Renewal requirements for Tier 1 and Tier 2 teachers

School districts that hired Tier 1 licensed teachers for the 2018-2019 school year are encouraged to take appropriate steps this spring. Tier 1 teaching licenses expire on June 30, 2019. Similarly, a Tier 1 teacher’s contract should be set to expire this summer.

If a district seeks to retain a Tier 1 teacher for the 2019-2020 school year, the district and the teacher must take specific steps starting this spring. For example, the teacher must participate in cultural competency training this spring. PELSB has posted information on cultural competency training here at https://mn.gov/pelsb/board/news/?id=1113-376976.

Tier 1 teachers must have participated in a mentorship program and an evaluation process. Additionally, applicants for Tier 1 license renewal must attempt the Minnesota Teacher Licensure Examination.

School districts seeking to renew a Tier 1 teacher must list the open position on a state-approved job board (e.g., EdPost) for a minimum of 60 days. These and other requirements are explained in the PELSB Tier 1 License Renewal Requirements Fact Sheet, which can be found on the PELSB website at https://mn.gov/pelsb.

Districts seeking to not renew a Tier 2 teacher should review the individual contract under which the teacher was hired and the district’s teacher Master Agreement, as it may be necessary for the district to undertake the nonrenewal process for a Tier 2 teacher.

Tier 2 licenses are valid for two school years. While Tier 2 license renewal should not be necessary this spring, districts wishing to learn more about the Tier 2 license renewal process can review the PELSB Tier 2 License Renewal Requirements Fact Sheet at https://mn.gov/pelsb.
April 18 is deadline to register for most Building a High-Performance School Board Team, Representing Your Community Through Policy and Engagement workshops

Learn to lead by attending the next two phases in the MSBA School Board Workshop Series. These valuable workshops can be taken in any order.

The Building a High-Performance School Board Team: Phase III Workshop focuses on methods of decision-making, stages of board development, navigating board dynamics and small-group interactions with video school board scenarios, and the MSBA School Board Self-Evaluation.

The Representing Your Community Through Policy and Engagement: Phase IV Workshop focuses on in-depth discussions and examples of a board member’s role as a policymaker and interactive small group sessions that walk through an actual community engagement activity. There will also be a segment on dealing with the media and public forums.

See accompanying box for the complete workshop schedules and to access the MSBA website.

Here are a few comments from board members who attended the Building a High-Performance School Board Team: Phase III Workshop:

- “Phase III was fantastic. I learned so much about how to work with my board.”
- “Phase III should be a mandated course!”
- “This was the best Phase workshop I’ve been to. It showed us how to get out of some tough situations.”

**Learning**

Learn how to build a high-performance board, engage community through MSBA workshops

April 18 is deadline to register for most Building a High-Performance School Board Team, Representing Your Community Through Policy and Engagement workshops

Learn to lead by attending the next two phases in the MSBA School Board Workshop Series. These valuable workshops can be taken in any order.

The Building a High-Performance School Board Team: Phase III Workshop focuses on methods of decision-making, stages of board development, navigating board dynamics and small-group interactions with video school board scenarios, and the MSBA School Board Self-Evaluation.

The Representing Your Community Through Policy and Engagement: Phase IV Workshop focuses on in-depth discussions and examples of a board member’s role as a policymaker and interactive small group sessions that walk through an actual community engagement activity. There will also be a segment on dealing with the media and public forums.

See accompanying box for the complete workshop schedules and to access the MSBA website.

