

m MINNESOTA
BOARD OF SCHOOL
ADMINISTRATORS

1500 Highway 36 West, Roseville, MN 55113

Administrative variance for hiring a non-licensed administrator

Notwithstanding laws on charter schools, Minnesota Rule 3512 requires an administrator performing administrative services to be appropriately licensed. On rare occasions, the Board of School Administrators will work with entities to allow a non-licensed individual to perform in a position for which licensure is required through a variance process under Minnesota Rule 3512.5300.

A variance to hire a non-licensed administrator may be granted to an entity for one year. On rare occasions, the board may extend a variance provided the entity provides sufficient reasons why the work was not completed.

To be eligible for a variance, an entity must verify that all other licensed administrators are appropriately licensed and have gone to the BOSA website and paid their annual BOSA fee of \$100, which is due April 1 of each school year.

To be considered for a variance, an entity must gather the following documents *and scan them into one document* and email them to the executive director:

1. Submit a completed copy of the Request for Administrative Variance Form
2. Submit an official position description with the job functions. *- attached Posting, blank contract, statutes, → wait from 1950 to 2080 hours*
3. Submit a letter of recommendation from the university program advisor on behalf of the applicant for the variance that specifically lists the date in which the advisor expects the applicant to complete the program. *→ attached email trail that all documents are in. Both has met & planned courses out w/ her advisor - but his letter is nowhere yet.*
4. Make a reasonable efforts to ensure that persons affected by the variance have timely notice of the request for a variance. A district must provide the board the following:
 - ✓ A copy of school board minutes that were published in the local newspaper that shows action was taken regarding a request for variance. *→ board agenda - 36 under Sept Report.*
 - ✓ A copy of the email notifying the executive director of the appropriate professional association that the entity is asking for a variance. [Click here for a Sample template](#)

For example, for a director of special education variance, one would email the executive director of the Minnesota Administrators for Special Education.

- ✓ A copy of the email notifying any licensed individual who applied for the position that the district is seeking a variance to hire a non-licensed individual for the position that they applied for. Please note that the notice must include the job description of the position of the variance request and a statement indicating that individuals objecting to the variance application may email written comments to the executive director of the Board of School Administrators.

5. In addition to the documentation, entities must *mail in* a \$55 check made out to the Board of School Administrators.

Complete the Request for Administrative Variance Form below. Please complete a separate form for each administrator for whom a variance request is made.

Request for Administrative Variance Form

- District Name and District Number: International Falls School District #0361
- District Superintendent and **cell phone** number: Kevin Grover 612-240-1321
- Current name and File Folder Number of the individual for whom the variance is requested. The name and the File Folder number must match: BethAnne Slatinski
- Has the District verified that all other administrators on staff are fully licensed and have paid their annual fee? Yes
- Administrative area of the variance request:
 - ☐ Superintendent (or assistant supt.) ☐ K-12 Principal (or assistant principal)
 - ☒ Director of Community Education ☐ Director of Special Education (or assistant)
- Did any applicant holding an appropriate administrative license apply for the position?
None
- If applicable, please describe why the district made a decision not to contract with a fully licensed administrator? We had 3 applicants and none of them held a Director of Community Educator license.
- Please list the unlicensed applicant's additional skills, experience, education, or other qualifications that better align with the requirements of the position. Beth has a bachelors degree in criminal justice, worked for the district for 20 plus years as para, grant coordinator, and various other capacities.
- Provide the name of the administrative education licensure institution the applicant for the variance will be or is attending. Moorhead State University
- If this is a request for extending a variance, please list the reasons why the applicant did not complete the required work within one year. Also, please specify the date that you wish the variance to be extended not to exceed one year. _____
- Has the district conducted the appropriate backgrounds checks of the applicant?
Yes

I attest that the information stated in this request for a variance is true to the best of my knowledge and that I have verified that all other administrators are fully licensed and have paid their annual fee.

Kevin Grover

Date: 10-8-21

District Superintendent or School Board Chair

*For clarification or additional information contact:
Dr. Tony Kinkel, Executive Director
Phone: 651-582-8236*

International Falls Public Schools is seeking applications for the following position:

Community Education Director

Preference will be given to candidates currently holding a Community Education Director License with the MN PELSB or that are willing to pursue the licensure. Position is approximately 1950 hours per year.

Applications may be found at www.isd361.k12.mn.us and should include licensed application form, resume and references. Send materials by fax, email, or US mail to:

Falls High School
Attn: Jennifer Horne, Payroll/Employee Benefits
1515 11th Street
International Falls, MN 56649

Fax: (218) 283-2384

Email: jhorne@isd361.org

Applications will be accepted until the position is filled.

ISD 361 is an Equal Opportunity Employer

ISD 361 COMMUNITY EDUCATION COORDINATOR CONTRACT

ARTICLE I – PURPOSE

This Contract is entered into between Independent School District No.361, International Falls, Minnesota, hereinafter referred to as the School District, and _____, hereinafter referred to as the Community Education Coordinator, who agrees to perform the duties of the Community Education Coordinator of the School District.

ARTICLE II - DURATION, EXPIRATION, TERMINATION DURING THE TERM, MUTUAL CONSENT, AND CONTINGENCY

Section 1. Duration: This Contract is for a term of 2 years commencing on September 22, 2021, and ending on June 30, 2023. Contract year one shall be September 22, 2021 to June 30, 2022 of the 2021-2022 fiscal year and contract year two shall be July 1, 2022 to June 30, 2023 of the 2022-2023 fiscal year. This contract shall remain in full force and effect unless modified by mutual consent of the School Board and the Community Education Coordinator or unless terminated as provided in this Contract.

