C)

5T

INSTRUCTIONAL STRATEGIES AND ACTIVITIES

5. What teaching strategies will you use to teach this lesson? What resources will be utilized? (1B, 3B)

5T

Why did you choose these strategies and resources? (1A, 1B)

5T

CONNECTING LEARNING
6. In what ways does this lesson build on previous lessons? (1A, 1B) 5T
7. Describe the connections between this lesson and future lessons. (1A, 1B) 5T How will you determine the students' retention and ongoing application of learning from this lesson? (1C, 3C) 5T

OBSERVATION INFORMATION
8. Explain any special situations or circumstances of which the observer might need to be aware. 5T
9. In addition to general feedback the observer will provide based on the observation cycle, what specific feedback would you like from the process? 5T

Planning Conference Probing Questions (*Optional*)

The planning conference point of contact activity is meant to be an opportunity for a teacher to talk about planning practices, discuss a lesson that will be observed, and/or reflect on a lesson plan. The conference also generates evidence of a teacher's planning practices for summative evaluators and peer reviewers. Asking good probing questions is important when facilitating reflection and when seeking evidence. The following questions, aligned with the Teacher Planning Questionnaire, can be used by teachers when planning, by teachers when preparing for a planning conference, and by summative evaluators and peer reviewers when facilitating a planning conference with a teacher.

1. *What are your targets for student learning for this lesson? What do you want students to know or be able to do as a result of the lesson? (In the event that students are working on individual objectives, choose two or three students and provide their objectives.)*

- What are the habits or skills being developed? How are they connected?
- Why did you choose these targets?
- Where are you in relation to presenting this—initial content or mastery?
- How do you plan to communicate the learning targets to the students?
- How are you segmenting the learning?
- How much time are you spending on these targets?

2. *How are the learning targets aligned with state curriculum standards?*

- How do this lesson's targets support standards in other content areas?

3. *What specific data have you gathered about your students in relation to the learning targets?*

- How do you become familiar with students' background knowledge, skill levels, experiences, and cultural resources?
- What kind of background do the students need to have for this lesson?
- What sources of student data do you use to determine student performance levels?
- How do you become familiar with students' background knowledge, skill levels, experiences, and cultural resources?
- Why are these concepts and habits appropriate to the students' learning needs?

How have you used that information in the design of this lesson?

- What difficulties or misunderstandings might students have? How have you planned for those?
- What are some of the ways that you will make the learning relevant to students?

4. *How will you know students accomplished the expected learning targets for the lesson?*

Identify specific assessment data.

- How will students make their learning public?
- How do you plan to provide feedback to the students?
- How will the students be assessed by both the teacher and by the students themselves?
- How will accomplishment be recognized?

- Where have you built in time for student reflection and self-assessment in your lesson?
- What are some of the questions you plan to ask students during the lesson?
- How do you expect students to respond to questions—whole class or individual?
- How do you ensure that you call on all students?
- Are there opportunities in the lesson for students to generate questions that would encourage them to think?

Why did you select this method of assessment?

- What research supports this method of assessment?

5. *What teaching strategies will you use to teach this lesson? What resources will be utilized?*

- How will you model or explain clear expectations for the students' learning?
- How will each activity promote rigorous thinking?
- How will each activity apprentice students in using intended concepts and habits?
- How will students be grouped for learning? How is the grouping related to the intended concepts and habits?
- How will the students be engaged in talk that is academic?
- How will differentiated assistance be provided to individual students—struggling students as well as those needing an extra challenge?
- How will you know when to move from one activity to the next?
- Are there parts of the lesson where you have planned to invoke curiosity, exploration, and discovery?
- Are there elements of this lesson that will motivate students to be life-long learners?
- Are you using visual aides to help enhance student understanding?
- Choose one activity and talk about the way you plan on presenting this to your students.
- Where and what are you planning for internal summaries within the lesson?

Why did you choose these strategies and resources?

- What research supports this lesson design?

6. *In what ways does this lesson build on previous lessons?*

- How are you planning to connect what the students will learn to what they have previously learned?

7. *Describe the connections between this lesson and future lessons.*

How will you determine the students' retention and ongoing application of learning from this lesson?

8. *Explain any special situations or circumstances of which the observer might need to be aware.*

- How do you reinforce and reward students?
- How do you plan for transitions from one part of the lesson to the next?

- Is there anything I can help you with before the lesson?
- How do you access and use district and school resources to enhance student learning?

9. In addition to general feedback the observer will provide based on the observation cycle, what specific feedback would you like from the process?

- How have you considered your Individual Growth and Development Plan goals in planning this lesson?
- How are you enhancing your own professional growth?

Observation Notes Form (*Optional*)

[TO BE DEVELOPED]

Teacher Reflection Questionnaire (*Optional*)

[TO BE DEVELOPED]

Post-Lesson Conferencing Form (*Optional*)

[TO BE DEVELOPED]

Self-Assessment and Peer Review

The Self-Assessment and Peer Review is completed annually in two parts.

Part One

Teachers should review evidence of practice, evidence of student impact, and evidence of implementation of the Individual Growth and Development Plan in order to self-assess areas of strength, areas for growth, impact on students, and continuous development. Conclusions and reflections should be recorded in the left-hand column for each area.

Areas of teacher practice should refer directly to specific domains, indicators, and elements from the Performance Standards for Teacher Practice. For example, a teacher or reviewer may write, “1.A.i-iii—I have clearly articulated learning targets and content knowledge by planning using the online lesson form provided by the district” or “4.B.i-iii—In our grade-level PLC I have facilitated weekly meetings. Our team demonstrated a culture of continuous learning.”

Reflections on student impact should be based on evidence from assessments and from student engagement survey data.

Part Two

Teachers and peer reviewers should review evidence as well as the teachers’ self-assessment and reflections collaboratively. A summary of the review and coaching conversation should be recorded in the right-hand column for each area. Signatures and any notes to the assigned summative evaluator should be added at the conclusion of the coaching conversation.

Peer reviewers should submit the completed and signed form to the assigned summative evaluator. The evaluator should review the self-assessment as well as peer review results and notes, add his or her signature, and retain the summary as evidence to be integrated into the summative evaluation.

Evidence of practice, evidence of student impact, and evidence of implementation of the Individual Growth and Development Plan may be organized in the portfolio. This is an option for teachers.

Reflections may be utilized as the reflective statement of professional accomplishment and the teacher’s own assessment of professional growth required for re-licensure.

Self-Assessment and Peer Review Annual Summary

Teacher: [Click here to enter text.](#)

School: [Click here to enter text.](#)

Peer Reviewer(s): [Click here to enter text.](#)

Evaluator: [Click here to enter text.](#)

Date of Self-Assessment: [Click here to enter text.](#)

Date of Peer Review: [Click here to enter text.](#)

Teacher Practice

AREAS OF STRENGTH FROM EVIDENCE <i>(Tied to performance standards)</i>	AREAS OF GROWTH FROM EVIDENCE <i>(Tied to performance standards)</i>
Self-Assessment: Click here to enter text.	Self-Assessment: Click here to enter text.
Peer Review: Click here to enter text.	Peer Review: Click here to enter text.

Student Impact

REFLECTIONS SPECIFIC TO STUDENT LEARNING <i>(Tied to value-added data and results of student learning goals)</i>	REFLECTIONS SPECIFIC TO STUDENT ENGAGEMENT <i>(Tied to longitudinal data on student engagement)</i>
Self-Assessment: Click here to enter text.	Self-Assessment: Click here to enter text.
Peer Review: Click here to enter text.	Peer Review: Click here to enter text.

Continuous Growth, Development, and Collaboration

SUMMARY OF IMPLEMENTATION OF THE INDIVIDUAL GROWTH AND DEVELOPMENT PLAN <i>(Tied to activities in the plan)</i>
Self-Assessment: Click here to enter text.
Peer Review: Click here to enter text.

REFLECTIONS ON RESULTS OF THE INDIVIDUAL GROWTH AND DEVELOPMENT PLAN <i>(Tied to evidence of growth in teacher practice and of student impact from the plan)</i>
Self-Assessment: Click here to enter text.

REFLECTIONS ON RESULTS OF THE INDIVIDUAL GROWTH AND DEVELOPMENT PLAN *(Tied to evidence of growth in teacher practice and of student impact from the plan)*

Peer Review:
[Click here to enter text.](#)

The teacher and a peer reviewer(s) will sign the Self-Assessment and Peer Review Annual Summary to indicate that the evidence and feedback have been discussed, and accurately and completely summarized.

Teacher:	_____	Date:	_____
Peer Reviewer(s):	_____	Date:	_____

The evaluator will sign the Self-Assessment and Peer Review Annual Summary to indicate that the results have been shared.

Evaluator:	_____	Date:	_____
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Summative Evaluation

NOTE: Refer to the handbook for descriptions about process and definitions of the terms used on this form. This form is completed by the assigned summative evaluator.

The following performance levels and numerical values are used to complete the Summative Evaluation form:

Performance Rating: Exemplary

Numerical Value: 4

There is evidence of exceptional performance. The teacher exceeds performance standards and shows leadership, initiative, and the ability to model and mentor for colleagues.

Performance Rating: Effective

Numerical Value: 3

There is evidence of strong performance at a rigorous level. The teacher integrates knowledge, is collaborative, and consistently meets performance standards.

Performance Rating: Development Needed

Numerical Value: 2

There is limited evidence of satisfactory performance. Development is needed in some performance areas. Improvement is expected.

Performance Rating: Unsatisfactory

Numerical Value: 1

There is evidence of performance that is consistently below standards. Assistance and significant improvement is required.

Component One—Teacher Practice

See page 28 for the process for determining the component rating for teacher practice.

1. Enter the performance level for each domain.
2. Combine the performance levels for the four domains to determine and record a component rating for the teacher practice component.
3. Add comments that clarify the evidence used to determine performance levels for domains and the rationale for the component rating.

Component Two—Student Engagement

Student Survey Evidence

Enter the performance level using the process on page 31.

Other Evidence of Student Engagement

Enter the performance level using the process on page 31.

Component Rating for Student Engagement

Combine the two performance levels to calculate one component rating for the student engagement component.

1. Multiply each of the numerical values in column one by the corresponding weight in column two. Enter the each product in column three.
2. Calculate the score by adding the two products in column three and record.
3. Use the score to determine the component rating for the student engagement component based on the scale below. Record the component rating.

3.50-4.00	Exemplary
2.50-3.49	Effective
1.50-2.49	Development Needed
1.00-1.49	Unsatisfactory

Add comments that clarify the evidence used to determine performance levels for domains and the rationale for the component rating.

Component Three—Student Learning and Achievement

For each year of the three-year professional review cycle, calculate a performance rating using the process on page 39.

1. Identify the appropriate teacher group for the teacher based on the descriptions on page 35.
2. Record the numerical values for the appropriate performance level ratings based on teacher’s identified group in column one.
3. Record the weights for the evidence sources based on the teacher’s identified group in column two. (note that in the chart below, the weights are expressed as percentages of the component rating and not of the total evaluation)

<u>Group 1 Teachers</u>	<u>Group 2 Teachers</u>	<u>Group 3 Teachers</u>
Teacher Value-Added— 86% of component rating	Shared Performance Goal--14% of component rating	Shared Performance Goal--14% of component rating
Shared Performance Goal--14% of component rating	Teacher Value-Added-- 57% of component rating	Class Student Learning Goal--57% of component rating
	Student Learning Goal-- 29% of component rating <i>(May be either a class or a targeted need student learning goal.)</i>	Targeted Need Student Learning Goal--29% of component rating

4. Multiply each of the numerical values in column one by the corresponding weight in column two. Enter each product in column three.
5. Calculate the score by adding the products in column three and record.

6. Use the score to determine the component rating for the student engagement component based on the scale below. Record the component rating.

3.50-4.00	Exemplary
2.50-3.49	Effective
1.50-2.49	Development Needed
1.00-1.49	Unsatisfactory

Component Rating for Student Learning and Achievement

Combine the performance levels from each year of the review cycle to calculate one component rating for the student learning and achievement component.

Use the average of the three years' ratings to determine the component rating for the student learning and achievement component based on the scale below. Record the component rating.

3.50-4.00	Exemplary
2.50-3.49	Effective
1.50-2.49	Development Needed
1.00-1.49	Unsatisfactory

Add comments if needed.

Final Performance Rating

See page 45 for the process for determining final performance rating for the summative evaluation.

1. Transfer the numerical values for the component ratings from the above sections into column one.
2. Multiply each of the numerical values in column one by the corresponding weight in column two. Enter the each product in column three.
3. Calculate the summative score by adding the three products in column three and record.
4. Use the summative score to determine the final performance rating based on the scale below. Record the final performance rating.

3.50-4.00	Exemplary
2.50-3.49	Effective
1.50-2.49	Development Needed
1.00-1.49	Unsatisfactory

Identify key strengths and areas for development based on the cumulative evidence and the summative evaluation process. Add additional comments as needed.

Summative Evaluation

Teacher: [Click here to enter text.](#)

School: [Click here to enter text.](#)

Evaluator: [Click here to enter text.](#)

Date of Summative Evaluation: [Click here to enter text.](#)

Component One—Teacher Practice

Domain	Performance Level	Domain	Performance Level
Planning	5T	Environment	5T
Instruction	5T	Professionalism	5T

Teacher Practice Component Rating: 5T

Comments: 5T

Component Two—Student Engagement

Evidence Type	Performance Level <i>Column 1</i>	Weight <i>Column 2</i>	Product <i>Column 3</i>
Student Survey Evidence	5T	.75	5T
Other Evidence for Student Engagement	5T	.15	5T

SCORE (sum of column 3): 5T

Student Engagement Component Rating: 5T

Comments: 5T

Component Three—Student Learning and Achievement

YEAR ONE RESULTS

Teacher Group: Group One Group Two Group Three

Evidence Source	Performance Level <i>Column 1</i>	Weight <i>Column 2</i>	<i>Column 3</i>
Teacher Value-Added	5T	5T	5T
Shared Performance Goal	5T	.14	5T
Class Student Learning Goal	5T	5T	5T
Targeted Need Student Learning Goal	5T	5T	5T

Score: 5T

Performance Level—Year One: 5T

YEAR TWO RESULTS

Teacher Group: Group One Group Two Group Three

Evidence Source	Performance Level <i>Column 1</i>	Weight <i>Column 2</i>	<i>Column 3</i>
Teacher Value-Added	5T	5T	5T
Shared Performance Goal	5T	.14	5T
Class Student Learning Goal	5T	5T	5T
Targeted Need Student Learning Goal	5T	5T	5T

Score: 5T

Performance Level—Year Two: 5T

YEAR THREE RESULTS

Teacher Group: Group One Group Two Group Three

Evidence Source	Performance Level <i>Column 1</i>	Weight <i>Column 2</i>	<i>Column 3</i>
Teacher Value-Added	5T	5T	5T
Shared Performance Goal	5T	.14	5T
Class Student Learning Goal	5T	5T	5T
Targeted Need Student Learning Goal	5T	5T	5T

Score: 5T

Performance Level—Year Three: 5T

AVERAGE of three years' ratings: 5T

Student Learning and Achievement Component Rating: 5T

Comments: 5T

FINAL PERFORMANCE RATING

Model Components	Performance Level <i>Column 1</i>	Component Weight <i>Column 2</i>	Product <i>Column 3</i>
Teacher Practice Component	5T	.45	5T
Student Engagement Component	5T	.20	5T
Student Learning and Achievement Component	5T	.35	5T

Summative Score (sum of column 3): 5T

Final Performance Rating	5T
--------------------------	----

Key Strengths: 5T
Priority Areas for Development: 5T
Additional Comments: 5T

The teacher and assigned summative evaluator sign and date in the space below.

Teacher: _____

Date: _____

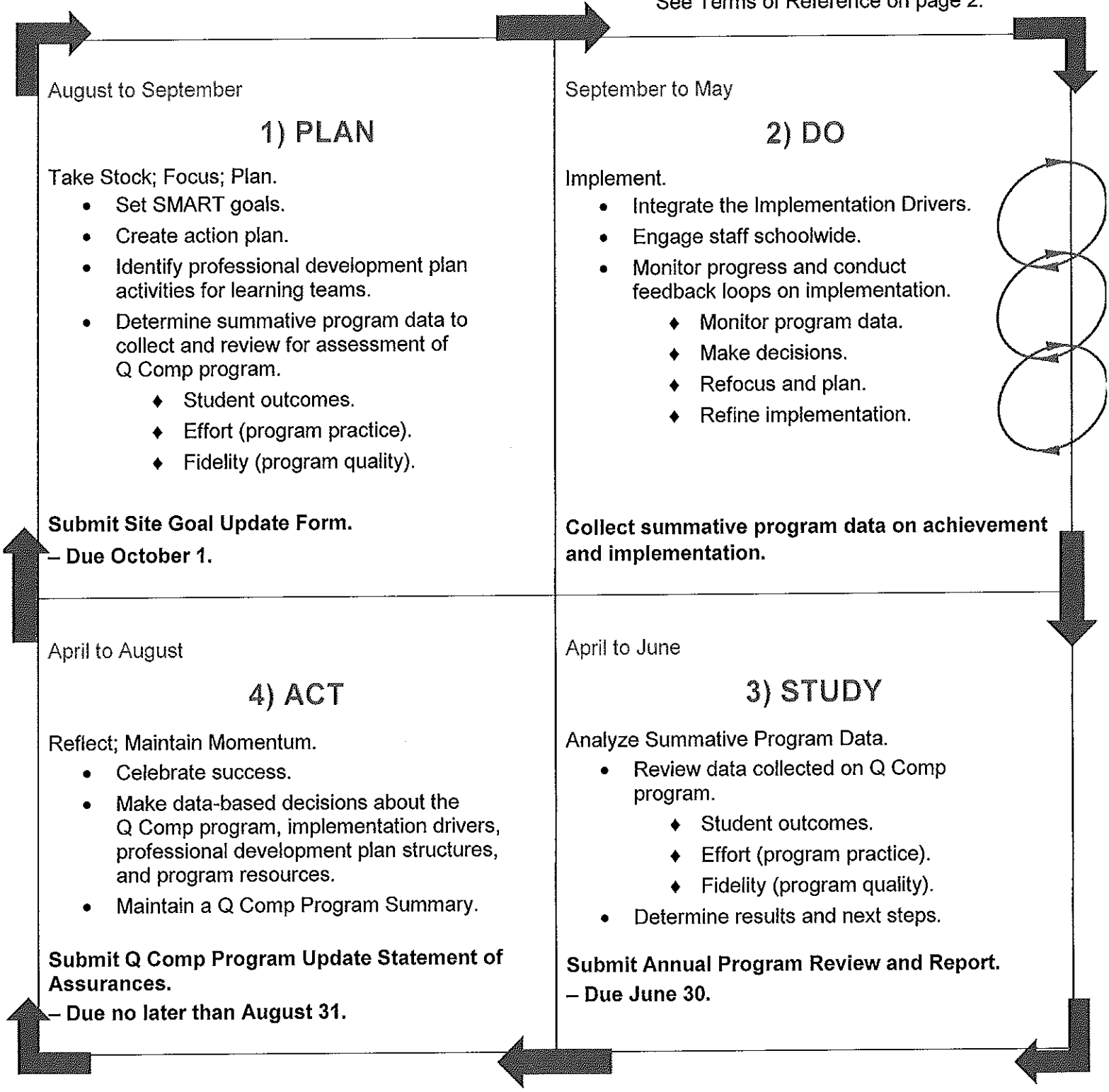
Evaluator: _____

Date: _____

**Continuous Improvement Model for Q Comp
PLAN – DO – STUDY – ACT**

The activities described in this Continuous Improvement Model are the responsibility of the implementation leadership team.

See Terms of Reference on page 2.



Q Comp Application – Budget

The following budget accounts for all Q Comp funding in alignment with the plan as outlined in Components 1-5. In addition, the budget adheres to all Uniform Financial Accounting and Reporting System (UFARS) requirements and restrictions.

Please complete the following charts as needed. The charts will expand to include all related expenditures:

6.1 Career Ladder Expenditures: Teacher leader salary augmentation/release time cost

Position Salary Augmentation	Accounting Calculation (Repeat the calculation for each position.)	Expenditure Subtotal
Identify Position(s): 6 Q Comp Council	\$500 (salary augmentation) + \$75.75 (applicable benefits— TRA/FICA); all multiplied by 575.75 (the number of teachers in the position) = \$3,454.50 (total cost for the position)	\$3,455
Identify Position(s): 2 Coordinator	\$1,000 (salary augmentation) + \$151.50 (applicable benefits— TRA/FICA); all multiplied by 2 (the number of teachers in the position) = \$2,303 (total cost for the position)	\$2,303
Identify Position(s): 15 PLC Facilitators	\$800 (salary augmentation) + \$68.18 (applicable benefits— TRA/FICA); all multiplied by 15 (the number of teachers in the position) = \$7,772.70 (total cost for the position)	\$13,818

6.2 Other Career Ladder Expenditures: Training, resources or other needs.

Purpose	Accounting Calculation	Expenditure Subtotal
Training PLC Facilitators	2 trainings (before start of school and mid-year)	\$2,000

6.3 Job-Embedded Professional Development Expenditures: Resources, training, substitute teachers or other needs.

Purpose	Accounting Calculation	Expenditure Subtotal
Resources	Online books and video	\$1,700
Substitute Teachers		\$7,160

6.4 Teacher Evaluation/Observation Expenditures: Resources, training, substitute teachers (not calculated under Career Ladder)

Purpose	Accounting Calculation	Expenditure Subtotal
Payment to trainer observer	First year expense	\$5,000

6.5 Performance Pay Expenditures:

Performance Pay Area	Accounting Calculation	Expenditure Subtotal
Schoolwide Student Achievement Goals	\$250 (performance pay) + \$37.88 (applicable benefits – TRA/FICA); all multiplied by 71 (the number of teachers) = \$20,439.48 (total possible performance pay cost)	\$20,440
Measures of Student Achievement	\$600 (performance pay) + \$106.05 (applicable benefits – TRA/FICA); all multiplied by 71 (the number of teachers) = \$57,229.55 (total possible performance pay cost)	\$49,054
Teacher Evaluation/Observation	\$450 (performance pay) + \$68.18 (applicable benefits – TRA/FICA); all multiplied by 71 (the number of teachers) = \$36,790.78 (total possible performance pay cost)	\$36,791

6.6 Other Program Expenditures:

Purpose	Accounting Calculation	Expenditure Subtotal
None	None	\$0

6.7 Total Expenditures: \$136,692 (Add the Expenditure Subtotal column from all tables above.)

6.8 Revenues:

Revenue Source	Calculation of Revenue Amount	Revenue Subtotal
Q Comp Funding	Number of students on October 1, 2013 multiplied by the per student amount of aid available = Total Q Comp funding <ul style="list-style-type: none"> • District amount: between \$169 (no levy) and \$260 (\$169 with \$91 full levy) • Charter or intermediate district amount: estimate \$243 (amount can change depending on the average of all levies) 	\$136,721
Staff Development Funding		\$5,000
Federal Funding		\$0
Other District Funding		\$0

6.9 Total Revenue: \$141,561 (Add the Revenue Subtotal column from the table above.)

Yellow Medicine East Schools

2014 Policy Review

Current

702 Accounting
702.1 Electronic Fund Transfers
704 Inventory of Fixed Assets
706 Acceptance of Gifts
707 Transportation of Public School Students
708 Transportation of NonPublic School Students
709 Students Transportation Safety (Mandatory)

711 Video Recording on School Buses
712 Video Surveillance other than Buses
714 Fund Balances

801 Equal Access to School Facilities
802 Disposition of Obsolete Equipment
805 Waste Reduction and Recycling
806 Crisis Management Policy (Mandatory)
807 Health and Safety (Mandatory)

902 Use of School District Facilities and Equipment
903 Visitors to School District Building and Sites
906 Community Notification of Predatory Offenders
907 Rewards

MSBA/MASA Review

No change
No change, Local policy by auditors
No change
No change, Board acceptance of gifts
No change
No change
Add PreK-5 and 6-12, emphasize riding bus is a privilege, 30 day forgiveness, parent meeting with first suspension, Superintendent is Safety Director
Word "employees" added
Word "employees" added
Stay at 12% fund balance

No change
No change
No change
No change, flip chart created
No change

Updating form and who gets charged?
No change
No change
No change

Yearly Review stated in Policy 208 (Mandatory Policies)

214 Out-of-State Travel
413 Harassment and Violence
414 Mandated Reporting of Child Neglect or Physical or Sexual Abuse
506 Student Discipline
514 Bullying Prohibition
522 Student Sex Nondiscrimination
524 Internet Use and Safety Policy

New policy based on MN Statute

Referenced in Student Handbook

503 Student Attendance
504 Student Dress and Appearance
505 Distribution of Nonschool-Sponsored Materials
506 Student Discipline
514 Bullying Prohibition
515 Protection and Privacy
522 Student Sex Nondiscrimination
523 Policies Incorporated by Reference
524 Internet Acceptable Use
526 Hazing Prohibition

Referenced in Employee Handbook

403	Employee Discipline
406	Public and Private Personnel Data
409	Publications
410	Family and Medical Leave
413	Harassment and Violence
414	Mandated Reporting of Child Neglect or Physical or Sexual Abuse
416	Drug and Alcohol Testing
417	Chemical Use and Abuse
419	Tobacco-Free Environment
420	Students and Employees with Sexually Transmitted Infections and Diseases
423	Employee-Student Relationships
501	School Weapons
505	Distributions of NonSchool Materials
506	Student Discipline
514	Bullying Prohibition
522	Student Sex Nondiscrimination
524	Internet Acceptable Use and Safety
526	Hazing Prohibition

**Yellow Medicine East #2190
Board Report
May-14**

2013-14 By Fund	Original 2013-14	Year to Date Expenditures	Budget Balance	Percent Expended	2012-13 YTD Expended <i>On Revised Budget</i>
General	9,069,617	8,019,283	1,050,334	88.42%	89.55%
Food Service	391,126	356,443	34,683	91.13%	81.38%
Community Service	375,769	301,940	73,829	80.35%	73.46%
Debt Red.	1,199,488	1,197,988	1,501	99.87%	99.82%
OPEB Trust	295,800	145,418	150,382	49.16%	46.85%
OPEB Debt Service	194,895	194,345	550	99.72%	99.71%
Sub-total	11,526,695	10,215,416	1,311,279	88.62%	73.67%
Building Project (Fund 06)	0	25,444	-25,444		0
Total	11,526,695	10,240,860	1,285,835		

Year to date amounts include current month's accounts payables plus previous month's payroll.

Building Project expended to date: \$11,411,792

Salaries % expended to date (approximately)

Contracted July-June	Supt/Finance/Maint/Comm Ed	91.67%
Contracted August-July	Principals/Fd Svc Director	83.33%
Contracted Sept-August	Teachers/Nurse	75.00%
12 Month Non-certified	Secretaries	92.00%
12 Month Non-certified	Custodians	87.00%
9 Month non-Certified	Assistants/Cooks	91.00%

Liquid Asset Fund/Citizen's Alliance Money Market (Investments)

5/31/2014

Month End Cash Invested \$2,701,179.90 General Closing Market Value
\$6,070.12 Building Fund (Bond)

Electronic Fund Transfers/LAF Checks

			From	To
5/9/2014	\$ 126.07	RevTrak Fees	LAF	Revtrak
5/14/2014	\$ 275,000.00	Board Accounts Payable	LAF	Citizens Alliance
5/23/2014	\$ 160,000.00	Board Accounts Payable	LAF	Citizens Alliance
5/22/2014	\$ -	Payroll (F&M Bank)	LAF	F&M Bank
5/22/2014	\$ 263,397.94	Payroll (GF Bank direct deposits)	LAF	Granite Falls Bank
	\$ -	Board Accounts Payable	LAF	Citizens Alliance
		2013 Mn Sales Tax	LAF	Mn Dept. of Reven
	\$ -	PERA Trust (OPEB)	OPEB Trust	LAF

Trust Fund (PERA) OPEB \$1,258,799.30 Ending 4/30/2014

Haven't received May statement as of 6-5-14

Projected Enrollment - 2014-2015

Kindergarten -	45
1 st Grade -	73
2 nd Grade -	57
3 rd Grade -	58
4 th Grade -	60
5 th Grade -	57
6 th Grade -	63
7 th Grade -	52
8 th Grade -	58
9 th Grade -	68
10 th Grade -	54
11 th Grade -	54
12 th Grade -	78
TOTAL -	777

-June 5, 2014

**Report to YME School Board June 9, 2014
YME High School / Principal Michael Meihak**

1. YME High School will strive to improve upon the educational programs offered to our students.

- * Academy update: parent meeting, enrollment of 43 student (19 different students)
- * Ramp Up - moving forward
- * Online and PSEO enrollment increasing
- * PBIS continues on
- * Read 180 will continue on (5 new workstations to be added)

2. YME High School will provide opportunity for staff development and maintaining the best possible staff.

- * 21 staff members attended a MRVED worksop
- * 18 staff members attended a staff development conference/workshop
- * 11 staff members completing summer curriculum writing

3. YME High School will continually seek to improve tools for instruction.

- * NWEA testing will be used in Science, Math and English again in 2014-2015
- * Math department looking to replace Study Island with ISL

4. YME High School will continue to maintain a positive school environment.

- * PBIS continues on

5. YME student accolades:

- * 2 State golf participants
- * Choir attachment

2013-2014 YME Choir Highlights

November

- Many choir students participated in the annual fall musical. This year they performed *Les Miserables*.
- The Concert Choir participated in the annual Veteran's Day program.

December

- The Chamber Choir sang special performances at local banks.
- The Chamber Choir shared Carol-o-Grams to students and community members.
- Several choir students participated in community caroling with local churches and community members.
- The annual Holiday Concert was "A Charlie Brown Christmas" featuring all curricular and extracurricular choirs. Students in the YME Drama Club added acting components to the concert.

January

- The Chamber Choir provided special music for YME's annual Snowball Coronation.

February

- Shane Nokleby represented YME at the state ACDA honor choir in Minneapolis.
- Emma Woods represented YME at the MMEA All-State choir performance at Orchestra Hall in Minneapolis.

March

- The Concert Choir earned 3 superior ratings at Large-Group Contest, hosted at YME. The students earned their highest rankings in 9 years!
- The Concert Choir and Jazz Choir performed at Disney World in Orlando, FL.
- Shane Nokelby was selected to perform in the ACDA Regional Honor Choir in Des Moines, IA.

April

- Several choir students participated in solo/ensemble contest here at YME.
- The Chamber Choir and Jazz Choir both earned superior ratings at solo/ensemble contest.

May

- The annual spring concert featured all choir groups, and the 6th Grade Choir performed at a separate concert with the 6th Grade Band.
- Choir students provided special music for YME's Baccalaureate service.
- The Chamber Choir sang during Sunday services at 5 area churches.
- The Concert Choir performed at the YME commencement ceremony.

Next Year - Looking Ahead

- In July, six YME music students will travel to Europe and perform with the Minnesota Ambassadors of Music.
- The annual fall musical, *The Wizard of Oz*, will feature several choir students.
- The annual holiday concert will feature favorite holiday music based off surveys of community members and choir students.
- Several choir students will audition for ACDA state honor choirs. Some will also audition for a spot in the National ACDA Honor Choir and will have an opportunity to sing with the Mormon Tabernacle Choir, held in Salt Lake City, UT.

Submitted by Jeff Iverson, YME Choir Instructor

In coordination with Safe Routes to Schools and most importantly to ensure the safety of all BRE students there are new procedures that will be implemented at the start of the 2014-2015 school year in regards to student drop-off and pick-up.

Morning Arrival (Drop-off):

Students who are going to be dropped off in the morning should enter BRE using the North entrance - Door A. The North entrance - Door A, will be open starting at 7:30 a.m. Please drop off your student at the door, having your student exit the vehicle safely on the side closest to the sidewalk and then continue on your way. This will allow other parents to pull-up and drop-off students. No parking will be allowed along 7th Avenue to facilitate a safe and quick drop-off for BRE students. Once inside students will be directed by school staff to the lower level to have breakfast or wait until the first bell rings at 8:00.

The road in front of BRE (east side) will be reserved for buses only. Please do not drop-off in that area or park in that area during the morning arrival time. Students arriving by bus will enter at the front main entrance of BRE and follow the current procedure until the first bell at 8:00.

