

BECKER PUBLIC SCHOOLS
School Board Meeting Agenda

Monday, August 2, 2021 at 6:30 PM

Regular Meeting

Teaching & Learning Center, Becker High School

12000 Hancock Street

Becker, MN 55308

1. PROCEDURAL ITEMS
 - A. Call to Order
 - B. Pledge of Allegiance
 - C. Agenda
2. REPORTS
 - A. Superintendent's Report
 - B. Committee Reports
 - C. Board & Administrator
3. CONSENT AGENDA
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 - C. Disbursements
 - D. Personnel 60
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 - G. Designation of Identified Official with Authority (IOwA) 64
4. GIFTS
5. SECOND READINGS 65
6. MOTION TO DIRECT DISTRICT ADMINISTRATION TO PROCURE THE SERVICES OF NECESSARY PROJECT CONSULTANTS AND TO DEVELOP AND SUBMIT ALL NECESSARY PROJECT-RELATED DOCUMENTATION TO THE MDE FOR REVIEW AND COMMENT.
7. CLOSED SESSION: SUPERINTENDENT EVALUATION
8. ADJOURN

Chair Jurek called the regular meeting of the School Board of District #726 to order on the 12th day of July, 2021 at 6:30 p.m. in the Teaching & Learning Center.

Roll Call.

Members present: Cindy Graham, Aaron Jurek, Ryan Obermoller, Connie Robinson, Sarah Schafer, Mark Swanson

Members absent: None

Others present: Jeremy Schmidt, Superintendent
Kevin Januszewski, Director of Business Services

Citizen Comments:

Reports, provided by Superintendent Schmidt, Facilities & Transportation Committee Members

Motion by Ryan Obermoller, seconded by Cindy Graham, to ***Approve the Consent Agenda*** as amended:

- *Move Personnel Report to Regular Agenda*

Upon roll call vote, motion carried unanimously.

CONSENT AGENDA

MINUTES: June 7, 2021 Regular School Board Minutes

DISBURSEMENTS – in the amount of \$2,523,949.42

2021-2022 FEES, as presented

2021-2022 STUDENT HANDBOOKS, as presented

2021-2024 CONTRACT WITH NETWORK ADMINISTRATOR, as presented

ANNUAL WELLNESS REPORT, as presented

Motion by Mark Swanson, seconded by Connie Robinson, to ***Approve the Personnel Report***, as presented:

Name	Status	Job Title	Location	Hrs Per Day/FTE	Group	Replacing	Effective	Wage
Bachler, Judy	Extended School Year Assignment	Paraprofessional	Middle 2	Per Timecard	MultiUnit	n/a	07/14/21	Use Current Wage
Beck, Samantha	Extended School Year Assignment	Paraprofessional	Middle	Per Timecard	MultiUnit	n/a	07/14/21	Use Current Wage

Benda, Jill	Extended School Year Assignment	Teacher	Primary	Per Timecard	BEA	n/a	07/14/21	Per BEA Schedule
Berthiaume, Jan	Extended School Year Assignment	Paraprofessional	Primary	Per Timecard	MultiUnit	n/a	07/14/21	Use Current Wage
Hennagir, Meghan	Resignation	Night Custodian	HS	8 Hours Per Day	MultiUnit	n/a	7/2/2021	n/a
Hoffarth, Jocelyn	Extended School Year Assignment	Teacher	Middle	Per Timecard	BEA	n/a	07/14/21	Per BEA Schedule
Hogenson, Cynthia	New	Music Teacher	PS	1 FTE	BEA	E. Bakke	8/30/2021	BA Lane / Step 1: \$41,881
Jensen, Lynn	Extended School Year Assignment	Paraprofessional	Primary	Per Timecard	MultiUnit	n/a	07/14/21	Use Current Wage
Johnson, Melissa	Extended School Year Assignment	Teacher	ECSE	Per Timecard	BEA	n/a	07/14/21	Per BEA Schedule
Kanable, Rebekah	Extended School Year Assignment	Teacher	Primary	Per Timecard	BEA	n/a	07/14/21	Per BEA Schedule
Knick, Traci	New	Camp Opportunity Lead staff	PS/IS	8 Hours Per Day	Camp Opportunity	n/a	07/06/21	\$15.72 Per Hour
Lardy, Rebecca	Extended School Year Assignment	Paraprofessional	ECSE	Per Timecard	MultiUnit	n/a	07/14/21	Use Current Wage
Lindbom, Patricia	New	Head Volleyball Coach	HS	Seasonal	BEA Schedule C	G. Lynch	8/16/21	\$4,940 Per Season
Mergens, Kari	New	Speech Language Teacher	IS	1 FTE	BEA	S. Schaefer	8/30/21	BA Lane, Step 16: \$62,124
Nelson, Wendy	Extended School Year Assignment	Teacher	Intermediate	Per Timecard	BEA	n/a	07/14/21	Per BEA Schedule
O'Brian, Joan	Extended School Year Assignment	Teacher	Primary	Per Timecard	BEA	n/a	07/14/21	Per BEA Schedule
Obermoller, Jennifer	Extended School Year Assignment	Teacher	Primary/Middle	Per Timecard	BEA	n/a	07/14/21	Per BEA Schedule
Puncochar, Jesse	New	Asst. Wrestling Coach	HS	Seasonal	BEA - Schedule C	J. Zimmer	11/22/21	\$3,708 Per Season
Robak, Trista	Extended School Year Assignment	Teacher	ECSE	Per Timecard	BEA	n/a	07/14/21	Per BEA Schedule
Skelton, Carrie	Extended School Year Assignment	Paraprofessional	ECSE	Per Timecard	MultiUnit	n/a	07/14/21	Use Current Wage
Snook, Erika	Extended School Year Assignment	Teacher	ECSE	Per Timecard	BEA	n/a	07/14/21	Per BEA Schedule
Spear, Jessica	Extended School Year Assignment	Paraprofessional	Primary	Per Timecard	MultiUnit	n/a	07/14/21	Use Current Wage

Steiskal, Kristen	Extended School Year Assignment	Paraprofessional	ECSE	Per Timecard	MultiUnit	n/a	07/14/21	Use Current Wage
Vealetzek, Jessica	New	JV Volleyball Coach	HS	Seasonal	BEA - Schedule C	H. Young	8/16/21	\$3,363 Per Season
Wilhelm, Amanda	Extended School Year Assignment	Paraprofessional	ECSE	Per Timecard	MultiUnit	n/a	07/14/21	Use Current Wage
Wilke, Deb	Extended School Year Assignment	Paraprofessional	Middle	Per Timecard	MultiUnit	n/a	07/14/21	Use Current Wage

Motion carried (*with Director Obermoller abstaining*).

Motion by Ryan Obermoller, seconded by Cindy Graham, to ***Accept the Following Gifts:***

Donor Name	Description of Gift	Purpose of Gift
Becker Lions	\$1,000.00	Dance Team
Clear Lake Lions	\$2,000.00	Food Service "Angel Fund"
Clear Lake Lions	\$400.00	Choir Program

Motion carried unanimously.

Motion by Mark Swanson, seconded by Ryan Obermoller to ***Approve the Following Policies for Annual Review (with policy 806 moved to first reading):***

- 410 Review Family and Medical Leave
- 413 Review Harassment and Violence
- 414 Review Mandated Reporting of Child Neglect
- 415 Review Mandated Reporting of Maltreatment of Vulnerable Adults
- 506 Review Student Discipline
- 514 Review Bullying Prohibition
- 522 Review Student Sex Nondiscrimination
- 524 Review Internet Use
- 616 Review School District System Accountability

Motion carried unanimously.

Motion by Connie Robinson, seconded by Sarah Schafer, to ***Approve the Following Policy Recommendations:***

- 713 Revised Student Activity Accounting
- 902 Revised Use of School District Facilities and Equipment w/ Fees and Addendums

Motion carried unanimously.

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

- 604 Revised Instructional Curriculum

612.1	Revised	Development of Parent and Family Engagement Policies for Title I Programs
613	Revised	Graduation Requirements
615	Revised	Testing Accommodations
619	Revised	Staff Development for Standards
624	Revised	On-Line Learning Options
806	Revised	Crisis Management

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

Superintendent Schmidt gave an update on a **November Referendum** and next steps. Board Members provided input.

- *Will need to approve the Review and Comment by end of July.*
- *Have met with staff, discussed needs.*
- *Hold work sessions with school board (July 26, July 29).*
- *Must have substantial changes to the questions from the previous ballot.*

Continued discussion and possible action will be presented at the August board meeting.

2021-2022 Proposed District Goals were reviewed and will be brought back to the board in August as a Second Reading in Policy 223.

The School Board Entered into **Closed Session** to discuss negotiations.

The meeting was adjourned at 8:11p.m.

Aaron Jurek, Chair

Ryan Obermoller, Clerk

Recorder: Angela Oswald

**BECKER PUBLIC SCHOOLS
MONTHLY FINANCIAL REPORT
July 2021**

EXPENDITURES

Fund	2021-22 Budget	July 2021	2021-22 Year-to-Date	Remaining Budget	% Spent
General	35,337,094	977,747	977,747	34,359,347	2.77%
Food Service	1,732,509	11,279	11,279	1,721,230	0.65%
Community Service	1,543,562	39,706	39,706	1,503,856	2.57%
Debt Service	3,426,201	414,308	414,308	3,011,893	12.09%
	\$ 42,039,366	\$ 1,443,040	\$ 1,443,040	\$ 40,596,326	3.43%

**BECKER PUBLIC SCHOOLS
MONTHLY FINANCIAL REPORT
May 2021**

EXPENDITURES

Fund	2020-21 Budget	May 2021	2020-21 Year-to-Date	Remaining Budget	% Spent
General	35,778,313	2,744,311	27,855,941	7,922,372	77.86%
Food Service	1,534,410	135,835	1,125,865	408,545	73.37%
Community Service	1,359,167	121,920	1,169,513	189,654	86.05%
Debt Service	11,113,413	7,660,000	11,112,473	940	99.99%
	\$ 49,785,303	\$ 10,662,066	\$ 41,263,792	\$ 8,521,511	82.88%

**BECKER PUBLIC SCHOOLS
MONTHLY FINANCIAL REPORT
April 2021**

EXPENDITURES

Fund	2020-21 Budget	April 2021	2020-21 Year-to-Date	Remaining Budget	% Spent
General	35,252,552	2,639,655	25,111,630	10,140,922	71.23%
Food Service	1,506,360	111,968	990,030	516,330	65.72%
Community Service	1,491,067	116,867	1,047,593	443,474	70.26%
Debt Service	3,427,413	-	3,452,473	(25,060)	100.73%
	\$ 41,677,392	\$ 2,868,490	\$ 30,601,726	\$ 11,075,666	73.43%

**BECKER PUBLIC SCHOOLS
MONTHLY FINANCIAL REPORT
March 2021**

EXPENDITURES

Fund	2020-21 Budget	March 2021	2020-21 Year-to-Date	Remaining Budget	% Spent
General	35,252,552	2,768,992	22,471,975	12,780,577	63.75%
Food Service	1,506,360	114,989	878,062	628,298	58.29%
Community Service	1,491,067	104,372	930,726	560,341	62.42%
Debt Service	3,427,413	-	3,452,473	(25,060)	100.73%
	\$ 41,677,392	\$ 2,988,353	\$ 27,733,236	\$ 13,944,156	66.54%

**BECKER PUBLIC SCHOOLS
MONTHLY FINANCIAL REPORT
February 2021**

EXPENDITURES

Fund	2020-21 Budget	February 2021	2020-21 Year-to-Date	Remaining Budget	% Spent
General	35,252,552	2,682,040	19,702,983	15,549,569	55.89%
Food Service	1,506,360	100,592	763,073	743,287	50.66%
Community Service	1,491,067	130,623	826,354	664,713	55.42%
Debt Service	3,427,413	-	3,452,473	(25,060)	100.73%
	\$ 41,677,392	\$ 2,913,255	\$ 24,744,883	\$ 16,932,509	59.37%

**BECKER PUBLIC SCHOOLS
MONTHLY FINANCIAL REPORT
January 2021**

EXPENDITURES

Fund	2020-21 Budget	January 2021	2020-21 Year-to-Date	Remaining Budget	% Spent
General	35,252,552	2,874,708	17,020,943	18,231,609	48.28%
Food Service	1,506,360	87,593	662,481	843,879	43.98%
Community Service	1,491,067	95,982	695,731	795,336	46.66%
Debt Service	3,427,413	3,120,206	3,452,473	(25,060)	100.73%
	\$ 41,677,392	\$ 6,178,489	\$ 21,831,628	\$ 19,845,764	52.38%

**BECKER PUBLIC SCHOOLS
MONTHLY FINANCIAL REPORT
December 2020**

EXPENDITURES

Fund	2020-21 Budget	December 2020	2020-21 Year-to-Date	Remaining Budget	% Spent
General	35,252,552	3,043,764	14,146,235	21,106,317	40.13%
Food Service	1,506,360	120,526	574,888	931,472	38.16%
Community Service	1,491,067	122,070	599,749	891,318	40.22%
Debt Service	3,427,413	27,061	332,267	3,095,146	9.69%
	\$ 41,677,392	\$ 3,313,421	\$ 15,653,139	\$ 26,024,253	37.56%

**BECKER PUBLIC SCHOOLS
MONTHLY FINANCIAL REPORT
November 2020**

EXPENDITURES

Fund	2020-21 Budget	November 2020	2020-21 Year-to-Date	Remaining Budget	% Spent
General	35,252,552	3,496,485	11,102,471	24,150,081	31.49%
Food Service	1,506,360	119,494	454,362	1,051,998	30.16%
Community Service	1,491,067	146,785	477,679	1,013,388	32.04%
Debt Service	3,427,413	-	305,206	3,122,207	8.90%
	\$ 41,677,392	\$ 3,762,764	\$ 12,339,718	\$ 29,337,674	29.61%

**BECKER PUBLIC SCHOOLS
MONTHLY FINANCIAL REPORT
October 2020**

EXPENDITURES

Fund	2020-21 Budget	October 2020	2020-21 Year-to-Date	Remaining Budget	% Spent
General	35,252,552	2,927,391	7,605,986	27,646,566	21.58%
Food Service	1,506,360	127,857	334,868	1,171,492	22.23%
Community Service	1,491,067	119,467	330,894	1,160,173	22.19%
Debt Service	3,427,413	-	305,206	3,122,207	8.90%
	\$ 41,677,392	\$ 3,174,715	\$ 8,576,954	\$ 33,100,438	20.58%

**BECKER PUBLIC SCHOOLS
MONTHLY FINANCIAL REPORT
September 2020**

EXPENDITURES

Fund	2020-21 Budget	September 2020	2020-21 Year-to-Date	Remaining Budget	% Spent
General	35,252,552	2,653,570	4,678,595	30,573,957	13.27%
Food Service	1,506,360	109,535	207,011	1,299,349	13.74%
Community Service	1,491,067	92,926	211,427	1,279,640	14.18%
Debt Service	3,427,413	-	305,206	3,122,207	8.90%
	\$ 41,677,392	\$ 2,856,031	\$ 5,402,239	\$ 36,275,153	12.96%

BECKER PUBLIC SCHOOLS
MONTHLY FINANCIAL REPORT
August 2020

EXPENDITURES

Fund	2020-21 Budget	August 2020	2020-21 Year-to-Date	Remaining Budget	% Spent
General	35,252,552	868,880	2,025,025	33,227,527	5.74%
Food Service	1,506,360	84,839	97,476	1,408,884	6.47%
Community Service	1,491,067	86,275	118,501	1,372,566	7.95%
Debt Service	3,427,413	274,680	305,206	3,122,207	8.90%
	\$ 41,677,392	\$ 1,314,674	\$ 2,546,208	\$ 39,131,184	6.11%

**BECKER PUBLIC SCHOOLS
MONTHLY FINANCIAL REPORT
July 2020**

EXPENDITURES

Fund	2020-21 Budget	July 2020	2020-21 Year-to-Date	Remaining Budget	% Spent
General	35,252,552	1,156,145	1,156,145	34,096,407	3.28%
Food Service	1,506,360	12,637	12,637	1,493,723	0.84%
Community Service	1,491,067	32,226	32,226	1,458,841	2.16%
Debt Service	3,427,413	30,526	30,526	3,396,887	0.89%
	\$ 41,677,392	\$ 1,231,534	\$ 1,231,534	\$ 40,445,858	2.95%

**BECKER PUBLIC SCHOOLS
MONTHLY FINANCIAL REPORT
May 2020**

EXPENDITURES

Fund	2019-20 Budget	May 2020	2019-20 Year-to-Date	Remaining Budget	% Spent
General	34,110,854	2,448,554	27,418,158	6,692,696	80.38%
Food Service	1,474,468	50,780	1,069,227	405,241	72.52%
Community Service	1,400,466	78,597	1,180,536	219,930	84.30%
Debt Service	3,428,903	-	3,429,198	(295)	100.01%
	\$ 40,414,691	\$ 2,577,931	\$ 33,097,119	\$ 7,317,572	81.89%

**BECKER PUBLIC SCHOOLS
MONTHLY FINANCIAL REPORT
April 2020**

EXPENDITURES

Fund	2019-20 Budget	April 2020	2019-20 Year-to-Date	Remaining Budget	% Spent
General	34,110,854	2,578,468	24,969,604	9,141,250	73.20%
Food Service	1,474,468	101,856	1,018,447	456,021	69.07%
Community Service	1,400,466	95,084	1,101,939	298,527	78.68%
Debt Service	3,428,903	-	3,429,198	(295)	100.01%
	\$ 40,414,691	\$ 2,775,408	\$ 30,519,188	\$ 9,895,503	75.52%

**BECKER PUBLIC SCHOOLS
MONTHLY FINANCIAL REPORT
March 2020**

EXPENDITURES

Fund	2019-20 Budget	March 2020	2019-20 Year-to-Date	Remaining Budget	% Spent
General	34,110,854	2,909,903	22,391,136	11,719,718	65.64%
Food Service	1,474,468	124,977	916,591	557,877	62.16%
Community Service	1,400,466	115,464	1,006,855	393,611	71.89%
Debt Service	3,428,903	-	3,429,198	(295)	100.01%
	\$ 40,414,691	\$ 3,150,344	\$ 27,743,780	\$ 12,670,911	68.65%

**BECKER PUBLIC SCHOOLS
MONTHLY FINANCIAL REPORT
February 2020**

EXPENDITURES

Fund	2019-20 Budget	February 2020	2019-20 Year-to-Date	Remaining Budget	% Spent
General	34,110,854	3,182,141	19,481,233	14,629,621	57.11%
Food Service	1,474,468	146,291	791,614	682,854	53.69%
Community Service	1,400,466	126,983	891,391	509,075	63.65%
Debt Service	3,428,903	3,086,447	3,429,198	(295)	100.01%
	\$ 40,414,691	\$ 6,541,862	\$ 24,593,436	\$ 15,821,255	60.85%

**BECKER PUBLIC SCHOOLS
MONTHLY FINANCIAL REPORT
January 2020**

EXPENDITURES

Fund	2019-20 Budget	January 2020	2019-20 Year-to-Date	Remaining Budget	% Spent
General	34,110,854	2,520,083	16,299,092	17,811,762	47.78%
Food Service	1,474,468	125,317	645,323	829,145	43.77%
Community Service	1,400,466	103,671	764,408	636,058	54.58%
Debt Service	3,428,903	-	342,751	3,086,152	10.00%
	\$ 40,414,691	\$ 2,749,071	\$ 18,051,574	\$ 22,363,117	44.67%