**Building a High-Performance School Board Team: Phase III Workshop**

- Tuesday, April 23 — Fergus Falls*
- Wednesday, April 24 — Thief River Falls*
- Thursday, April 25 — Mountain Iron*
- Friday, April 26 — Maple Grove*
- Tuesday, April 30 — Rochester (advance registration closes April 24)

* Advance registration closes April 18.

www.mnmsba.org/Phase-III-Workshop

**Representing Your Community Through Policy and Engagement: Phase IV Workshop**

- Wednesday, April 24 — Maple Grove (advance registration closes April 18)

www.mnmsba.org/Phase-IV-Workshop
**Snow Day Relief Update**

In order to meet the requirements of M.S. 120A.41 for the 2018-2019 school year, school districts that choose to count days missed because of weather, as permitted by the snow day relief bill (SF 1743) signed into law on Monday, April 1, must pass a resolution. A sample resolution is provided below (which can be accessed at www.mnmsba.org/Portals/0/SnowDaySampleResolution.docx). In addition, school districts are encouraged to review the Minnesota Department of Education’s (MDE) Minnesota Automated Reporting Student System (MARSS) Manual Appendix B at https://education.mn.gov/MDE/dse/schfin/MARSS/inst to ensure they have properly reported instructional days/length of days to MDE. School districts that have specific questions regarding MARRS should contact MDE at marss@state.mn.us.

The following resolution was moved by _________________ and seconded by ________________:

RESOLUTION FOR SCHOOL CALENDAR ADJUSTMENT FOR THE 2018-2019 SCHOOL YEAR

WHEREAS, the Independent School District No. ____ (School District) canceled instructional days on _________________ during the 2018-2019 school year due to health and safety concerns; and

WHEREAS, the Minnesota Legislature enacted Laws of Minnesota 2019, Chapter 5—Senate File 1743, which permits Minnesota school districts and charter schools to count these dates as instructional days for purposes of calculating the number of hours and days in the school year pursuant to Minnesota law and the calculation of average daily membership pursuant to Minnesota law for students enrolled both before and after those school closure dates; and

WHEREAS, the School District wishes to count the dates identified above for the purposes set forth in Laws of Minnesota 2018, Chapter 5—Senate File 1743;

NOW THEREFORE BE IT RESOLVED by the School Board of Independent School District No.____, State of Minnesota, as follows:

Pursuant to Laws of Minnesota 2019, Chapter 5—Senate File 1743, the canceled instructional days of ____________ will be counted in the calculation of the number of hours and days in the school year and the calculation of the average daily membership for the 2018-2019 school year; and

The School District will comply with all other requirements set forth in Laws of Minnesota 2019, Chapter 5—Senate File 1743.

The vote on adoption of the Resolution was as follows:

Aye:

Nay:

Absent:

Whereupon, the Resolution was declared duly adopted.

By: __________________________   By: __________________________
   Chair                        Clerk

Note: This law states, “If a school board resolves to count a day that school was canceled as an instructional day in accordance with [this law], the school district must compensate employees and contract employers in accordance with subdivisions 2 and 3.” School boards should be aware of this requirement before taking action on this resolution.

MSBA encourages school districts to review Meet and Confer obligations under their Master Agreements.
Health

NSBA student drug guide available for school districts

The National School Boards Association’s “Drugs, Substance Abuse, and Public Schools: A Legal Guide for School Leaders Amidst Evolving Social Norms” is available for Minnesota school districts.

The guide reflects the NSBA’s mission to advocate for equity and excellence in public education through school board governance and the National Association of School Nurses’ mission to optimize health and learning for all students by advancing school nursing practice. School boards will find the information needed to write policies and implement practices that support healthy, safe, and supported students.

MSBA members can access the NSBA guide online at www.mnmsba.org/Portals/0/NSBA-StudentDrugGuide.pdf.

Meeting Management

"What Board Members Really Need to Know About Parliamentary Procedure" Webinar

Log in to access a recording of this webinar today!

Join MSBA staff for basics about Robert’s Rules of Order and to review common stumbling blocks.

Access MSBA’s parliamentary procedure webinar online

If you missed last month’s “What Board Members Really Need to Know About Parliamentary Procedure” webinar, the webinar is archived on the MSBA website for members to view.

Join MSBA’s Greg Abbott and Katie Klanderud for basics about Robert’s Rules of Order, a review of common stumbling blocks, and ways to avoid having “an amendment to the amendment of the amendment on a motion.”

