

Regular Meeting
Monday, June 6, 2022 6:30 PM

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

Agenda

1. PROCEDURAL ITEMS
 - 1.A. Call to Order
 - 1.B. Pledge of Allegiance
 - 1.C. Welcome New Board Members
 - 1.D. Agenda
 - 1.E. Recognition of Visitors and Public Forum
 - 1.F. Presentations
2. REPORTS
 - 2.A. Student Report
 - 2.B. Superintendent's Report
 - 2.C. Committee Reports
 - 2.D. Board & Administrator
3. CONSENT AGENDA
 - 3.A. Minutes
 - 3.B. Financial Report
 - 3.C. Disbursements
 - 3.D. Personnel
 - 3.E. Approve 6th Grade Math & K-12 PhyEd Curriculum
 - 3.F. MSHSL Membership Renewal
4. GIFTS
5. POLICY REVISIONS
6. LONG-TERM FACILITY MAINTENANCE TEN-YEAR EXPENDITURE APPLICATION
7. CLOSED SESSION:
 - A. DISCUSS NEGOTIATIONS STRATEGY
 - B. SUPERINTENDENT REVIEW
8. ADJOURN



ISD #726
Becker Public Schools

CS
Monthly Update

May, 2022

Referendum Projects

April

- **Transportation Building**
 - Design coordination meetings continue
 - Township review received, meeting on May 24th
 - CD Documents Finishing up
 - Bid Document development

- **Middle School & High School Projects**
 - Design coordination meetings continue
 - CD Drawings in Design and Development
 - Continued Design and Development of technology area/equipment
 - Setting up user group meeting to finalize technology area: layout/equipment

- **Primary School**
 - Weekly design coordination meetings continue
 - The design team met with the code official to review the buildings being converted to ECFE spaces.
 - ICS completed an estimate of the DD drawing set
 - ICS to schedule DD page turn with building leadership

- **Intermediate School**
 - Design coordination meetings continue
 - CD Documents in Design and Development
 - Continued existing site and equipment conditions investigation

- **Multi-Purpose Field**
 - Site meeting with Engineers to verify existing conditions
 - ICS completed an estimate of the DD drawing set.
 - Working on setting up site visits with the Owner to review turf installations

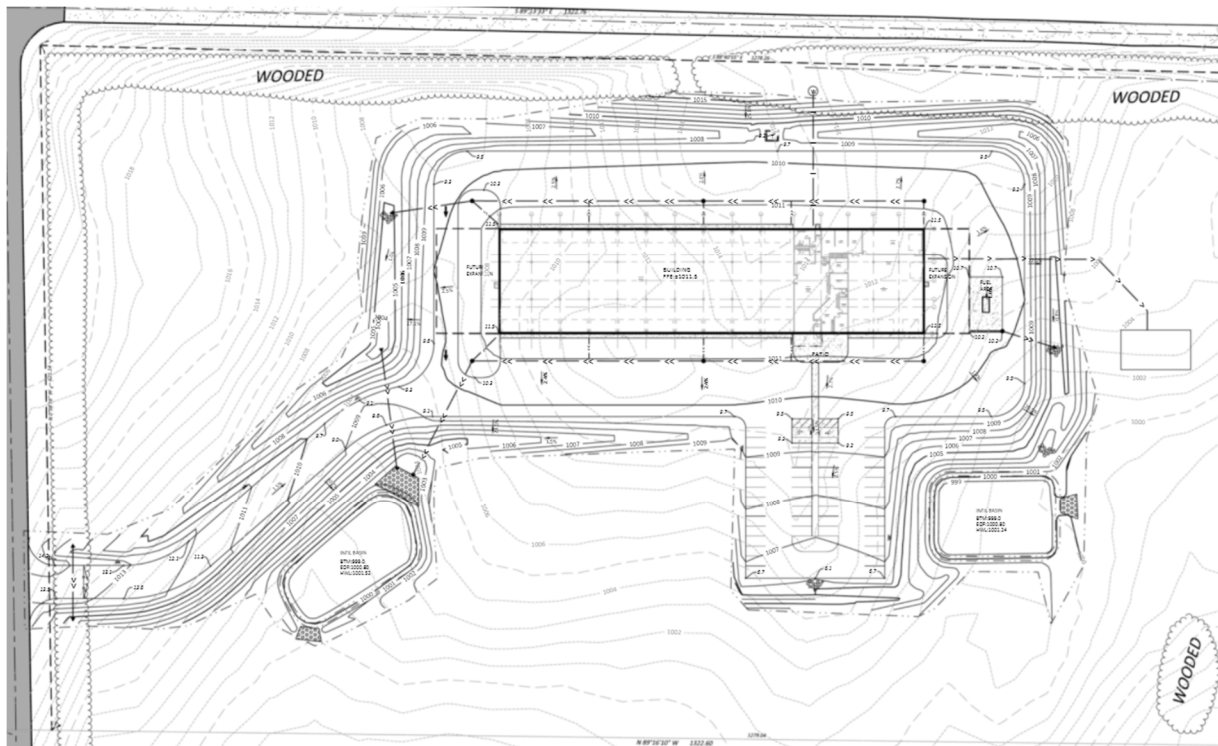


ISD #726
Becker Public Schools

CS
Monthly Update

May, 2022

The following images are preliminary and subject to change.



Design Development of the
Transportation Building Civil Plan



ISD #726
Becker Public Schools

CS
Monthly Update

May, 2022



Middle School Building Design
Development Progress



ISD #726
Becker Public Schools

CS
Monthly Update

May, 2022



Primary Building Design Development
Progress



ISD #726
Becker Public Schools

CS
Monthly Update

May, 2022



Intermediate Building Design
Development Progress



ISD #726
Becker Public Schools

CS
Monthly Update

May, 2022



Multi-Purpose Field Design
Development Progress

Becker School Board Committee Assignments 2022

Committee	A. Jurek Chair	T. Berning Director	P. Weismann Director	R. Obermoller Clerk	C. Robinson Treasurer	M. Swanson Vice-Chair
Activities Advisory Committee			X		X	
Administrative Negotiations	X				X	
Calendar Committee	X					
Certified (Teachers) Negotiations		X			X	X
Classified Negotiations	X		X	X		
Community Education						X
Curriculum Advisory		X				X
ECFE	X					
Facilities	X	X		X		
Finance				X	X	
Free & Reduced Price Meals Representative					X	
Individual Contracts			X	X		X
Nutrition Representative			X			
Policy			X	X	X	
Sherburne Northern Wright Coop						X
Technology Committee Representative						X
TRAK Committee Representative		X		X		



**Physical
Education**
Becker Schools

2022

Becker Physical Education Staff

Mr. Aho - HS

IS

Mr. Brake - MS

Niedfeldt MS/HS

Ms. Brinker - IS

IS

Ms. Brown - PS

Mr. Miller -

Mr.

Mr. O'Neill -

Ms. Stevens

MED Physical Education Standards (4th year required by Minnesota)

Standard 1: Demonstrates competency in a variety of motor skills and movement patterns.

Standard 2: Applies knowledge of concepts, principles, strategies and tactics related to movement and performance.

Standard 3: Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

Standard 4: Exhibits responsible personal and social behavior that respects self and others.

Standard 5: Recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.



Physical Education at Becker

K-12 PE program FOCUS:

- **Physical Fitness**
- **Health Concepts**
- **Teamwork**
- **Cooperation**

Physical Education at Becker

K-12 PE program

GOAL:

- **Develop physically literate individuals who have the knowledge, skills, and confidence to enjoy a lifetime of healthful physical activity.**

Physical Education at Becker

K-12 PE program:

- **Each unit we teach meets several National and State standards for Physical Education.**
- **In addition to our units, each building holds special events throughout the year.**

Primary School

One of the unique advantages of primary school physical education is the opportunity to introduce our students to a wide variety of activities. Our hope is that through this exposure they will find one or more activities they really enjoy and can pursue outside of our school and become a lifelong mover.

We are well supported by our administration. In order to maintain our physical education program, we will continue to need new or updated equipment.



Primary Special Events

- Scooter Week - **We requested more scooters for this activity**
- CAT (Climbing Activities Today) - **We requested more mats, climbing ropes and a balance beam**
- Track and Field Day
- Roller Skating Field Trip
- Roller skating/blading Week
- Floor Hockey Tournament
- Mini Golf - **We requested smaller putters and balls**
- Olympic Activities



Intermediate School

Goal

- **Promote students' physical health and to develop lifelong attitudes toward healthy living as an adult.**
- **This philosophy applies to every unit in our comprehensive Physical Education program.**





Intermediate School

Physical activity

- Improves strength and endurance
- Builds healthy bones and muscles
- Controls weight
- Reduces anxiety and stress
- Increases self-esteem, mood, and concentration

Intermediate School Special Events

- **Wheels on Wednesday**
- **Track and Field Day**
- **Rock Jogger**
- **Bowling Field Trip**
- **Skiing Field Trip**
- **Roller skating/blading Week**
- **Floor Hockey Tournament**
- **Community Center Field Trip**
- **Kick Ball tournament**
- **Softball tournament**



Middle School

- **At the middle school we are fortunate enough to have the indoor and outdoor space where students can spread out and play.**
- **We are able to provide enough equipment (basketballs, footballs, badminton rackets, ping pong tables, etc) where students do not need to take turns, but can stay in their THR zone the entire period.**



Middle School Special Events

- **Bulldog Run for Homecoming**
- **Olympics (winter or summer)**
- **Ski Trip to Powder Ridge**
- **Amazing Race**
- **Kickball Tournament**



Heart Rate Monitors



- **Middle School PE has recently added heart rate monitors to our curriculum.**
- **They provide immediate feedback to the student and teacher about their heart rate data throughout the PE class.**

The screenshot shows a mobile application interface for heart rate monitoring. At the top, there is a status bar with 'No SIM', '10:00', and battery level. Below that is a control bar with a play/pause button, a timer '00:38:24', and a 'HEART RATE' target indicator. The main content is a grid of student data. Each cell contains a student's name, their current heart rate percentage, and their current heart rate value (represented by a heart icon and a number). The background of the app is dark with a blue and white particle effect.

NEW	HEART RATE	TARGET	SORT	HEART RATE TARGET				
Brian C.	78%	161	Kevin L.	81%	162	Anthony L.	94%	161
Karen N.	80%	161	Deborah N.	84%	161	Donna R.	82%	161
Christopher T.	80%	161	George T.	81%	162	Jason W.	80%	161

High School

Classes Offered:

- **PE-9**
- **Lifetime Activities**
- **Aerobics**
- **Body Development & Conditioning**
- **Advanced Development & Conditioning**
- **Individual Sports**
- **Team Sports**
- **Health**

Special Event:

- **Triathlon**



MATH Curriculum Adoption

Becker Middle School 2022-2023



Updated Curriculum Adoption Cycle

As MDE updates their Minnesota K-12 Academic Standards Review Cycle, Becker Public Schools is adjusting our curriculum adoption cycle to better align to the dates used by MDE. This updated Curriculum Adoption Cycle is in DRAFT form and

continues to be

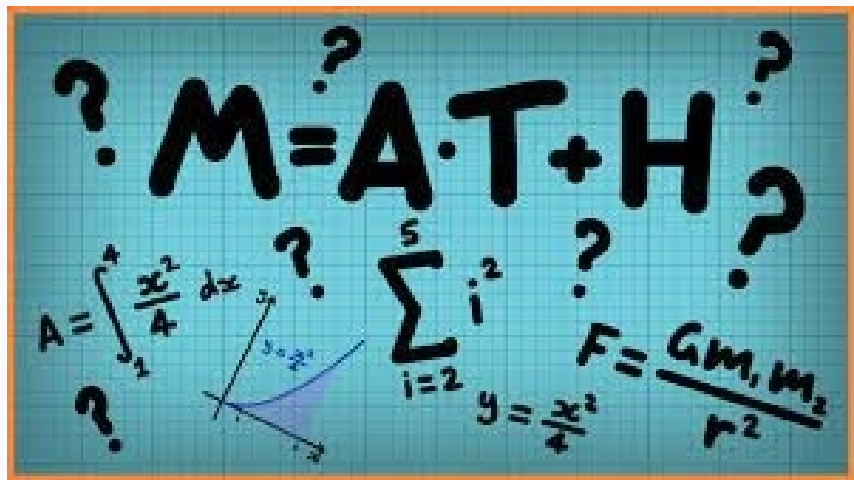
updated as

MDE makes changes

at the state level.

