

BECKER PUBLIC SCHOOLS
School Board Meeting Agenda

Monday, May 6, 2019 at 6:30 PM

Regular Meeting

Teaching & Learning Center, Becker High School

12000 Hancock Street

Becker, MN 55308

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Date: May 2, 2019
To: School Board
From: Dr. Malone
RE: Meeting Notes, May 6, 2019

2A. Superintendent's Report

- i. The school district has added significant mental health and emotional support services for students over the past several years (attached). I am proud of the resources we have in place to promote a comfortable and safe school climate for all students. I will review a few of the programs during the meeting.
- ii. The second annual Big Dog Challenge Celebration is May 29th and school board members are welcome to join us. The event begins at 3:15 p.m. at *The Grill at Pebble Creek*. The presentations will start at 3:30 p.m. It will be exciting to hear our innovation teams tell their success stories.
- iii. Tuesday, May 7th is National Teacher Day. I would like to say "thank you" to the teachers of the Becker School District. This is a day for honoring teachers and recognizing the lasting contributions they make in the lives of children. It is a time to say "thank you" to the special teachers that you know. Let them know that they are appreciated for all that they do.
- iv. Graduation is May 31st. School board members who would like to participate should meet at 7:00 p.m. in the hallway behind the gym in room 419. We will have chairs reserved in the front row for board members and spouses. Graduation begins at 7:30 p.m.

Board members who would like to hand out roses to the graduates as they exit the stage are welcome to do so. If you prefer to watch from your chair, that is fine too. Aaron and I will be on stage.

- v. MDE randomly selects schools for MCA test compliance monitoring each year. On April 8th MDE staff visited our Intermediate School to monitor the administration of the MCA Reading assessment for 3rd grade students. MDE reported that "All test security procedures and protocols appeared to be in place. Staff at the school were courteous and the test was administered effectively and efficiently." I commend Dr. Glomski and the Intermediate School Staff for their excellent work.

vi. The FY 20 budget reductions have been revised as follows:

FY 20 Budget Reductions	
\$6,685	Contracted Services
\$24,000	0.5 FTE Custodian
\$30,685	District Total
\$10,000	Capital Budget
\$4,075	Suspend Enrichment Program until it can be supported by the budget.
\$6,700	1 hour per day media assistant
\$20,775	Primary School Total
\$7,000	2.5 hours para
\$13,000	2.75 hours secty
\$20,000	Intermediate School Total
\$20,000	Replace 0.5 FTE Certified Math Interventionist with 4 hour Para and IXL
\$20,000	Middle School Total
\$5,000	Supply Budget
\$5,000	High School Total
\$96,460	Total FY 20 Budget Reductions

3. Consent Agenda

- a. **I recommend approving the personnel items as presented.**
- b. Policy 706 Acceptance of Gifts permits the school board to accept donations or gifts under the terms of the policy. **I recommend accepting the gifts as described on the enclosure.**
- c. **I recommend approving the Reduction in Force resolution.**
- d. **I recommend approving the 2020-21 calendar** (attached). The calendar committee met on April 11th and developed the 2020-21 calendar. The committee this year included 4 teachers and 2 non-certified staff, 2 high school students, 4 parents, 4 principals, the Director of Curriculum and Instruction and the superintendent.
 - i. The 2020-21 calendar is similar to previous calendars with a winter vacation. An abbreviated spring break for students is March 10-14.
 - ii. Classes for students begin on September 8, 2020 and conclude June 4, 2020.
 - iii. The calendar includes 173 student contact days and 9 teacher staff development days to comply with the BEA contract. (Of the 9 staff development days 3 must be designated for parent teacher conferences, open house days, or parent orientation days; two ½ days (1.5) must be designated as grading days at the end of the first and second trimesters).
 - iv. The calendar includes 4 early dismissal days for staff professional development.
 - v. The 2021 graduation will be Friday, May 28.

I appreciate the good work of the calendar committee to develop a calendar, which meets the needs of various stakeholders throughout the school district.

4. One of the superintendent goals, approved by the board last fall, was to review and update the district policies pertinent to fiscal operations. I recommend a first reading of the following policies:
 - a. 701 Establishment and Adoption of School District Budget: Updates statutory changes since 2005 including the repeal of MS 126C.23.
 - b. 702 Accounting: Requires the school district to publish financial information on the website within one week of the final audit per MS123B.10 instead of October 1st.
 - c. 703 Audit: Reflects the name change of Department of Education to Minnesota Department of Education (MDE.)
 - d. 705 Investments: Adds statutory investment requirement for other post-employment benefit (OPEB) trust accounts [Becker does not have OPEB funds]. Also, clarifies that statutory requirement for competitive bids and quotes for investment instruments.

5. Policy 224 permits the school board chairperson to appoint up to three school board members to participate in certain interview committees. Interviews for the Intermediate School Principal will be conducted on May 20th beginning at 9:00 a.m.

6. The two referenda approved by voters in 2009 will expire after FY 20. Both referenda should be renewed in November of 2019.
 - a. Capital Projects Referendum (1.834% of Net Tax Capacity) generates annual revenue of \$494,215. Kevin and I are recommending that this referendum be renewed at the same dollar amount resulting in no tax increases.
 - b. Operating Referendum \$415 per pupil unit generates annual revenue of \$1,240,804. Kevin and I will project interactive spreadsheets to show the impact of different per pupil operating referendum amounts on the district's 10-year general fund balance projection. The school board should determine the amount of the per pupil operating referendum for renewing this ballot question.

7. The next step in the strategic planning process is for the school board to agree on the assignment of the top stakeholder ideas to exit outcomes and discuss the recently completed stakeholder input process. The school board ranked the top ideas from parents, students, staff members, and community members using pairwise last month.
 - A. The current year and historical participation summary of the stakeholder input process is attached.
 - B. District stakeholders began submitting input February 19th and completed Pairwise on March 20th. All the input received is included. The rank order as determined by each stakeholder group is noted (attached.)
 - C. School board members completed Pairwise of the top stakeholder ideas April 26th (attached.)
 - D. During this agenda item, I will display the district exit outcomes (attached) and **I recommend that the input ranked highest (above 50% upvote) by the school board be assigned to exit outcomes.**

Please contact me with any questions or concerns.

Board & Administrator

FOR SCHOOL BOARD MEMBERS

April 2019 Vol. 32, No. 12

Editor: Jeff Stratton

Insights into the superintendent search process, part 2

By Dr. Peter Gorman*

When applying for a position, my wife and I start by looking at the job vacancy announcement and desired candidate profile, as well as by evaluating any information gleaned from watching board meetings and reading the newspapers, blogs, etc.. This helps us to develop our own profile, as well as to identify the issues and priorities they will expect the new superintendent to address.

My wife Sue and I started doing our homework well in advance, tracking both the Nevada and North Carolina school districts we were considering for almost a year.

As a first stage in the search process, many districts and search firms use a rubric or profile to evaluate the applicants and determine who moves on to the next round. I use this concept to customize my cover letter and resume for the search and prepare for the interview process making my own rubric to compare against.

My cover letters addressed four areas:

- My specific interest in the position.
- My career goals, and how they matched the position.
- Transferable leadership skills, experiences, and successes in my history that matched items listed in the position announcement, job profile, or known district needs.
- Why I am the right choice for the district and the job.

Most cover letters I read are aspirational and do not show a track record of successfully addressing

challenges similar to those that you will face if you are selected for the position. "I will" is just not as strong as "I have" supported by data.

Similarly, my resume is results-focused, emphasizing what I have accomplished that is aligned to what the district is looking for in their next leader. I list what I did and the results — using numbers. As an example:

- Increased the number of schools making high growth in the state accountability system from 16 to 108 (2006-2010).
- Secured \$766 million for facilities construction and renovations, with 68 percent of voters passing a \$516 million bond referendum in 2007 and obtaining \$250 million in Certificates of Participation funding.

I also made sure that I had appropriate references lined up covering any area that could provide support for my application.

My reference list was not on my resume but instead was a separate document that I did not submit until it was specifically requested. When references were requested, I notified my references of my application, covered areas that I specifically wanted them to emphasize, and indicated the importance of confidentiality.

**Dr. Peter Gorman is president and chief executive officer of Peter Gorman Leadership Associates. Previously, he was superintendent of the Tustin Unified School District in California and Charlotte-Mecklenburg Schools in North Carolina. He can be reached at pete@pgleadership.com. Follow him at @petercgorman. ■*

Etiquette reminder emphasizes respect

The Confederation of Oregon School Administrators adds this helpful reminder about school board etiquette to its operating agreements:

“Board members will remind one another in a respectful manner when a member is violating one

of these agreements,” said COSA.

For information, <https://www.cosa.k12.or.us/content/role-superintendent-school-board-and-superintendent-agreements-materials>. ■

What went wrong here?

Jim is an active school board member. When his neighbor asks him about the “problem” at the school, he reacts with concern. There is a rumor that a very popular principal is about to be fired by the superintendent for failure to follow a directive.

Jim is well known for his ability to take charge of a situation and confront problems. He conducts his own investigation. He talks to every staff member close to the situation and the superintendent. Then he asks the board president to call a special meeting.

Jim presents the facts he’s gathered and announces his support for the superinten-

dent’s decision. The principal, invited by Jim to attend the meeting, protests and offers his resignation. Instead of being grateful for Jim’s support, the superintendent also announces his resignation.

What went wrong here? The problem was not a staff problem — it was a board role problem. The superintendent thought Jim was infringing on his management responsibilities. “The board hired me to manage staffing responsibilities,” the superintendent said when announcing his resignation. “That’s my responsibility — not theirs.” ■

Don’t overlook advocacy

How often do you hear board colleagues grouching about the ways that things “ought to be” if only the state legislature or the federal government would provide funding?

How will legislators ever know your dissatisfaction if you don’t rattle their cages from time to time? This is where lobbying comes in.

Unfortunately, many board members shy away from lobbying because they believe it’s only for skilled professionals who represent a special interest.

Believe me, a board member has much more sway with a politician because you represent a constituency and are a volunteer who gives his or her time to make a difference.

Lobbying can take several forms. A simple method is a personal phone call to arrange a visit, lunch, or discussion in the lawmaker’s office. Lobbying can also mean writing letters to the editors of newspapers or giving interviews

on television or radio. To be effective, keep these points in mind:

1. Show that your goals match the goals of those you are lobbying. Saving taxpayers’ money or a more efficient approach to delivering an education are good places to start.
2. Identify decision-makers who have the most influence and concentrate there. One-on-one advocacy is always the most effective.
3. Make lobbying a long-term activity rather than just a stopgap in times of crisis. Try pairing a board member with a lawmaker for the entire length of the board member’s term. This is a sound strategy for developing a personal relationship between the two.

You can discuss goings on at the capitol, and when an issue comes up that affects your district the board member can contact the legislator without fear because of the relationship that has been developed. ■

BECKER PUBLIC SCHOOLS

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Becker, MN 55308-9585



Dr. Stephen L. Malone
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Students deserve a safe school environment where they feel safe, comfortable, and are able to learn. Bullying is strictly prohibited in the Becker School District. Parents or students are encouraged to report bullying to a teacher or a principal immediately. The definition of bullying can be found in our district [Bullying Prohibition Policy](#).

Bullying can also be reported anonymously by clicking the “[report bullying](#)” link on the website for each school.

Say Something Anonymous Reporting System” (SSARS) for Becker High School and Middle School students was launched last May. This program teaches students, teachers, and administrators how to recognize warning signs and signals, especially within social media, of individuals who may be a threat to themselves or others and *Say Something* to a trusted adult or use its anonymous reporting system. SSARS enables school administrators and law enforcement to immediately create effective interventions and to help prevent violence, suicide, bullying, self-harm and other forms of threatening behaviors. Students received training on how to report concerns through SSARS last May and had a refresher training in last September.

May 18, 2018

Dear Parents and Guardians:

The Becker School District is committed to sustaining a comprehensive, coordinated effort to improve the overall safety and wellbeing of our students. It is essential that our safety initiatives involve parents, teachers, administrators, local law enforcement, and mental health professionals to take meaningful action that protects our students.

I am pleased to announce the district-wide launch of the “Say Something Anonymous Reporting System” (SS-ARS) for our High School and Middle School students. This program teaches students, teachers, and administrators how to recognize warning signs and signals, especially within social media, of individuals who may be a threat to themselves or others and *Say Something* to a trusted adult or use its anonymous reporting system. Specifically, the program educates students to:

- Recognize the signs and signals of at-risk behaviors – especially within social media
- Take every sign and signal seriously; act quickly to get help by talking to a trusted adult or
- Report it anonymously through SSARS 24/7 Crisis Center, mobile app, or website

The system enables school administrators and law enforcement to immediately create effective interventions and to help prevent violence, suicide, bullying, self-harm and other forms of threatening behavior.