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

EXPENDITURES

Fund	2019-20		2019-20	Remaining	%
	Budget	December 2019	Year-to-Date	Budget	Spent
General	34,110,854	2,946,166	13,779,009	20,331,845	40.39%
Food Service	1,474,468	119,418	520,006	954,462	35.27%
Community Service	1,400,466	132,590	660,737	739,729	47.18%
Debt Service	3,428,903	-	342,751	3,086,152	10.00%
	\$ 40,414,691	\$ 3,198,174	\$ 15,302,503	\$ 25,112,188	37.86%

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

EXPENDITURES

Fund	2019-20 Budget	November 2019	2019-20 Year-to-Date	Remaining Budget	% Spent
General	34,110,854	3,026,709	10,832,843	23,278,011	31.76%
Food Service	1,474,468	146,803	400,588	1,073,880	27.17%
Community Service	1,400,466	133,877	528,147	872,319	37.71%
Debt Service	3,428,903	-	342,751	3,086,152	10.00%
	\$ 40,414,691	\$ 3,307,389	\$ 12,104,329	\$ 28,310,362	29.95%

BECKER PUBLIC SCHOOLS
MONTHLY FINANCIAL REPORT
October 2019

EXPENDITURES

Fund	2019-20 Budget	October 2019	2019-20 Year-to-Date	Remaining Budget	% Spent
General	34,110,854	2,895,034	7,806,134	26,304,720	22.88%
Food Service	1,474,468	154,385	253,785	1,220,683	17.21%
Community Service	1,400,466	129,073	394,270	1,006,196	28.15%
Debt Service	3,428,903	-	342,751	3,086,152	10.00%
	\$ 40,414,691	\$ 3,178,492	\$ 8,796,940	\$ 31,617,751	21.77%

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

EXPENDITURES

Fund	2019-20		2019-20	Remaining	%
	Budget	September 2019	Year-to-Date	Budget	Spent
General	34,110,854	3,257,310	4,911,100	29,199,754	14.40%
Food Service	1,474,468	85,784	99,400	1,375,068	6.74%
Community Service	1,400,466	121,562	265,197	1,135,269	18.94%
Debt Service	3,428,903	-	342,751	3,086,152	10.00%
	\$ 40,414,691	\$ 3,464,656	\$ 5,618,448	\$ 34,796,243	13.90%

**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%

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

EXPENDITURES

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

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

EXPENDITURES

Fund	2018-19 Budget	May 2019	2018-19 Year-to-Date	Remaining Budget	% Spent
General	33,162,293	2,680,825	27,485,204	5,677,089	82.88%
Food Service	1,464,860	119,833	1,093,920	370,940	74.68%
Community Service	1,417,180	118,633	1,192,884	224,296	84.17%
Debt Service	3,557,569	-	3,552,318	5,251	99.85%
	\$ 39,601,902	\$ 2,919,291	\$ 33,324,327	\$ 6,277,575	84.15%

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

EXPENDITURES

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

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

EXPENDITURES

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

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

EXPENDITURES

Fund	2018-19 Budget	February 2019	2018-19 Year-to-Date	Remaining Budget	% Spent
General	32,306,350	3,196,045	19,084,353	13,221,997	59.07%
Food Service	1,456,644	178,899	746,736	709,908	51.26%
Community Service	1,256,117	117,932	833,110	423,007	66.32%
Debt Service	3,557,569	-	3,469,337	88,232	97.52%
	\$ 38,576,680	\$ 3,492,876	\$ 24,133,537	\$ 14,443,143	62.56%

BECKER PUBLIC SCHOOLS
MONTHLY FINANCIAL REPORT
January 2019

EXPENDITURES

Fund	2018-19 Budget	January 2019	2018-19 Year-to-Date	Remaining Budget	% Spent
General	32,306,350	2,327,510	15,888,308	16,418,042	49.18%
Food Service	1,456,644	63,797	567,837	888,807	38.98%
Community Service	1,256,117	105,242	715,178	540,939	56.94%
Debt Service	3,557,569	3,053,504	3,469,337	88,232	97.52%
	\$ 38,576,680	\$ 5,550,053	\$ 20,640,661	\$ 17,936,019	53.51%

**BECKER PUBLIC SCHOOLS
MONTHLY FINANCIAL REPORT
December 2018**

EXPENDITURES

Fund	2018-19 Budget	December 2018	2018-19 Year-to-Date	Remaining Budget	% Spent
General	32,306,350	2,877,547	13,560,798	18,745,552	41.98%
Food Service	1,456,644	116,791	504,040	952,604	34.60%
Community Service	1,256,117	117,860	609,936	646,181	48.56%
Debt Service	3,557,569	-	415,833	3,141,736	11.69%
	\$ 38,576,680	\$ 3,112,198	\$ 15,090,608	\$ 23,486,072	39.12%

**BECKER PUBLIC SCHOOLS
MONTHLY FINANCIAL REPORT
November 2018**

EXPENDITURES

Fund	2018-19 Budget	November 2018	2018-19 Year-to-Date	Remaining Budget	% Spent
General	32,306,350	2,667,317	10,683,251	21,623,099	33.07%
Food Service	1,456,644	85,759	387,249	1,069,395	26.59%
Community Service	1,256,117	137,392	492,076	764,041	39.17%
Debt Service	3,557,569	-	415,833	3,141,736	11.69%
	\$ 38,576,680	\$ 2,890,468	\$ 11,978,410	\$ 26,598,270	31.05%

**BECKER PUBLIC SCHOOLS
MONTHLY FINANCIAL REPORT
October 2018**

EXPENDITURES

Fund	2018-19 Budget	October 2018	2018-19 Year-to-Date	Remaining Budget	% Spent
General	32,306,350	2,942,442	8,015,934	24,290,416	24.81%
Food Service	1,456,644	215,046	301,490	1,155,154	20.70%
Community Service	1,256,117	132,736	354,684	901,433	28.24%
Debt Service	3,557,569	-	415,833	3,141,736	11.69%
	\$ 38,576,680	\$ 3,290,224	\$ 9,087,942	\$ 29,488,738	23.56%

**BECKER PUBLIC SCHOOLS
MONTHLY FINANCIAL REPORT
September 2018**

EXPENDITURES

Fund	2018-19 Budget	September 2018	2018-19 Year-to-Date	Remaining Budget	% Spent
General	32,056,350	3,155,712	4,831,402	27,224,948	15.07%
Food Service	1,456,644	55,166	86,444	1,370,200	5.93%
Community Service	1,256,117	167,833	221,948	1,034,169	17.67%
Debt Service	3,557,569	23,319	415,833	3,141,736	11.69%
	\$ 38,326,680	\$ 3,402,030	\$ 5,555,628	\$ 32,771,052	14.50%

**BECKER PUBLIC SCHOOLS
MONTHLY FINANCIAL REPORT
August 2018**

EXPENDITURES

Fund	2018-19 Budget	August 2018	2018-19 Year-to-Date	Remaining Budget	% Spent
General	32,056,350	760,664	1,675,690	30,380,660	5.23%
Food Service	1,456,644	20,116	31,278	1,425,366	2.15%
Community Service	1,256,117	26,848	54,115	1,202,002	4.31%
Debt Service	3,557,569	392,514	392,514	3,165,055	11.03%
	\$ 38,326,680	\$ 1,200,142	\$ 2,153,598	\$ 36,173,082	5.62%

**BECKER PUBLIC SCHOOLS
MONTHLY FINANCIAL REPORT
July 2018**

EXPENDITURES

Fund	2018-19 Budget	July 2018	2018-19 Year-to-Date	Remaining Budget	% Spent
General	32,056,350	915,026	915,026	31,141,324	2.85%
Food Service	1,456,644	11,162	11,162	1,445,482	0.77%
Community Service	1,256,117	27,267	27,267	1,228,850	2.17%
Debt Service	3,557,569	-	-	3,557,569	0.00%
	\$ 38,326,680	\$ 953,456	\$ 953,456	\$ 37,373,224	2.49%

**BECKER PUBLIC SCHOOLS
MONTHLY FINANCIAL REPORT
May 2018**

EXPENDITURES

Fund	2017-18 Budget	May 2018	2017-18 Year-to-Date	Remaining Budget	% Spent
General	31,193,515	2,432,753	25,992,415	5,201,100	83.33%
Food Service	1,452,313	128,094	1,224,988	227,325	84.35%
Community Service	1,223,067	107,675	994,335	228,732	81.30%
Debt Service	3,507,163	-	3,504,162	3,001	99.91%
	\$ 37,376,058	\$ 2,668,522	\$ 31,715,900	\$ 5,660,158	84.86%

**BECKER PUBLIC SCHOOLS
MONTHLY FINANCIAL REPORT
April 2018**

EXPENDITURES

Fund	2017-18 Budget	April 2018	2017-18 Year-to-Date	Remaining Budget	% Spent
General	31,193,515	2,516,892	23,559,662	7,633,853	75.53%
Food Service	1,452,313	155,402	1,096,894	355,419	75.53%
Community Service	1,223,067	89,777	886,660	336,407	72.49%
Debt Service	3,507,163	-	3,504,162	3,001	99.91%
	\$ 37,376,058	\$ 2,762,071	\$ 29,047,378	\$ 8,328,680	77.72%

**BECKER PUBLIC SCHOOLS
MONTHLY FINANCIAL REPORT
March 2018**

EXPENDITURES

Fund	2017-18 Budget	March 2018	2017-18 Year-to-Date	Remaining Budget	% Spent
General	30,235,784	2,435,168	21,042,770	9,193,014	69.60%
Food Service	1,410,949	99,196	941,492	469,457	66.73%
Community Service	1,169,344	88,742	796,883	372,461	68.15%
Debt Service	3,507,163	-	3,504,162	3,001	99.91%
	\$ 36,323,240	\$ 2,623,106	\$ 26,285,307	\$ 10,037,933	72.36%

**BECKER PUBLIC SCHOOLS
MONTHLY FINANCIAL REPORT
February 2018**

EXPENDITURES

Fund	2017-18 Budget	February 2018	2017-18 Year-to-Date	Remaining Budget	% Spent
General	30,235,784	2,721,231	18,607,602	11,628,182	61.54%
Food Service	1,410,949	131,024	842,296	568,653	59.70%
Community Service	1,169,344	100,929	708,141	461,203	60.56%
Debt Service	3,507,163	23,319	3,504,162	3,001	99.91%
	\$ 36,323,240	\$ 2,976,503	\$ 23,662,201	\$ 12,661,039	65.14%

BECKER PUBLIC SCHOOLS
MONTHLY FINANCIAL REPORT
January 2018

EXPENDITURES

Fund	2017-18		2017-18	Remaining	%
	Budget	January 2018	Year-to-Date	Budget	Spent
General	30,235,784	2,601,918	15,886,371	14,349,413	52.54%
Food Service	1,410,949	132,938	711,272	699,677	50.41%
Community Service	1,169,344	91,110	607,212	562,132	51.93%
Debt Service	3,507,163	3,019,979	3,480,843	26,320	99.25%
	\$ 36,323,240	\$ 5,845,945	\$ 20,685,698	\$ 15,637,542	56.95%

**BECKER PUBLIC SCHOOLS
MONTHLY FINANCIAL REPORT
December 2017**

EXPENDITURES

Fund	2017-18		2017-18	Remaining	%
	Budget	December 2017	Year-to-Date	Budget	Spent
General	30,235,784	2,710,109	13,284,453	16,951,331	43.94%
Food Service	1,410,949	125,442	578,334	832,615	40.99%
Community Service	1,169,344	102,554	516,102	653,242	44.14%
Debt Service	3,507,163	-	460,864	3,046,299	13.14%
	\$ 36,323,240	\$ 2,938,105	\$ 14,839,753	\$ 21,483,487	40.85%

**BECKER PUBLIC SCHOOLS
MONTHLY FINANCIAL REPORT
November 2017**

EXPENDITURES

Fund	2017-18		2017-18	Remaining	%
	Budget	November 2017	Year-to-Date	Budget	Spent
General	30,235,784	2,709,218	10,574,344	19,661,440	34.97%
Food Service	1,410,949	136,005	452,892	958,057	32.10%
Community Service	1,169,344	114,593	413,548	755,796	35.37%
Debt Service	3,507,163	-	460,864	3,046,299	13.14%
	\$ 36,323,240	\$ 2,959,816	\$ 11,901,648	\$ 24,421,592	32.77%

**BECKER PUBLIC SCHOOLS
MONTHLY FINANCIAL REPORT
October 2017**

EXPENDITURES

Fund	2017-18 Budget	October 2017	2017-18 Year-to-Date	Remaining Budget	% Spent
General	30,235,784	2,850,845	7,865,126	22,370,658	26.01%
Food Service	1,410,949	150,043	316,887	1,094,062	22.46%
Community Service	1,169,344	108,674	298,955	870,389	25.57%
Debt Service	3,507,163	-	460,864	3,046,299	13.14%
	\$ 36,323,240	\$ 3,109,562	\$ 8,941,832	\$ 27,381,408	24.62%

**BECKER PUBLIC SCHOOLS
MONTHLY FINANCIAL REPORT
September 2017**

EXPENDITURES

Fund	2017-18		2017-18	Remaining	%
	Budget	September 2017	Year-to-Date	Budget	Spent
General	30,235,784	2,605,588	5,014,281	25,221,503	16.58%
Food Service	1,410,949	128,024	166,844	1,244,105	11.82%
Community Service	1,169,344	79,157	190,281	979,063	16.27%
Debt Service	3,507,163	-	460,864	3,046,299	13.14%
	\$ 36,323,240	\$ 2,812,769	\$ 5,832,270	\$ 30,490,970	16.06%

BECKER PUBLIC SCHOOLS
MONTHLY FINANCIAL REPORT
August 2017

EXPENDITURES

Fund	2017-18 Budget	August 2017	2017-18 Year-to-Date	Remaining Budget	% Spent
General	30,235,784	1,028,792	2,408,693	27,827,091	7.97%
Food Service	1,410,949	19,628	38,820	1,372,129	2.75%
Community Service	1,169,344	82,519	111,124	1,058,220	9.50%
Debt Service	3,507,163	35,885	460,864	3,046,299	13.14%
	\$ 36,323,240	\$ 1,166,824	\$ 3,019,501	\$ 33,303,739	8.31%

**BECKER PUBLIC SCHOOLS
MONTHLY FINANCIAL REPORT
July 2017**

EXPENDITURES

Fund	2017-18 Budget	July 2017	2017-18 Year-to-Date	Remaining Budget	% Spent
General	30,235,784	1,379,901	1,379,901	28,855,883	4.56%
Food Service	1,410,949	19,192	19,192	1,391,757	1.36%
Community Service	1,169,344	28,605	28,605	1,140,739	2.45%
Debt Service	3,507,163	424,979	424,979	3,082,184	12.12%
	\$ 36,323,240	\$ 1,852,677	\$ 1,852,677	\$ 34,470,563	5.10%

**BECKER PUBLIC SCHOOLS
MONTHLY FINANCIAL REPORT
May 2017**

EXPENDITURES

Fund	2016-17 Budget	May 2017	2016-17 Year-to-Date	Remaining Budget	% Spent
General	29,260,445	2,565,369	23,678,750	5,581,695	80.92%
Food Service	1,381,802	121,956	1,111,688	270,114	80.45%
Community Service	1,139,420	87,945	861,953	277,467	75.65%
Debt Service	3,494,257	-	6,483,347	(2,989,090)	185.54%
	\$ 35,275,924	\$ 2,775,270	\$ 32,135,738	\$ 3,140,186	91.10%

**BECKER PUBLIC SCHOOLS
MONTHLY FINANCIAL REPORT
April 2017**

EXPENDITURES

Fund	2016-17 Budget	April 2017	2016-17 Year-to-Date	Remaining Budget	% Spent
General	29,260,445	2,328,587	21,113,381	8,147,064	72.16%
Food Service	1,381,802	119,619	989,732	392,070	71.63%
Community Service	1,139,420	85,516	774,008	365,412	67.93%
Debt Service	3,494,257	-	6,483,347	(2,989,090)	185.54%
	\$ 35,275,924	\$ 2,533,722	\$ 29,360,468	\$ 5,915,456	83.23%

**BECKER PUBLIC SCHOOLS
MONTHLY FINANCIAL REPORT
March 2017**

EXPENDITURES

Fund	2016-17 Budget	March 2017	2016-17 Year-to-Date	Remaining Budget	% Spent
General	29,260,445	2,496,673	18,784,794	10,475,651	64.20%
Food Service	1,381,802	132,313	870,113	511,689	62.97%
Community Service	1,139,420	79,195	688,492	450,928	60.42%
Debt Service	3,494,257	2,500	6,483,347	(2,989,090)	185.54%
	\$ 35,275,924	\$ 2,710,681	\$ 26,826,746	\$ 8,449,178	76.05%

**BECKER PUBLIC SCHOOLS
MONTHLY FINANCIAL REPORT
February 2017**

EXPENDITURES

Fund	2016-17		2016-17	Remaining	%
	Budget	February 2017	Year-to-Date	Budget	Spent
General	28,129,106	2,234,951	16,288,121	11,840,985	57.90%
Food Service	1,311,899	56,238	737,800	574,099	56.24%
Community Service	1,060,086	87,129	609,297	450,789	57.48%
Debt Service	3,490,757	2,990,879	6,480,847	(2,990,090)	185.66%
	\$ 33,991,848	\$ 5,369,197	\$ 24,116,065	\$ 9,875,783	70.95%

BECKER PUBLIC SCHOOLS
MONTHLY FINANCIAL REPORT
January 2017

EXPENDITURES

Fund	2016-17 Budget	January 2017	2016-17 Year-to-Date	Remaining Budget	% Spent
General	28,129,106	2,170,948	13,785,843	14,343,263	49.01%
Food Service	1,311,899	57,871	622,921	688,978	47.48%
Community Service	1,060,086	71,774	520,323	539,763	49.08%
Debt Service	3,490,757	2,990,879	3,489,968	789	99.98%
	\$ 33,991,848	\$ 5,291,472	\$ 18,419,055	\$ 15,572,793	54.19%

**BECKER PUBLIC SCHOOLS
MONTHLY FINANCIAL REPORT
December 2016**

EXPENDITURES

Fund	2016-17		2016-17	Remaining	%
	Budget	December 2016	Year-to-Date	Budget	Spent
General	28,129,106	2,346,253	11,563,749	16,565,357	41.11%
Food Service	1,311,899	58,392	515,631	796,268	39.30%
Community Service	1,060,086	76,206	446,918	613,168	42.16%
Debt Service	3,448,757	-	499,089	2,949,668	14.47%
	\$ 33,949,848	\$ 2,480,851	\$ 13,025,387	\$ 20,924,461	38.37%

