

Regular
Monday, September 9, 2019 6:30 PM

Teaching & Learning Center, Becker High
School
12000 Hancock Street
Becker, MN 55308

Agenda

1. PROCEDURAL ITEMS
 - 1.A. Call to Order
 - 1.B. Pledge of Allegiance
 - 1.C. Agenda
 - 1.D. Recognition of Visitors and Public Forum
2. REPORTS
 - 2.A. Superintendent's Report
 - 2.B. Committee Reports
3. CONSENT AGENDA
 - 3.A. Minutes
 - 3.B. Financial Report
 - 3.C. Disbursements
 - 3.D. Personnel
 - 3.E. Gifts
 - 3.F. Set Public Hearing Date For FY 2020 Budget and Payable 2020 Levy: December 2
4. APPROVE PRELIMINARY PAYABLE 2020 LEVY
5. RESOLUTION APPOINTING ELECTION JUDGES
6. ADOPT POLICIES
7. RESOLUTION PROPOSAL FOR MSBA DELEGATE ASSEMBLY
8. REVIEW 2019-20 SUPERINTENDENT GOALS
9. FIRST READING 2020-2021 BOARD GOALS
10. DISCUSSION ON NOVEMBER BOARD MEETING DATE
11. ADJOURNMENT

Date: September 6, 2019
To: School Board
From: Jeremy Schmidt
RE: Meeting Notes - September 9, 2019

1D. Ryan Obermoller will address the school board concerning the Dylan's Hope Foundation.

2A. Superintendent's Report

- i. The fall staff development program was a success. The general session was on Thursday, August 29. The theme of the presentation was "Why are you here." The program included recognition of the many achievements by the school district departments and schools, an overview of goals, and a review of our ongoing work to meet the needs of every student. All new staff members were also introduced at the general session. The building-level programs included improving PLCs, supporting student mental health, MTSS (Multi-Tiered System of Success), PBIS, school climate, staff goal setting, the teacher evaluation process, data review, high yield instructional strategies, ALICE Training, and procedures specific to each building. B-Fest, funded by the district supervisors, was enjoyed by all.
- ii. Thank you to the School Board Members who participated in the breakfast. I heard many positive comments regarding the board's presence.
- iii. The district goals for this year are attached.
- iv. I may produce videos this year to provide superintendent updates. I am working with the technology department on this process. If created, the videos will be linked from the home page on the district website and the BPS Facebook page.
- v. Final student test results from last Spring have been released by MDE (attached):
 - i. • The MCA proficiency results show that, once again, Becker surpassed the state average in every grade level for every test.
- vi. I have been able to meet with a variety of groups and organizations over the last month and look forward to the opportunity for more in the future. All groups or individuals are invited to set up an appointment with me to meet.
- vii. A Doodle poll was sent out regarding the school board workshop date for information related to the upcoming levy referendum.
- viii. The October school board meeting is scheduled for October 14th (October 7th is the fall MASA Conference.) This was approved by the school board at the organizational meeting in January.

3. Consent Agenda

D. I recommend approving the personnel items as presented.

E. I recommend approval of the gifts as presented.

F. I recommend designating December 2nd, 2019 (regular December meeting) as the Public Hearing for the FY 2020 budget and payable 2020 levy.

4. The levy certification documents for Minnesota's public schools will be issued by MDE around the 9th of September. Calculations will be completed on September 28th.

The first "levy run" typically contains errors. Kevin Januszewski will work with MDE to correct the calculations over the next few weeks. He will review the preliminary Payable 2020 levy information at the school board meeting, if available.

Kevin and I expect the Pay 20 Preliminary Levy to be comparable to the Pay 19 Levy less the operating referendum vote in November. I recommend approving the maximum preliminary certification.

A presentation covering the 19-20 budget and the Payable 2020 Levy will be provided at the December 2nd school board meeting. The final levy amount will be approved by the board at that time.

5. I recommend approval of resolution appointing election judges.
6. I have updated policies from input of the board and MSBA and recommend they be adopted.

General Note/Information: Policies 603 and 618 include age 21 requirements. This is a statutory obligation. See attached document pertaining to this received from MSBA. Links to statutes: 120A.20 (Admission to Public School) and 124D.52 (Adult Basic Education).

- 419: Tobacco-Free Environment: Policy title change; statutory change adding electronic devices and definition of 'smoking'.
- 603: Curriculum Development: Change Director of Curriculum and Instruction to Assistant Superintendent of Curriculum and Instruction (based on feedback of first reading). Statutory Change requiring information to students who do not meet or exceed MN Academic Standards.
- 616: School District System Accountability: Statutory change adds items to school performance report.
- 618: Assessment of Standard Achievement: Statutory changes required MDE Commissioner to create form regarding state assessments; district must post form.

7. Resolution Proposal for MSBA Delegate Assembly
8. Proposed superintendent goals for the 2019-20 school year will be on a future agenda. The goals will reflect school district goals and initiatives. At this time, I am working diligently to meet with community members and stakeholders to grasp the current state of the district and get up to speed on everything Becker.

9. First Reading: 2020-2021 Strategic Planning Board Goals. These have been updated following feedback from the previous meetings.
10. The November School Board Meeting is scheduled for November 4th, we will need to canvass the votes in November between the 8th and the 15th. Due to Veterans Day, November 11th cannot have public meetings.

Please contact me with any questions or concerns.

Date: September 5, 2019
To: Press Release
From: Superintendent Jeremy Schmidt
RE: Becker School District 2019 Test Scores

Becker School District Test Scores Continue to Shine

Minnesota Department of Education Commissioner, Mary Cathryn Ricker in her State of Our Students report promised to “Continue seeing their strengths, persist alongside them and tackle the barriers that stand in their way.” The release of test scores from the state on August 29th came with a large number of questions. With the limited number of school days prior to testing season due to a difficult winter weather pattern, school districts were excited, but hesitant to see test results. The overall results for the state of Minnesota students saw another slight decline in year over year results, however, Becker Public Schools continued to progress and maintain some of the top test results in the area.

Students in all grade levels at Becker Schools were able to provide test scores that outshined the state averages by almost 20 percentage points in some areas. It is no secret Becker Public Schools provides some of the best educational opportunities in the region as they continuously score higher than the state averages year in and year out.

During Superintendent Jeremy Schmidt’s State of the District presentation to all staff, scores were shared to highlight many of the positive outcomes from student MCA test scores. Among these included a Middle School math rate score of 72.8% compared to the statewide score of 53.9%, a nearly 19% difference.

The District overall Math rate came in nearly 12% higher than state averages.

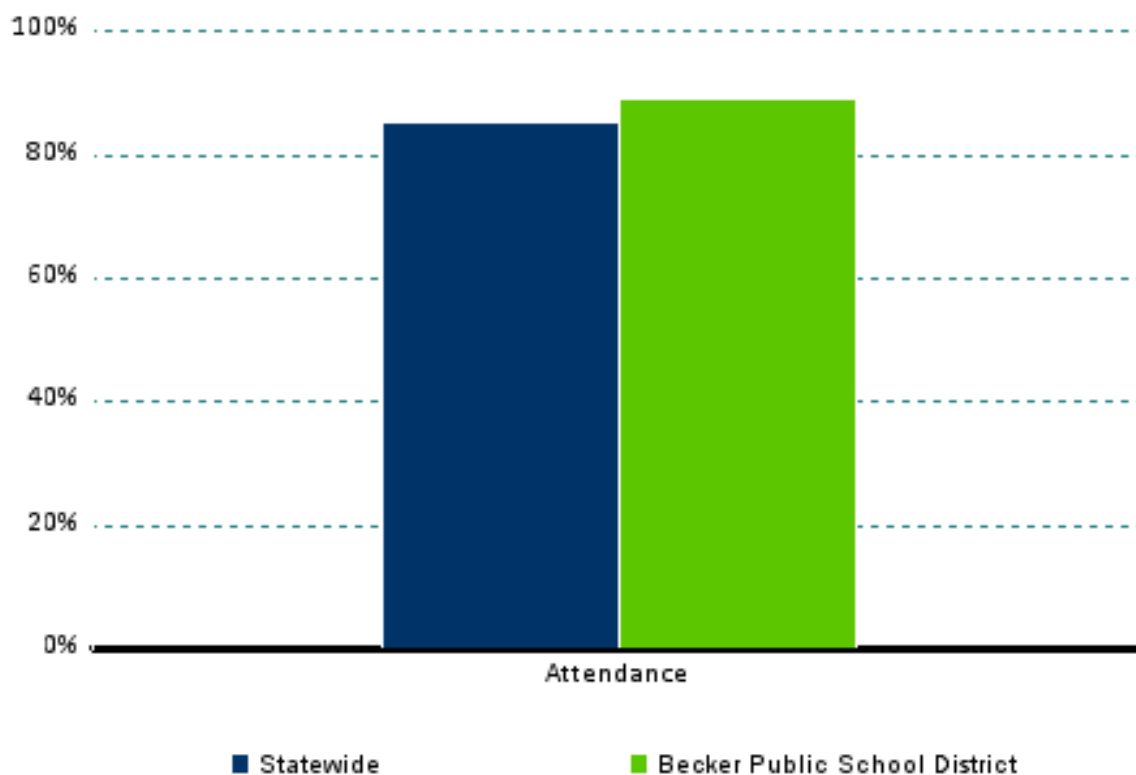
Becker Public Schools also scored over 12% higher than the state average on 4-Year Graduation Rate with over 95% of students graduating on-time. These scores and others were carried by a math progress and maintain score of 82.7% at the middle school level, again nearly 20% above the state score of 62.8%, the entire district scored at 73.4% of students maintaining or increasing a passing level on the statewide assessment.

“While we can certainly celebrate these scores and growth in a number of areas, we cannot become complacent and satisfied,” said Superintendent Schmidt. “It is evident Becker Public School District and staff have placed a great focus on continuing to improve learning outcomes for all students. We will continue this focus and all of the great things we have done here in Becker. This is a testament to our staff and community as we work to support each other in the education of our children,” Schmidt added. In a recent press release Commissioner Ricker stated, “The way we use data influences the decisions that we make. By looking at a more complete picture of our students, I am dedicated to find ways to best serve every student”. “The State of Our Students report clearly tells me that our students take advantage of every opportunity brought to them. When we open the doors, our students bust through them. Our students’ potential, and their determination to succeed, is more than ambitious—it is promising for our future and meeting their ambition with our support that will turn Minnesota into the Education State.” New Assistant Superintendent of Curriculum and Instruction for Becker Public Schools, Minda Anderson adds, “We have a wonderful tradition here at Becker. Our staff will continue to work hard to make sure students needs are being met and provide the opportunities for them to succeed in a changing global community.”

Scores are available for public view through the Minnesota Department of Education website or through the following site: <http://rc.education.state.mn.us>.

Consistent Attendance

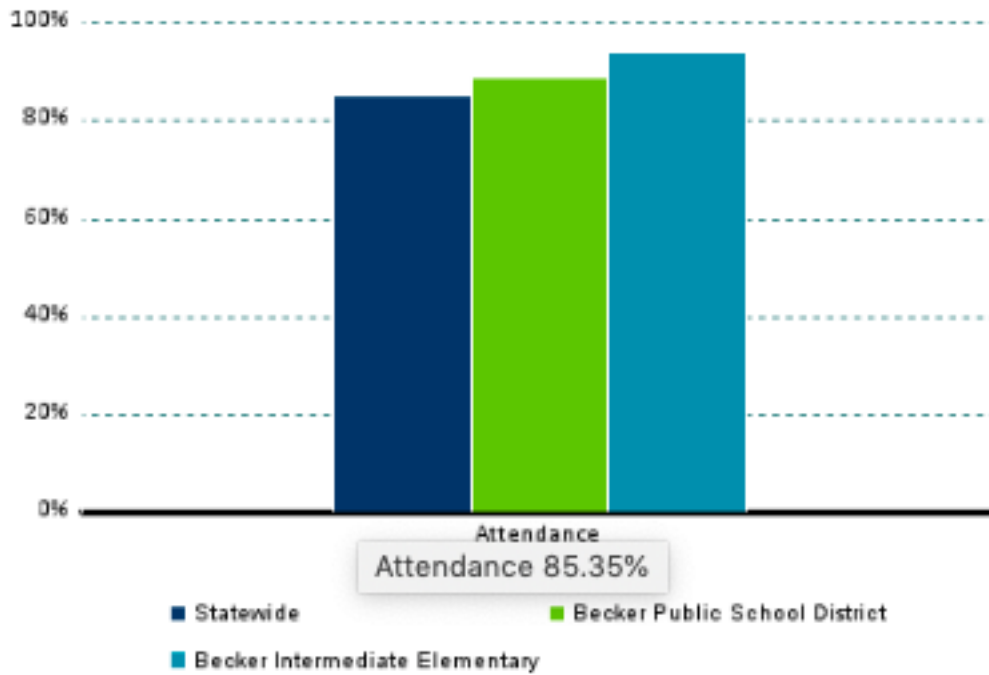
This is a measure of students who attend more than 90 percent of the time they are enrolled.



| <u>Organization</u> | <u>Consistent Attendance Rate</u> | <u>Consistent Attendance Numerator Count</u> | <u>Consistent Attendance Denominator Count</u> |
|-------------------------------|-----------------------------------|--|--|
| Statewide | 85.35% | 676,160 | 792,174 |
| Becker Public School District | 88.99% | 2,328 | 2,616 |

Consistent Attendance

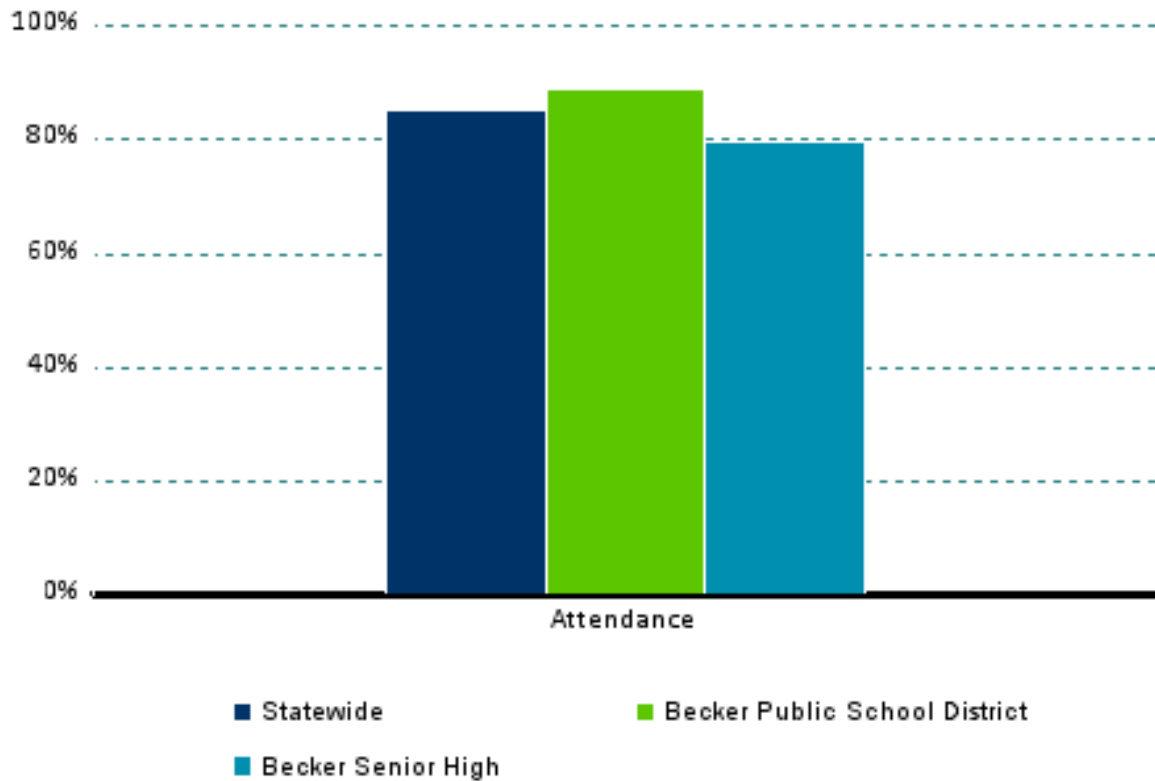
This is a measure of students who attend more than 90 percent of the time they are enrolled.