Our students often are aware of the problems their peers are facing, so it is important that we empower them to know the danger signs and give them the tools to help each other with the assistance of trained and caring adults. As you know, most conversations are taking place on social media, therefore it is critical that we teach our students to be looking out for one another as these digital conversations are taking place. SSARS teaches them what to look for in text, video and photos while

empowering them to act quickly to help a fellow student.

A brochure is below this message, which outlines the SSARS program. The training for High School and Middle School students will take place on May 22nd.

The SSARS program is being provided at no cost to the Becker School District through Sandy Hook Promise (SHP), a nation-wide, non-profit organization. SHP's programs are in 50 states – with over 7,000 schools and over 3.5 million students. To date, SSARS has helped stop multiple school shootings, suicides, and gun threats; reduced bullying and cyber-bullying; intervened to prevent cutting, drug use, racial conflicts, and other violent and victimization acts. We know this program will do the same here in Becker.

Sincerely,

A handwritten signature in black ink, appearing to read "Stephen L. Malone". The signature is fluid and cursive, with the first name "Stephen" being the most prominent.

Dr. Stephen L. Malone, Superintendent

SAY SOMETHINGTM

ANONYMOUS REPORTING SYSTEM

PARENT GUIDE



Sandy Hook
PROMISE



What is the PROBLEM?

Each year in schools and communities across the United States, there are millions of youth who hurt themselves or others through verbal, physical and digital means.

These behaviors can cause youth to experience emotional trauma and physical injury, mental health or wellness issues, stress or anxiety, and/or feelings of being unsafe.

Too often the outcome results in self-harm, suicide or homicide.

THE FACTS

In a majority of these acts, youth and adults are witness to threats, warning signs or signals, especially on social media, but do nothing to intervene to help the at-risk youth. **In fact:**

- Approximately, **1,000,000 students** reported being harassed, threatened or subject to other forms of cyberbullying (www.nveee.org/statistics/, 2016)
- **80% of school shooters** told someone of their violent plans. 59% told more than one person (Vossekuil, B., et al., 2002)
- **70% of people** who complete suicide told someone of their plans or gave some other warning sign (Robins, E., et al., 1959)
- A national study found that **37% of threats** of violence, bullying, etc. were sent electronically and 28% used social media (Trump, K., 2015)

THE REASONS

There are many reasons why youth and adults do not Say Something when they see a warning sign or signal. **They do not:**

- Understand or know how to recognize warning signs and signals of at-risk behavior
- Believe a threat to be true because “they would never say it publicly if they meant it”
- Want to be labeled, stigmatized and/or possibly physically threatened as a “snitch”
- Know who to tell or “believe that nothing will be done to help anyhow”
- Think they need to because someone else will say something

What is **THE SOLUTION?**

The Say Something Anonymous Reporting System (SS-ARS) teaches youth and adults how to recognize warning signs and signals, especially within social media, of individuals who may be a threat to themselves or others and Say Something, using our anonymous reporting system, BEFORE it is too late.

SS-ARS Curriculum Teaches

- How to recognize the signs and signals of at-risk behaviors – especially within social media
- Take every sign and signal seriously; act quickly to get help by talking to a trusted adult OR
- Report anonymously through SS-ARS 24/7 Crisis Center, mobile app, or website

SS-ARS Reporting Platform

- Provides an app, website and 24/7 crisis telephone hotline for youth and adults to submit anonymous tips
- Features nationally certified, 24/7 Crisis Center with multi-lingual counselors trained in suicide and crisis management
- Is managed and maintained by a national 24/7 Crisis Center digital school safety leader with combined 30+ years of experience

How the

SAY SOMETHING™

Works

ANONYMOUS REPORTING SYSTEM

STEP 1

SUBMIT AN ANONYMOUS TIP



Call the tipline:
1-844-5-SAYNOW



Use the Website:
www.saysomething.net



Use the Mobile App:
Available for Apple
and Android devices

STEP 2

ALL CALLS AND TIPS SENT TO 24/7
MULTILINGUAL CRISIS CENTER

1

A Crisis counselor receives and reviews tip information

2

The tip is triaged and categorized as either Life Safety or Non-Life Safety

3

The tip is then sent to school officials and law enforcement (as needed) via text, email and phone call within seconds of being received

STEP 3

SCHOOL OFFICIALS & LAW ENFORCEMENT
INTERVENE AND HELP INDIVIDUAL(S)

1

School Officials and law enforcement (as needed) act immediately to investigate, assess and intervene on reported at-risk individuals

2

The at-risk individual receives the help he or she needs BEFORE they ever get to the point of hurting themselves or others

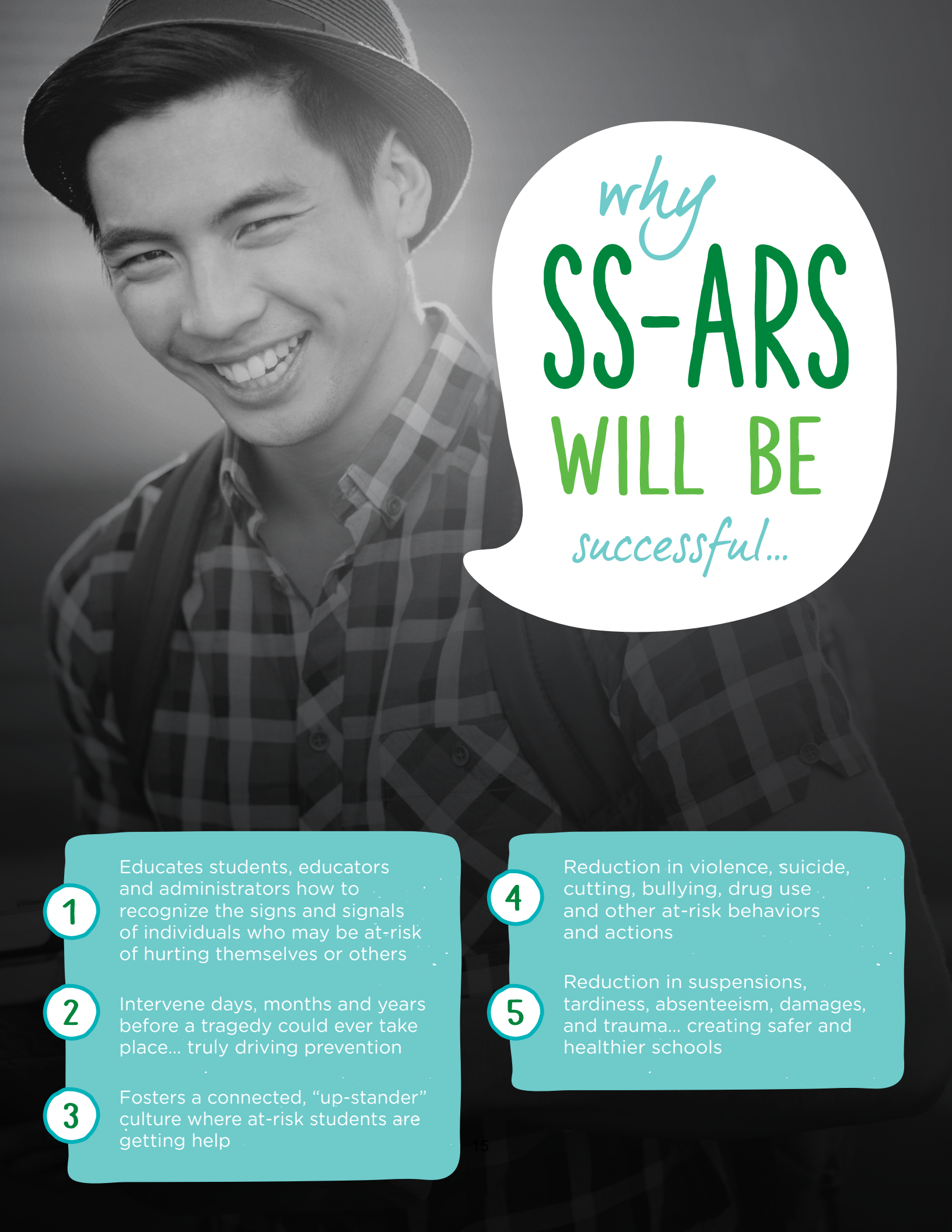
3

School officials report their outcomes into the SS-ARS platform and close out the tip ensuring accountability for every tip submitted

How is the program **SUSTAINED?**

SS-ARS is sustained through our:

- Students Against Violence Everywhere (SAVE) Promise Club or existing student club by embedding SS-ARS in the club in order to empower students to carry it forward and keep awareness high within district schools
- On-going support, refresher trainings and call-to-action weeks to rally school personnel and student clubs around the SS-ARS program
- No cost, in-school awareness materials – posters, floor stickers, table tops, etc. to gently remind students of the app, website and 24/7 telephone hotline



why
SS-ARS
WILL BE
successful...

1

Educates students, educators and administrators how to recognize the signs and signals of individuals who may be at-risk of hurting themselves or others

2

Intervene days, months and years before a tragedy could ever take place... truly driving prevention

3

Fosters a connected, "up-stander" culture where at-risk students are getting help

4

Reduction in violence, suicide, cutting, bullying, drug use and other at-risk behaviors and actions

5

Reduction in suspensions, tardiness, absenteeism, damages, and trauma... creating safer and healthier schools

About Sandy Hook Promise

Sandy Hook Promise (SHP) is a national, nonprofit organization based in Newtown, Connecticut. SHP is led by several family members whose loved ones were killed in the tragic mass shooting at Sandy Hook Elementary School on December 14, 2012. SHP's mission is to prevent gun violence (and other forms of violence and victimization) BEFORE it happens by educating and mobilizing youth and adults to identify, intervene and get help for at-risk individuals. SHP is a moderate, above-the-politics organization that supports sensible program and policy solutions that address the "human-side" of gun violence by preventing individuals from ever getting to the point of picking up a firearm to hurt themselves or others. Our words, actions and impact nationwide are intended to honor all victims of gun violence by turning our tragedy into a moment of transformation.

For more information about Sandy Hook Promise and our *Know the Signs* program, please visit www.sandyhookpromise.org.



Sandy Hook
PROMISE

**Gun violence is preventable when you Know the Signs.
Learn how and stop it before it starts.**



The Becker School District is committed to the academic, social, and emotional wellbeing of every student. Accordingly, we have many programs in place to ensure that every student feels safe and secure. Contact and reporting information for students and parents is included in the information below.

Becker School District Mental Health Intervention Programs

- The school district has added 13 social worker/mental health mental health positions since 2015 (EC/PS 5, IS 3, MS 3, HS 2.) We have funded these positions through a variety of grants, funding sources, and partnerships with other agencies.
- The school district has been working with SAVE (Suicide Awareness Voices of Education) since 2013. SAVE is a national organization that provides research-based and best practice recommendations to prevent suicides. A SAVE representative provided training for all school staff in August of 2014. The training informed staff of indicators, which students may exhibit suggesting they are in need of mental health support. Additional resources were provided to the school staff, which included how to refer students in need of help and information related to the socio-emotional wellbeing of students. Dr. Dan Reitenberg from S.A.V.E returned to the school district in March 2017 to continue to work with administrators and mental health professionals on suicide prevention strategies.
- School administrators, counselors, social workers, and school psychologists were trained by National Association of School Psychologists during summer 2018 in Suicide Risk Assessment and Threat Assessment protocols.
- Heather Forbes - a nationally expert on Developmental Trauma held information and training sessions for all school staff, regional mental health professionals and parents/community members in March of 2018.
- Dr. Mark Sanders, an expert in Adverse Childhood Experiences (ACES) held

training and information sessions for regional mental health professionals and school staff in March of 2019.

- The school district is also partnering with the CentraCare Monticello Bounce Back project to promote the development of resiliency and healthy lifestyles. Bounce Back is used in Health Education classes.
- Healthy Community Events took place in the fall of 2014 and 2015. Sherburne County, the school, churches, and several mental health agencies had information, and personnel available during the resource fair. The 2014 program featured the national SAVE director, and a panel discussion, which included students, parents, mental health professionals, and a law enforcement representative. The 2015 program featured Kevin Hines, an award-winning global speaker, bestselling author, suicide prevention and mental health advocate.
- The school health curriculum provides mental health coping skills for students and includes strategies to help students make responsible choices.
- The school district recently began a partnership with the Minnesota Department of Health. MDE's Psychological First Aid (PFA) program helps school staff after a crisis. This program reduces psychological stress, so staff can better assist students.
- Nancy Riestenberg, The School Climate Specialist at The Minnesota Department of Education met with the Becker School administrators in 2018. She shared information about All Hazards planning framework which focuses on prevention, intervention, response and recovery.
- District and school administrators and mental health staff were trained in the PREPaRE response and recovery framework in 2015. This psychological triage framework is used by the school district team to respond to crisis and loss events.
- TRAK (Together Reaching Area Kids) was formed in the fall of 2013. Membership includes Becker School Staff, Dylan's Hope Foundation, Becker Police Department, Spiritual Leaders, Sherburne County Health and Human Services, Parents, Mental Health Professionals, CentraCare, Sherburne County Sheriff's Department, and Sherburne County Probation. The committee was formed in response to concerns for the youth of the Becker Community. TRAK activities to date include Healthy Community Events and Resource Fairs, sending students to the MN High School Suicide Prevention Youth Summit, sending school staff members to be trained by the SEARCH Institute <http://www.search-institute.org> conducting a developmental assets survey of all Becker students and establishing goals to increase developmental assets, and hosting a community events to explain and promote the developmental assets.
 - Dylan's Hope Foundation is a local non-profit organization, which brings awareness about suicide and mental illness. The school district has partnered with Dylan's Hope to fund individual student counseling, student support groups, and other mental health initiatives in our schools including the Health Community Event, which addressed mental health issues last October.