Section 2. Expiration: This Contract shall expire at the end of the term specified in Section 1 above. At the conclusion of its term, neither party shall have any further claim against the other, and the School District's employment of the Community Education Coordinator shall cease, unless a subsequent Contract is entered into by the parties. In the event the parties fail to enter into a subsequent contract, the Community Education Director's employment shall continue on a month-to-month basis until the School Board either enters into a subsequent Contract with the Community Education Coordinator or until the School Board provides sixty (60) calendar days of written notice of the termination of the Community Education Coordinator's employment.

Section 3. Termination During the Term: The Community Education Coordinator's employment may be terminated during the term of this Contract only for cause as defined in M.S. 122A.40, Subd. 9 and Subd. 13, but, except for purposes of describing grounds for discharge, the provisions of M.S. 122A.40 shall not be applicable. If the School Board proposes to terminate the Community Education Coordinator during the term of this Contract for cause as described in M.S. 122A.40, Subd. 9 or Subd. 13, it shall notify the Community Education Coordinator, in writing, of the proposed grounds for termination. The Community Education Coordinator shall be entitled to a hearing before an arbitrator provided the Community Education Coordinator makes such a request, in writing, to the School Board Chair within fifteen (15) calendar days after receipt of the written notice of the proposed termination. In such event, the parties shall jointly petition the Bureau of Mediation Services (BMS) for a list of five (5) arbitrators. The arbitrator shall be selected by the parties through the normal striking process as provided by BMS rules. The arbitrator shall conduct a hearing under normal arbitration procedure rules and issue a written decision. The decision of the arbitrator shall be final and binding upon the parties, subject to normal judicial review of arbitration decisions as provided by law. The Community Education Coordinator may be suspended with pay pending final determination by the arbitrator. If the Community Education Coordinator fails to request a hearing as provided in this section within the fifteen (15)-day calendar period, he/she shall be deemed to have acquiesced to the School Board's proposed action, and the proposed action shall become final on such date as determined by the School Board, and the Community Education Coordinator shall have no further claim or recourse.

Section 4. Mutual Consent: This Contract may be terminated at any time by mutual consent of the School Board and the Community Education Coordinator.

Section 5. Contingency: If this Contract is a subsequent Contract entered into prior to the completion of an existing Contract, this subsequent Contract is contingent upon the Community Education Coordinator completing the terms of the existing Contract.

ARTICLE III -DUTIES

The Community Education Coordinator shall serve as the Coordinator of Community Education programs and shall serve under the direction of the Superintendent. The Community Education Coordinator shall perform all duties incident to the position of Community Education Coordinator and such other duties as may be prescribed by the Superintendent and School Board from time to time. The Community Education Coordinator shall abide by the policies, regulations, rules, and procedures established by the School Board and the Commissioner of the Department of Education and shall abide by all Minnesota laws relating to the operation of the School District.

ARTICLE IV- DUTY YEAR AND LEAVES OF ABSENCE

Section 1. Basic Work Year: The Community Education Coordinator's duty year for year one (1) shall be from September 22, 2021 to June 30, 2022 at a full time equivalency (FTE) of .78 (202 contract days). The duty year for year two (2) shall be from July 1, 2022 to June 30, 2023 at a full time equivalency (FTE) of 1.0 FTE (260 contract days).

The Community Education Coordinator shall perform duties on those legal holidays on which the School Board is authorized to conduct school if the School Board so determines.

Section 2. Vacation: The Community Education Coordinator shall earn vacation per the following schedule,

Start	10 Days
Year 5	15 Days
Year 10	20 Days

Vacation days will be advanced on July 1st of the contract year and will be prorated based upon the annual contract FTE. A maximum of 5 days of vacation shall be allowed to carry over at the end of each contract year. Any vacation days in excess of 5 days will be lost. Upon voluntary termination of employment, the Community Education Coordinator shall be entitled to payment for any current contract year unused vacation days earned, prorated based upon the FTE at the date of voluntary termination. Carry over vacation days will not qualify to be paid out upon termination. Any vacation taken in excess of earned at time of termination will be deducted from the last payroll check. If the Community Education Coordinator is involuntarily terminated, he/she shall not be entitled to unused earned vacation days.

Section 3. Holidays: The Community Education Coordinator shall be entitled to twelve (12) paid holidays at eight (8) hours per day: Labor Day, Thanksgiving Day, Day after Thanksgiving, Christmas Eve Day, Christmas Day, New Year's Eve Day, New Year's Day, President's Day, Good Friday, Memorial Day, July 3rd and July 4th;

Section 4. Sick Leave: The Community Education Coordinator shall be entitled to fifteen (15) sick leave days. Sick leave days will be advanced on July 1st of the contract year and will be prorated at the time of allocation based upon the contract FTE. Any sick leave taken in excess of earned at time of termination will be deducted from the last payroll check.

Unused sick leave days will be allowed to accumulate to a maximum of ninety (90) days. Unused sick leave days in excess of ninety (90) will be lost.

Section 5. Workers' Compensation: Pursuant to M.S. Chapter 176, the Community Education Coordinator injured on the job in the service of the School District and collecting workers' compensation insurance may draw sick leave and receive full salary from the School District, the salary to be reduced by an amount equal to the insurance payments, and only that fraction of the days not covered by insurance will be deducted from accrued sick leave.