| <u>Organization</u> | <u>Consistent Attendance Rate</u> | <u>Consistent Attendance Numerator Count</u> | <u>Consistent Attendance Denominator Count</u> |
|--------------------------------|-----------------------------------|--|--|
| Statewide | 85.35% | 676,160 | 792,174 |
| Becker Public School District | 88.99% | 2,328 | 2,616 |
| Becker Intermediate Elementary | 94.23% | 621 | 659 |

Consistent Attendance

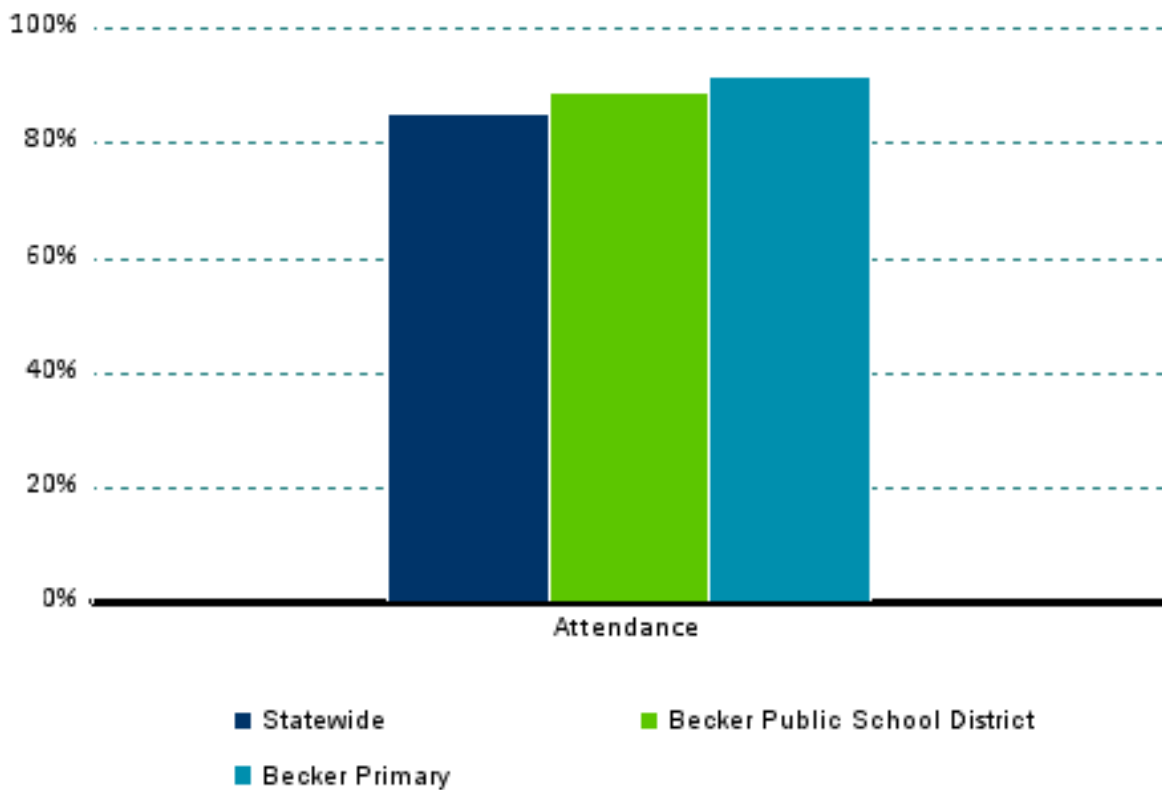
This is a measure of students who attend more than 90 percent of the time they are enrolled.



| <u>Organization</u> | <u>Consistent Attendance Rate</u> | <u>Consistent Attendance Numerator Count</u> | <u>Consistent Attendance Denominator Count</u> |
|-------------------------------|-----------------------------------|--|--|
| Statewide | 85.35% | 676,160 | 792,174 |
| Becker Public School District | 88.99% | 2,328 | 2,616 |
| Becker Senior High | 79.56% | 697 | 876 |

Consistent Attendance

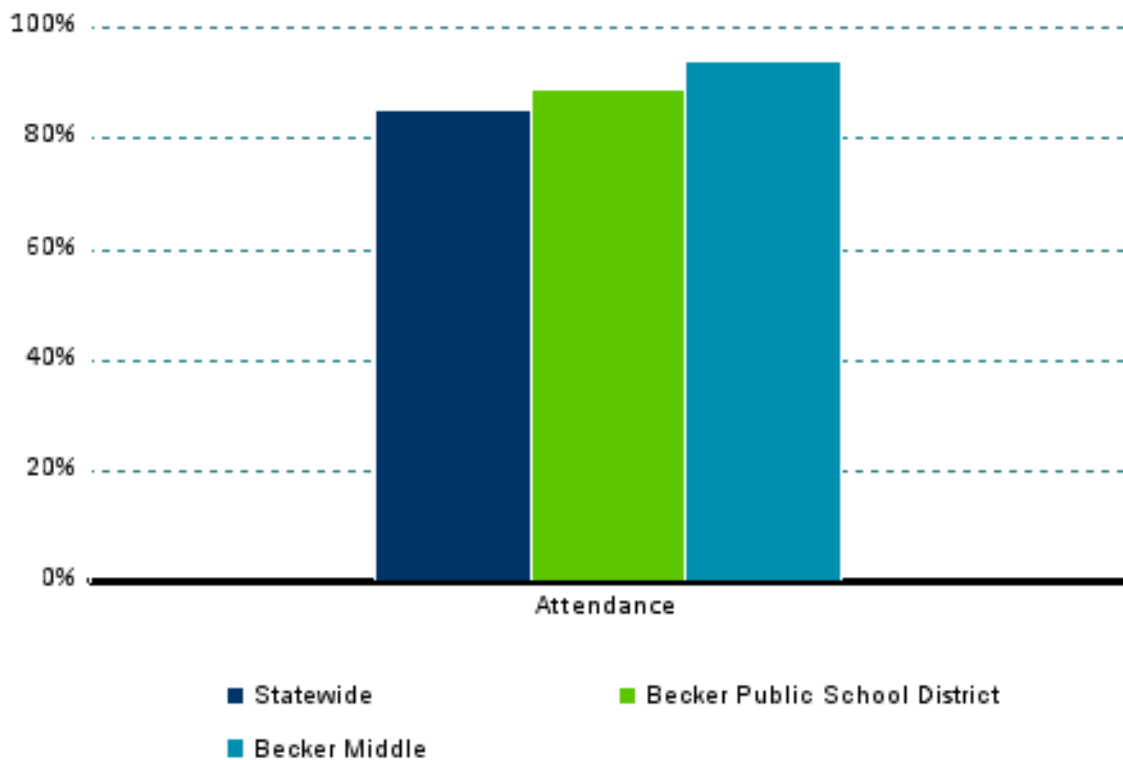
This is a measure of students who attend more than 90 percent of the time they are enrolled.



| <u>Organization</u> | <u>Consistent Attendance Rate</u> | <u>Consistent Attendance Numerator Count</u> | <u>Consistent Attendance Denominator Count</u> |
|-------------------------------|-----------------------------------|--|--|
| Statewide | 85.35% | 676,160 | 792,174 |
| Becker Public School District | 88.99% | 2,328 | 2,616 |
| Becker Primary | 91.90% | 386 | 420 |

Consistent Attendance

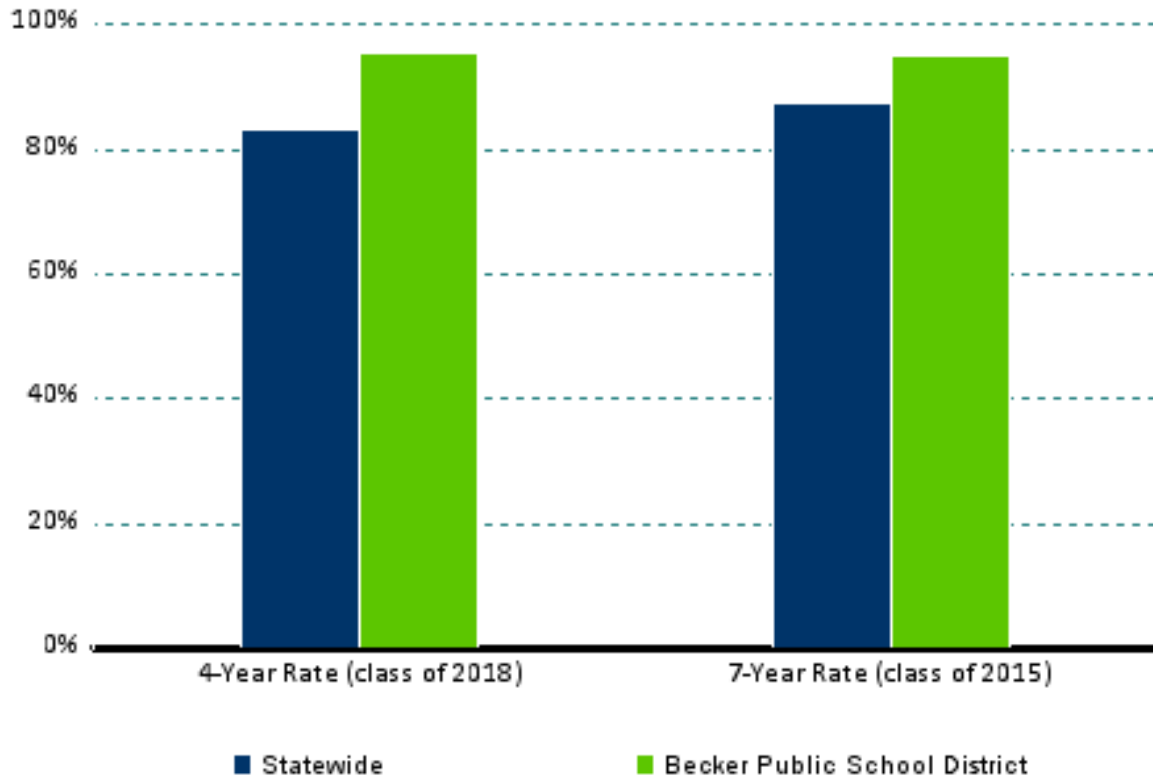
This is a measure of students who attend more than 90 percent of the time they are enrolled.



| <u>Organization</u> | <u>Consistent Attendance Rate</u> | <u>Consistent Attendance Numerator Count</u> | <u>Consistent Attendance Denominator Count</u> |
|-------------------------------|-----------------------------------|--|--|
| Statewide | 85.35% | 676,160 | 792,174 |
| Becker Public School District | 88.99% | 2,328 | 2,616 |
| Becker Middle | 93.93% | 620 | 660 |

Graduation

Only four and seven year rates are included in accountability determinations.

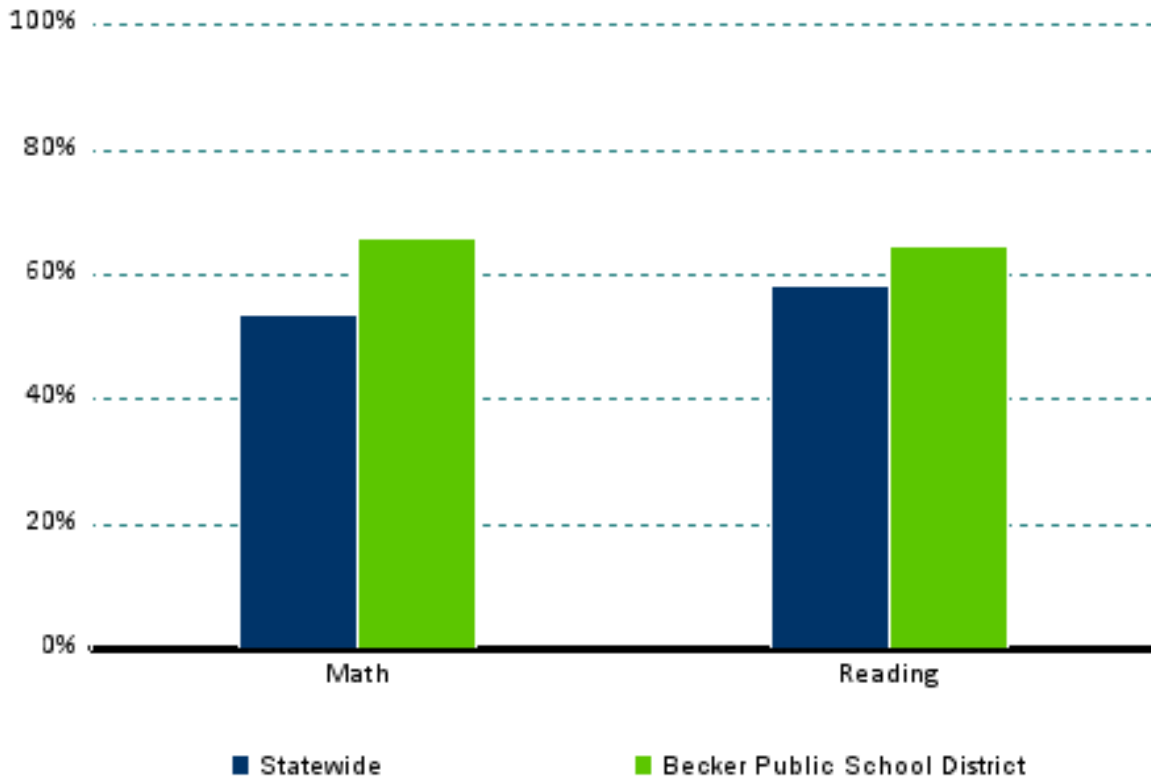


| <u>Organization</u> | <u>4-Year Rate</u> | <u>4-Year Numerator Count</u> | <u>4-Year Denominator Count</u> | <u>7-Year Rate</u> | <u>7-Year Numerator Count</u> | <u>7-Year Denominator Count</u> |
|-------------------------------|--------------------|-------------------------------|---------------------------------|--------------------|-------------------------------|---------------------------------|
| Statewide | 83.20% | 55,869 | 67,148 | 87.53% | 57,612 | 65,816 |
| Becker Public School District | 95.37% | 206 | 216 | 95.22% | 199 | 209 |

Academic Achievement Rate

These are the students who have met or exceeded standards on state tests.

All students expected to test are included.

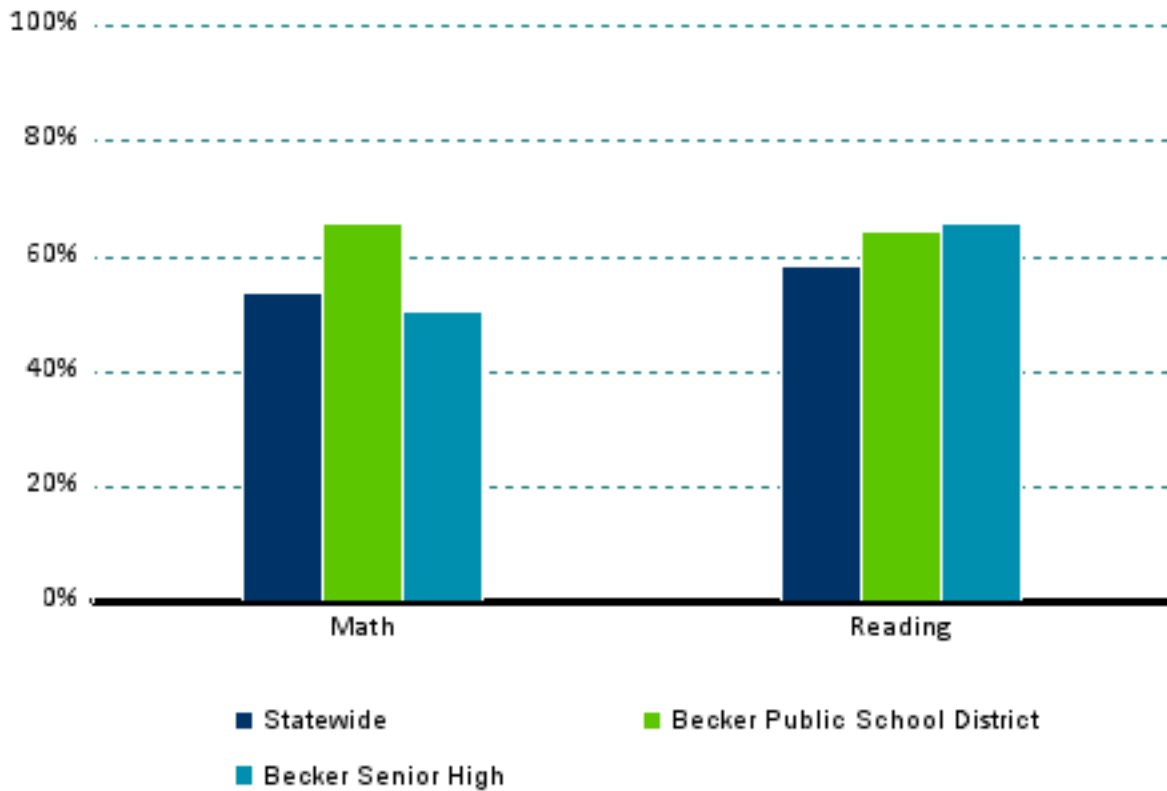


| <u>Organization</u> | <u>Math Rate</u> | <u>Math Numerator Count</u> | <u>Math Count</u> | <u>Reading Rate</u> | <u>Reading Numerator Count</u> | <u>Reading Count</u> |
|-------------------------------|------------------|-----------------------------|-------------------|---------------------|--------------------------------|----------------------|
| Statewide | 53.85% | 244,717 | 454,421 | 58.28% | 267,452 | 458,830 |
| Becker Public School District | 65.80% | 1,022 | 1,553 | 64.55% | 1,031 | 1,597 |

Academic Achievement Rate

These are the students who have met or exceeded standards on state tests.