High School

- Two social worker/mental health professionals have recently been added to the staff.
- [Wellness Center](#): The Becker High School partners with community mental health agencies to provide additional support for students when they are in crisis. Services provided include individual counseling, chemical health education, truancy prevention, and nutrition awareness. The Wellness Center exists to assist staff and several co-located providers in providing quality programming and therapies to Becker students. With this model of delivery, we are able to greatly increase access for students, as well as decrease the wait time usually associated with many of these services.
- The Becker HS food shelf is providing food on a regular basis to approximately many families. Counseling staff within the Wellness Center also has access to food/snacks to ensure their clients have a positive experience.
- The “WeCare Club” - The mission of the BHS WeCare Club is to “inspire learning and action that supports student citizenship and creates tangible change in our school, community and the world.” The WeCare Club is open to any BHS student who is willing to meet at least once a quarter during lunch and to participate in volunteer efforts. Recently the club completed 2500 notes of kindness to students and staff.
- The Sherburne County Substance Use Prevention Coalition. This county-wide alliance is working to decrease chemical usage among young people. For example a recent survey showed that 60% of Becker High School 11th graders did not use alcohol, marijuana, or other drugs during the past year. Furthermore, of the 11th grade boys who use alcohol, 54% obtained it from their parents or other family members.
- The BHS DREAM (Drug Related Education & Awareness Mentors) team is a group of students committed to be drug and alcohol free and encourage others to do the same.
- The high school health curriculum provides mental health coping skills for students and includes strategies to help students make responsible choices.
- Becker Safe Schools Committee meets quarterly to address at risk behavior exhibited by students. The committee includes numerous county and local agencies.
- High School students have access to the crisis text line by texting to 741741. Students can text anytime about any type of crisis. Students can then text with a licensed crisis counselor.
- Becker HS contracts with Recovery Plus to host a Chemical Health Educator during the school year for 4 hours per week. The CHE meets with students and is also a resource for parents.
- Becker Middle School and High School adopted Project Northland and Class Action curriculum this year through the SCSUPC. Staff from both the MS and HS were trained in this program. Becker is the only school district in Sherburne County to adopt this Hazelden curriculum which research shows has an impact on lowering alcohol and marijuana usage among students.

- Anonymous online reporting for bullying is available at <https://beckerschools.wufoo.com/forms/bullying/>
- For assistance with your child's social emotional needs or to learn more about available programs, please contact: Rick Toso, Principal (763 261 4501) rtoso@isd726.org; Brian Baloun, Assistant Principal (763 261 4501) bbaloun@isd726.org; Heather Eigen, School Counselor (763) 261 4501, ext 3121 (Students with last names A-K), heigen@isd726.org; Margaret Smude, School Counselor (763-261-4501 ext. 3125), (Students with last names L-Z) mmsmude@isd726.org;

Middle School

- Three social workers/mental health professionals have recently been added to the staff.
- Check and Connect is a program for students with attendance issues. Through daily contact with at risk students, staff members determine causes for absences and address issues with families such as anxiety and friendship issues.
- Last month a resource table was available in middle school commons during parent/teacher/student conferences. Information for parents relating to dealing with grief and talking with children about death and dying was available.
- The Becker Middle School Community promotes academic achievement and success through the three R's: RESPECT, RESPONSIBILITY and RELATIONSHIPS. This serves as the foundation of our school.
- Becker Middle School is implemented a Multi-Tiered System of Support. Our Tier I programming targets effective practices for building a healthy learning community and culture. It is research based and follows the principles of Positive Behavior Intervention and Support. The philosophy and strategies utilized throughout the building are aimed at promoting a positive and caring culture that values, recognizes, and rewards respectful and caring behavior toward others. Programming such as Matrix Minutes and Wednesday morning community meetings focuses on topics relevant to early adolescence and developing skills necessary to be successful in the middle school years and beyond.
- Victoria Powell, Asst. County Attorney, delivers a powerful presentation to 7th and 8th graders about bullying and provides students strategies to stop bullying as well as ways to deal with bullying.
- The School Liaison Officer serves as a resource to assist administrators and staff address matters of safety that have the potential of negatively impacting the learning environment.
- The media specialist teachers provide information to students about internet safety and responsible use of technology including discussions about the consequences of bullying through the internet and with cell phones.
- Becker Middle School administrators regularly review the bullying policy at the beginning of each year with teachers and students and repeat the message with each

grade level either quarterly or at a minimum, at the beginning of first and second semesters.

- Safe Space training was provided to district principals and other administration as well as district mental health team members. The trainers provided data and information pertaining to sexual orientation and bullying as well as strategies for educators/schools to address and prevent bullying relating to sexual orientation.
- Mental health and various aspects of safety are addressed within our middle school core curriculum in classes such as Health 7, Life Skills 7 & 8, PE, Media, and Tech Ed.
- Anonymous online reporting for bullying is available at <https://beckerschools.wufoo.com/forms/bullying/>
- For assistance with your child's social / emotional needs or to learn more about available programs, please contact: Chantel Boyer, Principal (763 261 6333) cboyer@isd726.org; Mark Kolbinger, Assistant Principal (763 261 6333) mkolbinger@isd726.org; Julie Fox, Counselor (763 261 6333) jfox@isd726.org

Intermediate School

- Three social workers/mental health professionals have recently been added to the staff.
- Collaborating with Central MN Mental Health: provided a parent workshop to discuss grief, loss, and provide area resources.
- Central Minnesota Mental Health partnered with the school to host a parent information session. Parents received resources, including children's literature suggestions to parents to help their students with mental health related issues.
- Provided research based perseverance and resiliency education for all students using criterion from The Search Institute.
- The Search Institute REACH program has been implemented in all classrooms. This social emotional program focuses on Relationships, Effort, Aspiration, Cognition, and Heart.
- Weekly school-wide Team Rock meetings focusing on building a positive school climate, anti-bullying, respect, and citizenship.
- The behavior specialist and school social worker provide small group and individual support and research-based intervention to support at-risk students.
- Check and Connect is a program for students with attendance issues. Through daily contact with at risk students, staff members determine causes for absences and address issues with families such as anxiety and friendship issues.
- Every Student, Every Day - Staff greet every student at the door every day to build a relationship of trust.
- Anonymous online reporting for bullying is available at <https://beckerschools.wufoo.com/forms/bullying/>
- For assistance with your child's social / emotional needs or to learn more about available programs, please contact: Dr. Christine Glomski, Principal (763 261 4504)

cglomski@isd726.org; Mark Graham, Assistant Principal (763 261 4504)
mgraham@isd726.org

Primary School

- Five social workers/mental health professionals have recently been added to the staff.
- A school wide Positive Behavior System "Being your Bulldog Best" focuses on helping students to be kind, caring, ready and safe. School wide expectations are taught using a matrix that is reinforced every Wednesday at Bulldog Pack meetings.
- A social emotional curriculum – Barky Academy has been developed by school staff and is used in all classroom.
- The Behavior Specialist and school social worker teaches the Second Step program to Kindergarten students to help build positive social and behavior skills.
- The Behavior Specialist and school social workers intervene with small groups of students using Sunshine Circles and Check and Connect programs to support at risk students.
- Anonymous online reporting for bullying is available at <https://beckerschools.wufoo.com/forms/bullying/>
- For assistance with your child's social emotional needs or to learn more about available programs, please contact: Dale Christensen, Principal (763 261 6330) dchristensen@isd726.org; Erica Rusin, erusin@isd726.org

Mental Health Staff 18-19	PS	IS	MS	HS	
Counselor			1	2	
Counselor Intern				0.5 (2017)	
Social Worker (SOS Grant)	1 (2016)	1 (2016)			
Social Worker (Building realignment teaching FTE)			0.5 (2018)		
			0.5 (2017)		
Behavior Interventionist Social Worker (ADSIS)	1 (2015)	1 (2015)	0.5 (2015)	0.5 (2015)	
Social Worker (Special Ed)	0.25	0.25	0.5	1	
School Linked Metal Health (HHS and BRIDGES grants) GMFS, LSS, CMMH and Solutions Counseling, Tolefsons Counseling, Center for Family Counseling, Healing Moments	3 (2019)	1 (2019)	2- (2018)	Wellness Center (2016): 1 - 1 day week 1 - 2 days week 3 - 3 hours week 1 - 2 hours week 1 - 1 hour week	
					Totals
Added Since 2015	5	3	3	2	13
Total	5.25	3.25	4.5	5	18

Chair Jurek called the regular meeting of the School Board of District #726 to order on the 1st day of April, 2019 at 6:30 p.m. in the Teaching & Learning Center.

Roll Call.

Members present: Aaron Jurek, Jason Kindred, Lori Molus, Connie Robinson, Mark Swanson

Members absent: Ryan Obermoller

Others present: Dr. Stephen Malone, Superintendent
 Kevin Januszewski, Director of Business Services

The Robotics Team provided an update on their program.

REPORTS

Superintendent Malone:

- Legislation Pertaining to Winter Weather Closures
- Governor’s Revised Budget Proposal

Chair Jurek: ECFE Advisory Committee Meeting Update

School Board Student Representative Syndey Stommes: Robotics, Speech, Blood Drive, ACT Testing, Prom Planning

Motion by Jason Kindred, seconded by Connie Robinson to **Approve the Consent Agenda**, as presented:

Motion carried unanimously.

CONSENT AGENDA

MINUTES FROM THE MARCH 11, 2019 REGULAR SCHOOL BOARD MEETING

FINANCIAL REPORT

EXPENDITURES	2018-19		2018-19	Remaining	%	Prior Year
	Budget	March 2019				Year-to-Date
General	33,162,293	2,852,934	21,937,287	11,225,006	66.15%	69.60%
Food Service	1,464,860	113,971	860,707	604,153	58.76%	66.73%
Community Service	1,417,180	105,085	938,195	478,985	66.20%	68.15%
Debt Service	3,557,569	82,981	3,552,318	5,251	99.85%	99.91%
	\$39,601,902	\$3,154,971	\$27,288,508	\$12,313,394	68.91%	72.36%

DISBURSEMENTS – in the amount of \$916,756.23

PERSONNEL

Name	Status	Job Title	Location	Hrs Per Day/FTE	Group	Replac ing	Effective	Wage
Fitzpatrick, Michelle	Resignation	Secretary	HS	8 Hours Per Day	Multi Unit	n/a	End of 18-19 School Year	n/a
Foss, Bev	Resignation	Paraprofessiona l	MS	7.5 Hours Per Day	Multi Unit	n/a	End of 18-19 School Year	n/a
Gibbons, Robin	Resignation	Asst. Cook / Lead Cook	MS	6.25 Hours Per Day	Multi Unit	n/a	3/15/19	n/a
Haag, Kurt	New	Math Teacher	HS	1 FTE	BEA	Phil Johnson	8/19/19	BA Lane / Step 5 \$46,165 Annually
Haberman, Michael	End of Assignment	Custodian	IS/PS	8 Hours Per Day	Multi Unit	n/a	3/8/19	n/a
Kreft, David	New	Principal	HS	1 FTE	Administration	Rick Toso	7/1/19	\$133,025.4 9 Annually
Lorentz, Nancy	Leave of Absence - <i>Amended</i>	Media Specialist	HS	.7 FTE	BEA	n/a	8/26/19	*See Note
Otto, Josh	New	Business Education Teacher	HS	1 FTE	BEA	Gretchen Pearce	8/26/19	MA Lane / Step 10 \$60,508 Annually
Schaefer, Sarah	New	Speech Language Pathologist	IS/PS	Additional .5 FTE	BEA	n/a	8/26/19	Use Current

*Note: Rescission of her Extended Leave of Absence and approval to participate in the TRA Part-Time Teaching Program on at .3 FTE. Employee will pay the purchasable salary portion for both Employee and Employer TRA Contributions

GIFTS

Donor Name	Description of Gift	Purpose of Gift
Becker Education Assn.	\$500.00	Robotics
Burau Homes	\$250.00	Robotics
Destination Vacation	\$250.00	Robotics
Long Haul Trucking	\$1,000.00	Robotics
Manufacturing Partners, Inc.	25 \$500.00	Robotics
Monticello Agency	\$250.00	Robotics

Sherburne State Bank	\$500.00	Robotics
Tiller Corp.	\$1,000.00	Robotics

RESOLUTION RELATING TO THE TERMINATION AND NONRENEWAL OF A PROBATIONARY TEACHER

Proposed FY20 General Fund Budget Adjustments were discussed. No action was taken. The board concurred that this was an administrative issue.