Visit www.mnmsba.org/Webinars (log-in required) to access this webinar and other archived recordings.

The contents of this newsletter are provided for informational use only and are not to be construed as legal advice. If you need legal advice, consult your attorney.
Minnesota Department of Education Commissioner Mary Cathryn Ricker is wrapping up a statewide listening tour to promote Gov. Tim Walz's proposed education budget Thursday, April 18, in Deer River and Grand Rapids.

Commissioner Ricker will tour schools and visit with educators, students, administrators, parents and community leaders to hear about the great work that educators and administrators are doing and to discuss the governor’s education budget. Thursday’s tour stops are scheduled for 8:30 a.m. at King Elementary School (500 5th Street SE in Deer River) and 11:40 a.m. at the Reif Performing Arts Center (720 NW Conifer Drive in Grand Rapids).

MSBA encourages board members, superintendents and other school officials to attend these tour stops to tell your stories and support legislation that’s beneficial to public education. We are asking you to share the need for adequate funding for schools with Commissioner Ricker.

Referendum Results from April 9, 2019

Two measures pass, two come up short, one splits

- Voters on Tuesday, April 9, approved the La Crescent-Hokah Public Schools’ plan to rebuild its elementary school, but shot down a smaller plan that included deferred maintenance at the middle and high school. The first ballot question, which requested $23.6 million for the elementary rebuild and renovations at the middle and high school, passed 1,258 to 1,152. The second question, which requested $5.6 million for accessibility and maintenance projects at the middle and high school, fell 1,208 to 1,192 — by 16 votes.

- New Richland-Hartland-Elleendale-Geneva Public Schools voters approved a $9.1 million bond referendum by a 696-420 vote. The bond will fund secure entrances at the elementary school, disabilities accommodations and facility improvements at both the elementary school in Ellendale and the secondary school in New Richland, and science and career and technical classroom upgrades at the secondary level.

- Pipestone Area Schools voters approved two bond measures. The first measure — for a new $26,800,000 elementary school passed 1,317 to 429. The second measure — for $930,000 in safety improvements at the middle and high school — was approved 1,240 to 500.

- Austin Public Schools voters opposed the district’s bond referendum by a 1,692 to 1,498 vote. The bond would have allowed the building of 16 new classrooms, a gymnasium and office space, a kitchen and cafeteria remodel and new playground installation, all of which would have been added to Woodson Kindergarten Center.

- Floodwood School District residents rejected the district’s operating levy referendum by 16 votes — 352 to 336. The proposed 10-year tax levy would have raised $3,350 per student.

U.S. Department of Education

Apply for Perkins Innovation and Modernization Grant Program by June 14

Through its Perkins Innovation and Modernization Grant Program, the U.S. Department of Education is awarding up to six competitive grants to eligible entities to create, develop, implement, replicate, or take to scale evidence-based, field-initiated innovations that modernize career and technical education (CTE), increase program effectiveness and alignment, and improve student outcomes.

Applications are due June 14. Visit https://bit.ly/2UVUKIJ for complete information. The grant announcement states that applicants are strongly encouraged, but not required, to submit a notice of intent to apply by May 15. For information about a pre-application webinar or potential future webinars, visit the Perkins Collaborative Resource Network at http://cte.ed.gov.
PELSB aiming to diversify teacher workforce

The Minnesota Professional Educator Licensing and Standards Board’s (PELSB) key priority since beginning operations in January 2018 has been diversifying the state’s teacher workforce. The PELSB Board has focused on identifying and aligning strategies to break down the financial and systemic barriers that people of color face when becoming a teacher in Minnesota.

The Board’s 2019 Minnesota Teacher Supply and Demand report, which examined the makeup and diversity of the state’s teacher workforce, found teachers of color made up only 4.4 percent of the state’s teachers even though a third of Minnesota’s students are students of color.