Afternoon Dismissal (Pick-up):

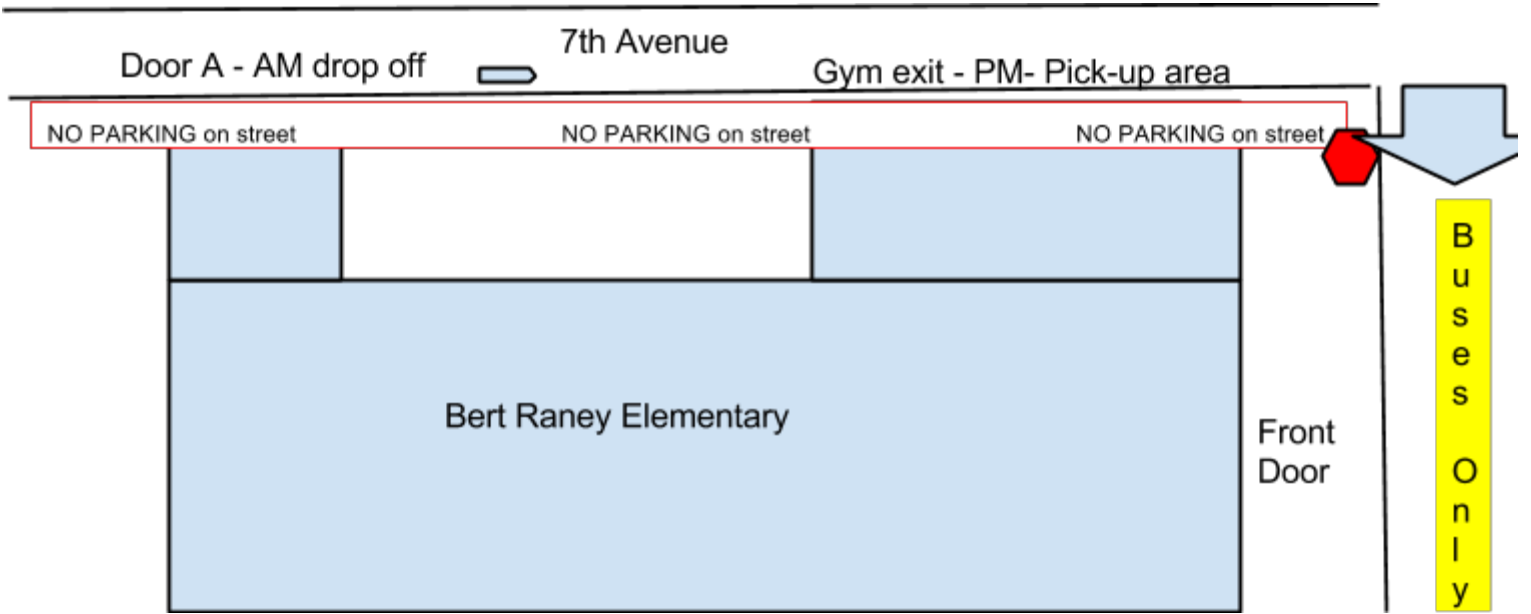
Curbside student pick up will take place on the North Side of Bert Raney Elementary along 7th Avenue closest to the front doors of the building. **Please do not park your car and get out, allow staff to assist students with entry into vehicles.** The road in front of BRE (east side) will be reserved for buses only.

K-2 students will be dismissed at 2:55 and 3-5 students will be dismissed at 3:00. Staff will escort their class to the front of the building. Once at the lobby, teachers will escort students who walk and/or picked up to a supervised holding area (gym) where they will remain until the buses have left (at approximately 3:08). Staff will continue to escort the rest of their class to their assigned buses. Around 3:08, when the buses have left, students who walk will be dismissed from the holding area.

After 3:08, students who are being supervised in the gym waiting for pick-up will be sent out to meet their parents. The outside supervisor will radio in to the holding area supervisors as parents arrive to pick up their child(ren) at the north side of the elementary. Students will leave the holding area (gym) through the doors on the North side of the gym.

- **For safety purposes ALL student pick up will be curbside only**
- **Pick up will begin at 3:08 and we are asking that all students are picked up by 3:20 each day**
- **All calls for pick up/bus riding changes must be made prior to 2:30 to provide time to get messages to classrooms and notify students and staff. It is understood that last minute changes may occur but be advised that we cannot be certain that last minute messages will get delivered.**
- **An important change is that we ask that parents not wait in the lobby of BRE to pick up students as your child will not be excused from the gym until the buses have left.**
- **If you have legal documentation about an individual(s) that could affect the pick-up procedure, please share a copy of that document with the BRE office so that appropriate staff may be notified.**

Please use the map to view the pick up process. Staff will be available to help assist during the first days of school, please be respectful and follow their directions. We realize that changes may need to be made to this process, but ask for your patience and the time for kinks to be worked out and families to become familiar with the changes. Thank you for your patience and willingness to make our pick up process more safe for all students!



801 EQUAL ACCESS TO SCHOOL FACILITIES

I. PURPOSE

The purpose of this policy is to implement the Equal Access Act by granting equal access to secondary school facilities for students who wish to conduct a meeting for religious, political, or philosophical purposes during noninstructional time.

II. GENERAL STATEMENT OF POLICY

- A. The policy of the school district is not to deny equal access or a fair opportunity to, or to discriminate against, any students who wish to conduct a meeting, on the basis of the religious, political, philosophical, or other content of the speech at such meetings.
- B. The school board has created a limited open forum for students enrolled in secondary schools during which noncurriculum-related student groups shall have equal access and a fair opportunity to conduct meetings during noninstructional time.
- C. Student use of facilities under this policy does not imply school district sponsorship, approval, or advocacy of the content of the expression at such meetings.
- D. The school district retains its authority to maintain order and discipline on school premises, to protect the well-being of students and faculty, and to assure that attendance of students at meetings is voluntary.
- E. In adopting and implementing this equal access policy, the school district will NOT:
 - 1. influence the form or content of any prayer or other religious activity;
 - 2. require any person to participate in prayer or other religious activity;
 - 3. expend public funds beyond the incidental cost of providing the space for student-initiated meetings;
 - 4. compel any school agent or employee to attend a school meeting if the content of the speech at the meeting is contrary to the beliefs of the agent or employee;
 - 5. sanction meetings that are otherwise unlawful;

6. limit the rights of groups of students based on the size of the group;
7. abridge the constitutional rights of any person.

III. DEFINITIONS

- A. “Limited open forum” means that the school grants an offering to or opportunity for one or more noncurriculum related student groups to meet on school premises during noninstructional time.
- B. “Secondary school” means any school with enrollment of pupils ordinarily in grades 7 through 12 or any portion thereof.
- C. “Sponsorship” includes the act of promoting, leading, or participating in a meeting. The assignment of a school employee for custodial, observation, or maintenance of order and discipline purposes does not constitute sponsorship of the meeting.
- D. “Meeting” includes activities of student groups which are permitted under a limited open forum and are not directly related to the school curriculum. Distribution of literature does not constitute a meeting protected by the Equal Access Act.
- E. “Noninstructional time” means time set aside by the school before actual classroom instruction begins or after actual classroom instruction ends, including such other periods that occur during the school day when no classroom instruction takes place.

IV. FAIR OPPORTUNITY CRITERIA

Schools in this school district shall uniformly provide that:

- A. A meeting held pursuant to this policy is voluntary and student-initiated;
- B. There is no sponsorship of the meeting by the school or its agents or employees;
- C. Employees or agents of the school are present at religious meetings only in a nonparticipatory capacity;
- D. The meeting does not materially and substantially interfere with the orderly conduct of educational activities within the school; and
- E. Nonschool persons may not direct, control, or regularly attend activities of student groups.

V. PROCEDURES

- A. Any student who wishes to initiate a meeting under this policy shall apply to the principal of the building at least 48 hours in advance of the time of the activity or meeting. The student must agree to the following:
 - 1. All activities or meetings must comply with existing policies, regulations, and procedures that govern operation of school-sponsored activities.
 - 2. The activities or meetings are voluntary and student-initiated. The principal may require assurances of this fact.
- B. Student groups meeting under this policy must comply with the following rules:
 - 1. Those attending must not engage in any activity that is illegal, dangerous, or which materially and substantially interferes with the orderly conduct of the educational activities of the school. Such activities shall be grounds for discipline of an individual student and grounds for a particular group to be denied access.
 - 2. The groups may not use the school name, school mascot name, school emblems, the school district name, or any name that might imply school or district sponsorship or affiliation in any activity, including fundraising and community involvement.
 - 3. The groups must comply with school policies, regulations and procedures governing school-sponsored activities.
- C. Students applying for use of school facilities under this policy must provide the following information to the principal: time and date of meeting, estimated number of students in attendance, and special equipment needs.
- D. The building principal has responsibility to:
 - 1. Keep a log of application information.
 - 2. Find and assign a suitable room for the meeting or activity. The number of students in attendance will be limited to the safe capacity of the meeting space.
 - 3. Note the condition of the facilities and equipment before and after use.
 - 4. Assure proper supervision. Assignment of staff to be present in a supervisory capacity does not constitute school district sponsorship of the meeting or activity.
 - 5. Assure that the meeting or activity does not interfere with the school's regular instructional activities.
- E. The school district shall not expend public funds for the benefit of students

meeting pursuant to this policy beyond the incidental cost of providing space. The school district will provide no additional or special transportation.

- F. Nonschool persons may not direct, conduct, control, or regularly attend meetings and activities held pursuant to this policy.
- G. School district employees or agents may not promote, lead, participate in, or otherwise sponsor meetings or activities held pursuant to this policy.
- H. A copy of this policy and procedures shall be made available to each student who initiates a request to use school facilities.

Legal References: 20 U.S.C. §§ 4071-74 (Equal Access Act)
20 U.S.C. § 7905 (Boy Scouts of America Equal Access Act)
Board of Educ. of Westside Community Schools v. Mergens, 496 U.S. 226, 1105 S.Ct. 2356 (1990)
Good News Club v. Milford Central School, 533 U.S. 98, 1215 S.Ct. 2093 (2001)
Child Evangelism Fellowship of Minnesota v. Special Sch. Dist. 1, 690 F.3d 996 (8th Cir. 2012)
Child Evangelism Fellowship of Minnesota v. Elk River Area School Dist. 728, 599 F.Supp. 2d 1136 (D. Minn. 2009)

Cross References: MSBA/MASA Model Policy 902 (Use of School District Facilities and Equipment)
MSBA Service Manual, Chapter 13, School Law Bulletin “O” (Equal Access Act)

802 DISPOSITION OF OBSOLETE EQUIPMENT AND MATERIAL

I. PURPOSE

The purpose of this policy is to provide guidelines for the superintendent to assist in timely disposition of obsolete equipment and material.

II. GENERAL STATEMENT OF POLICY

Effective use of school building space, and consideration for safety of personnel, will at times require disposal of obsolete equipment and material.

III. DEFINITIONS

- A. “Contract” means an agreement entered into by the school district for the sale of supplies, materials, or equipment.
- B. “Official newspaper” is a regular issue of a qualified legal newspaper.

IV. MANNER OF DISPOSITION

A. Authorization

The superintendent shall be authorized to dispose of obsolete equipment and materials by selling it at a fair price consistent with the procedures outlined in this policy. Any sale exceeding the minimum amount for which bids are required must first be specifically authorized by the school board. The superintendent shall be authorized to properly dispose of used books, materials, and equipment deemed to have little or no value.

B. Contracts Over \$100,000

- 1. If the value of the equipment or materials is estimated to exceed \$100,000, sealed bids shall be solicited by two weeks’ published notice in the official newspaper. This notice shall state the time and place of receiving bids and contain a brief description of the subject matter. Additional publication in the official newspaper or elsewhere may be made as the school board shall deem necessary.
- 2. The sale shall be awarded to the highest responsible bidder, be duly executed in writing, and be otherwise conditioned as required by law.

3. A record shall be kept of all bids, with names of bidders and amounts of bids, and an indication of the successful bid. A bid containing an alteration or erasure of any price contained in the bid which is used in determining the highest responsible bid shall be rejected unless the alteration or erasure is corrected by being crossed out and the correction printed in ink or typewritten adjacent thereto and initialed in ink by the person signing the bid.
4. In the case of identical high bids from two or more bidders, the school board may, at its discretion, utilize negotiated procurement methods with the tied high bidders so long as the price paid does not go below the high tied bid price. In the case where only a single bid is received, the school board may, at its discretion, negotiate a mutually agreeable contract with the bidder so long as the price paid does not fall below the original bid. If no satisfactory bid is received, the board may readvertise.
5. All bids obtained shall be kept on file for a period of at least one year after their receipt. Every contract made without compliance with the foregoing provisions shall be void.
6. Data submitted by a business to a school in response to a request for bids are private until opened. Once opened, the name of the bidder and the dollar amount specified become public; all other data are private until completion of the selection process, meaning the school has completed its evaluation and ranked the responses. After completion of the selection process, all data submitted by all bidders are public except trade secret data. If all responses are rejected prior to completion of the selection process, all data remain private, except the name of the bidder and the dollar amount specified which were made public at the bid opening for one year from the proposed opening date or until resolicitation results in completion of the selection process or until a determination is made to abandon the purchase, whichever occurs sooner, at which point the remaining data becomes public. Data created or maintained by the school district as part of the selection or evaluation process are protected as nonpublic data until completion of the selection or evaluation process. At that time, the data are public with the exception of trade secret data.

C. Contracts From \$25,000 to \$100,000

If the amount of the sale is estimated to exceed \$25,000 but not to exceed \$100,000, the contract may be made either upon sealed bids in the manner directed above or by direct negotiation, by obtaining two or more quotations for the purchase or sale when possible, and without advertising for bids or otherwise complying with the requirements of competitive bidding notice. All quotations obtained shall be kept on file for a period of at least one year after receipt.

D. Contracts \$25,000 or Less

If the amount of the sale is estimated to be \$25,000 or less, the contract may be made either upon quotation or in the open market, in the discretion of the school board. The sale in the open market may be by auction. If the contract is made on quotation, it shall be based, so far as practicable, on at least two quotations which shall be kept on file for a period of at least one year after receipt.

E. Electronic Sale of Surplus Supplies, Materials, and Equipment

Notwithstanding the other procedural requirements of this policy, the school district may contract to sell supplies, materials, and equipment which is surplus, obsolete, or unused through an electronic selling process in which purchasers compete to purchase the supplies, materials, or equipment at the highest purchase price in an open and interactive environment.

F. Notice of Quotation

Notice of procedures to receive quotations shall be given by publication or other means as appropriate to provide reasonable notice to the public.

G. Sales to Employees

No officer or employee of the school district shall sell or procure for sale or possess or control for sale to any other officer or employee of the school district any property or materials owned by the school district unless the property and materials are not needed for public purposes and are sold to a school district employee after reasonable public notice, at a public auction or by sealed response, if the employee is not directly involved in the auction or sale process. Reasonable notice shall include at least one week's published or posted notice. A school district employee may purchase no more than one motor vehicle from the school district at any one auction. This section shall not apply to the sale of property or materials acquired or produced by the school district for sale to the general public in the ordinary course of business. Nothing in this section shall prohibit an employee of the school district from selling or possessing for sale public property if the sale or possession for sale is in the ordinary course of business or the normal course of the employee's duties.

H. Exceptions for Surplus School Computers

A school district may bypass the requirements for competitive bidding and is not subject to any other laws relating to school district contracts if it is disposing of surplus school computer and related equipment by conveying the property and title to:

1. another school district;
2. the state department of corrections;
3. the board of trustees of Minnesota State Colleges and Universities; or

4. the family of a student residing in the district whose total family income meets the federal definition of poverty.

Legal References: Minn. Stat. § 13.591 (Business Data)
Minn. Stat. § 15.054 (Public Employees Not to Purchase Merchandise From Governmental Agencies; Exceptions; Penalty)
Minn. Stat. § 123B.29 (Sale of School Building at Auction)
Minn. Stat. § 123B.52 (Contracts)
Minn. Stat. § 471.345 (Uniform Municipal Contracting Law)
Minn. Stat. § 645.11 (Published Notice)

Cross References: MSBA Service Manual, Chapter 13, School Law Bulletin “F” (School District Contract and Bidding Procedures)

805 WASTE REDUCTION AND RECYCLING

I. PURPOSE

The purpose of this policy is to establish a resource recovery program to promote the reduction of waste, the separation and recovery of recyclable and reusable commodities, the procurement of recyclable commodities and commodities containing recycled materials, the disposition of waste materials and surplus property, and the establishment of a program of education to develop an awareness of environmentally sound waste management. (Minn. Stat. § 115A.15, Subd. 1)

II. GENERAL STATEMENT OF POLICY

The policy of the school district is to comply with all state laws relating to waste management and to make resource conservation an integral part of the physical operations and curriculum of the school district.

III. DEFINITIONS

- A. “Lamp recycling facility” means a facility operated to remove, recover, and recycle for reuse mercury or other hazardous materials from fluorescent or high intensity discharge lamps. (Minn. Stat. § 116.93, Subd. 1)
- B. “Mixed municipal solid waste” means garbage, refuse, and other solid waste that is aggregated for collection but does not include auto hulks, street sweepings, ash, construction debris, mining waste, sludges, tree and agricultural wastes, tires, lead acid batteries, motor and vehicle fluids and filters, and other materials collected, processed, and disposed of as separate waste streams. (Minn. Stat. § 115A.03, Subd. 21)
- C. “Packaging” means a container and any appurtenant material that provide a means of transporting, marketing, protecting, or handling a product and includes pallets and packing such as blocking, bracing, cushioning, weatherproofing, strapping, coatings, closures, inks, dyes, pigments, and labels. (Minn. Stat. § 115A.03, Subd. 22b)
- D. “Postconsumer materials” means a finished material that would normally be discarded as a solid waste having completed its life cycle as a consumer item. (Minn. Stat. § 115A.03, Subd. 24b)
- E. “Rechargeable battery” means a sealed nickel-cadmium battery, a sealed lead acid battery, or any other rechargeable battery, except certain dry cell batteries or a

battery exempted by the Commissioner of the Pollution Control Agency (PCA) (Commissioner). (Minn. Stat. § 115A.9157)

- F. “Recyclable commodities” means materials, pieces of equipment, and parts which are not reusable but which contain recoverable resources. (Minn. Stat. § 115A.15, Subd. 1a(a))
- G. “Recyclable materials” means materials that are separated from mixed municipal solid waste for the purpose of recycling or composting, including paper, glass, plastics, metals, automobile oil, batteries, and source-separated compostable materials. Refuse-derived fuel or other material that is destroyed by incineration is not a recyclable material. (Minn. Stat. § 115A.03, Subd. 25a)
- H. “Recycling” means the process of collecting and preparing recyclable materials and reusing the materials in their original form that do not cause the destruction of recyclable materials in a manner that precludes further use. (Minn. Stat. § 115A.03, Subd. 25b)
- I. “Resource conservation” means the reduction in the use of water, energy, and raw materials. (Minn. Stat. § 115A.03, Subd. 26a)
- J. “Reusable commodities” means materials, pieces of equipment, parts, and used supplies which can be reused for their original purpose in their existing condition. (Minn. Stat. § 115A.15, Subd. 1a(b))
- K. “Source-separated compostable materials” means materials that:
 - 1. are separated at the source by waste generators for the purpose of preparing them for use as compost;
 - 2. are collected separately from mixed municipal solid waste and are governed by state licensing provisions;
 - 3. are comprised of food wastes, fish and animal waste, plant materials, diapers, sanitary products, and paper that is not recyclable because the Commissioner has determined that no other person is willing to accept the paper for recycling;
 - 4. are delivered to a facility to undergo controlled microbial degradation to yield a humus-like product meeting the PCA’s class I or class II, or equivalent, compost standards and where process residues do not exceed 15 percent by weight of the total material delivered to the facility; and
 - 5. may be delivered to a transfer station, mixed municipal solid waste processing facility, or recycling facility only for the purposes of composting or transfer to a composting facility, unless the Commissioner determines that no other person is willing to accept the materials.

(Minn. Stat. § 115A.03, Subd. 32a)

- L. “Waste reduction” or “source reduction” means an activity that prevents generation of waste or the inclusion of toxic materials in waste, including:
 - 1. reusing the product in its original form;
 - 2. increasing the life span of a product;
 - 3. reducing material or the toxicity of material used in production or packaging; or
 - 4. changing procurement, consumption, or waste generation habits to result in smaller quantities or lower toxicity of waste generated.

(Minn. Stat. § 115A.03, Subd. 36b)

IV. WASTE DISPOSAL

- A. The school district will attempt to decrease the amount of waste consumable materials by:
 - 1. reduction of the consumption of consumable materials whenever practicable;
 - 2. full utilization of materials prior to disposal;
 - 3. minimization of the use of non-biodegradable products whenever practicable.
- B. Each school district facility will have containers for at least three of the following recyclable materials: paper, glass, plastic, and metal. (Minn. Stat. § 115A.151)
- C. The school district will transfer all recyclable materials collected to a recycler and, to the extent practicable, cooperate with, and participate in, recycling efforts being made by the city and/or county where the school district is located. (Minn. Stat. § 115A.151)
- D. Prior to entering into a contract for the management of mixed municipal solid waste, the school district will determine whether the disposal method provided for in the contract is equal to or better than the waste management practices currently employed in the county or district plan in the county where the school district is located and whether the contract is consistent with the solid waste plan. If the waste management method provided for in the contract is ranked lower than the waste management practices employed by the county or district, the school district will:
 - 1. determine the potential liability to the school district and its taxpayers for

managing waste in this manner;

2. develop and implement a plan for managing the potential liability; and
3. submit the information in (1) and (2) above to the PCA.

If the contract is inconsistent with the county plan or if the school district's waste management activities are inconsistent with the county plan, the school district should obtain the consent of the county prior to entering into a binding contract or developing or implementing inconsistent solid waste management activities. (Minn. Stat. § 115A.46, Subd. 5; Minn. Stat. § 115A.471; Minn. Stat. § 458D.07, Subd. 4)

E. The school district may not knowingly place motor oil, brake fluid, power steering fluid, transmission fluid, motor oil filters, or motor vehicle antifreeze (other than small amounts of antifreeze contained in water used to flush the cooling system of a vehicle after the antifreeze has been drained and does not include de-icer that has been used on the exterior of a vehicle) in or on:

1. solid waste or solid waste management facilities other than a recycling facility or household hazardous waste collection facility;
2. the land unless approved by the PCA; or
3. the waters of the state, an individual sewage treatment system, or in a storm water or waste water collection or treatment system unless:
 - a. permitted to do so by the operator of the system and the PCA;
 - b. the school district generates an annual average of less than 50 gallons of waste motor vehicle antifreeze per month; and
 - c. the school district keeps records of the amount of waste antifreeze generated, maintains these records on site and makes the records available for inspection for a minimum of three years following generation of the waste antifreeze.

(Minn. Stat. § 115A.916)

F. The school district may not place mercury or a thermostat, thermometer, electric switch, appliance, gauge, medical or scientific instrument, fluorescent or high-intensity discharge lamp, electric relay, or other electrical device from which the mercury has not been removed for reuse or recycling:

1. in solid waste; or
2. in a wastewater disposal system.

(Minn. Stat. § 115A.932, Subd. 1(a))

- G. The school district may not knowingly place mercury or a thermostat, thermometer, electric switch, appliance, gauge, medical or scientific instrument, fluorescent or high-intensity discharge lamp, electric relay, or other electrical device from which the mercury has not been removed for reuse or recycling:
1. in a solid waste processing facility; or
 2. in a solid waste disposal facility.

(Minn. Stat. § 115A.932, Subd. 1(b))

- H. The school district will recycle a fluorescent or high-intensity discharge lamp by delivery of the lamp to a lamp recycling facility or to a facility that collects and stores lamps for the purpose of delivering them to a lamp recycling facility, including, but not limited to, a household hazardous waste collection or recycling facility, retailer take-back and utility provider program sites, or other sites designated by an electric utility under Minn. Stat. § 216B.241, Subds. 2 and 4. (Minn. Stat. § 115A.932, Subd. 1(c))

- I. The school district may not place a lead acid battery in mixed municipal solid waste or dispose of a lead acid battery. The school district also may not place in mixed municipal solid waste a dry cell battery containing mercuric oxide electrode, silver oxide electrode, nickel-cadmium, or sealed lead-acid that was purchased for use or used by the school district. The school district also may not place in mixed municipal solid waste a rechargeable battery, a rechargeable battery pack, a product with a nonremovable rechargeable battery, or a product powered by rechargeable batteries or rechargeable battery pack, from which all batteries or battery packs have not been removed. (Minn. Stat. § 115A.915; Minn. Stat. § 115A.9155, Subd. 1; Minn. Stat. § 115A.9157, Subd. 2)

- J. The school district may not place yard waste:
1. in mixed municipal solid waste;
 2. in a disposal facility;
 3. in a resource recovery facility, except for the purposes of reuse, composting, or cocomposting; or
 4. in a plastic bag unless exempt as specified in Minn. Stat. § 115A.931(c), (d), or (e).

(Minn. Stat. § 115A.931)

- K. The school district may not place a telephone directory:

1. in solid waste;
2. in a disposal facility; or
3. in a resource recovery facility, except a recycling facility.

(Minn. Stat. § 115A.951, Subd. 2)

L. The school district may not:

1. place major appliances in mixed municipal solid waste; or
2. dispose of major appliances in or on the land or in a solid waste processing or disposal facility.

(Minn. Stat. § 115A.9561)

M. The school district may not place in mixed municipal solid waste an electronic product containing a cathode-ray tube. (Minn. Stat. § 115A.9565)

N. The school district, on its own or in cooperation with others, may implement a program to collect, process, or dispose of household batteries. The school district may provide financial incentives to any person, including public or private civic groups, to collect the batteries. (Minn. Stat. § 115A.961, Subd. 3)

V. PROCUREMENT OF RECYCLED COMMODITIES AND MATERIALS

A. When practicable and when the price of recycled materials does not exceed the price of nonrecycled materials by more than ten percent, the school district may purchase recycled materials. In order to maximize the quantity and quality of recycled materials purchased, the school district may also use other appropriate procedures to acquire recycled materials at the most economical cost to the school district. (Minn. Stat. § 16B.122, Subd.3(a))

B. When purchasing commodities and services, the school district will apply and promote waste management practices with special emphasis on the reduction of the quantity and toxicity of materials in waste. (Minn. Stat. § 16B.122, Subd. 3(b))

C. Whenever practicable, the school district will:

1. purchase uncoated office paper and printing paper unless the coated paper is made with at least 50 percent postconsumer material;
2. purchase recycled content paper with at least ten percent postconsumer material by weight;
3. purchase paper which has not been dyed with colors, excluding pastel

colors;

4. purchase recycled content paper that is manufactured using little or no chlorine bleach or chlorine derivatives;
5. use no more than two colored inks, standard or processed, except in formats where they are necessary to convey meaning;
6. use reusable binding materials or staples and bind documents by methods that do not use glue;
7. use soy-based inks;
8. produce reports, publications, and periodicals that are readily recyclable;
9. print documents on both sides of the paper where commonly accepted publishing practices allow; and
10. purchase copier paper that contains at least ten percent post-consumer material by fiber content.

(Minn. Stat. § 16B.122, Subd. 2)

- D. After July 1, 1998, the school district may not use a specified product included on the prohibited products list published in the State Register. (Minn. Stat. § 115A.9651)
- E. In developing bid specifications, the school district will consider the extent to which a commodity or product is durable, reusable or recyclable, and marketable through applicable local or regional recycling programs and the extent to which the commodity or product contains postconsumer material. (Minn. Stat. § 16B.122, Subd. 3(b))
- F. When a project involves the replacement of carpeting, the school district may require all persons who wish to bid on the project to designate a carpet recycling company in their bids. (Minn. Stat. § 16B.122, Subd. 3(b))

VI. OTHER

It is the policy of the school district to actively advocate, where appropriate, for resource conservation practices to be adopted at the local, regional and state levels.

Legal References: Minn. Stat. § 16B.122 (Purchase and Use of Paper Stock; Printing)
Minn. Stat. § 115A.03 (Definitions)
Minn. Stat. § 115A.15 (State Government Resource Recovery)
Minn. Stat. § 115A.151 (State and Local Facilities)
Minn. Stat. § 115A.46 (Requirements)
Minn. Stat. § 115A.471 (Public Entities; Management of Solid Waste)

Minn. Stat. § 115A.915 (Lead Acid Batteries; Land Disposal Prohibited)
Minn. Stat. § 115A.9155 (Disposal of Certain Dry Cell Batteries)
Minn. Stat. § 115A.9157 (Rechargeable Batteries and Products)
Minn. Stat. § 115A.916 (Motor Vehicle Fluids and Filters; Prohibitions)
Minn. Stat. § 115A.931 (Yard Waste Prohibition)
Minn. Stat. § 115A.932 (Mercury Prohibition)
Minn. Stat. § 115A.951 (Telephone Directories)
Minn. Stat. § 115A.9561 (Major Appliances)
Minn. Stat. § 115A.9565 (Cathode-Ray Tube Prohibition)
Minn. Stat. § 115A.961, Subd. 3 (Household Batteries; Collection, Processing, and Disposal)
Minn. Stat. § 115A.9651 (Listed Metals in Specified Products, Enforcement)
Minn. Stat. § 116.93, Subd. 1 (Lamp Recycling Facilities)
Minn. Stat. § 216B.241, Subds. 2 and 4 (Energy Conservation Improvement)
Minn. Stat. § 458D.07 (Sewage Collection and Disposal)
National Solid Waste Management Ass'n v. Williams, et al., 966 F.Supp. 844 (D. Minn. 1997)

806 CRISIS MANAGEMENT POLICY (Mandatory Policy)

I. PURPOSE

The purpose of this Model Crisis Management Policy is to act as a guide for school district and building administrators, school employees, students, school board members, and community members to address a wide range of potential crisis situations in the school district. For purposes of this Policy, the term, “school districts,” shall include charter schools. The step-by-step procedures suggested by this Policy will provide guidance to each school building in drafting crisis management plans to coordinate protective actions prior to, during, and after any type of emergency or potential crisis situation. Each school district should develop tailored building-specific crisis management plans for each school building in the school district, and sections or procedures may be added or deleted in those crisis management plans based on building needs.

The school district will, to the extent possible, engage in ongoing emergency planning within the school district and with first responders and other relevant community organizations. The school district will ensure that relevant first responders in the community have access to their building-specific crisis management plans and will provide training to school district staff to enable them to act appropriately in the event of a crisis.

II. GENERAL INFORMATION

A. The Policy and Plans

The school district’s Crisis Management Policy has been created in consultation with local community response agencies and other appropriate individuals and groups that would likely be involved in the event of a school emergency. It is designed so that each building administrator can tailor a building-specific crisis management plan to meet that building’s specific situation and needs.

The school district’s administration and/or the administration of each building shall present tailored building-specific crisis management plans to the school board for review and approval. The building-specific crisis management plans will include general crisis procedures and crisis-specific procedures. Upon approval by the school board, such crisis management plans shall be an addendum to this Crisis Management Policy. This Policy and the plans will be maintained and updated on an annual basis.

B. Elements of the District Crisis Management Policy

1. General Crisis Procedures. The Crisis Management Policy includes general crisis procedures for securing buildings, classroom evacuation, building evacuation, campus evacuation, and sheltering. The Policy designates the individual(s) who will determine when these actions will be taken. These district-wide procedures may be modified by building administrators when creating their building-specific crisis management plans. A communication system will be in place to enable the designated individual to be contacted at all times in the event of a potential crisis, setting forth the method to contact the designated individual, the provision of at least two designees when the contact person is unavailable, and the method to convey contact information to the appropriate staff persons. The alternative designees may include members of the emergency response team. A secondary method of communication should be included in the plan for use when the primary method of communication is inoperable. Each building in the school district will have access to a copy of the Emergency Planning and Procedures Guide for Schools to assist in the development of building-specific crisis management plans. Finally, all general crisis procedures will address specific procedures for children with special needs such as physical, sensory, motor, developmental, and mental health challenges.
 - a. Lock-Down Procedures. Lock-down procedures will be used in situations where harm may result to persons inside the school building, such as a shooting, hostage incident, intruder, trespass, disturbance, or when determined to be necessary by the building administrator or his or her designee. The building administrator or designee will announce the lock-down over the public address system or other designated system. Code words will not be used. Provisions for emergency evacuation will be maintained even in the event of a lock-down. Each building administrator will submit lock-down procedures for their building as part of the building-specific crisis management plan.
 - b. Evacuation Procedures. Evacuations of classrooms and buildings shall be implemented at the discretion of the building administrator or his or her designee. Each building's crisis management plan will include procedures for transporting students and staff a safe distance from harm to a designated safe area until released by the building administrator or designee. Safe areas may change based upon the specific emergency situation. The evacuation procedures should include specific procedures for children with special needs, including children with limited mobility (wheelchairs, braces, crutches, etc.), visual impairments, hearing impairments, and other sensory, developmental, or mental health needs. The evacuation procedures should also address transporting necessary medications for students that take medications during the school day.