All students expected to test are included.

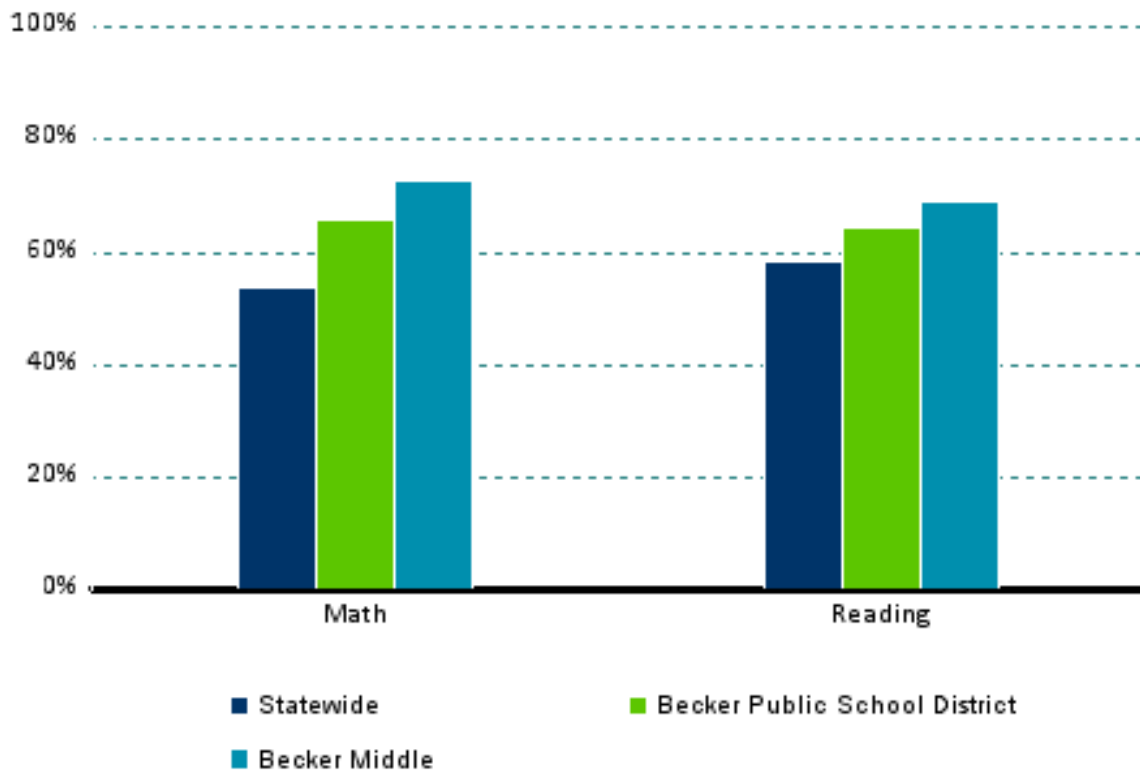


| <u>Organization</u> | <u>Math Rate</u> | <u>Math Numerator Count</u> | <u>Math Count</u> | <u>Reading Rate</u> | <u>Reading Numerator Count</u> | <u>Reading Count</u> |
|-------------------------------|------------------|-----------------------------|-------------------|---------------------|--------------------------------|----------------------|
| Statewide | 53.85% | 244,717 | 454,421 | 58.28% | 267,452 | 458,830 |
| Becker Public School District | 65.80% | 1,022 | 1,553 | 64.55% | 1,031 | 1,597 |
| Becker Senior High | 50.50% | 101 | 200 | 65.98% | 161 | 244 |

Academic Achievement Rate

These are the students who have met or exceeded standards on state tests.

All students expected to test are included.

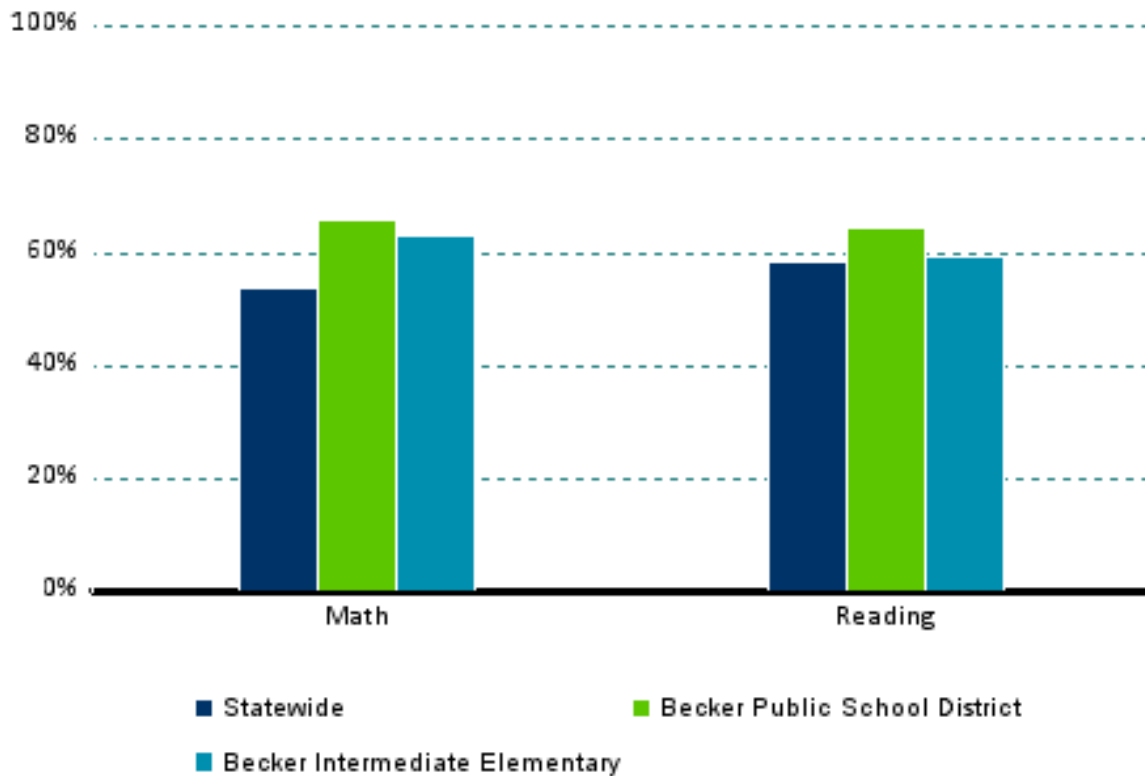


| <u>Organization</u> | <u>Math Rate</u> | <u>Math Numerator Count</u> | <u>Math Count</u> | <u>Reading Rate</u> | <u>Reading Numerator Count</u> | <u>Reading Count</u> |
|-------------------------------|------------------|-----------------------------|-------------------|---------------------|--------------------------------|----------------------|
| Statewide | 53.85% | 244,717 | 454,421 | 58.28% | 267,452 | 458,830 |
| Becker Public School District | 65.80% | 1,022 | 1,553 | 64.55% | 1,031 | 1,597 |
| Becker Middle | 72.76% | 505 | 694 | 69.02% | 479 | 694 |

Academic Achievement Rate

These are the students who have met or exceeded standards on state tests.

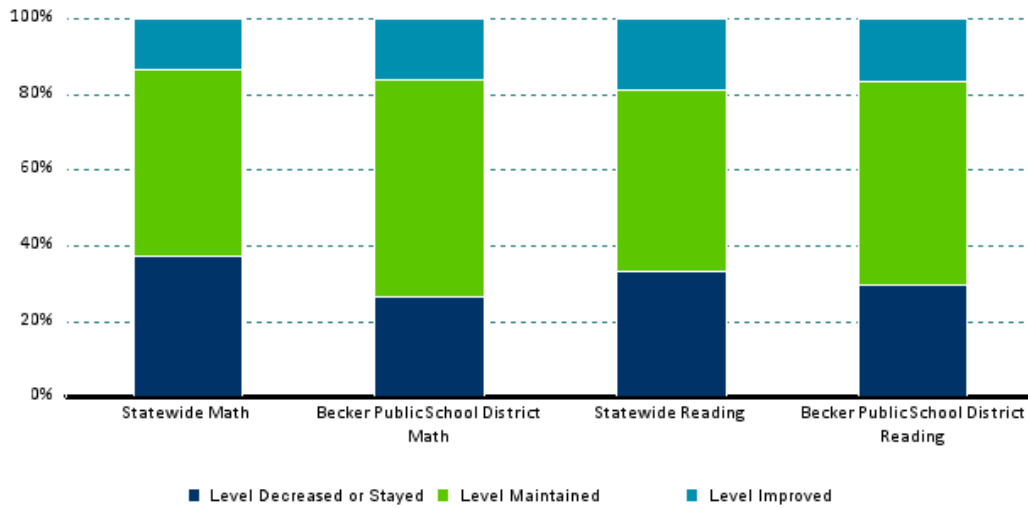
All students expected to test are included.



| <u>Organization</u> | <u>Math Rate</u> | <u>Math Numerator Count</u> | <u>Math Count</u> | <u>Reading Rate</u> | <u>Reading Numerator Count</u> | <u>Reading Count</u> |
|--------------------------------|------------------|-----------------------------|-------------------|---------------------|--------------------------------|----------------------|
| Statewide | 53.85% | 244,717 | 454,421 | 58.28% | 267,452 | 458,830 |
| Becker Public School District | 65.80% | 1,022 | 1,553 | 64.55% | 1,031 | 1,597 |
| Becker Intermediate Elementary | 63.12% | 416 | 659 | 59.33% | 391 | 659 |

Academic Progress

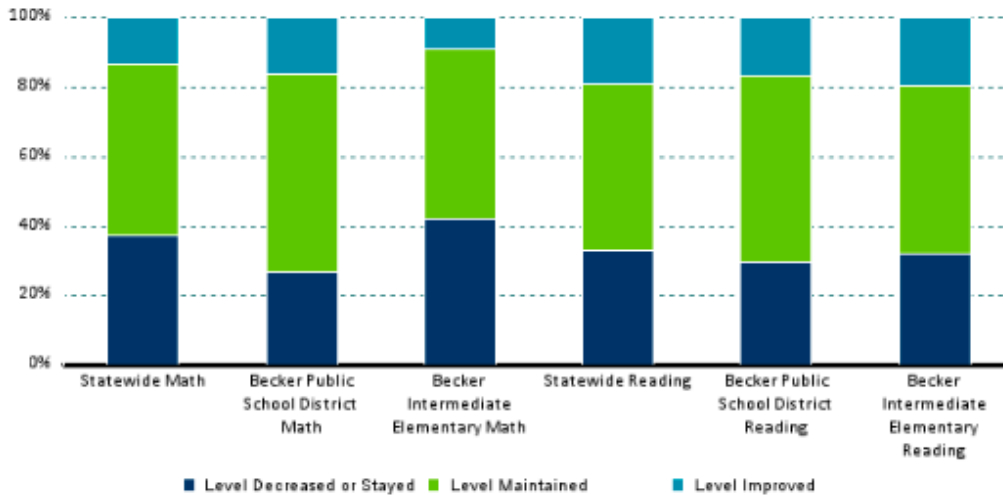
Progress measures whether students' achievement levels are improved or maintained.



| <u>Subject</u> | <u>Organization</u> | <u>Achievement Level Decreased Or Stayed "Does Not Meet Standard" Rate</u> | <u>Achievement Level Decreased Or Stayed "Does Not Meet Standard" Count</u> | <u>Achievement Level Maintained Rate</u> | <u>Achievement Level Maintained Count</u> | <u>Achievement Level Improved Rate</u> | <u>Achievement Level Improved Count</u> | <u>Average Progress Score</u> |
|----------------|-------------------------------|--|---|--|---|--|---|-------------------------------|
| Math | Statewide | 37.24% | 117,696 | 49.42% | 156,175 | 13.34% | 42,166 | 2.01 |
| Math | Becker Public School District | 26.65% | 291 | 57.33% | 626 | 16.03% | 175 | 2.30 |
| Reading | Statewide | 33.06% | 104,687 | 48.07% | 152,235 | 18.87% | 59,748 | 2.34 |
| Reading | Becker Public School District | 29.58% | 323 | 53.94% | 589 | 16.48% | 180 | 2.29 |

Academic Progress

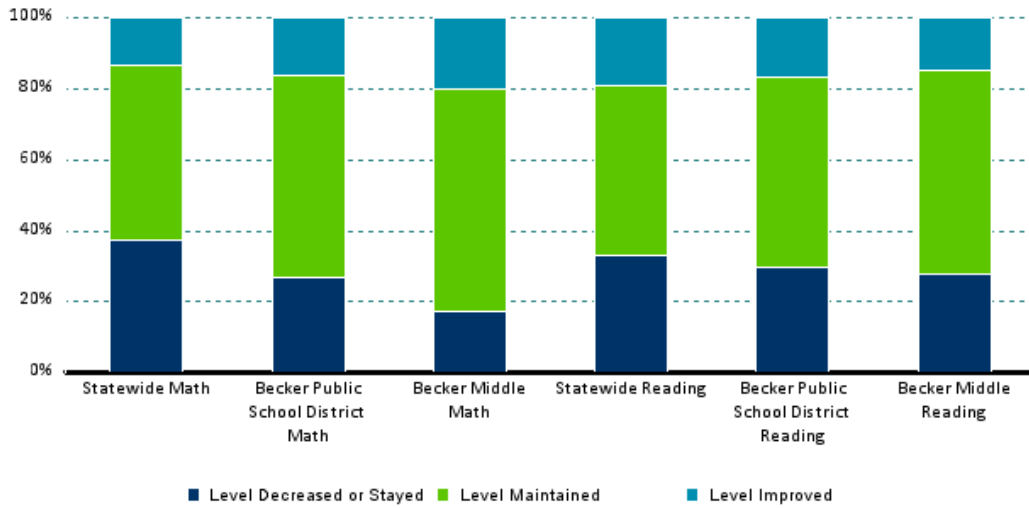
Progress measures whether students' achievement levels are improved or maintained.