Dr. Malone reviewed the progress of the **Strategic Planning Process**. No action was taken.

Dr. Malone and Kevin Januszewski reviewed **Two Referenda That Will Expire After FY20**. No action was taken. This will be recommended for approval at the May, 2019 school board meeting.

The meeting was **adjourned** at 7:20 p.m.

Aaron Jurek, Chair

Mark Swanson, Clerk

Recorder: Angela Oswald

**BECKER PUBLIC SCHOOLS
MONTHLY FINANCIAL REPORT
April 2019**

EXPENDITURES

Fund	2018-19 Budget	April 2019	2018-19 Year-to-Date	Remaining Budget	% Spent
General	33,162,293	2,867,092	24,804,379	8,357,914	74.80%
Food Service	1,464,860	113,380	974,087	490,773	66.50%
Community Service	1,417,180	136,056	1,074,251	342,929	75.80%
Debt Service	3,557,569	-	3,552,318	5,251	99.85%
	\$ 39,601,902	\$ 3,116,528	\$ 30,405,036	\$ 9,196,866	76.78%

May 2019 Personnel

I recommend approving the personnel items as presented (sorted by last name):

Name	Status	Job Title	Location	Hrs Per Day/FTE	Group	Replacing	Effective	Wage
Agnew, Cindy	End of Assignment	Enrichment Coordinator	MS	Season	BEA - Schedule C	n/a	End of Current School Year	n/a
Boos, Joalah	Resignation	Yearbook Advisor	HS	Season	BEA - Schedule C	n/a	End of Current School Year	n/a
Cota, Erin	End of Assignment	Lunchroom Supervisor	HS	1.75 Hours Per Day	n/a	n/a	2/20/19	n/a
Cox, Jackie	Resignation	Administrative Assistant, Guidance Office	HS	8 Hours Per Day	Multi-Unit	n/a	6/14/19	n/a
Friedrichs, Doug	Resignation	Head Coach, Boys Hockey	HS	Season	BEA - Schedule C	n/a	4/12/19	n/a
Glomski, Christine	Resignation	Principal	IS	1 FTE	Administrator	n/a	6/30/19	n/a
Graham, Mark	Resignation	Assistant Principal	IS	1 FTE	Administrator	n/a	6/30/19	n/a
Luethmers, David	New	Night Custodian	IS/PS	8 Hours Per Day	Multi-Unit	Michael Haberman	3/28/19	Use Current Wage
Nelson, Jennifer	Resignation	Assistant Cook	PS	n/a	Multi-Unit	n/a	4/5/19	n/a
Nelson, Jennifer	New	Lead Cook / Assistant Cook	MS	6.5 Hours Per Day	Multi-Unit	Robin Gibbons	4/8/19	\$17.18 Per Hour
O'Neill, Jesse	Resignation	Student Council Advisor	HS	Season	BEA - Schedule C	n/a	End of Current School Year	n/a
Peterson, Kelly	New	Assistant Cook	Floating	6.25 Hours Per Day	Multi-Unit	Jennifer Nelson	4/29/19	\$14.95 Per Hour
Peterson, Kelly	Resignation	Server	PS/MS	n/a	Multi-Unit	n/a	4/26/19	n/a
Pilarski, Anita	Resignation	Paraprofessional	PS	n/a	Multi-Unit	n/a	5/10/19	n/a
Pishney, Jessica	End of Assignment	Paraprofessional, Technology	IS	2.5 Hours Per Day	NonUnion	n/a	End of Current School Year	n/a
Shreeve, Paige	New	Yearbook Advisor	HS	Season	BEA - Schedule C	Joalah Boos	7/1/19	Step 8 @ \$5,190 Per Season
Slack, Jenna	New	Special Education Teacher	HS	.5 FTE	BEA	Ryan Szymanski	8/19/19	BA Lane / Step 6 @ .5 = \$23,759
Thorpe, Mary	New	Playground Supervisor	IS	20 Minutes Per Day	Multi-Unit	Loren Monroe	4/8/19	Use Current Wage
Verway, Natalie	New	Night Custodian	HS	4 Hours Per day	Multi-Unit	n/a	5/6/19	\$16.21 Per Hour
Vogl, Craig	Resignation	Summer Marching Band Director	HS	Season	BEA - Schedule C	n/a	3/27/19	n/a
Webster, Jesseca	New	Paraprofessional, Technology	Technology Office	8 Hours Per Day	Multi-Unit	Joalah Boos	8/26/19	Step 1 @ \$16.41 Per Hour

I recommend approving the attached Reduction In Force:

REDUCTION IN FORCE

PLACING

Hannah McBride (2.75 Hours Admin Assistant), Joni Starry (1 Hour Media Assistant)

ON LAYOFF PURSUANT TO ARTICLE XIII SECTION 2 OF THE AGREEMENT BETWEEN
INDEPENDENT SCHOOL DISTRICT #726 BECKER, MINNESOTA AND SERVICE EMPLOYEES
INTERNATIONAL UNION, LOCAL #284

BE IT RESOLVED by the School Board of Independent School District No. 726 that

1. Hannah McBride (2.75 hours) & Joni Starry (1 hour) are placed on layoff effective at the end of the 2018-19 school year without pay or fringe benefits, pursuant to Article XIII, Section 2 of The Agreement Between Independent School District #726 Becker, Minnesota And Service Employees International Union, Local #284.
2. That written notice be sent to said employees regarding the placement on layoff without pay or fringe benefits.

May, 2019

Policy 706 Acceptance of Gifts permits the school board to accept donations or gifts under the terms of the policy. I recommend accepting the gifts as described below.

Donor Name	Description of Gift	Purpose of Gift
Becker Drama Boosters	\$633	MS Musical Expenses
Becker Lions	\$1,000	Robotics
Becker Youth Basketball	\$500.00	Fitness Room Supervision
Becker Youth Softball	\$500.00	Fitness Room Supervision
Bloomington Chapter #307, Order of the Eastern Star	\$150.00	Scholarship Money for 3rd Grade Students to Purchase New Books
Clear Lake Lions	\$1,800.00	Safety Camp
Clear Lake Lions	\$400.00	Fitness Room Supervision
Clear Lake Lions	\$5,000.00	Robotics
Darter Plastics	\$1,000.00	Robotics
Fishbach, Mike & Kris	\$200.00	Robotics
Great River Energy	\$500.00	Robotics
Knights of Columbus	\$700.00	Robotics
Liberty Paper	\$1,000.00	Robotics
Monticello Rod & Gun Club	\$500.00	Archery Team
Real Cool Synchrony	\$1,200.00	Unpaid Meal Balances for 8 Families
Santiago Lions	\$1,000.00	Robotics
Sherburne State Bank	\$250.00 30	Robotics
Wells Fargo	\$1,000.00	School Store Startup Costs

August 2020 - June 2021

August

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					
Teachers: 1						

24-28 New Teacher Workshops - TBD
31 Staff Development

February

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28						
Teachers 19						
Students 19						

12 Early Out Staff Development
15 No School

September

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			
Teachers: 20.5						
Students: 17						

1-4 Staff Development (4th .5)
7 Labor Day
8 First Day of School

March

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			
Teachers 21						
Students 20						

9 End of Trimester
10 No School Staff Development
11-12 No School

October

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						
Staff 21 (Inc. Conferences)						
Students 20						

2 Early Out Staff Dev
14 Early Out (No Staff Dev)
15-16 No School

April

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						
Teachers 22 (Inc. Conferences)						
Students 21						

2 No School
30 Early Out Staff Development

November

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					
Staff 18						
Students 18						

25-27 No School

May

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					
Teachers 20						
Students 20						

28 Graduation
31 No School

December

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		
Staff 16						
Students 15						

3 End of 1st Trimester
4 No School (Staff Dev)
23-25 No School
28-31 No School

June

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			
Teachers 4.5						
Students 4						

4 Last Day of Classes
4 Early Out Staff Development
7.5 Staff Development

January

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31	Staff 19					
Students 19						

1 No School
18 No School

TOTAL STUDENT DAYS: 173
TOTAL STAFF DEV. DAYS: 9
TOTAL CALENDAR DAYS: 182

One of the superintendent goals, approved by the board last fall, was to review and update the district policies pertinent to fiscal operations. I recommend a first reading of the following policies:

- a. 701 Establishment and Adoption of School District Budget: Updates statutory changes since 2005 including the repeal of MS 126C.23.
- b. 702 Accounting: Requires the school district to publish financial information on the website within one week of the final audit per MS123B.10 instead of October 1st.
- c. 703 Audit: Reflects the name change of Department of Education to Minnesota Department of Education (MDE.)
- d. 705 Investments: Adds statutory investment requirement for other post-employment benefit (OPEB) trust accounts [Becker does not have OPEB funds]. Also, clarifies that statutory requirement for competitive bids and quotes for investment instruments.

Adopted: May 2, 2005

Revised: _____

701 ESTABLISHMENT AND ADOPTION OF SCHOOL DISTRICT BUDGET

I. PURPOSE

The purpose of this policy is to establish lines of authority and procedures for the establishment of the school district's revenue and expenditure budgets.

II. GENERAL STATEMENT OF POLICY

~~It is~~The policy of this school district to establish its revenue and expenditure budgets in accordance with the applicable provisions of law. Budget planning is an integral part of program planning so that the annual budget will effectively express and implement school board goals and the priorities of the school district.

III. REQUIREMENT

- A. The superintendent or such other school official as designated by the superintendent or the school board shall each year prepare preliminary revenue and expenditure budgets for review by the school board or its designated committee or committees. 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 the school district for the next fiscal year and make such adjustments in the expenditure budget as necessary to carry out the education program within the revenues projected.
- B. ~~Prior to the adoption of the initial budget for a school year, the school board or such other school official as designated by the superintendent or the school board must inform the principal or other responsible administrative authority at each site the amount of general education and referendum revenue that will be generated by the pupils in attendance at that site. These estimates may be adjusted in accordance with law.~~ The school district must maintain separate accounts to identify revenues and expenditures for each building. Expenditures shall be reported in compliance with Minn. Stat. § 123B.76
- C. ~~The school district must maintain separate accounts to identify revenues and expenditures for each building. Expenditures shall be reported in compliance with Minn. Stat. § 123B.76.~~ Prior to July 1 of each year, the school board shall approve and adopt its initial revenue and expenditure budgets for the next school year. The adopted expenditure budget document shall be considered the school board's expenditure authorization for that school year. No funds may be

expended for any purpose in any school year prior to the adoption of the budget document which authorizes 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.

- D. ~~Prior to July 1 of each year, the school board shall approve and adopt its initial revenue and expenditure budgets for the next school year. The adopted expenditure budget document shall be considered the school board's expenditure authorization for that school year. No funds may be expended for any purpose in any school year prior to the adoption of the budget document which authorizes 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. Each year, the school district shall publish its adopted revenue and expenditure budgets for the current year, the actual revenues, expenditures, and fund balances for the prior year, and the projected fund balances for the current year in the form prescribed by the Commissioner within one week of the acceptance of the final audit by the school board, or November 30, whichever is earlier. At the same time as this publication, the school district shall publish the other information required by Minn. Stat. § 123B.10.~~
- E. ~~The school district shall, prior to October 1 of each year, publish its adopted revenue and expenditure budgets for the current year, the actual revenues, expenditures and fund balances for the prior year, and the projected fund balances for the current year in a qualified newspaper of general circulation in the school district. The publication shall be made in the form prescribed by the Commissioner. A statement shall be included in the publication that the complete budget in detail may be inspected by any resident of the school district upon request to the superintendent. At the same time as this publication, the school district shall publish the other information required by Minn. Stat. § 123B.10. At the public hearing on the adoption of the school district's proposed property tax levy, the school board shall review its current budget and the proposed property taxes payable in the following calendar year.~~
- F. ~~At the public hearing on the adoption of the school district's proposed property tax levy, the school board shall review its current budget and the proposed property taxes payable in the following calendar year. The school district must post the materials specified in Paragraph III.D. above on the school district's official website, including a link to the school district's school report card on the Minnesota Department of Education's website, and publish a summary of information and the address of the school district's website where the information can be found in a qualified newspaper of general circulation in the district.~~

IV. IMPLEMENTATION

- A. The school board places the responsibility for administering the adopted budget with the superintendent. The superintendent may delegate duties related thereto to other school officials, but maintains the ultimate responsibility for this function.
- B. The program-oriented budgeting system will be supported by a program-oriented accounting structure organized and operated on a fund basis as provided for in Minnesota statutes through the Uniform Financial Accounting and Reporting Standards for Minnesota School Districts (UFARS).
- C. The superintendent or the superintendent's designee is authorized to make payments of claims or salaries authorized by the adopted or amended budget prior to school board approval.
- D. Supplies and capital equipment can be ordered prior to budget adoption only by authority of the school board. If additional personnel are provided in the proposed budget, actual hiring may not occur until the budget is adopted unless otherwise approved by the school board. Other funds to be expended in a subsequent school year may not be encumbered prior to budget adoption unless specifically approved by the school board.
- E. The school district shall make such reports to the Commissioner as required relating to initial allocations of revenue, reallocations of revenue and expenditures of funds.