**BECKER PUBLIC SCHOOLS
MONTHLY FINANCIAL REPORT
November 2016**

EXPENDITURES

Fund	2016-17		2016-17	Remaining	%
	Budget	November 2016	Year-to-Date	Budget	Spent
General	28,129,106	2,440,336	9,217,496	18,911,610	32.77%
Food Service	1,311,899	133,813	457,239	854,660	34.85%
Community Service	1,060,086	88,929	370,712	689,374	34.97%
Debt Service	3,448,757	19,300	499,089	2,949,668	14.47%
	\$ 33,949,848	\$ 2,682,378	\$ 10,544,536	\$ 23,405,312	31.06%

**BECKER PUBLIC SCHOOLS
MONTHLY FINANCIAL REPORT
October 2016**

EXPENDITURES

Fund	2016-17 Budget	October 2016	2016-17 Year-to-Date	Remaining Budget	% Spent
General	28,129,106	2,340,687	6,659,573	21,469,533	23.68%
Food Service	1,311,899	214,403	323,261	988,638	24.64%
Community Service	1,060,086	87,171	270,274	789,812	25.50%
Debt Service	3,448,757	-	455,879	2,992,878	13.22%
	\$ 33,949,848	\$ 2,642,261	\$ 7,708,987	\$ 26,240,861	22.71%

**BECKER PUBLIC SCHOOLS
MONTHLY FINANCIAL REPORT
September 2016**

EXPENDITURES

Fund	2016-17		2016-17	Remaining	%
	Budget	September 2016	Year-to-Date	Budget	Spent
General	28,129,106	2,271,648	4,318,886	23,810,220	15.35%
Food Service	1,311,899	62,966	108,858	1,203,041	8.30%
Community Service	1,060,086	78,449	183,103	876,983	17.27%
Debt Service	3,448,757	-	455,879	2,992,878	13.22%
	\$ 33,949,848	\$ 2,413,063	\$ 5,066,726	\$ 28,883,122	14.92%

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
Cassellius, Alyssa	New	Special Education Teacher	PS	1 FTE	BEA	S. Oeding	08/30/21	BA75/Step 3: \$51,156
Garding, Laura	Extended School Year Assignment	Paraprofessional	Preschool	Per Timecard	MultiUnit	n/a	June/July	Use Current Wage
Harkopf, Alysha	Extended School Year Assignment	Teacher	Preschool	Per Timecard	BEA	n/a	June/July	Per BEA Schedule
Herrman, Karissa	Extended School Year Assignment	Teacher	Preschool	Per Timecard	BEA	n/a	August	Per BEA Schedule
Hoff, Frank	New	Night Custodian	HS	8 Hours Per Day	MultiUnit	M. Hennagir	07/21/21	\$16.41 Per Hour
Hoppe, Megan	Resignation	9th Grade Volleyball Coach	HS	Seasonal	BEA - Schedule C	n/a	07/27/21	n/a
Ihrke, Camie	Change in Assignment	3rd Grade LTS	IS	1 FTE	BEA	S. Yaeger	Fall 2021	Use Current Wage
Jarvi, Curtis	New	Bus Driver	Bus Garage	3.5 Hours Per Day	Transportation	K. Evenson	08/12/21	\$38.33 Per Route
Jensen, Liza	New	Camp Opportunity Lead Staff	PS	2.5 Hours Per Day	Camp Opportunity	n/a	8/1/2021	\$15.72 Per Hour
Klassen, Nicole	Change in Assignment	4th Grade Teacher	IS	1 FTE	BEA	n/a	Fall 2021	Use Current Wage
Knick, Traci	Correction to Previously Approved Hours	Camp Opportunity Lead Staff	PS/IS	Summer: 6-7 Hours Per Day. School Year: 4 Hours Per	Camp Opportunity	n/a	07/06/21	\$15.72 Per Hour
Lindquist, Tyler	Resignation	Camp Opportunity Asst.	PS	n/a	Camp Opportunity	n/a	07/12/21	n/a
Rother, Denise	New	Bus Driver	Bus Garage	3.5 Hours Per Day	Transportation	C. Jarvi	08/09/21	\$44.57 Per Route
Schaefer, Sarah	Resignation	Speech Language Pathologist	IS	1 FTE	BEA	n/a	6/30/21	n/a

Director of Business Services

7/22/21

	Total Salary	Sal Inc %	Total Benefits	District Cost	Cost Inc %
2020-21	\$114,000		\$45,151	\$159,151	
2021-22	\$121,000	6.14%	\$46,847	\$167,847	5.46%
2022-23	\$122,150	0.95%	\$47,627	\$169,777	1.15%
2023-24	\$123,300	0.94%	\$48,407	\$171,707	1.14%
		8.03%			7.75%
				Average	2.58%

Activities Director

8/2/21

	Total Salary	Sal Inc %	Total Benefits	District Cost	Cost Inc %
2019-20	\$82,000		\$24,335	\$106,335	
2020-21	\$85,400	4.15%	\$25,067	\$110,467	3.89%
2021-22	\$87,500	2.46%	\$25,600	\$113,100	2.38%
2022-23	\$88,800	1.49%	\$26,007	\$114,807	1.51%
		8.09%			7.78%
			Average		2.59%

Community Ed Director

8/2/21

	Total Salary	Sal Inc %	130 Hrs worked	Total Benefits	District Cost	Cost Inc %
2019-20	\$72,250			\$33,204	\$105,454	
2020-21	\$75,863	5.00%		\$33,946	\$109,809	4.13%
New 2020-21 base	\$80,920		\$5,058	\$35,430	\$116,350	
2021-22	\$82,538	2.00%		\$36,412	\$118,950	2.24%
2022-23	\$84,189	2.00%		\$36,474	\$120,663	1.44%
		9.00%				7.80%
				Average		2.60%

Becker Administor Association (Principals and Assistant Principals)
2021-2024

	Salaries	sal inc %	TRA	FICA	Term Life Ins	LTD	Health Ins	Dental Ins	Phone Reim	TSA Match	Total District Cost	Cost Inc %	Cost Inc \$
2020-21	\$766,962		\$62,647	\$58,913	\$2,232	\$3,877	\$140,400	\$7,276	\$3,600	\$21,000	\$1,066,906		
2021-22	\$785,559	2.42%	\$65,816	\$60,371	\$2,232	\$4,025	\$144,000	\$7,276	\$3,600	\$21,000	\$1,093,878	2.53%	\$26,972
2022-23	\$803,786	2.32%	\$69,032	\$61,765	\$2,232	\$4,118	\$147,600	\$7,276	\$3,600	\$21,000	\$1,120,408	2.43%	\$26,530
2023-24	\$823,356	2.43%	\$72,359	\$63,200	\$2,232	\$4,217	\$151,200	\$7,276	\$3,600	\$21,000	\$1,148,440	2.50%	\$28,032
		7.18%										7.46%	\$81,534

Note:

-Total package cost increase of 2.49% per year



Education Identity and Access Management Board Resolution

The Minnesota Department of Education (MDE), Professional Educator Licensing Standards Board (PELSB), and Office of Higher Education (OHE) require annual designation of an Identified Official with Authority (IOWA) for each local educational agency that uses the Education Identity Access Management (EDIAM) system. The IOWA is responsible for authorizing, reviewing, and recertifying user access for their local educational agency in accordance with the State of Minnesota Enterprise Identity and Access Management Standard, which states that all user access rights to Minnesota state systems must be reviewed and recertified at least annually. The IOWA will authorize user access to State of Minnesota Education secure systems in accordance with the user's assigned job duties, and will revoke that user's access when it is no longer needed to perform their job duties.

Your school board or equivalent governing board must designate an IOWA to authorize user access to State of Minnesota Education secure websites for your organization. This EDIAM board resolution must be completed and submitted to the Minnesota Department of Education annually, as well as any time there is a change in the assignment of the Identified Official with Authority.

It is strongly recommended that only one person at the local educational agency or organization (typically the superintendent or director) is designated as the IOWA. If the local educational agency or organization assigns this role to more than one person, identify each designated person in this board resolution.

NOTE: Please complete the following board resolution language using your organization's letterhead.

Designation of the Identified Official with Authority for Education Identity Access Management

Organization Name: Becker Public Schools

6-Digit or 9-Digit Organization Number (e.g., 1234-01 or 1234-01-000):000-726

The Director recommends the Board authorize the below named individual(s) to act as the Identified Official with Authority (IOWA) for this organization:

Print Name: Jeremy Schmidt

Title: Superintendent

Board Member Signature:

Name: Aaron Jurek

Date: School Board Chair

Once the EDIAM Board Resolution is completed, scan and send it to: useraccess.mde@state.mn.us

Adopted: February 9, 2004

Revised: April 18, 2013

604 INSTRUCTIONAL CURRICULUM

I. PURPOSE

The purpose of this policy is to provide for the development of course offerings for students.

II. GENERAL STATEMENT OF POLICY

- A. Instruction must be provided in at least the following subject areas:
1. Language arts and basic communication skills including reading and writing, literature, and fine arts;
 2. Mathematics and science;
 3. Social studies, including history, geography, economics, government, and citizenship; that includes civics (see II.1);
 4. Health and physical education;
 5. The arts;
 6. Career and technical education; and
 7. World languages.
- B. The basic instructional program shall include all courses required for each grade level by the Minnesota Department of Education (MDE) and all courses required in all elective subject areas. The instructional approach will be nonsexist and multicultural.
- C. Elementary and middle schools shall offer at least three, and require at least two, of the following four art areas: dance, music, theater, and visual arts. High schools shall offer at least three, and require at least one, of the following five art areas: media arts, dance, music, theater, and visual arts.
- D. The school board, at its discretion, may offer additional courses in the instructional program at any grade level.
- E. Each instructional program shall be planned for optimal benefit taking into consideration the financial condition of the school district and other relevant factors. Each program plan should contain goals and objectives, materials,

minimum student competency levels, and methods for student evaluation.

- F. The superintendent shall have discretionary authority to develop guidelines and directives to implement school board policy relating to instructional curriculum.
- G. The school district will provide onetime cardiopulmonary resuscitation (CPR) and automatic external defibrillator (AED) instruction as part of its grade 7 to 12 curriculum for all students in that grade beginning in the 2014-2015 school year and later.
 - 1. In the school district's discretion, training and instruction may result in CPR certification.
 - 2. CPR and AED instruction must include CPR and AED training that have been developed:
 - a. by the American Heart Association or the American Red Cross and incorporate psychomotor skills to support the instruction; or
 - b. using nationally recognized, evidence-based guidelines for CPR and incorporate psychomotor skills to support the instruction. "Psychomotor skills" means hands-on practice to support cognitive learning; it does not mean cognitive-only instruction and training.
 - 3. The school district may use community members such as emergency medical technicians, paramedics, police officers, firefighters, and representatives of the Minnesota Resuscitation Consortium, the American Heart Association, or the American Red Cross, among others, to provide instruction and training.
 - 4. A school administrator may waive this curriculum requirement for a high school transfer student regardless of whether or not the student previously received instruction under this section, an enrolled student absent on the day the instruction occurred under this section, or an eligible student who has a disability.
- H. The school district shall assist all students by no later than grade 9 to explore their educational college and career interests, aptitudes, and aspirations and develop a plan for a smooth and successful transition to postsecondary education or employment. All students' plans must:
 - 1. provide a comprehensive plan to prepare for and complete career and college-ready curriculum by meeting state and local academic standards and developing career and employment-related skills such as team work, collaboration, creativity, communication, critical thinking, and good work habits;
 - 2. emphasize academic rigor and high expectations and inform the student and the student's parent or guardian, if the student is a minor, of the student's achievement level score on the Minnesota Comprehensive Assessments that are administered during high school;

3. help students identify interests, aptitudes, aspirations, and personal learning styles that may affect their career and college-ready goals and postsecondary education and employment choices;
4. set appropriate career and college-ready goals with timelines that identify effective means for achieving those goals;
5. help students access education and career options;
6. integrate strong academic content into career-focused courses and applied and experiential learning opportunities and integrate relevant career-focused courses and applied and experiential learning opportunities into strong academic content;
7. help identify and access appropriate counseling and other supports and assistance that enable students to complete required coursework, prepare for postsecondary education and careers, and obtain information about postsecondary education costs and eligibility for financial aid and scholarship;
8. help identify collaborative partnerships among pre-kindergarten through grade 12 schools, postsecondary institutions, economic development agencies, and local and regional employers that support students' transitions to postsecondary education and employment and provide students with applied and experiential learning opportunities; and
9. be reviewed and revised at least annually by the student, the student's parent or guardian, and the school district to ensure that the student's course-taking schedule keeps the student making adequate progress to meet state and local academic standards and high school graduation requirements and with a reasonable chance to succeed with employment or postsecondary education without the need to first complete remedial course work.

The school district may develop grade-level curricula or provide instruction that introduces students to various careers, but must not require any curriculum, instruction, or employment-related activity that obligates an elementary or secondary student to involuntarily select or pursue a career, career interest, employment goals, or related job training.

Educators must possess the knowledge and skills to effectively teach all English learners in their classrooms. School districts must provide appropriate curriculum, targeted materials, professional development opportunities for educators, and sufficient resources to enable English learners to become career and college-ready.

When assisting students in developing a plan for a smooth and successful transition to postsecondary education and employment, school districts must recognize the unique possibilities of each student and ensure that the contents of each student's plan reflect the student's unique talents, skills, and abilities as the student grows, develops, and learns.

If a student with a disability has an Individualized Education Program (IEP) or

standardized written plan that meets the plan components herein, the IEP satisfies the requirement, and no additional transition plan is needed.

Students who do not meet or exceed the 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 the compulsory attendance law. A student's plan under this provision shall continue while a student is enrolled.

- I. A student enrolled in a public school must correctly answer at least 30 of 50 civics test questions. A school or district may record on a student's transcript that the student answered at least 30 of 50 civics test questions correctly.
 1. "Civics test questions" means 50 of the 100 questions that, as of January 1, 2015, United States citizenship and immigration services officers use to select the questions they pose to applicants for naturalization so the applicants can demonstrate their knowledge and understanding of the fundamentals of United States history and government, as required by federal law. The Learning Law and Democracy Foundation, in consultation with Minnesota civics teachers, must select by July 1 each year 50 of the 100 questions under this paragraph to serve as the state's civics test questions for the proximate school year and immediately transmit the 50 selected civics test questions to MDE and to the Legislative Coordinating Commission, which must post the 50 questions it receives on the Minnesota's Legacy website by August 1 of that year.
 2. A school or district may exempt a student with disabilities from this requirement if the student's ~~individualized education program~~ IEP team determines the requirement is inappropriate and establishes an alternative requirement.
 3. A school or district may administer the civics test questions in a language other than English to students who qualify for English learner services.
 4. Schools and districts may administer civics test questions as part of the social studies curriculum.
 5. A district must not prevent a student from graduating or deny a student a high school diploma for failing to correctly answer at least 30 of 50 civics test questions.
 6. The school district cannot charge a fee related to this requirement.

Legal References: Minn. Stat. § 120A.22 (Compulsory Instruction)
Minn. Stat. § 120B.021 (Required Academic Standards)
Minn. Stat. § 120B.022 (Elective Standards)
Minn. Stat. § 120B.125 (Planning for Students' Successful Transition to Postsecondary Education and Employment; Involuntary Career Tracking Prohibited)
Minn. Stat. § 120B.234 (Child Sexual Abuse Prevention Education)

Minn. Stat. § 120B.236 (Cardiopulmonary Resuscitation and Automatic External Defibrillator Instruction)

~~Minn. Rules Part 3501.1110 (Opportunities to Learn and Remediation)~~

Cross References: Policy 603 (Curriculum Development)
Policy 605 (Alternative Programs)

Adopted: February 9, 2004

Revised: August 2, 2010

612.1 ~~PARENTAL INVOLVEMENT~~ DEVELOPMENT OF PARENT AND FAMILY ENGAGEMENT POLICIES FOR TITLE I PROGRAMS

I. PURPOSE

The purpose of this policy is to encourage and facilitate involvement by parents of students participating in Title I in the educational programs and experiences of students. The policy shall provide the framework for organized, systematic, ongoing, informed and timely parental involvement in relation to decisions about the Title I services within the school district. The involvement of parents by the school district shall be directed toward either both public or private school children whose parents are school district residents or whose children attend school within the boundaries of the school district.

II. GENERAL STATEMENT OF POLICY

- A. ~~It is~~The policy of the school district is to plan and implement, with meaningful consultation with parents of participating children, programs, activities and procedures for the involvement of those parents engagement of parents and families in its Title I programs.
- B. ~~It is~~The policy of the school district is to fully comply with 20 U.S.C. § 6318 which requires the school district to develop jointly with, agree upon with, and distribute to parents of children participating in Title I programs written ~~parental involvement~~ parent and family engagement policies.

III. DEVELOPMENT OF THE DISTRICT/SCHOOL PLAN

The school board will direct the administration to develop jointly with, and agree upon with, and distribute to parents and family members of participating children a written ~~parental involvement~~ parent and family engagement policy that will be incorporated into the school district's Title I plan. The policy will establish the expectations for ~~parental~~ meaningful parent and family involvement and describe how the school district will:

- A. Involve parents and family members in the joint development of the school district's Title I plan and the ~~process of school review and improvement~~ development of support and improvement plans;
- B. Provide the coordination, technical assistance, and other support necessary to assist and build the capacity of all participating schools within the school district in planning and implementing effective ~~parental~~ parent and family involvement activities to improve student academic achievement and school performance, which may include meaningful consultation with employers, business leaders, and philanthropic organizations, or individuals with expertise in effectively engaging parents and family members in education;
- C. ~~Build the schools' and parents' capacity for strong parental involvement;~~

3. Involve parents in an organized, ongoing, and timely way in the planning, review, and improvement of the parental involvement programs, including the **planning, review, and improvement of the school parent and family engagement school parental involvement** policy and the joint development of the school-wide program plan, ~~unless the school already has a program for involving parents in the planning and design of its programs that would adequately involve parents of participating children~~ **except that if a school has in place a process for involving parents in the joint planning and design of the school's programs, the school may use that process, if such process includes an adequate representation of parents of participating children;**
 4. Provide parents of participating children with: timely information about Title I programs; **a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of the challenging state academic standards;** if requested by parents, opportunities for regular meetings to formulate suggestions, ~~share experiences with other parents~~ and to participate, as appropriate, in decisions relating to **the education of their children**, and to respond to any such suggestions as soon as practicably possible; and
 5. If the school-wide program plan is not satisfactory to the parents of participating children, submit any parent's comments on the plan when it is submitted to the school district.
- B. As a component of this policy, each school shall jointly develop with parents a school/parent compact which outlines how parents, staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the state's high standards. The compact shall:
1. Describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables participating students to meet state student academic achievement standards;
 2. Describe the ways each parent will be responsible for supporting his or her child's learning by ~~monitoring school attendance and homework completion, monitoring television watching,~~ volunteering in his or her child's classroom and participating, as appropriate, in decisions relating to his or her child's education and use of extracurricular time.
 3. Address the importance of communication between teachers and parents on an on-going basis through the use of:
 - a. Annual parent-teacher conferences to discuss the compact and the child's achievement;
 - b. Frequent progress reports to the parents; and
 - c. Reasonable access ~~to~~ staff, opportunities to volunteer, participate in the

child's class, and observe in the child's classroom.

d. Ensuring regular two-way, meaningful communication between family members and school staff and, to the extent practicable, in a language that family members can understand.