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10
	Review Standards & Best Practices	Relew Methods & Materials - Present to DAC - Purchase June	Implementation - Reflection	Monitor & Adjust	Monitor & Adjust	Review Standards & Best Practices	Relew Methods & Materials - Present to DAC - Update June	Implementation - Reflection	Monitor & Adjust	Monitor & Adjust
2019-2020	Science	Arts	Physical Education & Health	World Language & CTE	SEL SPED Intervention	English 9-12	Mathematics	Social Studies	Language Arts 6-8	Language Arts K-5
2020-2021	Language Arts K-5	Science	Arts - MDE implementation 2021-2022 (or 2022-2023)	Physical Education & Health	World Language & CTE	SEL SPED Intervention	English 9-12	Mathematics	Social Studies	Language Arts 6-8
2021-2022	Language Arts 6-8	Language Arts K-5	Science - MDE rollout with full implementation 2023-2024	Arts	Physical Education & Health	World Language & CTE	SEL SPED Intervention	English 9-12	Mathematics	Social Studies
2022-2023	Social Studies	Language Arts 6-8	Language Arts K-5 - MDE implementation 2024-2025	Science	Arts	Physical Education & Health	World Language & CTE	SEL SPED Intervention	English 9-12	Mathematics
2023-2024	Mathematics	Social Studies	Language Arts 6-8 - MDE implementation 2024-2025	Language Arts K-5	Science	Arts	Physical Education & Health	World Language & CTE	SEL SPED Intervention	English 9-12
2024-2025	English 9-12	Mathematics	Social Studies	Language Arts 6-8	Language Arts K-5	Science	Arts	Physical Education & Health	World Language & CTE	SEL SPED Intervention
2025-2026	SEL SPED Intervention	English 9-12	Mathematics	Social Studies	Language Arts 6-8	Language Arts K-5	Science	Arts	Physical Education & Health	World Language & CTE

Middle School MATH Curriculum Team



- Dennis Yoerg, 6th Grade Math
- Malinda Pudlick, 6th Grade Math
- Chantel Boyer, MS Principal
- Jason Borgstrom, Director of Instructional Technology
- Minda Anderson, Assistant Superintendent of Curriculum & Instruction

Adoption Process - Middle School

- **October 2021**
 - Informed our current curriculum(Everyday Math 2007 edition) would no longer be available
- **January 2022**
 - Explore standards/alignment
 - Create Implementation Plan
- **February 2022**
 - Standards Alignment/Resource Samples
 - Eliminated curriculum that did not align well with MN standards
- **March 2022**
 - Meet with Curriculum Representative from Reveal
 - Standards Review
 - Curriculum Resource Review
 - Instructional Resource Review
- **May (or June) 2022**
 - Board Presentation

6 Grade Curriculum Resources Considered for Middle School Math Adoption

- enVision Mathematics(Savvas, formerly Pearson)
- Math Expressions(Houghton Mifflin Harcourt)
- Everyday Math(McGraw-Hill 2014 edition)
- Reveal Math(McGraw-Hill)

MN State 6th Grade Math Standards

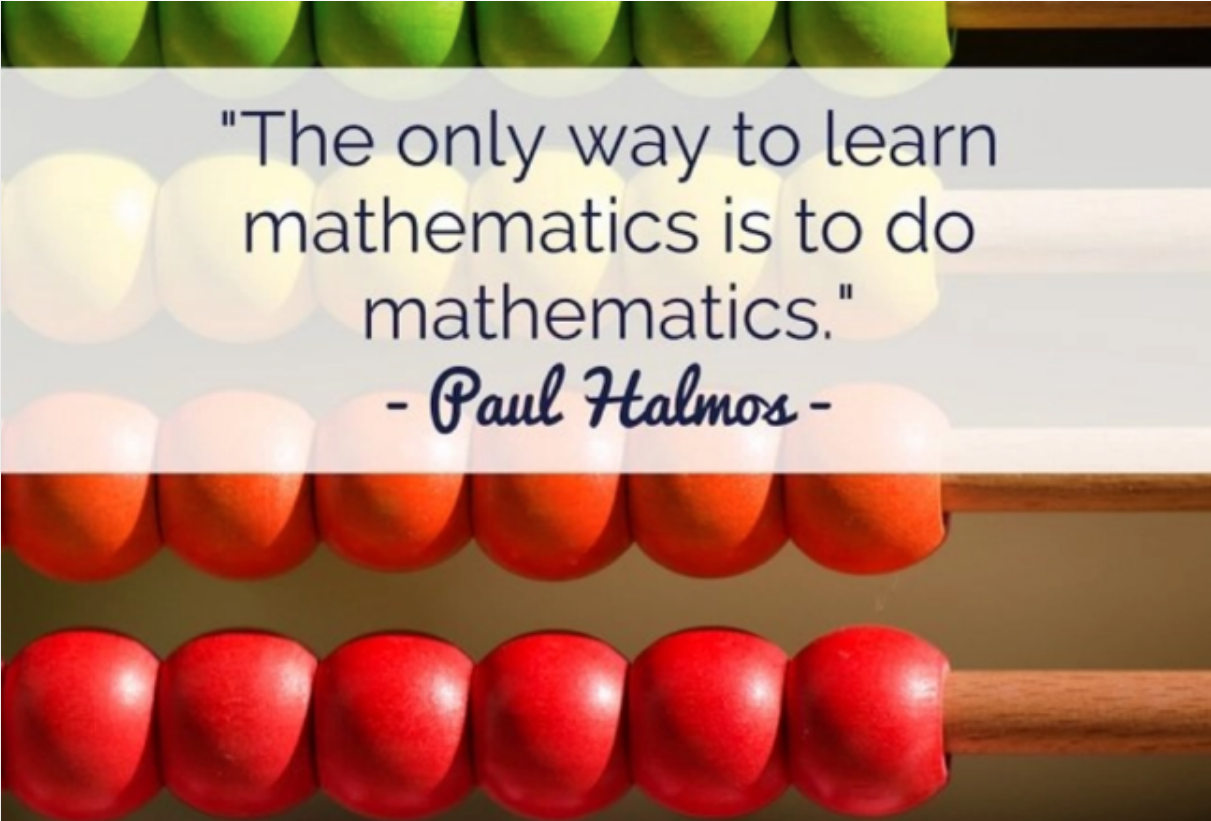
MN State Math Standards correlations to Reveal

MN MATH State Assessment

- MN Comprehensive Assessment (MCA III)
- TESTED IN GRADES 6 - 7 - 8

EdReports report on Reveal Math

Thank you!



"The only way to learn
mathematics is to do
mathematics."

- *Paul Halmos* -

Chair Swanson called the regular meeting of the School Board of District #726 to order on the 2nd day of May, 2022 at 6:30 p.m. in the Teaching & Learning Center.

Roll Call.

Members present: Aaron Jurek, Ryan Obermoller, Connie Robinson, Mark Swanson

Members absent: None

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

CITIZEN COMMENTS: Giulia Riservato

PRESENTATIONS: Heidi Nistler, Sherburne & Northern Wright Special Education Cooperative

REPORTS: School Board Student Representatives, Superintendent Schmidt, Chair Swanson, Clerk Obermoller

SUMMARY OF CLOSED SESSION FROM APRIL 4, 2022: Security Briefing: Several improvements and procedures were discussed. Evaluation of Superintendent: Feedback was given to Superintendent Schmidt.

Motion by Ryan Obermoller, seconded by Aaron Jurek to **Approve the Consent Agenda** as amended:

Remove Communication Plan to Regular Agenda for Discussion

CONSENT AGENDA

MINUTES FROM THE APRIL 4, 2022 REGULAR SCHOOL BOARD MEETING

MINUTES FROM THE APRIL 20, 2022 SPECIAL SESSION

MINUTES FROM THE APRIL 28, 2022 SPECIAL SESSION

FINANCIAL REPORT

EXPENDITURES

Fund	2021-22 Budget	April 2022	2021-22 Year-to-Date	Remaining Budget	% Spent
General	35,337,094	2,857,454	25,828,248	9,508,846	73.09%
Food Service	1,732,509	175,719	1,368,103	364,406	78.97%
Community Service	1,543,562	121,764	1,255,862	287,700	81.36%
Debt Service	3,426,201	-	3,425,351	850	99.98%
	\$ 42,039,366	\$ 3,154,937	\$ 31,877,564	\$ 10,161,802	75.83%

DISBURSEMENTS – in the amount of \$1,816,727.45

PERSONNEL

Name	Status	Job Title	Location	Hrs Per Day/FTE	Group	Replacing	Effective	Wage
Bengston, Hokan	Resignation	JV Boys Basketball Coach	HS	Seasonal	BEA - Schedule C	n/a	4/14/22	n/a
Berthiaume, Karilee	Increase in Hours	Administrative Asst.	PS	Add 4 Hours Per Day	MultiUnit	n/a	8/22/2022	Use Current Wage
Brings, Jody	Resignation	Administrative Asst.	Bus Garage/Copy Center	8 Hours Per Day	MultiUnit	n/a	04/18/22	n/a

Edling, Jakob	New	JV Boys Lacrosse Coach	HS	Seasonal	BEA - Schedule C	N. Fritsch	4/5/22	\$2,803 Per Season
Hackensack, Rebecca	Resignation	Special Education Teacher, EBD	MS	1 FTE	BEA	n/a	6/6/22	n/a
Holthaus, Brenda	Resignation	3rd Grade Teacher	IS	1 FTE	BEA	n/a	6/6/22	n/a
Imholte, Kristin	Resignation	Paraprofessional	EC	3.25 Hours Per Day x 5 Days Per Week, 3.25 Hours Per Day x 3 Days Per Week	MultiUnit	n/a	3/25/22	n/a
Johnson, Chad	Resignation	Special Education Teacher	HS	1 FTE	BEA	n/a	6/6/22	n/a
Lawrance, Abigail	Change in Assignment	Special Education Paraprofessional	PS	6.5 Hours Per Day	MultiUnit	A. Lawrance	04/14/22	Use Current Wage
Mehr, Haley	New	Speech Language Pathologist	PS	1 FTE	BEA	J. Cantin	08/29/22	MA Lane / Step 5: \$54,353
Moen, Hunter	New	Head Boys Golf Coach	HS	Seasonal	BEA - Schedule C	D. Olson	3/21/2022	\$3,995 Per Season
Peterzen, Ashley	Resignation	4th Grade Teacher	IS	1 FTE	BEA	n/a	6/30/22	n/a
Utecht, Emily	New	Speech Language Pathologist	IS/MS/HS	1 FTE	BEA	n/a	08/29/22	MA Lane / Step 5: \$54,353

RESOLUTION RELATING TO THE TERMINATION AND NON-RENEWAL OF A TEACHING CONTRACT(S): ERICA HEATH, CAMIE IHRKE, MARY THORPE, MEGHAN GRASKE, NICHOLE STENBERG, DENISE OFFERDAHL, PROBATIONARY TEACHERS

Motion carried unanimously.

Motion by Ryan Obermoller, seconded by Connie Robinson, to Approve the *Communication Plan*, as presented. Motion carried unanimously.

Motion by Connie Robinson, seconded by Ryan Obermoller, to **Accept the Following Gifts:**

B.Y.S.A	\$780.00	Dance Team
Becker Band Booster Club	\$3,142.72	Nashville Trip
Becker Robotics Booster Club	\$300.00	Robotics
Becker Youth Assoc Archery	\$1,370.00	Tournament Fees
Brickyard Bar & Grill	\$500.00	Robotics

Charles & Katie Meyer	\$120.00	Robotics
Clear Lake Fitness LLC	\$250.00	Robotics
Clear Lake Lions	\$800.00	Swimming
Clear Lake Lions	\$5,000.00	Robotics
Clearwater Travel Plaza	\$100.00	Robotics
Complete Automotive Repair Service Inc.	\$200.00	Robotics
Danco LTD	\$250.00	Robotics
Gene Haas Foundation	\$3,000.00	Robotics Grant
Guardian Fleet Safety	\$500.00	Robotics
Jack & Jim's Bar Inc.	\$100.00	Robotics
Jennings Well Drilling Inc	\$200.00	Robotics
Kampa Farms	\$500.00	Robotics
Make Your Move Inc	\$100.00	Robotics
Mary Volk	\$20.00	Robotics
Midwest Air Traffic Control Service Inc.	\$250.00	Robotics
Monticello Lions Club	\$500.00	Robotics
Nelson Fire Arms Training	\$250.00	Robotics
Nicholas & Adrianna Paumen	\$300.00	Robotics
PMMI Education & Training Foundation	\$2,000.00	Robotics
Robert & Diane Calaway	\$50.00	Robotics
Sartell Tax & Accounting Services Inc.	\$200.00	Robotics
Spa Nala LLC	\$1,000.00	Robotics
Stephen & Marie Jennings	\$500.00	Robotics
Stormy LLC	\$500.00	Robotics
Timothy Dolan	\$500.00	Robotics
Walk on Water Inc	\$500.00	Robotics

Upon roll call vote, motion carried unanimously.

Motion by Ryan Obermoller, seconded by Aaron Jurek to **Nominate all 8 School Board Candidates for the Ballot for Two School Board Vacancies**. Motion carried unanimously. School Board Members proceeded to vote for Three Candidates. After the first round of voting, **Troy Berning** was elected to fill a vacancy with 3 votes. After the second round of voting, **Pete Weismann** was elected to fill a vacancy with 4 votes.

Motion by Mark Swanson, seconded by Ryan Obermoller, to **Approve the Resolution Filling School Board Vacancy by Appointment**:

WHEREAS, two vacancies exists in the office of school board member with terms expiring the first Monday in January, 2025; and

WHEREAS, the vacancy occurred more than ninety (90) days prior to the first Tuesday after the first Monday in November in the year the vacancy occurred and prior to the fourth year of the vacant term;

NOW THEREFORE BE IT RESOLVED by the School Board of Independent School District

No. 726, State of Minnesota, as follows:

Pursuant to Minnesota Statutes, Section 123B.09, Subd. 5b, Troy Berning and Pete Weismann are hereby appointed to fill the vacancies and to serve until a successor is elected and qualified. The appointment shall be effective thirty (30) days after the adoption of this resolution unless a valid petition to reject the appointee is filed with the school district clerk pursuant to Minnesota Statutes, Section 123B.09, Subd. 5b(b) within that thirty (30) day time period.

Motion carried unanimously.

Motion by Ryan Obermoller, seconded by Connie Robinson, to ***Approve the Following Policy Recommendations:***

206 Public Participation in School Board Meetings
722 Public Data Request

Motion carried unanimously.

Motion by Aaron Jurek, seconded by Connie Robinson to ***Approve the Revised 21-22 Budget.*** Motion carried unanimously.

Motion by Ryan Obermoller, seconded by Aaron Jurek to ***Approve the Proposed 22-23 Budget.*** Motion carried unanimously.

Superintendent Schmidt discussed the upcoming ***Strategic Planning Listening Sessions.***

The meeting was **adjourned** at 8:04 p.m.

Mark Swanson, Chair

Ryan Obermoller, Clerk

Recorder: Angela Oswald

Vice Chair Robinson called the special meeting of the School Board of District #726 to order on the 16th day of May, 2022 at 5:30 p.m. in the Teaching & Learning Center.

Roll Call.

Members present: Aaron Jurek, Ryan Obermoller, Connie Robinson, Mark Swanson (attending remotely)

Members absent: None

Others present: Jeremy Schmidt

Motion by Mark Swanson, seconded by Ryan Obermoller, ***To Not Approve Petitioning the Court to File for a Primary Election.*** Upon roll call vote, the following voted in favor thereof: Aaron Jurek, Connie Robinson, Mark Swanson, and the following voted against the same: Ryan Obermoller. Motion carries.

Motion by Ryan Obermoller, seconded by Aaron Jurek, to ***Authorize the Board Chair, Board Vice Chair or Board Clerk to Contact the School District Attorney.*** Motion carried unanimously.

The meeting was **adjourned** at 6:15 p.m.