- c. Sheltering Procedures. Sheltering provides refuge for students, staff, and visitors within the school building during an emergency. Shelters are safe areas that maximize the safety of inhabitants. Safe areas may change based upon the specific emergency. The building administrator or his or her designee will announce the need for sheltering over the public address system or other designated system. Each building administrator will submit sheltering procedures for his or her building as part of the building-specific crisis management plan.
 2. Crisis-Specific Procedures. The Crisis Management Policy includes crisis-specific procedures for crisis situations that may occur during the school day or at school-sponsored events and functions. These district-wide procedures are designed to enable building administrators to tailor response procedures when creating building-specific crisis management plans.
 3. School Emergency Response Teams
 - a. Composition. The building administrator in each school building will select a school emergency response team that will be trained to respond to emergency situations. All school emergency response team members will receive on-going training to carry out the building's crisis management plans and will have knowledge of procedures, evacuation routes, and safe areas. For purposes of student safety and accountability, to the extent possible, school emergency response team members will not have direct responsibility for the supervision of students. Team members must be willing to be actively involved in the resolution of crises and be available to assist in any crisis situation as deemed necessary by the building administrator. Each building will maintain a current list of school emergency response team members which will be updated annually. The building administrator, and his or her alternative designees, will know the location of that list in the event of a school emergency. A copy of the list will be kept on file in the school district office, or in a secondary location in single building school districts.
 - b. Leaders. The building administrator or his or her designee will serve as the leader of the school emergency response team and will be the primary contact for emergency response officials. In the event the primary designee is unavailable, the designee list should include more than one alternative designee and may include members of the emergency response team. When emergency response officials are present, they may elect to take command and control of the crisis. It is critical in this situation that school officials assume a resource role and be available as necessary to

emergency response officials.

III. PREPARATION BEFORE AN EMERGENCY

A. Communication

1. District Employees. Teachers generally have the most direct contact with students on a day-to-day basis. As a result, they must be aware of their role in responding to crisis situations. This also applies to non-teaching school personnel who have direct contact with students. All staff shall be aware of the school district's Crisis Management Policy and their own building's crisis management plan. Each school's building-specific crisis management plan shall include the method and dates of dissemination of the plan to its staff. Employees will receive a copy of the relevant building-specific crisis management plans and shall receive periodic training on plan implementation.
2. Students and Parents. Students and parents shall be made aware of the school district's Crisis Management Policy and relevant tailored crisis management plans for each school building. Each school district's building-specific crisis management plan shall set forth how students and parents are made aware of the district and school-specific plans. Students shall receive specific instruction on plan implementation and shall participate in a required number of drills and practice sessions throughout the school year.

B. Planning and Preparing for Fire

1. Designate a safe area at least 50 feet away from the building to enable students and staff to evacuate. The safe area should not interfere with emergency responders or responding vehicles and should not be in an area where evacuated persons are exposed to any products of combustion.
2. Each building's facility diagram and site plan shall be available in appropriate areas of the building and shall identify the most direct evacuation routes to the designated safe areas both inside and outside of the building. The facility diagram and site plan must identify the location of the fire alarm control panel, fire alarms, fire extinguishers, hoses, water spigots, and utility shut offs.
3. Teachers and staff will receive training on the location of the primary emergency evacuation routes and alternate routes from various points in the building. During fire drills, students and staff will practice evacuations using primary evacuation routes and alternate routes.
4. Certain employees, such as those who work in hazardous areas in the building, will receive training on the locations and proper use of fire extinguishers and protective clothing and equipment.

5. Fire drills will be conducted periodically without warning at various times of the day and under different circumstances, e.g., lunchtime, recess, and during assemblies. State law requires a minimum of five fire drills each school year, consistent with Minn. Stat. § 299F.30. See Minn. Stat. § 121A.035.
6. A record of fire drills conducted at the building will be maintained in the building administrator's office.
7. The school district will have prearranged sites for emergency sheltering and transportation as needed.
8. The school district will determine which staff will remain in the building to perform essential functions if safe to do so (e.g., switchboard, building engineer, etc.). The school district also will designate an administrator or his or her designee to meet local fire or law enforcement agents upon their arrival.

C. Facility Diagrams and Site Plans

All school buildings will have a facility diagram and site plan that includes the location of primary and secondary evacuation routes, exits, designated safe areas inside and outside of the building, and the location of fire alarm control panel, fire alarms, fire extinguishers, hoses, water spigots, and utility shut offs. All facility diagrams and site plans will be regularly updated and whenever a major change is made to a building. Facility diagrams and site plans will be maintained by the building administrator and on file in the school district office. Facility diagrams and site plans will be provided to first responders, such as fire and law enforcement personnel.

D. Emergency Telephone Numbers

Each building will maintain a current list of emergency telephone numbers and the names and addresses of local, county, and state personnel who may be involved in a crisis situation. The list will include telephone numbers for local police, fire, ambulance, hospital, the Poison Control Center, county and state emergency management agencies, local public works departments, local utility companies, the public health nurse, mental health/suicide hotlines, and the county welfare agency. A copy of this list will be kept on file in the school district office, or at a secondary location for single building school districts, and updated annually.

School district employees will receive training on how to make emergency contacts, including 911 calls, when the school district's main telephone number and location is electronically conveyed to emergency personnel instead of the specific building in need of emergency services.

School district plans will set forth a process to internally communicate an emergency, using telephones in classrooms, intercom systems, or two-way radios, as well as the procedure to enable the staff to rapidly convey emergency information to a building designee. Each plan will identify a primary and secondary method of communication for both internal and secondary use. It is recommended that the plan include several methods of communication because computers, intercoms, telephones, and cell phones may not be operational or may be dangerous to use during an emergency.

E. Warning Systems

The school district shall maintain a warning system designed to inform students, staff, and visitors of a crisis or emergency. This system shall be maintained on a regular basis under the maintenance plan for all school buildings.

It shall be the responsibility of the building administrator to inform students and employees of the warning system and the means by which the system is used to identify a specific crisis or emergency situation. Each school's building-specific crisis management plan will include the method and frequency of dissemination of the warning system information to students and employees.

F. Early School Closure Procedures

The superintendent will make decisions about closing school or buildings as early in the day as possible. The early school closure procedures will set forth the criteria for early school closure (e.g., weather-related, utility failure, or a crisis situation), will specify how closure decisions will be communicated to staff, students, families, and the school community (designated broadcast media, local authorities, e-mail, or district or school building web sites), and will discuss the factors to be considered in closing and reopening a school or building.

Early school closure procedures also will include a reminder to parents and guardians to listen to designated local radio and TV stations for school closing announcements, where possible.

G. Media Procedures

The superintendent has the authority and discretion to notify parents or guardians and the school community in the event of a crisis or early school closure. The superintendent will designate a spokesperson who will notify the media in the event of a crisis or early school closure. The spokesperson shall receive training to ensure that the district is in strict compliance with federal and state law relative to the release of private data when conveying information to the media.

H. Grief-Counseling Procedures

Grief-counseling procedures will set forth the procedure for initiating grief-counseling plans. The procedures will utilize available resources including the

school psychologist, counselor, community grief counselors, or others in the community. Grief-counseling procedures will be used whenever the superintendent or the building administrator determines it to be necessary, such as after an assault, a hostage situation, shooting, or suicide. The grief-counseling procedures shall include the following steps:

1. Administrator will meet with relevant persons, including school psychologists and counselors, to determine the level of intervention needed for students and staff.
2. Designate specific rooms as private counseling areas.
3. Escort siblings and close friends of any victims as well as others in need of emotional support to the counseling areas.
4. Prohibit media from interviewing or questioning students or staff.
5. Provide follow-up services to students and staff who receive counseling.
6. 6. Resume normal school routines as soon as possible.

IV. SAMPLE PROCEDURES INCLUDED IN THIS POLICY

Sample procedures for the various hazards/emergencies listed below are attached to this Policy for use when drafting specific crisis management plans. After approval by the school board, an adopted procedure will become an addendum to the Crisis Management Policy.

- A. Fire
- B. Hazardous Materials
- C. Severe Weather: Tornado/Severe Thunderstorm/Flooding
- D. Medical Emergency
- E. Fight/Disturbance
- F. Assault
- G. Intruder
- H. Weapons
- I. Shooting
- J. Hostage

- K. Bomb Threat
- L. Chemical or Biological Threat
- M. Checklist for Telephone Threats
- N. Demonstration
- O. Suicide
- P. Lock-down Procedures
- Q. Shelter-In-Place Procedures
- R. Evacuation/Relocation
- S. Media Procedures
- T. Post-Crisis Procedures
- U. U. School Emergency Response Team
- V. Emergency Phone Numbers
- W. Highly Contagious Serious Illness or Pandemic Flu

V. MISCELLANEOUS PROCEDURES

A. Chemical Accidents

Procedures for reporting chemical accidents shall be posted at key locations such as chemistry labs, art rooms, swimming pool areas, and janitorial closets.

B. Visitors

The school district shall implement procedures mandating visitor sign in and visitors in school buildings. See MSBA/MASA Model Policy 903 (Visitors to School District Buildings and Sites).

The school district shall implement procedures to minimize outside entry into school buildings except at designated check-in points and assure that all doors are locked prior to and after regular building hours.

C. Student Victims of Criminal Offenses at or on School Property

The school district shall establish procedures allowing student victims of criminal offenses on school property the opportunity to transfer to another school within the school district.

D. Radiological Emergencies at Nuclear Generating Plants [OPTIONAL]

School districts within a ten (10) mile radius of the Monticello or Prairie Island nuclear power plants will implement crisis plans in the event of an accident or incident at the power plant.

Questions relative to the creation or implementation of such plans will be directed to the Minnesota Department of Public Safety.

Legal References: Minn. Stat. Ch. 12 (Emergency Management)
Minn. Stat. § 121A.035 (Crisis Management Policy)
Minn. Stat. § 121A.06 (Reports of Dangerous Weapon Incidents in School Zones)
Minn. Stat. § 299F.30 (Fire Drill in School)
Minn. Stat. § 609.605, Subd. 4 (Trespasses on School Property)
Minn. Rules Ch. 7511 (Fire Safety)
20 U.S.C. § 1681, *et seq.* (Title IX)
20 U.S.C. § 6301, *et seq.* (No Child Left Behind)
20 U.S.C. § 7912 (Unsafe School Choice Option)
42 U.S.C. § 5121 *et seq.* (Disaster Relief and Emergency Assistance)

Cross References: MSBA/MASA Model Policy 407 (Employee Right to Know – Exposure to Hazardous Substances)
MSBA/MASA Model Policy 413 (Harassment and Violence)
MSBA/MASA Model Policy 501 (School Weapons Policy)
MSBA/MASA Model Policy 506 (Student Discipline)
MSBA/MASA Model Policy 532 (Use of Peace Officers and Crisis Teams to Remove Students with IEPs from School Grounds)
MSBA/MASA Model Policy 903 (Visitors to School District Buildings and Sites)

807 HEALTH AND SAFETY POLICY (Mandatory Policy)

I. PURPOSE

The purpose of this policy is to assist the school district in promoting health and safety, reducing injuries, and complying with federal, state, and local health and safety laws and regulations.

II. GENERAL STATEMENT OF POLICY

- A. The policy of the school district is to implement a health and safety program that includes plans and procedures to protect employees, students, volunteers, and members of the general public who enter school district buildings and grounds. The objective of the health and safety program will be to provide a safe and healthy learning environment; to increase safety awareness; to help prevent accidents, illnesses, and injuries; to reduce liability; to assign duties and responsibilities to school district staff to implement and maintain the health and safety program; to establish written procedures for the identification and management of hazards or potential hazards; to train school district staff on safe work practices; and to comply with all health and safety, environmental, and occupational health laws, rules, and regulations.

- B. All school district employees have a responsibility for maintaining a safe and healthy environment within the school district and are expected to be involved in the health and safety program to the extent practicable. For the purpose of implementing this policy, the school district may form a health and safety advisory committee to be appointed by the superintendent. The health and safety advisory committee will be composed of employees and other individuals with specific knowledge of related issues. The advisory committee will provide recommendations to the administration regarding plans and procedures to implement this policy and to establish procedures for identifying, analyzing, and controlling hazards, minimizing risks, and training school district staff on safe work practices. The committee will also recommend procedures for investigating accidents and enforcement of workplace safety rules. Each recommendation shall include estimates of annual costs of implementing and maintaining that proposed recommendation. The superintendent may request that the safety committee established under Minn. Stat. § 182.676 carry out all or part of the duties of the advisory committee or the advisory committee may consider recommendations from a separate safety committee established under Minn. Stat § 182.676.

III. PROCEDURES

- A. Based upon recommendations from the health and safety advisory committee and subject to the budget adopted by the school board to implement or maintain these recommendations, the administration will adopt and implement written plans and procedures for identification and management of hazards or potential hazards existing within the school district in accordance with federal, state, and local laws, rules, and regulations. Written plans and procedures will be maintained, updated, and reviewed by the school board on an annual basis and shall be an addendum to this policy. The administration shall identify in writing a contact person to oversee compliance with each specific plan or procedure.
- B. To the extent that federal, state, and local laws, rules, and regulations do not exist for identification and management of hazards or potential hazards, the health and safety advisory committee shall evaluate other available resources and generally accepted best practice recommendations. Best practices are techniques or actions which, through experience or research, have consistently proven to lead to specific positive outcomes.
- C. The school district shall monitor and make good faith efforts to comply with any new or amended laws, rules, or regulations to control potential hazards.

IV. PROGRAM AND PLANS

- A. For the purpose of implementing this policy, the administration will, within the budgetary limitations adopted by the school board, implement a health and safety program that includes specific plan requirements in various areas as identified by the health and safety advisory committee. Areas that may be considered include, but are not limited to, the following:
 - 1. Asbestos
 - 2. Fire and Life Safety
 - 3. Employee Right to Know
 - 4. Emergency Action Planning
 - 5. Combustible and Hazardous Materials Storage
 - 6. Indoor Air Quality
 - 7. Mechanical Ventilation
 - 8. Mold Cleanup and Abatement
 - 9. Accident and Injury Reduction Program: Model AWAIR Program for Minnesota Schools
 - 10. Infectious Waste/Bloodborne Pathogens
 - 11. Community Right to Know
 - 12. Compressed Gas Safety
 - 13. Confined Space Standard
 - 14. Electrical Safety
 - 15. First Aid/CPR/AED
 - 16. Food Safety Inspection
 - 17. Forklift Safety
 - 18. Hazardous Waste

19. Hearing Conservation
20. Hoist/Lift/Elevator Safety
21. Integrated Pest Management
22. Laboratory Safety Standard/Chemical Hygiene Plan
23. Lead
24. Control of Hazardous Energy Sources (Lockout/Tagout)
25. Machine Guarding
26. Safety Committee
27. Personal Protection Equipment (PPE)
28. Playground Safety
29. Radon
30. Respiratory Protection
31. Underground and Above Ground Storage Tanks
32. Welding/Cutting/Brazing
33. Fall Protection
34. Other areas determined to be appropriate by the health and safety advisory committee.

If a risk is not present in the school district, the preparation of a plan or procedure for that risk will not be necessary.

- B. The administration shall establish procedures to ensure, to the extent practicable, that all employees are properly trained and instructed in job procedures, crisis response duties, and emergency response actions where exposure or possible exposure to hazards and potential hazards may occur.
- C. The administration shall conduct or arrange safety inspections and drills. Any identified hazards, unsafe conditions, or unsafe practices will be documented and corrective action taken to the extent practicable to control that hazard, unsafe condition, or unsafe practice.
- D. Communication from employees regarding hazards, unsafe or potentially unsafe working conditions, and unsafe or potentially unsafe practices is encouraged in either written or oral form. No employee will be retaliated against for reporting hazards or unsafe or potentially unsafe working conditions or practices.
- E. The administration shall conduct periodic workplace inspections to identify potential hazards and safety concerns.
- F. In the event of an accident or a near miss, the school district shall promptly cause an accident investigation to be conducted in order to determine the cause of the incident and to take action to prevent a similar incident. All accidents and near misses must be reported to an immediate supervisor as soon as possible.

V. BUDGET

The superintendent shall be responsible to provide for periodic school board review and approval of the various plan requirements of the health and safety program, including

current plan requirements and related written plans and procedures and recommendations for additional plan requirements proposed to be adopted. The superintendent, or such other school official as designated by the superintendent, each year shall prepare preliminary revenue and expenditure budgets for the school district's health and safety program. The preliminary budgets shall be accompanied by such written commentary as may be necessary for them to be clearly understood by the members of the school board and the public. The school board shall review the projected revenues and expenditures for this program and make such adjustments within the expenditure budget to carry out the current program and to implement new recommendations within the revenues projected and appropriated for this purpose. No funds may be expended for the health and safety program in any school year prior to the adoption of the budget document authorizing that expenditure for that year, or prior to the adoption of an amendment to that budget document by the school board to authorize that expenditure for that year. The health and safety program shall be implemented, conducted, and administered within the fiscal restraints of the budget so adopted.

VI. ENFORCEMENT

Enforcement of this policy is necessary for the goals of the school district's health and safety program to be achieved. Within applicable budget limitations, school district employees will be trained and receive periodic reviews of safety practices and procedures, focusing on areas that directly affect the employees' job duties. Employees shall participate in practice drills. Willful violations of safe work practices may result in disciplinary action in accordance with applicable school district policies.

Legal References: Minn. Stat. § 123B.56 (Health, Safety, and Environmental Management)
Minn. Stat. § 123B.57 (Capital Expenditure; Health and Safety)
Minn. Stat. § 182.676 (Safety Committees)
Minn. Rules Part 5208.0010 (Applicability)
Minn. Rules Part 5208.0070 (Alternative Forms of Committee)

Cross References: MSBA/MASA Model Policy 407 (Employee Right to Know - Exposure to Hazardous Substances)
MSBA/MASA Model Policy 701 (Establishment and Adoption of School District Budget)
MSBA/MASA Model Policy 806 (Crisis Management Policy)

902 USE OF SCHOOL DISTRICT FACILITIES AND EQUIPMENT

I. PURPOSE

The purpose of this policy is to provide guidelines for community use of school facilities and equipment.

II. GENERAL STATEMENT OF POLICY

The school board encourages maximum use of school facilities and equipment for community purposes if, in its judgment, that use will not interfere with use for school purposes.

III. SCHEDULED COMMUNITY EDUCATION CLASSES AND ACTIVITIES

- A. The school district administration shall be charged with the process of scheduling rooms and special areas for community education classes and activities planned to be offered during each session.
- B. Procedures for providing publicity, registration, and collection of fees shall be the responsibility of the school district administration.
- C. Registration fees may be structured to include a pro-rata portion of costs for custodial services that may be needed.

IV. GENERAL COMMUNITY USE OF SCHOOL FACILITIES

- A. The school board may authorize the use of school facilities by community groups or individuals. It may impose reasonable regulations and conditions upon the use of school facilities as it deems appropriate.
- B. Requests for use of school facilities by community groups or individuals shall be made through the school district administrative office. The administration will present recommended procedures for the processing and review of requests to the school board. Upon approval by the school board, such procedures shall be an addendum to this policy.
- C. The school board may require a rental fee for the use of school facilities. Such fee may include the cost of custodial and supervisory service if deemed necessary. It may also require a deposit or surety bond for the proper use and repair of

damage to school facilities. A rental fee schedule, deposit or surety bond schedule, and payment procedure shall be presented for review and approval by the school board.

- D. When emergencies or unusual circumstances arise that necessitate rescheduling the use of school facilities, every effort will be made to find acceptable alternative meeting space.

V. USE OF SCHOOL EQUIPMENT

The administration will present a procedure to the school board for review and approval regarding the type of equipment that is available for community use, the extent to which it may be utilized, and the manner by which it may be scheduled for use and any charges to be made relating thereto. Upon approval of the school board, such procedure shall be an addendum to this policy.

VI. RULES FOR USE OF FACILITIES AND EQUIPMENT

The school board expects members of the community who use facilities and equipment to do so with respect for school district property and an understanding of proper use. Individuals and groups shall be responsible for damage to facilities and equipment. A certificate of insurance may be required by the school district to ensure payment for these damages and any liability for injuries.

Legal References: Minn. Stat. § 123B.51 (Schoolhouses and Sites; Access for Noncurricular Purposes)

Cross References: MSBA/MASA Model Policy 801 (Equal Access to School Facilities)
MSBA/MASA Model Policy 901 (Community Education)

903 VISITORS TO SCHOOL DISTRICT BUILDINGS AND SITES

I. PURPOSE

The purpose of this policy is to inform the school community and the general public of the position of the school board on visitors to school buildings and other school property.

II. GENERAL STATEMENT OF POLICY

- A. The school board encourages interest on the part of parents and community members in school programs and student activities. The school board welcomes visits to school buildings and school property by parents and community members provided the visits are consistent with the health, education and safety of students and employees and are conducted within the procedures and requirements established by the school district.
- B. The school board reaffirms its position on the importance of maintaining a school environment that is safe for students and employees and free of activity that may be disruptive to the student learning process or employee working environment.

III. RESPONSIBILITY

- A. The school district administration shall present recommended visitor procedures and requirements to the school board for review and approval. The procedures should reflect input from employees, students and advisory groups, and shall be communicated to the school community and the general public. Upon approval by the school board, such procedures and requirements shall be an addendum to this policy.
- B. It shall be the responsibility of the superintendent to provide coordination that may be needed throughout the process and provide for periodic school board review and approval of the procedures.

IV. VISITOR LIMITATIONS

- A. An individual or group may be denied permission to visit a school or school property or such permission may be revoked if the visitor(s) does not comply with the school district procedures and regulations or if the visit is not in the best interest of students, employees or the school district.
- B. Visitors are authorized to park vehicles on school property at times and in

locations specified in the approved visitor procedures and requirements which are an addendum to this policy or as otherwise specifically authorized by school officials. When unauthorized vehicles of visitors are parked on school property, school officials may:

1. move the vehicle or require the driver or other person in charge of the vehicle to move it off school district property; or
 2. if unattended, provide for the removal of the vehicle, at the expense of the owner or operator, to the nearest convenient garage or other place of safety off of school property.
- C. An individual or group who enters school property without complying with the procedures and requirements may be guilty of criminal trespass and thus subject to criminal penalty. Such persons may be detained by the school principal or a person designated by the school principal in a reasonable manner for a reasonable period of time pending the arrival of a police officer.

Legal References: Minn. Stat. § 123B.02 (General Powers of Independent School Districts)
Minn. Stat. § 128C.08 (Assaulting a Sports Official Prohibited)
Minn. Stat. § 609.605, Subd. 4 (Trespasses on School Property)

Cross References:

906 COMMUNITY NOTIFICATION OF PREDATORY OFFENDERS

I. PURPOSE

The purpose of this policy is to assist school administrators and staff members in responding to a notification by a law enforcement agency that a convicted predatory offender is moving into the school district so that they may better protect individuals in the school's care while they are on or near the school district premises or under the control of the school district.

II. GENERAL STATEMENT OF POLICY

- A. The policy of the school district is to provide information to staff regarding known predatory offenders that are moving into the school district so that they may monitor school premises for the safety of the school, its students, and employees. Staff will be notified as appropriate and have access to Offender Fact Sheets.
- B. The superintendent, in cooperation with appropriate school transportation officials, will evaluate bus routes and bus stops. Bus drivers will have access to Offender Fact Sheets. If necessary, bus stops may be moved if they place children in close proximity to a predatory offender who has been convicted of crimes against children of similar ages.
- C. The superintendent, in conjunction with the building principal or designee, shall prepare or provide safety information for distribution to students regarding protecting themselves from abuse, abduction, or exploitation. The school district will prepare a list of available resources. Staff will provide safety information to students on how to protect themselves against abuse, abduction, or exploitation. School officials may ask their police liaison officer or local law enforcement officials for assistance in providing instruction to staff and students.

III. DEFINITIONS

- A. The "Sex Offender Community Notification Act," Minn. Stat. § 244.052, as amended, allows law enforcement agencies to disclose information about certain predatory offenders when they are released into the community. The information disclosed and to whom it is disclosed will depend upon their assessment of the level of risk posed by the predatory offender.
- B. "Risk Level Assessment" is the level of danger to the community as established

by the Minnesota Department of Corrections following a review by a committee of experts. The level of risk assigned to a soon-to-be-released offender determines the scope of notification. (Minn. Stat. § 244.052, Subds. 2, 3)

C. “Risk Levels”

1. “Level I” – Risk Level I is assigned to a predatory offender whose risk assessment score indicates a low risk of reoffense.
2. “Level II” – Risk Level II is assigned to a predatory offender whose risk assessment score indicates a moderate risk of reoffense.
3. “Level III” – Risk Level III is assigned to a predatory offender whose risk assessment score indicates a high risk of reoffense.

(Minn. Stat. § 244.052, Subd. 3(e))

D. “Notification or Disclosure by Law Enforcement Agency”

1. Risk Level I – The local law enforcement agency may disclose certain information to other law enforcement agencies and to any victims of or witnesses to the offense committed by the offender. There will be no disclosure to school districts.
2. Risk Level II – In addition to those notified in Level I, a law enforcement agency may notify agencies and groups the offender is likely to encounter that the offender is about to move into the community and provide to those agencies and groups an Offender Fact Sheet on the offender. School districts, private schools, day care centers, and other institutions serving those likely to be victimized by the predatory offender are included in a Level II notification.
3. Risk Level III – In most cases, the local law enforcement agencies will hold a community meeting and distribute an Offender Fact Sheet with information concerning and a photograph of the soon-to-be-released Level III offender.

(Minn. Stat. § 244.052, Subd. 4)

E. “Offender Fact Sheet” is a data sheet compiled by the Department of Corrections or local law enforcement agency. The Offender Fact Sheet contains both public and private data including a photograph and physical description of the predatory offender, as well as the general location of the offender’s residence.

1. A local law enforcement agency will generally provide Offender Fact Sheets for Level II predatory offenders directly to the school district.
2. Level III Offender Fact Sheets will be distributed at a community meeting

conducted by the local law enforcement agency.

- F. “Law enforcement agency” means the law enforcement agency having primary jurisdiction over the location where the offender expects to reside upon release. (Minn. Stat. § 244.052, Subd. 1(3))
- G. “Criminal history conviction data” is public data on a convicted criminal which is compiled by the State Bureau of Criminal Apprehension (BCA). (Minn. Stat. § 13.87)

IV. PROCEDURES

A. Level II Notification

In keeping with the statutorily designated purpose that Offender Fact Sheets are to be used by staff members to secure the school and protect individuals in the school district’s care while they are on or near the school district’s premises or under the control of the school district, the school district will take the following steps:

1. The superintendent shall notify the law enforcement agencies within the school district that all appropriate Level II and Level III notifications are to be provided at least to the superintendent of schools.
2. Upon notification of the release of a Level II predatory offender, the superintendent shall forward the Offender Fact Sheet to all building principals and central office administrators. This would include transportation, food service and buildings and grounds supervisors.
3. Principals of schools in close proximity to the Level II predatory offender’s residence shall meet with staff and show the Offender Fact Sheet to persons within the buildings who supervise students or who would be in a position to observe if the Level II offender was in or around the school. This includes, but is not limited to, administrators, teachers, coaches, paraprofessionals, custodians, clerical and office workers, food service workers, volunteers, and transportation providers.
4. The school district shall request criminal history conviction data on the Level II predatory offender from its local law enforcement agency. On a case-by-case basis, the superintendent may determine whether to send a letter to parents with general information regarding release of the Level II offender and a copy of the criminal history conviction data that the school district obtained from its local law enforcement agency. The offender fact sheet contains data classified as private or not public under Minnesota law and may only be distributed to parents, students, or others outside the school district if it determines the release is for the purpose of securing the schools and protecting individuals under the school district’s care while they are on or near school premises.

5. The building administrator shall cause the Offender Fact Sheet to be posted in each building in an area accessible to staff and employees but not the general public unless a determination has been made that public posting will help secure the school or protect students.
6. The school district shall not distribute or provide access to Level II Offender Fact Sheets to parents, students, or others outside the school district unless a determination has been made that dissemination of the data will help secure the school or protect students.

B. Level III Notification

1. The superintendent shall notify the law enforcement agencies within the school district that all Level III notifications of community meetings are to be provided to the superintendent of schools.
2. When a Level III predatory offender is released into a community, generally the local law enforcement agency will notify the school district of the time and location of the community meeting at which the Level III Offender Fact Sheet will be distributed to the community.
3. When the school district receives this information, the superintendent shall determine on a case-by-case basis whether the school district will notify parents and students of the time, date, and location of the community meeting.
4. When notified of a Level III predatory offender community meeting the superintendent or another school district administrator designated by the superintendent shall attend the community notification meeting.
5. When the school district receives information that a Level III predatory offender is moving into the school district, in addition to following the procedures specified above, the school district shall follow the procedures outlined for a Level II notification.
6. If the predatory offender is participating in programs offered by the school district that require or allow the person to interact with children other than the person's children, the superintendent shall notify parents of children in the school district of the contents of the Offender Fact Sheet.

Legal References: Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)
 Minn. Stat. § 244.052 (Community Notification)
 20 U.S.C. § 1232g (Family Educational Rights and Privacy Act)
 42 U.S.C. § 16901 *et seq.* (Jacob Wetterling Crimes Against Children and Sexually Violent Offender Registration Program)
 Dept. of Admin. Advisory Op. No. 98-004

Cross References: MSBA/MASA Model Policy 414 (Mandated Reporting of Child Neglect or Physical or Sexual Abuse)
MSBA/MASA Model Policy 415 (Mandated Reporting of Maltreatment of Vulnerable Adults)
MSBA/MASA Model Policy 515 (Protection and Privacy of Pupil Records)
MSBA/MASA Model Policy 903 (Visitors to School District Buildings and Sites)

907 REWARDS

I. PURPOSE

The purpose of this policy is to authorize the school board to offer rewards to persons who provide accurate and reliable information leading to the conviction of a person who has committed or conspired to commit a crime against students or school employees, volunteers, or school board members as a result of their affiliation with the school district, or against school district property.

II. GENERAL STATEMENT OF POLICY

The school board believes that, in certain circumstances, the offering of a reward may lead to the receipt of information that would solve or prevent a crime against students, school employees, volunteers, school board members, or school district property. The school board also believes that the fact that the school board may offer a reward may have a deterrent effect on the commission of such crimes.

III. APPROVAL OF OFFERING OF REWARDS

The school board shall approve the offering of any rewards by the school district. The approval shall specify the amount of the reward and the crime to which it is applicable. The approval may relate to a specific incident or to a continuing category of crime, i.e., assault of a teacher, damage to school property, etc.

IV. ESTABLISHMENT OF PROCEDURES

The superintendent shall develop directives and procedures to address the timing and method of payment of any reward earned by an information provider. The information provided must have led to the conviction of the person who committed or conspired to commit the crime for which the reward was offered.

Legal References: Minn. Stat. § 123B.02, Subd. 22 (Reward)

Cross References:

514 BULLYING PROHIBITION POLICY (Mandatory Policy)

I. PURPOSE

A safe and civil environment is needed for students to learn and attain high academic standards and to promote healthy human relationships. Bullying, like other violent or disruptive behavior, is conduct that interferes with a student's ability to learn and/or a teacher's ability to educate students in a safe environment. The school district cannot monitor the activities of students at all times and eliminate all incidents of bullying between students, particularly when students are not under the direct supervision of school personnel. However, to the extent such conduct affects the educational environment of the school district and the rights and welfare of its students and is within the control of the school district in its normal operations, the school district intends to prevent bullying and to take action to investigate, respond to, and to remediate and discipline for those acts of bullying which have not been successfully prevented. The purpose of this policy is to assist the school district in its goal of preventing and responding to acts of bullying, intimidation, violence, reprisal, retaliation, and other similar disruptive and detrimental behavior.

II. GENERAL STATEMENT OF POLICY

- A. An act of bullying, by either an individual student or a group of students, is expressly prohibited on school premises, on school district property, at school functions or activities, or on school transportation. This policy applies not only to students who directly engage in an act of bullying but also to students who, by their indirect behavior, condone or support another student's act of bullying. This policy also applies to any student whose conduct at any time or in any place constitutes bullying or other prohibited conduct that interferes with or obstructs the mission or operations of the school district or the safety or welfare of the student or other students, or materially and substantially interferes with a student's educational opportunities or performance or ability to participate in school functions or activities or receive school benefits, services, or privileges. This policy also applies to an act of cyberbullying regardless of whether such act is committed on or off school district property and/or with or without the use of school district resources.
- B. No teacher, administrator, volunteer, contractor, or other employee of the school district shall permit, condone, or tolerate bullying.
- C. Apparent permission or consent by a student being bullied does not lessen or negate the prohibitions contained in this policy.