Section 6. Bereavement Leave: The Community Education Coordinator shall be granted bereavement leave for a death within the Community Education Coordinator's immediate family. The time utilized shall be in an amount to be determined after conferring with the Superintendent. Days utilized will be deducted from the Community Education Director's sick leave. "Immediate family" is defined as the Community Education Coordinator's spouse, child, parent, brother, sister, or other relative who was living in the same household as the Community Education Coordinator.

Section 7. Emergency Leave: The Community Education Coordinator may be granted paid emergency leave at the discretion of the Superintendent.

Section 8. Jury Service: The Community Education Coordinator who serves on jury duty shall be granted the day or day(s) necessary as stipulated by the court to discharge this responsibility without any salary deduction or loss of basic leave allowance. The compensation received for jury duty service shall be remitted to the School District.

Section 9. Military Leave: Military leave shall be granted pursuant to applicable law.

Section 10. Insurance Application: A Community Education Coordinator on unpaid leave is eligible to continue to participate in group insurance programs if permitted under the insurance policy provisions. The Community Education Coordinator shall pay the entire premium for such insurance commencing with the beginning of the leave and shall pay to the School District the monthly premium in advance. In the event the Community Education Coordinator is on paid leave from the School District under Section 4 above or supplemented by sick leave pursuant to Section 5 above, the School District will continue insurance contributions as provided in this Contract until sick leave is exhausted. Thereafter, the Community Education Coordinator must pay the entire premium for any insurance retained.

ARTICLE V -INSURANCE

Section 1. Health and Hospitalization and Dental Insurance: The School District shall provide the Community Education Coordinator and the Community Education Coordinator's dependents with health and hospitalization insurance coverage under the School District's group health and hospitalization insurance plan. The School District shall contribute the sum of \$576 per month with proration based upon contract FTE toward the premium for such insurance. The balance of the premium shall be paid by the Community Education Coordinator through payroll deduction.

Section 4. Eligibility: The eligibility of the Community Education Coordinator and the Community Education Coordinator's dependent(s) and beneficiary(ies) for insurance benefits shall be governed by the terms of the insurance policies purchased by the School District pursuant to this article.

Section 5. Claims Against the School District: The School District's only obligation is to purchase the insurance policies described in this article, and no claim shall be made against the School District as a result of denial of insurance benefits by an insurer if the School District has purchased the policies and paid the premiums described in this article.

ARTICLE VI- OTHER BENEFITS

Section 1. Tax-Sheltered Annuities: The Community Education Coordinator is eligible to participate at the employees own expense in a tax-sheltered annuity plan through payroll deduction established pursuant to Section 403(b) of the Internal Revenue Code, M.S. 123B.02, Subd. 15 or Section 457 of the Internal Revenue Code, School District policy, and as otherwise provided by law.

Section 3. Conferences and Meetings: The School District shall pay all legally valid expenses and fees for the Community Education Coordinator's attendance at professional conferences and meetings with other educational agencies when such attendance is required, directed, or permitted by the School Board. The Community Education Coordinator shall periodically report to the Superintendent relative to all meetings and conferences attended. The Community Education Coordinator shall file itemized expense statements to be processed and approved as provided by School Board policy and law.

ARTICLE VII -SALARY

The Community Education Coordinator shall be paid at a rate 85% or \$50,043 of a fully licensed position annual salary amount of \$58,874. Year one annual salary will be prorated based on start date for year one. The year two annual salary shall be paid at a rate of 85% or \$50,793 of a fully licensed position annual salary of \$59,757 from July 1, 2021 to June 30, 2022. Upon successful completion of Community Education Coordinator License the position is entitled to placement at 100% of fully licensed annual wage through a stipend payment. The stipend payment will be calculated based upon the date of license completion and 15% of the annual wage for contract one and contract year two. The annual salary may be modified, but shall not be reduced, during the term of this Contract. The salary shall be paid in twenty six (26) equal installments during the Contract year.

ARTICLE VIII- OTHER PROVISIONS

Section 1. Outside Activities: While the Community Education Coordinator shall devote full time and due diligence to the affairs and the activities of the School District, he/she may also serve as a consultant to other school districts or educational agencies, lecture, engage in writing and speaking activities, and engage in other activities if, as solely determined by the Superintendent, such activities do not impede the Community Education Coordinator's ability to perform the duties of the Community Education Coordinator's position. However, the Community Education Coordinator may not engage in other employment, consultant service, or other activity for which a salary, fee, or honorarium is paid without the prior approval of the Superintendent.

Section 2. Indemnification and Provision of Counsel: In the event that an action is brought or a claim is made against the Community Education Coordinator arising out of or in connection with his/her employment and the Community Education Director is acting within the scope of employment or official duties, the School District shall defend and indemnify the Community Education Director to the extent permitted by law. Indemnification, as provided in this section, shall not apply in the case of malfeasance in office or willful or

wanton neglect of duty, and the obligation of the School District in this regard shall be subject to the limitations as provided in M.S. Chapter 466.

Section 3. Dues: The Community Education Coordinator is encouraged to belong to and participate in appropriate professional, educational, economic development, community, and civic organizations when such membership will serve the best interests of the School District. Accordingly, the School District will pay the membership dues for such organizations as are required, directed, or permitted by the Superintendent and/or the School Board. The Community Education Coordinator shall present appropriate statements for approval as provided by law.

Section 4. Other Applicable Provisions: In this section, other terms and conditions of employment as agreed upon between the parties should be included.

The full time equivalency (FTE) of 1.0 is based upon 260 contract days at 8 hours per day for total annual hours of 2,080. Contract days include all compensated days during the Contract year.

This position is considered to be an exempt salaried position under current FLSA laws. Any changes to the FLSA laws may override the current determination this position is exempt from overtime.