C. To ensure effective involvement of parents and to support a partnership among the school, parents, and community to improve student academic achievement, the policy will describe how each school and the school district will:

1. Provide assistance to participating parents in understanding such topics as the state's academic content standards and state academic achievement standards, state and local academic assessments, Title I requirements, and how to monitor a child's progress and work with educators to improve the achievement of their children;
2. Provide materials and training to assist parents in working with their children to improve their children's achievement, ~~such as including coordinating necessary~~ literacy training and using technology, as appropriate, to foster parental involvement;
3. Educate school staff, with the assistance of parents, in the value and utility of contributions of parents and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and school;
4. ~~Coordinate and integrate parental involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, the Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, public preschool programs, and other programs,~~ **other federal, state, and local programs, including public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children** to the extent feasible and appropriate;
5. Ensure, to the extent practicable, that information about school and parent meetings, programs, and activities is sent ~~home~~ **to the parents of participating children** in a format and, **to the extent practicable**, in a language the parents can understand; and
6. Provide such other reasonable support for parental involvement activities as requested by parents.

D. The policy will also describe the process to be taken if the school district and school choose to:

1. Involve parents in the development of training for school staff to improve the effectiveness of such training;
2. Provide necessary literacy training with funds received under Title I programs if all other funding has been exhausted;

3. Pay reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in **school-related** meetings and training sessions;
 4. Train ~~and support~~ parents to enhance the involvement of other parents;
 5. Arrange meetings at a variety of times or ~~have~~ **conduct** in-home conferences between teachers or other educators, who work directly with participating children, and parents who are unable to attend such conferences at school in order to maximize parental ~~opportunities for~~ involvement and participation in school-related activities;
 6. Adopt and implement model approaches to improving parental involvement;
 7. Develop appropriate roles for community-based organizations and business in parental involvement activities; and
 8. Establish a district-wide parent advisory council to provide advice on all matters related to parental involvement in Title I programs.
- E. To carry out the requirements of ~~parental involvement~~ **parent and family engagement**, the school district and schools, **to the extent practicable**, will provide ~~full~~ opportunities for the **informed** participation of parents ~~with~~ **and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children)**, ~~limited English proficiency or with disabilities~~, including providing information and school ~~profiles reports~~ in a **format and, to the extent practicable, in a language and form** that is understandable by the parents.
- F. The school district and each school shall ~~assist~~ **inform** parents and parent organizations **by informing such parents and parent organizations** of the existence ~~and purpose~~ of such ~~centers~~ **family engagement in education programs**.

The policies will be updated periodically to meet the changing needs of parents and the school.

Legal References: 20 U.S.C. § 6318 (~~Parental Involvement~~ Parent and Family Engagement)

Cross References:

Adopted: January 8, 2007

Revised: July 6, 2015

613 GRADUATION REQUIREMENTS

I. PURPOSE

The purpose of this policy is to set forth requirements for graduation from the school district.

II. GENERAL STATEMENT OF POLICY

The policy of the school district is that all students ~~entering grade 8 in the 2011-2012 school year and earlier must satisfactorily complete, as determined by the school district, all credit requirements, all state academic standards, or local standards where state standards do not apply, and successfully pass graduation examinations, as required, in order to graduate.~~ For students entering grade 8 in the 2012-2013 school year and later, ~~the school district's policy is that students must demonstrate, as determined by the school district, their satisfactory completion of the credit requirements and their understanding of academic standards.~~ The school district must adopt graduation requirements that meet or exceed state graduation requirements established in law or rule.

III. DEFINITIONS

- A. "Academic standard" means: (1) a statewide adopted expectation for student learning in the content areas of language arts, mathematics, science, social studies, physical education, or the arts, or (2) a locally adopted expectation for student learning in health, the arts, career and technical education, or world languages.
- B. "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.
- C. "Section 504 Accommodation" means the defined appropriate accommodations or modifications that must be made in the school environment to address the needs of an individual student with disabilities.
- D. "Individualized Education Program" or "IEP" means a written statement developed for a student eligible by law for special education and services.
- E. "English language learners" or "ELL" student means an individual whose first language is not English and whose test performance may be negatively impacted by lack of English language proficiency.
- F. ~~"GRAD" means the graduation required assessment for diploma that measures the reading, writing, and mathematics proficiency of high school students.~~

IV. DISTRICT ASSESSMENT COORDINATOR

The Director of Curriculum and Instruction shall be named the District Assessment Coordinator. Said person shall be in charge of all test procedures and shall bring recommendations to the school board annually for approval.

V. GRADUATION ASSESSMENT REQUIREMENTS

A. For ~~S~~students enrolled in grade 8 through in the 2009-2010 2012-2013 school year and later, students' state graduation requirements, based on longitudinal, systematic approach to student education and career planning, assessment, instructional support, and evaluation, include the following: ~~are eligible to be assessed under:~~

1. ~~the graduation required assessment for diploma (GRAD) in reading, mathematics, or writing under Minn. Stat. § 120B.30, Subd. 1(c)(1) and (2) and Subd. 1(d) (2012) as follows:~~

a. ~~for reading and mathematics:~~

i. ~~obtaining an achievement level equivalent to or greater than proficient as determined through a standard setting process on the Minnesota Comprehensive Assessments in grade 10 for reading and grade 11 for mathematics or achieving a passing score as determined through a standard setting process on the GRAD in grade 10 for reading and grade 11 for mathematics or subsequent retests;~~

ii. ~~achieving a passing score as determined through a standard setting process on the state-identified language proficiency test in reading and the mathematics test for English language learners or the GRAD equivalent of those assessments for students designated as English language learners;~~

iii. ~~achieving an individual passing score on the GRAD as determined by appropriate state guidelines for students with an individualized education program (IEP) or Section 504 (504) plan;~~

iv. ~~obtaining an achievement level equivalent to or greater than proficient as determined through a standard setting process on the state-identified alternate assessment or assessments in grade 10 for reading and grade 11 for mathematics for students with an IEP; or~~

v. ~~achieving an individual passing score on the state-identified~~

~~alternate assessment or assessments as determined by appropriate state guidelines for students with an IEP; and~~

~~b. for writing:~~

~~i. achieving a passing score on the GRAD;~~

~~ii. achieving a passing score as determined through a standard setting process on the state-identified language proficiency test in writing for students designated as English language learners;~~

~~iii. achieving an individual passing score on the GRAD as determined by appropriate state guidelines for students with an IEP or 504 plan; or~~

~~iv. achieving an individual passing score on the state-identified alternate assessment or assessments as determined by appropriate state guidelines for students with an IEP.~~

~~e. Students enrolled in grade 8 in any school year from the 2005-2006 school year to the 2009-2010 school year who do not pass the mathematics GRAD under V.A.1., above, are eligible to receive a high school diploma if they:~~

~~i. complete with a passing score or grade all state and local coursework and credits required for graduation by the school board granting the students their diploma;~~

~~ii. participate in district-prescribed academic remediation in mathematics; and~~

~~iii. fully participate in at least two retests of the mathematics GRAD test or until they pass the mathematics GRAD test, whichever comes first.~~

~~2. the WorkKeys job skills assessment;~~

~~3. the Compass college placement test;~~

~~4. the ACT assessment for college admission;~~

~~5. the armed services vocational aptitude test; or~~

~~6. the school district may substitute a score from an alternative, equivalent assessment to satisfy the requirements of this paragraph.~~

~~B. Students enrolled in grade 8 in the 2010-2011 or 2011-2012 school year are~~

eligible to be assessed under:

~~1. the GRAD in reading, mathematics, or writing under Minn. Stat. § 120B.30, Subd. 1(c)(1) and (2) (2012) as follows:~~

~~a. for reading and mathematics:~~

~~i. obtaining an achievement level equivalent to or greater than proficient as determined through a standard setting process on the Minnesota Comprehensive Assessments in grade 10 for reading and grade 11 for mathematics or achieving a passing score as determined through a standard setting process on the GRAD in grade 10 for reading and grade 11 for mathematics or subsequent retests;~~

~~ii. achieving a passing score as determined through a standard setting process on the state-identified language proficiency test in reading and the mathematics test for English language learners or the GRAD equivalent of those assessments for students designated as English language learners;~~

~~iii. achieving an individual passing score on the GRAD as determined by appropriate state guidelines for students with an IEP or 504 plan;~~

~~iv. obtaining an achievement level equivalent to or greater than proficient as determined through a standard setting process on the state-identified alternate assessment or assessments in grade 10 for reading and grade 11 for mathematics for students with an IEP; or~~

~~v. achieving an individual passing score on the state-identified alternate assessment or assessments as determined by appropriate state guidelines for students with an IEP; and~~

~~b. for writing:~~

~~i. achieving a passing score on the GRAD;~~

~~ii. achieving a passing score as determined through a standard setting process on the state-identified language proficiency test in writing for students designated as English language learners;~~

~~iii. achieving an individual passing score on the GRAD as determined by appropriate state guidelines for students with an IEP or 504 plan; or~~

~~iv. achieving an individual passing score on the state-identified alternate assessment or assessments as determined by appropriate state guidelines for students with an IEP.~~

- ~~2. the WorkKeys job skills assessment;~~
- ~~3. the Compass college placement test;~~
- ~~4. the ACT assessment for college admission;~~
- ~~5. the armed services vocational aptitude test; or~~
- ~~6. the school district may substitute a score from an alternative, equivalent assessment to satisfy the requirements of this paragraph.~~

~~C. For students enrolled in grade 8 in the 2012-2013 school year and later, students' state graduation requirements, based on a longitudinal, systematic approach to student education and career planning, assessment, instructional support, and evaluation, include the following:~~

- ~~1. an opportunity to participate on a nationally normed college entrance exam in grade 11 or grade 12.~~
- ~~2. achievement and career and college readiness tests in mathematics, reading, and writing. The tests 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 the need for postsecondary remediation. In addition, the tests must ensure that the foundational knowledge and skills for students' successful performance in postsecondary employment or education and articulated series of possible targeted interventions are clearly identified and satisfy Minnesota's postsecondary admission requirements. To the extent available, the tests should:
 - ~~a. monitor students' continuous development of and growth in requisite knowledge and skills; analyze students' progress and performance levels, identifying students' academic strengths and diagnosing areas where students require curriculum or instructional adjustments, targeted interventions, or remediation; and~~
 - ~~b. based on analysis of students' progress and performance data, determine students' learning and instructional needs and the instructional tools and best practices that support academic rigor for the student; and~~~~

~~3. consistent with this paragraph and Minn. Stat. § 120B.125 (see Policy 604,~~

~~Section II.H.), age-appropriate exploration and planning activities and career assessments to encourage students to identify personally relevant career interests and aptitudes and help students and their families develop a regularly reexamined transition plan for postsecondary education or employment without need for postsecondary remediation.~~

- ~~4. Based on appropriate state guidelines, students with an IEP may satisfy state graduation requirements by achieving an individual score on the state-identified alternative assessments.~~
- ~~5. Students meeting the state graduation requirements under this section must receive targeted, relevant, academically rigorous, and resourced instruction which may include a targeted instruction and intervention plan focused on improving the student's knowledge and skills in core subjects so that the student has a reasonable chance to succeed in a career or college without need for postsecondary remediation.~~
- ~~6. Students meeting the state graduation requirements under this section and who are students in grade 11 or 12 and who are identified as academically ready for a career or college must be actively encouraged by the school district to participate in courses and programs awarding college credit to high school students. Students are not required to achieve a specified score or level of proficiency on an assessment under this subdivision to graduate from high school.~~
- ~~7. A student's progress toward career and college readiness must be recorded on the student's high school transcript.~~

- A. Achievement and career and college readiness in mathematics, reading, and writing, as measured against 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 the need for postsecondary remediation and which facilitates the monitoring of students' continuous development of and growth in requisite knowledge and skills; analysis of students' progress and performance levels, identification of students' academic strengths and diagnosis of areas where students require curriculum or instructional adjustments, targeted interventions, or remediation; and determination of students' learning and instructional needs and the instructional tools and best practices that support academic rigor for the student based on analysis of students' progress and performance data; and
- B. Consistent with this paragraph and Minn. Stat. § 120B.125 (*see Policy 604, Section II.H.*), age-appropriate exploration and planning activities and career assessments to encourage students to identify personally relevant career interests and aptitudes and help students and their families develop a regularly reexamined transition plan for postsecondary education or employment without need for postsecondary remediation.

- C. Based on appropriate state guidelines, students with an IEP may satisfy state graduation requirements by achieving an individual score on the state-identified alternative assessments.
- D. Students meeting the state graduation requirements under this section must receive targeted, relevant, academically rigorous, and resourced instruction which may include a targeted instruction and intervention plan focused on improving the student's knowledge and skills in core subjects so that the student has a reasonable chance to succeed in a career or college without need for postsecondary remediation.
- E. Students meeting the state graduation requirements under this section and who are students in grade 11 or 12 and who are identified as academically ready for a career or college are actively encouraged by the school district to participate in courses and programs awarding college credit to high school students. Students are not required to achieve a specified score or level of proficiency on an assessment to graduate from high school.
- F. A student's progress toward career and college readiness must be recorded on the student's high school transcript.

VI. GRADUATION CREDIT REQUIREMENTS

Students beginning 8th grade in the 2012-2013 school year and later must successfully complete, as determined by the school district, the following high school level credits for graduation:

- A. Four credits of language arts sufficient to satisfy all academic standards in English language arts;
- B. Three credits of mathematics, including an algebra II credit or its equivalent, ~~geometry, statistics and probability, or its equivalent~~, sufficient to satisfy all of the academic standards in mathematics.
- C. ~~Students in the graduation class of 2015 and beyond must complete~~ An algebra I credit by the end of 8th grade sufficient to satisfy all of the 8th grade standards in mathematics;
- D. Three credits of science, including at least: (a) one credit of biology; (b) one credit of chemistry or physics; and one elective credit of science. The combination of credits must be sufficient to satisfy (i) all of the academic standards in either chemistry or physics and (ii) all other academic standards in science;
- E. Three and one-half credits of social studies, encompassing at least United States history, geography, government and citizenship, world history, and economics sufficient to satisfy all of the academic standards in social studies;
- F. One credit in the arts sufficient to satisfy all of the state or local academic standards

in the arts; and

G. A minimum of seven elective credits.

H. Credit equivalencies

1. A one-half credit of economics taught in a school's agriculture education or business department may fulfill a one-half credit in social studies under ~~VI.A.5~~ Paragraph E., above, if the credit is sufficient to satisfy all of the academic standards in economics.
2. An agriculture science or career and technical education credit may fulfill the elective science credit required under ~~VI.A.4~~ Paragraph D., above, if the credit meets the state physical science, life science, earth and space science, chemistry or physics academic standards or a combination of these academic standards as approved by the school district. An agriculture or career and technical education credit may fulfill the credit in chemistry or physics required under ~~VI.A.4~~ Paragraph D., above, if the credit meets the state chemistry or physics academic standards as approved by the school district. A student must satisfy either all of the chemistry or physics academic standards prior to graduation. An agriculture science or career and technical education credit may not fulfill the required biology credit under ~~VI.A.4~~ Paragraph D., above.
3. A career and technical education credit may fulfill a mathematics or arts credit requirement under ~~VI.A.2. or VI.A.6~~ Paragraph B. or Paragraph F., above.
4. A computer science credit may fulfill a mathematics credit requirement under ~~VI.A.2~~ Paragraph B., above, if the credit meets state academic standards in mathematics.
5. A Project Lead the Way credit may fulfill a science or mathematics credit requirement under ~~VI.A.2. or VI.A.4~~ Paragraph B. or Paragraph D., above, if the credit meets the state academic standards in mathematics or science.

VII. GRADUATION STANDARDS REQUIREMENTS

- A. All students must demonstrate their understanding of the following academic standards:
1. School District Standards, Health (K-12);
 2. School District Standards, Career and Technical Education (K-12); and
 3. School District Standards, World Languages (K-12).
- B. Academic standards in health, world languages, and career and technical education will be reviewed on an annual basis.* A school district must use the

current world languages standards developed by the American Council on the Teaching of Foreign Languages.

** Reviews are required to be conducted on a periodic basis. Therefore, this time period may be changed to accommodate individual school district needs.*

- C. All students must satisfactorily complete the following required Graduation Standards in accordance with the standards developed by the Minnesota Department of Education (MDE):
 - 1. Minnesota Academic Standards, Language Arts K-12;
 - 2. Minnesota Academic Standards, Mathematics K-12;
 - 3. Minnesota Academic Standards, Science K-12;
 - 4. Minnesota Academic Standards, Social Studies K-12; and
 - 5. Minnesota Academic Standards, Physical Education K-12.
- D. State standards in the Arts K-12 are available, or school districts may choose to develop their own standards.
- E. The academic standards for language arts, mathematics, and science apply to all students except the very few students with extreme cognitive or physical impairments for whom an IEP team has determined that the required academic standards are inappropriate. An IEP team that makes this determination must establish alternative standards.

VIII. EARLY GRADUATION

Students may be considered for early graduation, as provided for within Minn. Stat. § 120B.07, upon meeting the following conditions:

- A. All course or standards and credit requirements must be met;
- B. The principal or designee shall conduct an interview with the student and parent or guardian, familiarize the parties with opportunities available in post-secondary education, and arrive at a timely decision; and
- C. The principal's decision shall be in writing and may be subject to review by the superintendent and school board.