Mark Swanson, Chair

Ryan Obermoller, Clerk

Recorder: Angela Oswald

Chair Swanson called the working session of the School Board of District #726 to order on the 19th day of May, 2022 at 8:30 p.m. in the High School Performing Arts Center.

Roll Call.

Members present: Aaron Jurek, Ryan Obermoller, Connie Robinson (attending remotely), Mark Swanson

Members absent: None

Others present: Jeremy Schmidt, Superintendent

The School Board discussed ***Strategic Planning***.

The work session was **adjourned** at 9:26 p.m.

Mark Swanson, Chair

Ryan Obermoller, Clerk

Recorder: Angela Oswald

Chair Swanson called the working session of the School Board of District #726 to order on the 1st day of June, 2022 at 5:00 p.m. in the High School Teaching and Learning Center.

Roll Call.

Members present: Troy Berning, Aaron Jurek, Ryan Obermoller, Connie Robinson, Mark Swanson

Members absent: None

Others present: Jeremy Schmidt, Superintendent

The School Board discussed ***Strategic Planning with Committee Members.***

The work session was **adjourned** at 6:56 p.m.

Mark Swanson, Chair

Ryan Obermoller, Clerk

Recorder: Angela Oswald

**BECKER PUBLIC SCHOOLS
MONTHLY FINANCIAL REPORT
May 2022**

EXPENDITURES

Fund	2021-22 Budget	May 2022	2021-22 Year-to-Date	Remaining Budget	% Spent
General	36,842,910	3,249,426	29,077,674	7,765,236	78.92%
Food Service	2,079,672	227,125	1,595,228	484,444	76.71%
Community Service	1,638,349	152,532	1,408,394	229,955	85.96%
Debt Service	3,426,201	-	3,425,351	850	99.98%
	\$ 43,987,132	\$ 3,629,083	\$ 35,506,647	\$ 8,480,485	80.72%

Name	Status	Job Title	Location	Hrs Per Day/FTE	Group	Replacing	Effective	Wage
Anderson, Minda	Resignation	Asst. Superintendent, Director of	District Office	1 FTE	Individual	n/a	7/1/22	n/a
Armstrong, Amber	Resignation	Speech Language Pathologist	PS	1 FTE	BEA	n/a	End of 21-22 School Year	n/a
Backes, Courtney	Transfer / New Assignment	5th Grade Teacher	IS	1 FTE	BEA	n/a	08/29/22	Use Current
Beedy, Alison	New	3rd Grade Teacher	IS	1 FTE	BEA	B. Holthaus	08/29/22	MA60 Lane / Step 1: \$52,000
Brant, Kari	Resignation	Science Teacher	MS	1 FTE	BEA	n/a	06/06/22	n/a
Buntrock, Elizabeth	New Assignment	Camp Opportunity Assistant (was Aide)	Camp Opportunity	7.5 Hours Per Day x 3 Days Per Week	Camp Opportunity	n/a	05/31/22	\$14.13 Per Hour
Cable, Erla	New	Special Education Teacher - SLD	HS	1 FTE	BEA	J. Lynch	8/29/22	BA Lane / Step 4: \$46,972 Annually
Condon, Barb	Resignation	Bus Driver	Bus Garage	Mid-Day Route	Transportation	n/a	5/27/22	n/a
Dehmer, Anika	New	Camp Opportunity Asst.	PS/IS	8 Hours Per Day	Camp Opportunity	n/a	5/19/2022	\$14.13 Per Hour
Edwards, Sara	New	Elementary Asst. Principal	PS/IS	1 FTE	Administrators	n/a	7/1/22	\$112,238 Annually
Graske, Meghan	Transfer / New Assignment	4th Grade Teacher	IS	1 FTE	BEA	A. Peterzen	8/29/22	Use Current
Handeland, Kim	Additional Assignment	Student Advisor	MS	Annually	BEA - Schedule C	A. Strom	9/6/22	\$2,285 Annually
Hausmann, Joy	Resignation	Special Education Teacher	MS	1 FTE	BEA	n/a	06/06/22	n/a
Henry, Lynnea	Transfer/New Assignment	Secretary: Receiving & Copying	District Office	4 Hours Per Day	MultiUnit	J. Brings	tbd (August, 2022)	Use Current
Jundt, Sandra	Resignation	Cashier	IS	2 Hours, 30 Min Per Day	NonUnion	n/a	06/03/22	n/a
Kaiawe, Bonnie	New	Custodian	Multiple	8 Hours Per Day	MultiUnit	F. Hoff	5/4/2022	\$17.34 Per Hour
Kalinowski, Kayla	Resignation	Head Gymnastics Coach	HS	Seasonal	BEA - Schedule C	n/a	4/21/22	n/a
Kasper, Shelly	Resignation	Bus Driver	Bus Garage	Mid-Day Route	Transportation	n/a	6/3/22	n/a
Klassen, Mike	Transfer/New Assignment	Grade 3 Teacher (was Grade 2)	IS	1 FTE	BEA	n/a	8/29/22	Use Current
Maruska, Tessa	New	Camp Opportunity Aide	PS/IS	7 Hours Per Day	Camp Opportunity	n/a	5/12/22	\$9.60 Per Hour
Maruska, Tessa	New Assignment	Camp Opportunity Assistant (was Aide)	Camp Opportunity	7 Hours Per Day	Camp Opportunity	n/a	05/31/22	\$14.13 Per Hour
McDonald, Madison	Resignation	Camp Opportunity Staff	PS/IS	3 Hours Per Day	Camp Opportunity	n/a	05/04/22	n/a
Neuman, Madison	Resignation	Camp Opportunity Staff	PS/IS	Varied	Camp Opportunity	n/a	5/4/22	n/a
Norman, Sara	Resignation	Reading Interventionist / Data Coordinator	IS	1 FTE	BEA	n/a	6/30/22	n/a
Robley, Janet	Resignation	Lead Cook	IS	7.5 Hours Per Day	MultiUnit	n/a	08/30/22	n/a
Soupir, Anna	New	Camp Opportunity Lead	PS/IS	8 Hours Per Day	Camp Opportunity	n/a	6/8/22	\$15.41 Per Hour

Vogt, Adrienne	New	Camp Opportunity Lead	PS/IS	8 Hours Per Day	Camp Opportunity	n/a	06/10/22	\$15.72 Per Hour
Wensmann, Joy	Resignation	Media Paraprofessional	HS	7.5 Hours Per Day	MultiUnit	n/a	08/01/22	n/a



**2022-2023 RESOLUTION FOR MEMBERSHIP
IN THE MINNESOTA STATE HIGH SCHOOL LEAGUE**

RESOLVED, that the Governing Board of Becker Schools, County of Sherburne, State of Minnesota delegates the control, supervision and regulation of interscholastic athletic and fine arts events (referred to in MN Statutes, Section 128C.01) to the Minnesota State High School League, and so hereby certifies to the State Commissioner of Education as provided for by Minnesota Statutes.

FURTHER RESOLVED, that the high schools listed below (name all high schools under your governing board):

Becker High School

is/are authorized by this, the Governing Board of said school district or school to:

1. _____ Make new application for membership in the Minnesota State High School League;
School Enrollment (grades 9-12): _____

OR;

X Renew its membership in the Minnesota State High School League; and,

2. Participate in the approved interschool activities sponsored by said League and its various subdivisions.

FURTHER RESOLVED, that this Governing Board hereby adopts the Constitution, Bylaws, Rules and Regulations of said League and all amendments thereto as the same as are published in the latest edition of the League's *Official Handbook*, on file at the office of the school district or school, or as appears on the League's website, as the minimum standards governing participation in said League-sponsored activities, and that the administration and responsibility for determining student eligibility and for the supervision of such activities are assigned to the official representatives identified by this Governing Board.

Signing the Resolution for Membership affirms that this Governing Board has viewed the WHY WE PLAY training video which defines the purpose and value of education-based athletic and activity programs and assists school communities in communicating a shared common language.

Member schools must develop and publicize administrative procedures to address eligibility suspensions related to Code of Student Conduct violations for students participating in activity programs by member schools.

The above Resolution was adopted by the Governing Board of this school district and is recorded in the official minutes of said Board and hereby is certified to the State Commissioner of Education as provided for by law.

Signed: _____
(Clerk/Secretary - Local Governing Board)

Signed: _____
(Superintendent or Head of School)

Date: _____

Date: _____

District/School Office Address: 12000 Hancock Street, Becker, MN 55308

Head of School/Superintendent's Phone: 763-261-4502, Option #3

Head of School/Superintendent's Email: jschmidt@isd726.org

This form must be completed and submitted to MSHSL NOT LATER THAN JULY 31, 2022. Retain one copy for the school files.

2022-2023 RESOLUTION FOR MEMBERSHIP

This information on page must be entered electronically on the MSHSL Resolution for Membership 2022-2023 Form on the League website once for each high school under your governing board.

The following is taken from the MSHSL Constitution:

208.00 LOCAL CONTROL

208.01 Designated School Representatives

At the beginning of the League's fiscal year, the governing board of each member school shall designate two (2) representatives who are authorized to vote for the member school at all district, region and section meetings and on mail ballots where member schools are called upon to vote, such as district meetings, region meetings, and mail ballots.

One of the designated representatives shall be a member of the school's governing board and the other shall be an administrator or full-time faculty member of the member school.

In school districts with multiple schools, the designated representative from the school district's governing body may represent more than one school and is entitled to one vote for each school they represent.

208.02 Designated Activity Representatives

At the beginning of the League's fiscal year, the governing board of each member school shall select individuals to represent its school in the following areas: (a) boys sports; (b) girls sports; (c) speech; and (d) music.

208.03 Local Advisory Committee

Each school is urged to form an advisory committee for League activities. Committee membership is not limited to but shall include a school board member, a student, a parent, and a faculty member, to advise the designated school representatives on all matters relating to the school's membership in the MSHSL.

208.01 VOTE ON BEHALF OF THE HIGH SCHOOL

- Designated School Board Member
Connie Robinson
- Designated School Representative:
Jeremy Schmidt, Superintendent

208.02 ACTIVITY REPRESENTATIVES

- Boys Sports: Dave Niemi
- Girls Sports: Dave Niemi
- Speech: Dave Niemi
- Music: Dave Niemi

208.03 LOCAL ADVISORY COMMITTEE MEMBERS

- Board Member: Mark Swanson, Ryan Obermoller
- Student: TBD
- Parent: Eron Bordson
- Faculty Member: Greg Lynch

MAILING REPRESENTATIVE

By signature on the first page, I have verified that all required representatives above have been entered electronically on the MSHSL Resolution for Membership 2022-2023 Form.

Adam & Melissa Northenscold	\$2,000.00	Robotics
Becker Lions Club	\$3,850.00	New Backboards @ the Primary
Becker Lions Club	\$5,000.00	Robotics
Becker PTSA	\$250.00	Ms. Peroddy Art Show
Becker Tennis	\$1,088.00	Tennis uniforms for boys tennis
Bogart, Peterson & Assoc	\$1,000.00	Robotics
Carol Northenscold	\$25.00	Robotics
Clearwater Lions Club	\$5,000.00	Robotics
Liberty Diversifed International	\$5,000.00	Summer School Children Books
Liberty Paper	\$3,000.00	Scholarships
Monticello American Legion	\$50.00	Graduation Party
Santiago Lions Club	\$1,000.00	Robotics
Sherburne Bank	\$246.00	Robotics
Thomas & Evelyn Clements	\$500.00	Robotics
Virene Luthi	\$25.00	Robotics
Vista Outdoors Inc.	\$1,000.00	Robotics
Wipperbls Inc	\$250.00	Robotics

Adopted: July 2, 2012

Revised: _____

103 COMPLAINTS – STUDENTS, EMPLOYEES, PARENTS, OTHER PERSONS

I. PURPOSE

The school district takes seriously all concerns or complaints by students, employees, parents or other persons. If a specific complaint procedure is provided within any other policy of the school district, the specific procedure shall be followed in reference to such a complaint. If a specific complaint procedure is not provided, the purpose of this policy is to provide a procedure that may be used.

II. GENERAL STATEMENT OF POLICY

A. Students, parents, employees or other persons may report concerns or complaints to the school district. While written reports are encouraged, a complaint may be made orally. Any employee receiving a complaint shall advise the principal or immediate supervisor of the receipt of the complaint. The supervisor shall make an initial determination as to the seriousness of the complaint and whether the matter should be referred to the superintendent. A person may file a complaint at any level of the school district; i.e., principal, superintendent or school board. However, persons are encouraged to file a complaint at the building level when appropriate.

B. Depending upon the nature and seriousness of the complaint, the supervisor or other administrator receiving the complaint shall determine the nature and scope of the investigation or follow-up procedures. If the complaint involves serious allegations, the matter shall promptly be referred to the superintendent who shall determine whether an internal or external investigation should be conducted. In either case, the superintendent shall determine the nature and scope of the investigation and designate the person responsible for investigation or follow-up relating to the complaint. The designated investigator shall ascertain details concerning the complaint and respond promptly to the appropriate administrator concerning the status or outcome of the matter.

C. The appropriate administrator shall respond to the complaining party concerning the outcome of the investigation or follow-up, including any appropriate action or corrective measure that was taken. The superintendent shall be copied on the correspondence and consulted in advance of the written response when appropriate. The response to the complaining party shall be consistent with the rights of others pursuant to the applicable provisions of Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act) or other law.

Legal References: Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)

Cross References: Policy 206 (Public Participation in School Board Meetings/Complaints about Persons at School Board Meetings and Data Privacy Considerations)
Policy 403 (Discipline, Suspension, and Dismissal of School District Employees)
Policy 413 (Harassment and Violence)
Policy 514 (Bullying Prohibition)
MSBA School Law Bulletin “I” (School Records – Privacy – Access to Data)

Adopted: November 15, 2004

Revised:

204 SCHOOL BOARD MEETING MINUTES

I. PURPOSE

The purpose of this policy is to establish procedures relating to the maintenance of records of the school board and the publication of its official proceedings.

II. GENERAL STATEMENT OF POLICY

It is the policy of the school district to maintain its records so that they will be available for inspection by members of the general public and to provide for the publication of its official proceedings in compliance with law.