Legal References: Minn. Stat. § 123B.10 (Publication of Financial Information)
Minn. Stat. § 123B.76 (Expenditures; Reporting)
Minn. Stat. § 123B.77 (Accounting, Budgeting and Reporting Requirements)
~~Minn. Stat. § 126C.23 (Allocation of General Education Revenue)~~

Cross References: Policy 701.1 (Modification of School District Budget)
Policy 702 (Accounting)

Adopted: May 2, 2005

Revised: _____

702 ACCOUNTING

I. PURPOSE

The purpose of this policy is to adopt the Uniform Financial Accounting and Reporting Standards for Minnesota School Districts provided for in guidelines adopted by the Minnesota Department of Education.

II. GENERAL STATEMENT OF POLICY

It is the policy of this school district to comply with the Uniform Financial Accounting and Reporting Standards for Minnesota School Districts.

III. MAINTENANCE OF BOOKS AND ACCOUNTS

The school district shall maintain its books and records and do its accounting in compliance with the Uniform Accounting and Reporting Standards for Minnesota School Districts (UFARS) provided for in the guidelines adopted by the Minnesota Department of Education and in compliance with applicable state laws and rules relating to reporting of revenues and expenditures.

IV. PERMANENT FUND TRANSFERS

Unless otherwise authorized pursuant to Minn. Stat. § 123B.80, as amended, or any other law, fund transfers shall be made in compliance with UFARS and permanent fund transfers shall only be made in compliance with Minn. Stat. §123B.79, as amended, or other applicable statute.

V. REPORTING

The school board shall provide for an annual audit of the books and records of the school district to assure compliance of its records with UFARS. Each year, the school district shall also, ~~on or before October 1 of each year,~~ provide for the publication of the financial information specified in Minn. Stat. §123B.10 in the manner specified therein.

Legal References: Minn. Stat. § 123B.02 (School District Powers)
Minn. Stat. § 123B.09 (School Board Powers)
Minn. Stat. § 123B.10 (Publication of Financial Information)
Minn. Stat. § 123B.14, Subd. 7 (Duties of School Board Clerk)
Minn. Stat. § 123B.75 (Revenue)
Minn. Stat. § 123B.76 (Expenditures)
Minn. Stat. § 123B.77 (Accounting, Budgeting and Reporting)

Requirements)

Minn. Stat. § 123B.78 (Cash Flow, Revenues, Borrowing, Deficits)

Minn. Stat. § 123B.79 (Permanent Fund Transfers)

Minn. Stat. § 123B.80 (Exceptions for Permanent Fund Transfers)

Cross References: Policy 703 (Annual Audit)

Adopted: May 2, 2005

Revised: _____

703 ANNUAL AUDIT

I. PURPOSE

The purpose of this policy is to provide for an annual audit of the books and records of the school district in order to comply with law, to provide a permanent record of the financial position of the school district, and to provide guidance to the school district to correct any errors and discrepancies in its practices.

II. GENERAL STATEMENT OF POLICY

~~It is the~~ The policy of this school district to comply with all laws relating to the annual audit of the books and records of the school district.

III. REQUIREMENT

- A. The school board shall appoint independent certified public accountants to audit, examine and report upon the books and records of the school district. The school board may enter into a contract with a person or firm to provide the agreed upon services.
- B. After the close of each fiscal year, the books, records and accounts of the school district shall be audited by said independent certified public accountants in accordance with applicable standards and legal requirements. The superintendent and members of the administration shall cooperate with the auditors.
- C. The school district shall, prior to September 15 of each year, submit unaudited financial data for the preceding year to the Commissioner ~~of the Department of~~ Education (~~the~~ Commissioner) on forms prescribed by the Commissioner. The report shall also include those items required by Minn. Stat. § 123B.14, Subd. 7.
- D. The school district shall, prior to November 30 of each year, provide to the Commissioner audited financial data for the preceding fiscal year. The school district shall, prior to December 31 of each year, provide to the Commissioner and the State Auditor an audited financial statement in a form that will allow comparison with and correction of material differences in the unaudited data. The audited financial statement must also provide a statement of assurance pertaining to compliance with uniform financial accounting and reporting standards and a copy of the management letter submitted to the school district by its auditor.
- E. The audit must be conducted in compliance with generally accepted governmental auditing standards, the Federal Single Audit Act and the Minnesota Legal Compliance Guide issued by the Office of the State Auditor.

- F. The school board must approve the audit report by resolution or require a further or amended report.
- G. The administration shall report to the school board regarding any actions necessary to correct any deficiencies or exceptions noted in the audit.
- H. The accounts and records of the school district shall also be subject to audit and inspection by the State Auditor to the extent provided in Minn. Stat. Ch. 6.

Legal References: Minn. Stat. Ch. 6 (State Auditor)
Minn. Stat. § 123B.02 (School District Powers)
Minn. Stat. § 123B.09 (School Board Powers)
Minn. Stat. § 123B.14, Subd. 7 (Duties of School Board Clerk)
Minn.Stat. § 123B.77, Subds. 2 and 3 (Audited Financial Statements;
Statement for Comparison and Correction)

Cross References: Policy 702 (Accounting)

Adopted: April 7, 2008

Revised: _____

705 INVESTMENTS

I. PURPOSE

The purpose of this policy is to establish guidelines for the investment of school district funds.

II. GENERAL STATEMENT OF POLICY

It is the policy of this school district to comply with all state laws relating to investments and to guarantee that investments meet certain primary criteria.

III. SCOPE

This policy applies to all investments of the surplus funds of the school district, regardless of the fund accounts in which they are maintained, unless certain investments are specifically exempted by the school board through formal action.

IV. AUTHORITY; OBJECTIVES

- A. The funds of the school district shall be deposited or invested in accordance with this policy, Minn. Stat. Ch. 118A and any other applicable law or written administrative procedures.
- B. The primary criteria for the investment of the funds of the school district, in priority order, are as follows
 - 1. Safety and Security. Safety of principal is the first priority. The investments of the school district shall be undertaken in a manner that seeks to ensure the preservation of the capital in the overall investment portfolio.
 - 2. Liquidity. The funds shall be invested to assure that funds are available to meet immediate payment requirements, including payroll, accounts payable and debt service.
 - 3. Return and Yield. The investments shall be managed in a manner to attain a market rate of return through various economic and budgetary cycles, while preserving and protecting the capital in the investment portfolio and taking into account constraints on risk and cash flow requirements.

V. DELEGATION OF AUTHORITY

- A. The Director of Business Services and the Superintendent of the school district are designated as the investment officers of the school district and are responsible for investment decisions and activities under the direction of the school board. The investment officer shall operate the school district's investment program consistent with this policy. The investment officer may delegate certain duties to a designee or designees, but shall remain responsible for the operation of the program.
- B. All officials and employees that are a part of the investment process shall act professionally and responsibly as custodians of the public trust, and shall refrain from personal business activity that could conflict with the investment program or which could reasonably cause others to question the process and integrity of the investment program. The investment officer shall avoid any transaction that could impair public confidence in the school district.

VI. STANDARD OF CONDUCT

The standard of conduct regarding school district investments to be applied by the investment officer shall be the "prudent person standard." Under this standard, the investment officer shall exercise that degree of judgment and care, under the circumstances then prevailing, that persons of prudence, discretion and intelligence would exercise in the management of their own affairs, investing not for speculation and considering the probable safety of their capital as well as the probable investment return to be derived from their assets. The prudent person standard shall be applied in the context of managing the overall investment portfolio of the school district. The investment officer, acting in accordance with this policy and exercising due diligence, judgment and care commensurate with the risk, shall not be held personally responsible for a specific security's performance or for market price changes. Deviations from expectations shall be reported in a timely manner and appropriate actions shall be taken to control adverse developments.

VII. MONITORING AND ADJUSTING INVESTMENTS

The investment officer shall routinely monitor existing investments and the contents of the school district's investment portfolio, the available markets and the relative value of competing investment instruments.

VIII. INTERNAL CONTROLS

The investment officer shall establish a system of internal controls which shall be documented in writing. The internal controls shall be reviewed by the school board and shall be annually reviewed for compliance by the school district's independent auditors. The internal controls shall be designed to prevent and control losses of public funds due to fraud, error, misrepresentation, unanticipated market changes or imprudent actions by officers, employees or others. The internal controls may include, but shall not be limited to, provisions relating to controlling collusion, separating functions, separating

transaction authority from accounting and record keeping, custodial safekeeping, avoiding bearer form securities, clearly delegating authority to applicable staff members, limiting securities losses and remedial action, confirming telephone transactions in writing, supervising and controlling employee actions, minimizing the number of authorized investment officials, and documenting transactions and strategies.

IX. PERMISSIBLE INVESTMENT INSTRUMENTS

The school district may invest its available funds in those instruments specified in Minn. Stat. §§ 118A.04 and 118A.05, as these sections may be amended from time to time, or any other law governing the investment of school district funds. The assets of an other postemployment benefits (OPEB) trust or trust account established pursuant to Minn. Stat. § 471.6175 to pay postemployment benefits to employees or officers after their termination of service, with a trust administrator other than the Public Employees Retirement Association, may be invested in instruments authorized under Minn. Stat. Ch. 118A or § 356A.06, Subd. 7. Investment of funds in an OPEB trust account under Minn. Stat. § 356A.06, Subd. 7, as well as the overall asset allocation strategy for OPEB investments, shall be governed by an OPEB Investment Policy Statement (IPS) developed between the investment officer, as designed herein, and the trust administrator.

X. PORTFOLIO DIVERSIFICATION; MATURITIES

- A. Limitations on instruments, diversification and maturity scheduling shall depend on whether the funds being invested are considered short-term or long-term funds. All funds shall normally be considered short-term except those reserved for building construction projects or specific future projects and any unreserved funds used to provide financial-related managerial flexibility for future fiscal years.
- B. The school district shall diversify its investments to avoid incurring unreasonable risks inherent in over-investing in specific instruments, individual financial institutions or maturities.
 - 1. The investment officer shall prepare and present a table to the school board for review and approval. The table shall specify the maximum percentage of the school district's investment portfolio that may be invested in a single type of investment instrument, such as U.S. Treasury Obligations, certificates of deposit, repurchase agreements, banker's acceptances, commercial paper, etc. The approved table shall be attached as an exhibit to this policy and shall be incorporated herein by reference.
 - 2. The investment officer shall prepare and present to the school board for its review and approval a recommendation as to the maximum percentage of the total investment portfolio that may be held in any one depository. The approved recommendation shall be attached as an exhibit or part of an exhibit to this policy and shall be incorporated herein by reference.
 - 3. Investment maturities shall be scheduled to coincide with projected school

district cash flow needs, taking into account large routine or scheduled expenditures, as well as anticipated receipt dates of anticipated revenues. Maturities for short-term and long-term investments shall be timed according to anticipated need. Within these parameters, portfolio maturities shall be staggered to avoid undue concentration of assets and a specific maturity sector. The maturities selected shall provide for stability of income and reasonable liquidity.

XI. COMPETITIVE SELECTION OF INVESTMENT INSTRUMENTS

Before the school district invests any surplus funds in a specific investment instrument, a competitive bid or quotation process shall be utilized. If a specific maturity date is required, either for cash flow purposes or for conformance to maturity guidelines, quotations or bids shall be requested for instruments which meet the maturity requirement. If no specific maturity is required, a market trend analysis, which includes a yield curve, will normally be used to determine which maturities would be most advantageous. Quotations or bids shall be requested for various options with regard to term and instrument. The school district will accept the quotation or bid which provides the highest rate of return within the maturity required and within the limits of this policy. Generally all quotations or bids will be computed on a consistent basis, i.e., a 360-day or a 365-day yield. Records will be kept of the quotations or bids received, the quotations or bids accepted and a brief explanation of the decision that was made regarding the investment. If the school district contracts with an investment advisor, bids are not required in those circumstances specified in the contract with the advisor.