First pay period for year one will be 10/8/2021.

ARTICLE IX. -SEVERABILITY

The provisions of this Contract shall be severable, and if any such provision or the application of any such provision under any circumstances is held invalid, it shall not affect any other provisions of this Contract or the application of any provision thereof.

IN WITNESS WHEREOF, I have subscribed
my signature this ____ day of
_____, 20__.

Community Education Coordinator

IN WITNESS WHEREOF, we have subscribed
our signatures this ____ day of
_____, 20__.

School Board Chair

School Board Clerk

Office of the Revisor of Statutes

Minnesota Administrative Rules

Authenticate  PDF**3512.0510 PROGRAM REQUIREMENTS FOR ALL ADMINISTRATIVE LICENSES.**

Subpart 1. **Core leadership competencies for Minnesota administrative licenses.** A person who serves as a superintendent, principal, director of special education, or director of community education must demonstrate competence in the core areas under this subpart.

A. To demonstrate competence in leadership, a superintendent, principal, director of special education, or director of community education must:

- (1) demonstrate leadership by collaboratively assessing and improving a professional culture of engagement, ethical and equitable practice, and systems perspective;
 - (2) demonstrate leadership by collaboratively developing a shared educational mission for the school or district, which provides purpose and direction for individuals and groups;
 - (3) demonstrate shared leadership and decision-making strategies and empower and entrust teachers and staff with collective responsibility for meeting the academic, social, behavioral, emotional, and physical needs of each student pursuant to the mission, vision, and core values of the school;
 - (4) understand how education is impacted by historical, local, state, national, and international events and issues;
 - (5) through a visioning process, formulate strategic plans and goals with staff and community to promote the academic success and well-being of each student;
 - (6) demonstrate setting priorities in the context of stakeholder needs;
 - (7) demonstrate an ability to serve as a spokesperson for the welfare of all learners to ensure high expectations;
- and
- (8) understand the dynamics of change and demonstrate the ability to implement change and educational reform.

B. To demonstrate competence in organizational management, a superintendent, principal, director of special education, or director of community education must:

- (1) demonstrate an understanding of organizational systems, including structural and cultural dynamics;
- (2) define and use processes for gathering, analyzing, managing, and using data to plan and make decisions for program evaluation;
- (3) plan and schedule personal and organizational work, establish procedures to regulate activities and projects, and delegate and empower others at appropriate levels;
- (4) demonstrate the ability to analyze need and allocate personnel and material resources;
- (5) develop and manage budgets and maintain accurate fiscal records;
- (6) demonstrate an understanding of facilities development, planning, and management; and
- (7) understand and use technology as a management tool.

C. To demonstrate competence in equity and culturally responsive leadership, a superintendent, principal, director of special education, or director of community education must demonstrate knowledge and skills to:

- (1) ensure that each student is treated fairly, respectfully, and with an understanding of each student's culture and context;
- (2) recognize, respect, and employ each student's strengths, diversity, and culture as assets for teaching and learning;
- (3) ensure that each student has equitable access to effective teachers, learning opportunities, academic and social support, and other resources necessary for success;
- (4) ensure policies and practices are in place that proactively encourage positive behavior and respond to student behavior needs in a positive, fair, and unbiased manner;
- (5) recognize, identify, and address individual and institutional biases;
- (6) promote the preparation of students to live productively in and contribute to a diverse and global society;
- (7) address matters of equity and cultural responsiveness in all aspects of leadership; and
- (8) ensure policies and practices are in place that address student and staff mental and physical health and trauma.

D. To demonstrate competence in policy and law, a superintendent, principal, director of special education, or director of community education must:

- (1) understand and implement policy to meet local, state, and federal requirements and constitutional provisions, standards, and regulatory applications to promote student success;
- (2) recognize and apply standards of care involving civil and criminal liability for negligence, harassment, and intentional torts; and

(3) demonstrate an understanding of state, federal, and case law, and rules and regulations governing general education, special education, and community education.

E. To demonstrate competence in political influence and governance, a superintendent, principal, director of special education, or director of community education must:

- (1) exhibit an understanding of school districts as political systems, including governance models;
- (2) demonstrate an understanding of involving stakeholders in the development of educational policy;
- (3) understand the role and coordination of social agencies and human services to develop productive relationships and engage resources for the school community; and
- (4) demonstrate an understanding of processes to align constituencies in support of school and district priorities.

F. To demonstrate competence in communication, a superintendent, principal, director of special education, or director of community education must:

- (1) understand the need to develop shared understanding of and commitment to mission, vision, and core values within the school and the community;
- (2) demonstrate individual and team facilitation skills;
- (3) recognize and apply an understanding of individual and group behavior in all situations;
- (4) demonstrate an understanding of conflict resolution and problem-solving strategies relative to communication;
- (5) make presentations that are clear and easy to understand;
- (6) respond to, review, and summarize information for groups;
- (7) communicate appropriately, through speaking, listening, and writing, for different audiences, including students, teachers, parents, the community, and other stakeholders; and
- (8) understand and utilize appropriate communication technology.

G. To demonstrate competence in community relations, a superintendent, principal, director of special education, or director of community education must:

- (1) articulate organizational purpose and advocate publicly for the needs and priorities of students, families, and the community;
- (2) demonstrate the ability to engage the extended community;
- (3) effectively generate and respond to various forms of communication through media;
- (4) promote a positive image of schools and the school district;
- (5) monitor and address perceptions about school-community issues; and
- (6) demonstrate a community-centric perspective and the ability to identify and articulate critical community issues that may impact local education.