These disparities are significant throughout Minnesota. In greater Minnesota, the percentage of teachers of color hovers around one percent despite the fact that the percentage of students of color exceeds double digits across all regions of the state. Meanwhile, the Twin Cities metro-area has the highest proportion of teachers of color anywhere in the state at 7 percent. Yet that number falls short of the proportion of students who are not white, which is approximately 45 percent.

In short, work is needed to get more teachers into public school classrooms who more accurately reflect the diverse population of Minnesota’s students.

Visit https://mn.gov/pelsb to see what PELSB is doing to support efforts to diversify Minnesota’s teacher workforce.

PELSB offering free cultural competency training sessions

The Minnesota Professional Educator Licensing and Standards Board (PELSB) is excited to announce that it will be hosting a series of cultural competency trainings throughout Minnesota beginning in May 2019.

In partnership with several individuals and groups, PELSB designed the training sessions to meet the requirements needed to renew a Minnesota tiered teaching license. The trainings, which will consist of two four-hour sessions, will be led by trained facilitators at 10 locations throughout the Twin Cities metro area and greater Minnesota.

The benefits of completing a PELSB-approved cultural competency training include:

- Opportunities to engage in self-reflection on your own cultural frames of reference and the impact they have on the relationships with your students, their families, and the school community.
- The ability to connect with colleagues to discuss the creation of a supportive classroom and school environment for the diverse population of students, teachers, administrators, and staff who you work with on a daily basis.
- Completion of free training sessions, totaling eight clock hours, that include all necessary elements of the cultural competency training requirement needed to renew a Tier 1, Tier 2, Tier 3, or Tier 4 license.

PELSB and its host partners are offering these sessions free of charge for Minnesota teachers. However, preference will be given to teachers who need to renew a Tier 1 license because the training is necessary for Tier 1 license renewals in 2019. Cultural competency training will be required for all teachers renewing a license in 2020 or after.

A full list of upcoming training dates and registration details is available on the PELSB website at https://mn.gov/pelsb/current-educators/renew (under “Cultural Competency Training Sessions”).

Sign up for The MSBA Weekly Advocate to learn what’s happening at the state Capitol

Stay current on news from the state Capitol by subscribing to The MSBA Weekly Advocate email. Each Monday morning during the legislative session, the MSBA Government Relations staff sends The MSBA Weekly Advocate to get members caught up with the latest legislative news and provide a look forward to what is happening at the Capitol.

Subscribe to The MSBA Weekly Advocate email by contacting MSBA’s Bruce Lombard at blombard@mnmsba.org.
MSBAIT Matters

An engaged workforce is a safer workforce

By Marsh & McLennan Agency

Employees who aren’t fully committed to a culture of safety aren’t as concerned with their performance nor are they invested in the district’s success. This can affect day-to-day operations and put employees’ safety at risk.

Disengaged employees have more accidents: A 2017 study conducted by the Gallup Organization demonstrated how much of a safety problem disengagement can be. Companies with low engagement scores experienced:

- 49 percent more accidents
- 60 percent more errors and defects
- 37 percent higher absenteeism

Another Gallup survey found that business units among the top 25 percent of engaged workplaces saw 70 percent fewer incidents than those in the bottom 25 percent.

What makes an engaged employee? Engagement means employees are committed emotionally to the organization and its goals. And that engagement helps improve the entire corporate culture, including safety.

Why don’t all companies promote engagement if it leads to safety? There is a clear statistical connection between employee engagement, workplace safety and a district’s bottom line. But some districts still might not see the value of engaging employees, possibly because they don’t understand how to create a culture of engagement or the task seems too daunting.

Creating a more engaged, safer workforce: Employers can learn about their workers’ level of engagement through surveys, but truly improving employee engagement requires them to understand their employees, work on building a collaborative team, express positive reinforcement, give employees the tool that they need to do their job and find a way to let employees play to their strengths.