XII. QUALIFIED INSTITUTIONS AND BROKER-DEALERS

- A. The school district shall maintain a list of the financial institutions that are approved for investment purposes.
- B. Prior to completing an initial transaction with a broker, the school district shall provide to the broker a written statement of investment restrictions which shall include a provision that all future investments are to be made in accordance with Minnesota statutes governing the investment of public funds. The broker must annually acknowledge receipt of the statement of investment restrictions and agree to handle the school district's account in accordance with these restrictions. The school district may not enter into a transaction with a broker until the broker has provided this annual written agreement to the school district. The notification form to be used shall be that prepared by the State Auditor. A copy of this investment policy, including any amendments thereto, shall be provided to each such broker.

XIII. SAFEKEEPING AND COLLATERALIZATION

- A. All investment securities purchased by the school district shall be held in third-party safekeeping by an institution designated as custodial agent. The custodial agent may be any Federal Reserve Bank, any bank authorized under the laws of

the United States or any state to exercise corporate trust powers, a primary reporting dealer in United States Government securities to the Federal Reserve Bank of New York, or a securities broker-dealer defined in Minn. Stat. § 118A.06. The institution or dealer shall issue a safekeeping receipt to the school district listing the specific instrument, the name of the issuer, the name in which the security is held, the rate, the maturity, serial numbers and other distinguishing marks, and other pertinent information.

- B. Deposit-type securities shall be collateralized as required by Minn. Stat. § 118A.03 for any amount exceeding FDIC, SAIF, BIF, FCUA, or other federal deposit coverage.
- C. Repurchase agreements shall be secured by the physical delivery or transfer against payment of the collateral securities to a third party or custodial agent for safekeeping. The school district may accept a safekeeping receipt instead of requiring physical delivery or third-party safekeeping of collateral on overnight repurchase agreements of less than \$1,000,000.

XIV. REPORTING REQUIREMENTS

- A. The investment officer shall generate monthly transaction reports for management purposes. In addition, the school board shall be provided a monthly report that shall include data on investment instruments being held as well as any narrative necessary for clarification.
- B. The investment officer shall prepare and submit to the school board a quarterly investment report that summarizes recent market conditions, economic developments, and anticipated investment conditions. The report shall summarize the investment strategies employed in the most recent quarter, and describe the investment portfolio in terms of investment securities, maturities, risk characteristics and other features. The report shall explain the quarter's total investment return and compare the return with budgetary expectations. The report shall summarize changes in investment instruments and asset allocation strategy approved by the investment officer for an OPEB trust in the most recent quarter. The report shall explain the quarter's total investment return and compare the return with budgetary expectations. The report shall include an appendix that discloses all transactions during the past quarter. Each quarterly report shall indicate any areas of policy concern and suggested or planned revisions of investment strategies. ~~include an appendix that discloses all transactions during the past quarter. Each quarterly report shall indicate any areas of policy concern and suggested or planned revisions of investment strategies.~~ Copies of the report shall be provided to the school district's auditor.
- C. Within ~~forty-five (45)~~ ninety (90) days after the end of each fiscal year of the school district, the investment officer shall prepare and submit to the school board a comprehensive annual report on the investment program and investment activity of the school district for that fiscal year. The annual report shall include 12-month and separate quarterly comparisons of return and shall suggest revisions

and improvements that might be made in the investment program.

- D. If necessary, the investment officer shall establish systems and procedures to comply with applicable federal laws and regulations governing the investment of bond proceeds and funds in a debt service account for a bond issue. The record keeping system shall be reviewed annually by the independent auditor or by another party contracted or designated to review investments for arbitrage rebate or penalty calculation purposes.

XV. DEPOSITORIES

The school board shall annually designate one or more official depositories for school district funds. The treasurer or the chief financial officer of the school district may also exercise the power of the school board to designate a depository. The school board shall be provided notice of any such designation by its next regular meeting. The school district and the depository shall each comply with the provisions of Minn. Stat. § 118A.03 and any other applicable law, including any provisions relating to designation of a depository, qualifying institutions, depository bonds, and approval, deposit, assignment, substitution, addition and withdrawal of collateral.

XVI. ELECTRONIC FUNDS TRANSFER OF FUNDS FOR INVESTMENT

The school district may make electronic fund transfers for investments of excess funds upon compliance with Minn. Stat. § 471.38.

Legal References: Minn. Stat. § 118A.01 (Public Funds; Depositories and Investments)
Minn. Stat. § 118A.02 (Authorization for Deposit and Investment)
Minn. Stat. § 118A.03 (Depositories and Collateral)
Minn. Stat. § 118A.04 (Investments)
Minn. Stat. § 118A.05 (Contracts and Agreements)
Minn. Stat. § 118A.06 (Delivery and Safekeeping)
Minn. Stat. § 356A.06, Subd. 7 (Authorized Investment Securities)
Minn. Stat. § 471.38 (Claims)
Minn. Stat. § 471.6175 (Trust for Postemployment Benefits)

Cross References: Policy 703 (Annual Audit)
Minnesota Legal Compliance Audit Guide Prepared by the Office of the State Auditor

Policy 224 permits the school board chairperson to appoint up to three school board members to participate in certain interview committees. Interviews for the Intermediate School Principal will be conducted on May 20th beginning at 9:00 a.m.

Adopted: December 3, 2018

Revised:

224 SCHOOL BOARD REPRESENTATION ON INTERVIEW COMMITTEES

PURPOSE

The Becker School Board will lead the school district through policy governance and strategic planning. The superintendent is responsible for the management of the schools, personnel, the administration of all school district policies, and is directly accountable to the school board. Notwithstanding, this policy sets forth conditions upon which school board members may serve on interview committees, utilized in the hiring process, for certain positions.

GENERAL

While the superintendent is responsible for selecting and directing personnel, school board members may participate in the interview process for certain positions, which report directly to the superintendent. These positions are The Assistant Superintendent of Curriculum and Instruction, The Director of Business Services, The Director of Technology, The Director of Community Education, and Lead Building Principals.

PROCEDURE

- The superintendent will inform the school board of vacancies for the positions designated in Section II.
- The superintendent is responsible for the hiring protocol and procedures including the screening of applicants to be interviewed.
- The school board chairperson may appoint one, two, or three school board members to participate in the interview committee at a duly called public meeting.
- The superintendent shall select the candidate, among those interviewed, to be recommended to the school board for employment.

The two referenda approved by voters in 2009 will expire after FY 20. Both referenda should be renewed in November of 2019.

- a. Capital Projects Referendum (1.834% of Net Tax Capacity) generates annual revenue of \$494,215. Kevin and I are recommending that this referendum be renewed at the same dollar amount resulting in no tax increases.
- b. Operating Referendum \$415 per pupil unit generates annual revenue of \$1,240,804. Kevin and I will project interactive spreadsheets to show the impact of different per pupil operating referendum amounts on the district's 10-year general fund balance projection. The school board should determine the amount of the per pupil operating referendum for renewing this ballot question.

The next step in the strategic planning process is for the school board to agree on the assignment of the top stakeholder ideas to exit outcomes and discuss the recently completed stakeholder input process. The school board ranked the top ideas from parents, students, staff members, and community members using pairwise last month.

- A. The current year and historical participation summary of the stakeholder input process is attached.
- B. District stakeholders began submitting input February 19th and completed Pairwise on March 20th. All the input received is included. The rank order as determined by each stakeholder group is noted (attached.)
- C. School board members completed Pairwise of the top stakeholder ideas April 26th (attached.)
- D. During this agenda item, I will display the district exit outcomes (attached) and **I recommend that the input ranked highest (above 50% upvote) by the school board be assigned to exit outcomes.**

Year	Stakeholder Group	Invited	Participated	%
2019	Parents	2721	210	8%
2018	Parents	2673	257	9%
2017	Parents	2,581	320	12%
2016	Parents	2,526	232	9%
2015	Parents	250	12	5%
2014	Parents	200	14	7%
2013	Parents	90	8	9%
2012	Parents	60	6	10%
2011	Parents	60	11	10%
2019	District Residents	Open Invitation	0	
2018	District Residents	Open Invitation	18	
2017	District Residents	Open Invitation	21	
2016	District Residents	Open Invitation	19	
2015	District Residents	400	17	4%
2014	District Residents	300	11	4%
2013	District Residents	125	4	3%
2012	District Residents	100	6	6%
2011	District Residents	80	5	6%
2019	Staff Members	400	36	11%
2018	Staff Members	380	92	23%
2017	Staff Members	380	64	16%
2016	Staff Members	380	101	27%
2015	Staff Members	36	7	19%
2014	Staff Members	29	6	21%
2013	Staff Members	25	9	36%
2012	Staff Members	20	16	80%
2011	Staff Members	20	18	90%
2019	Students	900	27	3%
2018	Students	900	71	8%
2017	Students	900	71	8%
2016	Students	883	137	16%
2015	Students	28	10	36%
2014	Students	24	8	33%
2013	Students	20	15	75%
2012	Students	20	15	75%
2011	Students	20	18	90%

	Description	Title	UpVote %	
1	I expect Becker schools to offer exceptional learning opportunities for all students, meeting individual needs and focusing on preparing students for their future. It's important to build fundamental skills, incorporating digital tools without forgetting to use and value "pencil and paper" methods too. Good parental communication is also crucial.	Expectations	78%	parents
2	Provide a safe nurturing environment for our children to learn. I want teachers and staff to be able hold my children accountable as needed so they can provide a quality learning environment for all children. I also feel teachers should be doing this with smaller class sizes so children really get the attention necessary. I would love for Becker to continue to be one of the best schools in the state with the best teachers who feel appreciated.	Expectations	78%	parents
3	Prepare students for their next phase of life, be it, college, trade school or something else. not just getting the grade, but, learning how to learn with confidence all aspects of education.	onwards	74%	parents
4	Becker Schools will instill values that will help students grow into responsible adults. Respect. Responsibility/accountability. (No excuses/Explanations. Work not entitlement/victim mentality. Learning how to disagree respectfully Becoming a good listener. Respect for authority. (In our schools this means respecting our teachers and other staff members.) Learning how to fail. (We ought not protect our kids from failure but seize these failures as opportunities to learn and grow.)	Core Values	70%	parents
5	I really feel the class sizes are getting too big. Children are easily lost in class sizes like this. It is unfair to both staff and students. I'd also love to see school end by Memorial Day so they don't have to go back into June.	Improvements	67%	parents

6	I believe in the power of personal interactions at public schools. Our district undermines its own value by implying that a few hours on a device is an appropriate substitute. Let's put learning above convenience. Mental and emotional wellbeing, social skills and direct interpersonal interactions above glossy technology. The leaders of the future will be those with the strongest communication skills, ability to directly handle interpersonal conflict and effectively interact face-to-face.	Digital Learning Days- Every Day Matters	66%	parents
7	I would like to see Becker schools offer more college level (credit) classes on the Becker campus. I think they have a decent offering but would like to see more on campus and non-AP classes. I would also like to see Becker schools open up athletic events to all students free of charge. I think this would encourage more students to attend the events.	Advanced level classes and Student Sporting Event Encouragement	65%	parents
8	I believe that schools should be preparing students' for their future. This means more than just college. I don't believe all students need to be pushed to attend a 4-year college. However, students in Becker are pushed to go in that direction. For students who have little desire or ability to attend a 4-year college, they are made to feel less than. This needs to be a paradigm shift from school leaders on down. There needs coursework in the schools to follow through with this paradigm shift.	College AND Career Ready	65%	parents
9	Education, safety, stability, and preparedness. Educ. should follow MN requirements. Hold ineffective teachers accountable/don't retain them. If a student fails, don't pass them. Safety- Becker has done a great job keeping everyone safe. Stability is necessary for a successful future. Being prepared- more needs to be done with the real world skills, more trade classes, more financial classes, home economics, budgeting I feel Becker can push kids through no matter the long term consequences.	School district expectations	64%	parents
10	My expectations of Becker Schools: my children to and from school safely, reports on behavior, development, involvement. Work with the children not pass them off. I expect my children to have a well rounded education, this includes time to play! I expect the school to listen to the parents!	My Expectations of Becker Schools	62%	parents