Legal References: Minn. Stat. § 120B.02 (Educational Expectations for Minnesota's Students)
Minn. Stat. § 120B.018 (Definitions)
Minn. Stat. § 120B.021 (Required Academic Standards)
Minn. Stat. § 120B.023 (Benchmarks)

Minn. Stat. § 120.024 (Graduation Requirements; Course Credits)
Minn. Stat. § 120B.07 (Early Graduation)
Minn. Stat. § 120B.11 (School District Process)
Minn. Stat. § 120B.125 (Planning for Students' Successful Transition to Postsecondary Education and Employment; Involuntary Career Tracking Prohibited)
Minn. Stat. § 120B.30 (Statewide Testing and Reporting System)
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 3501.1300-3501.1345 (Academic Standards for Social Studies)
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 614 (School District Testing Plan and Procedure)
Policy 615 (Testing Accommodations, Modifications, and Exemptions for IEPs, Section 504 Plans, and LEP Students)
Policy 616 (School District System Accountability)

Adopted: January 22, 2007

Revised: August 5, 2013

615 TESTING ACCOMMODATIONS, MODIFICATIONS, AND EXEMPTIONS FOR IEPs, SECTION 504 PLANS, AND LEP STUDENTS

I. PURPOSE

The purpose of the policy is to provide adequate opportunity for students identified as having individualized education program (IEP), Rehabilitation Act of 1973, § 504 (504) accommodation **plan**, or **limited English proficiency (LEP) English Learner (EL)** needs to **meet the graduation requirements of basic skills testings and graduation required assessments for diploma (GRAD) tests** **participate in statewide assessment systems designed to hold schools accountable for the academic performance of all students.**

II. GENERAL STATEMENT OF POLICY

~~A. The school district will utilize the existing annual review of IEPs or 504 accommodation plans to review, on a case-by-case basis, the extent of student participation in basic standards testing and GRAD testing. For students subject to GRAD testing, the student's IEP or 504 accommodation plan must identify one of the following decisions for each subject area of GRAD:~~

- ~~1. the student is expected to achieve the statewide standard with or without testing accommodations resulting in a "pass" or "p" notation on the record when achieving a passing score; or~~
- ~~2. the student is expected to achieve the statewide standard at an individually modified level of difficulty, resulting in a "pass" or "p" notation on the record when achieving the modified level. A Minnesota alternative assessment must be used when an IEP team chooses to replace the GRAD. Adoption of modifications for a student must occur concurrently with the adoption of transition goals and objectives as required by Minn. Stat. § 125A.08(a)(1). The IEP or 504 accommodation plan must define an appropriate assessment of the statewide standard at a modified level of difficulty. Achievement of the individually modified standard shall be certified only through documented student performance of the defined assessment.~~

~~Students subject to GRAD testing also must be tested under standard conditions as specified by the developer of the test except those students whose IEP or 504 accommodation plan specifies other decisions consistent with the above stated requirements.~~

~~B. Students with LEP needs must be identified and accommodations made for students subject to basic skills testing. Students subject to GRAD testing are required to pass the GRAD if they have been enrolled in any Minnesota school for at least four consecutive years. An English language learner (ELL) student who first enrolls in a Minnesota school in grade 9 or above who completes the coursework and any other state and district requirements to graduate within a four-year period is not required to pass the GRAD.~~

A. Minnesota Test of Academic Skills (MTAS)

1. The school district will utilize the existing annual review of IEPs or 504 plans to review, on a case-by-case basis, and determine how a student with a disability will participate in statewide testing.
2. Participation decisions will be made separately for mathematics, reading, and science. The assessment options are the Minnesota Comprehensive Assessment (MCA) and the MTAS.
3. Eligibility Requirements

a. The following requirements must be met for a student with a significant cognitive disability to be eligible for the MTAS:

- (1) The IEP team must consider the student's ability to access the MCA, with or without accommodations;
- (2) The IEP must review the student's instructional program to ensure that the student is receiving instruction linked to the general education curriculum to the extent appropriate. If instruction is not linked to the general education curriculum, the IEP team must review the student's goals and determine how access to the general curriculum will be provided;
- (3) The IEP team determined the student's cognitive functioning to be significantly below age expectations. The team also determined that the student's disability has a significant impact on his or her ability to function in multiple environments, including home, school, and community;
- (4) The IEP team determined that the student needs explicit and intensive instruction and/or extensive supports in multiple settings to acquire, maintain, and generalize academic and life skills in order to actively participate in school, work, home, and community environments;
- (5) The IEP team must document, in the IEP, reasons the MCA is or is not an appropriate measure of the student's academic progress and how the student would participate in statewide testing.

- b. MTAS participation decisions must not be made on the following factors:
 - (1) Student's disability category;
 - (2) Placement;
 - (3) Participation in a separate, specialized curriculum;
 - (4) An expectation that the student will receive a low score on the MCA;
 - (5) Language, social, cultural, or economic differences;
 - (6) Concern for accountability calculations.

B. Alternate ACCESS for ELs

- 1. The school district will utilize the existing annual review of IEPs or 504 plans to review, on a case-by-case basis, and determine how an identified EL student with a disability will participate in statewide testing.
- 2. Eligibility Requirements
 - a. The student must be identified as EL in MARSS in order to take an English language proficiency assessment.
 - b. The student must have a significant cognitive disability. If the student has been identified as eligible to take the MTAS in mathematics, reading, or science, the student meets this criterion.
 - c. For students in grades that the MTAS is not administered:
 - (1) the student must have cognitive functioning significantly below age level;
 - (2) the student's disability must have a significant impact on his or her ability to function in multiple environments, including home, school, and community; and
 - (3) the student needs explicit and intensive instruction and/or extensive supports in multiple settings to acquire, maintain, and generalize academic and life skills in order to actively participate in school, work, home, and community environments.
 - d. The IEP team must consider the student's ability to access the ACCESS, with or without accommodations.

- e. The IEP team must document, in the IEP, reasons the MCA is or is not an appropriate English language proficiency assessment for the student.
3. Alternate ACCESS participation decisions must not be made on the following factors:
- a. Student’s disability category;
 - b. Participation in a separate, specialized curriculum;
 - c. Current level of English language proficiency;
 - d. The expectation that the student will receive a low score on the ACCESS for ELs;
 - e. Language, social, cultural, or economic differences;
 - f. Concern for accountability calculations.

C. EL Students New to the United States

EL students new to the United States will take all assessments, including all academic assessments (math, reading, and science), as well as the English Language Proficiency Assessment (ACCESS).

III. DEFINITION OF TERMS

See the current “Procedures Manual for the Minnesota Assessments” which ~~can be found on~~ **is produced by** the Minnesota Department of Education’s (MDE’s) Minnesota Assessments, ~~General Resources, website at:~~ http://www.mnstateassessments.org/resources/Manuals/2011-2_Procedures_Manual.pdf and available through minnesotapearsonaccessnext.com.

IV. GRANTING AND DOCUMENTING ACCOMMODATIONS, MODIFICATIONS, OR EXEMPTIONS FOR ~~BASIC SKILLS AND GRAD~~ TESTING

See Chapter 5 of the current “Procedures Manual for the Minnesota Assessments” which ~~can be found on MDE’s Minnesota Assessments, General Resources, website at:~~ http://www.mnstateassessments.org/resources/Manuals/2011-2_Procedures_Manual.pdf and **2017-18 Guidelines for Administration of Accommodations and Linguistic Supports** (http://minnesota.pearsonaccessnext.com/resources/resources-training/manuals/GuidelinesforAccommandLS_2018.pdf).

V. RECORDS

All test accommodations, modifications, or exemptions shall be reported to the school district test administrator. The school district test administrator shall be responsible for

keeping a list of all such test accommodations, modifications, and exemptions for school district audit purposes. Testing results will be documented and reported.

Legal References: Minn. Stat. § 120B.11 (School District Process)
Minn. Stat. § 120B.30 (Statewide Testing and Reporting System)
Minn. Stat. § 125A.08(a)(1) (Individualized Education Programs)
Minn. Rules Parts 3501.0505-3501.0655 (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 3501.1300-3501.1345 (Academic Standards for Social Studies)
Minn. Rules Parts 3501.1400-3501.1410 (Academic Standards for Physical Education)
Eligibility Requirements for the Minnesota Test of Academic Skills (MTAS), <https://education.mn.gov/mdeprod/groups/educ/documents/hiddencontent/mdaw/mda2/~edisp/006087.pdf>
Alternate ACCESS for ELLs Participation Guidelines, <https://education.mn.gov/mdeprod/groups/educ/documents/hiddencontent/mdaw/mdq5/~edisp/049763.pdf>

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 616 (School District System Accountability)

Adopted: February 9, 2004

Revised: March 19, 2007

619 STAFF DEVELOPMENT FOR ACADEMIC STANDARDS

I. PURPOSE

The purpose of this policy is to establish opportunities for staff development which advance the staff's ability to work effectively with the ~~Academic Standards~~ **Graduation Assessment Requirements** and with students as they progress to achievement of those ~~Academic Standards~~ **Graduation Assessment Requirements** and meet the requirements of the ~~No Child Left Behind Act~~ **federal law**.

II. GENERAL STATEMENT OF POLICY

The school district is committed to developing staff policies and processes for continuous improvement of curriculum, instruction and assessment to ensure effective implementation of the ~~Academic Standards~~ **Graduation Assessment Requirements** and the ~~No Child Left Behind Act~~ **federal law** at all levels.

III. STANDARDS FOR STAFF DEVELOPMENT

- A. The ~~District Staff Development~~ **Advisory** Committee (the "Committee") for **Comprehensive Continuous Improvement of Student Achievement (Committee)** shall address the needs of all staff in prioritizing staff development which will ensure effective implementation of the ~~Academic Standards~~ **Graduation Assessment Requirements** and the ~~No Child Left Behind Act~~ **federal law** at all levels. The Committee will advise the school board on the planning of staff development opportunities.
- B. The school district shall place a high priority on staff development including activities, programs, and other efforts to implement the ~~Academic Standards~~ **Graduation Assessment Requirements** effectively and to upgrade that implementation continuously.
- C. Staff development plans for the school district shall address identified needs for ~~Academic Standards~~ **Graduation Assessment Requirements** implementation throughout all levels of the school district programs.
- D. In service, staff meeting, and district and building level staff development plans and programs shall focus on improving implementation of the ~~Academic Standards~~ **Graduation Assessment Requirements** at all levels for all students, including those with special needs.

IV. TRAINING AND PROFESSIONAL DEVELOPMENT

- A. Paraprofessionals. The school district will provide each paraprofessional who assists a licensed teacher in providing student instruction with initial training. Such training will include training in emergency procedures, confidentiality, vulnerability, reporting obligations, discipline, policies, roles and responsibilities, and building orientation. Training will be provided within the first 60 days a paraprofessional begins supervising or working with students.

Additionally, with regard to paraprofessionals providing support to special education students, the school district will ensure that annual training opportunities are required to enable the paraprofessional to further develop the knowledge and skills that are specific to the students with whom the paraprofessional works, including understanding disabilities, the unique and individual needs of each student according to the student's disability and how the disability affects the student's education and behavior, following lesson plans, and implementing follow-up instructional procedures and activities.

B. Teachers/Administrators

1. The school district will provide high quality and ongoing professional development activities as required by state and federal laws.
2. ~~The school district shall assign an administrator to serve as a highly objective uniform state standard of evaluation ("HOUSSE") reviewer. The administrator shall meet with teachers and, where appropriate, certify the teacher's application for highly qualified status.~~

Legal References: Minn. Stat. § 120B.02(Educational expectations for Minnesota's students.)
Minn. Stat. § 120B.11 (School District Process)
Minn. Stat. § 120B.363 (Credential for Education Paraprofessionals)
Minn. Stat. § 122A.16 (Qualified Teacher Defined)
Minn. Stat. § 122A.60 (Staff Development 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)

Cross References: Policy 104 (School District Mission Statement)

Policy 601 (School District Curriculum and Instruction Goals)
Policy 613 (Graduation Requirements)
Policy 616 (School District System Accountability)

Adopted: February 9, 2004

Revised: October 13, 2008

624 ON-LINE LEARNING OPTIONS

I. PURPOSE

The purpose of this policy is to recognize and govern on-line learning options of students enrolled in the school district for purposes of compulsory attendance **and address enrollment of students with an online learning provider for supplemental or full-time online learning.**

II. GENERAL STATEMENT OF POLICY

- A. The school district shall not prohibit an enrolled student from applying to enroll in on-line learning.
- B. The school district shall grant academic credit for completing the requirements of an on-line learning course or program.
- C. The school district shall allow an on-line learning student to have the same access to the computer hardware and education software available in the school district as all other students in the school district. **An online learning provider must assist an online learning student whose family qualifies for education tax credit to acquire computer hardware and educational software for online learning purposes.**
- D. The school district shall continue to provide non-academic services to on-line learning students.
- E. On-line learning students may participate in the extracurricular activities of the school district on the same basis as other enrolled students.
- ~~F. To the extent the school district provides curriculum to resident students that has both physical and electronic components, the school district must make the electronic component accessible to a resident student in a home school at the request of the student or the student's parent or guardian, provided that the school district does not incur more than an incidental cost as a result of providing access electronically.~~

III. DEFINITIONS

- ~~A. "Full-time online provider" means an enrolling school authorized by the Minnesota Department of Education (MDE) to deliver comprehensive public~~

education at any or all of the elementary, middle, or high school levels.

- ~~B. “On-line learning” is an interactive course or program that delivers instruction from a teacher to a student by computer, is combined with other traditional delivery methods that include frequent student assessment and may include actual teacher contact time, and meets or exceeds state academic standards.~~
- ~~C. “On-line learning student” is a student enrolled in the school district for purposes of compulsory attendance and enrolled in an on-line learning course or program delivered by an authorized provider.~~
- ~~D. “On-line learning provider” is another school district, an intermediate school district, or an organization of two or more school districts operating under a joint powers agreement, or a charter school located in Minnesota that provides on-line learning to students.~~
- ~~E. “Supplemental online learning” means an online course taken in place of a course period during the regular school day at a local district school.~~
- A. “Blended learning” is a form of digital learning that occurs when a student learns part time in a supervised physical setting and part time through digital delivery of instruction, or a student learns in a supervised physical setting where technology is used as a primary method to deliver instruction.
- B. “Digital learning” is learning facilitated by technology that offers students an element of control over the time, place, path, or pace of their learning and includes blended and online learning.
- C. “Enrolling district” means the school district or charter school in which a student is enrolled under Minn. Stat. § 120A.22, Subd. 4, for purposes of compulsory education.
- D. “Full-time online learning provider” means an enrolling school authorized by the Minnesota Department of Education (MDE) to deliver comprehensive public education at any or all of the elementary, middle, or high school levels.
- E. “Online learning course syllabus” is a written document that an online learning provider transmits to the enrolling school district using a format prescribed by the Commissioner of MDE (Commissioner) to identify the state academic standards embedded in an online learning course, the course content outline, required course assessments, expectations for actual teacher contact time, and other student-to-teacher communications, and the academic support available to the online learning student.
- F. “Online learning” is a form of digital learning delivered by an approved online learning provider under Paragraph III.H.

- G. “Online learning student” is a student enrolled in an online learning course or program delivered by an authorized online learning provider.
- H. “Online learning provider” is a school district, an intermediate school district, or an organization of two or more school districts operating under a joint powers agreement, or a charter school located in Minnesota that provides online learning to students and is approved by MDE to provide online learning courses.
- I. “Student” is a Minnesota resident enrolled in a public school, a nonpublic school, church or religious organization, or home school in which a child is provided instruction in compliance with Minn. Stat. §§ 120A.22 and 120A.24.
- J. “Supplemental online learning” means an online learning course taken in place of a course period at a local district school.

IV. PROCEDURES

A. Dissemination and Receipt of Information

1. The school district shall make available information about on-line learning to all interested people. The school district may utilize the list of approved on-line learning providers and on-line learning courses and programs developed, published, and maintained by MDE the Minnesota Department of Education at the following site: http://education.state.mn.us/mde/Academic_Excellence/School_Choice/Public_School_Choice/Online_Learning/001909.html.
2. The school district will receive and maintain information provided to it by on-line learning providers.
3. The online learning provider must report or make available information on an individual student’s progress and accumulated credit to the student, the student’s parent, and the enrolling district in a manner specified by the Commissioner unless the enrolling district and the online learning provider agree to a different form of notice and notify the Commissioner.
4. The enrolling district must designate a contact person to help facilitate and monitor the student’s academic progress and accumulated credits toward graduation.

B. Students Enrollment

1. A student may apply for full-time enrollment in an approved online learning program ~~or for supplemental online learning~~. The student must have the written consent of a parent or guardian to do so if the student is under eighteen (18) years of age.

2. The student and the student's parents must submit an application to the online learning provider and identify the reason for enrolling in online learning. The An online learning provider that accepts a student under this section must within ten days notify the student and the enrolling district and the school district in writing within ten days if the school enrolling district is not the online learning provider. The student and family the student's parent must notify the online learning provider of their student's intent to enroll in online learning within ten days of being accepted, at which time the student and the student's parent must sign a statement of assurance indicating that they have reviewed the online course or program and understand the expectations of enrolling in online learning enrollment. The online learning provider must notify the school district of the student's enrollment in online learning in writing on use a form provided by MDE to notify the enrolling district of the student's application to enroll in online learning.
3. The Supplemental online learning notification notice to the enrolling school district upon student enrollment in the online learning program will include the courses or program, credits to be awarded, the start date of online enrollment, and confirmation that the courses will meet the student's graduation plan. A student may enroll in supplemental online learning courses up to the midpoint of the school district's term. The school district may waive this requirement for special circumstances and upon acceptance by the online learning provider. when a student applies to the online learning provider will include the courses or program, credits to be awarded, and the start date of the online learning course or program. An online learning provider must make available the supplemental online learning course syllabus to the enrolling district. Within 15 days after the online learning provider makes information in this paragraph available to the enrolling district, the enrolling district must notify the online learning provider whether the student, the student's parent, and the enrolling district agree or disagree that the course meets the enrolling district's graduation requirements. A student may enroll in a supplemental online learning course up to the midpoint of the school district's term. The school district may waive this requirement for special circumstances with the agreement of the online learning provider.
4. An online learning student may enroll in supplemental online learning courses during a single school year to a maximum of 50 percent of the student's full schedule of courses per term. A student may exceed the supplemental online learning registration limit if the school district grants permission for supplemental online learning enrollment above the limit, or if an agreement is made between the school district and the online learning provider for instructional services. To enroll in more than 50 percent of the student's full schedule of courses per term in online learning, the student must qualify to exceed the supplemental online learning registration limit or apply for enrollment to an approved full-time online learning program following appropriate procedures in Paragraph IV.B.2.

~~above. Full-time online learning students may enroll in classes at a local school per contract for instructional services between the online learning provider and the school district. An online learning course or program that meets or exceeds a graduation standard or the grade progression requirement of the enrolling district as described in the provider's online learning course syllabus meets the corresponding graduation requirements applicable to the student in the enrolling district. If the enrolling district does not agree that the course or program meets its graduation requirements, then the enrolling district must make available an explanation of its decision to the student, the student's parent, and the online learning provider; and the online learning provider may make available a response to the enrolling district, showing how the course or program meets the graduation requirements of the enrolling district.~~

5. ~~An online learning student may complete course work at a grade level that is different from the student's current grade level~~ enroll in supplemental online learning courses equal to a maximum of 50 percent of the student's full schedule of courses per term during a single school year, and the student may exceed the supplemental online learning registration limit if the enrolling district permits for supplemental online learning enrollment above the limit or if the enrolling district and the online learning provider agree to the instructional services. To enroll in more than 50 percent of the student's full schedule or courses per term in online learning, the student must qualify to exceed the supplemental online learning registration limit or apply to enroll in an approved full-time online learning program consistent with Paragraph IV.B.2. above. Full-time online learning students may enroll in classes at a local school under a contract for instructional services between the online learning provider and the school district.
6. An online learning student may complete course work at a grade level that is different from the student's current grade level.
7. An online learning student may enroll in additional courses with the online learning provider under a separate agreement that includes terms for payment of any tuition or course fees.

C. Classroom Membership and Teacher Contact Time

1. The ~~school~~ enrolling district may reduce an on-line learning student's regular classroom instructional membership in proportion to the student's membership in on-line learning courses.
2. The school district may reduce the course schedule of an online learning student in proportion to the number of online learning courses the student takes from an online learning provider other than the school district.
3. A teacher with a Minnesota license must assemble and deliver instruction

to enrolled students receiving online learning from an enrolling district. The delivery of instruction occurs when the student interacts with the computer or the teacher and receives ongoing assistance and assessment of learning. The instruction may include curriculum developed by persons other than a teacher with a Minnesota license.

4. The online learning provider, other than a digital learning provider offering digital learning to its enrolled students only under Minn. Stat. § 124D.095, Subd. 4(d), must give the Commissioner written assurance that all courses meet state academic standards and the online learning curriculum, instruction, and assessment expectations for actual teacher contact time or other student-teacher communications and academic support meet nationally recognized standards and are described as such in an online learning course syllabus that meets the Commissioner's requirements.