To help you create a culture of engagement, here are some best practices to follow:

- Set clear guidelines — Employees need to understand exactly what is expected as well as how they fit into the district’s vision.
- Create a sense of ownership — Make sure employees know they’re important and trusted.
- Invest in employees’ future growth — Districts that give employees resources to grow in their roles and move into new ones show they value staff in the long term.
- Involve employees directly in the safety program — Conduct safety meetings, create safety committees and include employees in changes before they occur to allow for open discussion.
- Develop ongoing employee training — Without it, everyone’s safety is at risk.
- Provide employee recognition — The National Safety Council suggests trying simple actions, like thanking employees for continued periods of safe operation and informal, on-the-spot praise for following safety rules.
- Solicit employee feedback — Making sure you get employee feedback helps provide solutions for improvements and further solidifies overall engagement and safety efforts.

Active participation by all members of a district helps a safety culture evolve and the safety management system to reach its full potential.

Above all, get rid of fear: It’s essential to remove the fear of speaking up about potential safety issues. Employees may have an honest fear of what will happen should they raise the prospect of a safety problem. These are all reasons why employees don’t speak up. If your employees aren’t talking to you, they’re not engaged. But a strong sign of engagement is when employees give you open and honest opinions.

The opposite of fear is trust: When employees have no fear of speaking their minds, they have reached a point where they trust the organization to accept — and seriously consider — honest feedback.

Employees that are engaged enough to trust the district is central to inspiring change, encouraging innovation and ensuring a safer workplace. Strong levels of engagement create a culture of safety that contributes to a better work product, increased productivity, improved morale and higher levels of retention.

To find out more about employee engagement and how it can help you create a safer, more productive work environment, get in touch with your Marsh & McLennan Agency representative.

The MSBA Insurance Trust (MSBAIT) endorses Marsh & McLennan Agency LLC as its insurance broker for property, casualty and workers’ compensation insurance and risk management products and services. Learn more at https://www.marshmma.com.
**MSBAIT Matters**

**Is your public playground a safe place to play?**

By EMC Insurance (via the U.S. Consumer Product Safety Commission)

Each year, more than 200,000 children go to U.S. hospital emergency rooms with injuries associated with playground equipment. Most injuries occur when a child falls from the equipment onto the ground. Use this simple checklist to help make sure your local community or school playground is a safe place to play.

1. Make sure surfaces around playground equipment have at least 12 inches of wood chips, mulch, sand, or pea gravel, or are mats made of safety-tested rubber or rubber-like materials.
2. Check that protective surfacing extends at least 6 feet in all directions from play equipment. For swings, be sure surfacing extends, in back and front, twice the height of the suspending bar.
3. Make sure play structures more than 30 inches high are spaced at least 9 feet apart.

![EMC Insurance Logo]


4. Check for dangerous hardware, like open “S” hooks or protruding bolt ends.
5. Make sure spaces that could trap children, such as openings in guardrails or between ladder rungs, measure less than 3.5 inches or more than 9 inches.
6. Check for sharp points or edges in equipment.
7. Look out for tripping hazards, like exposed concrete footings, tree stumps, and rocks.
8. Make sure elevated surfaces, like platforms and ramps, have guardrails to prevent falls.

9. Check playgrounds regularly to see that equipment and surfacing are in good condition.
10. Carefully supervise children on playgrounds to make sure they’re safe.

**Tips for avoiding impersonation fraud**

By EMC Insurance

To communities, schools are pillars for education. To fraudsters, they’re a target for quick payoff opportunities. Fraudsters are increasingly targeting schools using impersonation fraud, a scam where a fraudster pretends to be a school administrator, employee or vendor requesting a payment or payment change. If not detected early, impersonation fraud can lead to significant financial losses. Visit https://bit.ly/2VRGkjP to learn what your school staff should know.

1. Make sure surfaces around playground equipment have at least 12 inches of wood chips, mulch, sand, or pea gravel, or are mats made of safety-tested rubber or rubber-like materials.
2. Check that protective surfacing extends at least 6 feet in all directions from play equipment. For swings, be sure surfacing extends, in back and front, twice the height of the suspending bar.
3. Make sure play structures more than 30 inches high are spaced at least 9 feet apart.