11	<p>I expect BPS to provide a safe learning environment.</p> <p>I expect BPS to allow students to achieve a well rounded education.</p> <p>I expect BPS to be fiscally responsible.</p> <p>I expect BPS educators to have open communication with parents to allow for students of all abilities to succeed in school.</p> <p>I expect BPS staff to be dedicated and responsible to the positions they were hired for.</p>	Expectations of BPS	61%	parents
12	<p>My expectations of the district are: students will have a good environment to learn in, teachers will be well-equipped with all the necessary tools to teach material, teachers will have expertise in the subject they are teaching, students will have a safe environment to learn in, students will have a voice in their education, teachers will receive the support they need from parents, other teachers, and school board.</p>	Expectations	61%	parents
13	<p>I would like my daughter taught everything she will need scholastically for life. Taught in a safe, productive, and fun learning environment. I expect staff to recognize when she is falling behind and offering more help or other learning options.</p>	Emma and the Rest of the Bulldogs	60%	parents
14	<p>Children who received reading intervention in Intermediate school, often still need intervention strategy help in MS / HS. If no assistance is available or planned for, optional curriculum that is available for parents could help in closing the gap.</p>	Reading intervention in MS/HS	59%	parents
15	<p>My expectation of the Becker school district is to first and foremost, have the staff connection with students come first. Always. Our kids need to feel safe relies on healthy and strong relationships with all staff. If kids don't feel safe, they will not learn, grow, become independent and creative thinkers. Also, the intense use of technology, I would expect, is heavily based on research and supports will have been put in place to support the known downsides of such a strong integration.</p>	Kids first	59%	parents

16	I expect that when my children graduate they possess the basic skills that will allow them to function in the real world, college or not. I expect that teachers/ staff will nurture and encourage them form their own opinions based on their personal values and experiences, unbiased by the instructors beliefs.	Expectation	57%	parents
17	More offerings and opportunities in fine arts, applied sciences and technologies. The current band program is very limited. No marching band and an orchestra where membership is limited by size excludes students. A lack of opportunities makes it difficult to keep musically minded students challenged and interested. More parent communication is always good. A more diverse student lunch menu would be great too.	Room for improvement	56%	parents
18	To facilitate learning, students should leave their cell phones and other distractions at the door. They may use them before school, between classes, at lunch, and after school.	Remove learning distractions (cell phones) from classrooms	56%	parents
19	It would be nice if there was a one stop web site for school stuff instead of... Skyward, SmartSchoolK12, Parent portal, edmodo, google classroom, community ed, family.wordwareinc...the list goes on. REALLY ?!	ANOTHER LOG IN!!! AAUGHHH	56%	parents
20	I believe foreign language should be offered in Becker before high school like many other school districts	Foreign language before high school	55%	parent
21	I believe that Becker would benefit from more early mental health support. We need elementary counselors in our primary and intermediate schools. Early mental health intervention is key to reaching all students at an early age.	Ideas	54%	parents
22	While I understand there is a time and place for technology, I no longer support the usage of iPads for all student learning. It seems they are more of a distraction and seem to be used for more personal use than education; i.e. YouTube, gaming. It is absolutely my responsibility to limit this usage; however, with a junior in high school this can be difficult. I feel my student personally learns better with a book, pencils and paper, and I'd love to have more options than just the iPad.	iPad Learning is not for Everyone	53%	parents

23	I think needs staff needs new guidelines to being held accountable for the students knowledge base. We cannot retain teachers that don't educate our children. We can't pass them if they don't deserve it, Just be cause they don't want them to "feel bad for not going on with their peers". This is harming more then helping the students. In reality, when you ignore the early warning signs, you can miss something BIGGER! I wished someone would have listened!	Do Better?	52%	parents
24	We moved to the area in the 90's due to reputation of the school. We have never regretted that decision. The school system needs to keep the quality level high and NOT degrade the curriculum or teaching staff due to pressure from a subset of parents objecting to learning content. This is public school system and needs to prepare our children to be thinking, rational adults. Wide perspectives are important so children learn to think for themselves.	Doing well	50%	parents
25	Dyslexia affects 20% of the population and represents 80-90% of all those with learning disabilities. I think Becker schools Special education services need to include a dyslexia specialist that understands truly what it is as well as the researched and evidence based, proven method of reading instruction for dyslexics. This would increase understanding, provide more adequate instruction, increase test scores and most importantly help dyslexic students the way they should be.	Dyslexia Specialist	49%	parents
26	I would like to see after school activities be more fair. I found that because I wasn't at practices or hadn't gone to Becker my son did not have the right name to play at the varsity level causing him to quit what he enjoyed.	Making Becker Better	49%	parents
27	My children's teachers have been great communicators and Incredibly supportive. Any issues in the classroom or elsewhere have been handled in a timely manner. Becker Schools are ever-changing and making additions to the curriculum and classrooms to further ensure the success of the children and that is incredible. an encouraging and positive learning environment for the children is vital. I am grateful that we had the opportunity to choose Becker for our children's education.	Perusing excellence	46%	parents

28	I expect Becker Schools to provide a quality education and life experience for my child by hiring the best teachers and providing a wide range of ideas to help prepare my child for a successful life.	my expectation of Becker schools	45%	parents
29	I believe that having the opportunity to have online schooling is an excellent option.	Red fern grows	45%	parents
30	Becker is a wonderful school district with amazing teachers. It would be helpful to be able to see how district funds are specifically put into each category (and amount). Building/room space and class size is an important focus for a successful district.	Class size/space	44%	parents
31	To provide a safe learning environment in order for children to be academically successful	Expectation	44%	parents
32	I would like the teachers/faculty to take a more proactive, positive approach with students who are struggling. My daughter was told by teacher this tri. that she couldn't retake any failed tests. Why not? Some kids test better than others. Some learn faster. Why not give the kids the best chance to get better grades, driving up their GPA to get into the college of their choice? Disappointed.	Throw a life-line.	43%	parents
33	I love that the PreK-2nd uses a behavior program based on the connected child. Not sure if the older grades use it, but our 4 year old uses the language with us.	Connecting with Students	42%	parents
34	I can't say enough good things about the primary and intermediate school. These are formative years and they do an excellent job of guiding the kids and the parents through different transitions. They truly are dedicated to their jobs, and all should be recognized.	Bravo to the Primary and intermediate	42%	parents
35	Remember these are children! Parent involvement during the school day. Stop suggesting medication for children. Recommending special classes for children who don't need them. Do better at working with children rather than pushing them off because they do not fit in your mold. Our marching band is an embarrassment. Staff should be friendly and inviting when it comes to parents entering the school or answering a phone. I have much more than this survey will allow to give.	What could Becker Schools do Better?	40%	parents

36	I think one thing becker could help it students with is pushing them out of the comfort zone and pushing them harder at school work during the day.	Kids matter	40%	parents
37	I expect my child to be safe at school. I also expect my child to be ready for college upon graduation.	Expectations	39%	parents
38	Plenty of opportunities for our kids. we have 4 in your system and really appreciate the proximity of facilities to each other.	facilities.	38%	parent
39	I expect that those students with a IEP with get the attention they deserve. Becker would like to claim they have good schools. They have good schools if you are a average or above average. All other students are left behind. SHAME SHAME.	We can do better, we are leaving students behind.	37%	parents
40	Becker has great staff that encourages my son and allows him to have a great self esteem. I appreciate what they do to make Becker Schools a good learning atmosphere.	Positives at Becker HS	34%	parents
41	The support my daughters have received from the staff in the high school over the years has been wonderful. I appreciate their willingness to work with myself and my girls - from class schedules and personal issues to learning styles and homework - it's been so very helpful.	Supporting Students	34%	parents
42	Students first. Their emotional well-being is as important as their education. That being said, no indoctrination of political views or religion.	Students First	33%	parent
43	The high school has been losing the best teachers, in part due to activist parents objecting to learning content. Please do not allow this to continue to happen. Public schools should provide diverse content to prepare our children to be rational adults. Please keep the best teachers and provide a curriculum that meets the needs of all students.	room for improvement	32%	parents
44	I think Becker should have the top test scores in all the major categories, work hard to promote occupations and careers in the trades and compete for state championships with multiple teams per year, prioritized in that order.	Becker's Best	30%	parents

45	Doing a great job keeping the schools clean. No major incidents. At least none that have been made public. Still holding strong with the "in group" in the Administration and Staff. I do appreciate the breakfast option offered to the children.	What is Becker Schools doing well?	28%	parents
46	Overall we have been very pleased with the Becker School system. I feel the teachers our children have had had been outstanding!	A Pat on the Back!	28%	parent
47	Especially with all the snow days we've had in the 2018-2019 school year, spring break should be eliminated first for make up days rather than taking on days at the end of the school year. I think kids (and parents) would much rather get out earlier in the year than take this break	Get Rid of Spring Break	28%	parents
48	Removing or reducing the amount of sugary rewards needs to be a priority. The kids are given soda/pop or candy as a reward in the classroom, the bus, and from other areas around the schools. I have included some articles on the effects of sugar. These drinks are a worse chemical concoction for the brain that is not a safe alternative! Gatorade and those types of drinks are only meant for athletes, not for a common drink due to the amount of sugar as well. Thank you.	No more soda/pop/gatorade and sweet rewards for kids please	28%	parents
49	The ALL the Becker school staff is fabulous. My kids started in primary and are in HS now. I have always felt they were in a clean, safe and supportive environment.	Happy overall	27%	parents
50	I think the school should get registration for things like ecfe classes online, the schedules online, and parent/teacher communication online as well.	More up to date online	27%	parent
51	All principals should model their ethics, influence, and care after the Intermediate Principal, Dr. Glomski, who is by far the most wonderful principal I've had the pleasure to work with. All Students having iPads for the classroom is fantastic. I love the communication I receive though Seesaw, it has been a wonderful way to see the fun and learning my children are having/doing. Community Ed Dept is awesome, dance classes would be great. Watchdog Dads is a terrific Program. ECFE is WONDERFUL!	All the Good Things	24%	parents

	Description	Title	UpVote%	
1	More opportunities for gifted and talented learners to collaborate and be challenged.	High Potential Program	66%	staff
2	I expect the Becker School District to partner with families and the community to continually improve and produce well-rounded producers. "It takes a village to raise a child" and create more leaders. Many hands are needed to keep moving in a positive direction. We should be seeking to positively impact our world through each interaction by letting all know they are important and that they need to continually work to improve and earn more respect through producing and encouraging others.	Partnering for Well-rounded Producers and Leaders	55%	staff
3	Welcome new students and families to Becker Schools with information and invitations! (especially over the summer when buildings are barren!) - Packets including information about Activities, Counseling and Health Services, Food Services and setting up accounts, and Transportation Requests and tracking available. - Follow up with families to see if they have any concerns or questions (working with city /chamber?) - New student connections - welcome party with principal and peers?	There's No Place Like Home	55%	staff
4	This is my fourth year here at the high school, I have enjoyed how professional and thoughtful the staff is. There is great flexibility and support within the ranks of our teachers for the benefit of students. Whether it be credit recovery, pulling kids from class for a band trip, or organizing a blood drive for NHS. I feel that we do a great job of supporting each other. It's a busy job and we all care a lot about what we do and why we do it.	putting students first/staff collaboration	50%	staff
5	Multi-purpose athletic facility would benefit our students physically, mentally and give them school pride and sense of belonging. The multi-purpose athletic facility could be used Oct.-March as an ice arena (hockey, figure skating, open skate, adult hockey league. In April-Sept artificial turf (baseball, lacrosse, soccer, craft fairs, concerts etc.) Strong sports and events bring outside money to the community. Currently, parents are driving 100-250+ miles a ⁶⁰ week to play hockey in Princeton.	Multi-purpose Athletic Facility	47%	staff

6	I think Becker is doing well with focusing on students and staff. Students are the major focus here and staff care is incredible. I love that the district is understanding about what we need and what we need to help our kids grow. I came from a district that focused more on test scores than students or staff. It's refreshing to come to a school that cares more about the people than data.	Input from a Teacher	45%	staff
7	Staff AND students make new employees feel welcome and valued. This says a lot about how students feel about their place in this environment.	There is a feeling of community in the buildings	45%	staff
8	I don't know about others, but I would be more willing to share my opinions if answers were anonymous.	Anonymity	38%	staff

	Description	Title	UpVote%	
1	I think that the schools should do a better job at announcing school events such as dances and dress up days. And if we do have a snow day that cancels an event we should be told if it will be rescheduled or not.	School events	69%	students
2	I know that we had a week taken out this trimester, but seriously you can cut out some assignments, I am statcked to the roof. I have been staying up until 2:30 every night for the past 2 weeks. Trying to cram everything in, I wrote 3 papers last night, and I'm still coming in early to get work done. And I like to think I am a person who can manage their time pretty well, but I never expected to be this backed up with homework.	Improvment	59%	students
3	Advanced classes should be worth more in GPA. If a student takes advanced classes, they shouldn't be punished for it by getting a lower GPA and possibly not being able to take any more advanced classes. Our Tradition of Excellence is being inhibited by not allowing students to reach their full potential due to our system. The educational institutionâ€™s purpose is to ensure a better future for the next generation. Swapping the systems would fulfill its duty to the next generation, the future.	GPA Weighted Classes	59%	students
4	Wednesday February 27th "wing it Wednesday " was awesome, really good quality wings and sauce, regular NON-low fat sun chips and goldfish, and waffle fries. Becker lunches have stepped up there game for the price we pay for food at school. not only in quantity but also in quality. Keep it up!!	What could Becker Schools do better?	58%	students
5	At Becker High School, the school is doing well with I feel Tripple A as that allows students to have extra work time and even socialise with others. However, rather than have to stay in class some days and see teachers other days, I feel it should be a choice either day or even allowing students to engage with friends in other classes.	Becker High School Input	56%	students