D. Academic Credit; Graduation Standards or Requirements

1. The school district shall apply the same graduation requirements to all students, including online learning students.
2. The school district shall use the same criteria for accepting online learning credits or courses as it does for accepting credits or courses for nonresident transfer students under Minnesota law.
- ~~3. An online learning provider must make available to the school district the course syllabus, standard alignment, content outline, assessment requirements, and contact information for supplemental online courses taken by school district students.~~
3. The school district may challenge the validity of a course offered by an on-line learning provider. Such a challenge will be filed with the Minnesota Department of Education.
4. The school district shall count secondary credits granted to an on-line learning student toward its graduation and credit requirements.
5. If a student completes an online learning course or program that meets or exceeds a graduation standard or grade progression requirement at the school district, that standard or requirement will be met.
6. Weighted grades will also be applicable if the school district has adopted a policy to offer weighted grades.

Legal References: Minn. Stat. § 120A.22 (Compulsory Instruction)
Minn. Stat. § 120A.24 (Reporting)
Minn. Stat. § 123B.42 Subd. 1a (Curriculum, Electronic Components)

Minn. Stat. § 124D.03 (Enrollment Options Program)
Minn. Stat. § 124D.09 (Post-Secondary Enrollment Options Act)
Minn. Stat. § 124D.095 (On-Line Learning Option Act)

Cross References: MSBA/MASA Model Policy 509 (Enrollment of Nonresident Students)
MSBA/MASA Model Policy 605 (Alternative Programs)
MSBA/MASA Model Policy 608 (Instructional Services – Special Education)
MSBA/MASA Model Policy 613 (Graduation Requirements)
MSBA/MASA Model Policy 620 (Credit for Learning)

Adopted: February 9, 2004

Revised: April 18, 2013

604 INSTRUCTIONAL CURRICULUM

I. PURPOSE

The purpose of this policy is to provide for the development of course offerings for students.

II. GENERAL STATEMENT OF POLICY

- A. Instruction must be provided in at least the following subject areas:
1. Language arts and basic communication skills including reading and writing, literature, and fine arts;
 2. Mathematics and science;
 3. Social studies, including history, geography, economics, government, and citizenship; that includes civics (see II.1);
 4. Health and physical education;
 5. The arts;
 6. Career and technical education; and
 7. World languages.
- B. The basic instructional program shall include all courses required for each grade level by the Minnesota Department of Education (MDE) and all courses required in all elective subject areas. The instructional approach will be nonsexist and multicultural.
- C. Elementary and middle schools shall offer at least three, and require at least two, of the following four art areas: dance, music, theater, and visual arts. High schools shall offer at least three, and require at least one, of the following five art areas: media arts, dance, music, theater, and visual arts.
- D. The school board, at its discretion, may offer additional courses in the instructional program at any grade level.
- E. Each instructional program shall be planned for optimal benefit taking into consideration the financial condition of the school district and other relevant factors. Each program plan should contain goals and objectives, materials,

minimum student competency levels, and methods for student evaluation.

- F. The superintendent shall have discretionary authority to develop guidelines and directives to implement school board policy relating to instructional curriculum.
- G. The school district will provide onetime cardiopulmonary resuscitation (CPR) and automatic external defibrillator (AED) instruction as part of its grade 7 to 12 curriculum for all students in that grade beginning in the 2014-2015 school year and later.
 - 1. In the school district's discretion, training and instruction may result in CPR certification.
 - 2. CPR and AED instruction must include CPR and AED training that have been developed:
 - a. by the American Heart Association or the American Red Cross and incorporate psychomotor skills to support the instruction; or
 - b. using nationally recognized, evidence-based guidelines for CPR and incorporate psychomotor skills to support the instruction. "Psychomotor skills" means hands-on practice to support cognitive learning; it does not mean cognitive-only instruction and training.
 - 3. The school district may use community members such as emergency medical technicians, paramedics, police officers, firefighters, and representatives of the Minnesota Resuscitation Consortium, the American Heart Association, or the American Red Cross, among others, to provide instruction and training.
 - 4. A school administrator may waive this curriculum requirement for a high school transfer student regardless of whether or not the student previously received instruction under this section, an enrolled student absent on the day the instruction occurred under this section, or an eligible student who has a disability.
- H. The school district shall assist all students by no later than grade 9 to explore their educational college and career interests, aptitudes, and aspirations and develop a plan for a smooth and successful transition to postsecondary education or employment. All students' plans must:
 - 1. provide a comprehensive plan to prepare for and complete career and college-ready curriculum by meeting state and local academic standards and developing career and employment-related skills such as team work, collaboration, creativity, communication, critical thinking, and good work habits;
 - 2. emphasize academic rigor and high expectations and inform the student

and the student's parent or guardian, if the student is a minor, of the student's achievement level score on the Minnesota Comprehensive Assessments that are administered during high school;

3. help students identify interests, aptitudes, aspirations, and personal learning styles that may affect their career and college-ready goals and postsecondary education and employment choices;
4. set appropriate career and college-ready goals with timelines that identify effective means for achieving those goals;
5. help students access education and career options;
6. integrate strong academic content into career-focused courses and applied and experiential learning opportunities and integrate relevant career-focused courses and applied and experiential learning opportunities into strong academic content;
7. help identify and access appropriate counseling and other supports and assistance that enable students to complete required coursework, prepare for postsecondary education and careers, and obtain information about postsecondary education costs and eligibility for financial aid and scholarship;
8. help identify collaborative partnerships among pre-kindergarten through grade 12 schools, postsecondary institutions, economic development agencies, and local and regional employers that support students' transitions to postsecondary education and employment and provide students with applied and experiential learning opportunities; and
9. be reviewed and revised at least annually by the student, the student's parent or guardian, and the school district to ensure that the student's course-taking schedule keeps the student making adequate progress to meet state and local academic standards and high school graduation requirements and with a reasonable chance to succeed with employment or postsecondary education without the need to first complete remedial course work.

The school district may develop grade-level curricula or provide instruction that introduces students to various careers, but must not require any curriculum, instruction, or employment-related activity that obligates an elementary or secondary student to involuntarily select or pursue a career, career interest, employment goals, or related job training.

Educators must possess the knowledge and skills to effectively teach all English learners in their classrooms. School districts must provide appropriate curriculum, targeted materials, professional development opportunities for educators, and sufficient resources to enable English learners to become career

and college-ready.

When assisting students in developing a plan for a smooth and successful transition to postsecondary education and employment, school districts must recognize the unique possibilities of each student and ensure that the contents of each student's plan reflect the student's unique talents, skills, and abilities as the student grows, develops, and learns.

If a student with a disability has an Individualized Education Program (IEP) or standardized written plan that meets the plan components herein, the IEP satisfies the requirement, and no additional transition plan is needed.

Students who do not meet or exceed the 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 the compulsory attendance law. A student's plan under this provision shall continue while a student is enrolled.

- I. A student enrolled in a public school must correctly answer at least 30 of 50 civics test questions. A school or district may record on a student's transcript that the student answered at least 30 of 50 civics test questions correctly.
 1. "Civics test questions" means 50 of the 100 questions that, as of January 1, 2015, United States citizenship and immigration services officers use to select the questions they pose to applicants for naturalization so the applicants can demonstrate their knowledge and understanding of the fundamentals of United States history and government, as required by federal law. The Learning Law and Democracy Foundation, in consultation with Minnesota civics teachers, must select by July 1 each year 50 of the 100 questions under this paragraph to serve as the state's civics test questions for the proximate school year and immediately transmit the 50 selected civics test questions to MDE and to the Legislative Coordinating Commission, which must post the 50 questions it receives on the Minnesota's Legacy website by August 1 of that year.
 2. A school or district may exempt a student with disabilities from this requirement if the student's IEP team determines the requirement is inappropriate and establishes an alternative requirement.
 3. A school or district may administer the civics test questions in a language other than English to students who qualify for English learner services.
 4. Schools and districts may administer civics test questions as part of the social studies curriculum.
 5. A district must not prevent a student from graduating or deny a student a high school diploma for failing to correctly answer at least 30 of 50 civics

test questions.

6. The school district cannot charge a fee related to this requirement.

Legal References: Minn. Stat. § 120A.22 (Compulsory Instruction)
Minn. Stat. § 120B.021 (Required Academic Standards)
Minn. Stat. § 120B.022 (Elective Standards)
Minn. Stat. § 120B.125 (Planning for Students’ Successful Transition to Postsecondary Education and Employment; Involuntary Career Tracking Prohibited)
Minn. Stat. § 120B.234 (Child Sexual Abuse Prevention Education)
Minn. Stat. § 120B.236 (Cardiopulmonary Resuscitation and Automatic External Defibrillator Instruction)

Cross References: Policy 603 (Curriculum Development)
Policy 605 (Alternative Programs)

Adopted: February 9, 2004

Revised: August 2, 2010

612.1 DEVELOPMENT OF PARENT AND FAMILY ENGAGEMENT POLICIES FOR TITLE I PROGRAMS

I. PURPOSE

The purpose of this policy is to encourage and facilitate involvement by parents of students participating in Title I in the educational programs and experiences of students. The policy shall provide the framework for organized, systematic, ongoing, informed and timely parental involvement in relation to decisions about the Title I services within the school district. The involvement of parents by the school district shall be directed toward both public or private school children whose parents are school district residents or whose children attend school within the boundaries of the school district.

II. GENERAL STATEMENT OF POLICY

- A. The policy of the school district is to plan and implement, with meaningful consultation with parents of participating children, programs, activities and procedures for the engagement of parents and families in its Title I programs.
- B. The policy of the school district is to fully comply with 20 U.S.C. § 6318 which requires the school district to develop jointly with, agree upon with, and distribute to parents of children participating in Title I programs written parent and family engagement policies.

III. DEVELOPMENT OF THE DISTRICT/SCHOOL PLAN

The school board will direct the administration to develop jointly with, and agree upon with, and distribute to parents and family members of participating children a written parent and family engagement policy that will be incorporated into the school district's Title I plan. The policy will establish the expectations for meaningful parent and family involvement and describe how the school district will:

- A. Involve parents and family members in the joint development of the school district's Title I plan and the development of support and improvement plans;
- B. Provide the coordination, technical assistance, and other support necessary to assist and build the capacity of all participating schools within the school district in planning and implementing effective parent and family involvement activities to improve student academic achievement and school performance, which may include meaningful consultation with employers, business leaders, and philanthropic organizations, or individuals with expertise in effectively engaging parents and family members in education;

- C. Coordinate and integrate parent and family engagement strategies with similar strategies, to the extent feasible and appropriate, with other relevant federal, state, and local laws and programs;
- D. Conduct, with the meaningful involvement of parents and family members, an annual evaluation of the content and effectiveness of the parent and family engagement policy in improving the academic quality of the schools served, including identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, disabled, have limited English proficiency, have limited literacy, or who are of a racial or ethnic minority background); the needs of parents and family members to assist with the learning of their children, including engaging with school personnel and teachers; and strategies to support successful school and family interactions;
- E. Use the findings of such evaluations to design evidence-based strategies for more effective parental involvement and to revise, if necessary, the district-level and school-level parent and family engagement policies; and
- F. Involve parents in the activities of the schools, which may include establishing a parent advisory board comprised of a sufficient number and representative group of parents or family members served by the school district to adequately represent the needs of the population served by the school district for the purposes of developing, revising, and reviewing the parent and family engagement policy.

IV. DEVELOPMENT OF SCHOOL LEVEL POLICY

The school board will direct the administration of each school to develop (or amend an existing parental involvement policy) jointly with, and distribute to, parents and family members of participating children a written parent and family engagement policy, agreed upon by such parents and families, that shall describe the means for carrying out the federal requirements of parent and family engagement. Parents shall be notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand. Such policy shall be made available to the local community and updated periodically to meet the changing needs of parents and the school.

- A. The policy will describe the means by which each school with a Title I program will:
 - 1. Convene an annual meeting, at a convenient time, to which all parents of participating children shall be invited and encouraged to attend, to inform parents of their school's participation in Title I programs, and to explain to parents of participating children the program, its requirements, and their right to be involved;
 - 2. Offer a flexible number of meetings, such as meetings in the morning or evening, and may provide with Title I funds transportation, child care, or home visits, as such services relate to parental involvement;

3. Involve parents in an organized, ongoing, and timely way in the planning, review, and improvement of the parental involvement programs, including the planning, review, and improvement of the school parent and family engagement policy and the joint development of the school-wide program plan, except that if a school has in place a process for involving parents in the joint planning and design of the school's programs, the school may use that process, if such process includes an adequate representation of parents of participating children;
 4. Provide parents of participating children with: timely information about Title I programs; a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of the challenging state academic standards; if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible; and
 5. If the school-wide program plan is not satisfactory to the parents of participating children, submit any parent's comments on the plan when it is submitted to the school district.
- B. As a component of this policy, each school shall jointly develop with parents a school/parent compact which outlines how parents, staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the state's high standards. The compact shall:
1. Describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables participating students to meet state student academic achievement standards;
 2. Describe the ways each parent will be responsible for supporting his or her child's learning by volunteering in his or her child's classroom and participating, as appropriate, in decisions relating to his or her child's education and use of extracurricular time.
 3. Address the importance of communication between teachers and parents on an on-going basis through the use of:
 - a. Annual parent-teacher conferences to discuss the compact and the child's achievement;
 - b. Frequent progress reports to the parents; and
 - c. Reasonable access to staff, opportunities to volunteer, participate in the child's class, and observe in the child's classroom.
 - d. Ensuring regular two-way, meaningful communication between

family members and school staff and, to the extent practicable, in a language that family members can understand.

- C. To ensure effective involvement of parents and to support a partnership among the school, parents, and community to improve student academic achievement, the policy will describe how each school and the school district will:
1. Provide assistance to participating parents in understanding such topics as the state's academic content standards and state academic achievement standards, state and local academic assessments, Title I requirements, and how to monitor a child's progress and work with educators to improve the achievement of their children;
 2. Provide materials and training to assist parents in working with their children to improve their children's achievement, such as training and using technology, as appropriate, to foster parental involvement;
 3. Educate school staff, with the assistance of parents, in the value and utility of contributions of parents and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and school;
 4. Coordinate and integrate parental involvement programs and activities with other federal, state, and local programs, including public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children to the extent feasible and appropriate;
 5. Ensure, to the extent practicable, that information about school and parent meetings, programs, and activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand; and
 6. Provide such other reasonable support for parental involvement activities as requested by parents.
- D. The policy will also describe the process to be taken if the school district and school choose to:
1. Involve parents in the development of training for school staff to improve the effectiveness of such training;
 2. Provide necessary literacy training with funds received under Title I programs if all other funding has been exhausted;
 3. Pay reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;

4. Train parents to enhance the involvement of other parents;
 5. Arrange meetings at a variety of times or conduct in-home conferences between teachers or other educators, who work directly with participating children, and parents who are unable to attend such conferences at school in order to maximize parental involvement and participation in school-related activities;
 6. Adopt and implement model approaches to improving parental involvement;
 7. Develop appropriate roles for community-based organizations and business in parental involvement activities; and
 8. Establish a district-wide parent advisory council to provide advice on all matters related to parental involvement in Title I programs.
- E. To carry out the requirements of parent and family engagement, the school district and schools, to the extent practicable, will provide opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports in a format and, to the extent practicable, in a language that is understandable by the parents.
- F. The school district and each school shall inform parents and parent organizations by informing such parents and parent organizations of the existence of family engagement in education programs.

The policies will be updated periodically to meet the changing needs of parents and the school.

Legal References: 20 U.S.C. § 6318 (Parent and Family Engagement)

Cross References:

Adopted: January 8, 2007

Revised: July 6, 2015

613 GRADUATION REQUIREMENTS

I. PURPOSE

The purpose of this policy is to set forth requirements for graduation from the school district.

II. GENERAL STATEMENT OF POLICY

The policy of the school district is that all students entering grade 8 in the 2012-2013 school year and later must demonstrate, as determined by the school district, their satisfactory completion of the credit requirements and their understanding of academic standards. The school district must adopt graduation requirements that meet or exceed state graduation requirements established in law or rule.

III. DEFINITIONS

- A. “Academic standard” means: (1) a statewide adopted expectation for student learning in the content areas of language arts, mathematics, science, social studies, physical education, or the arts, or (2) a locally adopted expectation for student learning in health, the arts, career and technical education, or world languages.
- B. “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.
- C. “Section 504 Accommodation” means the defined appropriate accommodations or modifications that must be made in the school environment to address the needs of an individual student with disabilities.
- D. “Individualized Education Program” or “IEP” means a written statement developed for a student eligible by law for special education and services.
- E. “English language learners” or “ELL” student means an individual whose first language is not English and whose test performance may be negatively impacted by lack of English language proficiency.

IV. DISTRICT ASSESSMENT COORDINATOR

The Director of Curriculum and Instruction shall be named the District Assessment Coordinator. Said person shall be in charge of all test procedures and shall bring recommendations to the school board annually for approval.

V. GRADUATION ASSESSMENT REQUIREMENTS

For students enrolled in grade 8 in the 2012-2013 school year and later, students' state graduation requirements, based on longitudinal, systematic approach to student education and career planning, assessment, instructional support, and evaluation, include the following:

- A. Achievement and career and college readiness in mathematics, reading, and writing, as measured against 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 the need for postsecondary remediation and which facilitates the monitoring of students' continuous development of and growth in requisite knowledge and skills; analysis of students' progress and performance levels, identification of students' academic strengths and diagnosis of areas where students require curriculum or instructional adjustments, targeted interventions, or remediation; and determination of students' learning and instructional needs and the instructional tools and best practices that support academic rigor for the student based on analysis of students' progress and performance data; and
- B. Consistent with this paragraph and Minn. Stat. § 120B.125 (*see Policy 604, Section II.H.*), age-appropriate exploration and planning activities and career assessments to encourage students to identify personally relevant career interests and aptitudes and help students and their families develop a regularly reexamined transition plan for postsecondary education or employment without need for postsecondary remediation.
- C. Based on appropriate state guidelines, students with an IEP may satisfy state graduation requirements by achieving an individual score on the state-identified alternative assessments.
- D. Students meeting the state graduation requirements under this section must receive targeted, relevant, academically rigorous, and resourced instruction which may include a targeted instruction and intervention plan focused on improving the student's knowledge and skills in core subjects so that the student has a reasonable chance to succeed in a career or college without need for postsecondary remediation.
- E. Students meeting the state graduation requirements under this section and who are students in grade 11 or 12 and who are identified as academically ready for a career or college are actively encouraged by the school district to participate in courses and programs awarding college credit to high school students. Students

are not required to achieve a specified score or level of proficiency on an assessment to graduate from high school.

- F. A student's progress toward career and college readiness must be recorded on the student's high school transcript.