H. To demonstrate competence in curriculum, instruction, and assessment for the success of all learners, a superintendent, principal, director of special education, or director of community education must:

- (1) implement state academic standards and a coherent system of culturally responsive curriculum, instruction, and assessment that promotes the mission, vision, and core values of the district to embody high expectations for student learning;
- (2) develop, assess, and support teachers' and staff members' professional knowledge, skills, and practice through differentiated opportunities and emerging trends for learning and growth, guided by understanding professional and adult learning and development;
- (3) apply research and best practices on integrating curriculum, technology, and relevant resources to help all learners achieve at high levels;
- (4) understand and assess the implementation of alternative instructional designs, curriculum, positive approaches to behavior management, and assessment accommodations and modifications as appropriate in all programs;
- (5) demonstrate the ability to use data from valid assessments that are consistent with knowledge of child learning and development and technical standards of measurement to monitor student progress;
- (6) lead, support with meaningful and effective feedback, and assess instructional practice that is consistent with knowledge of child learning and development, effective pedagogy, and the needs of each student; and
- (7) promote and support instructional practice that is consistent with knowledge of child learning and development, is intellectually challenging, is authentic to student experiences, recognizes student strengths, and is differentiated and personalized.

I. To demonstrate competence in human resource management, a superintendent, principal, director of special education, or director of community education must:

- (1) demonstrate knowledge of diversifying, effectively recruiting, selecting, and retaining personnel;
- (2) demonstrate an understanding of staff development to improve the performance of all staff members;
- (3) demonstrate the ability to select and apply appropriate models for supervision and evaluation;
- (4) describe and demonstrate the ability to apply the legal requirements for personnel selection, development, retention, and dismissal;

(5) demonstrate an understanding of management responsibilities to act in accordance with federal and state constitutional provisions, statutory and case law, regulatory applications toward education, local rules, procedures, and directives governing human resource management;

(6) demonstrate an understanding of labor relations and collective bargaining; and

(7) demonstrate an understanding of the administration of employee contracts, benefits, and financial accounts.

J. To demonstrate competence in values and ethics of leadership, a superintendent, principal, director of special education, or director of community education must:

(1) demonstrate an understanding of the role of education in a democratic society;

(2) demonstrate an understanding of and model democratic value systems, ethics, and moral leadership;

(3) demonstrate the ability to balance complex community demands in the best interest of learners;

(4) help learners grow and develop as caring, informed citizens; and

(5) demonstrate an understanding and application of the code of ethics for school administrators under part

3512.5200.

K. To demonstrate competence in judgment and problem analysis, a superintendent, principal, director of special education, or director of community education must:

(1) identify the elements of a problem situation by analyzing relevant information, framing issues, identifying possible causes, and reframing possible solutions;

(2) demonstrate adaptability and conceptual flexibility;

(3) reach logical conclusions by making quality, timely decisions based on available information;

(4) identify and give priority to significant issues;

(5) demonstrate an understanding of, and utilize appropriate technology in, problem analysis; and

(6) demonstrate an understanding of different leadership and decision-making strategies, including but not limited to collaborative models and model appropriately their implementation.

L. To demonstrate competence in safety and security, a superintendent, principal, director of special education, or director of community education must:

(1) demonstrate the ability to develop and implement policies and procedures for safe and secure educational environments; and

(2) demonstrate the means to address emergency and crisis situations.

Subp. 2. **Superintendent competencies.** A person who serves as a superintendent must demonstrate all core competencies described in subpart 1 and competence in the specific areas under this subpart.

A. To demonstrate competence in policy and law, a superintendent must:

(1) demonstrate an understanding of the role policy plays in school district governance and administration;

(2) know and apply statutory regulations affecting school board meetings, communications, procedures, and practices; and

(3) demonstrate an understanding of the distinct roles and responsibilities of the school board and superintendent.

B. To demonstrate competence in political influence and governance, a superintendent must:

(1) demonstrate an understanding of the role the political process plays in public education and the connection between them;

(2) demonstrate an understanding of how to interact with local, state, and federal governments; and

(3) demonstrate an understanding of the roles played by other community leaders in the school district.

C. To demonstrate competence in communication, a superintendent must:

(1) demonstrate knowledge of cultivating positive relationships between and with school board members; and

(2) demonstrate effective skills in communication leadership between the school district and the community, including internal and external constituencies.

D. To demonstrate competence in fiscal management, a superintendent must demonstrate knowledge of factors that affect school finance, including sources of revenue; expenditure classifications; generally acceptable accounting principles; and local, state, and federal finance calculations.

E. To demonstrate competence in judgment and problem analysis, a superintendent must effectively balance varied and competing interests to ensure the mission and vision of the school district is carried forward.

Subp. 3. **Principal competencies.** A person who serves as a principal must demonstrate all core competencies described in subpart 1 and competence in the specific areas under this subpart.

A. To demonstrate competence in instructional leadership, a principal must:

(1) support teachers and staff in the implementation of state academic standards, coherent systems of culturally responsive curriculum, instruction, and assessment that promote the mission, vision, and core values of the school district to embody high expectations for student learning; and

(2) demonstrate the ability to understand and apply districtwide literacy and lead schoolwide literacy efforts in all content areas including numeracy.

B. To demonstrate competence in monitoring student learning, a principal must:

- (1) demonstrate the ability to create a culture that fosters a community of learners;
- (2) demonstrate an understanding of student support systems and services;
- (3) demonstrate the ability to implement and monitor student management data systems;
- (4) implement schoolwide policies and practices that encourage positive behavior, and respond to student misconduct in a positive, fair, and unbiased manner;
- (5) demonstrate the ability to develop a master instructional schedule;
- (6) demonstrate the ability to meet the diverse learning needs of all students; and
- (7) demonstrate the ability to understand and support a comprehensive program of student activities.