| <u>Subject</u> | <u>Organization</u> | <u>Achievement Level Decreased Or Stayed "Does Not Meet Standard" Rate</u> | <u>Achievement Level Decreased Or Stayed "Does Not Meet Standard" Count</u> | <u>Achievement Level Maintained Rate</u> | <u>Achievement Level Maintained Count</u> | <u>Achievement Level Improved Rate</u> | <u>Achievement Level Improved Count</u> | <u>Average Progress Score</u> |
|----------------|--------------------------------|--|---|--|---|--|---|-------------------------------|
| Math | Statewide | 37.24% | 117,696 | 49.42% | 156,175 | 13.34% | 42,166 | 2.01 |
| | Becker Public School District | 26.65% | 291 | 57.33% | 626 | 16.03% | 175 | 2.30 |
| | Becker Intermediate Elementary | 41.99% | 173 | 48.79% | 201 | 9.22% | 38 | 1.72 |
| Reading | Statewide | 33.06% | 104,687 | 48.07% | 152,235 | 18.87% | 59,748 | 2.34 |
| | Becker Public School District | 29.58% | 323 | 53.94% | 589 | 16.48% | 180 | 2.29 |
| | Becker Intermediate Elementary | 32.28% | 133 | 48.30% | 199 | 19.42% | 80 | 2.40 |

Academic Progress

Progress measures whether students' achievement levels are improved or maintained.



| <u>Subject</u> | <u>Organization</u> | Achievement Level Decreased Or Stayed "Does Not Meet Standard" Rate | Achievement Level Decreased Or Stayed "Does Not Meet Standard" Count | Achievement Level Maintained Rate | Achievement Level Maintained Count | Achievement Level Improved Rate | Achievement Level Improved Count | Average Progress Score |
|----------------|-------------------------------|--|---|--|---|--|---|-------------------------------|
| Math | Statewide | 37.24% | 117,696 | 49.42% | 156,175 | 13.34% | 42,166 | 2.01 |
| | Becker Public School District | 26.65% | 291 | 57.33% | 626 | 16.03% | 175 | 2.30 |
| | Becker Middle | 17.35% | 118 | 62.50% | 425 | 20.15% | 137 | 2.66 |
| Reading | Statewide | 33.06% | 104,687 | 48.07% | 152,235 | 18.87% | 59,748 | 2.34 |
| | Becker Public School District | 29.58% | 323 | 53.94% | 589 | 16.48% | 180 | 2.29 |
| | Becker Middle | 27.94% | 190 | 57.35% | 390 | 14.71% | 100 | 2.23 |

2019-20 School Board Strategic Goals

| School Board Goal | Administrative Means | School Board Progress Indicator | Exit Outcome Area |
|--|----------------------|---|--|
| <p>Grades 1-8, 10 and 11 will increase achievement by a positive Z Score in reading and math comparing the actual to expected growth as determined by testing in the Fall of 2019 for NWEA to the Spring of 2020 and Spring of 2019 to Spring of 2020 for MCA.</p> | | <p>Preliminary Z Scores available in May of 2020 from NWEA and August of 2020 from MCA tests.</p> | <p>2. Students will demonstrate proficiency of core academic standards.</p> |
| <p>Develop a long-term facilities plan, which considers student enrollment projections and bond debt levies.</p> | | <p>The superintendent will submit a plan to the school board no later than June 30, 2020.</p> | <p>7. Maintain up- to-date school environments, where students are physically and emotionally safe and secure.</p> |

Board & Administrator

FOR SCHOOL BOARD MEMBERS

September 2019 Vol. 33, No. 5

Editor: Jeff Stratton

Developing an entry plan: Part 2

By Dr. Peter Gorman

My first day on the job as superintendent of Charlotte-Mecklenburg Schools was July 1, which gave me three solid months after accepting the offer in April. It is important to get started in a new role, so I took advantage of the time difference between California and North Carolina: From 5 a.m. to 8 a.m. in California, I could make phone calls to Charlotte, N.C., three hours ahead, without affecting my work in Tustin, Calif. However, I never let Charlotte responsibilities impact finishing my duties in California. It was important to me that I leave in a graceful way and that means working hard up through my last day on the job. Most of that three-hour period each day was spent on the phone with Board of Education members, district staff, other government officials, business leaders, and community members I'd be working with in July.

I had the senior staff in Charlotte prepare briefing documents for me that included resumes, organizational charts, job descriptions, recent evaluations, areas of pride and concern, key performance indicators, and any other available metrics to measure performance.

Before I arrived, I had chosen an indefatigable assistant to closely assist me. I also developed a close relationship with the chief communications officer. They became the backbone of the district's communications efforts that are integral to a superintendent's entry. My assistant and the chief communications officer had worked in CMS for many years and were able to fill me in on a lot of vital context. Building these early relationships was invaluable!

Working with them and others, we created an

entry plan that set an overall objective to listen, learn, and lead. The purpose of the entry plan was to establish a set of activities that would guide my transition to the superintendent role of the Charlotte-Mecklenburg Schools. The activities were designed to enable me to gather information quickly about the community and the organization; to establish a strong community presence early on; to assess the organization's strengths and weaknesses; to identify critical issues; and to create a network of contacts and resources.

The plan had three distinct phases.

Phase I was pre-entry, and it covered the period from April to June 30.

Phase II was entry, and it covered the period from July 1 to Sept. 30.

Phase III was development of an action plan, and it began on Oct. 1 and concluded on Nov. 30.

Looking back, I think the meetings were important, but a good number of them benefited the people I met with more than they benefited me or the district. Those meetings involved people who had a long-standing grudge or issue with CMS, a pitch for a program or idea, or concerns about individual children. The meetings were necessary because they allowed me to meet a lot of the stakeholders, but in terms of distilling districtwide issues, not all were effective.

Throughout the entry plan, I kept the Board of Education informed with periodic updates about what I was hearing and whom I was meeting. A formal report was provided to board members at the conclusion of each phase. Once in Charlotte, I also led the district simultaneously with executing my entry plan. ■

Governance policy development strengthens a board

Here's an interesting board challenge: Your board lacks a clear understanding of what it should be doing as policymakers.

By committing as a board and administrator team to develop governance policies, your board can develop a better grasp of its role. There is a lesson for boards in this issue: The time and money spent are well worth it if you end up with a board that understands its role.

This approach works best if the board understands it lacks board development. Developing your governance policies is a long process for both a superintendent and the board — a learning process about the district overall.

The board needs a strong president who supports the effort for it to succeed. That is key to getting people on the board to engage in the process of understanding the board's role — strong leadership.

You may want to engage a facilitator to help the board develop its governance policies. With few exceptions, board members are not very experienced in policy development.

To develop new governance policies for your

district, the superintendent and the board should spend meeting time analyzing and discussing proposed policies. Invest the time at board meetings or in a retreat setting.

The board's work should result in board policies that address the following responsibilities: the board member's job description; explanations of board committee functions; a listing of board tasks; annual board and committee work calendars; and descriptions of board committee tasks and policies for several board committees, including governance, finance and program.

Even though it can be painstaking to get into the minutia of policies, it's useful for the board and superintendent team. It educates board members about their role, and it documents that role in the governance policies the board approved.

Instead of the superintendent leading the board, the board will lead itself:

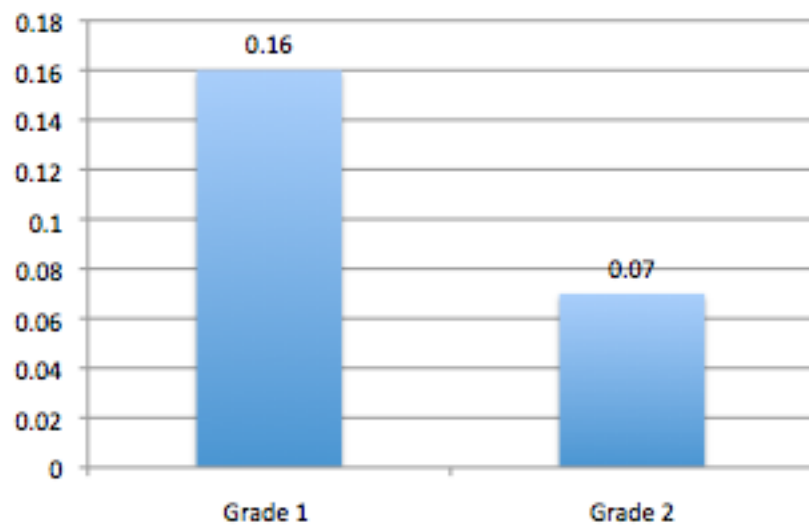
"Now, the board will say, 'We shouldn't need Jim to tell us that we need to evaluate our performance. We need to step up and do this on an annual basis.'" ■

Policy development leads to board job description

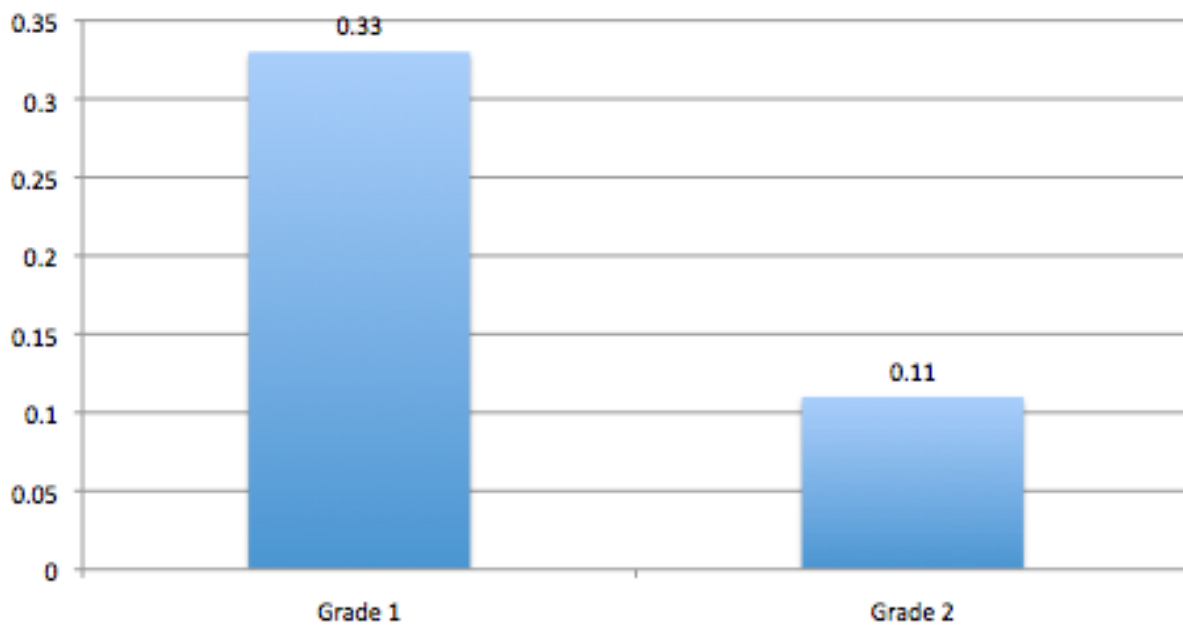
Develop a board member job description as part of your work on creating governance policies. It should cover specific duties and expectations of board members such as these:

- Specific duties and expectations.
- Educate oneself about the work of the district.
- Attend meetings and show commitment to board activities, values, and norms.
- Be well-informed on issues, agenda items, and background materials in advance of meetings.
- Work closely and cooperatively with other board members.
- Listen respectfully to differing points of view and participate in decision-making.
- Contribute insights, skills, knowledge, and experience, when appropriate.
- Elect officers; orient and train new trustees for continual leadership vitality.
- Act as a resource and sounding board for the board president and superintendent and, when appropriate, members of the management team.
- Be an advocate and serve as a liaison between the organization and the community; monitor and enhance its image and keep the president, administrator, and trustees informed about public opinion.
- Receive and consider regular evaluations on the effectiveness of the district's work.
- Assume leadership roles in board activities consistent with individual skills and interests. ■

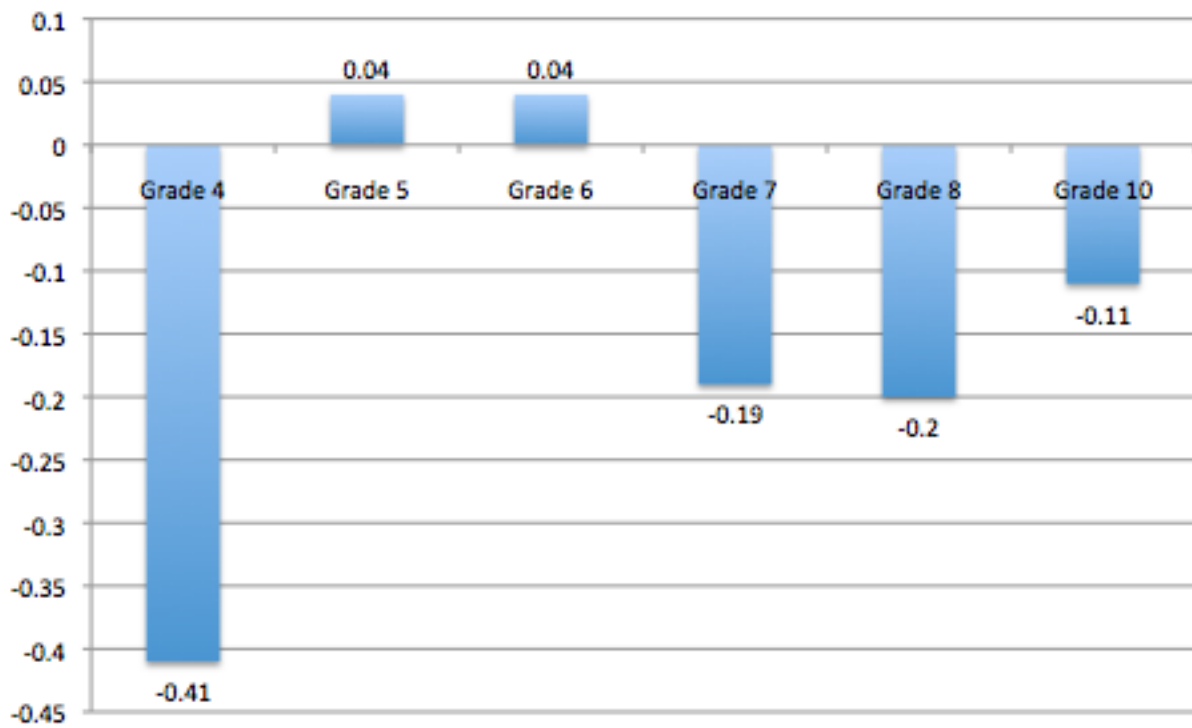
2019 NWEA Reading Z Scores



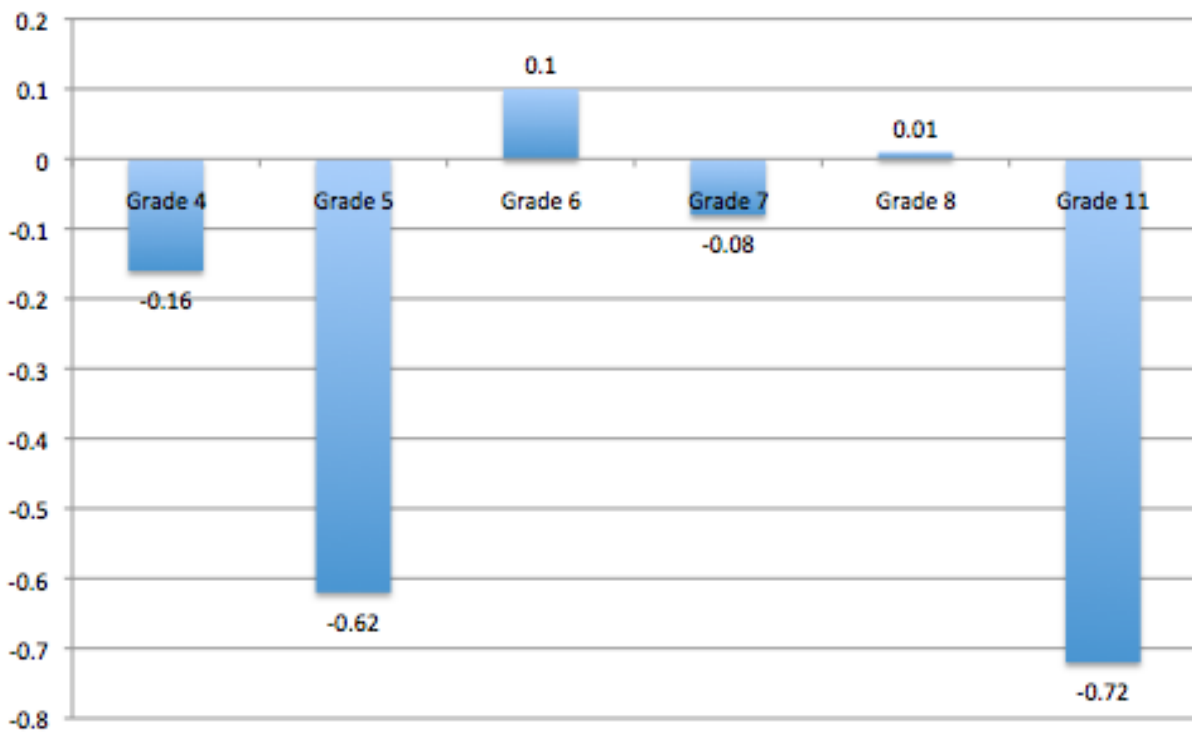
2019 NWEA Math Z Scores



2019 MCA Reading Z Scores



2019 MCA Math Z Scores



Chair Jurek called the regular meeting of the School Board of District #726 to order on the 5th day of August, 2019 at 6:30 p.m. in the Teaching & Learning Center.