VI. GRADUATION CREDIT REQUIREMENTS

Students beginning 8th grade in the 2012-2013 school year and later must successfully complete, as determined by the school district, the following high school level credits for graduation:

- A. Four credits of language arts sufficient to satisfy all academic standards in English language arts;
- B. Three credits of mathematics, including an algebra II credit or its equivalent, sufficient to satisfy all of the academic standards in mathematics.
- C. An algebra I credit by the end of 8th grade sufficient to satisfy all of the 8th grade standards in mathematics;
- D. Three credits of science, including at least: (a) one credit of biology; (b) one credit of chemistry or physics; and one elective credit of science. The combination of credits must be sufficient to satisfy (i) all of the academic standards in either chemistry or physics and (ii) all other academic standards in science;
- E. Three and one-half credits of social studies, encompassing at least United States history, geography, government and citizenship, world history, and economics sufficient to satisfy all of the academic standards in social studies;
- F. One credit in the arts sufficient to satisfy all of the state or local academic standards in the arts; and
- G. A minimum of seven elective credits.
- H. Credit equivalencies
 - 1. A one-half credit of economics taught in a school's agriculture education or business department may fulfill a one-half credit in social studies under Paragraph E., above, if the credit is sufficient to satisfy all of the academic standards in economics.
 - 2. An agriculture science or career and technical education credit may fulfill the elective science credit required under Paragraph D., above, if the credit meets the state physical science, life science, earth and space science, chemistry or physics academic standards or a combination of these academic standards as approved by the school district. An agriculture or career and technical

education credit may fulfill the credit in chemistry or physics required under Paragraph D., above, if the credit meets the state chemistry or physics academic standards as approved by the school district. A student must satisfy either all of the chemistry or physics academic standards prior to graduation. An agriculture science or career and technical education credit may not fulfill the required biology credit under Paragraph D., above.

3. A career and technical education credit may fulfill a mathematics or arts credit requirement under Paragraph B. or Paragraph F., above.
4. A computer science credit may fulfill a mathematics credit requirement under Paragraph B., above, if the credit meets state academic standards in mathematics.
5. A Project Lead the Way credit may fulfill a science or mathematics credit requirement under Paragraph B. or Paragraph D., above, if the credit meets the state academic standards in mathematics or science.

VII. GRADUATION STANDARDS REQUIREMENTS

A. All students must demonstrate their understanding of the following academic standards:

1. School District Standards, Health (K-12);
2. School District Standards, Career and Technical Education (K-12); and
3. School District Standards, World Languages (K-12).

B. Academic standards in health, world languages, and career and technical education will be reviewed on an annual basis.* A school district must use the current world languages standards developed by the American Council on the Teaching of Foreign Languages.

** Reviews are required to be conducted on a periodic basis. Therefore, this time period may be changed to accommodate individual school district needs.*

C. All students must satisfactorily complete the following required Graduation Standards in accordance with the standards developed by the Minnesota Department of Education (MDE):

1. Minnesota Academic Standards, Language Arts K-12;
2. Minnesota Academic Standards, Mathematics K-12;
3. Minnesota Academic Standards, Science K-12;
4. Minnesota Academic Standards, Social Studies K-12; and

5. Minnesota Academic Standards, Physical Education K-12.
- D. State standards in the Arts K-12 are available, or school districts may choose to develop their own standards.
 - E. The academic standards for language arts, mathematics, and science apply to all students except the very few students with extreme cognitive or physical impairments for whom an IEP team has determined that the required academic standards are inappropriate. An IEP team that makes this determination must establish alternative standards.

VIII. EARLY GRADUATION

Students may be considered for early graduation, as provided for within Minn. Stat. § 120B.07, upon meeting the following conditions:

- A. All course or standards and credit requirements must be met;
- B. The principal or designee shall conduct an interview with the student and parent or guardian, familiarize the parties with opportunities available in post-secondary education, and arrive at a timely decision; and
- C. The principal's decision shall be in writing and may be subject to review by the superintendent and school board.

Legal References: Minn. Stat. § 120B.02 (Educational Expectations for Minnesota's Students)
Minn. Stat. § 120B.018 (Definitions)
Minn. Stat. § 120B.021 (Required Academic Standards)
Minn. Stat. § 120B.023 (Benchmarks)
Minn. Stat. § 120.024 (Graduation Requirements; Course Credits)
Minn. Stat. § 120B.07 (Early Graduation)
Minn. Stat. § 120B.11 (School District Process)
Minn. Stat. § 120B.125 (Planning for Students' Successful Transition to Postsecondary Education and Employment; Involuntary Career Tracking Prohibited)
Minn. Stat. § 120B.30 (Statewide Testing and Reporting System)
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)
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 614 (School District Testing Plan and Procedure)
Policy 615 (Testing Accommodations, Modifications, and Exemptions for IEPs, Section 504 Plans, and LEP Students)
Policy 616 (School District System Accountability)

Adopted: January 22, 2007

Revised: August 5, 2013

615 TESTING ACCOMMODATIONS, MODIFICATIONS, AND EXEMPTIONS FOR IEPs, SECTION 504 PLANS, AND LEP STUDENTS

I. PURPOSE

The purpose of the policy is to provide adequate opportunity for students identified as having individualized education program (IEP), Rehabilitation Act of 1973, § 504 (504) accommodation plan, or English Learner (EL) needs to participate in statewide assessment systems designed to hold schools accountable for the academic performance of all students.

II. GENERAL STATEMENT OF POLICY

A. Minnesota Test of Academic Skills (MTAS)

1. The school district will utilize the existing annual review of IEPs or 504 plans to review, on a case-by-case basis, and determine how a student with a disability will participate in statewide testing.
2. Participation decisions will be made separately for mathematics, reading, and science. The assessment options are the Minnesota Comprehensive Assessment (MCA) and the MTAS.
3. Eligibility Requirements
 - a. The following requirements must be met for a student with a significant cognitive disability to be eligible for the MTAS:
 - (1) The IEP team must consider the student's ability to access the MCA, with or without accommodations;
 - (2) The IEP must review the student's instructional program to ensure that the student is receiving instruction linked to the general education curriculum to the extent appropriate. If instruction is not linked to the general education curriculum, the IEP team must review the student's goals and determine how access to the general curriculum will be provided;
 - (3) The IEP team determined the student's cognitive functioning to be significantly below age expectations. The

team also determined that the student's disability has a significant impact on his or her ability to function in multiple environments, including home, school, and community;

(4) The IEP team determined that the student needs explicit and intensive instruction and/or extensive supports in multiple settings to acquire, maintain, and generalize academic and life skills in order to actively participate in school, work, home, and community environments;

(5) The IEP team must document, in the IEP, reasons the MCA is or is not an appropriate measure of the student's academic progress and how the student would participate in statewide testing.

b. MTAS participation decisions must not be made on the following factors:

(1) Student's disability category;

(2) Placement;

(3) Participation in a separate, specialized curriculum;

(4) An expectation that the student will receive a low score on the MCA;

(5) Language, social, cultural, or economic differences;

(6) Concern for accountability calculations.

B. Alternate ACCESS for ELs

1. The school district will utilize the existing annual review of IEPs or 504 plans to review, on a case-by-case basis, and determine how an identified EL student with a disability will participate in statewide testing.

2. Eligibility Requirements

a. The student must be identified as EL in MARSS in order to take an English language proficiency assessment.

b. The student must have a significant cognitive disability. If the student has been identified as eligible to take the MTAS in mathematics, reading, or science, the student meets this criterion.

c. For students in grades that the MTAS is not administered:

- (1) the student must have cognitive functioning significantly below age level;
 - (2) the student’s disability must have a significant impact on his or her ability to function in multiple environments, including home, school, and community; and
 - (3) the student needs explicit and intensive instruction and/or extensive supports in multiple settings to acquire, maintain, and generalize academic and life skills in order to actively participate in school, work, home, and community environments.
- d. The IEP team must consider the student’s ability to access the ACCESS, with or without accommodations.
 - e. The IEP team must document, in the IEP, reasons the MCA is or is not an appropriate English language proficiency assessment for the student.
3. Alternate ACCESS participation decisions must not be made on the following factors:
- a. Student’s disability category;
 - b. Participation in a separate, specialized curriculum;
 - c. Current level of English language proficiency;
 - d. The expectation that the student will receive a low score on the ACCESS for ELs;
 - e. Language, social, cultural, or economic differences;
 - f. Concern for accountability calculations.

C. EL Students New to the United States

EL students new to the United States will take all assessments, including all academic assessments (math, reading, and science), as well as the English Language Proficiency Assessment (ACCESS).

III. DEFINITION OF TERMS

See the current “Procedures Manual for the Minnesota Assessments” which is produced by the Minnesota Department of Education and available through minnesotapearsonaccessnext.com.

IV. GRANTING AND DOCUMENTING ACCOMMODATIONS, MODIFICATIONS, OR EXEMPTIONS FOR TESTING

See Chapter 5 of the current “Procedures Manual for the Minnesota Assessments” and 2017-18 Guidelines for Administration of Accommodations and Linguistic Supports (http://minnesota.pearsonaccessnext.com/resources/resources-training/manuals/GuidelinesforAccommandLS_2018.pdf).

V. RECORDS

All test accommodations, modifications, or exemptions shall be reported to the school district test administrator. The school district test administrator shall be responsible for keeping a list of all such test accommodations, modifications, and exemptions for school district audit purposes. Testing results will be documented and reported.

Legal References: Minn. Stat. § 120B.11 (School District Process)
Minn. Stat. § 120B.30 (Statewide Testing and Reporting System)
Minn. Stat. § 125A.08(a)(1) (Individualized Education Programs)
Minn. Rules Parts 3501.0505-3501.0655 (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 3501.1300-3501.1345 (Academic Standards for Social Studies)
Minn. Rules Parts 3501.1400-3501.1410 (Academic Standards for Physical Education)
Eligibility Requirements for the Minnesota Test of Academic Skills (MTAS), <https://education.mn.gov/mdeprod/groups/educ/documents/hiddencontent/mdaw/mda2/~edisp/006087.pdf>
Alternate ACCESS for ELLs Participation Guidelines, <https://education.mn.gov/mdeprod/groups/educ/documents/hiddencontent/mdaw/mdq5/~edisp/049763.pdf>

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 616 (School District System Accountability)

Adopted: February 9, 2004

Revised: March 19, 2007

619 STAFF DEVELOPMENT FOR ACADEMIC STANDARDS

I. PURPOSE

The purpose of this policy is to establish opportunities for staff development which advance the staff's ability to work effectively with the Graduation Assessment Requirements and with students as they progress to achievement of those Graduation Assessment Requirements and meet the requirements of federal law.

II. GENERAL STATEMENT OF POLICY

The school district is committed to developing staff policies and processes for continuous improvement of curriculum, instruction and assessment to ensure effective implementation of the Graduation Assessment Requirements and federal law at all levels.

III. STANDARDS FOR STAFF DEVELOPMENT

- A. The Advisory Committee for Comprehensive Continuous Improvement of Student Achievement (Committee) shall address the needs of all staff in prioritizing staff development which will ensure effective implementation of the Graduation Assessment Requirements and federal law at all levels. The Committee will advise the school board on the planning of staff development opportunities.
- B. The school district shall place a high priority on staff development including activities, programs, and other efforts to implement the Graduation Assessment Requirements effectively and to upgrade that implementation continuously.
- C. Staff development plans for the school district shall address identified needs for Graduation Assessment Requirements implementation throughout all levels of the school district programs.
- D. In service, staff meeting, and district and building level staff development plans and programs shall focus on improving implementation of the Graduation Assessment Requirements at all levels for all students, including those with special needs.

IV. TRAINING AND PROFESSIONAL DEVELOPMENT

- A. Paraprofessionals. The school district will provide each paraprofessional who assists a licensed teacher in providing student instruction with initial training. Such training will include training in emergency procedures, confidentiality,

vulnerability, reporting obligations, discipline, policies, roles and responsibilities, and building orientation. Training will be provided within the first 60 days a paraprofessional begins supervising or working with students.

Additionally, with regard to paraprofessionals providing support to special education students, the school district will ensure that annual training opportunities are required to enable the paraprofessional to further develop the knowledge and skills that are specific to the students with whom the paraprofessional works, including understanding disabilities, the unique and individual needs of each student according to the student's disability and how the disability affects the student's education and behavior, following lesson plans, and implementing follow-up instructional procedures and activities.

B. Teachers/Administrators

The school district will provide high quality and ongoing professional development activities as required by state and federal laws.

Legal References: Minn. Stat. § 120B.02(Educational expectations for Minnesota's students.)
Minn. Stat. § 120B.11 (School District Process)
Minn. Stat. § 120B.363 (Credential for Education Paraprofessionals)
Minn. Stat. § 122A.16 (Qualified Teacher Defined)
Minn. Stat. § 122A.60 (Staff Development 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)

Cross References: Policy 104 (School District Mission Statement)
Policy 601 (School District Curriculum and Instruction Goals)
Policy 613 (Graduation Requirements)
Policy 616 (School District System Accountability)

Adopted: February 9, 2004

Revised: October 13, 2008

624 ON-LINE LEARNING OPTIONS

I. PURPOSE

The purpose of this policy is to recognize and govern on-line learning options of students enrolled in the school district for purposes of compulsory attendance and address enrollment of students with an online learning provider for supplemental or full-time online learning.

II. GENERAL STATEMENT OF POLICY

- A. The school district shall not prohibit an enrolled student from applying to enroll in on-line learning.
- B. The school district shall grant academic credit for completing the requirements of an on-line learning course or program.
- C. The school district shall allow an on-line learning student to have the same access to the computer hardware and education software available in the school district as all other students in the school district. An online learning provider must assist an online learning student whose family qualifies for education tax credit to acquire computer hardware and educational software for online learning purposes.
- D. The school district shall continue to provide non-academic services to on-line learning students.
- E. On-line learning students may participate in the extracurricular activities of the school district on the same basis as other enrolled students.

III. DEFINITIONS

- A. “Blended learning” is a form of digital learning that occurs when a student learns part time in a supervised physical setting and part time through digital delivery of instruction, or a student learns in a supervised physical setting where technology is used as a primary method to deliver instruction.
- B. “Digital learning” is learning facilitated by technology that offers students an element of control over the time, place, path, or pace of their learning and includes blended and online learning.

- C. “Enrolling district” means the school district or charter school in which a student is enrolled under Minn. Stat. § 120A.22, Subd. 4, for purposes of compulsory education.
- D. “Full-time online learning provider” means an enrolling school authorized by the Minnesota Department of Education (MDE) to deliver comprehensive public education at any or all of the elementary, middle, or high school levels.
- E. “Online learning course syllabus” is a written document that an online learning provider transmits to the enrolling school district using a format prescribed by the Commissioner of MDE (Commissioner) to identify the state academic standards embedded in an online learning course, the course content outline, required course assessments, expectations for actual teacher contact time, and other student-to-teacher communications, and the academic support available to the online learning student.
- F. “Online learning” is a form of digital learning delivered by an approved online learning provider under Paragraph III.H.
- G. “Online learning student” is a student enrolled in an online learning course or program delivered by an authorized online learning provider.
- H. “Online learning provider” is a school district, an intermediate school district, or an organization of two or more school districts operating under a joint powers agreement, or a charter school located in Minnesota that provides online learning to students and is approved by MDE to provide online learning courses.
- I. “Student” is a Minnesota resident enrolled in a public school, a nonpublic school, church or religious organization, or home school in which a child is provided instruction in compliance with Minn. Stat. §§ 120A.22 and 120A.24.
- J. “Supplemental online learning” means an online learning course taken in place of a course period at a local district school.

IV. PROCEDURES

- A. Dissemination and Receipt of Information
 - 1. The school district shall make available information about on-line learning to all interested people. The school district may utilize the list of approved on-line learning providers and on-line learning courses and programs developed, published, and maintained by MDE.
 - 2. The school district will receive and maintain information provided to it by on-line learning providers.
 - 3. The online learning provider must report or make available information on an individual student’s progress and accumulated credit to the student, the

student's parent, and the enrolling district in a manner specified by the Commissioner unless the enrolling district and the online learning provider agree to a different form of notice and notify the Commissioner.

4. The enrolling district must designate a contact person to help facilitate and monitor the student's academic progress and accumulated credits toward graduation.

B. Students Enrollment

1. A student may apply for full-time enrollment in an approved online learning program. The student must have the written consent of a parent or guardian to do so if the student is under eighteen (18) years of age.
2. The student and the student's parents must submit an application to the online learning provider and identify the reason for enrolling. An online learning provider that accepts a student under this section must within ten days notify the student and the enrolling district and the school district in writing within ten days if the enrolling district is not the online learning provider. The student and the student's parent must notify the online learning provider of the student's intent to enroll in online learning within ten days of being accepted, at which time the student and the student's parent must sign a statement indicating that they have reviewed the online course or program and understand the expectations of enrolling in online learning. The online learning provider must use a form provided by MDE to notify the enrolling district of the student's application to enroll in online learning.
3. The supplemental online learning notice to the enrolling district when a student applies to the online learning provider will include the courses or program, credits to be awarded, and the start date of the online learning course or program. An online learning provider must make available the supplemental online learning course syllabus to the enrolling district. Within 15 days after the online learning provider makes information in this paragraph available to the enrolling district, the enrolling district must notify the online learning provider whether the student, the student's parent, and the enrolling district agree or disagree that the course meets the enrolling district's graduation requirements. A student may enroll in a supplemental online learning course up to the midpoint of the school district's term. The school district may waive this requirement for special circumstances with the agreement of the online learning provider.
4. An online learning course or program that meets or exceeds a graduation standard or the grade progression requirement of the enrolling district as described in the provider's online learning course syllabus meets the corresponding graduation requirements applicable to the student in the enrolling district. If the enrolling district does not agree that the course or program meets its graduation requirements, then the enrolling district must

make available an explanation of its decision to the student, the student's parent, and the online learning provider; and the online learning provider may make available a response to the enrolling district, showing how the course or program meets the graduation requirements of the enrolling district.

5. An online learning student may enroll in supplemental online learning courses equal to a maximum of 50 percent of the student's full schedule of courses per term during a single school year, and the student may exceed the supplemental online learning registration limit if the enrolling district permits for supplemental online learning enrollment above the limit or if the enrolling district and the online learning provider agree to the instructional services. To enroll in more than 50 percent of the student's full schedule or courses per term in online learning, the student must qualify to exceed the supplemental online learning registration limit or apply to enroll in an approved full-time online learning program consistent with Paragraph IV.B.2. above. Full-time online learning students may enroll in classes at a local school under a contract for instructional services between the online learning provider and the school district.
6. An online learning student may complete course work at a grade level that is different from the student's current grade level.
7. An online learning student may enroll in additional courses with the online learning provider under a separate agreement that includes terms for payment of any tuition or course fees.

C. Classroom Membership and Teacher Contact Time

1. The enrolling district may reduce an on-line learning student's regular classroom instructional membership in proportion to the student's membership in on-line learning courses.
2. The school district may reduce the course schedule of an online learning student in proportion to the number of online learning courses the student takes from an online learning provider other than the school district.
3. A teacher with a Minnesota license must assemble and deliver instruction to enrolled students receiving online learning from an enrolling district. The delivery of instruction occurs when the student interacts with the computer or the teacher and receives ongoing assistance and assessment of learning. The instruction may include curriculum developed by persons other than a teacher with a Minnesota license.
4. The online learning provider, other than a digital learning provider offering digital learning to its enrolled students only under Minn. Stat. § 124D.095, Subd. 4(d), must give the Commissioner written assurance that all courses meet state academic standards and the online learning

curriculum, instruction, and assessment expectations for actual teacher contact time or other student-teacher communications and academic support meet nationally recognized standards and are described as such in an online learning course syllabus that meets the Commissioner's requirements.