C. To demonstrate competence in prekindergarten through grade 12 leadership, a principal must:

- (1) demonstrate an understanding of the articulation and alignment of curriculum from prekindergarten through grade 12;
- (2) demonstrate an understanding of different organizational systems and structures at prekindergarten, elementary, middle or junior high, and high school levels;
- (3) demonstrate the ability to work with children of all ages;
- (4) demonstrate the ability to work with parents, teachers, and other staff in all levels of schooling;
- (5) demonstrate an understanding of the characteristics of effective transitions from one level of schooling to the next; and
- (6) demonstrate an understanding of the developmental needs of children of all ages.

Subp. 4. Director of special education competencies. A person who serves as a director of special education must demonstrate the core competencies described in subpart 1 and competence in the specific areas under this subpart.

A. To demonstrate competence in policy and law, a director of special education must:

- (1) demonstrate an understanding of state and federal laws, rules, and procedures governing special education finance, budgeting, and accounting; and
- (2) demonstrate an understanding of state and federal regulations governing the monitoring of special education services.

B. To demonstrate competence in organizational management, a director of special education must:

- (1) demonstrate knowledge of statutory regulations relative to school districts affecting board meetings, policies, communications, procedures, and practices that affect special education governance; and
- (2) demonstrate an understanding of special education administrative models used in Minnesota.

C. To demonstrate competence in resource and fiscal management, a director of special education must:

- (1) demonstrate an ability to apply state and federal laws, rules, and procedures governing special education finance, budgeting, and accounting to school district funding structures;
- (2) demonstrate an understanding of special education program development including needs assessment, design, implementation, and evaluation; and
- (3) demonstrate an understanding of the resources available, along with the agencies and organizations that serve students with a disability and their families.

Subp. 5. Director of community education competencies. A person who serves as a director of community education must demonstrate the core competencies described in subpart 1 and competence in the specific areas under this subpart.

A. To demonstrate competence in community education concepts, a director of community education must:

- (1) understand and describe the history and philosophy of community education;
- (2) demonstrate a knowledge and application of the principles of community education;
- (3) demonstrate a knowledge of the role of the local school district's administrative team;
- (4) demonstrate, facilitate, and lead the integration of community education into the prekindergarten through grade 12 system;
- (5) demonstrate the skills necessary to conduct community needs assessments as required by statute and district policy;
- (6) demonstrate knowledge of the various assessment tools used to effectively evaluate community education programs and determine educational objectives and learning experiences; and
- (7) demonstrate an understanding of the resources available to support learners of all abilities and ages.

B. To demonstrate competence in community capital, a director of community education must:

- (1) demonstrate a knowledge of advisory councils, including their role, organization, functions, and development;
- (2) demonstrate the ability to involve advisory councils in addressing community and school issues;
- (3) demonstrate the ability to build collaborative partnerships in the community;

- (4) demonstrate the ability to effectively identify formal and informal community political structures;
- (5) demonstrate the ability to identify and effectively use local, civic, and business resources to enhance lifelong learning opportunities within the community;
- (6) demonstrate knowledge of the techniques used for developing leadership among community members;
- (7) demonstrate knowledge about sustaining community involvement in the community education process; and
- (8) demonstrate knowledge of factors that affect school finance, including sources of revenue; expenditure classifications; generally acceptable accounting principles; and local, state, and federal finance calculations.

Statutory Authority: *MS s 122A.14; L 2006 c 263 art 2 s 20*

History: *33 SR 658; 44 SR 1385*

Published Electronically: *June 25, 2020*

Official Publication of the State of Minnesota
Revisor of Statutes



Kevin Grover <kgrover@isd361.org>

Fwd: Question on Incomplete Graduate Application

1 message

BethAnne Slatinski <bslatinski@isd361.org>

Mon, Oct 18, 2021 at 3:45 PM

To: Kevin Grover <kgrover@isd361.org>

----- Forwarded message -----

From: MHD-Graduate Studies <graduate@mnstate.edu>**Date:** Mon, Oct 18, 2021 at 3:30 PM**Subject:** Re: Question on Incomplete Graduate Application**To:** BethAnne Slatinski <bslatinski@isd361.org>

Hello BethAnne,

Thank you for reaching out! Your Spring 2022 Graduate Application to MS in Educational Leadership is in "Graduate Application Ready for Review." Thank you for applying to MSUM. It will take approximately 2-3 weeks for a decision to be made on your application. You will be sent an email once the decision has been made.

Thank you,
Bailey

Graduate Assistant

Office of Graduate & Extended Learning

MINNESOTA STATE UNIVERSITY MOORHEAD

CB 115B | 1104 7th Avenue South | Moorhead, MN 56563

T 218.477.2134 | **F** 218.477.2482mnstate.edu/graduate | [facebook](https://www.facebook.com/mnstate) | [twitter](https://twitter.com/mnstate)

From: BethAnne Slatinski <bslatinski@isd361.org>**Sent:** Monday, October 18, 2021 3:23 PM**To:** MHD-Graduate Studies <graduate@mnstate.edu>**Subject:** Re: Question on Incomplete Graduate Application

Could you send me a quick note that says my application is submitted? I need it to show my employer that I've applied and that you've received my application....

On Mon, Oct 18, 2021 at 1:18 PM MHD-Graduate Studies <graduate@mnstate.edu> wrote:

Hello BethAnne,

Thank you for the quick response! I will upload your transcripts and send your application for departmental review in the next couple of minutes. Please let me know if you have any other questions!