**Risk control: Data compromise exposure for schools**

By Liberty Mutual Insurance

The media tends to focus on large data breaches because they impact a significant number of people, but breaches impact entities of all sizes. In fact, schools may be more susceptible because they may not have the resources to dedicate to the issues.

While more sensational breaches involve hacking information via the internet, many data breaches occur from other means such as lost or stolen physical files or electronic media like laptops, thumb drives, etc. Robust information technology security will help reduce your exposure, but it will not prevent all breaches from occurring.

**Addressing the exposure:** Every school has an exposure to data compromise. Typically, a school has social security numbers for payroll purposes and may have health information because of benefits programs. They may also hold personally identifying information on students and parents. Breaches often occur from procedural mistakes or “rogue” employees who have access from the inside. Insurance and appropriate funding for security and information technology is part of a holistic risk management strategy.

Visit https://bit.ly/2DczZIo to learn about actions you can take to help reduce the likelihood of a data breach.
Applications due April 22 for Perpich Center’s arts planning program

The Perpich Center for Arts Education has opened the application process for Minnesota’s Comprehensive Arts Planning Program. Interested school districts are welcome to apply at http://bit.ly/FY20CAPP.

Minnesota’s Comprehensive Arts Planning Program (CAPP) provides assistance to selected public school districts as they design three-year, strategic plans for K-12 arts education programs. CAPP provides financial and technical assistance to support the strategic planning process through workshops, site visits, leadership training, and resource materials.

The application deadline is Monday, April 22. Direct questions to Lon Lamprecht at lon.lamprecht@pcae.k12.mn.us.

---

Minnesota State High School League

The Minnesota State High School League Board of Directors met April 4 to discuss a number of issues. Visit https://bit.ly/2Z5fQgB to view the board meeting synopsis.

The MSHSL Board of Directors is scheduled to meet again Monday, June 3, at the MSHSL office in Brooklyn Park. MSBA is represented on the MSHSL Board by MSBA Board Directors Mike Domin (Crosby-Ironton) and Kirby Ekstrom (North Branch Area).

---

Job Openings

Superintendents and Executive Directors

- Granada-Huntley-East Chain — superintendent (application deadline: April 22)
- Kaleidoscope Charter School — executive director (application deadline: April 29)
- Lester Prairie — superintendent (application deadline: April 29)
- Nicollet — half-time superintendent (application deadline: April 17)
- Roseau — superintendent (application deadline: April 22)
- Winona Area — superintendent (application deadline: April 29)

Principals

- Lakeville Area — high school principal (application deadline: April 26)
- Mankato Area — two assistant high school principals (application deadline: April 24)
- St. Cloud Area — junior high school principal (application deadline: April 18)

Other Administrators

- Caledonia Area — community education program director (application deadline: April 30)
- Thief River Falls — payroll and benefits director (application deadline: open until filled)
- Thief River Falls — human resource director (application deadline: open until filled)
- Watertown-Mayer — director of information and learning technology (application deadline: April 19)

Visit www.mnmsba.org/DistrictJobOpenings for application information.
Minnesota School Boards Association Insurance Trust

Life and Long-Term Disability

MSBAIT endorses National Insurance Services as the preferred provider for life and long-term disability insurance.

Risk Protection Program

The MSBAIT Risk Protection Program — developed in collaboration with Marsh & McLennan Agency — offers property, casualty, and workers’ compensation insurance and risk management products and services to eligible MSBA member school districts through select, participating insurers and other providers.

Advanced Protection Plan

The Advanced Protection Plan features insurance coverage enhancements designed specifically to protect schools.

- ☑ Builder’s Risk
- ☑ Cyber/Data Breach
- ☑ Drones
- ☑ International Travel
- ☑ Tenants User Liability Program (TULIP)

Minnesota School Boards Association Insurance Trust
Managing Member Risk Since 1972

Call 800-324-4459 to speak with a MSBAIT representative or visit http://www.mnmsba.org/MSBAIT today!