Roll Call.

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

Members absent: None

Others present: Jeremy Schmidt, Superintendent

Citizen Comments: None

REPORTS

Superintendent Schmidt:

- Finalizing Back to School Agenda
- September and October Meeting Dates
- Radiological Evacuation Plan Drill
- Sherburne County Collaboration

Mark Swanson: Individual Contract Negotiations

Motion by Jason Kindred, seconded by Ryan Obermoller to **Approve the Consent Agenda**, as presented. Motion carried unanimously.

CONSENT AGENDA

MINUTES FROM THE JULY 1, 2019 REGULAR SCHOOL BOARD MEETING

FINANCIAL REPORT

| EXPENDITURES | July 2019 | | | | | Prior Year |
|-------------------|---------------------|--------------------|-------------------------|---------------------|--------------|--------------------|
| | 2019-20 Budget | July 2019 | 2019-20 Year-to-Date | Remaining Budget | % Spent | % Spent to Date |
| General | 34,110,854 | 927,770 | 927,770 | 33,183,084 | 2.72% | 2.85% |
| Food Service | 1,474,468 | 714 | 714 | 1,473,754 | 0.05% | 0.77% |
| Community Service | 1,400,466 | 36,205 | 36,205 | 1,364,261 | 2.59% | 2.17% |
| Debt Service | 3,428,903 | 342,751 | 342,751 | 3,086,152 | 10.00% | 0.00% |
| | \$40,414,691 | \$1,307,440 | \$1,307,440 | \$39,107,251 | 3.24% | 84.86% |

DISBURSEMENTS – in the amount of \$2,660,082.17

PERSONNEL

| Name | Status | Job Title | Location | Hrs Per Day/FTE | Group | Replacing | Effective | Wage |
|------------------|-------------------|--|-----------------|--------------------------------------|------------------|----------------|----------------------------|----------------------------|
| Aleckson, Ted | New | Assistant Principal | MS | 1 FTE | Administrator | Chantel Boyer | 8/1/19 | \$105,738 |
| Anderson, Minda | New | Asst. Superintendent of Curriculum & Instruction | DO | 1 FTE | Individual | Jean Duffy | 8/5/19 | \$115,000 |
| Barthel, Dan | New | Business Education Teacher | HS | .5 FTE | BEA | Marilyn Miller | 8/26/19 | BA Lane / Step 1: \$20,380 |
| Blomgren, Nancy | Resignation | BASC Senior Citizen Program Assistant | DO | 1.5 Hours Per Day | n/a | n/a | 7/8/19 | n/a |
| Jensen, Liza | New | Camp Opportunity Lead | PS / IS | Varies | Camp Opportunity | n/a | 8/19/19 | \$15.11 Per Hour |
| Kittok, Felicia | LOA | Food Service Director | DO | Full Time | Individual | n/a | 10/21/19 - 1/3/2020 | n/a |
| Nelson, Anne | New | Parent Educator | ECFE | 5 Hours Per Day x 1 Day Per Week | BEA | n/a | 8/26/19 | \$26.50 Per Hour |
| Pudlick, Malinda | New | Special Education Teacher | IS | 1 FTE | BEA | Ryan Szymanski | 8/26/19 | BA Lane / Step 8: \$50,221 |
| Robak, Trista | New | Small Wonders Preschool Instructor | Early Childhood | 3.75 Hours Per Day x 2 Days Per Week | BEA | n/a | 8/26/19 | \$26.50 Per Hour |
| Rooney, Daniel | End of Assignment | Special Education Teacher | PS | 1 FTE | BEA | n/a | End of 2018-19 School Year | n/a |
| Rooney, Daniel | New | Special Education Teacher | PS | 1 FTE | BEA | Daniel Rooney | 8/26/19 | BA15 / Step 2: \$43,297 |
| Schmidt, Nicole | Resignation | School Nurse | MS | 7 Hours Per Day | Multi-Group | n/a | 7/26/19 | n/a |
| Soupir, Anna | New | Camp Opportunity Asst. | PS / IS | Varies | Camp Opportunity | n/a | 7/22/19 | \$14.09 Per Hour |
| Stafford, Kayla | New (Transfer) | Second Grade Teacher | PS | 1 FTE | BEA | Nathan Bucher | 8/26/19 | Use Current Wage |

| | | | | | | | | |
|--------------------|----------------|---|-----------------|------------------------------------|---------------|----------------|-----------|----------------------------|
| Stubbs, Cathy | Resignation | Lunchroom Supervisor | HS | 1.75 Hours Per Day | Non-Union | n/a | 7/29/19 | n/a |
| Sullivan, Brittany | New | Parent Educator | Early Childhood | 2.5 Hours Per Day x 1 Day Per Week | BEA | n/a | 8/26/19 | \$26.50 Per Hour |
| Waters, Joey | New | Assistant Principal | IS | 1 FTE | Administrator | Mark Graham | 7/22/2019 | \$103,729.00 |
| Welinski, Roseanne | New | Kindergarten Teacher | PS | 1 FTE | BEA | Kayla Stafford | 8/26/19 | BA Lane / Step 4: \$44,814 |
| Woodard, Tamara | New (Transfer) | Administrative Assistant to the Assistant Principal | HS | 8 Hours Per Day | Multi-Group | Kendra Orrock | 8/26/19 | Use Current Wage |

GIFTS

| Donor Name | Description of Gift | Purpose of Gift |
|------------|---------------------|--|
| Coborns | \$738.89 | MS Field Trips, Scholarships, Other Individual Items |
| PTSA | \$499.00 | 2nd Grade Mystery Science Membership |

DESIGNATION OF IOwA: *Superintendent Jeremy Schmidt*

A **First Reading** was held on the following policies:

- 419 Revised Tobacco Free Environment**
- 603 Revised Curriculum Development**
- 616 Revised School District Accountability**
- 618 Revised Assessment of Achievement**

A second reading will be held at the next regular school board meeting.

The School Board discussed **Annual School Board Governance Topics**. Aaron Chair Jurek recommended holding a work session for election planning. Superintendent Schmidt will poll board members for dates.

The School Board **Reviewed a Draft of 2020-2021 Board Goals**. This will be presented again next month.

The meeting was **adjourned** at 7:19 p.m.

Aaron Jurek, Chair

Mark Swanson, Clerk

Recorder: Angela Oswald

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

EXPENDITURES

| Fund | 2019-20 Budget | August 2019 | 2019-20 Year-to-Date | Remaining Budget | % Spent |
|-------------------|---------------------------|--------------------|---------------------------------|-----------------------------|--------------------|
| General | 34,110,854 | 726,020 | 1,653,790 | 32,457,064 | 4.85% |
| Food Service | 1,474,468 | 12,902 | 13,616 | 1,460,852 | 0.92% |
| Community Service | 1,400,466 | 107,430 | 143,635 | 1,256,831 | 10.26% |
| Debt Service | 3,428,903 | - | 342,751 | 3,086,152 | 10.00% |
| | \$ 40,414,691 | \$ 846,352 | \$ 2,153,792 | \$ 38,260,899 | 5.33% |

September 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 |
|------------------------|----------------|-------------------------------------|-----------------|------------------------|------------------|------------------|------------------|-----------------------|
| Anderson, Jennifer | New | Girls Tennis Coach | MS | Seasonal | BEA - Schedule C | Ellie Tobako | 8/19/19 | \$2,240 Per Season |
| Anderson, Suzie | New | Camp Opportunity Lead Staff | PS | 3 Hrs Per Day | Camp Opportunity | n/a | 8/15/19 | \$15.11 Per Hr |
| Anderson, Suzie | New | Freeplay Supervisor | PS | 3 Hrs Per Day | Multi-Unit | Mary Good | 9/5/19 | \$16.41 Per Hr |
| Anderson, Suzie | Resignation | Server | PS | 2 Hrs 40 Min Per Day | n/a | n/a | 8/30/19 | n/a |
| Battin, Jessica | New | Server | IS | 2 Hrs 30 Min Per Day | n/a | G. Pedderson | 8/21/19 | \$13.75 Per Hr |
| Callaghan, Kathleen | New | Paraprofessional, MTSS Intervention | MS | 4 Hrs Per Day | Multi-Unit | n/a | 9/3/19 | \$16.41 Per Hr |
| Chmielewski, Baleigh | Resignation | Paraprofessional | IS | 6.5 Hrs Per Day | Multi-Unit | n/a | 8/30/19 | n/a |
| Cox, Thomas | New | Football Coach | MS | Seasonal | BEA - Schedule C | Jason Baune | 8/26/19 | \$2,240 Per Season |
| DeLaEspriella, Terissa | New | Camp Opportunity Lead Staff | PS/IS | 5 Hrs Per Day | Camp Opportunity | n/a | 8/12/19 | \$15.11 Per Hr |
| Dosedel, Ian | New | JV Boys Soccer Coach | HS | Seasonal | BEA - Schedule C | Alex Nelson | 8/12/19 | \$3,363 Per Season |
| Doucette, Kirsten | Resignation | Safety Patrol | IS | 1 Hr Per Day | Multi-Unit | n/a | 8/30/19 | n/a |
| Geiger, Sara | New (ReHire) | Paraprofessional | IS | 6.5 Hrs Per Day | Multi-Unit | n/a | 9/3/19 | \$16.89 Per Hr |
| Gervasi, Heather | New | Asst. Principal Secretary | MS | 5 Hrs Per Day | Multi-Unit | Tammy Woodard | 8/26/19 | \$16.89 Per Hr |
| Gervasi, Heather | New | Lunch Supervisor | HS | 2 Hrs 15 Min Per Day | Multi-Unit | Cathy Stubbs | 9/3/19 | \$16.89 Per Hr |
| Gervasi, Heather | Resignation | Paraprofessional | ECFE | 9.75 Hrs Per Week | Non-Union | n/a | 8/15/19 | n/a |
| Good, Mary | Resignation | Freeplay Supervisor | PS | 3 Hrs Per Day | Multi-Unit | n/a | 9/5/19 | n/a |
| Gorecki, Austin | New | Art Teacher | MS | 1 FTE | BEA | Tracy Hare | 9/30/19 | BA/Step 1 Pro-Rated |
| Hare, Tracy | Resignation | Art Teacher | MS | 1 FTE | BEA | n/a | 8/8/19 | n/a |
| Hecimovich, Angela | Resignation | Paraprofessional | PS | 6.5 Hrs Per Day | Multi-Unit | n/a | 8/15/19 | n/a |
| Hed, Brody | New | Outdoor Morning Supervisor | IS | 25 Min Per Day | Multi-Unit | n/a | 9/3/19 | \$16.41 Per Hr |
| Hed, Brody | New | Playground Supervisor | IS | 3 Hrs Per Day | Multi-Unit | n/a | 9/3/19 | \$16.41 Per Hr |
| Heimerl, Dayna | New (ReHire) | Paraprofessional | HS | 6.5 Hrs Per Day | Multi-Unit | n/a | 9/3/2019 | \$16.89 Per Hr |
| Herrman, Karissa | New | Kindergarten Teacher | PS | 1 FTE | BEA | Molly Kensy | 8/26/19 | BA30/Step 3: \$45,990 |
| Hook Megan | New | Asst. Girls Swim Coach | HS | Seasonal | BEA - Schedule C | Joalah Boos | 8/12/19 | \$3,363 Per Season |
| Hoppe, Megan | New | 9th Grade Volleyball Coach | HS | Seasonal | BEA - Schedule C | Megan Ramola | 8/12/19 | \$2,971 Per Season |
| Johnson, Lisa | New | Server | PS | 2 Hrs 40 Min Per Day | Non-Union | Suzie Anderson | 9/4/19 | \$13.75 Per Hr |
| Johnson, Sondra | New (Transfer) | Health Paraprofessional | MS | 7 Hrs Per Day | Multi-Unit | Nicole Schmidt | 8/26/19 | Use Current Wage |
| Kalinowski, Kayla | New | Paraprofessional | EC/SR | 3.25 Hrs Per Day | Multi-Unit | Heather Gervasi | 8/28/19 | \$16.41 Per Hr |
| Kensy, Molly | Resignation | 4th Grade Teacher | IS | 1 FTE | BEA | n/a | 8/26/19 | n/a |

| | | | | | | | | |
|---------------------|-----------------------------|-----------------------------|------------|-----------------------------------|------------------|--------------------|------------|--|
| Knick, Traci | New | Camp Opportunity Lead Staff | PS/IS | 3.5 Hrs Per Day x 3 Days Per Week | Camp Opportunity | n/a | 9/5/19 | \$15.11 Per Hr |
| Kraus, Rick | New | Director of Bldgs & Grounds | DO | 1 FTE | Individual | TJ Zerwas | 8/29/19 | \$76,500 Annually (Pro-Rated) |
| Larson, Barbara | New | Server | MS | 2 Hrs 20 Min Per Day | Non-Union | Kelly Peterson | 8/21/19 | 4 |
| Larson, Sandra | New | Camp Opportunity Lead Staff | PS/IS | 4 Hrs Per Day | Camp Opportunity | n/a | 8/27/19 | \$15.11 Per Hr |
| Laurence, Nathan | New | Paraprofessional | IS | 4 Hrs 25 Min Per Day | Multi-Unit | n/a | 8/29/19 | \$16.41 Per Hr |
| Mapel, Suzanne | New | Bus Driver | Bus Garage | 3.5 Hrs Per Day | Transportation | Jim Huhtala | 8/15/2019 | \$44.12 Per Route |
| Martell, Tina | New | Volleyball Coach | MS | Seasonal | BEA - Schedule C | Reyan Robinson | 8/26/19 | \$2,240 Per Season |
| McBride, Hannah | New (Additional Assignment) | Paraprofessional | IS | 1.75 Hrs Per Day | Multi-Unit | n/a | 8/29/19 | Use Current Wage |
| McDonough, Joe | New (Additional Assignment) | Asst. Shop Mechanic | Bus Garage | 2 Hrs Per Day | Transportation | n/a | 8/1/2019 | Use Current Wage |
| Oeding, Stephanie | New | Long Term Substitute | IS | 1 FTE | N/A | Sarah Yager | 8/26/19 | BA15/Step 6: \$269.34 Per Day x 60.5 Days |
| Offerdahl, Denise | New (ReHire) | Paraprofessional | IS | 6.5 Hrs Per Day | Multi-Unit | n/a | 8/29/19 | \$16.89 Per Hour |
| Peroddy, Gail | New | Yearbook Advisor | IS | Annual | BEA - Schedule C | Molly Kensy | 9/5/19 | \$2,240 Per Season |
| Pfingsten, Jason | New | Football Coach | MS | Seasonal | BEA - Schedule C | Todd Schuster | 8/26/19 | \$1,120 Per Season (Split Position w/ Josh Reckelberg) |
| Reckelberg, Josh | New | Football Coach | MS | Seasonal | BEA - Schedule C | Todd Schuster | 8/26/19 | \$1,120 Per Season (Split Position w/ Jason Pfingsten) |
| Reichle, Brett | New | Head Boys Lacrosse Coach | HS | Seasonal | BEA - Schedule C | Paul VanVoorhis | 3/30/20 | \$3,955 Per Season |
| Revier, Allison | New | Camp Opportunity Lead Staff | PS/IS | 2.5 Hrs Per Day x 3 Days Per Week | Camp Opportunity | n/a | 9/3/19 | \$15.11 Per Hr |
| Robinson, Reyan | New | 9th Grade Volleyball Coach | HS | Seasonal | BEA - Schedule C | Dawn Johnson | 8/12/19 | \$2,971 Per Season |
| Rusley, Betsy | New | Lunchroom Supervisor | PS | 2 Hrs Per Day | Non-Union | Sandra Larson | 9/5/19 | \$13.75 Per Hr |
| Schwinn, Edeza | New (Transfer) | Server (Float) | MS | 2 Hrs 20 Min Per Day | Multi-Unit | Lynnea Henry | 9/3/19 | \$16.41 Per Hr |
| Schwinn, Edeza | New | Server | PS | 1 Hr 5 Min | Multi-Unit | Kelly Peterson | 9/3/19 | \$16.41 Per Hr |
| Semmer, Katherine | New | Bus Driver | Bus Garage | 3.5 Hrs Per Day | Transportation | Bonnie Bobo | 8/16/19 | \$44.12 Per Route |
| Sinks, Cara | New | Volleyball Coach | MS | Seasonal | BEA - Schedule C | Angie Esler | 8/26/19 | \$2,240 Per Season |
| Spear, Jessica | New | Paraprofessional | IS | 6.5 Hrs Per Day | Multi-Unit | n/a | 9/4/19 | \$16.41 Per Hr |
| Strom, Ben | New | JV Girls Soccer Coach | HS | Seasonal | BEA - Schedule C | Danielle Gau | 8/12/19 | \$3,363 Per Season |
| Strom, Isabelle | New | JV11 Girls Soccer Coach | HS | Seasonal | BEA - Schedule C | Kaila Lindsay | 8/19/19 | \$2,971 Per Season |
| Thompson, Christine | New | Server | HS | 2 Hrs 25 Min Per Day | Non-Union | Megan Czanstkowski | 9/3/19 | \$13.75 Per Hr |
| Vyskocil, Brittany | New | Health Paraprofessional | HS | 4 Hrs Per Day | Multi-Unit | Sonny Johnson | 09/03/2019 | \$16.41 Per Hr |
| Wells, Harry | New | Bus Driver | Bus Garage | 3.5 Hrs Per Day | Transportation | Jessica Norlin | 8/19/19 | \$37.95 Per Route |
| Wells, Harry | Resignation | Van Driver | Bus Garage | n/a | Transportation | n/a | 8/19/19 | n/a |
| Wenzel, Abby | New | Student Council Advisor | HS | Annual | BEA - Schedule C | Jesse O'Neill | 9/3/19 | \$3,268 Annually |
| Woodard, Tami | Resignation | Administrative Assistant | MS | 5 Hrs Per Day | Multi-Unit | n/a | 8/17/19 | n/a |