D. Academic Credit; Graduation Standards or Requirements

1. The school district shall apply the same graduation requirements to all students, including online learning students.
2. The school district shall use the same criteria for accepting online learning credits or courses as it does for accepting credits or courses for nonresident transfer students under Minnesota law.
3. The school district may challenge the validity of a course offered by an on-line learning provider. Such a challenge will be filed with the Minnesota Department of Education.
4. The school district shall count secondary credits granted to an on-line learning student toward its graduation and credit requirements.
5. If a student completes an online learning course or program that meets or exceeds a graduation standard or grade progression requirement at the school district, that standard or requirement will be met.
6. Weighted grades will also be applicable if the school district has adopted a policy to offer weighted grades.

Legal References: Minn. Stat. § 120A.22 (Compulsory Instruction)
Minn. Stat. § 120A.24 (Reporting)
Minn. Stat. § 123B.42 Subd. 1a (Curriculum, Electronic Components)
Minn. Stat. § 124D.03 (Enrollment Options Program)
Minn. Stat. § 124D.09 (Post-Secondary Enrollment Options Act)
Minn. Stat. § 124D.095 (On-Line Learning Option Act)

Cross References: MSBA/MASA Model Policy 509 (Enrollment of Nonresident Students)
MSBA/MASA Model Policy 605 (Alternative Programs)
MSBA/MASA Model Policy 608 (Instructional Services – Special Education)
MSBA/MASA Model Policy 613 (Graduation Requirements)
MSBA/MASA Model Policy 620 (Credit for Learning)

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 2021-22 school year to realize selected exit outcomes. The superintendent is responsible for the administrative means to accomplish the strategic goals.

District Facilities

Belief: Becker Public Schools will have a welcoming atmosphere to all users of the facilities.

Value #1-Follow recommendations from green space study completed in conjunction with the City of Becker.

Goal: Provide 5 additional uses per school month (45 total annually) of School District property for students by providing educational, practice, and game green space on current school property by 2024.

Value #2-Create and maintain long-term plans ensuring effective use of LTFM funding and 2019-2020 school district facilities study. Goal: By July 1st, 2022, the District will develop a 10-year plan for LTFM funding that satisfies the largest needs identified in the 2019-2020 school district facilities study.

Communication

Belief: Becker Public Schools will communicate effectively with all stakeholders.

Value #3-Increase timely, relevant, and accurate communication that engages students, parents, staff, and community members as partners in education. (Develop and continue with enhanced district communication.)

Goal: Create a communication plan for the district that includes stakeholders, preferred methods, reasons, and timeliness of communication by January 1, 2022.

Instructional

Belief: Grading and assessment will reflect what students know and are able to do.

Value #4-Maximize the achievement of all students through effective instruction, challenging and engaging curriculum, and aligned assessments. (Continue to develop a plan to support the diverse needs of students.)

-MCA and Fastbridge scores improve year over year in specific areas.

-PLC work focuses on what students need to know or do, how do we now when students know or can do, what to do if students do not know or cannot do, what to do if students already know or can do.

Goal: 100% of PLCs will collaborate to develop a minimum of 3 common summative assessments aligned to the standards by May 1st, 2023.

Value #5- Maximize academic achievement in a personalized learning environment resulting in all students graduating college and career and life ready.

-CCR Meetings with students in HS.

-Offer 2 years of college credit for all core areas within Becker High School.

Goal: 100% of 21st Century Citizen students (required in 11th or 12th grade) will create a post-secondary plan and complete the 21st Century Exit Plan by May 30th.

Technology

Belief: Becker Public Schools will leverage resources to support self-directed learning to communicate, create, collaborate, think critically, and ignite and inspire students to explore their passions.

Value #6-All students will use technology in the design, building, and testing of solutions to real-world problems

Goal: 100% of classroom teachers will meet the goal of providing 6 hours of coding for students in grades K-5 by May 30th.

Professional Development

Belief: Becker Public Schools will utilize highly qualified staff to increase learning opportunities for staff and students.

Value #7-Provide opportunities for all staff to improve learning options.

-Teacher Evaluation program and feedback from Administration.

-Use of curricular area development through internal Experts.

Goal: 100% of certified teaching staff will participate in and complete the PLC re-grounding series by May 15th, 2022.

Overall District Goals

Value #8-Balance Budget per policy 714

Goal: Becker School District will meet the requirements of Policy 714 achieving an 8% unassigned fund balance by June 30, 2025.

Value #9-Customer Service and Safe Secure Learning Environment

Goal: Provide two opportunities for staff and students to participate in forums providing feedback on school district service, safety and security by June 30, 2022.

-Provide positive experiences for all visitors and potential new students.

-Improve response time to all communication both internally and externally.

-Provide training for staff members on customer service.

Legal References: Minn. Stat. 123B.09

Adopted: January 17, 2005

Revised: July 12, 2021

Reviewed: July 12, 2021

806 CRISIS MANAGEMENT POLICY

I. PURPOSE

The purpose of this Model Crisis Management Policy is to act as a guide for school district and building administrators, school employees, students, school board members, and community members to address a wide range of potential crisis situations in the school district. For purposes of this Policy, the term, “school districts,” shall include charter schools. The step-by-step procedures suggested by this Policy will provide guidance to each school building in drafting crisis management plans to coordinate protective actions prior to, during, and after any type of emergency or potential crisis situation. Each school district should develop tailored building-specific crisis management plans for each school building in the school district, and sections or procedures may be added or deleted in those crisis management plans based on building needs.

The school district will, to the extent possible, engage in ongoing emergency planning within the school district and with emergency responders and other relevant community organizations. The school district will ensure that relevant emergency responders in the community have access to their building-specific crisis management plans and will provide training to school district staff to enable them to act appropriately in the event of a crisis.

II. GENERAL INFORMATION

A. The Policy and Plans

The school district’s Crisis Management Policy has been created in consultation with local community response agencies and other appropriate individuals and groups that would likely be involved in the event of a school emergency. It is designed so that each building administrator can tailor a building-specific crisis management plan to meet that building’s specific situation and needs.

The school district’s administration and/or the administration of each building shall present tailored building-specific crisis management plans to the school board for review and approval. The building-specific crisis management plans will include general crisis procedures and crisis-specific procedures. Upon approval by the school board, such crisis management plans shall be an addendum to this Crisis Management Policy. This Policy and the plans will be maintained and updated on an annual basis.

B. Elements of the District Crisis Management Policy

1. General Crisis Procedures. The Crisis Management Policy includes general crisis procedures for securing buildings, classroom evacuation, building evacuation, campus evacuation, and sheltering. The Policy designates the individual(s) who will determine when these actions will be taken. These district-wide procedures may be modified by building administrators when creating their building-specific crisis management plans. A communication system will be in place to enable the designated individual to be contacted at all times in the event of a potential crisis, setting forth the method to contact the designated individual, the provision of at least two designees when the contact person is unavailable, and the method to convey contact information to the appropriate staff persons. The alternative designees may include members of the emergency first responder response team. A secondary method of communication should be included in the plan for use when the primary method of communication is inoperable. Each building in the school district will have access to a copy of the Comprehensive School Safety Guide (2011 Edition) to assist in the development of building-specific crisis management plans.

All general crisis procedures will address specific procedures for the safe evacuation of children and employees with special needs such as physical, sensory, motor, developmental, and mental health challenges.

- a. Lock-Down Procedures. Lock-down procedures will be used in situations where harm may result to persons inside the school building, such as a shooting, hostage incident, intruder, trespass, disturbance, or when determined to be necessary by the building administrator or his or her designee. The building administrator or designee will announce the lock-down over the public address system or other designated system. Code words will not be used. Provisions for emergency evacuation will be maintained even in the event of a lock-down. Each building administrator will submit lock-down procedures for their building as part of the building-specific crisis management plan.
- b. Evacuation Procedures. Evacuations of classrooms and buildings shall be implemented at the discretion of the building administrator or his or her designee. Each building's crisis management plan will include procedures for transporting students and staff a safe distance from harm to a designated safe area until released by the building administrator or designee. Safe areas may change based upon the specific emergency situation. The evacuation procedures should include specific procedures for children with special needs, including children with limited mobility (wheelchairs, braces, crutches, etc.), visual impairments, hearing impairments, and other sensory, developmental, or mental health needs. The evacuation procedures should also address transporting necessary medications for students that take medications during the school day.

- c. Sheltering Procedures. Sheltering provides refuge for students, staff, and visitors within the school building during an emergency. Shelters are safe areas that maximize the safety of inhabitants. Safe areas may change based upon the specific emergency. The building administrator or his or her designee will announce the need for sheltering over the public address system or other designated system. Each building administrator will submit sheltering procedures for his or her building as part of the building-specific crisis management plan.
2. Crisis-Specific Procedures. The Crisis Management Policy includes crisis-specific procedures for crisis situations that may occur during the school day or at school-sponsored events and functions. These district-wide procedures are designed to enable building administrators to tailor response procedures when creating building-specific crisis management plans.
3. School Emergency Response Teams
 - a. Composition. The building administrator in each school building will select a school emergency response team that will be trained to respond to emergency situations. All school emergency response team members will receive on-going training to carry out the building's crisis management plans and will have knowledge of procedures, evacuation routes, and safe areas. For purposes of student safety and accountability, to the extent possible, school emergency response team members will not have direct responsibility for the supervision of students. Team members must be willing to be actively involved in the resolution of crises and be available to assist in any crisis situation as deemed necessary by the building administrator. Each building will maintain a current list of school emergency response team members which will be updated annually. The building administrator, and his or her alternative designees, will know the location of that list in the event of a school emergency. A copy of the list will be kept on file in the school district office, or in a secondary location in single building school districts.
 - b. Leaders. The building administrator or his or her designee will serve as the leader of the school emergency response team and will be the primary contact for emergency response officials. In the event the primary designee is unavailable, the designee list should include more than one alternative designee and may include members of the emergency response team. When emergency response officials are present, they may elect to take command and control of the crisis. It is critical in this situation that school officials assume a resource role and be available as necessary to emergency response officials.

III. PREPARATION BEFORE AN EMERGENCY

A. Communication

1. District Employees. Teachers generally have the most direct contact with students on a day-to-day basis. As a result, they must be aware of their role in responding to crisis situations. This also applies to non-teaching school personnel who have direct contact with students. All staff shall be aware of the school district's Crisis Management Policy and their own building's crisis management plan. Each school's building-specific crisis management plan shall include the method and dates of dissemination of the plan to its staff. Employees will receive a copy of the relevant building-specific crisis management plans and shall receive periodic training on plan implementation.
2. Students and Parents. Students and parents shall be made aware of the school district's Crisis Management Policy and relevant tailored crisis management plans for each school building. Each school district's building-specific crisis management plan shall set forth how students and parents are made aware of the district and school-specific plans. Students shall receive specific instruction on plan implementation and shall participate in a required number of drills and practice sessions throughout the school year.

B. Planning and Preparing for Fire

1. Designate a safe area at least 50 feet away from the building to enable students and staff to evacuate. The safe area should not interfere with emergency responders or responding vehicles and should not be in an area where evacuated persons are exposed to any products of combustion. (Depending on the wind direction, where the building on fire is located, the direction from which the fire is arriving, and the location of fire equipment, the distance may need to be extended.)
2. Each building's facility diagram and site plan shall be available in appropriate areas of the building and shall identify the most direct evacuation routes to the designated safe areas both inside and outside of the building. The facility diagram and site plan must identify the location of the fire alarm control panel, fire alarms, fire extinguishers, hoses, water spigots, and utility shut offs.
3. Teachers and staff will receive training on the location of the primary emergency evacuation routes and alternate routes from various points in the building. During fire drills, students and staff will practice evacuations using primary evacuation routes and alternate routes.
4. Certain employees, such as those who work in hazardous areas in the building, will receive training on the locations and proper use of fire extinguishers and protective clothing and equipment.

5. Fire drills will be conducted periodically without warning at various times of the day and under different circumstances, e.g., lunchtime, recess, and during assemblies. State law requires a minimum of five fire drills each school year, consistent with Minn. Stat. § 299F.30. See Minn. Stat. § 121A.035.
6. A record of fire drills conducted at the building will be maintained in the building administrator's office.
7. The school district will have prearranged sites for emergency sheltering and transportation as needed.
8. The school district will determine which staff will remain in the building to perform essential functions if safe to do so (e.g., switchboard, building engineer, etc.). The school district also will designate an administrator or his or her designee to meet local fire or law enforcement agents upon their arrival.

C. Facility Diagrams and Site Plans

All school buildings will have a facility diagram and site plan that includes the location of primary and secondary evacuation routes, exits, designated safe areas inside and outside of the building, and the location of fire alarm control panel, fire alarms, fire extinguishers, hoses, water spigots, and utility shut offs. All facility diagrams and site plans will be updated regularly and whenever a major change is made to a building. Facility diagrams and site plans will be maintained by the building administrator and will be easily accessible and on file in the school district office. Facility diagrams and site plans will be provided to first responders, such as fire and law enforcement personnel.

D. Emergency Telephone Numbers

Each building will maintain a current list of emergency telephone numbers and the names and addresses of local, county, and state personnel who may be involved in a crisis situation. The list will include telephone numbers for local police, fire, ambulance, hospital, the Poison Control Center, county and state emergency management agencies, local public works departments, local utility companies, the public health nurse, mental health/suicide hotlines, and the county welfare agency. A copy of this list will be kept on file in the school district office, or at a secondary location for single building school districts, and updated annually.

School district employees will receive training on how to make emergency contacts, including 911 calls, when the school district's main telephone number and location is electronically conveyed to emergency personnel instead of the specific building in need of emergency services.

School district plans will set forth a process to internally communicate an emergency, using telephones in classrooms, intercom systems, or two-way radios, as well as the procedure to enable the staff to rapidly convey emergency information to a building designee. Each

plan will identify a primary and secondary method of communication for both internal and secondary use. It is recommended that the plan include several methods of communication because computers, intercoms, telephones, and cell phones may not be operational or may be dangerous to use during an emergency.

E. Warning and Notification Systems

The school district shall maintain a warning system designed to inform students, staff, and visitors of a crisis or emergency. This system shall be maintained on a regular basis under the maintenance plan for all school buildings. The school district should consider an alternate notification system to address the needs of staff and students with special needs, such as vision or hearing.

The building administrator shall be responsible for informing students and employees of the warning system and the means by which the system is used to identify a specific crisis or emergency situation. Each school's building-specific crisis management plan will include the method and frequency of dissemination of the warning system information to students and employees.

F. Early School Closure Procedures

The superintendent will make decisions about closing school or buildings as early in the day as possible. The early school closure procedures will set forth the criteria for early school closure (e.g., weather-related, utility failure, or a crisis situation), will specify how closure decisions will be communicated to staff, students, families, and the school community (designated broadcast media, local authorities, e-mail, or district or school building web sites), and will discuss the factors to be considered in closing and reopening a school or building.

Early school closure procedures also will include a reminder to parents and guardians to listen to designated local radio and TV stations for school closing announcements, where possible.

G. Media Procedures

The superintendent has the authority and discretion to notify parents or guardians and the school community in the event of a crisis or early school closure. The superintendent will designate a spokesperson who will notify the media in the event of a crisis or early school closure. The spokesperson shall receive training to ensure that the district is in strict compliance with federal and state law relative to the release of private data when conveying information to the media.

H. Behavioral Health Crisis Intervention Procedures

Short-term behavioral health crisis intervention procedures will set forth the procedure for initiating behavioral health crisis intervention plans. The procedures will utilize available

resources including the school psychologist, counselor, community behavioral health crisis intervention, or others in the community. Counseling procedures will be used whenever the superintendent or the building administrator determines it to be necessary, such as after an assault, a hostage situation, shooting, or suicide. The behavioral health crisis intervention procedures shall include the following steps:

1. Administrator will meet with relevant persons, including school psychologists and counselors, to determine the level of intervention needed for students and staff.
2. Designate specific rooms as private counseling areas.
3. Escort siblings and close friends of any victims as well as others in need of emotional support to the counseling areas.
4. Prohibit media from interviewing or questioning students or staff.
5. Provide follow-up services to students and staff who receive counseling.
6. Resume normal school routines as soon as possible.

I. Long-Term Recovery Intervention Procedures

Long-term recovery intervention procedures may involve both short-term and long-term recovery planning:

1. Physical/structural recovery.
2. Fiscal recovery.
3. Academic recovery.
4. Social/emotional recovery.

IV. SAMPLE PROCEDURES INCLUDED IN THIS POLICY

Sample procedures for the various hazards/emergencies listed below are attached to this Policy for use when drafting specific crisis management plans. Additional sample procedures may be found in the Response section of the Comprehensive School Safety Guide (2011 Edition). After approval by the school board, an adopted procedure will become an addendum to the Crisis Management Policy.

- A. Fire
- B. Hazardous Materials
- C. Severe Weather: Tornado/Severe Thunderstorm/Flooding

- D. Medical Emergency
- E. Fight/Disturbance
- F. Assault
- G. Intruder
- H. Weapons
- I. Shooting
- J. Hostage
- K. Bomb Threat
- L. Chemical or Biological Threat
- M. Checklist for Telephone Threats
- N. Demonstration
- O. Suicide
- P. Lock-down Procedures
- Q. Shelter-In-Place Procedures
- R. Evacuation/Relocation
- S. Media Procedures
- T. Post-Crisis Procedures
- U. School Emergency Response Team
- V. Emergency Phone Numbers
- W. Highly Contagious Serious Illness or Pandemic Flu

V. MISCELLANEOUS PROCEDURES

- A. Chemical Accidents

Procedures for reporting chemical accidents shall be posted at key locations such as chemistry labs, art rooms, swimming pool areas, and janitorial closets.

B. Visitors

The school district shall implement procedures to minimize outside entry into school buildings except at designated check-in points and assure that all doors are locked prior to and after regular building hours.

C. Student Victims of Criminal Offenses at or on School Property

The school district shall establish procedures allowing student victims of criminal offenses on school property the opportunity to transfer to another school within the school district.

D. Radiological Emergencies at Nuclear Generating Plants

School districts within a 10 mile radius of the Monticello or Prairie Island nuclear power plants will implement crisis plans in the event of an accident or incident at the power plant.

Questions relative to the creation or implementation of such plans will be directed to the Minnesota Department of Public Safety.

Legal References: Minn. Stat. Ch. 12 (Emergency Management)
Minn. Stat. Ch. 12A (Natural Disaster; State Assistance)
Minn. Stat. § 121A.035 (Crisis Management Policy)
Minn. Stat. § 121A.06 (Reports of Dangerous Weapon Incidents in School Zones)
Minn. Stat. § 299F.30 (Fire Drill in School)
Minn. Stat. § 326B.02, Subd. 6 (Powers)
Minn. Stat. § 326B.106 (General Powers of Commissioner of Labor and Industry)
Minn. Stat. § 609.605, Subd. 4 (Trespasses on School Property)
Minn. Rules Ch. 7511 (Fire Safety)
20 U.S.C. § 1681, *et seq.* (Title IX)
20 U.S.C. § 6301, *et seq.* (Every Student Succeeds Act)
20 U.S.C. § 7912 (Unsafe School Choice Option)
42 U.S.C. § 5121 *et seq.* (Disaster Relief and Emergency Assistance)

Cross References: Policy 407 (Employee Right to Know – Exposure to Hazardous Substances)
Policy 413 (Harassment and Violence)
Policy 501 (School Weapons Policy)
Policy 506 (Student Discipline)
Policy 532 (Use of Peace Officers and Crisis Teams to Remove Students with IEPs from School Grounds)