III. MAINTENANCE OF MINUTES AND RECORDS

A. The clerk shall keep and maintain permanent records of the school board, including records of the minutes of school board meetings and other required records of the school board. All votes taken at meetings required to be open to the public pursuant to the Minnesota Open Meeting Law must be recorded in a journal or minutes kept for that purpose. Public records maintained by the school district must be available for inspection by members of the public during the regular business hours of the school district. Minutes of meetings shall be available for inspection at the administrative offices of the school district after they have been prepared. Minutes of a school board meeting shall be approved or modified by the school board at a subsequent meeting, which action shall be reflected in the official proceedings of that subsequent meeting.

B. Recordings of Closed Meetings

1. All closed meetings, except those closed as permitted by the attorney-client privilege, must be electronically recorded at the school district's expense. Recordings of closed meetings shall be made separately from the recordings of an open meeting to the extent such meetings are recorded. If a meeting is closed to discuss more than one (1) matter, each matter shall be separately recorded.
2. Recordings of closed meetings shall be preserved by the school district for the following time periods:
 - a. Meetings closed to discuss labor negotiations strategy shall be preserved for two (2) years after the contract is signed.

- b. Meetings closed to discuss security matters shall be preserved for at least four (4) years.
 - c. Meetings closed to discuss the purchase or sale of property shall be preserved for at least eight (8) years after the date of the meeting.
 - d. All other closed meetings shall be preserved by the school district for at least three (3) years after the date of the meeting.
 - e. Following the expiration of the above time periods, recordings of closed meetings shall be maintained as set forth in the school district's Records Retention Schedule.
3. Recordings of closed meetings shall be classified by the school district as protected non-public data that is not accessible by the public or any subject of the data, with the following exceptions:
- a. Recordings of labor negotiations strategy meetings shall be classified as public data and made available to the public after all labor contracts are signed by the school district for the current budget period.
 - b. Recordings of meetings related to the purchase or sale of property shall be classified as public data and made available to the public after all real or personal property discussed at the meeting has been purchased or sold or the school district has abandoned the purchase or sale.
 - c. Recordings of any other closed meetings shall be classified and/or released as required by court order.
4. Recordings of closed meetings shall be maintained separately from recordings of open meetings, to the extent recordings of open meetings are maintained by the school district, with the exception of recordings that have been classified as public data as set forth in Section III.B.3. above. Recordings of closed meetings classified as non-public data also shall be maintained in a secure location, separate from recordings classified as public data.
5. Recordings of closed meetings shall be maintained in a manner to easily identify the data classification of the recording. The recordings shall be identified with at least the following information:
- a. The date of the closed meeting;
 - b. The basis upon which the meeting was closed (i.e.: labor negotiations strategy, purchase or sale of real property, educational data, etc.); and

- c. The classification of the data.
6. Recordings of closed meetings related to labor negotiations strategy and the purchase or sale of property shall be maintained and monitored in a manner that reclassifies the recording as public upon the occurrence of an event reclassifying that data as set forth in Section III.B.3. above.

IV. PUBLICATION OF OFFICIAL PROCEEDINGS

- A. The school board shall cause its official proceedings to be published once in the official newspaper of the school district within thirty (30) days of the meeting at which the proceedings occurred; however, if the school board conducts regular meetings not more than once every thirty (30) days, the school board need not publish the minutes until ten (10) days after they have been approved by the school board.
- B. The proceedings to be published shall be sufficiently full to fairly set forth the proceedings. They must include the substance of all official actions taken by the school board at any regular or special meeting, and at minimum must include the subject matter of a motion, the persons making and seconding the motion, a listing of how each member present voted on the motion, the character of resolutions offered including a brief description of their subject matter and whether adopted or defeated. The minutes and permanent records of the school board may include more detail than is required to be published with the official proceedings. If the proceedings have not yet been approved by the school board, the proceedings to be published may reflect that fact.
- C. The proceedings to be published may be a summary of the essential elements of the proceedings, and/or of resolutions and other official actions of the school board. Such a summary shall be written in a clear and coherent manner and shall, to the extent possible, avoid the use of technical or legal terms not generally familiar to the public. When a summary is published, the publication shall clearly indicate that the published material is only a summary and that the full text is available for public inspection at the administrative offices of the school district and that a copy of the proceedings, other than attachments to the minutes, is available without cost at the offices of the school district or by means of standard or electronic mail.

Legal References: Minn. Stat. § 13D.01, Subds. 4-6 (Open Meeting Law)
Minn. Stat. § 123B.09, Subd. 10 (Publishing Proceedings)
Minn. Stat. § 123B.14, Subd. 7 (Record of Meetings)
Minn. Stat. § 331A.01 (Definition)
Minn. Stat. § 331A.05, Subd. 8 (Notice Regarding Published Summaries)
Minn. Stat. § 331A.08, Subd. 3 (Publication of Proceedings)
Op. Atty. Gen. 161-a-20, December 17, 1970

Ketterer v. Independent School District No. 1, 248 Minn. 212, 79 N.W.2d 428 (1956)

Cross References: Policy 205 (Open Meetings and Closed Meetings)
MSBA Service Manual, Chapter 1, School District Governance, Powers and Duties

Adopted: September 10, 2012

Revised: August 6, 2018

205 OPEN MEETINGS AND CLOSED MEETINGS

I. PURPOSE

- A. The school board embraces accountability and transparency in the conduct of its business, in the belief that openness produces better programs, more efficient-administration of programs, and an organization more responsive to public interest and less susceptible to private interest. The school board shall conduct its business under a presumption of openness. At the same time, the school board recognizes and respects the privacy rights of individuals as provided by law. The school board also recognizes that there are certain exceptions to the Minnesota Open Meeting Law as recognized in statute where it has been determined that, in limited circumstances, the public interest is best served by closing a meeting of the school board.
- B. The purpose of this policy is to provide guidelines to assure the rights of the public to be present at school board meetings, while also protecting an individual's rights to privacy under law, and to close meetings when the public interest so requires as recognized by law.

II. GENERAL STATEMENT OF POLICY

- A. Except as otherwise expressly provided by statute, all meetings of the school board, including executive sessions, shall be open to the public.
- B. Meetings shall be closed only when expressly authorized by law.

III. DEFINITION

“Meeting” means a gathering of at least a quorum of school board members—or quorum of a committee or subcommittee of school board members, at which members discuss, decide, or receive information as a group on issues relating to the official business of the school board. The term does not include a chance or social gathering or the use of social media by members of a public body so long as the social media use is limited to exchanges with all members of the general public. For purposes of the Open Meeting Law, social media does not include e-mail.

IV. PROCEDURES

A. Meetings

1. Regular Meetings

A schedule of the regular meetings of the school board shall be kept on file at the school district office. If the school board decides to hold a regular meeting at a time or place different from the time or place stated in its regular meeting schedule, it shall give the same notice of the meeting as for a special meeting.

2. Special Meetings

- a. For a special meeting, the school board shall post written notice of the date, time, place, and purpose of the meeting on the principal bulletin board of the school district or on the door of the school board's usual meeting room if there is no principal bulletin board. The school board's actions at the special meeting are limited to those topics included in the notice.
- b. The notice shall also be mailed or otherwise delivered to each person who has filed a written request for notice of special meetings. This notice shall be posted and mailed or delivered at least three days before the date of the meeting.
- c. As an alternative to mailing or otherwise delivering notice to persons who have filed a written request, the school board may publish the notice once, at least three days before the meeting, in the official newspaper of the school district or, if none, in a qualified newspaper of general circulation within the area of the school district.
- d. A person filing a request for notice of special meetings may limit the request to particular subjects, in which case the school board is required to send notice to that person only concerning those particular subjects.
- e. The school board will establish an expiration date on requests for notice of special meetings and require refiling once each year. Not more than sixty (60) days before the expiration date of request for notice, the school board shall send notice of the refiling requirement to each person who filed during the preceding year.

3. Emergency Meetings

- a. An emergency meeting is a special meeting called because of circumstances that, in the school board's judgment, require immediate consideration.
- b. If matters not directly related to the emergency are discussed or acted upon, the minutes of the meeting shall include a specific description of those matters.
- c. The school board shall make good faith efforts to provide notice of the emergency meeting to each news medium that has filed a written request for notice if the request includes the news medium's telephone number.
- d. Notice of the emergency meeting shall be given by telephone or any other method used to notify the members of the school board.
- e. Notice shall be provided to each news medium which has filed a written request for notice as soon as reasonably practicable after notice has been given to the school board members.
- f. Notice shall include the subject of the meeting.
- g. Posted or published notice of an emergency meeting shall not be required.
- h. The notice requirements for an emergency meeting as set forth in this policy shall supersede any other statutory notice requirement for a special meeting that is an emergency meeting.

4. Recessed or Continued Meetings

If a meeting is a recessed or continued session of a previous meeting, and the time and place of the meeting was established during the previous meeting and recorded in the minutes of that meeting, then no further published or mailed notice is necessary.

5. Closed Meetings

The notice requirements of the Minnesota Open Meeting Law apply to closed meetings.

6. Actual Notice

If a person receives actual notice of a meeting of the school board at least twenty-four (24) hours before the meeting, all notice requirements are satisfied with respect to that person, regardless of the method of receipt of notice.

7. Meetings during Pandemic or Chapter 12 Emergency

In the event of a health pandemic or an emergency declared under Minn. Stat. Ch. 12, a meeting may be conducted by telephone or interactive technology in compliance with Minn. Stat. § 13D.021.

8. Meetings by Interactive Technology

A meeting may be conducted by interactive technology, Zoom, Skype, or other similar electronic means in compliance with Minn. Stat. § 13D.02.

B. Votes

The votes of school board members shall be recorded in a journal or minutes kept for that purpose. The journal or any minutes used to record votes of a meeting must be open to the public during all normal business hours at the school district's administrative offices.

C. Written Materials

1. In any open meeting, a copy of any printed materials, including electronic communications, relating to the agenda items of the meeting prepared or distributed by or at the direction of the school board or its employees and distributed to or available to all school board members shall be available in the meeting room for inspection by the public while the school board considers their subject matter.
2. This provision does not apply to materials not classified by law as public, or to materials relating to the agenda items of a closed meeting.

D. Open Meetings and Data

1. Meetings may not be closed to discuss data that are not public data, except as provided under Minnesota law.
2. Data that are not public data may be discussed at an open meeting if the disclosure relates to a matter within the scope of the school board's authority and is reasonably necessary to conduct the business or agenda item before the school board.
3. Data discussed at an open meeting retain the data's original classification; however, a record of the meeting, regardless of form, shall be public.

E. Closed Meetings

1. Labor Negotiations Strategy

- a. The school board may, by a majority vote in a public meeting, decide to hold a closed meeting to consider strategy for labor negotiations, including negotiation strategies or developments or discussion and review of labor negotiation proposals, conducted pursuant to Minnesota's Public Employment Labor Relations Act (PELRA)
- b. The time and place of the closed meeting shall be announced at the public meeting. A written roll of school board members and all other persons present at the closed meeting shall be made available to the public after the closed meeting. The proceedings of a closed meeting to discuss negotiation strategies shall be tape recorded, and the tape recording shall be preserved for two years after the contract discussed at the meeting is signed. The recording shall be made available to the public after all labor contracts are signed by the school board for the current budget period.

2. Sessions Closed by Bureau of Mediation Services

All negotiations, mediation meetings, and hearings between the school board and its employees or their respective representatives are public meetings. Mediation meetings may be closed only by the Commissioner of the Bureau of Mediation Services (BMS). The use of recording devices, stenographic records, or other

recording methods is prohibited in mediation meetings closed by the BMS.

3. Preliminary Consideration of Allegations or Charges

The school board shall close one or more meetings for preliminary consideration of allegations or charges against an individual subject to its authority. If the school board members conclude that discipline of any nature may be warranted as a result of those specific charges or allegations, further meetings or hearings relating to those specific charges or allegations held after that conclusion is reached must be open. A meeting must also be open at the request of the individual who is the subject of the meeting. A closed meeting for this purpose must be electronically recorded at the expense of the school district, and the recording must be preserved for at least three years after the date of the meeting. The recording is not available to the public.

4. Performance Evaluations

The school board may close a meeting to evaluate the performance of an individual who is subject to its authority. The school board shall identify the individual to be evaluated prior to closing a meeting. At its next open meeting, the school board shall summarize its conclusions regarding the evaluation. A meeting must be open at the request of the individual who is the subject of the meeting. A closed meeting for this purpose must be electronically recorded at the expense of the school district, and the recording must be preserved for at least three years after the date of the meeting. The recording is not available to the public.

5. Attorney-Client Privilege Meeting

A meeting may be closed if permitted by the attorney-client privilege. Attorney-client privilege applies when litigation is imminent or threatened, or when the school board needs advice above the level of general legal advice, for example, regarding specific acts and their legal consequences. A meeting may be closed to seek legal advice concerning litigation strategy, but the mere threat that litigation might be a consequence of deciding a matter one way or another does not, by itself, justify closing the meeting. The motion to close the meeting must specifically describe the matter to be discussed at the closed meeting, subject to relevant privacy and confidentiality considerations under state and

federal law. The law does not require that such a meeting be recorded.

6. Dismissal Hearing

- a. A hearing on dismissal of a licensed teacher shall be public or private at the teacher's discretion. A hearing regarding placement of teachers on unrequested leave of absence shall be public.
- b. A hearing on dismissal of a student pursuant to the Pupil Fair Dismissal Act shall be closed unless the pupil, parent, or guardian requests an open hearing.
- c. To the extent a teacher or student dismissal hearing is held before the school board and is closed, the closed meeting must be electronically recorded at the expense of the school district, and the recording must be preserved for at least three years after the date of the meeting. The recording is not available to the public.

7. Coaches; Opportunity to Respond

- a. If the school board has declined to renew the coaching contract of a licensed or nonlicensed head varsity coach, it must notify the coach within fourteen (14) days of that decision.
- b. If the coach requests the reasons for the nonrenewal, the school board must give the coach its reasons in writing within ten (10) days of receiving the request. The existence of parent complaints must not be the sole reason for the school board not to renew a coaching contract.
- c. On the request of the coach, the school board must provide the coach with a reasonable opportunity to respond to the reasons at a school board meeting.
- d. The meeting may be open or closed at the election of the coach unless the meeting is closed as required by Minn. Stat. § 13D.05, Subd. 2, to discuss educational or certain other nonpublic data.