- D. Retaliation against a victim, good faith reporter, or a witness of bullying is prohibited.
- E. False accusations or reports of bullying against another student are prohibited.
- F. A person who engages in an act of bullying, reprisal, retaliation, or false reporting of bullying or permits, condones, or tolerates bullying shall be subject to discipline or other remedial responses for that act in accordance with the school district's policies and procedures, including the school district's discipline policy (See MSBA/MASA Model Policy 506). The school district may take into account the following factors:
 - 1. The developmental ages and maturity levels of the parties involved;
 - 2. The levels of harm, surrounding circumstances, and nature of the behavior;
 - 3. Past incidences or past or continuing patterns of behavior;
 - 4. The relationship between the parties involved; and
 - 5. The context in which the alleged incidents occurred.

Consequences for students who commit prohibited acts of bullying may range from remedial responses or positive behavioral interventions up to and including suspension and/or expulsion. The school district shall employ research-based developmentally appropriate best practices that include preventative and remedial measures and effective discipline for deterring violations of this policy, apply throughout the school district, and foster student, parent, and community participation.

Consequences for employees who permit, condone, or tolerate bullying or engage in an act of reprisal or intentional false reporting of bullying may result in disciplinary action up to and including termination or discharge.

Consequences for other individuals engaging in prohibited acts of bullying may include, but not be limited to, exclusion from school district property and events.

- G. The school district will act to investigate all complaints of bullying reported to the school district and will discipline or take appropriate action against any student, teacher, administrator, volunteer, contractor, or other employee of the school district who is found to have violated this policy.

III. DEFINITIONS

For purposes of this policy, the definitions included in this section apply.

- A. "Bullying" means intimidating, threatening, abusive, or harming conduct that is

objectively offensive and:

1. an actual or perceived imbalance of power exists between the student engaging in the prohibited conduct and the target of the prohibited conduct, and the conduct is repeated or forms a pattern; or
2. materially and substantially interferes with a student's educational opportunities or performance or ability to participate in school functions or activities or receive school benefits, services, or privileges.

The term, "bullying," specifically includes cyberbullying as defined in this policy.

- B. "Cyberbullying" means bullying using technology or other electronic communication, including, but not limited to, a transfer of a sign, signal, writing, image, sound, or data, including a post on a social network Internet website or forum, transmitted through a computer, cell phone, or other electronic device. The term applies to prohibited conduct which occurs on school premises, on school district property, at school functions or activities, on school transportation, or on school computers, networks, forums, and mailing lists, or off school premises to the extent that it substantially and materially disrupts student learning or the school environment.
- C. "Immediately" means as soon as possible but in no event longer than 24 hours.
- D. "Intimidating, threatening, abusive, or harming conduct" means, but is not limited to, conduct that does the following:
1. Causes physical harm to a student or a student's property or causes a student to be in reasonable fear of harm to person or property;
 2. Under Minnesota common law, violates a student's reasonable expectation of privacy, defames a student, or constitutes intentional infliction of emotional distress against a student; or
 3. Is directed at any student or students, including those based on a person's actual or perceived race, ethnicity, color, creed, religion, national origin, immigration status, sex, marital status, familial status, socioeconomic status, physical appearance, sexual orientation including gender identity and expression, academic status related to student performance, disability, or status with regard to public assistance, age, or any additional characteristic defined in the Minnesota Human Rights Act (MHRA). However, prohibited conduct need not be based on any particular characteristic defined in this paragraph or the MHRA.
- E. "On school premises, on school district property, at school functions or activities, or on school transportation" means all school district buildings, school grounds, and school property or property immediately adjacent to school grounds, school bus stops, school buses, school vehicles, school contracted vehicles, or any other

vehicles approved for school district purposes, the area of entrance or departure from school grounds, premises, or events, and all school-related functions, school-sponsored activities, events, or trips. School district property also may mean a student's walking route to or from school for purposes of attending school or school-related functions, activities, or events. While prohibiting bullying at these locations and events, the school district does not represent that it will provide supervision or assume liability at these locations and events.

- F. "Prohibited conduct" means bullying or cyberbullying as defined in this policy or retaliation or reprisal for asserting, alleging, reporting, or providing information about such conduct or knowingly making a false report about bullying.
- G. "Remedial response" means a measure to stop and correct prohibited conduct, prevent prohibited conduct from recurring, and protect, support, and intervene on behalf of a student who is the target or victim of prohibited conduct.
- H. "Student" means a student enrolled in a public school or a charter school.

IV. REPORTING PROCEDURE

- A. Any person who believes he or she has been the target or victim of bullying or any person with knowledge or belief of conduct that may constitute bullying or prohibited conduct under this policy shall report the alleged acts immediately to an appropriate school district official designated by this policy. A person may report bullying anonymously. However, the school district may not rely solely on an anonymous report to determine discipline or other remedial responses.
- B. The school district encourages the reporting party or complainant to use the report form available from the principal or building supervisor of each building or available in the school district office, but oral reports shall be considered complaints as well.
- C. The building principal, the principal's designee, or the building supervisor (hereinafter the "building report taker") is the person responsible for receiving reports of bullying or other prohibited conduct at the building level. Any person may report bullying or other prohibited conduct directly to a school district human rights officer or the superintendent. If the complaint involves the building report taker, the complaint shall be made or filed directly with the superintendent or the school district human rights officer by the reporting party or complainant.

The building report taker shall ensure that this policy and its procedures, practices, consequences, and sanctions are fairly and fully implemented and shall serve as the primary contact on policy and procedural matters. The building report taker or a third party designated by the school district shall be responsible for the investigation. The building report taker shall provide information about available community resources to the target or victim of the bullying or other prohibited conduct, the perpetrator, and other affected individuals as appropriate.

- D. A teacher, school administrator, volunteer, contractor, or other school employee shall be particularly alert to possible situations, circumstances, or events that might include bullying. Any such person who witnesses, observes, receives a report of, or has other knowledge or belief of conduct that may constitute bullying or other prohibited conduct shall make reasonable efforts to address and resolve the bullying or prohibited conduct and shall inform the building report taker immediately. School district personnel who fail to inform the building report taker of conduct that may constitute bullying or other prohibited conduct or who fail to make reasonable efforts to address and resolve the bullying or prohibited conduct in a timely manner may be subject to disciplinary action.
- E. Reports of bullying or other prohibited conduct are classified as private educational and/or personnel data and/or confidential investigative data and will not be disclosed except as permitted by law. The building report taker, in conjunction with the responsible authority, shall be responsible for keeping and regulating access to any report of bullying and the record of any resulting investigation.
- F. Submission of a good faith complaint or report of bullying or other prohibited conduct will not affect the complainant's or reporter's future employment, grades, work assignments, or educational or work environment.
- G. The school district will respect the privacy of the complainant(s), the individual(s) against whom the complaint is filed, and the witnesses as much as possible, consistent with the school district's obligation to investigate, take appropriate action, and comply with any legal disclosure obligations.

V. SCHOOL DISTRICT ACTION

- A. Within three days of the receipt of a complaint or report of bullying or other prohibited conduct, the school district shall undertake or authorize an investigation by the building report taker or a third party designated by the school district.
- B. The building report taker or other appropriate school district officials may take immediate steps, at their discretion, to protect the target or victim of the bullying or other prohibited conduct, the complainant, the reporter, and students or others, pending completion of an investigation of the bullying or other prohibited conduct, consistent with applicable law.
- C. The alleged perpetrator of the bullying or other prohibited conduct shall be allowed the opportunity to present a defense during the investigation or prior to the imposition of discipline or other remedial responses.
- D. Upon completion of an investigation that determines that bullying or other prohibited conduct has occurred, the school district will take appropriate action. Such action may include, but is not limited to, warning, suspension, exclusion, expulsion, transfer, remediation, termination, or discharge. Disciplinary

consequences will be sufficiently severe to try to deter violations and to appropriately discipline prohibited conduct. Remedial responses to the bullying or other prohibited conduct shall be tailored to the particular incident and nature of the conduct and shall take into account the factors specified in Section II.F. of this policy. School district action taken for violation of this policy will be consistent with the requirements of applicable collective bargaining agreements; applicable statutory authority, including the Minnesota Pupil Fair Dismissal Act; the student discipline policy (See MSBA/MASA Model Policy 506) and other applicable school district policies; and applicable regulations.

- E. The school district is not authorized to disclose to a victim private educational or personnel data regarding an alleged perpetrator who is a student or employee of the school district. School officials will notify the parent(s) or guardian(s) of students who are targets of bullying or other prohibited conduct and the parent(s) or guardian(s) of alleged perpetrators of bullying or other prohibited conduct who have been involved in a reported and confirmed bullying incident of the remedial or disciplinary action taken, to the extent permitted by law.
- F. In order to prevent or respond to bullying or other prohibited conduct committed by or directed against a child with a disability, the school district shall, when determined appropriate by the child's individualized education program (IEP) team or Section 504 team, allow the child's IEP or Section 504 plan to be drafted to address the skills and proficiencies the child needs as a result of the child's disability to allow the child to respond to or not to engage in bullying or other prohibited conduct.

VI. RETALIATION OR REPRISAL

The school district will discipline or take appropriate action against any student, teacher, administrator, volunteer, contractor, or other employee of the school district who commits an act of reprisal or who retaliates against any person who asserts, alleges, or makes a good faith report of alleged bullying or prohibited conduct, who provides information about bullying or prohibited conduct, who testifies, assists, or participates in an investigation of alleged bullying or prohibited conduct, or who testifies, assists, or participates in a proceeding or hearing relating to such bullying or prohibited conduct. Retaliation includes, but is not limited to, any form of intimidation, reprisal, harassment, or intentional disparate treatment. Disciplinary consequences will be sufficiently severe to deter violations and to appropriately discipline the individual(s) who engaged in the prohibited conduct. Remedial responses to the prohibited conduct shall be tailored to the particular incident and nature of the conduct and shall take into account the factors specified in Section II.F. of this policy.

VII. TRAINING AND EDUCATION

- A. The school district shall discuss this policy with school personnel and volunteers and provide appropriate training to school district personnel regarding this policy. The school district shall establish a training cycle for school personnel to occur during a period not to exceed every three school years. Newly employed school

personnel must receive the training within the first year of their employment with the school district. The school district or a school administrator may accelerate the training cycle or provide additional training based on a particular need or circumstance. This policy shall be included in employee handbooks, training materials, and publications on school rules, procedures, and standards of conduct, which materials shall also be used to publicize this policy.

- B. The school district shall require ongoing professional development, consistent with Minn. Stat. § 122A.60, to build the skills of all school personnel who regularly interact with students to identify, prevent, and appropriately address bullying and other prohibited conduct. Such professional development includes, but is not limited to, the following:
 - 1. Developmentally appropriate strategies both to prevent and to immediately and effectively intervene to stop prohibited conduct;
 - 2. The complex dynamics affecting a perpetrator, target, and witnesses to prohibited conduct;
 - 3. Research on prohibited conduct, including specific categories of students at risk for perpetrating or being the target or victim of bullying or other prohibited conduct in school;
 - 4. The incidence and nature of cyberbullying; and
 - 5. Internet safety and cyberbullying.
- C. The school district annually will provide education and information to students regarding bullying, including information regarding this school district policy prohibiting bullying, the harmful effects of bullying, and other applicable initiatives to prevent bullying and other prohibited conduct.
- D. The administration of the school district is directed to implement programs and other initiatives to prevent bullying, to respond to bullying in a manner that does not stigmatize the target or victim, and to make resources or referrals to resources available to targets or victims of bullying.
- E. The administration is encouraged to provide developmentally appropriate instruction and is directed to review programmatic instruction to determine if adjustments are necessary to help students identify and prevent or reduce bullying and other prohibited conduct, to value diversity in school and society, to develop and improve students' knowledge and skills for solving problems, managing conflict, engaging in civil discourse, and recognizing, responding to, and reporting bullying or other prohibited conduct, and to make effective prevention and intervention programs available to students.

The administration must establish strategies for creating a positive school climate and use evidence-based social-emotional learning to prevent and reduce

discrimination and other improper conduct.

The administration is encouraged, to the extent practicable, to take such actions as it may deem appropriate to accomplish the following:

1. Engage all students in creating a safe and supportive school environment;
 2. Partner with parents and other community members to develop and implement prevention and intervention programs;
 3. Engage all students and adults in integrating education, intervention, and other remedial responses into the school environment;
 4. Train student bystanders to intervene in and report incidents of bullying and other prohibited conduct to the schools' primary contact person;
 5. Teach students to advocate for themselves and others;
 6. Prevent inappropriate referrals to special education of students who may engage in bullying or other prohibited conduct; and
 7. Foster student collaborations that, in turn, foster a safe and supportive school climate.
- F. The school district may implement violence prevention and character development education programs to prevent or reduce policy violations. Such programs may offer instruction on character education including, but not limited to, character qualities such as attentiveness, truthfulness, respect for authority, diligence, gratefulness, self-discipline, patience, forgiveness, respect for others, peacemaking, and resourcefulness.
- G. The school district shall inform affected students and their parents of rights they may have under state and federal data practices laws to obtain access to data related to an incident and their right to contest the accuracy or completeness of the data. The school district may accomplish this requirement by inclusion of all or applicable parts of its protection and privacy of pupil records policy (See MSBA/MASA Model Policy 515) in the student handbook.

VIII. NOTICE

- A. A. The school district will give annual notice of this policy to students, parents or guardians, and staff, and this policy shall appear in the student handbook.
- B. This policy or a summary thereof must be conspicuously posted in the administrative offices of the school district and the office of each school.
- C. This policy must be given to each school employee and independent contractor

who regularly interacts with students at the time of initial employment with the school district.

- D. Notice of the rights and responsibilities of students and their parents under this policy must be included in the student discipline policy (See MSBA/MASA Model Policy 506) distributed to parents at the beginning of each school year.
- E. This policy shall be available to all parents and other school community members in an electronic format in the language appearing on the school district's or a school's website.
- F. The school district shall provide an electronic copy of its most recently amended policy to the Commissioner of Education.

IX. POLICY REVIEW

To the extent practicable, the school board shall, on a cycle consistent with other school district policies, review and revise this policy. The policy shall be made consistent with Minn. Stat. § 121A.031 and other applicable law. Revisions shall be made in consultation with students, parents, and community organizations.

Legal References: Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)
Minn. Stat. § 120A.05, Subds. 9, 11, 13, and 17 (Definition of Public School)
Minn. Stat. § 120B.232 (Character Development Education)
Minn. Stat. § 121A.03 (Sexual, Religious and Racial Harassment and Violence)
Minn. Stat. § 121A.031 (School Student Bullying Policy)
Minn. Stat. § 121A.0311 (Notice of Rights and Responsibilities of Students and Parents under the Safe and Supportive Minnesota Schools Act)
Minn. Stat. §§ 121A.40-121A.56 (Pupil Fair Dismissal Act)
Minn. Stat. § 121A.69 (Hazing Policy)
Minn. Stat. § 124D.10 (Charter School)
Minn. Stat. Ch. 363A (Minnesota Human Rights Act)
20 U.S.C. § 1232g *et seq.* (Family Educational Rights and Privacy Act)
34 C.F.R. §§ 99.1 - 99.67 (Family Educational Rights and Privacy)

Cross References: MSBA/MASA Model Policy 403 (Discipline, Suspension, and Dismissal of School District Employees)
MSBA/MASA Model Policy 413 (Harassment and Violence)
MSBA/MASA Model Policy 414 (Mandated Reporting of Child Neglect or Physical or Sexual Abuse)
MSBA/MASA Model Policy 415 (Mandated Reporting of Maltreatment of Vulnerable Adults)
MSBA/MASA Model Policy 423 (Employee-Student Relationships)
MSBA/MASA Model Policy 501 (School Weapons Policy)
MSBA/MASA Model Policy 506 (Student Discipline)

MSBA/MASA Model Policy 507 (Corporal Punishment)
MSBA/MASA Model Policy 515 (Protection and Privacy of Pupil
Records)
MSBA/MASA Model Policy 521 (Student Disability Nondiscrimination)
MSBA/MASA Model Policy 522 (Student Sex Nondiscrimination)
MSBA/MASA Model Policy 524 (Internet Acceptable Use and Safety
Policy)
MSBA/MASA Model Policy 525 (Violence Prevention)
MSBA/MASA Model Policy 526 (Hazing Prohibition)
MSBA/MASA Model Policy 529 (Staff Notification of Violent Behavior
by Students)
MSBA/MASA Model Policy 709 (Student Transportation Safety Policy)
MSBA/MASA Model Policy 711 (Video Recording on School Buses)
MSBA/MASA Model Policy 712 (Video Surveillance Other Than on
Buses)

6/9/2014

Yellow Medicine East School

2013-14 Revised Budgets	2014-15 Preliminary Budgets
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Fund	Appropriation	Actual Fund Balance 6-30-2013	Projected Revenues	Projected Expenditures	Difference (Rev minus Exp)	Projected Fund Balance 6-30-2014	*** Fund Bal.Diff. from Original (June 2013 Budget)	FY15 Projected Revenues	FY15 Projected Expenditures	FY15 Difference (Rev minus Exp)	Projected Fund Balance 6-30-2015
	Health & Safety	-36,268	66,306	39,800	26,506	-9,762		29,881	41,500	-11,619	-21,381
	Capital	390,966	195,604	248,900	-53,296	337,670	-11,000	210,744	210,530	214	337,884
	Severance/Health (Assigned)	36,843	0	0	0	36,843				0	36,843
	Safe Schools	-2,890	27,552	25,000	2,552	-338		31,061	30,000	1,061	723
	Basic Skills	49,073	0	0	0	49,073				0	49,073
	Deferred Maint	0	55,103	55,103	0	0		54,421	54,421	0	0
	Unresrvd/Assigned/Nonsp	1,452,985	8,799,224	8,810,046	-10,822	1,442,163	151,470	8,864,307	9,195,606	-331,299	1,110,864
01 General	Total	1,890,709	9,143,789	9,178,849	-35,060	1,855,649		9,190,414	9,532,057	-341,643	1,514,006
	Food Svc. Assigned	13,019	377,000	395,951	-18,951	-5,932	-9,125	373,300	384,994	-11,694	-17,626
	Inventory (Non-Spendable)	11,845			0	11,845				0	11,845
02 Food Service	Total	24,864	377,000	395,951	-18,951	5,913		373,300	384,994	-11,694	-5,781
	ECFE/Learn. Readiness	19,361	94,192	91,585	2,607	21,968	7,540	120,283	112,864	7,419	29,387
	Pool	-24,119	37,191	50,400	-13,209	-37,328		24,120	50,600	-26,480	-63,808
	Comm Ed Gen.	46,532	237,503	250,296	-12,793	33,739	-8,292	239,168	246,938	-7,770	25,969
04 Comm. Ed.	Total	41,774	368,886	392,281	-23,395	18,379		383,571	410,402	-26,831	-8,452
06 Building	Total	-698,487	730,005	31,518	698,487	0	698,487	0	0	0	0
07 Debt Svc	Total	196,869	1,195,843	1,199,488	-3,645	193,224	2,017	1,100,263	1,186,175	-85,912	107,312
25 OPEB	Total	1,257,654	100,000	295,800	-195,800	1,061,854		94,000	279,800	-185,800	876,054
47 Dt Svc (OPEB)	Total	29,026	203,010	194,895	8,115	37,141	-44	191,240	191,500	-260	36,881
Grand Total		2,742,410	12,118,533	11,688,782	429,751	3,172,161	831,053	11,332,788	11,984,928	-652,140	2,520,021

*** Difference is noted only if total revised budgets different than preliminary budgets.

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Yellow Medicine East

2014-15 Proposed Budget

June 9, 2014 Board Meeting

General Fund				
	2013-14 Revised Budget	2014-15 Preliminary Budget	Difference	
Revenues				
Federal Programs	361,091	325,176	-35,915	Title I
Levy/Credits Total	857,117	832,155	-24,962	Track Lease/Misc
Local Total	321,488	372,071	50,583	Mn Schools/Bush Grant
State Misc. Total	189,528	324,905	135,377	Q Comp
*State Gen Ed/Cty Appt Total	6,090,000	6,170,000	80,000	Formula Increase/Students (781 + 9 P/S)/Compensatory
State Spec Ed Total	980,000	840,000	-140,000	FY13 Revenue in Fy14 from Feb- May
Sub Total (Unreserved)	8,799,224	8,864,307	65,083	
Health & Safety (Levy)	66,306	29,881	-36,425	3 Year Projects
Capital/Def Maint (Levy)	250,707	265,165	14,458	Auction/Resale/Levy
Safe Schools	27,552	31,061	3,509	Levy
Grand Total	9,143,789	9,190,414	46,625	

General Fund				
	2013-14 Revised Budget	2014-15 Preliminary Budget	Difference	
Expenditures				
Salaries	4,273,434	4,505,335	231,901	Staff Changes/Steps/Settlements
Benefits	947,675	1,045,628	97,953	TRA .05% Increase/New Employees
Purchased from Schools (Includes MV)	1,800,107	1,855,121	55,014	Spec Ed/MRVED/-Spanish/MRVED
Purchased Services	1,336,493	1,382,913	46,420	Transportation/Utilities/Contracts/ fees/Title/Bush Grant
Supplies/Miscellaneous	396,415	406,609	10,194	
Equipment/Building & Grounds	55,922	0	-55,922	Track Lease (Final FY14)
Debt (Interest/Facilities)	0	0	0	Aid Ant. Loan Interest
Sub Total (Unreserved)	8,810,046	9,195,606	385,560	
Health & Safety	39,800	41,500	1,700	3 Year Projects
Capital	248,900	210,530	-38,370	
Deferred Maintenance	55,103	54,421	-682	
Safe Schools	25,000	30,000	5,000	
Grand Total	9,178,849	9,532,057	353,208	

Food Service			
	2013-14 Revised Budget	2014-15 Preliminary Budget	Difference
Revenues			
Federal Programs	211,500	208,000	-3,500
Local Total	145,000	142,000	-3,000
State Misc. Total	20,500	23,300	2,800
Grand Total	377,000	373,300	-3,700

Free & Reduced
Reduced Increase

Food Service			
	2013-14 Revised Budget	2014-15 Preliminary Budget	Difference
Expenditures			
Salaries	146,262	150,030	3,768
Benefits	29,389	31,264	1,875
Purchased Services	4,150	4,300	150
Food/Milk/Supplies/Miscellaneous/Equ	216,150	199,400	-16,750
Grand Total	395,951	384,994	-10,957

Community Education			
	2013-14 Revised Budget	2014-15 Preliminary Budget	Difference
Revenues			
Federal	53,488	48,600	-4,888
Levy/State Credits	131,223	125,144	-6,079
Local Total	150,827	177,327	26,500
General Ed. Aid (Board Transfer)	0	0	0
State Misc. Total	33,348	32,500	-848
Grand Total	368,886	383,571	14,685

21st Century Grant (3rd Year)
Pool Levy/ECFE
Donation/Tuition

Community Education			
	2013-14 Revised Budget	2014-15 Preliminary Budget	Difference
Expenditures			
Salaries	183,575	197,110	13,535
Benefits	36,168	41,218	5,050
Purchased Services	119,088	115,300	-3,788
Supplies/Miscellaneous	53,450	56,774	3,324
Grand Total	392,281	410,402	18,121

ECFE
ECFE Ins./Sal Increases
ECFE Software/Comuter

Debt Service Fund			
	2013-14 Revised Budget	2014-15 Preliminary Budget	Difference
Revenues			
Levy/Credits Total	754,826	680,363	-74,463
Federal	441,017	419,900	-21,117
Local Total	0	0	0
Grand Total	1,195,843	1,100,263	-95,580

For Bonds
QZAB Bond Interest

Debt Service Fund			
	2013-14 Revised Budget	2014-15 Preliminary Budget	Difference
Expenditures			
Debt Service Payments	1,199,488	1,186,175	-13,313
Grand Total	1,199,488	1,186,175	-13,313

For Bonds

OPEB Trust Fund			
	Revised Budget	Preliminary Budget	Difference
Revenues			
Local Total	100,000	94,000	-6,000
Grand Total	100,000	94,000	-6,000

Retiree's Share

OPEB Trust Fund			
	2013-14 Revised Budget	2014-15 Preliminary Budget	Difference
Expenditures			
Insurance/Retiree payments	295,800	279,800	-16,000
Grand Total	295,800	279,800	-16,000

Other Post Employment Benefits
(Retirees)

OPEB Debt Service			
	2013-14 Revised Budget	2014-15 Preliminary Budget	Difference
Revenues			
Levy/Credits Total	203,010	191,240	-11,770
Local Total	0	0	0
Grand Total	203,010	191,240	-11,770

OPEB Bond

OPEB Debt Service			
	2013-14 Revised Budget	2014-15 Preliminary Budget	Difference
Expenditures			
Debt Service Payments	194,895	191,500	-3,395
Grand Total	194,895	191,500	-3,395

OPEB Bond

Totals without Building Fund			
Total Revenues	11,388,528	11,332,788	-55,740
Total Expenditures	11,657,264	11,984,928	327,664

Building Fund Revenues	730,005	0	-730,005
Building Fund Expenditures	31,518	0	-31,518

	2013-14 Revised Budget	2014-15 Preliminary Budget	Difference
Totals with Building Fund			
Total Revenues	12,118,533	11,332,788	-785,745
Total Expenditures	11,688,782	11,984,928	296,146

Motion by _____, second by _____ and carried to approve the transfer of \$170,734.74 in OPEB funds for FY2013-2014 from the OPEB Trust Fund to the School Board Account for the following:

General Fund Implicit Expense \$115,104.00

Food Service Fund Implicit Expense \$2,001.00

Community Service Fund Implicit Expense \$3,782.00

Board OPEB fund for retiree expenses through May \$49,847.74

June 9, 2014

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
17495	A&B BUSINESS SOLUTIONS	06/09/2014	85490	COPIER LEASE	0	1,492.50	2,098.50
01 E	005 020 000 302 580			SUPERINTENDENT'S OFFICE/CAPITAL OUTLAY/CAPITAL LEASE PR		200.00	
01 E	100 203 000 302 580			ELEMENTARY GENERAL ED./CAPITAL OUTLAY/CAPITAL LEASE PRI		450.00	
01 E	300 211 000 302 580			SECONDARY EDUCATION GENERAL/CAPITAL OUTLAY/CAPITAL LEAS		842.50	
			85490-	COPIER MAINTENANCE	0	606.00	
01 E	005 020 000 000 350			SUPERINTENDENT'S OFFICE//REPAIRS AND MAINTENANCE SVCS/		110.00	
01 E	100 203 000 000 350			ELEMENTARY GENERAL ED./REPAIRS AND MAINTENANCE SVCS/		200.00	
01 E	300 211 000 000 350			SECONDARY EDUCATION GENERAL//REPAIRS AND MAINTENANCE SV		296.00	
17496	ADVOCATE TRIBUNE	06/09/2014	1	VISITORS GUIDE	0	169.00	1,261.00
04 E	500 505 000 321 380			COMMUNITY EDUCATION GENERAL/COMMUNITY EDUCATION/PRINTIN		169.00	
			2	LEGALS	0	366.00	
01 E	005 010 000 000 380			BOARD OF EDUCATION//PRINTING/ADVERTISING/		366.00	
			3	VISITORS GUIDE	0	299.00	
01 E	005 010 000 000 380			BOARD OF EDUCATION//PRINTING/ADVERTISING/		299.00	
			4	MUSIC SECTION	0	29.00	
01 E	005 010 000 000 380			BOARD OF EDUCATION//PRINTING/ADVERTISING/		29.00	
			5	EAST SIDE STORIES	0	398.00	
01 E	300 298 205 000 401			EXTRACURRICULAR ACTIVITIES//GENERAL SUPPLIES/NEWSPAPER		398.00	
17497	AMERICAN WELDING AND GAS, INC.	06/09/2014	1		0	26.66	26.66
01 E	300 301 501 830 433			AG EDUCATION (VOCATIONAL)/VOCATIONAL PROGRAMS/INDIVIDUA		26.66	
17498	APPLE COMPUTER, INC.	06/09/2014	4285253038	IPAD MINIS	0	798.00	798.00
01 E	200 612 000 302 555			TECHNOLOGY/CAPITAL OUTLAY/TECHNOLOGY EQUIPMENT/		798.00	
17499	AVENUES FOR CARE	06/09/2014	203	THRU 4/25 - FINAL	0	782.50	782.50
01 E	998 416 000 740 394			MULTIPLE DISABILITIES/STATE FUNDED SPECIAL ED/PAYMENTS		782.50	
17500	ROBBIN R BENDEL	06/09/2014	1		0	113.33	196.56
09 L	230 27			TRUST FUND/DEFERRED REVENUE/SR. CITIZENS GEN ACTIVITY		113.33	
			2		0	33.12	
04 E	500 590 000 321 366			OTHER COMMUNITY SERVICES/COMMUNITY EDUCATION/TRAVEL-SCH		33.12	
			22		0	9.80	
04 E	500 590 000 321 329			OTHER COMMUNITY SERVICES/COMMUNITY EDUCATION/POSTAGE AN		9.80	
			3		0	40.31	
09 L	230 27			TRUST FUND/DEFERRED REVENUE/SR. CITIZENS GEN ACTIVITY		40.31	
17501	Vendor Continued Void	06/09/2014					0.00
17502	Vendor Continued Void	06/09/2014					0.00
17503	Vendor Continued Void	06/09/2014					0.00
17504	Vendor Continued Void	06/09/2014					0.00
17505	Vendor Continued Void	06/09/2014					0.00
17506	Vendor Continued Void	06/09/2014					0.00
17507	Vendor Continued Void	06/09/2014					0.00
17508	BENNETT & BENNETT INC.	06/09/2014	1	REG ROUTES	0	5,741.01	32,430.94
01 E	005 760 000 720 360			PUPIL TRANSPORTATION/REGULAR TO AND FROM SCHOOL/TRANSP		5,741.01	
			10	AFTER SCHOOL (21ST CENT.)	0	520.20	
04 E	500 505 030 882 360			COMMUNITY EDUCATION GENERAL/21ST CENTRUY GRANT/TRANSPOR		520.20	
			100	BRIDGES- MAY CHECK	0	-555.39	
01 E	005 203 733 313 360			ELEMENTARY GENERAL ED./ACHIEVEMENT & INTEGRATION AID/TR		-555.39	
			101	READY, SET, LEARN	0	50.82	
04 E	500 582 000 344 360			LEARNING READINESS/LEARNING READINESS/TRANSPORTATION CO		50.82	
			102	BRIDGES- MAY CHECK	0	555.39	

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
04 E 500 505 030 882 360				COMMUNITY EDUCATION GENERAL/21ST CENTRUY GRANT/TRANSPOR		555.39	
			104	AFTER SCHOOL BRIDGES	0	-924.75	
04 E 500 505 030 882 360				COMMUNITY EDUCATION GENERAL/21ST CENTRUY GRANT/TRANSPOR		-924.75	
			108	AFTER SCHOOL (21ST CENT.)	0	580.19	
04 E 500 505 030 882 360				COMMUNITY EDUCATION GENERAL/21ST CENTRUY GRANT/TRANSPOR		580.19	
			11	BAND RENT	0	30.00	
01 E 300 258 233 000 370				MUSIC//RENTALS AND LEASES/INSTRUMENTAL MUSIC		30.00	
			110	EXCEL ADJUSTMENT	0	-862.29	
01 E 005 203 733 313 360				ELEMENTARY GENERAL ED./ACHIEVEMENT & INTEGRATION AID/TR		-862.29	
			12	EXCEL	0	862.29	
01 E 005 203 733 313 360				ELEMENTARY GENERAL ED./ACHIEVEMENT & INTEGRATION AID/TR		862.29	
			13	WILLMAR SHUTTLE	0	575.44	
01 E 005 760 000 723 360				PUPIL TRANSPORTATION/HANDICAPPED/TRANSPORTATION CONTRAC		575.44	
			18	BELVIEW SHUTTLE	0	2,248.86	
01 E 005 760 000 723 360				PUPIL TRANSPORTATION/HANDICAPPED/TRANSPORTATION CONTRAC		2,248.86	
			19	SHUTTLE AM	0	104.04	
01 E 005 760 000 723 360				PUPIL TRANSPORTATION/HANDICAPPED/TRANSPORTATION CONTRAC		104.04	
			2	CLKFD SHUTTLE	0	772.80	
01 E 005 760 000 720 360				PUPIL TRANSPORTATION/REGULAR TO AND FROM SCHOOL/TRANSPO		772.80	
			21	WATER TESTING	0	77.14	
01 E 350 203 000 733 360				ELEMENTARY GENERAL ED./TRANSPORTATION/NON-AUTHORIZED/TR		77.14	
			22	JH TRACK	0	402.16	
01 E 350 292 219 733 360				BOYS/GIRLS ATHLETICS/TRANSPORTATION/NON-AUTHORIZED/TRAN		402.16	
			23	JH GOLF	0	160.48	
01 E 350 292 225 733 360				BOYS/GIRLS ATHLETICS/TRANSPORTATION/NON-AUTHORIZED/TRAN		160.48	
			24	MS BASEBALL	0	307.68	
01 E 350 294 215 733 360				BOYS ATHLETICS/TRANSPORTATION/NON-AUTHORIZED/TRANSPORTA		307.68	
			25	MS SOFTBALL	0	109.70	
01 E 350 296 210 733 360				GIRLS ATHLETICS/TRANSPORTATION/NON-AUTHORIZED/TRANSPORT		109.70	
			26	ORDWAY THEATRE	0	1,664.27	
01 E 350 203 000 733 360				ELEMENTARY GENERAL ED./TRANSPORTATION/NON-AUTHORIZED/TR		1,664.27	
			27	WATER TREATMENT	0	36.13	
01 E 300 211 000 733 360				SECONDARY EDUCATION GENERAL/TRANSPORTATION/NON-AUTHORIZ		36.13	
			28	DAKOTA DAY	0	181.52	
01 E 005 760 000 714 360				PUPIL TRANSPORTATION/INTEGRATION BUSSING/TRANSPORTATION		181.52	
			29	PARK SQUARE THEATRE	0	910.24	
01 E 005 760 000 714 360				PUPIL TRANSPORTATION/INTEGRATION BUSSING/TRANSPORTATION		910.24	
			3	OUT OF DISTRICT	0	3,798.48	
01 E 005 760 000 713 360				PUPIL TRANSPORTATION/OPEN ENROLLMENT/TRANSPORTATION CON		3,798.48	
			30	PRAIRIE WOODS	0	448.45	
01 E 100 203 000 733 360				ELEMENTARY GENERAL ED./TRANSPORTATION/NON-AUTHORIZED/TR		448.45	
			31	K/1 FT	0	1,194.07	
01 E 100 203 000 733 360				ELEMENTARY GENERAL ED./TRANSPORTATION/NON-AUTHORIZED/TR		1,194.07	
			33	SCIENCE-CADAVER	0	304.25	
01 E 300 211 000 733 360				SECONDARY EDUCATION GENERAL/TRANSPORTATION/NON-AUTHORIZ		304.25	