6	While Becker High School has many great qualities, we sometimes lack on clearly explaining information to the entire school. The Digital Learning Day, most students are not fully sure on what to do. Also fun activities, such as the Snow Dazzle week, were not advertised as well as they could have been. Giving announcements on the loud speaker about fun activities and having assemblies will help spread and inform students of important information and news.	Seeking Information	54%	students
7	Feed us a better lunch, give us more food, lower the prices of food, give us less homework so we lower our stress levels, make all passing time 10 minutes later w can make it to class on time!!	Fix these to make students happy	53%	students
8	I think Becker should have higher achievements. Better attendance records. Less people struggling in classes and have better grades.	Expectations	45%	students
9	Improve lunches, lower prices of lunches, provide less homework to lower stress, and always check on your students mental health. Take all reports seriously, even those that seem minor can become something	Here's What to Do Better	45%	students
10	Refer to the images that i have attached for further context, but currently the student parking lot is straight on 90°. It could be so much better if it was diagonal, much like walmart in monticello. Refer to the image.	The student parking lot could be far better.	37%	students
11	The school is doing well at making the school days not drag on and making them have a good pace to them	What Becker Schools are doing well	27%	students

	Title	Description Field	UpVote %
1	College AND Career Ready	I believe that schools should be preparing students' for their future. This means more than just college. I don't believe all students need to be pushed to attend a 4-year college. However, students in Becker are pushed to go in that direction. For students who have little desire or ability to attend a 4-year college, they are made to feel less than. This needs to be a paradigm shift from school leaders on down. There needs coursework in the schools to follow through with this paradigm shift.	0.86
2	School district expectations	Education, safety, stability, and preparedness. Educ. should follow MN requirements. Hold ineffective teachers accountable/don't retain them. If a student fails, don't pass them. Safety-Becker has done a great job keeping everyone safe. Stability is necessary for a successful future. Being prepared- more needs to be done with the real world skills, more trade classes, more financial classes, home economics, budgeting I feel Becker can push kids through no matter the long term consequences.	0.78
3	Core Values	Becker Schools will instill values that will help students grow into responsible adults. Respect. Responsibility/accountability. (No excuses/Explanations. Work not entitlement/victim mentality. Learning how to disagree respectfully Becoming a good listener. Respect for authority. (In our schools this means respecting our teachers and other staff members.) Learning how to fail. (We ought not protect our kids from failure but seize these failures as opportunities to learn and grow.)	0.72
4	Ideas	I believe that Becker would benefit from more early mental health support. We need elementary counselors in our primary and intermediate schools. Early mental health intervention is key to reaching all students at an early age.	0.70
5	onwards	Prepare students for their next phase of life, be it, college, trade school or something else. not just getting the grade, but, learning how to learn with confidence all aspects of education.	0.69

6	Partnering for Well-rounded Producers and Leaders	I expect the Becker School District to partner with families and the community to continually improve and produce well-rounded producers. "It takes a village to raise a child" and create more leaders. Many hands are needed to keep moving in a positive direction. We should be seeking to positively impact our world through each interaction by letting all know they are important and that they need to continually work to improve and earn more respect through producing and encouraging others.	0.67
7	Expectations	My expectations of the district are: students will have a good environment to learn in, teachers will be well-equipped with all the necessary tools to teach material, teachers will have expertise in the subject they are teaching, students will have a safe environment to learn in, students will have a voice in their education, teachers will receive the support they need from parents, other teachers, and school board.	0.67
8	Kids first	My expectation of the Becker school district is to first and foremost, have the staff connection with students come first. Always. Our kids need to feel safe relies on healthy and strong relationships with all staff. If kids don't feel safe, they will not learn, grow, become independent and creative thinkers. Also, the intense use of technology, I would expect, is heavily based on research and supports will have been put in place to support the known downsides of such a strong integration.	0.66
9	Expectation	I expect that when my children graduate they possess the basic skills that will allow them to function in the real world, college or not. I expect that teachers/ staff will nurture and encourage them form their own opinions based on their personal values and experiences, unbiased by the instructors beliefs.	0.64
10	Advanced level classes and Student Sporting Event Encouragement	I would like to see Becker schools offer more college level (credit) classes on the Becker campus. I think they have a decent offering but would like to see more on campus and non-AP classes. I would also like to see Becker schools open up athletic events to all students free of charge. I think this would encourage more students to attend the events.	0.63
11	Reading intervention in MS/ HS	Children who received reading intervention in Intermediate school, often still need intervention strategy help in MS / HS. If no assistance is available or planned for, optional curriculum that is available for parents could help in closing the gap.	0.62

12	Expectations	I expect Becker schools to offer exceptional learning opportunities for all students, meeting individual needs and focusing on preparing students for their future. It's important to build fundamental skills, incorporating digital tools without forgetting to use and value "pencil and paper" methods too. Good parental communication is also crucial.	0.62
13	Expectations2	Provide a safe nurturing environment for our children to learn. I want teachers and staff to be able hold my children accountable as needed so they can provide a quality learning environment for all children. I also feel teachers should be doing this with smaller class sizes so children really get the attention necessary. I would love for Becker to continue to be one of the best schools in the state with the best teachers who feel appreciated.	0.61
14	My Expectations of Becker Schools	My expectations of Becker Schools: my children to and from school safely, reports on behavior, development, involvement. Work with the children not pass them off. I expect my children to have a well rounded education, this includes time to play! I expect the school to listen to the parents!	0.61
15	Do Better?	I think needs staff needs new guidelines to being held accountable for the students knowledge base. We cannot retain teachers that don't educate our children. We can't pass them if they don't deserve it, Just be cause they don't want them to "feel bad for not going on with their peers". This is harming more then helping the students. In reality, when you ignore the early warning signs, you can miss something BIGGER! I wished someone would have listened!	0.60
16	GPA Weighted Classes	Advanced classes should be worth more in GPA. If a student takes advanced classes, they shouldn't be punished for it by getting a lower GPA and possibly not being able to take any more advanced classes. Our Tradition of Excellence is being inhibited by not allowing students to reach their full potential due to our system. The educational institution's purpose is to ensure a better future for the next generation. Swapping the systems would fulfill its duty to the next generation, the future.	0.55
17	Doing well	We moved to the area in the 90's due to reputation of the school. We have never regretted that decision. The school system needs to keep the quality level high and NOT degrade the curriculum or teaching staff due to pressure from a subset of parents objecting to learning content. This is public school system and needs to prepare our children to be thinking, rational adults. Wide perspectives are important so children learn to think for themselves.	0.54

18	There's No Place Like Home In Becker!	<p>Welcome new students and families to Becker Schools with information and invitations! (especially over the summer when buildings are barren!)</p> <ul style="list-style-type: none"> - Packets including information about Activities, Counseling and Health Services, Food Services and setting up accounts, and Transportation Requests and tracking available. - Follow up with families to see if they have any concerns or questions (working with city /chamber?) - New student connections - welcome party with principal and peers? 	0.54
19	ANOTHER LOG IN!!! AAUGHHH	<p>It would be nice if there was a one stop web site for school stuff instead of... Skyward, SmartSchoolK12, Parent portal, edmodo, google classroom, community ed, family.wordwareinc...the list goes on. REALLY ?!</p>	0.53
20	Expectations of BPS	<p>I expect BPS to provide a safe learning environment. I expect BPS to allow students to achieve a well rounded education. I expect BPS to be fiscally responsible. I expect BPS educators to have open communication with parents to allow for students of all abilities to succeed in school. I expect BPS staff to be dedicated and responsible to the positions they were hired for.</p>	0.49
21	Digital Learning Days- Every Day Matters	<p>I believe in the power of personal interactions at public schools. Our district undermines its own value by implying that a few hours on a device is an appropriate substitute. Let's put learning above convenience. Mental and emotional wellbeing, social skills and direct interpersonal interactions above glossy technology. The leaders of the future will be those with the strongest communication skills, ability to directly handle interpersonal conflict and effectively interact face-to-face.</p>	0.48
22	Improvement	<p>I know that we had a week taken out this trimester, but seriously you can cut out some assignments, I am statcked to the roof. I have been staying up until 2:30 every night for the past 2 weeks. Trying to cram everything in, I wrote 3 papers last night, and I'm still coming in early to get work done. And I like to think I am a person who can manage their time pretty well, but I never expected to be this backed up with homework. Just sayin.</p>	0.46

23	Seeking Information	While Becker High School has many great qualities, we sometimes lack on clearly explaining information to the entire school. The Digital Learning Day, most students are not fully sure on what to do. Also fun activities, such as the Snow Dazzle week, were not advertised as well as they could have been. Giving announcements on the loud speaker about fun activities and having assemblies will help spread and inform students of important information and news.	0.46
24	Emma and the Rest of the Bulldogs	I would like my daughter taught everything she will need scholastically for life. Taught in a safe, productive, and fun learning environment. I expect staff to recognize when she is falling behind and offering more help or other learning options.	0.42
25	Room for improvement	More offerings and opportunities in fine arts, applied sciences and technologies. The current band program is very limited. No marching band and an orchestra where membership is limited by size excludes students. A lack of opportunities makes it difficult to keep musically minded students challenged and interested. More parent communication is always good. A more diverse student lunch menu would be great too.	0.39
26	Becker High School Input	At Becker High School, the school is doing well with I feel Tripple A as that allows students to have extra work time and even socialise with others. However, rather than have to stay in class some days and see teachers other days, I feel it should be a choice either day or even allowing students to engage with friends in other classes.	0.38
27	putting students first/staff collaboration	This is my fourth year here at the high school, I have enjoyed how professional and thoughtful the staff is. There is great flexibility and support within the ranks of our teachers for the benefit of students. Whether it be credit recovery, pulling kids from class for a band trip, or organizing a blood drive for NHS. I feel that we do a great job of supporting each other. It's a busy job and we all care a lot about what we do and why we do it.	0.37
28	High Potential Program	More opportunities for gifted and talented learners to collaborate and be challenged.	0.34
29	iPad Learning is not for Everyone	While I understand there is a time and place for technology, I no longer support the usage of iPads for all student learning. It seems they are more of a distraction and seem to be used for more personal use than education; i.e. YouTube, gaming. It is absolutely my responsibility to limit this usage; however, with a junior in high school this can be difficult. I feel my student personally learns better with a book, pencils and paper, and I'd love to have more options than just the iPad.	0.34

30	Foreign language before high school	I believe foreign language should be offered in Becker before high school like many other school districts	0.28
31	Remove learning distractions (cell phones) from classrooms	To facilitate learning, students should leave their cell phones and other distractions at the door. They may use them before school, between classes, at lunch, and after school.	0.26
32	Improvements	I really feel the class sizes are getting too big. Children are easily lost in class sizes like this. It is unfair to both staff and students. I'd also love to see school end by Memorial Day so they don't have to go back into June.	0.20
33	What could Becker Schools do better?	Wednesday February 27th "wing it Wednesday " was awesome, really good quality wings and sauce, regular NON-low fat sun chips and goldfish, and waffle fries. Becker lunches have stepped up there game for the price we pay for food at school. not only in quantity but also in quality. Keep it up!!	0.19
34	School events	I think that the schools should do a better job at announcing school events such as dances and dress up days. And if we do have a snow day that cancels an event we should be told if it will be rescheduled or not.	0.19
35	Fix these to make students happy	Feed us a better lunch, give us more food, lower the prices of food, give us less homework so we lower our stress levels, make all passing time 10 minutes later w can make it to class on time!!	0.06

Becker School Board

Approved 2011

Revised 2018

Exit Outcomes

1. Students will become self-directed learners, self-disciplined, and autonomous workers, while being critical thinkers with a drive for innovation and problem solving.
2. Students will demonstrate proficiency of core academic standards by meeting or exceeding developmentally appropriate benchmarks for academic competency.
3. Students will have the opportunity to pursue expertise in areas of personal academic or career interest.
4. Students will effectively collaborate and communicate using an array of media.
5. Students will demonstrate the ability to effectively apply life skills.
6. Students will effectively use technology to function in a knowledge economy.
7. The district will properly maintain up-to-date school environments where students are physically and emotionally safe and secure.
8. The district will maintain the financial integrity of the school district.
9. Administrative means.