Thanks,

Hailen

Graduate Assistant

Office of Graduate & Extended Learning

MINNESOTA STATE UNIVERSITY MOORHEAD

CB 115B | 1104 7th Avenue South | Moorhead, MN 56563

T 218.477.2134 | F 218.477.2482

mnstate.edu/graduate | [facebook](https://facebook.com/mnstate) | [twitter](https://twitter.com/mnstate)

From: BethAnne Slatinski <bslatinski@isd361.org>

Sent: Monday, October 18, 2021 1:06 PM

To: MHD-Graduate Studies <graduate@mnstate.edu>

Subject: Re: Question on Incomplete Graduate Application

Yes they are the same. Kaplan changed to Purdue.

On Mon, Oct 18, 2021 at 12:59 PM MHD-Graduate Studies <graduate@mnstate.edu> wrote:

Hello BethAnne,

Here are my thoughts on the situation:

1. Is Kaplan University the same institution as Purdue University Global? If so, we have received the transcript (with your B.S. listed) and can mark the requirement as "received." I just want to make sure that we only need the one transcript. Please let me know your thoughts.
2. We can pull your transcripts from Hibbing Community College and Mesabi Community College, so you will not need to worry about these requirements. I will mark these transcripts as "received" in the next couple of minutes.

Let me know if you have any other questions!

Thanks,

Hailen

Graduate Assistant

Office of Graduate & Extended Learning

MINNESOTA STATE UNIVERSITY MOORHEAD

CB 115B | 1104 7th Avenue South | Moorhead, MN 56563

T 218.477.2134 | F 218.477.2482

mnstate.edu/graduate | [facebook](https://facebook.com/mnstate) | [twitter](https://twitter.com/mnstate)

From: BethAnne Slatinski <bslatinski@isd361.org>

Sent: Monday, October 18, 2021 11:30 AM

To: MHD-Graduate Studies <graduate@mnstate.edu>

Subject: Question on Incomplete Graduate Application

Happy Monday. I have finished my application but it still shows that my credits are not received from Hibbing Community College and Kaplan University (Now Purdue Global). Can you see anything on your end; like maybe they are pending?

Otherwise I will do another request.

Thanks,

--

BethAnne Slatinski
Community Education Coordinator
ISD 361
1515 11th Street
International Falls, MN, 56649
218-283-2571 Ext. 1186

This email message is intended only for the use of the individual, individuals, or entity to which it is addressed and may contain information that is privileged, confidential and exempt from disclosure under applicable law. If the reader of this message is not the intended recipient or an employee or agent responsible for delivering the message to the intended recipient, you are hereby notified that any dissemination, distribution or copying of this communication is strictly prohibited. If you have received this communication in error, please delete it immediately. Thank you.

--

BethAnne Slatinski
Community Education Coordinator
ISD 361
1515 11th Street
International Falls, MN, 56649
218-283-2571 Ext. 1186

This email message is intended only for the use of the individual, individuals, or entity in which it is addressed and may contain information that is privileged, confidential and exempt from disclosure under applicable law. If the reader of this message is not the intended recipient or an employee or agent responsible for delivering the message to the intended recipient, you are hereby notified that any dissemination, distribution or copying of this communication is strictly prohibited. If you have received this communication in error, please delete it immediately. Thank you.

--

BethAnne Slatinski
Community Education Coordinator
ISD 361
1515 11th Street
International Falls, MN, 56649
218-283-2571 Ext. 1186

This email message is intended only for the use of the individual, individuals, or entity to which it is addressed and may contain information that is privileged, confidential and exempt from disclosure under applicable law. If the reader of this message is not the intended recipient or an employee or agent responsible for delivering the message to the intended recipient, you are hereby notified that any dissemination, distribution or copying of this communication is strictly prohibited. If you have received this communication in error, please delete it immediately. Thank you.

--

BethAnne Slatinski
Community Education Coordinator
ISD 361
1515 11th Street
International Falls, MN, 56649
218-283-2571 Ext. 1186

This email message is intended only for the use of the individual, individuals, or entity to which it is addressed and may contain information that is privileged, confidential and exempt from disclosure under applicable law. If the reader of this message is not the intended recipient or an employee or agent responsible for delivering the message to the intended recipient, you are hereby notified that any dissemination, distribution or copying of this communication is strictly prohibited. If you have received this communication in error, please delete it immediately. Thank you.

October 18, 2021 at 5:00 PM - Regular School Board Meeting

Topic: Regular School Board Meeting

When: Oct 18, 2021 05:00 PM Central Time (US and Canada)

Please click the link below to join the webinar:

<https://isd361.zoom.us/j/84941659308?pwd=L0FWakNvRnMzZTY0ak9rOTl0Zk1DZz09>

Passcode: 427547

Or One tap mobile :

US: +13017158592,,84941659308#,,, *427547# or +

Or Telephone:

Dial(for higher quality, dial a number based on your current location):

US: +1 301 715 8592 or +1 312 626 6799 or +1 929 205 6099 or +1 253 215 8782

Webinar ID: 849 4165 9308

Passcode: 427547

Links:

- [School Board Meeting Link](#)

Meeting Link:

CALL TO ORDER

1. Roll Call:

___ Toni Korpi	___ Emily McGonigle
___ Bruce Raboin	___ Ted Saxton
___ Roxanne Skogstad-Ditsch	___ JoAnn Smith
___ Jennifer Windels	
___ Kevin Grover	___ Mitch Erickson

2. Pledge of Allegiance

Approval of Agenda

1. Approve agenda as presented. Motion by ___, second by ___. Motion carried / failed.

Open Forum

1. Elks September Students of the Month: Gracie Bowles and Anthony Scholler
2. Public Open Forum

Consent Agenda

Description: Approve the Consent Agenda as presented. Motion by ____; second by _____. Motion carried / failed.