- e. A meeting closed for this purpose must be electronically recorded at the expense of the school district, and the recording must be preserved for at least three years after the date of the meeting. The recording is not available to the public.

8. Meetings to Discuss Certain Not Public Data

- a. Any portion of a meeting must be closed if the following types of data are discussed:
 - (1) data that would identify alleged victims or reporters of criminal sexual conduct, domestic abuse, or maltreatment of minors or vulnerable adults;
 - (2) active investigative data collected or created by a law enforcement agency;
 - (3) educational data, health data, medical data, welfare data, or mental health data that are not public data; or (4) an individual's personal medical records.
- b. A closed meeting must be electronically recorded at the expense of the school district, and the recording must be preserved for at least three years after the date of the meeting. The recording is not available to the public.

9. Purchase and Sale of Property

- a. The school board may close a meeting:
 - (1) to determine the asking price for real or personal property to be sold by the school district;
 - (2) to review confidential or nonpublic appraisal data; and
 - (3) to develop or consider offers or counteroffers for the purchase or sale of real or personal property.
- b. Before closing the meeting, the school board must identify on the record the particular real or personal property that is the subject of the closed meeting.

- c. The closed meeting must be tape recorded at the expense of the school district. The tape must be preserved for eight years after the date of the meeting and be made available to the public after all real or personal property discussed at the meeting has been purchased or sold or the school board has abandoned the purchase or sale. The real or personal property that is the subject of the closed meeting must be specifically identified on the tape. A list of school board members and all other persons present at the closed meeting must be made available to the public after the closed meeting.
- d. An agreement reached that is based on an offer considered at a closed meeting is contingent on its approval by the school board at an open meeting. The actual purchase or sale must be approved at an open meeting and the purchase price or sale price is public data.

10. Security Matters

- a. The school board may close a meeting to receive security briefings and reports, to discuss issues related to security systems, to discuss emergency response procedures, and to discuss security deficiencies in or recommendations regarding public services, infrastructure, and facilities, if disclosure of the information discussed would pose a danger to public safety or compromise security procedures or responses.
- b. Financial issues related to security matters must be discussed and all related financial decisions must be made at an open meeting.
- c. Before closing a meeting, the school board must refer to the facilities, systems, procedures, services, or infrastructures to be considered during the closed meeting.
- d. The closed meeting must be tape recorded at the expense of the school district and the recording must be preserved for at least four years.

11. Other Meetings

Other meetings shall be closed as provided by law, except as provided above. A closed meeting must be electronically recorded

at the expense of the school district, and the recording must be preserved for at least three years after the date of the meeting. The recording is not available to the public.

F. Procedures for Closing a Meeting

The school board shall provide notice of a closed meeting just as for an open meeting. A school board meeting may be closed only after a majority vote at a public meeting. Before closing a meeting, the school board shall state on the record the specific authority permitting the meeting to be closed and shall describe the subject to be discussed.

- Legal References:** Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)
Minn. Stat. Ch. 13D (Open Meeting Law)
Minn. Stat. § 121A.47, Subd. 5 (Exclusion and Expulsion Procedures))
Minn. Stat. § 122A.33, Subd. 3 (Coaches; Opportunity to Respond)
Minn. Stat. § 122A.40, Subd. 14 (Teacher Discharge Hearing)
Minn. Stat. § 179A.14, Subd. 3 (Labor Negotiations)
Minn. Rules Part 5510.2810 (Bureau of Mediation Services)
Brown v. Cannon Falls Township, 723 N.W.2d 31 (Minn. App. 2006)
Brainerd Daily Dispatch v. Dehen, 693 N.W.2d 435 (Minn. App. 2005)
The Free Press v. County of Blue Earth, 677 N.W.2d 471 (Minn. App. 2004)
Prior Lake American v. Mader, 642 N.W.2d 729 (Minn. 2002)
Star Tribune v. Board of Education, Special School District No. 1, 507 N.W.2d 869 (Minn. App. 1993)
Minnesota Daily v. University of Minnesota, 432 N.W.2d 189 (Minn. App. 1988)
Moberg v. Independent School District No. 281, 336 N.W.2d 510 (Minn. 1983)
Sovereign v. Dunn, 498 N.W.2d 62 (Minn. App. 1993), *rev. denied*. (Minn. 1993)
Dept. of Admin. Advisory Op. No. 21-003 (April 19, 2021)
Dept. of Admin. Advisory Op. No. 21-002 (January 13, 2021)
Dept. of Admin. Advisory Op. No. 19-012 (October 24, 2019)
Dept. of Admin. Advisory Op. No. 19-008 (May 22, 2019)
Dept. of Admin. Advisory Op. No. 19-006 (April 9, 2019)
Dept. of Admin. Advisory Op. No. 18-019 (December 28, 2018)
Dept. of Admin. Advisory Op. No. 17-005 (June 22, 2017)
Dept. of Admin. Advisory Op. No. 13-009 (March 19, 2013)
Dept. of Admin. Advisory Op. No. 12-004 (March 8, 2012)

Dept. of Admin. Advisory Op. No. 11-004 (April 18, 2011)
Dept. of Admin. Advisory Op. No. 10-020 (September 23, 2010)
Dept. of Admin. Advisory Op. No. 09-020 (September 8, 2009)
Dept. of Admin. Advisory Op. No. 08-015 (July 9, 2008)
Dept. of Admin. Advisory Op. No. 06-027 (September 28, 2006)
Dept. of Admin. Advisory Op. No. 04-004 (February 3, 2004)

Cross References: Policy 204 (School Board Meeting Minutes)
Policy 206 (Public Participation in School Board Meetings/Complaints about Persons at School Board Meetings and Data Privacy Considerations)
Policy 207 (Public Hearings)
Policy 406 (Public and Private Personnel Data)
Policy 515 (Protection and Privacy of Pupil Records)
MSBA Law Bulletin “C” (Minnesota’s Open Meeting Law)

Adopted: June 3, 2013

Revised:

305 POLICY IMPLEMENTATION

I. PURPOSE

The purpose of this policy is to clarify the responsibility of the school administration for implementation of school ~~board~~ **district** policy.

II. GENERAL STATEMENT OF POLICY

- A. It shall be the responsibility of the superintendent to implement school board policy and to recommend additions or modifications thereto. The administration is authorized to develop **procedures**, guidelines and directives to effectuate the implementation of school board policies. These **procedures**, guidelines and directives shall not be inconsistent with said policies. **At least annually, these written procedures, guidelines, and directives shall be presented to the school board for review.**
- B. **Employee and** student handbooks shall be subject to annual review and approval by the school board.
- C. School principals and other administrators who have handbook responsibilities shall present recommended changes necessary to reflect new or modified policies. Changes of substance within handbooks shall be reviewed by the superintendent to assure compliance with school board policy and shall be approved by the school board.

Legal References: Minn. Stat. § 123B.143 (Superintendent)

Cross References: Policy 208 (Development, Adoption, and Implementation of Policies)

Adopted: July 6, 2015

Revised:

427 WORKLOAD LIMITS FOR CERTAIN SPECIAL EDUCATION TEACHERS

I. PURPOSE

The purpose of this policy is to establish general parameters for determining the workload limits of special education staff who provide services to children with disabilities receiving direct special education services 60 percent or less of the instructional day.

II. DEFINITIONS

A. Special Education Staff; Special Education Teacher

“Special education staff” and “special education teacher” both mean a teacher employed by the school district who is licensed under the rules of the Minnesota Professional Educator Licensing and Standards Board to instruct children with specific disabling conditions.

B. Direct Services

“Direct services” means special education services provided by a special education teacher or a related service professional when the services are related to instruction, including cooperative teaching.

C. Indirect Services

“Indirect services” means special education services provided by a special education teacher or a related service professional which include ongoing progress reviews; cooperative planning; consultation; demonstration teaching; modification and adaptation of the environment, curriculum, materials, or equipment; and direct contact with the pupil to monitor and observe.

D. Workload

“Workload” means a special education teacher’s total number of minutes required for all due process responsibilities, including direct and indirect services, evaluation and reevaluation time, management of individualized education programs (IEPs), travel time, parental contact, and other services required in the IEPs.

III. GENERAL STATEMENT OF POLICY

- A. Workload limits for special education teachers shall be determined by the appropriate special education administrator, in consultation with the building principal and the superintendent.
- B. In determining workload limits for special education staff, the school district shall take into consideration the following factors: student contact minutes, evaluation and reevaluation time, indirect services, management of IEPs, travel time, and other services required in the IEPs of eligible students.

IV. COLLECTIVE BARGAINING AGREEMENT UNAFFECTED

This policy shall not be construed as a reopening of negotiations between the school district and the special education teachers' exclusive representative, nor shall it be construed to alter or limit in any way the managerial rights or other authority of the school district set forth in the Public Employment Labor Relations Act or in the collective bargaining agreement between the school district and the special education teachers' exclusive representative.

Legal References: Minn. Stat. § 179A.07, Subd. 1 (Inherent Managerial Policy)
Minn. Rule 3525.0210, Subps. 14, 27, 44, and 49 (Definitions of “Direct Services,” “Indirect Services,” “Teacher,” and “Workload”)
Minn. Rule 3525.2340, Subp. 4.B. (Case Loads for School-Age Educational Service Alternatives)

Cross References: Policy 608 (Instructional Services – Special Education)

Adopted: November 13, 2018

Revised:

504 STUDENT DRESS AND APPEARANCE

I. PURPOSE

The purpose of this policy is to enhance the education of students by establishing expectations of dress and grooming that are related to educational goals and community standards.

II. GENERAL STATEMENT OF POLICY

- A. The policy of the school district is to encourage students to be dressed appropriately for school activities and in keeping with community standards. This is a joint responsibility of the student and the student's parent(s) or guardian(s).
- B. Appropriate clothing includes, but is not limited to, the following:
 - 1. Clothing appropriate for the weather.
 - 2. Clothing that does not create a health or safety hazard.
 - 3. Clothing appropriate for the activity (i.e., physical education or the classroom).
- C. Inappropriate clothing includes, but is not limited to, the following:
 - 1. "Short shorts," skimpy tank tops, tops that expose the midriff, and other clothing that is not in keeping with community standards.
 - 2. Clothing bearing a message that is lewd, vulgar, or obscene.
 - 3. Apparel promoting products or activities that are illegal for use by minors.
 - 4. Objectionable emblems, badges, symbols, signs, words, objects or pictures on clothing or jewelry communicating a message that is racist, sexist, or otherwise derogatory to a protected minority group, evidences gang membership or affiliation, or approves, advances, or provokes any form of religious, racial, or sexual harassment and/or violence against other individuals as defined in MSBA/MASA Model Policy 413.
 - 5. Any apparel or footwear that would damage school property.

- D. Headgear, including hats or head coverings, are not allowed in the building except with the approval of the building principal (e.g., student undergoing chemotherapy, medical situations, student religious practice or belief).
- E. The intention of this policy is not to abridge the rights of students to express political, religious, philosophical, or similar opinions by wearing apparel on which such messages are stated. Such messages are acceptable as long as they are not lewd, vulgar, obscene, defamatory, profane, or do not advocate violence or harassment against others.
- F. “Gang,” as defined in this policy, means any ongoing organization, association, or group of three or more persons, whether formal or informal, having as one of its primary activities the commission of one or more criminal acts, which has an identifiable name or identifying sign or symbol, and whose members individually or collectively engage in or whose members engaged in a pattern of criminal gang activity. “Pattern of gang activity” means the commission, attempt to commit, conspiring to commit, or solicitation of two or more criminal acts, provided the criminal acts were committed on separate dates or by two or more persons who are members of or belong to the same criminal street gang.

III. PROCEDURES

- A. When, in the judgment of the administration, a student’s appearance, grooming, or mode of dress interferes with or disrupts the educational process or school activities, or poses a threat to the health or safety of the student or others, the student will be directed to make modifications or will be sent home for the day. Parents/guardians will be notified.
- B. The administration may recommend a form of dress considered appropriate for a specific event and communicate the recommendation to students and parents/guardians.
- C. Likewise, an organized student group may recommend a form of dress for students considered appropriate for a specific event and make such recommendation to the administration for approval.

Legal References: U. S. Const., amend. I

Tinker v. Des Moines Indep. Sch. Dist., 393 U.S. 503, 89 S.Ct. 733, 21 L.Ed.2d 731 (1969)

B.W.A. v. Farmington R-7 Sch. Dist., 554 F.3d 734 (8th Cir. 2009)

Lowry v. Watson Chapel Sch. Dist., 540 F.3d 752 (8th Cir. 2008)

Stephenson v. Davenport Cmty. Sch. Dist., 110 F.3d 1303 (8th Cir. 1997)

B.H. ex rel. Hawk v. Easton Area School Dist., 725 F.3d 293 (3rd Cir.

2013)

D.B. ex rel. Brogdon v. Lafon, 217 Fed.Appx. 518 (6th Cir. 2007)

Hardwick v. Heyward, 711 F.3d 426 (4th Cir. 2013)

Madrid v. Anthony, 510 F.Supp.2d 425 (S.D. Tex. 2007)

McIntire v. Bethel School, Indep. Sch. Dist. No. 3, 804 F.Supp. 1415 (W.D. Okla. 1992)

Hicks v. Halifax County Bd. of Educ., 93 F.Supp.2d 649 (E.D. N.C. 1999)

Olesen v. Bd. of Educ. of Sch. Dist. No. 228, 676 F.Supp. 820 (N.D. Ill. 1987)

Cross References: Policy 413 (Harassment and Violence)

Policy 506 (Student Discipline)

Adopted: April 19, 2004

Revised: September 8, 2014

521 STUDENT DISABILITY NONDISCRIMINATION

I. PURPOSE

The purpose of this policy is to protect students with disabilities from discrimination on the basis of disability and to identify and evaluate learners who, within the intent of Section 504 of the Rehabilitation Act of 1973 (Section 504), need services, accommodations, or programs in order that such learners may receive a free appropriate public education.