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
01 E 100 203 000 733 360			34	FAGEN-2ND ELEMENTARY GENERAL ED./TRANSPORTATION/NON-AUTHORIZED/TR	0	44.06 44.06	
01 E 100 203 000 733 360			35	FAGEN- 5TH GR ELEMENTARY GENERAL ED./TRANSPORTATION/NON-AUTHORIZED/TR	0	50.54 50.54	
01 E 005 203 731 313 360			36	GRANITE RIDGE ELEMENTARY GENERAL ED./ACHIEVEMENT & INTEGRATION AID/TR	0	29.90 29.90	
01 E 005 760 000 717 360			4	ATHLETIC SHUTTLE PUPIL TRANSPORTATION/LATE ACTIVITY BUS/TRANSPORTATION C	0	304.64 304.64	
01 E 100 203 000 733 360			40	HEADSTART ELEMENTARY GENERAL ED./TRANSPORTATION/NON-AUTHORIZED/TR	0	337.21 337.21	
01 E 005 760 000 733 360			41	SPEC ED - ST PAUL PUPIL TRANSPORTATION/TRANSPORTATION/NON-AUTHORIZED/TRAN	0	504.23 504.23	
01 E 100 203 000 733 360			44	FLAG PATROL ELEMENTARY GENERAL ED./TRANSPORTATION/NON-AUTHORIZED/TR	0	456.58 456.58	
01 E 100 203 000 733 360			45	HERITAGE VILLAGE ELEMENTARY GENERAL ED./TRANSPORTATION/NON-AUTHORIZED/TR	0	208.89 208.89	
01 E 300 258 233 733 360			46	BAND MUSIC/TRANSPORTATION/NON-AUTHORIZED/TRANSPORTATION CONT	0	126.38 126.38	
01 E 300 292 219 733 360			47	TRACK BOYS/GIRLS ATHLETICS/TRANSPORTATION/NON-AUTHORIZED/TRAN	0	989.08 989.08	
01 E 005 760 000 723 360			5	SPECIAL NEEDS PUPIL TRANSPORTATION/HANDICAPPED/TRANSPORTATION CONTRAC	0	3,691.42 3,691.42	
01 E 300 294 215 733 360			51	BASEBALL BOYS ATHLETICS/TRANSPORTATION/NON-AUTHORIZED/TRANSPORTA	0	1,596.14 1,596.14	
01 E 300 294 224 733 360			52	BOYS TENNIS BOYS ATHLETICS/TRANSPORTATION/NON-AUTHORIZED/TRANSPORTA	0	904.56 904.56	
01 E 300 296 210 733 360			53	SOFTBALL GIRLS ATHLETICS/TRANSPORTATION/NON-AUTHORIZED/TRANSPORT	0	1,833.01 1,833.01	
01 E 005 760 000 723 360			55	SPEC ED WILLMAR PUPIL TRANSPORTATION/HANDICAPPED/TRANSPORTATION CONTRAC	0	178.92 178.92	
01 E 300 211 000 733 360			56	IT SECONDARY EDUCATION GENERAL/TRANSPORTATION/NON-AUTHORIZ	0	68.41 68.41	
01 E 300 211 000 733 360			57	SCIENCE FAIR SECONDARY EDUCATION GENERAL/TRANSPORTATION/NON-AUTHORIZ	0	156.53 156.53	
01 E 300 292 225 733 360			59	GOLF BOYS/GIRLS ATHLETICS/TRANSPORTATION/NON-AUTHORIZED/TRAN	0	116.44 116.44	
01 E 005 760 000 723 360			6	BELVIEW RUN PUPIL TRANSPORTATION/HANDICAPPED/TRANSPORTATION CONTRAC	0	1,310.88 1,310.88	
01 E 005 760 000 723 360			8	BELVIEW RUN PUPIL TRANSPORTATION/HANDICAPPED/TRANSPORTATION CONTRAC	0	156.06 156.06	
01 E 005 760 000 723 360			9	COSMOS RUN PUPIL TRANSPORTATION/HANDICAPPED/TRANSPORTATION CONTRAC	0	73.88 73.88	
17509 BENSON LAUNDRY		06/09/2014	1	FOOD SERVICES/SCHOOL LUNCH/LAUNDRY AND DRY CLEANING/	0	38.41 38.41	38.41
02 E 005 770 000 701 382							
17510 BILL'S ELECTRIC		06/09/2014	5707	OPERATIONS AND MAINTENANCE//CUST/REPAIR SUPPLIES/	0	50.00 50.00	50.00
01 E 005 810 000 000 410							
17511 NICOLE J BOELTER		06/09/2014	MMEA		0	621.41 621.41	621.41

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
01 E 300 640 000 316 367				STAFF DEVELOPMENT//STAFF DEVELOPMENT/TRAVEL-PROFESS DEVE		621.41	
17512 BSN SPORTS		06/09/2014	96023439		0	112.79	112.79
01 E 300 292 000 000 899				BOYS/GIRLS ATHLETICS//MISCELLANEOUS EXPENSE/		112.79	
17513 LEANNE M CARMANY		06/09/2014	1	anatomy class	0	15.00	15.00
01 R 005 000 000 000 099				MISCELLANEOUS LOCAL REVENUE/		15.00	
17514 CENEX CREDIT CARD		06/09/2014	1	DRIVER'S ED	0	26.40	907.29
04 E 500 505 548 321 442				COMMUNITY EDUCATION GENERAL//COMMUNITY EDUCATION/GAS & O		26.40	
			2	OM	0	215.52	
01 E 005 810 191 000 442				OPERATIONS AND MAINTENANCE//GAS & OIL/OUTSIDE MAINTENAN		215.52	
			3	VEHICLES	0	665.37	
01 E 005 810 193 000 442				OPERATIONS AND MAINTENANCE//GAS & OIL/CAR EXPENSES		665.37	
17515 Vendor Continued Void		06/09/2014					0.00
17516 CITY OF GRANITE FALLS		06/09/2014	1	BR WATER/SEWER	0	797.27	13,370.89
01 E 005 810 183 000 330				OPERATIONS AND MAINTENANCE//UTILITY SERVICES/SEWER-WATE		797.27	
			2	BR ELECTRICITY	0	3,388.83	
01 E 005 810 184 000 330				OPERATIONS AND MAINTENANCE//UTILITY SERVICES/ELECTRICIT		3,388.83	
			3	HS WATER-SEWER	0	851.52	
01 E 005 810 183 000 330				OPERATIONS AND MAINTENANCE//UTILITY SERVICES/SEWER-WATE		851.52	
			4	HS ELECTRICITY	0	8,206.15	
01 E 005 810 184 000 330				OPERATIONS AND MAINTENANCE//UTILITY SERVICES/ELECTRICIT		8,206.15	
			5	TRACK	0	27.10	
01 E 005 810 184 000 330				OPERATIONS AND MAINTENANCE//UTILITY SERVICES/ELECTRICIT		27.10	
			6	CARPENTRY	0	14.87	
01 E 300 361 000 000 330				VOCATIONAL WEIDAUER//UTILITY SERVICES/		14.87	
			7	OUTSIDE MAINTENANCE	0	85.15	
01 E 005 810 191 000 330				OPERATIONS AND MAINTENANCE//UTILITY SERVICES/OUTSIDE MA		85.15	
17517 COMPVIEW INC		06/09/2014	220413		0	489.00	489.00
01 E 200 612 199 000 401				TECHNOLOGY//GENERAL SUPPLIES/KAREN MCCOY		489.00	
17518 CONSUMERS COOPERATIVE OIL CO.		06/09/2014	1		0	98.43	98.43
01 E 025 810 000 000 442				OPERATIONS AND MAINTENANCE//GAS & OIL/		98.43	
17519 CROWN AWARDS		06/09/2014	32103370	TENNIS	0	98.00	98.00
01 E 300 294 224 000 401				BOYS ATHLETICS//GENERAL SUPPLIES/TENNIS		98.00	
17520 DAIRY QUEEN		06/09/2014	132		0	22.00	72.00
01 L 230 38				GENERAL FUND/DEFERRED REVENUE/KIWANIS DONATIONS		22.00	
			134		0	50.00	
01 L 230 38				GENERAL FUND/DEFERRED REVENUE/KIWANIS DONATIONS		50.00	
17521 DAVE'S ELECTRIC CO		06/09/2014	1		0	46.50	46.50
02 E 005 770 000 701 490				FOOD SERVICES/SCHOOL LUNCH/FOOD/		46.50	
17522 DEAN FOODS NORTH CENTRAL, INC.		06/09/2014	1		0	3,505.20	3,505.20
02 E 005 770 000 701 495				FOOD SERVICES/SCHOOL LUNCH/MILK/		2,657.18	
02 E 005 770 000 705 495				FOOD SERVICES/BREAKFAST/MILK/		848.02	
17523 CINDY DEMERS		06/09/2014	1		0	110.76	110.76
01 E 005 212 732 313 305				ART/ACHIEVEMENT & INTEGRATION AID/PROFESSIONAL FEES/INT		110.76	
17524 DOLLAR STOP		06/09/2014	7427		0	4.00	4.00
01 E 005 010 000 000 899				BOARD OF EDUCATION//MISCELLANEOUS EXPENSE/		4.00	
17525 EAP CONSULTANTS		06/09/2014	1	FY14	0	193.44	193.44
01 L 230 92				GENERAL FUND/DEFERRED REVENUE/WELLNESS \$		193.44	

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17526	Vendor Continued Void	06/09/2014					0.00
17527	ECONOMART	06/09/2014	1	FACS	0	2,168.56	2,882.63
01 E 300 331 000 830 433				FAMILY LIFE SCIENCE (VOC)/VOCATIONAL PROGRAMS/INDIVIDUA		2,168.56	
			10	END OF YEAR	0	328.32	
01 E 005 010 000 000 899				BOARD OF EDUCATION//MISCELLANEOUS EXPENSE/		328.32	
			11	6-2-14 CREDIT	0	-46.29	
01 E 100 203 372 000 899				ELEMENTARY GENERAL ED./MISCELLANEOUS EXPENSE/SNACKS-2N		-46.29	
			2	K/1	0	118.79	
01 E 100 203 362 000 899				ELEMENTARY GENERAL ED./MISCELLANEOUS EXPENSE/ELEM SNAC		118.79	
			3	SR. CLASS PICNIC	0	104.08	
01 L 230 43				GENERAL FUND/DEFERRED REVENUE/SR HIGH PROJECTS		104.08	
			4	AG	0	80.38	
01 E 300 301 501 830 433				AG EDUCATION (VOCATIONAL)/VOCATIONAL PROGRAMS/INDIVIDUA		80.38	
			5	KIWANIS	0	12.83	
01 L 230 38				GENERAL FUND/DEFERRED REVENUE/KIWANIS DONATIONS		12.83	
			6	AFTER SCH PROG	0	42.37	
04 E 500 505 030 882 430				COMMUNITY EDUCATION GENERAL/21ST CENTRUY GRANT/SUPPLIES		42.37	
			7	GOAL #1	0	19.46	
01 E 005 203 731 313 305				ELEMENTARY GENERAL ED./ACHIEVEMENT & INTEGRATION AID/PR		19.46	
			8	SCIENCE	0	34.88	
01 E 300 260 000 000 430				NATURAL SCIENCES//SUPPLIES/		34.88	
			9	GOAL #4	0	19.25	
01 E 005 211 734 313 305				SECONDARY EDUCATION GENERAL/ACHIEVEMENT & INTEGRATION A		19.25	
17528	FARMERS UNION OIL CO.	06/09/2014	1		0	42.13	42.13
01 E 005 810 191 000 442				OPERATIONS AND MAINTENANCE//GAS & OIL/OUTSIDE MAINTENAN		42.13	
17529	FOOD SERVICES OF AMERICA	06/09/2014	1		0	9,222.27	9,222.27
02 E 005 770 000 701 401				FOOD SERVICES/SCHOOL LUNCH/GENERAL SUPPLIES/		291.95	
02 E 005 770 000 701 490				FOOD SERVICES/SCHOOL LUNCH/FOOD/		7,586.44	
02 E 005 770 000 701 899				FOOD SERVICES/SCHOOL LUNCH/MISCELLANEOUS EXPENSE/		12.61	
02 E 005 770 000 705 490				FOOD SERVICES/BREAKFAST/FOOD/		1,271.93	
02 E 005 770 000 707 490				FOOD SERVICES/ALA CARTE/OTHER/FOOD/		59.34	
17530	G.E. CAPITAL CORP	06/09/2014	60791289	FY15 apple computers	0	43,431.75	43,431.75
01 A 131 00				GENERAL FUND/PREPAID EXPENSE		43,431.75	
17531	GRANITE FALLS AUTO PARTS	06/09/2014	1	AUTO SHOP	0	182.43	296.42
01 E 005 810 191 000 410				OPERATIONS AND MAINTENANCE//CUST/REPAIR SUPPLIES/OUTSID		182.43	
			10		0	7.34	
01 E 005 810 193 000 401				OPERATIONS AND MAINTENANCE//GENERAL SUPPLIES/CAR EXPENS		7.34	
			2	NEW GYM	0	7.34	
01 E 005 810 000 000 350				OPERATIONS AND MAINTENANCE//REPAIRS AND MAINTENANCE SVC		7.34	
			20		0	99.31	
01 E 300 301 501 830 433				AG EDUCATION (VOCATIONAL)/VOCATIONAL PROGRAMS/INDIVIDUA		99.31	
17532	GRANITE FALLS OFFICIALS ASSOC.	06/09/2014	1		0	250.00	645.00
01 E 350 296 210 000 305				GIRLS ATHLETICS//PROFESSIONAL FEES/SOFTBALL		250.00	
			2		0	395.00	
01 E 350 294 215 000 305				BOYS ATHLETICS//PROFESSIONAL FEES/BASEBALL		395.00	
17533	GREAT PLAINS NATURAL GAS CO	06/09/2014	1	CLKFD STORAGE	0	20.00	2,456.08
01 E 025 810 000 000 440				OPERATIONS AND MAINTENANCE//FUEL FOR BUILDINGS/		20.00	
			10	HS	0	1,734.52	

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01 E 005 810 000 000 440				OPERATIONS AND MAINTENANCE//FUEL FOR BUILDINGS/		1,734.52	
			2	BRE	0	665.52	
01 E 005 810 000 000 440				OPERATIONS AND MAINTENANCE//FUEL FOR BUILDINGS/		665.52	
			3	MAINT.	0	36.04	
01 E 005 810 191 000 440				OPERATIONS AND MAINTENANCE//FUEL FOR BUILDINGS/OUTSIDE		36.04	
17534 GREY, MARY		06/09/2014	1	FUN DAY	0	39.50	39.50
01 E 100 203 408 000 430				ELEMENTARY GENERAL ED.//SUPPLIES/ELEM PHY ED		39.50	
17535 HDL		06/09/2014	2683396		0	43.85	43.85
01 R 300 361 000 000 619				VOCATIONAL WEIDAUER//HOUSE EXPENSES-CONTRA REVENUE/		43.85	
17536 HEATHER FLORAL		06/09/2014	121551	graduation	0	225.00	225.00
01 E 300 211 165 000 899				SECONDARY EDUCATION GENERAL//MISCELLANEOUS EXPENSE/GRAD		225.00	
17537 HILLYARD/HUTCHINSON		06/09/2014	601155137		0	983.45	983.45
01 E 005 810 000 000 410				OPERATIONS AND MAINTENANCE//CUST/REPAIR SUPPLIES/		983.45	
17538 GENE HUGHES		06/09/2014	1	CPR TRAINING	0	52.00	52.00
01 L 231 00				GENERAL FUND/DEL TAX DEF REV		52.00	
17539 INDIANA DEVELOPMENTAL TRAINING		06/09/2014	305974	MAY	0	3,263.19	3,263.19
01 E 998 410 000 740 392				MISC. HEALTH DISABILITIES/STATE FUNDED SPECIAL ED/OUT O		3,263.19	
17540 INK SPOT		06/09/2014	1		0	120.00	120.00
01 E 100 203 000 000 430				ELEMENTARY GENERAL ED.//SUPPLIES/		120.00	
17541 INNOVATIVE OFFICE SOLUTIONS		06/09/2014	2		0	5.97	899.67
01 E 300 220 000 000 430				ENGLISH//SUPPLIES/		5.97	
			530972		0	19.66	
02 E 005 770 000 701 401				FOOD SERVICES/SCHOOL LUNCH/GENERAL SUPPLIES/		19.66	
			530972-		0	249.80	
01 E 300 211 000 000 430				SECONDARY EDUCATION GENERAL//SUPPLIES/		249.80	
			534875		0	147.01	
01 E 100 203 000 000 430				ELEMENTARY GENERAL ED.//SUPPLIES/		147.01	
			543552		0	477.23	
01 E 005 211 734 313 305				SECONDARY EDUCATION GENERAL/ACHIEVEMENT & INTEGRATION A		477.23	
17542 ISCORP		06/09/2014	1	SKYWARD & FINANCE	0	195.50	195.50
01 E 005 110 000 000 350				ACCOUNTING OFFICE//REPAIRS AND MAINTENANCE SVCS/		195.50	
17543 JEFFREY IVERSON		06/09/2014	1	mmea	0	662.29	662.29
01 E 300 640 000 316 367				STAFF DEVELOPMENT/STAFF DEVELOPMENT/TRAVEL-PROFESS DEVE		662.29	
17544 JANS, ANGIE		06/09/2014	1	HOTEL/MEAL REIMB.	0	154.05	154.05
01 E 100 640 000 316 367				STAFF DEVELOPMENT/STAFF DEVELOPMENT/TRAVEL-PROFESS DEVE		154.05	
17545 JIM'S CLOTHING & SPORTING GOOD		06/09/2014	97096	MEDALS	0	607.18	1,259.18
01 E 005 203 733 313 401				ELEMENTARY GENERAL ED./ACHIEVEMENT & INTEGRATION AID/GE		607.18	
			97111	SUMMER REC	0	652.00	
04 E 500 505 000 321 450				COMMUNITY EDUCATION GENERAL/COMMUNITY EDUCATION/MATERIA		652.00	
17546 JMC COMPUTER SERVICE INC		06/09/2014	43535		0	48.60	48.60
01 E 300 211 000 000 430				SECONDARY EDUCATION GENERAL//SUPPLIES/		48.60	
17547 JOSTEN'S		06/09/2014	16691825		0	368.36	368.36
01 E 300 211 165 000 899				SECONDARY EDUCATION GENERAL//MISCELLANEOUS EXPENSE/GRAD		368.36	
17548 KDMA - AM		06/09/2014	1	ads	0	105.00	105.00
01 E 005 010 000 000 380				BOARD OF EDUCATION//PRINTING/ADVERTISING/		105.00	
17549 KENYON-WANAMINGO ISD 2172		06/09/2014	1	CONFERENCE	0	498.00	498.00
01 E 005 640 000 316 366				STAFF DEVELOPMENT/STAFF DEVELOPMENT/TRAVEL-SCHOOL BUSIN		498.00	

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17550	KILOWATT COMMUNITY CENTER	06/09/2014	1	NHS'	0	100.00	1,066.00
01 E 300 298 000 000 370				EXTRACURRICULAR ACTIVITIES//RENTALS AND LEASES/		100.00	
			2	SOFTBALL	0	200.00	
01 E 300 298 000 000 370				EXTRACURRICULAR ACTIVITIES//RENTALS AND LEASES/		200.00	
			3	BALDRY-PE SWIMMING	0	625.00	
01 E 300 211 000 000 370				SECONDARY EDUCATION GENERAL//RENTALS AND LEASES/		625.00	
			4	ELEM. WRESTLING	0	141.00	
01 E 300 298 000 000 370				EXTRACURRICULAR ACTIVITIES//RENTALS AND LEASES/		141.00	
17551	KLUKSDAL, DALLAS	06/09/2014	1		0	50.00	50.00
01 E 300 258 231 000 350				MUSIC//REPAIRS AND MAINTENANCE SVCS/VOCAL MUSIC		50.00	
17552	KMS	06/09/2014	1	FRENCH 1 & 2 ITV classes	0	4,024.32	4,024.32
01 E 300 230 129 310 391				FOREIGN/NATIVE LANGUAGES/COOPERATIVE/MN SCH DIST - REIM		4,024.32	
17553	KNAPPER, TIMOTHY	06/09/2014	1	fishing contest prizes	0	74.77	74.77
04 E 500 505 000 321 450				COMMUNITY EDUCATION GENERAL/COMMUNITY EDUCATION/MATERIA		74.77	
17554	KORTHUIS JEWELRY	06/09/2014	6481	band awards	0	50.25	137.00
01 E 300 258 233 000 430				MUSIC//SUPPLIES/INSTRUMENTAL MUSIC		50.25	
			6482		0	86.75	
01 E 300 298 233 000 401				EXTRACURRICULAR ACTIVITIES//GENERAL SUPPLIES/INSTRUMENT		86.75	
17555	DAVID LEE	06/09/2014	1		0	56.98	56.98
01 E 300 292 000 000 382				BOYS/GIRLS ATHLETICS//LAUNDRY AND DRY CLEANING/		56.98	
17556	LISTUL, DARLYS	06/09/2014	1	TIES CONF.	0	364.37	364.37
01 E 300 640 000 316 367				STAFF DEVELOPMENT/STAFF DEVELOPMENT/TRAVEL-PROFESS DEVE		364.37	
17557	CINDY LOUWAGIE	06/09/2014	1	incredible years grant	0	71.93	71.93
01 E 100 790 149 000 401				OTHER PUPIL SUPPORT SERVICES//GENERAL SUPPLIES/MISCELLA		71.93	
17558	MAXWELL MEDALS & AWARDS	06/09/2014	3103777		0	156.42	156.42
01 E 300 292 219 000 401				BOYS/GIRLS ATHLETICS//GENERAL SUPPLIES/TRACK		156.42	
17559	MICHAEL MEIHAK	06/09/2014	1		0	62.79	62.79
01 E 005 203 734 313 305				ELEMENTARY GENERAL ED./ACHIEVEMENT & INTEGRATION AID/PR		62.79	
17560	MN DEPARTMENT OF LABOR & IND.	06/09/2014	ALR00402191	ELEVATORS	0	300.00	300.00
01 E 005 810 000 000 350				OPERATIONS AND MAINTENANCE//REPAIRS AND MAINTENANCE SVC		300.00	
17561	MN DEPT. OF EDUCATION	06/09/2014	1		0	290.00	290.00
01 E 005 710 735 313 401				COUNSELING/GUIDANCE/ACHIEVEMENT & INTEGRATION AID/GENER		290.00	
17562	MN DEPT. OF HEALTH	06/09/2014	SHFUID:19114	14 HOSPITALITY FEE	0	35.00	35.00
02 E 005 770 000 701 899				FOOD SERVICES/SCHOOL LUNCH/MISCELLANEOUS EXPENSE/		35.00	
17563	MINNESOTA ELEVATOR, INC.	06/09/2014	314339	inspection	0	329.26	329.26
01 E 005 860 000 347 590				HEALTH & SAFETY EQUIP/PHYSICAL HAZARD CONTROL/OTHER CAP		329.26	
17564	MUNDO LEARNING	06/09/2014	1	Spanish	0	1,605.50	2,140.70
01 E 300 230 251 000 394				FOREIGN/NATIVE LANGUAGES//PAYMENTS TO OTHER AGENCIES/SP		1,605.50	
			2	Spanish	0	535.20	
01 E 350 230 251 000 394				FOREIGN/NATIVE LANGUAGES//PAYMENTS TO OTHER AGENCIES/SP		535.20	
17565	MVCC	06/09/2014	1	SPECIAL ED SERVCIES	0	180,252.20	180,252.20
01 E 200 420 978 740 396				SPECIAL EDUCATIONAL GENERAL/STATE FUNDED SPECIAL ED/DUE		180,252.20	
17566	MVTV	06/09/2014	1	maint. internet	0	47.95	47.95

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01 E 200 612 199 000 305				TECHNOLOGY//PROFESSIONAL FEES/KAREN MCCOY		47.95	
17567	NELSEN'S CLEANERS & LAUNDERERS	06/09/2014	1		0	11.94	11.94
02 E 005 770 000 701 382				FOOD SERVICES/SCHOOL LUNCH/LAUNDRY AND DRY CLEANING/		11.94	
17568	OFFICE DEPOT	06/09/2014	712193813001		0	55.95	55.95
01 E 100 203 405 000 430				ELEMENTARY GENERAL ED.//SUPPLIES/5TH GRADE		55.95	
17569	OFFICE MAX CONTRACT INC.	06/09/2014	978190	PAPER	0	96.24	192.48
01 E 100 203 000 000 430				ELEMENTARY GENERAL ED.//SUPPLIES/		96.24	
01 E 300 211 000 000 430			978190-	PAPER	0	96.24	
				SECONDARY EDUCATION GENERAL//SUPPLIES/		96.24	
17570	OLSON SANITATION INC.	06/09/2014	1		0	965.96	965.96
01 E 005 810 000 000 330				OPERATIONS AND MAINTENANCE//UTILITY SERVICES/		965.96	
17571	ORIENTAL TRADING COMPANY, INC	06/09/2014	663571387-01		0	163.40	163.40
04 E 500 590 156 321 401				OTHER COMMUNITY SERVICES/COMMUNITY EDUCATION/GENERAL SU		163.40	
17572	ORIGINAL WORKS YOUR, INC.	06/09/2014	47901	ART FUNDRAISER	0	1,723.75	1,723.75
01 L 230 33				GENERAL FUND/DEFERRED REVENUE/BERT RANEY ACTIVITY ACCOU		1,723.75	
17573	PAN-O-GOLD BAKING CO.	06/09/2014	1		0	603.15	697.67
02 E 005 770 000 701 490				FOOD SERVICES/SCHOOL LUNCH/FOOD/		603.15	
02 E 005 770 000 705 490			2	breakfast food	0	94.52	
				FOOD SERVICES/BREAKFAST/FOOD/		94.52	
17574	PITNEY BOWES	06/09/2014	454116-AP14	METER	0	1,017.00	1,017.00
01 E 005 020 000 000 370				SUPERINTENDENT'S OFFICE//RENTALS AND LEASES/		1,017.00	
17575	TODD REISHUS	06/09/2014	1	SHOES PER CONTRACT	0	100.00	100.00
01 E 005 810 126 000 401				OPERATIONS AND MAINTENANCE//GENERAL SUPPLIES/CUSTODIAL		100.00	
17576	AL RESZEL	06/09/2014	1	BLDG BRIDGES	0	622.30	622.30
04 E 500 505 030 882 433				COMMUNITY EDUCATION GENERAL/21ST CENTRUY GRANT/INDIVIDU		622.30	
17577	RILEY BUS SERVICE, INC.	06/09/2014	9793	LANESBORO	0	1,467.50	1,467.50
04 E 500 505 000 321 450				COMMUNITY EDUCATION GENERAL/COMMUNITY EDUCATION/MATERIA		1,467.50	
17578	RIVARD'S TURF & FORAGE	06/09/2014	22977	GRASS SEED	0	1,683.00	1,683.00
01 E 005 810 191 000 410				OPERATIONS AND MAINTENANCE//CUST/REPAIR SUPPLIES/OUTSID		1,683.00	
17579	RTS	06/09/2014	1		0	154.11	154.11
01 E 005 810 000 000 320				OPERATIONS AND MAINTENANCE//COMMUNICATIONAL SERVICES/		154.11	
17580	RUPP,ANDERSON, SQUIRES & WALDS	06/09/2014	1854		0	1,197.00	1,197.00
01 E 005 110 116 000 305				ACCOUNTING OFFICE//PROFESSIONAL FEES/ATTORNEY FEES		1,197.00	
17581	S & S WORLDWIDE	06/09/2014	10548705	SUMMER REC	0	829.64	829.64
04 E 500 505 000 321 450				COMMUNITY EDUCATION GENERAL/COMMUNITY EDUCATION/MATERIA		829.64	
17582	SAMANTHA M SANTAELLA	06/09/2014	1	WORKSHOP	0	18.00	18.00
01 E 100 640 000 316 367				STAFF DEVELOPMENT/STAFF DEVELOPMENT/TRAVEL-PROFESS DEVE		18.00	
17583	SAWMILL	06/09/2014	1	house	0	1,145.27	1,239.22
01 R 300 361 000 000 619				VOCATIONAL WEIDAUER//HOUSE EXPENSES-CONTRA REVENUE/		1,145.27	
01 E 005 810 191 000 410			2	trailer	0	93.95	
				OPERATIONS AND MAINTENANCE//CUST/REPAIR SUPPLIES/OUTSID		93.95	
17584	SCHULTE, TREVOR	06/09/2014	1	AWARDS	0	54.90	54.90
01 E 350 294 215 000 401				BOYS ATHLETICS//GENERAL SUPPLIES/BASEBALL		54.90	
17585	SKYWARD INC.	06/09/2014	164094	14/15 LICENSE FEE	0	10,853.00	10,853.00
01 A 131 00				GENERAL FUND/PREPAID EXPENSE		10,853.00	
17586	SOUTHERN PLAINS ED. COOP	06/09/2014	1	4/17 TO 5/23	0	1,375.00	1,375.00