September 1, 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 Youth Sports Football Boosters | \$19,443.50 | Uniforms |
| Coborns | \$328.62 | Rollerbaldes for Wheels Week |

EXTRACT OF MINUTES OF A MEETING
OF THE SCHOOL BOARD
OF INDEPENDENT SCHOOL DISTRICT NO. 726
(BECKER PUBLIC SCHOOLS)
STATE OF MINNESOTA

Pursuant to due call and notice thereof, a regular meeting of the School Board of Independent School District No. 726 (Becker Public Schools), State of Minnesota, was duly held in said school district on September 9, 2019, at 6:30 o'clock p.m. for the purpose, in part, of adopting a resolution appointing election judges.

Member _____ moved the adoption of the following Resolution:

**RESOLUTION APPOINTING ELECTION JUDGES
FOR THE NOVEMBER 5, 2019
SCHOOL DISTRICT SPECIAL ELECTION**

BE IT RESOLVED by the School Board of Independent School District No. 726, State of Minnesota, as follows:

1. The individuals specified on EXHIBIT A attached hereto, each of whom is qualified to serve as an election judge, are hereby appointed as judges of election for the school district's special election on November 5, 2019, to act as such at the combined polling place listed on said exhibit.
2. The election judges shall act as clerks of election, count the ballots cast and submit the results to the school board for canvass in the manner provided for other school district elections.

The motion for the adoption of the foregoing resolution was duly seconded by _____ . On a roll call vote, the following voted in favor:

and the following voted against:

whereupon said resolution was declared duly passed and adopted.

EXHIBIT A

COMBINED POLLING PLACE

Becker City Hall
Becker, Minnesota

ELECTION JUDGES

Head Election Judge Julie Blesi
Janelle Fast
Fran Seeley
Joyce Lambert
Doreen Novak
Marilyn Olson
Janet Boettcher
Judy Bowatz
Corina Landwehr
Muriel Aleckson
Joann Klym
Sharon Woolhouse
Jean Lumley
Cheryl Smith
Marilyn Danielson
Angela Oswald

Adopted: February 22, 2005

Revised: September 10, 2018

419 TOBACCO-FREE ENVIRONMENT; POSSESSION AND USE OF TOBACCO, TOBACCO-RELATED DEVICES, AND ELECTRONIC DELIVERY DEVICES

I. PURPOSE

The purpose of this policy is to maintain a learning and working environment that is tobacco free.

II. GENERAL STATEMENT OF POLICY

- A. A violation of this policy occurs when any student, teacher, administrator, other school personnel of the school district or person smokes or uses tobacco, tobacco-related devices, or carries or uses an activated electronic ~~cigarettes~~ delivery device in a public school. This prohibition extends to all facilities, whether owned, rented, or leased, and all vehicles that a school district owns, leases, rents, contracts for, or controls. In addition, this prohibition includes vehicles used, in whole or in part, for work purposes, during hours of school operation, if more than one person is present. This prohibition includes all school district property and all off-campus events sponsored by the school district.
- B. A violation of this policy occurs when any elementary school, middle school, or secondary school student possesses any type of tobacco, tobacco-related device, or electronic ~~cigarette~~ delivery devices in a public school. This prohibition extends to all facilities, whether owned, rented, or leased, and all vehicles that a school district owns, leases, rents, contracts for, or controls and includes vehicles used, in whole or in part, for school purposes, during hours of school operation, if more than one person is present. This prohibition includes all school district property and all off-campus events sponsored by the school district.
- C. The school district will act to enforce this policy and to discipline or take appropriate action against any student, teacher, administrator, school personnel, or person who is found to have violated this policy.
- D. The school district will not solicit or knowingly accept any contributions or gifts of money, curricula, materials, or equipment from companies that directly manufacture and are identified with tobacco products, tobacco-related devices, or electronic ~~cigarettes~~ delivery devices. The school district will not promote or allow promotion of tobacco products or electronic ~~cigarettes~~ delivery devices on school property or at school-sponsored events.

III. TOBACCO AND TOBACCO RELATED DEVICES DEFINED

- A. “Electronic cigarette delivery device” means any oral device that provides a vapor of liquid nicotine, lobelia, and/or other similar substance intended for human consumption, and the use or inhalation of which simulates smoking. The term shall include any such devices, whether they are manufactured, distributed, marketed, or sold as e-cigarettes, e-cigars, e-pipes, or under another product name or descriptor product containing or delivering nicotine, lobelia, or any other substance intended for human consumption that can be used by a person to simulate smoking in the delivery of nicotine or any other substance through inhalation of vapor from the product. Electronic delivery device includes any component part of a product, whether or not marketed or sold separately. Electronic delivery device does not include any product that has been approved or certified by the United States Food and Drug Administration for sale as a tobacco-cessation product, as a tobacco-dependence product, or for other medical purposes, and is marketed and sold for such an approved purpose.
- B. “Tobacco” means cigarettes and any product containing, made, or derived from tobacco that is intended for human consumption, whether chewed, smoked, absorbed, dissolved, inhaled, snorted, sniffed, or ingested by any other means, or any component, part, or accessory of a tobacco product, including, but not limited to, cigars; cheroots; stogies; perique; granulated, plug cut, crimp cut, ready rubbed, and other smoking tobacco; snuff; snuff flour; cavendish; plug and twist tobacco; fine cut and other chewing tobacco; shorts; refuse scraps, clippings, cuttings and sweepings of tobacco; and other kinds and forms of tobacco.
- C. “Tobacco-related devices” means cigarette papers or pipes for smoking or other devices intentionally designed or intended to be used in a manner which enables the chewing, sniffing, smoking, or inhalation of vapors of tobacco or tobacco products. Tobacco-related devices include components of tobacco-related devices which may be marketed or sold separately.
- D. “Smoking” means inhaling, ~~or exhaling, smoke from~~ burning, or carrying any lighted or heated cigar, cigarette, pipe, or any other lighted or heated tobacco or plant product containing, made, or derived from nicotine, tobacco, marijuana, or other plant, whether natural or synthetic, that is intended for inhalation. Smoking ~~also includes carrying or using an activated lighted cigar, cigarette, pipe, or any other lighted tobacco or plant product intended for inhalation and the use of electronic cigarettes, including the inhaling and exhaling of vapor from any electronic delivery device.~~

IV. EXCEPTIONS

- A. A violation of this policy does not occur when an Indian adult lights tobacco on school district property as a part of a traditional Indian spiritual or cultural ceremony. An Indian is a person who is a member of an Indian tribe as defined under Minnesota law.

- B. A violation of this policy does not occur when an adult nonstudent possesses a tobacco or nicotine product that has been approved by the United States Food and Drug Administration for sale as a tobacco cessation product, as a tobacco dependence product, or for other medical purposes, and is being marketed and sold solely for such an approved purpose. Nothing in this exception authorizes smoking or use of tobacco, tobacco-related devices, or electronic delivery devices on school property or at off-campus events sponsored by the school district.

V. ENFORCEMENT

- A. All individuals on school premises shall adhere to this policy.
- B. Students who violate this tobacco-free policy shall be subject to school district discipline procedures.
- C. School district administrators and other school personnel who violate this tobacco-free policy shall be subject to school district discipline procedures.
- D. School district action taken for violation of this policy will be consistent with requirements of applicable collective bargaining agreements, Minnesota or federal law, and school district policies.
- E. Persons who violate this tobacco-free policy may be referred to the building administration or other school district supervisory personnel responsible for the area or program at which the violation occurred.
- F. School administrators may call the local law enforcement agency to assist with enforcement of this policy. Smoking or use of any tobacco product in a public school is a violation of the Minnesota Clean Indoor Air Act and/or the Freedom to Breathe Act of 2007 and is a petty misdemeanor. A court injunction may be instituted against a repeated violator.
- G. No persons shall be discharged, refused to be hired, penalized, discriminated against, or in any manner retaliated against for exercising any right to a smoke-free environment provided by the Freedom to Breathe Act of 2007 or other law.

VI. DISSEMINATION OF POLICY

- A. This policy shall appear in the student handbook.
- B. The school district will develop a method of discussing this policy with students and employees.

Legal References: Minn. Stat. §§ 144.411-144.417 (Minnesota Clean Indoor Air Act)
Minn. Stat. § 609.685 (Sale of Tobacco to Children)
2007 Minn. Laws Ch. 82 (Freedom to Breathe Act of 2007)

Cross References: Policy 403 (Discipline, Suspension, and Dismissal of School District Employees)
Policy 506 (Student Discipline)
MSBA Service Manual, Chapter 2, Students; Rights, Responsibilities and Behavior

Adopted: February 9, 2004

Revised:

603 CURRICULUM DEVELOPMENT

I. PURPOSE

The purpose of this policy is to provide direction for continuous review and improvement of the school curriculum.

II. GENERAL STATEMENT OF POLICY

Curriculum development shall be directed toward the fulfillment of the goals and objectives of the education program of the school district.

III. RESPONSIBILITY

- A. The ~~Director~~ Assistant Superintendent of Curriculum and Instruction shall be responsible for curriculum development and for determining the most effective way of conducting research on the school district's curriculum needs and establishing a long-range curriculum development program. Timelines shall be determined by the Assistant Superintendent of Curriculum and Instruction that will provide for periodic reviews of each curriculum area.
- B. A district advisory committee shall provide assistance at the request of the ~~Director~~ Assistant Superintendent of Curriculum and Instruction. The advisory committee membership shall be a reflection of the community and, to the extent possible, shall reflect the diversity of the district and its learning school sites, and shall include parent, teacher, support staff, student, community residents, and administration representation, and shall provide translation to the extent appropriate and practicable. Whenever possible, parents and other community residents shall comprise at least two-thirds of advisory committee members. The committee shall include students, parents, community residents, teachers and the Director of Curriculum and Instruction.
- C. Within the ongoing process of curriculum development, the following needs shall be addressed:
 1. Provide for articulation of courses of study from kindergarten through grade twelve.
 2. Identify minimum objectives for each course and at each elementary grade level.

3. Provide for continuing evaluation of programs for the purpose of attaining school district objectives.
 4. Provide a program for ongoing monitoring of student progress.
 5. Provide for specific, particular and special needs of all members of the student community.
 6. Develop a local literacy plan to have every child reading at or above grade level no later than the end of grade 3, including English learners, and teachers providing comprehensive, scientifically based reading instruction consistent with law.
 7. Integrate ~~academic standards required~~ and elective course standards in the scope and sequence of the district curriculum.
 8. Meet all applicable requirements of the Minnesota Department of Education and federal law.
- D. Students who do not meet or exceed Minnesota academic standards, as measured by the Minnesota Comprehensive Assessments that are administered during high school, shall be informed that admission to a public school is free and available to any resident under 21 years of age or who meets the requirements of Minn. Stat. § 120A.20, Subd. 1(c). A student's plan under this section shall continue while the student is enrolled.
- E. ~~It shall be the responsibility of the Director of Curriculum and Instruction~~ The Assistant Superintendent of Curriculum and Instruction shall be responsible to for keeping the school board informed of all state-mandated curriculum changes, as well as recommended discretionary changes and to for periodically presenting recommended modifications for school board review and approval.
- F. The ~~Director~~ Assistant Superintendent of Curriculum and Instruction shall have discretionary authority to develop guidelines and directives to implement school board policy relating to curriculum development.

Legal References: Minn. Stat. § 120B.10 (Findings; Improving Instruction and Curriculum)
Minn. Stat. § 120B.11 (School District Process)
Minn. Stat. § 120B.12 (Reading Proficiently no Later than the End of Grade 3)
Minn. Stat. § 120B.125(f) (Planning for Students' Successful Transition to Postsecondary Education and Employment)
Minn. Rules Part 3500.0550 (Inclusive Educational Program)
Minn. Rules Parts 3501.0640-3501.0655 (Academic Standards for Language Arts)
Minn. Rules Parts 3501.0700-3501.0745 (Academic Standards for Mathematics)

Minn. Rules Parts 3501.0800-3501.0815 (Academic Standards for the Arts)

Minn. Rules Parts 3501.0900-3501.0955 (Academic Standards in Science)

Minn. Rules Parts 3501.1000-3501.1190 (Graduation-Required Assessment for Diploma) (repealed Minn. L. 2013, Ch. 116, Art. 2, § 22)

Minn. Rules Parts 3501.1200-3501.1210 (Academic Standards for English Language Development)

Minn. Rules Parts 3501.1300-3501.1345 (Academic Standards for Social Studies)

Minn. Rules Parts 3501.1400-3501.1410 (Academic Standards for Physical Education)

20 U.S.C. § 6301, *et seq.* (Every Student Succeeds Act)

~~Minn. Rules Parts 3501.0010-3501.0180 (Passing Scores for State Tests of Basic Requirements)~~

~~Minn. Rule Parts 3501.0200-3501.0290 (Passing Score for State Tests of Written Composition)~~

Cross References:

Policy 604 (Instructional Curriculum)

Policy 605 (Alternative Programs)

Policy 613 (Graduation Requirements)

Policy 614 (School District Testing Plan and Procedure)

Policy 615 (Basic Standards Testing, Accommodations, Modifications, and Exemptions for IEP, Section 504 Accommodation, and LEP Students)

Policy 616 (School District System Accountability)

Policy 617 (School District Ensurance of Preparatory and High School Standards)

Policy 618 (Assessment of Standard Achievement)

Policy 619 (Staff Development for Standards)

Policy 620 (Credit for Learning)

~~MSBA/MASA Model Policy 621 (Record Keeping/Reporting/Advising of Student Achievement)~~

Policy 623 (Mandatory Summer School Instruction)

Adopted: February 9, 2004

Revised: February 5, 2007

616 SCHOOL DISTRICT SYSTEM ACCOUNTABILITY

I. PURPOSE

The purpose of this policy is to focus public education strategies on a process which promotes higher academic achievement for all students and ensures broad-based community participation in decisions regarding the implementation of the Minnesota Academic Standards and federal law.