II. GENERAL STATEMENT OF POLICY

- A. Students with disabilities who meet the criteria of Paragraph C. below are protected from discrimination on the basis of a disability.
- B. The responsibility of the school district is to identify and evaluate learners who, within the intent of Section 504, need services, accommodations, or programs in order that such learners may receive a free appropriate public education.
- C. For this policy, a learner who is protected under Section 504 is one who:
 - 1. has a physical or mental impairment that substantially limits one or more of such person's major life activities; or
 - 2. has a record of such an impairment; or
 - 3. is regarded as having such an impairment.
- D. Learners may be protected from disability discrimination and be eligible for services, accommodations, or programs under the provisions of Section 504 even though they are not eligible for special education pursuant to the Individuals with Disabilities Education Act.

III. COORDINATOR

Persons who have questions or comments should contact the Superintendent. This person is the school district's Americans with Disabilities Act/Section 504 coordinator. Persons who wish to make a complaint regarding a disability discrimination matter may use the accompanying Student Disability Discrimination Grievance Report Form. The form should be given to the ADA/Section 504 coordinator.

Legal References: 42 U.S.C. Ch. 126 (Equal Opportunity for Individuals with Disabilities)

29 U.S.C. § 794 *et seq.* (Rehabilitation Act of 1973, § 504)
34 C.F.R. Part 104 (Section 504 Implementing Regulations)

Cross References: Policy 402 (Disability Nondiscrimination)

Adopted: February 9, 2004

Revised: September 10, 2012

611 HOME SCHOOLING

I. PURPOSE

The purpose of this policy is to recognize and provide guidelines in accordance with state law for parents who wish to have their children receive education in a home school that is an alternative to an accredited public or private school.

II. GENERAL STATEMENT OF POLICY

The Compulsory Attendance Law (Minnesota Statutes section 120A.22) provides that the parent or guardian of a child is primarily responsible for assuring that the child acquires knowledge and skills that are essential for effective citizenship.

III. CONDITIONS FOR HOME SCHOOLING

The person in charge of a home school and the school district must provide instruction and meet the requirements specified in Minn. Stat. § 120A.22.

IV. IMMUNIZATION

The parent or guardian of a home-schooled child shall submit statements as required by Minnesota Statutes section 121A.15, Subds. 1, 2, 3, 4, and 12, on the appropriate Minnesota Department of Education form, to the superintendent of the school district in which the child resides by October 1 of the first year of home schooling in Minnesota and the grade 7 year.

V. TEXTBOOKS, INSTRUCTIONAL MATERIAL, STANDARD TESTS

Upon formal request, as required by law, the school district will provide textbooks (including a teacher's edition, guide, or other materials that accompany a textbook when the edition, guide, or materials are packaged physically or electronically with textbooks for student use), individualized instructional or cooperative learning materials (including teacher materials that accompany pupil materials), software or other educational technology, and standardized tests and loan or provide them for use by a home-schooled child as provided under state law. The school district is not required to expend any amount for this purpose that exceeds the amount it receives pursuant to state law for this purpose. If curriculum has both physical and electronic components, the school district will, at the request of the student or the student's parent or guardian, make the electronic

component accessible to a resident student provided that the school district does not incur more than an incidental cost as a result of providing access electronically.

VI. PUPIL SUPPORT SERVICES

Upon formal request, as required by law, the school district will provide pupil support services in the form of health services and counseling and guidance services to a home-schooled child as provided under state law. The school district is not required to expend an amount for any of these purposes that exceeds the amount it receives pursuant to state law.

VII. EXTRACURRICULAR ACTIVITIES

Resident pupils who receive instruction in a home school (in which five or fewer students receive instruction) may fully participate in extracurricular activities of the school district on the same basis as other public school students.

VIII. SHARED TIME PROGRAMS

Enrollment in class offerings of the school district.

- A. A home-schooled child who is a resident of the school district may enroll in classes in the school district as a shared time pupil on the same basis as other nonpublic school students. The provisions of this policy shall not be determinative of whether the school district allows the enrollment of any pupils on a shared-time basis.
- B. The school district may limit enrollment of shared-time pupils in such classes based on the capacity of a program, class, grade level, or school building. The school board and administration retain sole discretion and control over scheduling of all classes and assignment of shared time pupils to classes.

IX. OPTIONAL COOPERATIVE ARRANGEMENTS

A. Activities

- 1. Minnesota State High School League-sponsored activities (in which six or more students receive instruction in the home school or the home school students are not residents of the school district).

A home school that is a member of the Minnesota State High School League may request that the school district enter into a cooperative sponsorship arrangement as provided in Minnesota State High School League bylaws. The approval of such an arrangement shall be at the discretion of the school board.

- a. The home school must become a member of the Minnesota State High School League in accordance with the rules of the Minnesota State High School League.
 - b. The home school is solely responsible for any costs or fees associated with its application for and/or subsequent membership in the Minnesota State High School League.
 - c. The home school is responsible for any and all costs associated with its participation in a cooperative sponsorship arrangement as well as any school district activity fees associated with the Minnesota State High School League activity.
2. Non-Minnesota State High School League activities in which six or more students receive instruction in the home school.

A home-schooled child may participate in non-Minnesota State High School League activities offered by the school district upon application and approval from the school board to participate in the activity and the payment of any activity fees associated with the activity. However, home school students may not be charged higher activity fees than other public school students. An approval shall be granted at the discretion of the school board.

B. Transportation Services

1. The school district may provide nonpublic nonregular transportation services to a home-schooled child.
2. The school board of the school district retains sole discretion and control and management of scheduling routes, establishment of the location of bus stops, manner and method of transportation, control and discipline of school children, and any other matter relating to the provision of transportation services.

Legal References: Minn. Stat. § 120A.22 (Compulsory Instruction)
Minn. Stat. § 120A.24 (Reporting)
Minn. Stat. § 120A.26 (Enforcement and Prosecution)
Minn. Stat. § 121A.15 (Health Standards; Immunizations; School Children)
Minn. Stat. § 123B.36 (Authorized Fees)
Minn. Stat. § 123B.41 (Definitions)
Minn. Stat. § 123B.42 (Textbooks; Individual Instruction or Cooperative Learning Material; Standard Tests)
Minn. Stat. § 123B.44 (Provision of Pupil Support Services)

Minn. Stat. § 123B.49 (Extracurricular Activities; Insurance)
Minn. Stat. § 123B.86 (Equal Treatment - Transportation)
Minn. Stat. § 123B.92 (Transportation Aid Entitlement)
Minn. Stat. § 124D.03 (Enrollment Options Program)
Minn. Rules Ch. 3540 (Nonpublic Schools)

Cross References: Policy 509 (Enrollment of Nonresident Students)
Policy 510 (School Activities)

Adopted: January 8, 2007

Revised: August 2, 2021

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 a 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 Minnesota Statutes section 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 (c) 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 mathematics or science 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, English 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 Minnesota Statutes section 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.018 (Definitions)
Minn. Stat. § 120B.02 (Educational Expectations and Graduation Requirements for Minnesota's Students)
Minn. Stat. § 120B.021 (Required Academic Standards)
Minn. Stat. § 120B.023 (Benchmarks)
Minn. Stat. § 120B.024 (Credits)
Minn. Stat. § 120B.07 (Early Graduation)
Minn. Stat. § 120B.11 (School District Process for Reviewing Curriculum, Instruction, and Student Achievement; Striving for the World's Best Workforce)
Minn. Stat. § 120B.125 (Planning for Students' Successful Transition to Postsecondary Education and Employment; Personal Learning Plans)
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 Part 3501.0820 (Academic Standards for the Arts)
Minn. Rules Parts 3501.0900-3501.0955 (Academic Standards in Science)
Minn. Rules Parts 3501.1300-3501.1345 (Academic Standards for Social Studies)

Minn. Rules Parts 3501.1400-3501.1410 (Academic Standards for Physical Education)
20 U.S.C. § 6301, *et seq.* (Every Student Succeeds Act)

Cross References: Policy 104 (School District Mission Statement)
Policy 601 (School District Curriculum and Instruction Goals)
Policy 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: February 9, 2004

Revised: January 22, 2007

614 SCHOOL DISTRICT TESTING PLAN AND PROCEDURE

I. PURPOSE

The purpose of this policy is to set forth the school district's testing plan and procedure.

II. GENERAL STATEMENT OF POLICY

The policy of the school district is to implement procedures for testing, test security, documentation, and record keeping.

III. DUTIES OF SCHOOL DISTRICT PERSONNEL REGARDING TEST ADMINISTRATION

A. Superintendent

1. Responsibilities before testing.

- a. Designate a district assessment coordinator and district technology coordinator.
- b. The superintendent, or a designee who has been authorized to be the identified official with authority by the school board, pre-authorizes staff access for applicable Minnesota Department of Education (MDE) secure systems.
- c. Annually review and recertify staff who have access to MDE secure systems.
- d. Read and complete the *Assurance of Test Security and Non-Disclosure*.

[Note: This form is available on the Minnesota PearsonAccess Next website—see Cross References for website address.]

- e. Establish a culture of academic integrity.
- f. Fully cooperate with MDE representatives conducting site visits or Minnesota Test of Academic Skills (MTAS) audits during testing.
- g. Ensure student information is current and accurate.

- h. Ensure that a current district test security procedure is in place and that all relevant staff have been provided district training on test administration and test security.
- i. Ensure that a current process is included for tracking which students tested with which test monitors and any other adult(s) who were present in the testing room (e.g., staff providing assistance, paraprofessionals, etc.).
- j. Confirm the district assessment coordinator has current information and training specific to test security and the administration of statewide assessments.
- k. Confirm the district assessment coordinator completes Pre-test Editing in the Test Web Edit System (WES).
- l. Post on the school district website the complete Parent/Guardian Guide and Refusal for Student Participation in Statewide Testing form.

2. Responsibilities after testing.

- a. Confirm the district assessment coordinator and Minnesota Automated Reporting Student System (MARSS) coordinator complete Post-test Editing in Test WES.
- b. Verify with the district assessment coordinator that all test security issues have been reported to MDE and are being addressed.
- c. Confirm the MARSS coordinator has updated all student records for Post-test Editing.
- d. Confirm the district assessment coordinator has finalized the district's assessment information prior to the close of Post-test Editing in Test WES.
- e. Confirm the district assessment coordinator, or designee, has access to the Graduation Requirements Records (GRR) system and enters necessary information.
- f. Discuss assessment results with the district assessment coordinator and school administrators.

B. District Assessment Coordinator

1. Responsibilities before testing.

- a. Serve as primary contact with MDE regarding policy and procedure questions related to test administration.
- b. Read and complete the *Assurance of Test Security and Non-Disclosure*.
- c. Confirm all staff who handle test materials, administer tests, or have access to secure test content have completed the *Assurance of Test Security and Non-Disclosure*.
 - (1) Maintain the completed *Assurance of Test Security and Non-Disclosure* for two years after the end of the academic school year in which testing took place.
- d. Review with all staff the *Assurance of Test Security and Non-Disclosure* and their responsibilities thereunder.
- e. Identify appropriate tests for students and ensure student data sent to service providers for testing are correct.
- f. Establish district testing schedule within the testing windows specified by the MDE and service providers.
- g. Prepare testing conditions, including user access to service provider websites, preparing readiness for online testing, preparing a plan for tracking which students test on which computers or devices, ensure accommodations are indicated as necessary, providing students with opportunity to become familiar with test format, item types, and tools prior to test administration; establishing process for inventorying and distributing secure test materials where necessary; preparing procedures for expected and unexpected situations occurring during testing; planning for addressing technical issues while testing; identify staff who will enter student responses from paper accommodated test materials and scores from MTAS administration online.
- h. Train school assessment coordinators, test monitors, MTAS test administrators, and ACCESS (test for English language learners) and Alternate ACCESS test administrators.
 - (1) Provide training on proper test administration and test security (Pearson's Training Management System).
 - (2) Verify staff complete any and all test-specific training.
- i. Maintain security of test content, test materials, and record of all staff involved.

- (1) Receive secure paper test materials from the service provider and immediately lock them in a previously identified secure area, inventory same, and contact service provider with any discrepancies.
 - (2) Organize secure test materials for online administrations and keep them secure.
 - (3) Define chain of custody for providing test materials to test monitors and administrators. The chain of custody must address the process for providing test materials on the day of testing, distributing test materials to and collecting test materials from students at the time of testing, keeping test materials secure between testing sessions, and returning test materials after testing is completed.
- j. Confirm that all students have appropriate test materials.

2. Responsibilities on testing day(s).

- a. Conduct random, unannounced visits to testing rooms to observe staff adherence to test security and policies and procedures.
- b. Fully cooperate with MDE representatives conducting site visits or MTAS audits.
- c. Contact the MDE assessment contact within 24 hours of a security breach and submit the *Test Security Notification* in Test WES within 48 hours.
- d. Address invalidations and test or accountability codes.

3. Responsibilities after testing.

- a. Ensure that student responses from paper accommodated test materials and MTAS scores are entered.
- b. Arrange for secure disposal of all test materials that are not required to be returned within 48 hours after the close of the testing window.
- c. Return secure test materials as outlined in applicable manuals and resources.
- d. Collect security documents and maintain them for two years from the end of the academic school year in which testing took place.
- e. Review student assessment data and resolve any issues.

f. Distribute Individual Student Reports no later than fall parent/teacher conferences.

g. Enter Graduation Requirements Records in the GRR system.

C. School Principal

1. Responsibilities before testing.

a. Designate a school assessment coordinator and technology coordinator for the building.

b. Be knowledgeable about proper test administration and test security as outlined in manuals and directions.

c. Read and complete the *Assurance of Test Security and Non-Disclosure*.

d. Communicate the importance of test security and expectation that staff will keep test content secure and act with honesty and integrity during test administration.

e. Provide adequate secure storage space for secure test materials before, during, and after testing until they are returned to the service provider or securely disposed of.

f. Ensure adequate computers and/or devices are available and rooms are appropriately set up for online testing.

g. Verify that all test monitors and test administrators receive proper training for test administration.

h. Ensure students taking specified tests have opportunity to become familiar with test format, item types, and tools prior to test administration.

i. Include the complete Parent/Guardian Guide and Refusal for Student Participation in Statewide Testing form in the student handbook.

2. Responsibilities on testing day(s).

a. Ensure that test administration policies and procedures and test security requirements in all manuals and directions are followed.

b. Fully cooperate with MDE representatives conducting site visits or MTAS audits.