1. Approve past meeting minutes for the regular school board meeting on September 20th and October 4th.

Attachments: (2)

- [09202021 Regular School Board Meeting Minutes](#)
- [Special Bd Meeting Minutes 10.4.21](#)

2. Approve current accounts payable due in the amount of \$1,036,500.64 .

Attachments: (2)

- September 2021 CC Transactions
- September 2021 Payables Summary

3. Approve payroll in the amount of \$400,051.34 for pay periods September 24th and October 8th.
4. Accept resignation of Wyatt Tessier, Paraprofessional, effective September 24, 2021.
5. Approve hire of Treana Schultz, Cafe Helper, effective October 18, 2021.
6. Approve resignation of Sarah Valentine effective Monday, October 11, 2021.
7. Recognize Mitch Erickson as School Board Student Representative.
8. Approve hire of Rachel Helloid as Assistant Girls Hockey Coach for the 2021-2022 season. This position is hired contingent upon the activity season being held during the 2021-2022 school year. Payment of wages may be prorated based upon whether the season is cut short due to COVID.
9. Recognize the following as volunteer coaches for girls hockey contingent upon background check and completing coaching education requirements from MSHSL.

1. Jim Knapp
2. Todd Sether
3. Glenn Marcotte
4. Megan Deeter
5. Amber Tilander

10. Recognize the following as volunteers for Boy's Hockey:

1. Brady Hjelle
2. Wyatt Boyum

11. Accept retirement of Jeannie Strand, Elementary Music Teacher, effective December 6, 2021.

Attachments: (1)

- JS retirement letter

Action Items

1. Resolution Acceptance of Gifts and Donations. Motion by __, second by __. Motion carried / failed.

Attachments: (1)

- September 2021 Resolution Gifts

2. Approve employment leave request from Sarah Valentine effective Monday, October 11, 2021 for one year. Motion by __, second by __. Motion carried / failed.

Attachments: (1)

- SV Resignation and request for leave

3. Approve collective bargaining agreement with L331 - Education MN for July 1, 2021 to June 30, 2023. Motion by __, second by __. Motion carried / failed.

Attachments: (1)

- DRAFT 2 L331 Contract 7.1.21 to 6.30.23

4. Approve collective bargaining agreement with L331 - Education MN for July 1, 2023 to June 30, 2025. Motion by __, second by __. Motion carried / failed.

Attachments: (1)

- DRAFT 2 L331 Contract 7.1.23 to 6.30.25

5. Approve Resolution Dissolving the Education Innovation Partners Cooperative Center, ISD 6091-50. Motion by __, second by __. Motion carried / failed.

Attachments: (2)

- Ltr Dissolving EIP
- Resolution Dissolving EIP

Committee and Administrative Reports

1. Melissa Tate, Elementary Principal


1.a. FES COVID Update:

2. Tim Everson, Secondary Principal

2.a. FHS COVID update:

3. Kevin Grover, Superintendent:

3.a. District COVID update:

 3.b. License Update for Community Education: Variance has been requested for Community Education Coordinator through MN Board of School Administrators while Beth works to become licensed.

3.c. Superintendent Goals: Board members - please look over what the subcommittee is providing as a draft of superintendent goals for this year. It would be nice to come to a consensus on Monday if these are acceptable or if there is something the group wants added or adjusted. The thought is that the strategic plan is probably going to encompass many other goals as we look into implementation, but look at the document and have your ideas or questions ready for Monday. Feel free to reach out to Bruce, Emily, Jennifer, or I if you have any immediate questions on this.

Attachments: (1)

- 21 - 22 goal worksheet

4. Committee Reports:

4.a. Community Education Advisory Board

4.b. Recreation Commission

Adjournment

Description: Motion by ___, second by ___ to adjourn meeting at ___ pm. Motion carried / failed.



Kevin Grover <kgrover@isd361.org>

International Falls Community Education department1 message

Kevin Grover <kgrover@isd361.org>

Mon, Oct 4, 2021 at 9:14 AM

To: rmeyer@isd2144.org

Cc: BethAnne Slatinski <bslatinski@isd361.org>

Dear Robert,

International Falls Community Education Director (Dan McGonigle) left his position effective September 30th to take a position in Detroit Lakes. We posted for the position and had 3 applicants, none of which had a community education director licensed. We are pleased to have hired BethAnne Slatinski who is enrolling in a preparatory program to acquire the license. She has been active in our school and community for many years so I feel she is going to be a great fit. That said, we will be requesting a variance from the Board of School Administrators and one of the tasks is to email the executive director of the position we are requesting a variance for. Please let me know if you have any questions. BethAnne is copied on this email as well if you want to reach out to her. I have passed along information about your upcoming conference as well.

--

Kevin Grover
ISD 361 Superintendent
1515 11th Street
(218)-283-2571 ext 1112

This email message is intended only for the use of the individual, individuals, or entity to which it is addressed and may contain information that is privileged, confidential and exempt from disclosure under applicable law. If the reader of this message is not the intended recipient or an employee or agent responsible for delivering the message to the intended recipient, you are hereby notified that any dissemination, distribution or copying of this communication is strictly prohibited. If you have received this communication in error, please notify me immediately at 218-283-2571 ext 1112. Thank you.