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
01 E 998 211 000 000 390				SECONDARY EDUCATION GENERAL//TUITION TO OTH MN SCH DIST		1,375.00	
17587 ALLEN L STOECKMAN		06/09/2014	1		0	293.02	293.02
01 E 005 020 000 000 366				SUPERINTENDENT'S OFFICE//TRAVEL-SCHOOL BUSINESS/		293.02	
17588 STUDIO E ARCHITECTS		06/09/2014	SE1401.10		0	12,500.00	12,500.00
01 E 005 010 990 000 305				BOARD OF EDUCATION//PROFESSIONAL FEES/ONE TIME BUDGETS		12,500.00	
17589 SUBWAY		06/09/2014	657154		0	35.26	77.21
01 E 005 211 734 313 305				SECONDARY EDUCATION GENERAL/ACHIEVEMENT & INTEGRATION A		35.26	
			657155		0	41.95	
01 E 005 211 734 313 305				SECONDARY EDUCATION GENERAL/ACHIEVEMENT & INTEGRATION A		41.95	
17590 CASSANDRA SUTER		06/09/2014	1	HEALTH SUPPLIES	0	61.75	61.75
01 E 200 720 000 000 401				HEALTH SERVICES/NURSE//GENERAL SUPPLIES/		61.75	
17591 SW/WC SERVICE COOP - MARSHALL		06/09/2014	43338	SCIENCE & NATURE	0	170.00	970.00
01 E 100 218 000 388 369				GIFTED & TALENTED/TAG (06)/PARTICIPATION FEES/		170.00	
			43408	AUTHOR/ILLUS.	0	800.00	
01 E 100 218 000 388 369				GIFTED & TALENTED/TAG (06)/PARTICIPATION FEES/		800.00	
17592 THRIFTY WHITE DRUG		06/09/2014	1		0	32.47	32.47
04 E 500 580 000 325 430				EARLY CHILDHOOD AND FAM ED/EARLY CHILDHOOD AND FAMILY E		32.47	
17593 TIERNEY BROTHERS INC		06/09/2014	668895		0	435.84	1,200.84
01 E 005 211 731 313 305				SECONDARY EDUCATION GENERAL/ACHIEVEMENT & INTEGRATION A		435.84	
			669011		0	765.00	
01 E 005 211 731 313 305				SECONDARY EDUCATION GENERAL/ACHIEVEMENT & INTEGRATION A		765.00	
17594 TOSTENSEN SEPTIC		06/09/2014	3142	RESTROOMS	0	300.00	300.00
01 E 300 292 000 000 899				BOYS/GIRLS ATHLETICS//MISCELLANEOUS EXPENSE/		300.00	
17595 Vendor Continued Void		06/09/2014					0.00
17596 TRUE VALUE-GF/MONTE		06/09/2014	1		0	14.99	480.75
01 E 005 810 193 000 401				OPERATIONS AND MAINTENANCE//GENERAL SUPPLIES/CAR EXPENS		14.99	
			2		0	38.73	
01 E 005 810 000 000 410				OPERATIONS AND MAINTENANCE//CUST/REPAIR SUPPLIES/		38.73	
			3		0	166.38	
01 E 005 810 191 000 410				OPERATIONS AND MAINTENANCE//CUST/REPAIR SUPPLIES/OUTSID		166.38	
			4		0	60.12	
01 E 300 212 000 000 430				ART//SUPPLIES/		60.12	
			5	HOUSE	0	73.58	
01 R 300 361 000 000 619				VOCATIONAL WEIDAUER//HOUSE EXPENSES-CONTRA REVENUE/		73.58	
			6		0	71.51	
01 E 300 301 501 830 433				AG EDUCATION (VOCATIONAL)/VOCATIONAL PROGRAMS/INDIVIDUA		71.51	
			7	BLDG BRIDGES	0	55.44	
04 E 500 505 030 882 433				COMMUNITY EDUCATION GENERAL/21ST CENTRUY GRANT/INDIVIDU		55.44	
17597 VARIETY FOODS		06/09/2014	1		0	3,876.64	3,876.64
02 E 005 770 000 701 401				FOOD SERVICES/SCHOOL LUNCH/GENERAL SUPPLIES/		481.33	
02 E 005 770 000 701 490				FOOD SERVICES/SCHOOL LUNCH/FOOD/		3,076.73	
02 E 005 770 000 705 490				FOOD SERVICES/BREAKFAST/FOOD/		318.58	
17598 Vendor Continued Void		06/09/2014					0.00
17599 VISA		06/09/2014	1	amazon	0	68.16	1,827.74
01 E 300 211 000 000 430				SECONDARY EDUCATION GENERAL//SUPPLIES/		68.16	
			10	YEAR END	0	132.70	
01 E 005 010 000 000 899				BOARD OF EDUCATION//MISCELLANEOUS EXPENSE/		132.70	
			11	BASEBALL SAVINGS	0	96.86	

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
04 E 500 505 000 321 450				COMMUNITY EDUCATION GENERAL/COMMUNITY EDUCATION/MATERIA		96.86	
			2	themes wkshop	0	201.60	
01 E 100 203 407 000 430				ELEMENTARY GENERAL ED.//SUPPLIES/ELEM MUSIC		201.60	
			3	prairie moon nursery	0	39.10	
01 E 300 260 000 000 430				NATURAL SCIENCES//SUPPLIES/		39.10	
			4	ridgewater college	0	110.00	
02 E 005 770 000 701 366				FOOD SERVICES/SCHOOL LUNCH/TRAVEL-SCHOOL BUSINESS/		110.00	
			5	ridgewater college	0	90.00	
02 E 005 770 000 701 366				FOOD SERVICES/SCHOOL LUNCH/TRAVEL-SCHOOL BUSINESS/		90.00	
			6	VERIZON	0	60.00	
01 E 200 612 199 000 320				TECHNOLOGY//COMMUNICATIONAL SERVICES/KAREN MCCOY		60.00	
			7	AMAZON	0	14.96	
01 E 300 220 000 000 430				ENGLISH//SUPPLIES/		14.96	
			8	QUALITY LOGO - SAFE ROUTES	0	994.92	
01 E 100 203 000 000 430				ELEMENTARY GENERAL ED.//SUPPLIES/		994.92	
			9	UPS-IRS	0	19.44	
01 E 005 020 000 000 329				SUPERINTENDENT'S OFFICE//POSTAGE AND EXPRESS/		19.44	
17600 VOSIKA PORTABLE TOILET RENTAL		06/09/2014	1	dakota day	0	320.00	320.00
01 E 005 203 731 313 305				ELEMENTARY GENERAL ED./ACHIEVEMENT & INTEGRATION AID/PR		320.00	
17601 WEIDAUER, BARRY		06/09/2014	1	BIRCH COULEE	0	33.12	33.12
01 E 300 255 000 000 430				INDUSTRIAL EDUCATION//SUPPLIES/		33.12	
17602 VALERIE WENSAUER		06/09/2014	1		0	64.40	113.56
02 E 005 770 000 701 366				FOOD SERVICES/SCHOOL LUNCH/TRAVEL-SCHOOL BUSINESS/		64.40	
			2	SECOND HARVEST	0	49.16	
02 E 005 770 105 701 401				FOOD SERVICES/SCHOOL LUNCH/GENERAL SUPPLIES/FARM TO SCH		49.16	
17603 WEST CENTRAL TAE KWON DO		06/09/2014	1	APRIL FEES	0	596.00	596.00
04 E 500 505 000 321 305				COMMUNITY EDUCATION GENERAL/COMMUNITY EDUCATION/PROFESS		596.00	
17604 WEST CENTRAL PETROLINK		06/09/2014	120	JUNE STORAGE	0	50.00	50.00
01 E 005 810 000 000 370				OPERATIONS AND MAINTENANCE//RENTALS AND LEASES/		50.00	
17605 WEST CENTRAL TROPHIES		06/09/2014	18512	GOLF AWARDS	0	117.75	202.50
01 E 300 292 225 000 401				BOYS/GIRLS ATHLETICS//GENERAL SUPPLIES/GOLF		117.75	
			18564	softball	0	84.75	
01 E 300 296 210 000 401				GIRLS ATHLETICS//GENERAL SUPPLIES/SOFTBALL		84.75	
17606 WEST CENTRAL TRIBUNE		06/09/2014	1	ads	0	68.00	68.00
01 E 005 010 000 000 380				BOARD OF EDUCATION//PRINTING/ADVERTISING/		68.00	
17607 XCEL ENERGY		06/09/2014	1		0	21.34	36.17
04 E 500 560 000 321 330				RECREATION-SWIM POOL/COMMUNITY EDUCATION/UTILITY SERVIC		21.34	
			22		0	14.83	
01 E 025 810 184 000 330				OPERATIONS AND MAINTENANCE//UTILITY SERVICES/ELECTRICIT		14.83	
17608 Vendor Continued Void		06/09/2014					0.00
17609 Vendor Continued Void		06/09/2014					0.00
17610 Vendor Continued Void		06/09/2014					0.00
17611 Vendor Continued Void		06/09/2014					0.00
17612 YME SCHOOLS-ADM		06/09/2014	1	admin int.	0	-36.96	7,032.45
01 R 005 000 000 000 092				INVESTMENT EARNINGS/		-36.96	

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
01 E 300 294 215 000 305			6635	ZACH NELSEN BOYS ATHLETICS//PROFESSIONAL FEES/BASEBALL	0	150.00 150.00	
01 E 300 294 215 000 305			6636	CLINT SCHILLER BOYS ATHLETICS//PROFESSIONAL FEES/BASEBALL	0	150.00 150.00	
01 E 300 294 215 000 305			6637	TIM BESEMAN BOYS ATHLETICS//PROFESSIONAL FEES/BASEBALL	0	150.00 150.00	
01 E 300 292 219 000 369			6638	BENSON HIGH SCHOOL BOYS/GIRLS ATHLETICS//PARTICIPATION FEES/TRACK	0	60.00 60.00	
01 E 005 790 100 000 305			6639	ARVIND AULUCK-WILSON (GREENHOUSE) OTHER PUPIL SUPPORT SERVICES//PROFESSIONAL FEES/BUSH FO	0	2,000.00 2,000.00	
01 E 005 810 000 000 320			6640	CENTURY LINK OPERATIONS AND MAINTENANCE//COMMUNICATIONAL SERVICES/	0	807.66 765.81	
01 E 610 050 000 000 320				PRINCIPAL'S OFFICE//COMMUNICATIONAL SERVICES/		41.85	
01 E 300 294 215 000 305			6641	BRANDON GRUND BOYS ATHLETICS//PROFESSIONAL FEES/BASEBALL	0	420.00 120.00	
01 E 300 296 210 000 305				GIRLS ATHLETICS//PROFESSIONAL FEES/SOFTBALL		300.00	
01 E 300 298 216 000 187			6642	TREVON COX EXTRACURRICULAR ACTIVITIES//CERTIFIED EVENT WKRS/FLO-TH	0	28.00 28.00	
01 E 300 298 216 000 187			6643	ZACH KOEPKE EXTRACURRICULAR ACTIVITIES//CERTIFIED EVENT WKRS/FLO-TH	0	28.00 28.00	
04 E 500 505 000 321 450			6644	BLUFFSCOPE AMISH TOURS COMMUNITY EDUCATION GENERAL/COMMUNITY EDUCATION/MATERIA	0	175.00 175.00	
04 E 500 505 000 321 450			6645	PEDAL PUSHERS CAFE COMMUNITY EDUCATION GENERAL/COMMUNITY EDUCATION/MATERIA	0	274.85 274.85	
04 E 500 505 000 321 305			6646	JERRY HAMMER COMMUNITY EDUCATION GENERAL/COMMUNITY EDUCATION/PROFESS	0	140.00 140.00	
01 E 300 255 000 000 430			6647	MONTE ISD 129 BIRCH COULEE INDUSTRIAL EDUCATION//SUPPLIES/	0	50.00 50.00	
01 E 300 292 225 000 401			6648	MARSHALL GOLF CLUB BOYS/GIRLS ATHLETICS//GENERAL SUPPLIES/GOLF	0	32.00 32.00	
01 E 300 292 225 000 369			6649	STONE CREEK GOLF COURSE BOYS/GIRLS ATHLETICS//PARTICIPATION FEES/GOLF	0	50.00 50.00	
01 E 300 292 219 000 369			6650	MACCRAY HS BOYS/GIRLS ATHLETICS//PARTICIPATION FEES/TRACK	0	50.00 50.00	
04 E 500 505 000 321 450			6651	SPICER CASTLE BED & BRKFST COMMUNITY EDUCATION GENERAL/COMMUNITY EDUCATION/MATERIA	0	100.00 100.00	
01 E 300 331 000 830 433			6652-6659	SNACK SHOP WORKERS \$35 EACH FAMILY LIFE SCIENCE (VOC)/VOCATIONAL PROGRAMS/INDIVIDUA	0	280.00 280.00	
01 E 005 298 732 313 305			6660	EMILY STURGEON EXTRACURRICULAR ACTIVITIES/ACHIEVEMENT & INTEGRATION AI	0	80.00 80.00	
			6661	DANIELLE WEIR	0	70.00	

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
01 E 005 298 732 313 305				EXTRACURRICULAR ACTIVITIES/ACHIEVEMENT & INTEGRATION AI		70.00	
			6662	ESMERELDA HERNANDEZ	0	74.00	
01 E 005 298 732 313 305				EXTRACURRICULAR ACTIVITIES/ACHIEVEMENT & INTEGRATION AI		74.00	
			6663	ADVOCATE TRIBUNE	0	57.00	
01 E 100 620 000 000 489				EDUCATIONAL MEDIA/LIBRARY//PERIODICAL/NEWSPAPERS/		57.00	
			6664	CASEY'S	0	100.02	
01 E 300 361 000 830 433				VOCATIONAL WEIDAUER/VOCATIONAL PROGRAMS/INDIVIDUAL INST		100.02	
			6665	BENSON GOLF COURSE	0	40.00	
01 E 300 292 225 000 369				BOYS/GIRLS ATHLETICS//PARTICIPATION FEES/GOLF		40.00	
			6666	PEBBLE CREEK GOLF CLUB	0	50.00	
01 E 300 292 225 000 339				BOYS/GIRLS ATHLETICS//STATE EXPENSES/GOLF		50.00	
			6667	MITCH MCCOSH	0	57.00	
01 E 300 292 225 000 339				BOYS/GIRLS ATHLETICS//STATE EXPENSES/GOLF		57.00	
			6668	LEAH JESSERITZ	0	45.00	
01 E 300 292 225 000 339				BOYS/GIRLS ATHLETICS//STATE EXPENSES/GOLF		45.00	
			6669	ADVOCATE TRIBUNE	0	57.00	
01 E 300 050 000 000 401				PRINCIPAL'S OFFICE//GENERAL SUPPLIES/		57.00	
			6670	JILL SCHMIDT	0	300.00	
04 R 500 505 548 321 050				COMMUNITY EDUCATION GENERAL/COMMUNITY EDUCATION/FEES FR		300.00	
			6671	SCHWANKE'S MUSEUM	0	155.00	
04 E 500 505 000 321 450				COMMUNITY EDUCATION GENERAL/COMMUNITY EDUCATION/MATERIA		155.00	
			6672	SPICER CASTLE	0	1,038.88	
04 E 500 505 000 321 450				COMMUNITY EDUCATION GENERAL/COMMUNITY EDUCATION/MATERIA		1,038.88	
17613 YME SCHOOL READINESS		06/09/2014	1	JAN-MAY	0	2,160.00	2,160.00
01 E 100 412 000 740 898				ECSE SPEC ED/STATE FUNDED SPECIAL ED/SCHOLARSHIPS/		1,380.00	
01 E 100 401 000 740 898				SPEECH/STATE FUNDED SPECIAL ED/SCHOLARSHIPS/		600.00	
01 E 100 411 000 740 898				AUTISTIC/STATE FUNDED SPECIAL ED/SCHOLARSHIPS/		180.00	
17614 Vendor Continued Void		06/09/2014					0.00
17615 YME-FOOD SERVICE		06/09/2014	1	BIRTHDAY TREATS	0	8.61	929.96
01 L 230 33				GENERAL FUND/DEFERRED REVENUE/BERT RANEY ACTIVITY ACCOU		8.61	
			10	INCREDIBLE YEARS	0	518.50	
01 E 100 790 149 000 401				OTHER PUPIL SUPPORT SERVICES//GENERAL SUPPLIES/MISCELLA		518.50	
			100	n1	0	20.50	
01 E 100 203 000 000 899				ELEMENTARY GENERAL ED.//MISCELLANEOUS EXPENSE/		20.50	
			2	n1	0	45.50	
01 E 100 203 000 000 899				ELEMENTARY GENERAL ED.//MISCELLANEOUS EXPENSE/		45.50	
			3	YEAR END	0	30.00	
01 E 005 010 000 000 899				BOARD OF EDUCATION//MISCELLANEOUS EXPENSE/		30.00	
			4	K-1 FIELD TRIP	0	76.10	
01 E 100 203 362 000 899				ELEMENTARY GENERAL ED.//MISCELLANEOUS EXPENSE/ELEM SNAC		76.10	
			5	BLDG BRIDGES	0	71.45	
04 E 500 505 030 882 430				COMMUNITY EDUCATION GENERAL/21ST CENTRUY GRANT/SUPPLIES		71.45	
			7	RSL 4/17 TO 5/9	0	159.30	
04 E 500 582 000 344 430				LEARNING READINESS/LEARNING READINESS/SUPPLIES/		159.30	
17616 ZEP MANUFACTURING CO		06/09/2014	9000983296		0	550.27	550.27
01 E 005 810 000 000 410				OPERATIONS AND MAINTENANCE//CUST/REPAIR SUPPLIES/		550.27	

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
			122	Computer	Check(s) For a Total of		372,815.16

	0	Manual	Checks For a Total of	0.00
	0	Wire Transfer	Checks For a Total of	0.00
	0	ACH	Checks For a Total of	0.00
	122	Computer	Checks For a Total of	372,815.16
Total For	122	Manual, Wire Tran, ACH & Computer	Checks	372,815.16
Less	0	Voided	Checks For a Total of	0.00
			Net Amount	372,815.16

FUND SUMMARY

Fund	Description	Balance Sheet	Revenue	Expense	Total
01	GENERAL FUND	56,451.46	1,240.74	289,113.73	346,805.93
02	FOOD SERVICE	0.00	0.00	17,766.85	17,766.85
04	COMMUNITY SERVICE	0.00	300.00	7,788.74	8,088.74
09	TRUST FUND	153.64	0.00	0.00	153.64

CHECK NUMBER	VENDOR	CHECK DATE	AMOUNT
000017477	MVCC	20140521	100,000.00
000017478	SAWMILL	20140522	4,674.63
000017479	AMERICAN FAMILY LIFE ASSURANCE	20140523	300.90
000017480	AMERITAS LIFE INSURANCE CORP.	20140523	471.32
000017481	DELTA DENTAL	20140523	5,128.70
000017482	GRANITE FALLS HOSPITAL	20140523	2,420.00
000017483	INTERNAL REVENUE SERVICE	20140523	237.45
000017485	MADISON NATIONAL LIFE	20140523	1,989.92
000017486	MCDOWELL AGENCY, INC.	20140523	24.00
000017487	MN CHILD SUPPORT PAYMENT CTR.	20140523	1,359.00
000017488	MN REVENUE	20140523	669.00
000017489	MSEA	20140523	1,023.91
000017490	154200 NCPERS MN	20140523	64.00
000017491	SCHULTE, TREVOR	20140523	400.00
000017492	SELECT ACCOUNT	20140523	3,209.16
000017493	SW/WC SVC. COOP - HEALTH INS.	20140523	55,137.73
000017494	Y.M.E.E.A.	20140523	3,373.61
000017495	A&B BUSINESS SOLUTIONS	20140609	2,098.50
000017496	ADVOCATE TRIBUNE	20140609	1,261.00
000017497	AMERICAN WELDING AND GAS, INC.	20140609	26.66
000017498	APPLE COMPUTER, INC.	20140609	798.00
000017499	AVENUES FOR CARE	20140609	782.50
000017500	BENDEL, ROBBIN	20140609	196.56
000017508	BENNETT & BENNETT INC.	20140609	32,430.94
000017509	BENSON LAUNDRY	20140609	38.41
000017510	BILL'S ELECTRIC	20140609	50.00
000017511	BOELTER, NICOLE	20140609	621.41
000017512	BSN SPORTS	20140609	112.79
000017513	CARMANY, LEANNE	20140609	15.00
000017514	CENEX CREDIT CARD	20140609	907.29
000017516	CITY OF GRANITE FALLS	20140609	13,370.89
000017517	COMPVIEW INC	20140609	489.00
000017518	CONSUMERS COOPERATIVE OIL CO.	20140609	98.43
000017519	CROWN AWARDS	20140609	98.00
000017520	DAIRY QUEEN	20140609	72.00
000017521	DAVE'S ELECTRIC CO	20140609	46.50
000017522	DEAN FOODS NORTH CENTRAL, INC.	20140609	3,505.20
000017523	DEMERS, CINDY	20140609	110.76
000017524	DOLLAR STOP	20140609	4.00
000017525	EAP CONSULTANTS	20140609	193.44
000017527	ECONOMART	20140609	2,882.63
000017528	FARMERS UNION OIL CO.	20140609	42.13
000017529	FOOD SERVICES OF AMERICA	20140609	9,222.27
000017530	G.E. CAPITAL CORP	20140609	43,431.75
000017531	GRANITE FALLS AUTO PARTS	20140609	296.42
000017532	GRANITE FALLS OFFICIALS ASSOC.	20140609	645.00
000017533	GREAT PLAINS NATURAL GAS CO	20140609	2,456.08
000017534	GREY, MARY	20140609	39.50
000017535	HDL	20140609	43.85
000017536	HEATHER FLORAL	20140609	225.00
000017537	HILLYARD/HUTCHINSON	20140609	983.45
000017538	HUGHES, GENE	20140609	52.00
000017539	INDIANA DEVELOPMENTAL TRAINING CENTER	20140609	3,263.19
000017540	INK SPOT	20140609	120.00
000017541	INNOVATIVE OFFICE SOLUTIONS	20140609	899.67
000017542	ISCORP	20140609	195.50

CHECK NUMBER	VENDOR	CHECK DATE	AMOUNT
000017543	IVERSON, JEFFREY	20140609	662.29
000017544	JANS, ANGIE	20140609	154.05
000017545	JIM'S CLOTHING & SPORTING GOOD	20140609	1,259.18
000017546	JMC COMPUTER SERVICE INC	20140609	48.60
000017547	JOSTEN'S	20140609	368.36
000017548	KDMA - AM	20140609	105.00
000017549	KENYON-WANAMINGO ISD 2172	20140609	498.00
000017550	KILOWATT COMMUNITY CENTER	20140609	1,066.00
000017551	KLUKSDAL, DALLAS	20140609	50.00
000017552	KMS	20140609	4,024.32
000017553	KNAPPER, TIMOTHY	20140609	74.77
000017554	KORTHUIS JEWELRY	20140609	137.00
000017555	DAVID LEE	20140609	56.98
000017556	LISTUL, DARLYS	20140609	364.37
000017557	LOUWAGIE, CINDY	20140609	71.93
000017558	MAXWELL MEDALS & AWARDS	20140609	156.42
000017559	MEIHAK, MICHAEL	20140609	62.79
000017560	MN DEPARTMENT OF LABOR & IND.	20140609	300.00
000017561	MN DEPT. OF EDUCATION	20140609	290.00
000017562	MN DEPT. OF HEALTH	20140609	35.00
000017563	MINNESOTA ELEVATOR, INC.	20140609	329.26
000017564	MUNDO LEARNING	20140609	2,140.70
000017565	MVCC	20140609	180,252.20
000017566	MVTV	20140609	47.95
000017567	NELSEN'S CLEANERS & LAUNDERERS	20140609	11.94
000017568	OFFICE DEPOT	20140609	55.95
000017569	OFFICE MAX CONTRACT INC.	20140609	192.48
000017570	OLSON SANITATION INC.	20140609	965.96
000017571	ORIENTAL TRADING COMPANY, INC	20140609	163.40
000017572	ORIGINAL WORKS YOUR, INC.	20140609	1,723.75
000017573	PAN-O-GOLD BAKING CO.	20140609	697.67
000017574	PITNEY BOWES	20140609	1,017.00
000017575	REISHUS, TODD	20140609	100.00
000017576	RESZEL, AL	20140609	622.30
000017577	RILEY BUS SERVICE, INC.	20140609	1,467.50
000017578	RIVARD'S TURF & FORAGE	20140609	1,683.00
000017579	RTS	20140609	154.11
000017580	RUPP,ANDERSON, SQUIRES & WALDSPURGER, P.A.	20140609	1,197.00
000017581	S & S WORLDWIDE	20140609	829.64
000017582	SANTAELLA, SAMANTHA	20140609	18.00
000017583	SAWMILL	20140609	1,239.22
000017584	SCHULTE, TREVOR	20140609	54.90
000017585	SKYWARD INC.	20140609	10,853.00
000017586	SOUTHERN PLAINS ED. COOP	20140609	1,375.00
000017587	STOECKMAN, ALLEN	20140609	293.02
000017588	STUDIO E ARCHITECTS	20140609	12,500.00
000017589	SUBWAY	20140609	77.21
000017590	SUTER, CASSANDRA	20140609	61.75
000017591	SW/WC SERVICE COOP - MARSHALL	20140609	970.00
000017592	THRIFTY WHITE DRUG	20140609	32.47
000017593	TIERNEY BROTHERS INC	20140609	1,200.84
000017594	TOSTENSEN SEPTIC	20140609	300.00
000017596	TRUE VALUE-GF/MONTE	20140609	480.75
000017597	VARIETY FOODS	20140609	3,876.64
000017599	VISA	20140609	1,827.74
000017600	VOSIKA PORTABLE TOILET RENTAL	20140609	320.00

CHECK		CHECK	
NUMBER	VENDOR	DATE	AMOUNT
000017601	WEIDAUER, BARRY	20140609	33.12
000017602	WENSAUER, VALERIE	20140609	113.56
000017603	WEST CENTRAL TAE KWON DO	20140609	596.00
000017604	WEST CENTRAL PETROLINK	20140609	50.00
000017605	WEST CENTRAL TROPHIES	20140609	202.50
000017606	WEST CENTRAL TRIBUNE	20140609	68.00
000017607	XCEL ENERGY	20140609	36.17
000017612	YME SCHOOLS-ADM	20140609	7,032.45
000017613	YME SCHOOL READINESS	20140609	2,160.00
000017615	YME-FOOD SERVICE	20140609	929.96
000017616	ZEP MANUFACTURING CO	20140609	550.27
201300119	ING SERVICE CENTER	20140522	16,777.82
201300120	FEDERAL TAX WITHHOLDING	20140522	89,780.88
201300121	MN TEACHERS RETIREMENT ASSOC.	20140522	37,232.60
201300122	PUBLIC EMPLOYEES RETIREMENT	20140522	16,195.13
201300123	STATE TAX WITHHOLDING	20140522	14,605.58
Totals for checks			727,890.50

FUND SUMMARY

<u>FUND</u>	<u>DESCRIPTION</u>	<u>BALANCE SHEET</u>	<u>REVENUE</u>	<u>EXPENSE</u>	<u>TOTAL</u>
01	GENERAL FUND	277,680.03	5,835.52	389,233.25	672,748.80
02	FOOD SERVICE	7,430.06	0.00	17,766.85	25,196.91
04	COMMUNITY SERVICE	9,951.54	300.00	7,788.74	18,040.28
09	TRUST FUND	153.64	0.00	0.00	153.64
25	REVOCABLE TRUST (FY10)	0.00	0.00	11,750.87	11,750.87
***	Fund Summary Totals ***	295,215.27	6,135.52	426,539.71	727,890.50

***** End of report *****

YME TEACHER DEVELOPMENT AND EVALUATION JOINT AGREEMENT

I. PURPOSE.

This Agreement is entered into between **Education Minnesota Yellow Medicine East** (“Union”) and Independent School District No. **2190** (“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 and implementation process pursuant to the requirements of Minn. Stat. §122A.40, Subd. 8 (“TDE Plan”).

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 dated June 9, 2014 and as attached and incorporated.

II. TERM

The TDE Plan will take effect on August 24, 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 teachers as “teacher” is defined in Minn. Stat. §122A.40.

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 [] representatives. [] representatives of the Union are appointed by the Union President. [] representatives of the District are appointed by the School Board or its designee.
- B. Meetings. The Committee must meet at least [] 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

Date

Superintendent

Date

Local Union President

Date

AGREEMENT

between

**INDEPENDENT SCHOOL DISTRICT #2190
YELLOW MEDICINE EAST**

and

**EDUCATION MINNESOTA
YELLOW MEDICINE EAST**

Effective: July 1, 2013 through June 30, 2015

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1 **ARTICLE I. PURPOSE**

2 This Agreement is entered into between Independent School District No. 2190, Yellow Medicine
3 East, hereinafter referred to as the School District, and Education Minnesota/Yellow Medicine
4 East, hereinafter referred to as the Exclusive Representative, pursuant to and in compliance with
5 the Public Employment Labor Relations Act of 1971, as amended, hereinafter referred to as the
6 PELRA, to provide the terms and conditions of employment for teachers during the duration of
7 this Agreement
8

9 **ARTICLE II. RECOGNITION OF EXCLUSIVE REPRESENTATIVE**

10 **Section 1. Recognition:** In accordance with the PELRA, the School District recognizes
11 Education Minnesota/Yellow Medicine East as the Exclusive Representative of teachers
12 employed by the School District, which Exclusive Representative shall have those rights and
13 duties as prescribed by the PELRA and as described in this Agreement.

14 **Section 2. Appropriate Unit:** The Exclusive Representative shall represent all the teachers of the
15 School District as that term is defined in the PELRA.
16

17 **ARTICLE III. DEFINITIONS**

18 **Section 1. Terms and Conditions of Employment:** The term, “terms and conditions of
19 employment,” shall mean the hours of employment, the compensation therefore, including fringe
20 benefits except retirement contributions or benefits other than School District payment of, or
21 contributions to, premiums for group insurance coverage of retired teachers or severance pay,
22 and the School District’s personnel policies affecting the working conditions of the teachers.
23 The term does not include educational policies of the School District, the term is subject to the
24 provisions of the PELRA.

25 **Section 2. Teacher:** The word, “teacher,” shall mean all persons employed by the School
26 District in a position for which the person must be licensed by the State Board of Teaching or the
27 Commissioner of the Department of Education or in a position of an occupational therapist or
28 physical therapist, pursuant to the PELRA, but shall not include Superintendent, assistant
29 superintendent, principals and assistant principals who devote more than 50% of their time to
30 administrative or supervisory duties, confidential employees, supervisory employees, essential
31 employees, and such other employees excluded by law.

32 **Section 3. School District:** For purposes of administering this Agreement, the term, “School
33 District,” shall mean the School Board or its designated representative(s).

34 **Section 4. Meet and Negotiate:** The term “meet and negotiate,” means the performance of the
35 mutual obligations of the School District and the Exclusive Representative to meet at reasonable
36 times, including, when possible, meeting in advance of the budget-making process, with the
37 good faith intent of entering into an Agreement with respect to terms and conditions of
38 employment; provided that, by such obligation, neither party is compelled to agree to a proposal
39 or, required to make a concession.

40 Section 5. Other Terms: Terms not defined in this Agreement shall have those meanings as
41 defined by the PELRA.

42

43 **ARTICLE IV. SCHOOL DISTRICT RIGHTS**

44 Section 1. Inherent Managerial Rights: The Exclusive Representative recognizes that the School
45 District is not required to meet and negotiate on matters of inherent managerial policy, which
46 include, but are not limited to, such areas of discretion or policy as the functions and programs of
47 the School District, its overall budget, utilization of technology, the organizational structure, and
48 selection, direction, and number of personnel.

49 Section 2. Obligations: The Exclusive Representative recognizes the right and obligation of the
50 School Board to efficiently manage and conduct the operation of the School District within its
51 legal limitations and with its primary obligation to provide educational opportunities for the
52 students of the School District.

53 Section 3. Services: The Exclusive Representative recognizes that all teachers covered by this
54 Agreement shall perform all teaching and non-teaching services prescribed by the School Board
55 and shall be governed by School Board rules, regulations, directives, and orders issued by
56 properly designated officials of the School District insofar as such rules, regulations, directives,
57 and orders are not inconsistent with the terms of this Agreement.

58 Section 4. Reservation of Managerial Rights: The foregoing enumeration of rights and duties
59 shall not be deemed to exclude other inherent managerial rights and functions not expressly
60 reserved, and all managerial rights and functions not expressly delegated in this Agreement are
61 reserved to the School District.

62

63 **ARTICLE V. TEACHER RIGHTS**

64 Section 1. Right to Views: Pursuant to the PELRA, nothing contained in this Agreement shall
65 be construed to limit, impair, or affect the right of any teacher or the teacher's representative to
66 the expression or communication of a view, grievance, complaint, or opinion on any matter
67 related to the conditions or compensation of public employment or their betterment, so long as
68 the same is not designed to and does not interfere with the full, faithful, and proper performance
69 of the duties of employment or circumvent the rights of the Exclusive Representative,

70 Section 2. Right to Join: Each teacher shall have the right to form and join labor or employee
71 organizations and shall have the right not to form and join such organizations. Teachers shall
72 have the right by secret ballot to designate an exclusive representative for the purpose of
73 negotiating grievance procedures and the terms and conditions of employment for such teachers.

74 Section 3. Request for Dues Checkoff:

75 Subd. 1. Teachers shall be allowed dues checkoff for the Exclusive Representative. Upon receipt
76 of a properly executed dues deduction authorization form of the teacher involved, the School
77 District will deduct from the teacher's paycheck the dues that the teacher has agreed to pay to the
78 Exclusive Representative during the period provided in said authorization.

79 Subd. 2. The teacher must notify the School District Business Office of his/her desire for dues
80 checkoff in writing on or before the nearest school day to the 10th of September. Such
81 authorization shall continue in effect from year to year unless revoked in writing by the teacher
82 Subd. 3. The School District shall deduct the dues in 10 equal, monthly installments beginning
83 with the September payroll.