3. Responsibilities after testing.
 - a. Ensure all secure test materials are collected, returned, and/or disposed of securely as required in any manual.
 - b. Ensure requirements for embargoed final assessment results are followed.

D. School Assessment Coordinator

1. Responsibilities before testing.
 - a. Implement test administration and test security policies and procedures.
 - b. Read and complete the *Assurance of Test Security and Non-Disclosure*.
 - c. Ensure all staff who handle test materials, administer tests, or have access to secure test content read and complete the *Assurance of Test Security and Non-Disclosure*.
 - d. Identify appropriate tests for students and ensure student data sent to service providers for testing are correct.
 - e. Prepare testing conditions, including the following: schedule rooms and computer labs; arrange for test monitors and administrators; arrange for additional staff to assist with unexpected situations; arrange for technology staff to assist with technical issues; develop a plan for tracking which students test on which computers or devices; plan seating arrangements for students; ensure preparations are completed for Optional Local Purpose Assessment (OLPA), Minnesota Comprehensive Assessment (MCA), and ACCESS online testing; ensure accommodations are properly reported; confirm how secure paper test materials will arrive and quantities to expect; address accommodations and specific test administration procedures; determine staff who will enter the student responses from paper accommodated test materials and scores from MTAS administrations online.
 - f. Train staff, including all state-provided training materials, policies and procedures, and test-specific training.

- g. Maintain security of test content and test materials.
 - (1) Receive secure paper test materials from the service provider and immediately lock them in a previously identified secure area, inventory same, and contact service provider with any discrepancies.
 - (2) Organize secure test materials for online administrations and keep them secure.
 - (3) Follow chain of custody for providing test materials to test monitors and administrators. The chain of custody must address the process for providing test materials on the day of testing, distributing test materials to and collecting test materials from students at the time of testing, keeping test materials secure between testing sessions, and returning test materials after testing is completed.
 - (4) Identify need for additional test materials to district assessment coordinator.
 - (5) Provide MTAS student data collection forms if necessary.
 - (6) Distribute applicable ACCESS and Alternate ACCESS *Test Administrator Scripts* and *Test Administration Manuals* to test administrators so they can become familiar with the script and prepare for test administration.
 - (7) Confirm that all students taking ACCESS and Alternate ACCESS have appropriate test materials and preprinted student information on the label is accurate.

2. Responsibilities on testing day(s).

- a. Distribute materials to test monitors and ACCESS test administrators and ensure security of test materials between testing sessions and that district procedures are followed.
- b. Ensure *Test Monitor and Student Directions* and *Test Administrator Scripts* are followed and answer questions regarding same.
- c. Fully cooperate with MDE representatives conducting site visits or MTAS audits, as applicable.
- d. Conduct random, unannounced visits to testing rooms to observe staff adherence to test security and test administration policies and procedures.

- e. Report testing irregularities to district assessment coordinator using the *Test Administration Report*.

[Note: This form is available on the Minnesota PearsonAccess Next website—see Cross References for website address.]

- f. Report security breaches to the district assessment coordinator as soon as possible.

3. Responsibilities after testing.

- a. Ensure that all paper test materials are kept locked and secure and security checklists completed.
- b. Ensure that student responses from paper accommodated test materials and MTAS scores are entered.
- c. Arrange for secure disposal of all test materials that are not required to be returned within 48 hours after the close of the testing window.
- d. Return secure test materials as outlined in applicable manuals and resources.
- e. Prepare materials for pickup by designated carrier on designated date(s). Maintain security of all materials.
- f. Ensure requirements for embargoed final assessment results are followed.

E. Technology Coordinator

- 1. Ensure that district is prepared for online test administration and provide technical support to district staff.
- 2. Acquire all necessary user identifications and passwords.
- 3. Read and complete the *Assurance of Test Security and Non-Disclosure*.
- 4. Fully cooperate with MDE representatives conducting site visits or MTAS audits.
- 5. Attend district training and any service provider technology training.
- 6. Review, use, and be familiar with all service provider technical documentation.

7. Prepare computers and devices for online testing.
8. Confirm site readiness.
9. Provide all necessary accessories for testing, technical support/troubleshooting during test administration and contact service provider help desks as needed.

F. Test Monitor

1. Responsibilities before testing.
 - a. Read and complete the *Assurance of Test Security and Non-Disclosure*.
 - b. Attend trainings related to test administration and security.
 - c. Complete required training course(s) for tests administering.
 - d. Be knowledgeable about how to contact the school assessment coordinator during testing, where to pick up materials on day of test, and plan for securing test materials between test sessions.
 - e. Be knowledgeable regarding student accommodations.
 - f. Remove or cover any instructional posters or visual materials in the testing room.
2. Responsibilities on testing day(s).
 - a. Before test.
 - (1) Receive and maintain security of test materials.
 - (2) Verify that all test materials are received.
 - (3) Ensure proper number of computers/devices or paper accommodated test materials are present.
 - (4) Verify student testing tickets and appropriate allowable materials.
 - (5) Assign numbered test books to individual students.
 - (6) Complete information as directed.
 - (7) Record extra test materials.

b. During test.

- (1) Verify that students are logged in and taking the correct test or using the correct grade-level and tier test booklet for students with paper accommodated test materials.
- (2) Follow all directions and scripts exactly.
- (3) Follow procedures for restricting student access to cell phones and other electronic devices, including wearable electronic devices.
- (4) Stay in testing room and remain attentive during entire test session. Practice active monitoring by circulating throughout the room during testing.

[Note: School districts may allow test monitors to use their cell phones only to alert other staff of issues. If allowed, the school district should train the test monitors on proper and improper use.]

- (5) Be knowledgeable about responding to emergency or unusual circumstances and technology issues.
- (6) Do not review, discuss, capture, email, post, or share test content in any format.
- (7) Ensure all students have been provided the opportunity to independently demonstrate their knowledge.
- (8) Fully cooperate with MDE representatives conducting site visits or MTAS audits.
- (9) Document the students who tested with the test monitor and any other adult(s) who were present in the testing room (e.g., staff providing assistance, paraprofessionals, etc.).
- (10) Document students who require a scribe or translated directions or any unusual circumstances and report to school assessment coordinator.
- (11) Report any possible security breaches as soon as possible.

c. After test.

- (1) Follow directions and scripts exactly.

- (2) Collect all materials and keep secure after each session. Upon completion return to the school assessment coordinator.
- (3) Immediately report any missing test materials to the school assessment coordinator.

G. MTAS Test Administrator

1. Before testing.
 - a. Read and complete the *Assurance of Test Security and Non-Disclosure*.
 - b. Attend trainings related to test administration and security.
 - c. Complete required training course(s) for tests administering.
 - d. Be knowledgeable as to when and where to pick up MTAS materials and the school's plan for keeping test materials secure.
 - e. Prepare test materials for administration, including objects and manipulatives, special instructions, and specific adaptations for each student.
2. Responsibility on testing day(s).
 - a. Before the test.
 - (1) Maintain security of materials.
 - (2) Confirm appropriate MTAS materials are available and prepared for student.
 - b. During the test.
 - (1) Administer each task to each student and record the score.
 - (2) Be knowledgeable about how to contact the district or school assessment coordinator, if necessary, and responding to emergency and unusual circumstances.
 - (3) Fully cooperate with MDE representatives conducting site visits or MTAS audits.
 - (4) Document and report and unusual circumstances to district or school assessment coordinator.

- c. After the test.
 - (1) Keep materials secure.
 - (2) Return all materials.
 - (3) Return objects and manipulatives to classroom.
 - (4) Enter MTAS scores online or return data collection forms to the district or school assessment coordinator.

H. MARSS Coordinator

- 1. Responsibilities before testing.
 - a. Confirm all eligible students have unique state student identification (SSID) or MARSS numbers.
 - b. Ensure English language and special education designations are current and correct for students testing based on those designations.
 - c. Submit MARSS data on an ongoing basis to ensure accurate student demographic and enrollment information.
- 2. Responsibilities after testing.
 - a. Ensure accurate enrollment of students in schools during the accountability windows.
 - b. Ensure MARSS identifying characteristics are correct, especially for any student not taking an accountability test.
 - c. Work with district assessment coordinator to edit discrepancies during the Post-test Edit window in Test WES.

I. Any Person with Access to Test Materials

Read and complete the *Assurance of Test Security and Non-Disclosure*.

IV. TEST SECURITY

- A. Test Security Procedures will be adopted by school district administration.

[Note: This form is available on the Minnesota PearsonAccess Next website—see Cross References for website address..]

- B. Students will be informed of the following:

1. The importance of test security;
2. Expectation that students will keep test content secure;
3. Expectation that students will act with honesty and integrity during test administration;
4. Expectation that students will not access cell phones, wearable technology (e.g., smart watches, fitness trackers), or other devices that can electronically send or receive information. The test of a student who wears a device during testing must be invalidated.

If a student completes testing and then accesses a cell phone or other prohibited device (including wearable technology), the school district must take further action to determine if the test should be invalidated, rather than automatically invalidating the test.

5. Availability of the online Test Security Tip Line on the MDE website for reporting suspected incidents of cheating or other improper or unethical behavior.

C. Staff will be informed of the following:

1. Availability of the online Test Security Tip Line on the MDE website for reporting suspected incidents of cheating or other improper or unethical behavior.
2. Other contact information and options for reporting security concerns.

V. REQUIRED DOCUMENTATION FOR PROGRAM AUDIT

- A. The school district shall maintain records necessary for program audits conducted by MDE. The records must include documentation consisting of the following:
 1. Signed *Assurance of Test Security and Non-Disclosure* forms must be maintained for two years after the end of the academic year in which the testing took place.
 2. School district security checklists provided in the test materials shipment must be maintained for two years after the end of the academic school year in which testing took place.
 3. School security checklists provided in the test materials shipment must be maintained for two years after the end of the academic school year in which testing took place.

4. Test Monitor Test Materials Security Checklist provided for each group of students assigned to a test monitor must be maintained for two years after the end of the academic school year in which testing took place.
5. School district test monitor tracking documentation must be maintained for two years after the end of the academic year in which the tracking took place.
6. ACCESS and Alternate ACCESS Packing List and Security Checklist provided in the test materials shipment must be maintained for two years after the end of the academic school year in which testing took place.
7. Documentation of school district staff training on test administration and test security must be maintained for two years after the end of the academic school year in which testing took place.
8. *Test Security Notification* must be maintained for two years after the end of the academic school year in which testing took place.
9. *Test Administration Report* must be maintained for one year after the end of the academic school year in which testing took place.
10. Record of staff trainings and test-specific trainings must be maintained for one year after the end of the academic year in which testing took place.

Legal References:

Minn. Stat. § 13.34 (Examination Data)
Minn. Stat. § 120B.11 (School District Process for Reviewing Curriculum Instruction, and Student Achievement; Striving for the World’s Best Workforce)
Minn. Stat. § 120B.30 (Statewide Testing and Reporting System)
Minn. Stat. § 120B.36, Subd. 2 (School Accountability)
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 3501.082 (Academic Standards for the Arts)
Minn. Rules Parts 3501.0900-3501.0955 (Academic Standards in Science)
Minn. Rules Parts 3501.1300-3501.1345 (Academic Standards for Social Studies)
Minn. Rules Parts 3501.1400-3501.1410 (Academic Standards for Physical Education)
20 U.S.C. § 6301, *et seq.* (Every Student Succeeds Act)

Cross References:

Policy 601 (School District Curriculum and Instruction Goals)
Policy 613 (Graduation Requirements)
Policy 615 (Testing Accommodations, Modifications, and Exemptions for IEPs, Section 504 Plans, and LEP Students)

Policy 616 (School District System Accountability)
Minnesota PearsonAccess Next Resources and Forms:
<http://minnesota.pearsonaccessnext.com/policies-and-procedures/>

Adopted: January 22, 2007

Revised: August 2, 2021

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 accommodation plan (504 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 minnesota.pearsonaccessnext.com.

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

See Chapter 5 of the current “Procedures Manual for the Minnesota Assessments” and 2020-21 Guidelines for Administration of Accommodations and Linguistic Supports http://minnesota.pearsonaccessnext.com/resources/resources-training/manuals/Guidelines%20for%20Accomm_2020-21.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 for Reviewing Curriculum, Instruction, and Student Achievement; Striving for the World’s Best Workforce)
Minn. Stat. § 120B.30 (Statewide Testing and Reporting System)
Minn. Stat. § 125A.08 (Individualized Education Programs)
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 3501.0820 (Academic Standards for the Arts)
Minn. Rules Parts 3501.0900-3501.0955 (Academic Standards in Science)
Minn. Rules Parts 3501.1300-3501.1345 (Academic Standards for Social Studies)
Minn. Rules Parts 3501.1400-3501.1410 (Academic Standards for Physical Education)
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: September, 2019

Reviewed: July 12, 2021

616 SCHOOL DISTRICT SYSTEM ACCOUNTABILITY

I. PURPOSE

The purpose of this policy is to focus public education strategies on a process that promotes higher academic achievement for all students and ensures broad-based community participation in decisions regarding the implementation of the Minnesota K-12 Academic Standards and federal law.

II. GENERAL STATEMENT OF POLICY

Implementation of the Minnesota K-12 Academic Standards and federal law requires accountability for the school district. The school district established a system to transition to the graduation requirements of the Minnesota K-12 Academic Standards. The school district also established a system to review and improve instruction, curriculum, and assessment which will include substantial input by students, parents or guardians, and local community members. The school district will be accountable to the public and the state through annual reporting.

III. DEFINITIONS

- A. “Credit” means a student’s successful completion of an academic year of study or a student’s mastery of the applicable subject matter, as determined by the school district.
- B. “Graduation Standards” means the credit requirements and locally adopted content standards or Minnesota K-12 Academic Standards that school districts must offer and certify that students complete to be eligible for a high school diploma.
- C. “World’s best workforce” means striving to: meet school readiness goals; have all third grade students achieve grade-level literacy; close the academic achievement gap among all racial and ethnic groups of students and between students living in poverty and students not living in poverty; have all students attain career and college readiness before graduating from high school; and have all students graduate from high school.