II. GENERAL STATEMENT OF POLICY

Implementation of the Minnesota Academic Standards and federal law will require a new level of accountability for the school district. The school district will establish a system to transition to the graduation requirements of the Minnesota Academic Standards. The school district will also establish a system to review and improve instruction, curriculum and assessment which will include substantial input by students, parents or guardians and local community members. The school district will be accountable to the public and the state through annual reporting.

III. DEFINITIONS

- A. “Credit” means a student’s successful completion of an academic year of study or a student’s mastery of the applicable subject matter, as determined by the school district.
- B. “Graduation Standards” means the credit requirements and locally adopted content standards or Minnesota Academic Standards that school districts must offer and certify that students complete to be eligible for a high school diploma.
- C. “World’s best workforce” means striving to: meet school readiness goals; have all thirdgrade students achieve grade-level literacy; close the academic achievement gap among all racial and ethnic groups of students and between students living in poverty and students not living in poverty; have all students attain career and college readiness before graduating from high school; and have all students graduate from high school.

IV. ESTABLISHMENT OF GOALS; IMPLEMENTATION; EVALUATION AND REPORTING

- A. School District Goals
 - 1. The school board has established school district-wide goals which provide broad direction for the school district. Incorporated in these goals are the graduation and education standards contained in the Minnesota Academic

Standards and federal law. The broad goals shall be reviewed annually and approved by the school board. The school board shall adopt annual goals based on the recommendations of the Advisory Committee for Comprehensive Continuous Improvement of Student Achievement (Advisory Committee).

2. The improvement goals should address recommendations identified through the Advisory Committee process. The school district's goal setting process will include consideration of individual site goals. School district goals may be developed through an education effectiveness program, an evaluation of student progress committee, or through some other locally determined process.

- B. System for Reviewing All Instruction and Curriculum. Incorporated in the process will be analysis of the school district's progress toward implementation of the Minnesota Academic Standards. Instruction and curriculum shall be reviewed and evaluated by taking into account strategies and best practices, student outcomes, principal evaluations under Minn. Stat. § 123B.147, Subd. 3, and teacher evaluations under Minn. Stat. § 122A.40, Subd. 8, or 122A.41, Subd. 5.

*Refer to 2017 – 2023 Curriculum Review Cycle

- C. Implementation of Graduation Requirements

1. The school board shall appoint a Graduation Standards Implementation Committee shall advise the school board on implementation of the state and local graduation requirements, including K-12 curriculum, assessment, student learning opportunities, and other related issues. Recommendations of this committee shall be published annually to the community. The school board shall receive public input and comment and shall adopt or update these policies at least annually. The Graduation Standards Implementation Committee will be comprised of the Advisory Committee for Comprehensive Continuous Improvement of Student Achievement.
2. The school board shall annually review and determine if student achievement levels at each school site meet federal expectations. If the school board determines that student achievement levels at a school site do not meet federal expectations and the site has not made adequate yearly progress for two consecutive school years, the Graduation Standards Implementation Committee shall work with the school site to adopt a plan to raise student achievement levels to meet federal expectations. The Graduation Standards Implementation Committee may seek assistance from the Commissioner of the Minnesota Department of Education (MDE) (Commissioner) in developing a plan which must include parental involvement components.

3. The educational assessment system component utilized by the school board to measure individual students' educational progress must be based, to the extent annual tests are administered, on indicators of achievement growth that show an individual student's prior achievement. Indicators of achievement and prior achievement must be based on highly reliable statewide or districtwide assessments. The school board will utilize models developed by the Commissioner for measuring individual student progress. The school board must coordinate with MDE in evaluating school sites and continuous improvement plans, consistent with best practices.

D. Advisory Committee for Comprehensive Continuous Improvement of Student Achievement

1. By September 15th of each year, the Advisory Committee will meet to advise and assist the school district in the implementation of the school district system accountability and comprehensive continuous improvement process.
2. The Advisory Committee, working in cooperation with other committees of the school district [such as the Technology, Grade Level/Department Teams, Curriculum Teams, etc.,] will provide active community participation in:
 - a. Reviewing the school district instructional and curriculum plan, with emphasis on implementing the Minnesota Graduation Standards;
 - b. Identifying annual instruction and curriculum improvement goals for recommendation to the school board;
 - c. Making recommendations regarding the evaluation process that will be used to measure school district progress toward its goals;
 - d. Advising the school board about development of the annual budget.
3. The Advisory Committee shall meet the following criteria:
 - a. The Advisory Committee shall ensure active community participation in all planning for instruction and curriculum affecting Graduation Standards.
 - b. The Advisory Committee shall make recommendations to the school board on school district-wide standards, assessments and program evaluation.

- c. Building teams may be established as subcommittees to develop and implement an education effectiveness plan and to carry out methods to improve instruction, curriculum, and assessments as well as methods to use technology in meeting the school district improvement plan.
 - d. A local plan to evaluate student progress, using a local process, shall be used for developing a plan for assessment of student progress toward the Graduation Standards, as well as program evaluation data for use by the Advisory Committee in the instruction and curriculum review process. This plan shall annually be approved by the school board.
4. The Advisory Committee shall, when possible, be comprised of two-thirds community representatives and shall reflect the diversity of the community. Included in its membership should be:
 - a. The Director of Curriculum (or similar educational leader)
 - b. Principal
 - c. School Board Member
 - d. Student Representative
 - e. One teacher from each building or instructional level
 - f. Two parents from each building or instructional level
 - g. Two residents without school-aged children, non-representative of local business or industry
 - h. Two residents representative of local business or industry
 - i. District Assessment Coordinator (if different from “a.” above)
5. Translation services should be provided to the extent appropriate and practicable.
6. The Advisory Committee shall meet the following timeline each year:
 - Month: Organizational meeting of the Committee to review the authorizing legislation and the roles and responsibilities of the Committee as determined by the school board.
 - Month(s): Agree on the process to be used. Become familiar with the instruction and curriculum of the cycle content area.

Month(s): Review evaluation results and prepare recommendations.

Month: Present recommendations to the school board for its input and approval.

E. Evaluation of Student Progress Committee: A committee of professional staff shall develop a plan for assessment of student progress toward Literacy by Grade 3, the Graduation Standards, as well as program evaluation data for use by the Advisory Committee to review instruction and curriculum cultural competencies, including cultural awareness and cross-cultural communication, and student achievement at the school site. This plan shall annually be approved by the school board.

F. Reporting

1. Consistent with Minn. Stat. § 120B.36, Subd. 1, the school board shall publish a report in the local newspaper with the largest circulation in the district, by mail, or by electronic means on the school district website. The school board shall hold an annual public meeting to review and revise, where appropriate, student achievement goals, local assessment outcomes, plans, strategies, and practices for improving curriculum and instruction and cultural competency and efforts to equitably distribute diverse, effective, experienced, and in-field teachers, and to review school district success in realizing the previously adopted student achievement goals and related benchmarks and the improvement plans leading to the world's best workforce. The school board must transmit an electronic summary of its report to the Commissioner in the form and manner the Commissioner determines. The school district shall periodically survey affected constituencies in their native languages, where appropriate and practicable, about their connection to and level of satisfaction with school. The school district shall include the results of this evaluation in its published reports and in its summary report to the Commissioner.
2. The school performance report for a school site and a school district must include performance reporting information and calculate proficiency rates as required by the most recently reauthorized Elementary and Secondary Education Act.

Legal References: Minn. Stat. § 120B.018 (Definitions)
Minn. Stat. § 120B.02 (Educational Expectations for Minnesota's Students)
Minn. Stat. § 120B.11 (School District Process)
Minn. Stat. § 120B.35 (Student Achievement Levels)
Minn. Stat. § 120B.36 (School Accountability; Appeals Process)
Minn. Stat. § 122A.40, Subd. 8 (Employment; Contracts; Termination)
Minn. Stat. § 122A.41, Subd. 5 (Teacher Tenure Act; Cities of the First Class; Definitions)
Minn. Stat. § 123B.04 (Site Decision Making Agreement)

Minn. Stat. § 123B.147, Subd. 3 (Principals)
Minn. Rules Parts 3501.0640-3501.0655 (Academic Standards for Language Arts)
Minn. Rules Parts 3501.0700-3501.0745 (Academic Standards for Mathematics)
Minn. Rules Parts 3501.0800-3501.0815 (Academic Standards for the Arts)
Minn. Rules Parts 3501.0900-3501.0955 (Academic Standards in Science)
Minn. Rules Parts 3501.1300-3501.1345 (Academic Standards for Social Studies)
Minn. Rules Parts 3501.1400-3501.1410 (Academic Standards for Physical Education)
20 U.S.C. § 6301, *et seq.* (Every Student Succeeds Act)

Cross References: Policy 104 (School District Mission Statement)
Policy 601 (School District Curriculum and Instruction Goals)
Policy 613 (Graduation Requirements)
Policy 614 (School District Testing Plan and Procedure)
Policy 615 (Basic Standards Testing, Accommodations, Modifications, and Exemptions for IEP, Section 504 Accommodation, and LEP Students)
Policy 617 (School District Ensurance of Preparatory and High School Standards)
Policy 618 (Assessment of Standard Achievement)
Policy 619 (Staff Development for Standards)
Policy 620 (Credit for Learning)

Adopted: February 5, 2007

Revised: October 13, 2008

618 ASSESSMENT OF STANDARD ACHIEVEMENT

I. PURPOSE

The purpose of this policy is to institute a process for the establishment and revision of assessments to measure achievement toward meeting the Minnesota Academic Standards, track academic progress over time, and provide Minnesota graduates information related to career and college readiness.

II. GENERAL STATEMENT OF POLICY

The school district has established a procedure by which students shall complete Graduation Requirements. This procedure includes the adoption of performance assessment methods to be used in measuring student performance. The school district strives to continually enhance student achievement of the Graduation Standards.

III. DEFINITIONS

- A. “Above-grade level” test items contain subject area content that is above the grade level of the student taking the assessment and is considered aligned with state academic standards to the extent it is aligned with content represented in state academic standards above the grade level of the student taking the assessment. Notwithstanding the student’s grade level, administering above-grade level test items to a student does not violate the requirement that state assessments must be aligned with state standards.
- B. “Academic standard” means a summary description of student learning in a required content area or elective content area.
- C. “Below-grade level” test items contain subject area content that is below the grade level of the student taking the test and is considered aligned with state academic standards to the extent it is aligned with content represented in state academic standards below the student’s current grade level. Notwithstanding the student’s grade level, administering below-grade level test items to a student does not violate the requirement that state assessments must be aligned with state standards.
- D. “Benchmark” means the specific knowledge or skill that a student must master to complete part of an academic standard by the end of the grade level or grade band.
- E. “Career and college ready,” for purposes of statewide accountability, means a high school graduate has the knowledge, skills, and competencies to successfully pursue a career pathway, including postsecondary credit leading to a degree, diploma, certificate, or industry-recognized credential and employment. Students who are

career and college ready are able to successfully complete credit-bearing coursework at a two- or four-year college or university or other credit-bearing postsecondary program without need for remediation.

- F. “Computer-adaptive assessments” means fully adaptive assessments.
- G. “Cultural competence,” for purposes of statewide accountability, means the ability and will to interact effectively with people of different cultures, native languages, and socioeconomic backgrounds.
- H. “Elective standards” means a locally adopted expectation for student learning in career and technical education and world languages.
- I. “Experiential learning” means learning for students that includes career exploration through a specific class or course or through work-based experiences such as job shadowing, mentoring, entrepreneurship, service learning, volunteering, internships, or other cooperative work experience, youth apprenticeship, or employment.
- J. “Fully adaptive assessments” include on-grade level test items and items that may be above or below a student’s grade level.
- K. “On-grade level” test items contain subject area content that is aligned to state academic standards for the grade level of the student taking the assessment.
- L. “Required standard” means a statewide adopted expectation for student learning in the content areas of English language arts, mathematics, science, social studies, physical education, and the arts, or a locally adopted expectation for student learning in health or the arts.

IV. ESTABLISHMENT OF CRITERIA FOR ASSESSMENT

- A. The assistant superintendent of curriculum and instruction shall establish criteria by which student performance of local academic standards and elective standards are to be evaluated and approved. The criteria will be submitted to the school board for approval. Upon approval by the school board, the criteria shall be deemed part of this policy.
- B. The assistant superintendent of curriculum and instruction shall ensure that students and parents or guardians are provided with notice of the process by which academic standards will be assessed.
- C. Staff members will be expected to utilize staff development opportunities to the extent necessary to ensure effective implementation and continued improvement of the implementation of assessments under the Minnesota Academic Standards.

V. STANDARDS FOR MINNESOTA ACADEMIC STANDARDS PERFORMANCE

ASSESSMENTS

A. Benchmarks

The school district will offer and students must achieve all benchmarks for an academic standard to satisfactorily complete that state standard. These benchmarks will be used by the school district and its staff in developing tests to measure student academic knowledge and skills.

B. Statewide Academic Standards Testing

1. The school district will utilize statewide assessments developed from and aligned with the state's required academic standards as these tests become available to evaluate student progress toward career and college readiness in the context of the state's academic standards.
2. The school district will administer annually, in accordance with the process determined by the Minnesota Department of Education, the state-constructed tests aligned with state standards to all students in grades 3 through 8 and at the high school level as follows:
 - a. computer-adaptive reading and mathematics assessments in grades 3 through 8;
 - b. high school reading in grade 10, mathematics in grade 11, and a high school writing test, when it becomes available; and
 - c. science assessments in one grade in the grades 3 through 5 span, the grades 6 through 8 span, and a life science assessment in the grades 9 through 12 span (a passing score on high school science assessments is not a condition of receiving a diploma).
3. The school district will develop and administer locally constructed tests in social studies, health and physical education, and the arts to determine if a student has met the required academic standards in these areas.
4. The school district may use a student's performance on a statewide assessment as one of the multiple criteria to determine grade promotion or retention. The school district also may use a high school student's performance on a statewide assessment as a percentage of the student's final grade in a course, or place a student's assessment score on the student's transcript.
5. For students in grade 8 in the 2012-2013 school year and later, the school district must record on the high school transcript a student's progress toward career and college readiness. For other students, this record of progress must be made as soon as practicable. In addition, the school

district may include a notation of high achievement on the high school diplomas of those graduating seniors who, according to established school board criteria, demonstrate exemplary academic achievement during high school.

6. Students who do not meet or exceed the Minnesota Academic Standards, as measured by the Minnesota Comprehensive Assessments administered in high school, must be informed that admission to a public school is free and available to any resident under 21 years of age. The school district will determine how this notice is given.

C. Student Participation

1. The Commissioner of Education must create and publish a form for parents and guardians that:
 - a. explains the need for state academic standards;
 - b. identifies the state assessments that are aligned with state standards;
 - c. identifies the consequences, if any, the school or student may face if a student does not participate in state or locally required standardized assessments;
 - d. states that students who receive a college ready benchmark on the high school Minnesota Comprehensive Assessment are not required to take a remedial, noncredit course at a Minnesota state college or university in the corresponding subject area;
 - e. summarizes the provisions in Minn. Stat. § 120B.301(a) and (c); and
 - f. notifies a parent of the right to not have the parent's child participate in the state and locally required assessments and asks a parent that chooses to not have a child participate in the assessments the basis for the decision.
2. The school district must post the form created by the Commissioner on the school district website and include it in the school district's student handbook.