84 Section 4. Fair Share Fee: In accordance with the PELRA, any teacher included in the
85 appropriate unit who is not a member of the Exclusive Representative may be required to
86 contribute a fair share fee for services rendered as exclusive representative. The fair share fee
87 for any teacher shall be in an amount equal to the regular membership dues of the Exclusive
88 Representative, less the cost of benefits financed through the dues and available only to members
89 of the Exclusive Representative, but in no event shall the fee exceed 85% of the regular
90 membership dues.

91 The Exclusive Representative shall provide written notice of the amount of the fair share fee
92 assessment and the name of the teacher to be assessed to the School District and written notice of
93 the amount to each teacher to be assessed the fair share fee.

94 A challenge by a teacher or by a person aggrieved by the assessment shall be filed in writing
95 with the Commissioner of the Bureau of Mediation Services, the School District and the
96 Exclusive Representative within 30 days after receipt of the written notice. All challenges shall
97 specify those portions of the assessment challenged and the reasons therefore, but the burden of
98 proof relating to the amount of the fair share fee shall be on the Exclusive Representative. The
99 School District shall deduct the fee from the earnings of the teacher and transmit the fee to the
100 Exclusive Representative within 30 days after the written notice was provided, or, in the event a
101 challenge is filed, the deductions for a fair share fee shall be held in escrow by the School
102 District pending a decision by the Commissioner or the Court. Any fair share challenge shall not
103 be subject to the grievance procedure.

104 The Exclusive Representative hereby warrants and covenants that it will defend, indemnify, and
105 hold the School District harmless from any and all actions, suits, claims, damages, judgments,
106 and executions or other forms of liability, liquidated or unliquidated, which any person may have
107 or claim to have, now or in the future, arising out of or by reason of the deduction of the fair
108 share fee specified by the Exclusive Representative as provided in this Agreement.

109 Section 5. Financial Information: The School District shall provide, upon written request of the
110 Exclusive Representative, all information pertaining to the School District's budget-- both
111 present and proposed-- revenues, and other financial information.

112 Section 6. Personnel Files: Pursuant to M.S. 122A.40, Subd. 19, all evaluations and files
113 generated in the School District relating to each individual teacher shall be available during
114 regular School District business hours to each individual teacher upon his/her written request.
115 Prior to the entering of either evaluative or disciplinary material into the teacher's file or files,
116 the teacher shall be given a copy of such material and shall sign a statement indicating that he or
117 she has reviewed a copy of the material. The teacher shall have the right to reproduce any of the
118 contents of the files at the teacher's expense and to submit for inclusion in the file written

119 information in response to any material contained in it. However, the School District may
120 destroy such files as provided by law.

121 Section 7. Meet and Confer: Teachers shall have the right to meet and confer with the School
122 District regarding policies and matters other than terms and conditions of employment. Upon
123 written request of the Exclusive Representative, the School District agrees to meet and confer
124 meetings at the mutual convenience of the parties.

125

126 **ARTICLE VI. LEAVES OF ABSENCE**

127 Section 1. Disability Leave:

128 Subd. 1. All full-time teachers shall earn disability leave at the rate of 15 days for their first year
129 of employment in the School District as a teacher, which shall be earned as follows: 2 days of
130 disability leave on the first day of employment, 2 days of disability leave on the first of October,
131 2 days of disability leave on the first of November, and 1.5 days of disability leave on the first of
132 each month for December through May for a total of 15 disability leave days. Teachers will then
133 earn 10 days in each succeeding year of teaching service in the School District. Part-time
134 teachers will accrue and be charged disability leave on a pro-rated basis. After the first year,
135 annual disability leave shall accrue monthly as it is earned on a proportionate basis to the
136 teacher's work year.

137 Subd. 2. Unused disability leave may accumulate to a maximum credit of 100 days of disability
138 leave per teacher.

139 Subd. 3. Disability leave with pay will be allowed by the School Board whenever a teacher's
140 absence is due to illness which prevented his/her attendance at school and performance of duties
141 on that day or days during the regular school year, provided that the teacher has unused sick
142 leave at the time of such absence. Sick leave may also be used according to Minnesota Statute
143 181.9413.

144 Subd. 4. The School District may require a teacher to furnish a medical certificate from a
145 qualified physician as evidence of illness indicating such absence was due to illness in order to
146 qualify for disability leave pay.

147 Subd. 5. In the event that a medical certificate will be required, the teacher will be so advised in
148 writing.

149 Subd. 6. Disability leave allowed shall be deducted from the accrued disability leave days
150 earned by the teacher. Attendance at routine doctor or dentist appointments and/or examinations
151 will not qualify for disability leave, and these routine appointments should be scheduled so as not
152 to conflict with the school day. In the event of unusual circumstances, a request in writing may
153 be made to the Superintendent for special consideration.

154 Subd. 7. Disability leave pay shall be approved only upon submission of a signed request upon
155 the record of teacher absence form available in each school office.

156 Subd. 8. Any final determination as to the eligibility of a teacher for disability leave is reserved
157 to the School Board.

158 Section 2. Personal Leave:

159 Subd. 1. A full-time teacher may be granted a paid leave of absence of no more than 1 day per
160 year, accumulative to 2, for School District employment as a teacher for 1-9 years and 2 days
161 per year, accumulative to 3, for School District employment as a teacher for 10+ years. Personal
162 leave days shall only be used for situations that arise requiring the teacher's personal attention
163 which cannot be attended to when school is not in session and which are not covered under other
164 provisions of this Agreement.

165 Subd. 2. A teacher planning on using a personal leave day must notify his/her supervising
166 principal in writing on the form provided at least 2 days in advance. In the event that a teacher
167 has not complied with the 2 day advanced notice and an emergency arises forcing a teacher to
168 miss a day, the teacher may appeal for emergency consideration to his/her supervising principal
169 who will make a decision whether or not to grant the personal leave.

170 Subd. 3. Teachers shall not lose regular pay or accumulated disability leave time when using
171 personal leave days. The teacher must give the reason for any personal leave requested.
172 Restrictions on personal leave use may be imposed on school days immediately before or after a
173 holiday or vacation period. Personal leave will not be granted if to more than 3 elementary
174 teachers and to more than 3 secondary teachers on the same day. The teacher may appeal to the
175 Superintendent for special consideration to use a personal day on a day for which the request
176 would normally be denied.

177 Subd. 4. Written requests for personal leave without pay must be made to the teacher's
178 supervising principal at least 2 days in advance. Personal leave without pay shall not exceed 4
179 days per school year. Additional days may be requested through a written request to the
180 Superintendent. Denial of requests for unpaid personal leave shall not be grievable beyond the
181 School Board level.

182 Subd. 5. At the end of the school year, a teacher will have the option of being paid at the
183 minimum substitute teacher rate for unused personal leave which will then be deducted from the
184 accumulated personal leave of that year. The teacher must notify the business office on the
185 appropriate form by June 10 of his/her desire to be paid for the unused personal leave.

186 Section 3. Other Personal Leave:

187 Subd. 1. For absence because of serious illness or death in the immediate family ("serious
188 illness" is defined as illness requiring the attention of a physician or hospitalization), the teacher
189 shall receive a maximum of 2 days per year (non-accumulative) without loss of regular pay. If
190 additional time is required, the teacher will receive a maximum of 2 additional days per year,
191 which will be deducted from his/her accumulated disability leave. The "immediate family" shall
192 be understood to include the teacher's spouse, son-in-law, daughter-in-law, child, brother, sister,
193 parent, guardian, mother-in-law, father-in-law, grandchildren, and grandparents. In severe
194 hardship cases, additional leave may be allowed subject to the discretion of the Superintendent.

195 Subd. 2. For absence because of serious illness or death of friends or relatives outside the
196 immediate family, the teacher shall be permitted to deduct up to a maximum of 2 days per year
197 from accumulated disability leave without loss of pay.

198 Subd. 3. Teachers may, without deduction from pay or leave, attend local funerals when such
199 absences involve only an hour or so and when classes can be arranged for within the staff with
200 written approval from the supervising principal.

201 Section 4. Professional/Exclusive Representative Leave:

202 Subd. 1. Upon the prior, written approval of the Superintendent or his/her designee, a teacher
203 may be granted time off with pay to attend professional meetings which are related to the
204 teacher's teaching assignment and are designed to improve the teacher's performance. In
205 addition, upon the prior, written approval of the Superintendent or his/her designee, a teacher
206 may be granted time off without pay to attend professional meetings which are related to the
207 teacher's teaching assignment but are not designed to improve the teacher's performance as a
208 teacher.

209 Subd. 2. Elected officers of the Exclusive Representative or representatives appointed by the
210 Exclusive Representative shall be permitted reasonable time off to conduct the duties of the
211 Exclusive Representative. The salary deduction shall be total loss of salary for time lost
212 calculated by dividing the yearly salary by the number of individual employment contract days.

213 Section 5. Child Care Leave:

214 Subd. 1. A child care leave shall be granted by the School District subject to the provisions of
215 this section, to 1 teacher-parent of a natural or adopted child, provided such parent is caring for
216 the child on a full-time basis.

217 Subd. 2. A teacher making application for child care leave shall inform the Superintendent in
218 writing of his/her intention to take the leave at least 3 calendar months before commencement of
219 the intended leave. In the case of an adoption, the leave application should include all necessary
220 meetings to fulfill the requirements of the adoption process.

221 Subd. 3. If the reason for the child_care leave is occasioned by pregnancy, a teacher may utilize
222 disability leave pursuant to the disability leave provisions of the Agreement during a period of
223 physical disability. However, a teacher shall not be eligible for disability leave during a period
224 of time covered by a child_care leave. A pregnant teacher will also provide, at the time of the
225 leave application, a statement from her physician indicating the expected date of delivery.

226 Subd. 4. The School District may adjust the proposed beginning or ending date of a child_care
227 leave so that the dates of the leave coincide with some natural break in the school year (i.e.,
228 winter vacation, spring vacation, semester break or quarter break, end of a grading period, end of
229 the school year, or the like).

230 Subd. 5. In making a determination concerning the commencement and duration of a child_care
231 leave, the School Board shall not in any event, be required to:

- 232 1. grant any leave of more than 12 months in duration;
- 233 2. permit the teacher to return to his or her employment prior to the date designated in the
234 request for child_care leave.

235 Subd. 6. A teacher returning from child_care leave shall be reemployed in a position for which
236 he or she is licensed unless previously discharged or placed on unrequested leave of absence.

237 Subd. 7. Failure of the teacher to return pursuant to the date determined under this section shall
238 constitute grounds for termination unless the School District and the teacher mutually agree to an
239 extension of the leave.

240 Subd. 8. A teacher who returns from child care leave within the provisions of this section shall
241 retain all previous experience credit for pay purposes and any unused leave time accumulated
242 under the provisions of this Agreement at the commencement of the beginning of the leave. The
243 teacher shall not accrue additional experience credit for pay purposes or leave time during the
244 period of absence for child_care leave.

245 Subd. 9. A teacher on child care leave is eligible to participate in group insurance programs if
246 permitted under the insurance policy provisions but shall pay the entire premium to the School
247 District for such programs as the teacher wishes to retain, commencing with the beginning of the
248 child care leave.

249 Subd. 10. Leave under this section shall be without pay or fringe benefits.

250 Subd. 11. A teacher who adopts a child shall receive, upon request, a leave of absence with pay
251 of not more than 10 contract days, which shall be deducted from accumulated disability leave.
252 This leave includes all necessary meetings to fulfill the requirements of the adoption process and
253 provide parental care for the child or children for an established period of time. Paid leave days
254 are counted on a per-case basis (not per-child basis or per-fiscal-year basis). Requested child
255 care leave begins after adoption leave paid days have been utilized.

256 Section 6. Family and Medical Leave:

257 Subd. 1. Pursuant to the Family and Medical Leave Act (FMLA), an eligible teacher shall be
258 granted, upon written request, up to a total of 12 weeks of unpaid leave per year in connection
259 with the following:

- 260 ▪ the birth and first-year care of his/her child;
- 261 ▪ the adoption or foster placement of his/her child;
- 262 ▪ the serious health condition of the teacher's spouse, child, or parent; and
- 263 ▪ the teacher's own serious health condition.

264 Subd. 2. Such leave shall be unpaid, except an eligible teacher, during such leave, shall be
265 eligible for regular School District group health insurance contributions as provided in this
266 Agreement for the period of the leave, but not to exceed 12 weeks per year, notwithstanding any
267 other provisions of this Agreement.

268 Subd. 3. To be eligible for the benefits of this section and insurance contribution, a teacher must
269 have been employed by the School District for the previous 12 months and must have been
270 employed for at least 1,250 hours during such 12-month period.

271 Subd. 4. While FMLA leaves, except for eligible insurance contributions as provided in Subd.
272 2.above, are unpaid, nothing in this section shall preclude a teacher from utilizing paid leave
273 otherwise provided in this Agreement, provided the teacher qualifies for the paid leave (i.e.,
274 disability leave or personal leave, pursuant to the provisions of this Agreement governing such
275 leaves). Moreover, nothing in this Agreement shall be construed to require the School District

276 to combine leaves for a period of time that exceeds the leave provided by this section or the
277 period of time for leaves provided in other sections of this Agreement.

278 Subd. 5. The teacher will provide at least 30 days written notice of request for leave when the
279 reason for the leave is foreseeable. The teacher shall further make reasonable efforts to schedule
280 any treatment so as to minimize disruption of the work of the School District.

281 Section 7. Sabbatical Leave:

282 Subd. 1. A sabbatical leave may be granted to full-time teachers for the purpose of professional
283 improvement subject to the conditions established by the School Board and subject and pursuant
284 to M.S. 122A.49. Sabbatical leave is not a right but a privilege which may be granted by the
285 School Board. Sabbatical leave may be granted to teachers who have demonstrated, by their
286 performance and their application for sabbatical leave, that such experience would enable them
287 to make a contribution to the improvement of the instructional program of the School District.

288 Subd. 2. To be eligible for sabbatical leave, a teacher must have been continuously employed as
289 a teacher for at least 6 years.

290 Subd. 3. Sabbatical leave for study shall be limited to teachers entering study in their area of
291 teaching in the School District and shall not be used for retraining in a new area unless at the
292 request of the School Board.

293 Subd. 4. The proposed program of study must be approved in writing and in advance by the
294 Superintendent.

295 Subd. 5. Applications for sabbatical leave must be submitted in writing to the Superintendent no
296 later than February 15 of the year preceding the school year in which the leave is sought.

297 Subd. 6. The granting of sabbatical leave is purely within the discretion of the School Board,
298 and the School Board reserves the right to refuse to grant any and all sabbatical leaves if, in the
299 judgment of the School Board, such leave should not be granted. Not more than 1 teacher in any
300 school year shall be granted sabbatical leave.

301 Subd. 7. The salary granted to a teacher on sabbatical leave shall be ½ of the teacher's
302 individual employment contract salary (not including any extra-curricular pay) for the school
303 term for which the application for the sabbatical leave is made. Existing School District
304 contributions toward premiums for fringe benefits shall be maintained.

305 Subd. 8. A teacher receiving a sabbatical leave of absence must agree in writing to return to the
306 School District for at least 2 consecutive years of teaching service after completion of the
307 sabbatical leave. A teacher who has received a sabbatical leave and who fails to complete 2
308 years of teaching service with the School District shall refund, on a pro-rated basis, the salary
309 received from the School District for sabbatical leave, and said repayment shall be due and
310 payable forthwith upon the cessation of employment in the School District.

311 Subd. 9. The application for a sabbatical leave shall contain a detailed description of the
312 intended activity and expected benefit to the School District, including, but not limited to, the
313 institution where study will take place, courses and number of credits to be carried, and all other
314 details surrounding the program.

315 Subd. 10. The School Board may grant a sabbatical leave contingent upon the ability of the
316 School District to secure a satisfactory substitute.

317 Subd. 11. Sabbatical leave shall not exceed 1 school year and shall be awarded not more than
318 once to any teacher in the School District.

319 Subd. 12. The School Board reserves the right to rescind an approved sabbatical leave in the
320 event of an emergency as solely determined by the School Board.

321 Subd. 13. Upon satisfactory completion of a sabbatical leave, the teacher shall be assigned an
322 equivalent teaching position unless previously discharged or placed on unrequested leave of
323 absence.

324 Subd. 14. A teacher on sabbatical leave shall retain such amount of disability leave days and
325 other accrued benefits which he/she had accrued, if any, at the time he/she went on sabbatical
326 leave for use upon his/her return. No additional leave shall accrue for the period of time that a
327 teacher is on sabbatical leave.

328 Subd. 15. A teacher who returns from sabbatical leave shall be continued at the same step on the
329 salary schedule as if he/she had taught in the School District during such period. He/she shall
330 maintain tenure, insurance benefits, accumulated disability leave, and all other accrued benefits,
331 including seniority as provided in this Agreement.

332 Section 8. Jury Service:

333 A teacher who serves on jury duty shall be granted the days necessary, as stipulated by the court,
334 to discharge this responsibility without any salary deduction or loss of leave allowance. The
335 compensation (other than expense reimbursement) received for jury duty service shall, however,
336 be remitted to the School District.

337 Section 9. Workers' Compensation:

338 Pursuant to M.S. 176, a teacher injured on the job in the service of the School District and
339 collecting workers' compensation insurance may draw disability leave and receive full salary
340 from the School District. However, that teacher's salary will be reduced by an amount equal to
341 the insurance payments, and only that fraction of the days not covered by insurance will be
342 deducted from disability leave.

343 Section 10. Military Leave: Military Leave shall be granted pursuant to applicable law.

344 Section 11. Eligibility: The leaves of absences provided in this article will not be available for
345 teachers employed as substitute teachers, provided, however, that those substitute teachers who
346 are employed under long-term substitute contracts shall be eligible for disability leave on a pro-
347 rated basis.

348

349 **ARTICLE VII. HOURS OF SERVICE**

350 Section 1. Basic Day: The teacher's basic day, inclusive of lunch, shall be 8 hours.

351 Section 2. Building Hours: The specific hours at any individual building may vary according to
352 the needs of the educational program of that building. Specific hours for each building will be
353 determined by the School District.

354 Section 3. Additional Activities: In addition to the basic school day, teachers may be required to
355 participate in School District activities beyond the teacher’s basic day.

356 Section 4. Preparation Time: M.S 122A.50 applies.
357

358 **ARTICLE VIII. LENGTH OF SCHOOL YEAR**

359 Section 1. Teacher Duty Days: The School Board shall establish the number of school days and
360 teacher duty days for each school year, and each teacher shall perform services on those days as
361 determined by the School Board, including those legal holidays on which the School Board is
362 authorized to conduct school and, pursuant to such authority, has determined to conduct school.

363 Section 2. Length of School Year: The length of each school year during the term of this
364 Agreement will not be more than 184 days (174 student contact days).

365 Section 3. Modifications in Calendar, Length of School Day:

366 Subd. 1. In the event of energy shortage, severe weather, or other emergency, the School District
367 reserves the right to modify the school calendar, and, if school is closed on a normal duty day(s),
368 the teacher shall perform duties on such other day(s) in lieu thereof as the School District shall
369 determine, except that the first school day missed for severe weather shall not be made up, nor
370 shall the teachers’ pay be deducted.

371 Subd. 2. In the event of an energy shortage, severe weather, or other exigency, the School
372 District further reserves the right to modify the length of the school day as the School District
373 shall determine but with the understanding that the total number of hours shall not be increased.

374 Subd. 3. Prior to modifying the scheduled length of the school day pursuant to Subd. 2 above, or
375 scheduling more than 2 make-up days pursuant to Subd. 1 above, the School District shall afford
376 to the Exclusive Representative the opportunity to meet and confer on such matter.

377 Subd. 4. When emergency closings occur, teachers may leave after student busses have
378 departed. Teachers shall not suffer any loss of salary, benefits, seniority, and other advantages
379 because of the closing. Teachers shall not be required to make up the time.
380

381 **ARTICLE IX . GRIEVANCE PROCEDURES**

382 Section 1. Grievance: A “grievance” is a claim by a teacher or the Exclusive Representative that
383 a violation, misinterpretation, or misapplication of any provision of this Agreement has occurred
384 and may be processed as a grievance as provided below.

385 Section 2. Representative: The Exclusive Representative, the grievant, the administration, or the
386 School Board may be represented during any step of the procedure by any person or agent
387 designated by such party to act on the party’s behalf.

388 Section 3. Definitions and Interpretations:

389 Subd. 1. The parties, by mutual, written agreement, may waive any step and extend any time
390 limits in this grievance procedure.

391 Subd. 2. Reference to “days” regarding time periods in this procedure shall refer to “working
392 days,” unless otherwise indicated. A “working day is” defined as all week days not designated
393 as holidays by state law.

394 Subd. 3. The filing or service of any notice or document required by this Agreement shall be
395 timely if it bears a postmark of the United States mail within the time period.

396 Section 4. Time Limitation and Waiver: Grievances shall not be valid for consideration unless
397 the grievance is submitted in writing to the supervising principal, setting forth the facts and the
398 specific provision(s) of the Agreement allegedly violated and the particular relief sought within
399 40 days after the date the event giving rise to the grievance occurred. Failure to file any
400 grievance within such period shall be deemed a waiver thereof. Failure to appeal a grievance
401 from one level to another within the time periods provided below shall constitute a waiver of the
402 grievance.

403 Section 5. Adjustment of Grievance:

404 Subd. 1. In the event that a teacher believes a basis for a grievance exists, the teacher shall first
405 discuss the alleged grievance with his/her supervising principal either personally or accompanied
406 by a representative of the Exclusive Representative.

407 Subd. 2. If, as a result of the informal discussion with the supervising principal, a grievance still
408 exists, the grievant may invoke the formal grievance procedure through the Exclusive
409 Representative on the form set forth in APPENDIX A, signed by the grievant and the Exclusive
410 Representative, which form shall be available from the Exclusive Representative in each
411 building and the school office. A copy of the grievance form shall be delivered to the
412 supervising principal and the Superintendent. Within 5 days of receipt of the grievance, the
413 supervising principal shall meet with the Exclusive Representative in an effort to resolve the
414 grievance. The supervising principal shall give an answer to the grievance, in writing, within 5
415 days of such meeting and shall furnish a copy to the Exclusive Representative.

416 Subd. 3. If the grievant is not satisfied with the answer to the grievance or if no answer has been
417 given within 5 days of such meeting, or 10 days from the date of filing, whichever shall be later,
418 the grievance shall be transmitted to the Superintendent within 5 days. Within 5 days of receipt
419 of the grievance, the Superintendent or his/her designee shall meet with the grievant on the
420 grievance and shall give an answer to the grievance in writing within 5 days of such meeting and
421 shall furnish a copy to the Exclusive Representative.

422 Section 6. Appeal: If the grievant is not satisfied with the answer to the grievance by the
423 Superintendent or his/her designee, or if no answer has been given within 5 days of meeting with
424 the Superintendent or his/her designee or 10 days from the date of filing the grievance with the
425 Superintendent, the grievant may appeal the grievance to the School Board by filing a written
426 copy of it with the clerk or other designee of the School Board within 5 days. The School
427 Board, upon receipt of the grievance, but no later than its next regular meeting or 2 calendar
428 weeks, whichever shall be later, shall meet with the grievant on the grievance. A written
429 response to the grievance by the School Board shall be made no later than 7 calendar days after
430 said meeting. A copy of the School Board's answer shall be furnished to the Exclusive
431 Representative.

432 Section 7. School Board Review: The School Board or its designee reserves the right to review
433 any decision issued in Subd. 2. or 3. above, provided the School Board or its representative

434 notifies the Exclusive Representative, in writing, of the intention to review within 5 days after
435 the decision has been rendered. In the event the school Board reviews a grievance under this
436 section, the School Board reserves the right to reverse or modify such decision. If the School
437 Board chooses to review a decision, it must do so no later than its next regular meeting or 2
438 calendar weeks from the date of the decision made in Subd. 2. or 3., whichever shall be later. A
439 written response to the grievance by the School Board must be made no later than 7 calendar
440 days thereafter. A copy of such response shall be furnished to the Exclusive Representative. If
441 the grievant is not satisfied with the School Board's response to the grievance or if no answer has
442 been given within the period provided, the grievance may be submitted to arbitration before an
443 impartial arbitrator as provided in Section 8. below.

444 Section 8. Arbitration Procedures: If the Exclusive Representative is not satisfied with the
445 response to the grievance by the School Board or if no answer has been given within the period
446 above provided, the grievance may be submitted, within 5 days, to arbitration before an impartial
447 arbitrator. If the parties cannot agree as to the arbitrator within 5 days from the notification date
448 that arbitration will be pursued, the arbitrator shall be selected according to the PELRA. Both
449 parties will have the opportunity to submit evidence, offer testimony, and make oral or written
450 arguments relating to the issue to be arbitrated. The arbitrator shall have no power to alter, add
451 to, or subtract from the express terms of this Agreement. The proceeding before the arbitrator is
452 subject to the limitations of arbitration decisions as provided by the PELRA. The fees and
453 expenses of the arbitrator shall be shared equally by both parties.

454 Subd. 1. In the event a grievance is filed after May 15 of any year and strict adherence to the
455 time limits may result in hardship to any party, the School District shall attempt to process such
456 grievance prior to the end of the school term or soon thereafter.

457 Subd. 2. Notwithstanding the expiration of this Agreement, any claim or grievance arising under
458 it may be processed through the grievance procedure until resolution.

459 Section 9. Reprisals: No reprisals of any kind will be taken by the School Board against any
460 grievant because of the grievant's participation in this grievance procedure.

461 Section 10. Election of Remedies and Waiver: A grievant instituting any action, proceeding, or
462 complaint in a federal or state court of law, or before an administrative tribunal, federal agency,
463 state agency, or seeking relief through any statutory process for which relief may be granted, the
464 subject matter of which may also constitute a grievance under this Agreement, shall immediately
465 be deemed to have waived any and all rights to pursue a grievance under this article. Upon
466 instituting and proceeding in another forum as noted above, the grievant shall be deemed to
467 waive the right to initiate a grievance pursuant to this article or, if the grievance is already
468 pending, the right to pursue it further. This section shall not apply to actions to compel
469 arbitration or to enforce the award of an arbitrator.

470

471 **ARTICLE X. UNREQUESTED LEAVE OF ABSENCE (ULA) AND SENIORITY**

472 Section 1. Purpose: The purpose of this article is to implement the provisions of M.S. 122A.40,
473 Subd 10, which, when adopted, shall constitute a plan for ULA because of discontinuance of

474 position, lack of pupils, financial limitations, or merger of classes caused by consolidation of
475 school districts.

476 Section 2. Definitions:

477 Subd. 1. For purposes of this article, the terms defined shall have the meanings respectively
478 ascribed to them.

479 Subd. 2. “Teacher” shall mean those members of the unit as defined by the PELRA and this
480 Agreement, except the provisions of this article shall not be applicable to any bargaining unit
481 member who is not a teacher as defined by M.S. 122A.40, Subdivision 1.

482 Subd. 3. “Qualified” shall mean a teacher who:

- 483 1. possesses a valid state license to teach in Minnesota;
- 484 2. has a major in the area of a license(s)and;
- 485 3. has successfully had teaching experience in such license(s) within the last five years in
486 the School District.

487 Subd. 4. “Seniority” means continuing contract, qualified teachers commencing with the first
488 day of continuous teaching service in the School District and shall exclude probationary teachers
489 and those teachers who are acting incumbents for teachers on authorized military or other similar
490 leave of absences. A seniority list shall be updated in accordance with the provisions of Section
491 6. below on an annual basis.

492 Part-time teachers shall not be able to displace junior full-time teachers. A part-time teacher may
493 claim a vacant position. Provided, however, that part-time teachers who have non-interrupted
494 teaching service in the school district that employed them prior to the interdistrict cooperation
495 and who previously taught full-time for the school district that employed them before
496 interdistrict cooperation shall be able to displace junior, full-time teachers and shall be able to
497 claim vacant full-time positions.

498 In determining the length of seniority, a teacher whose employment has been legally terminated
499 by resignation or termination pursuant to M.S. 122A.40, but whose employment was
500 subsequently reinstated at the beginning of the next school year by action of the School Board
501 and the teacher, without interruption of regular service, shall retain his/her original seniority date.

502 Subd. 5. “School Board” means the local governing board of the School District.

503 Section 3. ULA:

504 Subd. 1. The School Board may place on ULA for a period not exceeding 5 calendar years from
505 the time such leave is commenced, without pay or fringe benefits, such teachers as may be
506 necessary because of discontinuance of position, lack of pupils, financial limitations, or merger
507 of classes. Such leave shall be effective no later than the close of the school year or at such
508 earlier time as mutually agreed between the teacher and the School Board.

509 Subd. 2. Teachers to be placed on ULA shall be entitled to the notice and hearing rights
510 specified in M.S. 122A.40. Notice of intention to place a teacher on ULA shall also be given to
511 the president of the Exclusive Representative.

512 Subd. 3. Teachers shall be placed on ULA in inverse order of seniority and qualified licenses.
513 No teacher shall be placed on ULA if any other qualified teacher with less seniority is employed
514 in the same field and subject matter.

515 Subd. 4. If a reduction in the number of teachers affects teachers with identical seniority, the tie
516 shall be broken based upon the following criteria used in sequence until the tie is broken:

- 517 1. the higher total of additional credits or higher lane placement shall create greater
518 seniority;
- 519 2. the higher total number of years of teaching experience in the School District shall create
520 greater seniority;
- 521 3. the lowest file folder number shall create greater seniority.

522 Subd. 5. Any teacher placed on such leave may engage in teaching or any other occupation
523 during such period and may be eligible for unemployment compensation if otherwise eligible
524 under the law for such compensation, and such a leave will not result in a loss of credit for years
525 of service in the School District earned prior to the commencement of such leave.

526 Section 4. Realignment: Nothing in this article, for purposes of placement on ULA or recall
527 therefrom, shall require the School Board to reassign a senior teacher to a different subject matter
528 category to accommodate the seniority claims of a junior teacher; nor shall it require the School
529 Board to assign a senior teacher to a substantially different grade level assignment. For purposes
530 of this section, a “substantially different grade level assignment” shall mean an assignment
531 between kindergarten through the sixth grade or seventh grade through the twelfth grade.

532 Section 5. Reinstatement:

533 Subd. 1. No new teacher shall be employed by the School District while any qualified teacher is
534 on ULA. Teachers placed on ULA shall be reinstated to the position from which they have been
535 given leave or any other available position in the School District in the fields in which they are
536 qualified as such positions become available. The order of reinstatement shall be in the inverse
537 order in which teachers were placed on ULA.

538 Subd. 2. When placed on ULA, a teacher shall file his/her name and address with the School
539 District to which any notice of reinstatement or availability of position shall be mailed by
540 certified mail. Proof of service by the person in the School District depositing such notice to the
541 teacher at the last known address shall be sufficient, and the teacher on ULA shall be responsible
542 to provide for forwarding of mail or for address changes. Failure of a notice to reach a teacher
543 shall not be the responsibility of the School District if any notice has been mailed as provided in
544 this article.

545 Subd. 3. If a position becomes available for a qualified teacher on ULA, the School District shall
546 notify such teacher, by certified mail, who shall have 10 days from the date of receipt of such
547 notice to accept the reemployment. Failure to reply in writing within such 10 day period shall
548 constitute waiver on the part of any teacher to any further rights of employment or reinstatement,
549 and the teacher shall forfeit any future reinstatement or employment rights. The School District
550 shall then offer a contract to the next senior, qualified teacher on ULA who has specified in
551 writing a desire to accept the position, if any.

552 Subd. 4. Reinstatement rights shall automatically cease 5 years from the date the ULA was
553 commenced, and no further rights to reinstatement shall exist unless extended by written, mutual
554 consent of the School Board and the qualified teacher.

555 Subd. 5. Teachers on ULA shall remain eligible for all benefit plans, subject to the approval of
556 the insurance carrier, but must pay the entire premium to the School District during the period of
557 such leave. The School District's contributions toward fringe benefits for teachers placed on
558 ULA shall be maintained until September 1st following the placement of such teacher on ULA.

559 Section 6. Establishment of Seniority List:

560 Subd. 1. By October 15 of each year, the School Board shall cause a seniority list (by name, date
561 of employment, qualifications, and license) to be prepared from its records. It shall thereupon
562 cause such list to be posted in an official place in each schoolhouse of the School District. A
563 copy shall also be sent to the president of the Exclusive Representative and will be made
564 available to all teachers.

565 Subd. 2. Any teacher whose name appears on such list and who may disagree with the finding of
566 the School District and the order of seniority in said list shall have 10 days from the date of
567 posting to supply written documentation, proof, and request for seniority change to the School
568 District. Within 10 days thereafter, the School District shall evaluate any and all such written
569 communications regarding the order of seniority contained in said list and shall make a final
570 seniority list. By October 15, the School District shall cause such seniority list to be updated to
571 reflect any addition or deletion of personnel caused by retirement, death, resignation, or other
572 cessation of services, or new employees. Such yearly revised list shall govern the application of
573 the ULA policy until thereafter revised.

574 Subd. 3. Any new licenses obtained by a teacher must be filed in the office of the
575 Superintendent prior to February 1 if they are to be considered for that year's reduction, if any.
576 Any license filed on February 1 or thereafter shall not be considered for purposes of
577 reinstatement from ULA.

578 Section 7. Effect: This article shall be effective at the beginning date of this Master Agreement
579 and shall be governed by its duration clause. This article shall govern all teachers as defined in
580 Section 2., Subd. 2. above and shall not be construed to limit the rights of any other licensed
581 employee not covered by the Master Agreement or any Master Agreement affecting such
582 licensed employees.

583 Section 8. Procedure: Any challenge by a teacher who is proposed for ULA or recall there from
584 shall be subject to the hearing and review procedures as provided in M.S. 122A.40 and,
585 therefore, shall not be subject to the grievance procedure.

586

587 **ARTICLE XI: DEFERRED COMPENSATION**

588 Section 1. Deferred Compensation (403b Match Schedule):

589 Subd. 1. District Annual Match. Teachers will be eligible to begin receiving a 403b match
590 in their fifth year of teaching for School District 2190. The District annual match will be

591 prorated for part time employees based on their individual contract each school year. The
592 School District annual match will be according to the following schedule:

593

594 <u>Years of active service to District 2190:</u>	<u>Annual District Match:</u>
595 0-4 years	\$0
596 5-13 years	\$800
597 14 years and over	\$1200 per year until career maximum is reached

598 Subd. 2. Career Maximum: An individual teacher shall be limited to a maximum total
599 District match during his/her career with the District of up to \$22,500 for 2013-14 and
600 \$25,000 for 2014-15 and beyond. This amount is referred to as the “career maximum.”
601 Once a teacher reaches the career maximum, there will be no amount due to the teacher
602 upon resignation or retirement. In any given year a teacher may forego the deferred
603 compensation benefit for which they are eligible, but have not matched.

604 Subd. 3. Plan Year. The plan year is from September 1 through August 31 of each year.
605 Section 2. Retirement Benefits:

606 Subd. 1. Eligibility: Teachers who have completed at least twenty (20) active years of
607 continuous service in School Districts 892, 893, 894, 2183, or 2190 and who are at least
608 fifty-five (55) years of age at the time of the effective date of the retirement shall be
609 eligible for retirement benefits under the terms of this section. The teacher must have
610 performed services on at least 120 duty days during the school year in order for the year
611 to be considered an “active” year of service. Any teacher terminated pursuant to
612 Minnesota Statute 122A.40, Subd. 9 or 13, shall not be eligible. A teacher must retire
613 and begin drawing Minnesota Teacher Retirement Association pension benefits to
614 qualify for retirement benefits under this section.

615 Subd. 2. Retirement Health Premium Payment: All teachers who were hired prior to June 30,
616 2012 and are full-time (i.e., 1.0 full-time equivalent) at the effective date of retirement are
617 eligible for a health insurance premium payment towards the School District sponsored
618 group health insurance plan of \$200.00 per month upon retirement until the teacher is
619 eligible for Medicare. Teachers hired after July 1, 2012 will not receive a retirement health
620 benefit.

621 Subd. 3. Severance Payment Balance: Teachers hired before September 1, 1995 will be
622 eligible to receive a severance payment equal to the difference between \$22,500 for 2013-14
623 and \$25,000 for 2014-15 and beyond and the amount of 403b matching payments made by
624 the District over the course of the teacher’s career with the District.

625 The severance payment will be reduced by any 403b annual matching payments for which
626 the teacher was eligible but did not receive because the teacher did not make the 403b annual
627 payment he/she was eligible to make. Teachers hired after September 1, 1995 are not
628 eligible for this severance payment

629 The balance due the teacher will be placed in the Minnesota Post Retirement Health
630 Care Savings Plan (PRHCSP) established under Minnesota Statute 352.98 and as

631 outlined in the Minnesota Retirement System’s Trust and Plan Documents within
632 60 calendar days. If a teacher dies subsequent to receiving his/her balance of the
633 maximum school district match, such payment will be made to his/her designated
634 individual(s) or to his/her estate.

635 Subd. 4. Teachers must submit a written resignation by May 1st of the year in
636 which the retirement will be effective to receive benefits.

637

638 **ARTICLE XII. GROUP INSURANCE**

639 Section 1. Selection: The selection of the insurance carrier and policy shall be made by the
640 School District as provided by law.

641 Section 2. School District Approved Insurance Plans:

642 Subd. 1. Long Term Disability Coverage: The School District teacher who qualifies for and is
643 enrolled in the School District long-term disability plan (LTD). The LTD premium will be paid
644 by the teacher, but the amount of the School District’s contribution will be added to each
645 teacher’s salary.

646 Subd. 2. Health and Hospitalization Coverage: The School District shall contribute up to \$5,050
647 (\$420.83 per month) for individual coverage and up to \$6,400 (\$533.33 per month) for
648 dependent coverage for each full-time teacher employed by the School District who qualifies for
649 and is enrolled in the School District group health and hospitalization plan during the school
650 year. Any additional cost of the premium shall be borne by the teacher and paid by payroll
651 deduction. Teachers employed fewer than 8 hours/day or for fewer than the total number of
652 contracted days shall receive contributions on a prorated basis.

653 Subd. 3. Life Insurance Coverage: The School District shall contribute a sum of up to \$81.00 per
654 year (\$6.75/month) toward the premium for individual or dependent basic term life insurance
655 coverage for each full-time teacher employed by the School District who qualifies for and is
656 enrolled in the School District basic term life insurance program. Any additional cost of the
657 premium shall be borne by the teacher and paid by payroll deduction. Teachers employed fewer
658 than 8 hours/day or for fewer than the total number of contracted days shall receive contributions
659 on a pro-rated basis.

660 Subd. 4. Dental Insurance Coverage: The School District shall contribute a sum of up to \$480 per
661 year (\$40 per month) toward the premium for individual and dependant coverage for each full-
662 time teacher employed by the School District who qualifies for and is enrolled in the School
663 District dental plan. Any additional cost of the premium shall be borne by the teacher and paid
664 by payroll deduction. Teachers employed fewer than 8 hours/day or for fewer than the total
665 number of contracted days shall receive contributions on a pro-rated basis.

666 Section 3. Claims Against the School District: The School District’s only obligation is to
667 purchase these insurance policies and pay such amounts as agreed to in this Agreement, and no
668 claim shall be made against the School District as a result of a denial of insurance benefits by an
669 insurance carrier.

670 Section 4. Duration of Insurance Contribution: A teacher is eligible for School District
671 contributions as provided in this article as long as the teacher is employed by the School District.
672 Upon termination of employment, all School District contributions shall cease except that the
673 contribution for teachers who complete the school year shall be continued to the following
674 September 1st.

675

676 **ARTICLE XIII. TEACHER DISCIPLINE**

677 Section 1. Definition: A teacher may be disciplined only for just cause. Disciplinary action may
678 include the following:

- 679 1. oral reprimand,
- 680 2. written reprimand,
- 681 3. suspension with or without pay,
- 682 4. withholding of a scheduled salary increase, and/or
- 683 5. discharge.

684 Section 2. Severity: The severity of the disciplinary action chosen by the School District shall be
685 commensurate to the seriousness of the teacher's misconduct or failure to act, in the sole
686 judgment of the School District. The School District is not required to follow progressive
687 discipline.

688 Section 3. Review: Disciplinary action is subject to review through the grievance procedure,
689 subject to the provisions of M.S. 122A.40.

690 Section 4 Suspension: The School District shall not propose suspension of any teacher without
691 just cause. The Exclusive Representative, with the consent of the affected teacher, shall have the
692 right to take up the suspension at the Superintendent's level of the grievance procedure, and the
693 matter shall be handled in accordance with this procedure if so requested by the Exclusive
694 Representative.

695

696 **ARTICLE XIV. PEER REVIEW**

697 The School Board and Exclusive Representative acknowledge the requirements of Minnesota
698 Statute 122A.40, subdivisions 6 and 8. The parties agree to comply with the following
699 understanding:

- 700 1. The peer review process will not form the basis of any disciplinary action, nor shall it
701 be used to judge the competency of any teacher, nor shall it be used for any defense
702 or employment status decisions.
- 703 2. All documents generated through the peer review process will become the property of
704 the teacher reviewed.

705

706 **ARTICLE XV. EARLY CHILDHOOD FAMILY EDUCATION TEACHERS**

707 Section 1. Statutory Considerations: Pursuant to M.S. 122A.26, an Early Childhood Family
708 Education (ECFE) teacher who teaches in an early childhood and family education program
709 which is offered through a community education program which qualifies for community

710 education aid or ECFE aid must meet licensure requirements as a teacher. However, M.S.
711 122A.26 specifically provides that such licensure shall not be construed to bring such ECFE
712 teacher within the definition of a teacher for purposes of M.S. 122A.40, Subdivision 1.

713 Section 2. Probationary Period: The probationary period for ECFE teachers shall be 3 school
714 years of continuous teaching service. Upon completion of the probationary period, an ECFE
715 teacher may be suspended or discharged only for just cause, and such ECFE teacher shall have
716 access to the grievance procedure.

717 Section 3. Layoff and Recall: ECFE teachers shall have seniority only as ECFE teachers and
718 shall have a separate seniority list consisting only of ECFE teachers. An ECFE teacher shall not
719 have any rights to any other teaching position in the School District. ECFE teachers shall be laid
720 off and recalled within order of seniority with other ECFE teachers.

721 Section 4. Compensation: ECFE teachers shall be compensated pursuant to the following
722 schedule:

	<u>2013-14 School Year</u>	<u>2014-15 School Year</u>
723 Years 1 & 2	\$27.19/hour,	\$27.60/hour,
724 Years 3 & 4	\$28.07/hour,	\$28.50/hour,
725 Years 5 & Over	\$29.02/hour,	\$29.45/hour.

726
727 Section 5. Applicable Articles of the Master Agreement: ECFE teachers shall be covered by the
728 following articles of the Master Agreement listed below. They are not covered by the other
729 Agreement articles not listed below:

- 730 ARTICLE I, Purpose,
- 731 ARTICLE II, Recognition of Exclusive Representative,
- 732 ARTICLE III, Definitions,
- 733 ARTICLE IV, School District Rights,
- 734 ARTICLE V, Teacher Rights,
- 735 ARTICLE IX, Grievance Procedure,
- 736 ARTICLE XIII, Teacher Discipline,
- 737 ARTICLE XIV, Duration,

738 Section 6. Hours of Service, Duty Day, Duty Week, and Duty Year: Hours of service, duty day,
739 duty week, and duty year shall be as assigned by the School District and modified from time to
740 time based upon the needs of the program.

741 Section 7. Director Benefit: The Director of the Early Childhood Family Education Programs
742 shall receive a health insurance benefit of \$200.00 per month.

743 Section 8. Personal Day: ECFE teachers shall be entitled to 1 personal day per year and be paid
744 for up to 5 hours of work or the average number of hours worked each day during that session,
745 whichever is less. Requests for personal leave must be made in writing to the School District
746 Community Education Director at least 3 days in advance, except in the event of an emergency.
747 No more than 1 ECFE staff person may be granted personal leave for the same day. In the event
748 of multiple applications for the same day, the day will be granted to the ECFE teacher making
749 the earliest application.

750 Section 9. Disability Leave: ECFE teachers shall be entitled to 4 days per year cumulative to 10
751 days and be paid for up to 5 hours of work or the average number of hours worked each day
752 during that session, whichever is less.

753 Subd.1. Disability leave with pay shall be allowed whenever the absence is found to have been
754 due to the ECFE teacher’s illness or disability which prevented him/her from being at work or
755 performing duties on that day(s).

756 Subd. 2. ECFE teachers will be allowed to use disability leave to care for their sick child, under
757 the same conditions they are allowed disability leave for their personal illness.

758

759 **ARTICLE XVI. DURATION**

760 Section 1. Term and Reopening Negotiations: This Agreement shall remain in full force and
761 effect for a period commencing on the date of full ratification through June 30, 2015, and
762 thereafter until modifications are made pursuant to the PELRA. If either party desires to modify
763 or amend this Agreement commencing on July 1, 2015, it shall give written notice of such intent
764 to the other party no later than May 1, 2015. Unless otherwise mutually agreed, the parties shall,
765 each odd-numbered year, commence negotiations for the purpose of entering into a successor
766 Agreement before the expiration of this Agreement.

767 Section 2. Effect: This Agreement constitutes the full and complete Agreement between the
768 School District and the Exclusive Representative. The provisions of this Agreement relating to
769 terms and conditions of employment supersede any and all prior Agreements, resolutions,
770 practices, School District policies, rules, and regulations concerning terms and conditions of
771 employment inconsistent with these provisions.

772 Section 3. Severability: The provisions of this Agreement shall be severable, and if any such
773 provision or the application of any such provision under any circumstances is held invalid, it
774 shall not affect any other provisions of this Agreement or the application of any provision.

775

776 **ARTICLE XVII. BASIC SCHEDULES AND RATES OF PAY**

777 Section 1. 2013-2015 Salary Schedules: The wages and salaries reflected in the schedules
778 that follow shall be a part of the Agreement for the 2013-2015 school years.

779 Section 2. Status of Salary Schedule: The salary schedules are not to be construed as a part of a
780 teacher’s continuing contract. In the event a successor Agreement is not entered into prior to the
781 commencement of school in 2015, a teacher shall be compensated according to the last
782 individual employment contract executed between the teacher and the School District until such
783 time as a successor Agreement is executed and fully implemented.

784 Section 3. Placement on Salary Schedule: The following rules shall be applicable in determining
785 placement of a teacher on the appropriate salary schedule.

786 Subd. 1. Semester credits to be considered for application on any lane of the salary schedule
787 must be germane to the teaching assignment as determined by the School District.

788 Subd. 2. To apply on the salary schedule, credits beyond the bachelor’s degree must be graduate
789 credits and carry a grade equivalent of “B” or higher.

790 Subd. 3. All credits, in order to be considered for application on the salary schedule, must be
791 approved by the Superintendent in writing prior to the taking of the course.

792 Subd. 4. At the time a block of credits are considered for a lane change, no credits more than 7
793 years-old will be counted toward the lane change.

794 Subd. 5. All credits counted toward lane changes beyond the “BA lane” must be earned after a
795 teacher has received the “BA degree”. All credits counted toward lane changes after the “MA
796 degree” must be earned after a teacher has received the “MA degree”.

797 Subd. 6. Subject to the conditions in Subd. 9. below, individual employment contracts will be
798 modified to reflect qualified lane changes twice every school year as follows:

799 1. the salary increase resulting from a lane change shall be effective at the beginning of the
800 school year providing a transcript of qualified credits is submitted to the Superintendent’s
801 office no later than September 15th of each year-- credits submitted by transcript after
802 September 15th but before February 15th even though otherwise qualifying, shall not be
803 considered until February 15th;

804 2. the salary increase resulting from a lane change shall be effective on February 15th
805 providing a transcript of qualified credits is submitted to the Superintendent’s office no
806 later than February 15th of each year--credits submitted by transcript after February 15th
807 even though otherwise qualifying, shall not be considered until the following school year;

808 3. requests for lane changes must be made in writing according to the dates listed above.

809 Subd. 7. Teachers employed in the School District prior to July 1, 2005 and placed on the then
810 existent “BA+75” lane shall be provided the “MA lane” negotiated amount for the remainder of
811 their tenure in the School District. Any teachers eligible to move to the then existent “BA+75”
812 lane during the 2005-2006 school year will also be provided the “MA lane” negotiated amount
813 for the remainder of their tenure in the School District.

814 Subd. 8. A teacher shall be paid on the “MA lane” or higher degree lane only if the degree
815 program is germane to the teaching assignment as approved by the School Board and the degree
816 program is approved in writing by the Superintendent in advance.

817 Subd. 9. Notwithstanding the other provisions of this article, a teacher may not be credited with
818 more than 10 semester credits toward a lane change in any single fiscal year, allowing teachers to
819 advance 1 lane only in a given year. However, a teacher who has completed a pre-approved
820 master’s program and has forwarded the required documentation to the School District office
821 shall be allowed to move directly to the “MA lane” pursuant to Subd. 6. above.

822 A teacher on sabbatical leave shall be an exception to this restriction. A teacher on sabbatical
823 leave shall receive salary schedule credit for all credit hours earned during the leave that meet the
824 criteria established in this section.

825 Subd. 10. A newly hired teacher shall be placed on such step of the salary schedule as agreed
826 upon between the School District and the teacher. The School District may, in its sole discretion,
827 compensate teachers in the bargaining unit above the scheduled salary.

828 Subd. 11. A teacher must be employed as a teacher and be paid for a minimum of 90 days in a
829 school year to qualify for a salary step advancement.

- 830 Subd. 12. A retired teacher who is re-hired by the School District will:
- 831 1. be placed on “Step 1” of the “BA lane” of the negotiated salary schedule--the School
- 832 District reserves the right to negotiate with the retired teacher a salary higher than that of
- 833 “Step 1” of the “BA Lane” for hard-to-fill positions;
- 834 2. continue to receive the health insurance benefit he/she received at the time of their
- 835 retirement--retired teachers from other school districts will receive no health insurance
- 836 benefit;
- 837 3. not be eligible to participate in the deferred compensation School District match plan or
- 838 to receive any other retirement benefits made available to other teachers;
- 839 4. be eligible to receive the leaves of absence as negotiated in the Agreement;
- 840 5. be employed for a period of not more than 1 year;
- 841 6. waive his or her rights to tenure and acknowledge that the School District reserves the
- 842 right to terminate his or her employment at the end of any school year.

843 The teacher’s individual employment contract will be modified to include language which states

844 (1) that the retired teacher has had the opportunity to talk with his/her attorney relative to

845 waiving his/her statutory rights to tenure, (2) that the retired teacher understands statutory rights

846 to tenure, and (3) that the retired teacher agrees to waive those statutory rights.

847 Subd. 13. Substitute teachers shall be compensated pursuant to School District policy. When a

848 regularly employed teacher substitutes for another regularly employed teacher, the compensation

849 rate per hour shall be the same as the current substitute pay.

850 Subd. 14. Title I teachers, who work an hourly schedule, shall be paid according to the following

851 schedule:

	<u>2013-14 School Year</u>	<u>2014-15 School Year</u>
852 Years 1 & 2	\$27.19/hour,	\$27.60/hour,
853 Years 3 & 4	\$28.07/hour,	\$28.50/hour,
854 Years 5 & Over	\$29.02/hour,	\$29.45/hour.

856 Subd. 15. The rules contained in this article relating to the application of credits on the salary

857 schedule shall not deprive any teacher of any salary schedule placement already recognized

858 and/or actually being paid.

859 Subd. 16. Part-time teachers required to attend conferences and all-day inservice days with

860 their supervising principal’s written approval will receive pro-rated pay for the extra required

861 hours.

862 Section 4. Online Learning: The School District has the right to assign online teaching as a part

863 of the normal duty day. Any online teaching assignments in excess of a full-time position must

864 be agreed to by the teacher and will be compensated at a rate of \$300 per student. The following

865 criteria are applicable for each assignment:

- 866 1. A minimum of 5 students are required for the course to be offered.
- 867 2. There will be a cap of 15 students per online class taught outside of the normal teacher
- 868 duty day.
- 869 3. Appropriate Minnesota licensure is required.

- 870 4. Assignment of an online class will follow guidelines for assignment of a regular class.
 871 5. Prep time for online classes will follow prep time guidelines as set forth in Article VII,
 872 Section 4.

873
874

2013-14 SALARY SCHEDULE

STEP	BA	BA+10	BA+20	BA+30	BA+40	MA	MA+10	MA+20
1	33,521	34,528	35,562	36,631	37,728	39,049	40,376	41,587
2	34,528	35,562	36,631	37,728	38,882	40,027	41,587	42,834
3	35,562	36,631	37,728	38,862	40,027	41,428	42,834	44,119
4	36,631	37,728	38,862	40,027	41,228	42,670	44,120	45,444
5	37,728	38,862	40,027	41,228	42,464	43,951	45,444	46,808
6	38,862	40,027	42,228	42,464	43,738	45,268	46,807	48,211
7	40,027	41,228	42,464	43,738	45,051	46,627	48,211	49,657
8	41,228	42,464	43,738	45,051	46,402	48,026	49,656	51,146
9	42,464	43,738	45,051	46,402	47,795	49,467	51,146	52,681
10	43,737	45,051	46,402	47,795	49,227	50,951	52,681	54,261
11	43,737	46,402	47,795	49,227	50,705	52,478	54,261	55,889
12	43,737	47,795	49,227	50,705	52,226	54,053	55,889	57,566
13	43,737	49,523	51,239	52,776	54,359	56,259	58,462	60,201
Career	53,231	54,354	56,474	58,168	59,911	62,005	64,731	66,673

875

876 The salary schedule matrix is adjusted as follows:

- 877 1. the schedule matrix reflects a salary adjustment in the “BA lane” for the last step;
 878 however, for all teachers who had not reached the 10th step by the 2002-2003 fiscal year,
 879 the schedule is capped at 10 years; further advancement through the salary schedule after
 880 the “BA 10” step must occur by changing lanes of advanced credits;
 881 2. notwithstanding the foregoing schedule, the teacher employed in the School District as
 882 the Elementary Physical Education Instructor hired September 3, 1987, who would be
 883 affected by the 10 step cap of the “BA lane” shall be provided the negotiated increase in
 884 salary and career increment for the remainder of their tenure in the School District;
 885 3. lane advancement for qualifying teachers.

886 Teachers employed for summer work will receive \$575.00/week. Such employment will be at
 887 the discretion of the School Board.

888 All teachers who work at extra-curricular events and as bus chaperones will be paid at a rate of
 889 \$8.00/hour. Fractional parts of an hour will be paid to the next highest half-hour.

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893

2014-15 SALARY SCHEDULE

STEP	BA	BA+10	BA+20	BA+30	BA+40	MA	MA+10	MA+20
1	35,046	36,096	37,180	38,294	39,445	40,824	42,211	43,477
2	36,096	37,180	38,294	39,445	40,627	42,049	43,477	44,781
3	37,180	38,294	39,445	40,627	41,846	43,310	44,782	46,125
4	38,294	39,445	40,627	41,846	43,101	44,610	46,126	47,510
5	39,445	40,627	41,846	43,101	44,394	45,947	47,509	48,935
6	40,627	41,846	43,101	44,394	45,726	47,326	48,934	50,402
7	41,846	43,101	44,394	45,726	47,098	48,746	50,401	51,913
8	43,101	44,394	45,726	47,098	48,511	50,209	51,913	53,471
9	44,393	45,726	47,098	48,511	49,966	51,716	53,471	55,075
10	44,393	47,098	48,511	49,966	51,465	53,265	55,075	56,727
11	44,393	48,511	49,966	51,465	53,010	54,864	56,727	58,429
12	44,393	50,266	52,007	53,567	55,175	57,103	59,339	61,119
13	44,393	52,718	54,664	56,304	57,992	60,019	62,521	64,396
Career	54,030	55,169	57,321	59,040	60,810	62,935	65,702	67,673

895

896 The salary schedule matrix is adjusted as follows:

- 897 1. the schedule matrix reflects a salary adjustment in the “BA lane” for the last step;
898 however, for all teachers who had not reached the 10th step by the 2002-2003 fiscal year,
899 the schedule is capped at 10 years; further advancement through the salary schedule,
900 after the “BA 10” step, must occur by changing lanes of advanced credits;
- 901 2. notwithstanding the foregoing schedule, the teacher employed in the School District as
902 the Elementary Physical Education Instructor hired September 3, 1987, who would be
903 affected by the 10 step cap of the “BA lane” shall be provided the negotiated increase in
904 salary and career increment for the remainder of their tenure in the School District;
- 905 3. lane advancement for qualifying teachers;
- 906 4. “MA+20” lane is added for pre-approved graduate credits earned after July 1, 2012;
- 907 5. with the elimination of “Step 1” from the 2013-2014 salary matrix, teachers will remain
908 on the same numbered step for 2014-2015; teachers on “Step 13” of the 2013-2014
909 matrix move to the “Career Step” for 2014-2015. This also applies to the Extra-
910 Curricular Salary Schedule.

911 Teachers employed for summer work will receive \$575.00/week. Such employment will be at
912 the discretion of the School Board.

913 All teachers who work at extra-curricular events and as bus chaperones will be paid at a rate of
914 \$10.00/hour. Fractional parts of an hour will be paid to the next highest half-hour.

915 **Extra – Curricular Salary Schedule**

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917

- **The following factors were considered to determine proposed groupings:**

918

1. length of season ,
2. number of students who participate,
3. liability,
4. spectator interest (pressure),
5. equipment & facilities duties,
6. preparation time.

919

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- **The percentatge in each group is based off the “BA Lane, steps 1-10” on the current salary schedule**

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923

Group 1 @ 13%	Group 2 @ 11%	Group 3 @ 10%	Group 4 @ 9.25%	Group 5 @ 8%
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924

925

Head Basketball	Head Softball	Head Tennis	Assistant Football	Assistant Cross-Country
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926

Head Football	Head Track	Head Cross Country	Assistant Basketball	Assistant Track
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927

Head Wrestling	Head Dance	Head Golf	Assistant Wrestling	Assistant Baseball
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928

Head Volleyball	Head Baseball		Assistant Volleyball	Assistant Dance
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929

	Head Softball		Musical Director	Assistant Softball
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930

				Assistant Golf
--	--	--	--	----------------

931

				Assistant Tennis
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932

				Annual
--	--	--	--	--------

933

				Concessions
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934

				Instrumental Music
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935

936

Group 6 @ 6%	Group 7 @ 4.25%	Group 8 @ 3%	Group 9 @ 1.25%
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Junior High Athletic Coaches	Intramural Director	Mock Trial	National Honor Society
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939

Vocal Music	Sr. Knowledge Bowl	J.H. Knowledge Bowl	Elem. Student Council
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940

S.H. Math League	Speech	J.H. Musical/Play Director	J.H. Student Council
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941

S.H. Play Director	School Patrol	Elementary Play Director	J.H. Spelling Bee
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942

1 st Musical Assistant	Musical 2 nd Assistant	Prom Advisor	J.H. Geography Bee
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943

F.F.A. Advisor	Student Council		Science Club Advisor
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944

Robotics (F.I.R.S.T.)	One -Act Play		Drama Club Advisor
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945

	Lego League		Newspaper
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946

			Spanish Club
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947

948 2011-2012 coaches/advisors were placed at the salary level closest to their salary on the 2010-2011 salary athletic/activity schedule. Coaches will advance 1 step
 949 each succeeding year until reaching “step 10.” A newly hired coach/advisor shall be placed on such step of the extra-curricular salary schedule as agreed upon
 950 between the School District and the coach/advisor. The coach/advisor may be given up to 6 years of outside experience on the extra-curricular salary schedule.
 951 The School District reserves the right to negotiate a salary higher than that of “Step 1” for experience or hard –to- fill positions.

952 EXTRA-CURRICULAR NOTES

- 953 1. “Years coaching” means years of coaching in the School District and in the particular
954 sport.
- 955 2. “Years in assignment” means years working in the particular activity in the School
956 District.
- 957 3. Years are accumulated regardless of transfer to a different level of responsibility.
- 958 4. The School District reserves the right to pay a head coach/supervisor/director above the
959 schedule amount if necessary in order to secure replacements.
- 960 5. Elementary athletic activity supervisors will be paid \$393 per activity.
- 961 6. Extra-curricular pay shall be paid in 3 equal installments during the season.
- 962 7. Pay for the summer band instruction (senior high and junior high) will be based on the
963 hourly rate of pay from the “BA Step 1 cell” of the salary schedule.
- 964 8. Pay for the summer agriculture program will be based on the hourly rate of pay from the
965 “BA Step 1 cell” of the salary schedule.
- 966 9. Non-licensed coaches/supervisors/directors will be paid based on “BA lanes”. Credit for
967 years of experience will be determined by the activities director.
- 968

969 OFFICIALS FOR ATHLETIC EVENTS: Officials for athletic contests will be paid \$20.00 per
970 event. (An event is a game in baseball, football, basketball, and softball and a match in
971 volleyball.) Track workers and cross county workers will be taken off of the officials’ schedule,
972 and those teachers will be paid according to the hourly extra-curricular work schedule @ \$10.00
973 per hour beginning in 2014-15.

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993 IN WITNESS WHEREOF, the parties have executed this Agreement as follows:

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FOR:
The Exclusive Representative

FOR:
The School District

Andrew Holt, President

Grant Velde, School Board Chair

Steve Petrich, Head Negotiator

Dawn Odegard, School Board Clerk

Dated this ____ day of _____, 2014

Dated this ____ day of _____, 2014

APPENDIX A – GRIEVANCE REPORT FORM

Grievance # _____ Date: _____

Name of Grievant: _____ Position: _____ School: _____

Date grievance occurred: _____

Statement of grievance: _____

Relief sought: _____

Signature of Grievant

Date

Signature of Exclusive Representative

Date

Received by:

Supervising Principal or Director Signature

Date

Answer by Principal or Director: _____

Signature of Principal or Director

Date

Position of Grievant _____

Signature of Grievant

Date

Received by:

Superintendent

Date

Answer by Superintendent: _____

Signature of Superintendent

Date

Position of Grievant: _____

Signature of Grievant

Date

Received by:

School Board Representative

Date

Answer by School Board: _____

Signature of School Board Representative

Date

Position of Grievant: _____

Signature of Grievant

Date

Received by:

Arbitrator

Date

JUN 03 2014

June 3, 2014

Yellow Medicine East School District
450 9th Avenue
Granite Falls, MN 56241

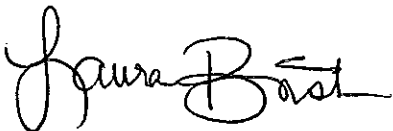
Dear YME Board Members:

This letter is to notify the school board of Yellow Medicine East school district that I hereby resign my position as an English/Language Arts instructor.

After much thought and consideration, I have decided to accept the Media Integrationist position that will be available at our school starting next fall. With the arrival of my third child at the end of June, I believe that this media position will allow me to continue working with students in a school setting and will also give me more time and flexibility to devote to my family. I am hopeful that at some point in the future I may resume my career in teaching.

For the past six years, I have enjoyed working with the staff, students, and administration of Yellow Medicine East schools. In this new role, it is my goal to continue working as a compassionate, enthusiastic staff member who will make a positive contribution to the YME School District.

Sincerely,

A handwritten signature in cursive script that reads "Laura Bristle". The signature is written in black ink and is positioned above the printed name.

Laura Bristle

CONTRACT AGREEMENT
Yellow Medicine East Elementary Principal

Whereas the Yellow Medicine East School District Board of Directors, of Independent School District #2190, has agreed to extend an employment contract to **Lisa A. Hansen** to fulfill the responsibilities of the Elementary School Principal Position, this contract is drafted to specify the components of that agreement. Those components include:

1. A salary amount of \$79,200 for the 2014-2015 school year based on a 220-duty day contract year and every year after unless otherwise altered. It is understood that legal holidays, including Christmas Day, New Years Day, July 4th, Good Friday, Memorial Day, Labor Day, and Thanksgiving Day, are not included in the number of contracted working days and are non-duty days. The contract will begin on August 1, 2014.
2. The Health Insurance benefit provided is an amount of \$13,000 a year. Dental insurance premiums will be covered up to \$1,100 a year. Life insurance is provided at \$108 per year (12/9ths of the rate in the teacher Master Agreement). LTD will provide coverage for an individual premium.
3. The principal will be eligible to participate in a tax sheltered annuity plan through payroll deduction established pursuant to Section 403(b) of the Internal Revenue Code. Participation benefits are offered at \$1,067 per year (12/9ths of the provisions of the schedule provided in the Certified Staff Master Agreement).
4. Compensation for vandalism to personal property, up to \$500 per incident, for property damage caused by students as it relates to position responsibilities.
5. Dues benefit up to \$900 per year.
6. Disability Days accumulated at 12 days each year to a maximum of 90 days.

The Yellow Medicine East School District and **Lisa A. Hansen** agree that the components as outlined are agreed upon, and that this document constitutes a contract settlement for the 2014-2015 school year.

FOR:
Lisa A. Hansen, Elementary School Principal

Lisa A. Hansen

(Signature)

6/4/14

(Date)

FOR:
Yellow Medicine East Schools #2190

Grant Velde, Chairperson

(Date)