VI. RIGOROUS COURSE OF STUDY WAIVER

- A. Upon receiving a student's application signed by the student's parent or guardian, the school district must declare that a student meets or exceeds a specific academic standard required for graduation if the school board determines that the student:

1. is participating in a course of study, including an advanced placement or international baccalaureate course or program; a learning opportunity outside the curriculum of the school district; or an approved preparatory program for employment or post-secondary education that is equally or more rigorous than the corresponding state or local academic standard required by the school district;
 2. would be precluded from participating in the rigorous course of study, learning opportunity, or preparatory employment or post-secondary education program if the student were required to achieve the academic standard to be waived; and
 3. satisfactorily completes the requirements for the rigorous course of study, learning opportunity, or preparatory employment or post-secondary education program.
- B. The school board also may formally determine other circumstances in which to declare that a student meets or exceeds a specific academic standard that the site requires for graduation under this section.
- C. A student who satisfactorily completes a post-secondary enrollment options course or program or an advanced placement or international baccalaureate course or program is not required to complete other requirements of the academic standards corresponding to that specific rigorous course of study.

VII. CAREER EXPLORATION ASSESSMENT

- A. Student assessments, in alignment with state academic standards, shall include clearly defined career and college readiness benchmarks and satisfy Minnesota's postsecondary admissions requirements. Achievement and career and college readiness in mathematics, reading, and writing must also be assessed. When administering formative or summative assessments used to measure the academic progress, including the oral academic development, of English learners and inform their instruction, schools must ensure that the assessments are accessible to the students and students have the modifications and supports they need to sufficiently understand the assessments.
- B. On an annual basis, the school district must use the career exploration elements in these assessments, beginning no later than grade 9, to help students and their families explore and plan for postsecondary education or careers based on the students' interests, aptitudes, and aspirations. The school district must use timely regional labor market information and partnerships, among other resources, to help students and their families successfully develop, pursue, review, and revise an individualized plan for postsecondary education or a career. This process must help increase students' engagement in and connection to school, improve students' knowledge and skills, and deepen students' understanding of career pathways as a sequence of academic and career courses that lead to an industry-recognized credential, an associate's degree, or a bachelor's degree and are available to all students, whatever their interests and career goals.

- C. All students, except those eligible for alternative assessments, will be encouraged to participate on a nationally normed college entrance exam in grade 11 or 12. A student under this paragraph who demonstrates attainment of required state academic standards on these assessments, which include career and college readiness benchmarks, is academically ready for a career or college and is encouraged to participate in courses awarding college credit to high school students. Such courses and programs may include sequential courses of study within broad career areas and technical skill assessments that extend beyond course grades.

To the extent state funding for college entrance exam fees is available, the school district will pay the cost, one time, for an interested student in grade 11 or 12, who is eligible for a free or reduced-priced meal, to take a nationally recognized college entrance exam before graduating. The school district may require a student who is not eligible for a free or reduced-priced meal to pay the cost of taking a nationally recognized college entrance exam. The school district will waive the cost for a student who is unable to pay.

- D. As appropriate, students through grade 12 must continue to participate in targeted instruction, intervention, or remediation and be encouraged to participate in courses awarding college credit to high school students.

E. In developing, supporting, and improving students' academic readiness for a career or college, the school district must have a continuum of empirically derived, clearly defined benchmarks focused on students' attainment of knowledge and skills so that students, their parents, and teachers know how well students must perform to have a reasonable chance to succeed in a career or college without need for postsecondary remediation.

- Legal References:** Minn. Stat. § 120B.018 (Definitions)
Minn. Stat. § 120B.02 (Educational Expectations for Minnesota's Students)
Minn. Stat. § 120B.021 (Required Academic Standards)
Minn. Stat. § 120B.022 (Elective Standards)
Minn. Stat. § 120B.023 (Benchmarks)
Minn. Stat. § 120B.11 (School District Process)
Minn. Stat. § 120B.30 (Statewide Testing and Reporting System)
Minn. Stat. § 120B.31 (System Accountability and Statistical Adjustments)
Minn. Rules Parts 3501.0640-3501.0655 (Academic Standards for Language Arts)
Minn. Rules Parts 3501.0700-3501.0745 (Academic Standards for Mathematics)
Minn. Rules Parts 3501.0800-3501.0815 (Academic Standards for the Arts)
Minn. Rules Parts 3501.0900-3501.0955 (Academic Standards in Science)

Minn. Rules Parts 3501.1300-3501.1345 (Academic Standards for Social Studies)

Minn. Rules Parts 3501.1400-3501.1410 (Academic Standards for Physical Education)

20 U.S.C. § 6301, *et seq.* (Every Student Succeeds Act)

Cross References: Policy 104 (School District Mission Statement)
Policy 601 (School District Curriculum and Instruction Goals)
Policy 613 (Graduation Requirements)
Policy 614 (School District Testing Plan and Procedure)
Policy 615 (Basic Standards Testing, Accommodations, Modifications, and Exemptions for IEP, Section 504 Accommodation, and LEP Students)
Policy 616 (School District System Accountability)



Q & A: School Attendance Age Limitations

The Minnesota Department of Education (MDE) Division of Compliance and Assistance has developed this document to provide technical assistance to districts and parents that have raised questions about the age limitation for students attending school.

Question 1: Is there an upper age limit pupils to attend a public secondary school?

Answer: Yes. A pupil is eligible to attend public school and receive a free education through age 21. Once a student turns 21 after enrollment, that student is eligible for continued free public school enrollment until one of the following occurs:

- (1) the first September 1 after the pupil's 21st birthday,
- (2) the pupil's completion of the graduation requirements;
- (3) the pupil's withdrawal with no subsequent enrollment within 21 calendar days; or
- (4) the end of the school year.

See Minn. Stat. § 120A.20, subd. 1.

Questions 2: May a district offer an adult basic education program to persons over the age of sixteen who are not attending an elementary or secondary school?

Answer: Yes. A school district may offer a day or evening basic education program to persons over the age of 16 who are not attending a public elementary or secondary school. The program must be offered for free to persons under the age of 21 or who are unable to pay. The purpose of the program is to offer academic instruction necessary for a person to earn a high school diploma or equivalency certificate.

See Minn. Stat. § 124D.52, subd. 1.

Authority: Minn. Stat. § 120A.20, subd. 1; Minn. Stat. § 124D.52, subd. 1

Adopted: February 9, 2004:

MSBA/MASA Model Policy 603

Orig. 1995

Revised: September, 2019:

Rev. 2022

603 CURRICULUM DEVELOPMENT

~~*[Note: Minnesota Statutes section 120B.11 requires school districts to adopt a comprehensive long-term strategic plan that addresses the review of curriculum, instruction, student achievement, and assessment. MSBA/MASA Model Policies 601, 603, and 616 address these statutory requirements. In addition, MSBA/MASA Model Policies 613-615 and 618-620 provide procedures to further implement the requirements of Minnesota Statutes section 120B.11.]*~~

I. PURPOSE

The purpose of this policy is to provide direction for continuous review and improvement of the school curriculum.

II. GENERAL STATEMENT OF POLICY

Curriculum development shall be directed toward the fulfillment of the goals and objectives of the education program of the school district.

III. RESPONSIBILITY

- A. The superintendent shall be responsible for curriculum development and for determining the most effective way of conducting research on the school district's curriculum needs and establishing a long range curriculum development program. Timelines shall be determined by the superintendent that will provide for periodic reviews of each curriculum area.
- B. A district advisory committee shall provide assistance at the request of the superintendent. The advisory committee membership shall be a reflection of the community and, to the extent possible, shall reflect the diversity of the district and its school sites, and shall include parent, teacher, support staff, student, community residents, and administration representation, and shall provide translation to the extent appropriate and practicable. Whenever possible, parents and other community residents shall comprise at least two-thirds of advisory committee members.
- C. Within the ongoing process of curriculum development, the following needs shall be addressed:
 - 1. Provide for articulation of courses of study from kindergarten through grade twelve.
 - 2. Identify minimum objectives for each course and at each elementary grade

level.

3. Provide for continuing evaluation of programs for the purpose of attaining school district objectives.
 4. Provide a program for ongoing monitoring of student progress.
 5. Provide for specific, particular, and special needs of all members of the student community.
 6. Develop a local literacy plan to have every child reading at or above grade level no later than the end of grade 3, including English learners, and teachers providing comprehensive, scientifically based reading instruction consistent with law.
 7. Integrate required and elective course standards in the scope and sequence of the district curriculum.
 8. Meet all applicable requirements of the Minnesota Department of Education and federal law.
- D. Students identified as not reading at grade level by the end of kindergarten, grade 1, and grade 2 must be screened for characteristics of dyslexia. Students in grade 3 or higher who demonstrate a reading difficulty to a classroom teacher must be screened for characteristics of dyslexia, unless a different reason for the reading difficulty has been identified. See Minnesota Statutes section 120B.12, Subd. 2.
- E. Students who do not meet or exceed Minnesota academic standards, as measured by the Minnesota Comprehensive Assessments that are administered during high school, shall be informed that admission to a public school is free and available to any resident under 21 years of age or who meets the requirements of Minnesota Statutes section 120A.20, Subd. 1(c). A student's plan under this section shall continue while the student is enrolled.
- F. The superintendent shall be responsible for keeping the school board informed of all state-mandated curriculum changes, as well as recommended discretionary changes, and for periodically presenting recommended modifications for school board review and approval.
- G. The superintendent shall have discretionary authority to develop guidelines and directives to implement school board policy relating to curriculum development.

Legal References: Minn. Stat. § 120B.10 (Findings; Improving Instruction and Curriculum)
Minn. Stat. § 120B.11 (School District Process)
Minn. Stat. § 120B.12 (Reading Proficiently No Later than the End of Grade 3)

Minn. Stat. § 120B.125(f) (Planning for Students' Successful Transition to Postsecondary Education and Employment)
Minn. Rules Part 3500.0550 (Inclusive Educational Program)
Minn. Rules Parts 3501.0640-3501.0655 (Academic Standards for Language Arts)
Minn. Rules Parts 3501.0700-3501.0745 (Academic Standards for Mathematics)
Minn. Rules Part 3501.0820 (Academic Standards for the Arts)
Minn. Rules Parts 3501.0900-3501.0955 (Academic Standards in Science)
Minn. Rules Parts 3501.1200-3501.1210 (Academic Standards for English Language Development)
Minn. Rules Parts 3501.1300-3501.1345 (Academic Standards for Social Studies)
Minn. Rules Parts 3501.1400-3501.1410 (Academic Standards for Physical Education)
20 U.S.C. § 6301, *et seq.* (Every Student Succeeds Act)

Cross References:

~~MSBA/MASA Model~~ Policy 604 (Instructional Curriculum)
~~MSBA/MASA Model~~ Policy 605 (Alternative Programs)
~~MSBA/MASA Model~~ Policy 613 (Graduation Requirements)
~~MSBA/MASA Model~~ Policy 614 (School District Testing Plan and Procedure)
~~MSBA/MASA Model~~ Policy 615 (Testing Accommodations, Modifications, and Exemptions for IEPs, Section 504 Plans, and LEP Students)
~~MSBA/MASA Model~~ Policy 616 (School District System Accountability)
~~MSBA/MASA Model~~ Policy 618 (Assessment of Student Achievement)
~~MSBA/MASA Model~~ Policy 619 (Staff Development for Standards)
~~MSBA/MASA Model~~ Policy 620 (Credit for Learning)
~~MSBA/MASA Model~~ Policy 623 (Mandatory Summer School Instruction)

2019 Delegate Assembly Proposed Legislative Resolution



The MSBA Board of Directors encourages your participation in the policymaking process. Please submit your idea(s) for potential consideration at MSBA's Delegate Assembly using this form.

Name/Title:

School district:

Phone Cell:

Office:

Home :

E-mail address:

- This resolution is submitted with the support of the school board.
- This resolution is submitted by an individual school board member.

RESOLUTION STATEMENT

A resolution states the action to be taken and must be a stand-alone statement.

BE IT RESOLVED THAT MSBA URGES THE LEGISLATURE TO

BACKGROUND/RATIONALE BY SCHOOL DISTRICT

Please provide relevant background information for the above resolution. Provide rationale why this resolution is important to your school district and the state.

Submit resolution form(s) by **Friday, September 27**, to Barb Hoffman at bhoffman@mnmsba.org via email or by fax to 507-931-1515. Or mail to: MSBA, 1900 West Jefferson Avenue, St. Peter, MN 56082

Direct questions to Denise Dittrich (ddittrich@mnmsba.org) or Kim Lewis (klewis@mnmsba.org)

Adopted: December 5, 2012

Revised: October 8, 2018

223 STRATEGIC GOALS

I. PURPOSE

This policy establishes the school district vision, student exit outcomes, school district exit outcomes, and school board annual strategic goals.

II. SCHOOL DISTRICT VISION

The vision of the Becker School District is: preparing self-directed learners to thrive in a changing global community.

III. STUDENT EXIT OUTCOMES

- A. Students will become self-directed learners, self-disciplined, and autonomous workers, while being critical thinkers with a drive for innovation and problem solving.
- B. Students will demonstrate proficiency of core academic standards by meeting or exceeding developmentally appropriate benchmarks for academic competency.
- C. Students will have the opportunity to pursue expertise in areas of personal academic or career interest.
- D. Students will effectively collaborate and communicate using an array of media.
- E. Students will demonstrate the ability to effectively apply life skills.
- F. Students will effectively use technology to function in a knowledge economy.

IV. DISTRICT EXIT OUTCOMES

- A. The district will properly maintain up-to-date school environments where students are physically and emotionally safe and secure.
- B. The district will maintain the financial integrity of the school district.

V. STRATEGIC GOALS

Strategic goals are established for the 2020-21 school year to realize selected exit outcomes. The superintendent is responsible for the administrative means to accomplish the strategic goals.

1. Students will demonstrate proficiency of core academic standards.

Goal: Grades 1-8, 10 and 11 will increase achievement by a positive Z Score in reading and math comparing the actual to expected growth as determined by

testing in the Fall of 2020 for NWEA to the Spring of 2021 and Spring of 2020 to Spring of 2021 for MCA.

School Board Progress Indicator: Preliminary Z Scores available in May of 2021 from NWEA and August 2021 from MCA tests.

2. *Maintain up-to-date school environments, where students are physically and emotionally safe and secure.*

Goal: An effectiveness review of school based mental health will be developed to increase awareness of students who are at-risk of potential factors that may influence their academic and emotional well-being.

School Board Progress Indicator: Decreased attendance issues and increased opportunities for students to build relationships with staff members. What group or area is absent. What works and areas for improvement.

3. *Students will have the opportunity to pursue expertise in areas of personal academic or career interest.*

Goal: The school district will create opportunities for students to explore multiple career choices. Enhancements will be made to the current CCR programming.

School Board Progress Indicator: Increased college and career readiness programming and exploration of options for students.

4. *District will create a plan to comply with Policy 714 by the end of FY2026.*

Goal: The school district will comply with Policy 714 Fund Balance and establish a minimum unassigned general fund balance of 8% by Fiscal Year 2026.

School Board Progress Indicator: The minimum unassigned general fund balance by Fiscal Year 2026.

Legal References: Minn. Stat. 123B.09



BECKER SCHOOL BOARD STRATEGIC PLANNING

2020-21 School Board Strategic Goals

| School Board Goal | Administrative Means | School Board Progress Indicator | Exit Outcome Area |
|---|----------------------|--|--|
| Grades 1-8, 10 and 11 will increase achievement by a positive Z Score in reading and math comparing the actual to expected growth as determined by testing in the Fall of 2020 for NWEA to the Spring of 2021 and Spring of 2020 to Spring of 2021 for MCA. | | Preliminary Z Scores available in May of 2021 from NWEA and August of 2021 from MCA tests. | Students will demonstrate proficiency of core academic standards. |
| An effectiveness review of school based mental health will be developed to increase awareness of students who are at-risk of potential factors that may influence their academic and emotional well-being. | | Decreased attendance issues and increased opportunities for students to build relationships with staff members. What group or area is absent. What works and areas for improvement | Maintain up- to-date school environments, where students are physically and emotionally safe and secure. |
| The school district will create opportunities for students to explore multiple career choices. Enhancements will be made to the current CCR programming | | Increased College and Career Readiness Programming and exploration of options for students. | Students will have the opportunity to pursue expertise in areas of personal academic or career interest |
| The School District will comply with Policy 714 Fund Balance and establish a minimum unassigned general fund balance of 8% by Fiscal Year 2026 | | The minimum unassigned general fund balance by Fiscal Year 2026. | District will create a plan to comply with Policy 714 by the end of FY 2026 |