IV. ESTABLISHMENT OF GOALS; IMPLEMENTATION; EVALUATION AND REPORTING

- A. School District Goals

1. The school board has established school district-wide goals that provide broad direction for the school district. Incorporated in these goals are the graduation and education standards contained in the Minnesota K-12 Academic Standards and federal law. The broad goals shall be reviewed annually and approved by the school board. The school board shall adopt annual goals based on the recommendations of the school district's Advisory Committee.
 2. The Advisory Committee is established by the school board to ensure active community participation in all phases of planning and improving the instruction and curriculum affecting state and district academic standards.
 3. The school district-wide improvement goals should address recommendations identified through the Advisory Committee process. The school district's goal setting process will include consideration of individual site goals. School district goals may also be developed through an education effectiveness program, an evaluation of student progress committee, or through some other locally determined process.
- B. System for Reviewing All Instruction and Curriculum. Incorporated in the process will be analysis of the school district's progress toward implementation of the Minnesota Academic Standards. Instruction and curriculum shall be reviewed and evaluated by taking into account strategies and best practices, student outcomes, principal evaluations under Minnesota Statutes section 123B.147, and teacher evaluations under Minnesota Statutes section 122A.40 or 122A.41.

**Refer to 2017-2023 Curriculum Review Cycle*

- C. Implementation of Graduation Requirements
1. The Advisory Committee shall also advise the school board on implementation of the state and local graduation requirements, including K-12 curriculum, assessment, student learning opportunities, and other related issues. Recommendations of the Advisory Committee shall be published annually to the community. The school board shall receive public input and comment and shall adopt or update this policy at least annually.
 2. The school board shall annually review and determine if student achievement levels at each school site meet federal expectations. If the school board determines that student achievement levels at a school site do not meet federal expectations and the site has not made adequate yearly progress for two consecutive school years, the Advisory Committee shall work with the school site to adopt a plan to raise student achievement levels to meet federal expectations. The Advisory Committee may seek assistance from the Commissioner of the Minnesota Department of

Education (MDE) (Commissioner) in developing a plan which must include parental involvement components.

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

D. Comprehensive Continuous Improvement of Student Achievement

1. By September 15 of each year, the Advisory Committee will meet to advise and assist the school district in the implementation of the school district system accountability and comprehensive continuous improvement process.
2. The Advisory Committee, working in cooperation with other committees of the school district [*such as the Technology, Educational Effectiveness, Grade Level, Site Instruction, Curriculum and Assessment Committees, etc.*], will provide active community participation in:
 - a. Reviewing the school district instructional and curriculum plan, with emphasis on implementing the Minnesota K-12 Academic Standards;
 - b. Identifying annual instruction and curriculum improvement goals for recommendation to the school board;
 - c. Making recommendations regarding the evaluation process that will be used to measure school district progress toward its goals; and,
 - d. Advising the school board about development of the annual budget.
3. The Advisory Committee shall meet the following criteria:
 - a. The Advisory Committee shall ensure active community participation in all planning for instruction and curriculum affecting Graduation Standards.

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

Month: Organizational meeting of the Committee to review the authorizing legislation and the roles and responsibilities of the Committee as determined by the school board.

Month(s): Agree on the process to be used. Become familiar with the instruction and curriculum of the cycle content area.

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

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

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


F. Reporting

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

Legal References: Minn. Stat. § 120B.018 (Definitions)

Minn. Stat. § 120B.02 (Educational Expectations and Graduation Requirements for Minnesota's Students)
Minn. Stat. § 120B.11 (School District Process for Reviewing Curriculum, Instruction, and Student Achievement; Striving for the World's Best Workforce)
Minn. Stat. § 120B.35 (Student Academic Achievement and Growth)
Minn. Stat. § 120B.36 (School Accountability)
Minn. Stat. § 122A.40 (Employment; Contracts; Termination)
Minn. Stat. § 122A.41 (Teacher Tenure Act; Cities of the First Class; Definitions)
Minn. Stat. § 123B.04 (Site Decision Making; Individualized Learning Agreement; Other Agreements)
Minn. Stat. § 123B.147(Principals)
Minn. Rules Parts 3501.0640-3501.0655 (Academic Standards for Language Arts)
Minn. Rules Parts 3501.0700-3501.0745 (Academic Standards for Mathematics)
Minn. Rules Parts 3501.0820 (Academic Standards for the Arts)
Minn. Rules Parts 3501.0900-3501.0955 (Academic Standards in Science)
Minn. Rules Parts 3501.1300-3501.1345 (Academic Standards for Social Studies)
Minn. Rules Parts 3501.1400-3501.1410 (Academic Standards for Physical Education)
20 U.S.C. § 6301, *et seq.* (Every Student Succeeds Act)


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

 DEPARTMENT OF EDUCATION	Division of School Finance 1500 Highway 36 West Roseville, MN 55113-4266	<h2 style="margin:0;">Long-Term Facility Maintenance Ten-Year Expenditure Ap</h2>
--	--	---

Instructions: Enter estimated, allowable LTFM expenditures (Fund 01 and/or Fund 06 only) under Minnesota Statutes, section 123B.595, subdivision 10. Enter by Uniform Financial and Accounting Reporting Star

District Info.	Enter Information	District Info.	Enter Information
District Name:	Becker Public Schools	Date:	6/6/2022
District Number:	0726	Email:	kjanuszewski@isd726.org
District Contact Name:	Kevin Januszewski		
Contact Phone #			

		Fiscal Year				
Expenditure Categories		2022 (base year)	2023	2024	2025	2026
Health and Safety - this section excludes project costs in Category 2 of \$100,000 or more for which additional revenue is requested for Finance Codes 358, 363 and 366.						
Finance Code	Category (1)					
347	Physical Hazards	\$33,318	\$6,007	\$24,950	\$24,950	\$21,600
349	Other Hazardous Materials	\$3,571	\$10,500	\$15,650	\$15,650	\$10,500
352	Environmental Health and Safety Management	\$74,479	\$90,640	\$85,850	\$86,475	\$86,750
358	Asbestos Removal and Encapsulation	\$5,652	\$10,000	\$3,500	\$3,500	\$7,000
363	Fire Safety	\$37,545	\$28,727	\$22,500	\$37,600	\$25,450
366	Indoor Air Quality	\$0	\$0	\$45,000	\$56,250	\$0
Total Health and Safety Capital Projects		\$154,565	\$145,874	\$197,450	\$224,425	\$151,300
Health and Safety - Projects Costing \$100,000 or more per Project/Site/Year						
Finance Code	Category (2)					
358	Asbestos Removal and Encapsulation	\$0	\$0	\$0	\$0	\$0
363	Fire Safety	\$0	\$0	\$0	\$0	\$0
366	Indoor Air Quality	\$0	\$0	\$0	\$0	\$0
Total Health and Safety Capital Projects \$100,000 or More		\$0	\$0	\$0	\$0	\$0
Remodeling for Approved Voluntary Pre-K under Minnesota Statutes, section 124D.151						
Finance Code	Category (3)					
355	Remodeling for prekindergarten (Pre-K) instruction approved by the commissioner.	\$0	\$0	\$0	\$0	\$0
Total Remodeling for Approved Voluntary Pre-K Projects		\$0	\$0	\$0	\$0	\$0
Accessibility						
Finance Code	Category (4)					
367	Accessibility	\$0	\$0	\$0	\$0	\$0
Total Accessibility Projects		\$0	\$0	\$0	\$0	\$0
Deferred Capital Expenditures and Maintenance Projects						
Finance Code	Category (5)					
368	Building Envelope	\$16,498	\$20,280	\$31,950	\$125,000	\$200,000
369	Building Hardware and Equipment	\$125,212	\$28,222	\$57,850	\$40,000	\$10,000
370	Electrical	\$170,449	\$104,839	\$160,000	\$10,000	\$40,000
379	Interior Surfaces	\$116,606	\$380,029	\$126,000	\$126,000	\$96,000
380	Mechanical Systems	\$187,714	\$191,826	\$186,900	\$228,950	\$165,950
381	Plumbing	\$69,686	\$59,620	\$29,150	\$23,500	\$29,300
382	Professional Services and Salary	\$0	\$0	\$12,500	\$12,500	\$12,500
383	Roof Systems	\$100,692	\$28,250	\$110,000	\$135,000	\$245,000
384	Site Projects	\$76,777	\$85,731	\$220,995	\$242,500	\$242,500
Total Deferred Capital Expense and Maintenance		\$863,634	\$898,797	\$935,345	\$943,450	\$1,041,250
Total Annual 10-Year Plan Expenditures		\$1,018,199	\$1,044,671	\$1,132,795	\$1,167,875	\$1,192,550

		Division of School Finance 1500 Highway 36 West Roseville, MN 55113-4266		Application (LTFM) - Fund 01 and Fund 06 Projects Only				ED - 02478-07	
Instructions: Enter estimated, allowable LTFM expenditures (Fund 01 and/or Fund 06 only) under Minnesodards (UFARS) finance code and by fiscal year in the cells provided.									
District Info.		Enter Information							
District Name:		Becker Public Schools							
District Number:		0726							
District Contact Name:		Kevin Januszewski							
Contact Phone #									
				Expenditures (FY) Ending June 30					
Expenditure Categories				2027	2028	2029	2030	2031	2032
Health and Safety - this section excludes project costs in Category 2 of \$100,000 or more for which additional revenue is requested for Finance Codes 358, 363 and 366.									
Finance Code		Category (1)							
347		Physical Hazards		\$21,650	\$21,700	\$21,750	\$21,975	\$22,000	\$22,500
349		Other Hazardous Materials		\$13,800	\$13,995	\$13,995	\$14,575	\$14,800	\$15,000
352		Environmental Health and Safety Management		\$86,950	\$87,000	\$87,000	\$88,000	\$88,000	\$89,000
358		Asbestos Removal and Encapsulation		\$3,500	\$3,500	\$3,500	\$3,500	\$3,500	\$4,000
363		Fire Safety		\$27,050	\$31,500	\$31,500	\$32,750	\$33,000	\$34,000
366		Indoor Air Quality		\$0	\$0	\$0	\$0	\$0	\$0
Total Health and Safety Capital Projects				\$152,950	\$157,695	\$157,745	\$160,800	\$161,300	\$164,500
Health and Safety - Projects Costing \$100,000 or more per Project/Site/Year									
Finance Code		Category (2)							
358		Asbestos Removal and Encapsulation		\$0	\$0	\$0	\$0	\$0	\$0
363		Fire Safety		\$0	\$0	\$0	\$0	\$0	\$0
366		Indoor Air Quality		\$0	\$0	\$0	\$0	\$0	\$0
Total Health and Safety Capital Projects \$100,000 or More				\$0	\$0	\$0	\$0	\$0	\$0
Remodeling for Approved Voluntary Pre-K under Minnesota Statutes, section 124D.151									
Finance Code		Category (3)							
355		Remodeling for prekindergarten (Pre-K) instruction approved by the commissioner.		\$0	\$0	\$0	\$0	\$0	\$0
Total Remodeling for Approved Voluntary Pre-K Projects				\$0	\$0	\$0	\$0	\$0	\$0
Accessibility									
Finance Code		Category (4)							
367		Accessibility		\$0	\$0	\$0	\$0	\$0	\$0
Total Accessibility Projects				\$0	\$0	\$0	\$0	\$0	\$0
Deferred Capital Expenditures and Maintenance Projects									
Finance Code		Category (5)							
368		Building Envelope		\$122,500	\$41,950	\$41,950	\$42,125	\$42,125	\$42,125
369		Building Hardware and Equipment		\$140,000	\$135,995	\$125,995	\$126,500	\$130,000	\$130,000
370		Electrical		\$160,000	\$25,000	\$25,000	\$25,000	\$25,000	\$25,000
379		Interior Surfaces		\$91,000	\$125,000	\$125,000	\$125,000	\$125,000	\$125,000
380		Mechanical Systems		\$106,950	\$224,995	\$227,995	\$223,995	\$222,995	\$218,995
381		Plumbing		\$23,500	\$29,995	\$29,995	\$29,995	\$29,995	\$29,995
382		Professional Services and Salary		\$12,500	\$15,000	\$15,000	\$15,000	\$15,000	\$15,000
383		Roof Systems		\$245,000	\$275,000	\$275,000	\$275,000	\$275,000	\$275,000
384		Site Projects		\$137,500	\$165,000	\$165,000	\$165,000	\$165,000	\$165,000
Total Deferred Capital Expense and Maintenance				\$1,038,950	\$1,037,935	\$1,030,935	\$1,027,615	\$1,030,115	\$1,026,115
Total Annual 10-Year Plan Expenditures				\$1,191,900	\$1,195,630	\$1,188,680	\$1,188,415	\$1,191,415	\$1,190,615

Long-Term Facilities Maintenance Expenditure Categories used in the Excel Spreadsheet Template

Category 1: Health and Safety Expenditures by Uniform Financial and Accounting Reporting Standards (UFARS) Finance Codes 347, 349, 352, 358, 363 and 366 (this section excludes project costs of \$100,000 or more for which additional revenue is requested for Finance Codes 358, 363 and 366).

projects for Fiscal Year (FY) 2022 and FY 2023. The later years can be a rough estimate. Fiscal 2021 is an estimate of what the **final** UFARS expenditures will be. Once the FY 2021 audited financial data is complete and final UFARS data has been submitted, enter the actual FY 2021 Health and Safety (H&S) expenditures on the Health and Safety Data Submission System Category 1 excludes projects costing \$100,000 or more for asbestos removal or encapsulation fire safety, and indoor air quality as they are entered under Category 2 as listed below. Also enter FY 2021, FY 2022 and FY 2023 totals per finance code in the Health and Safety Data Submission on the Minnesota Department of Education (MDE) website (MDE homepage > Districts, Schools and Educators > Business and Finance > Data Submissions, then select the Health and Safety category) so hold harmless revenue calculates properly on the levy.

Category 2: Health and Safety Expenditures by UFARS Finance Code for Asbestos Removal and Encapsulation, Fire Safety and Indoor Air Quality projects costing \$100,000 or more per Project, per Site, per Year.

A district enters totals by finance code for individual projects that cost \$100,000 or more per site, per year for asbestos removal and encapsulation, fire safety, or indoor air quality as they generate additional revenue. Also, enter FY 2021, FY 2022 and FY 2023 H&S projects costing \$100,000 or more **on a separate line** in the Health and Safety Data Submission System on the MDE website (the project description should include the site name and whether it is financed by “pay-as-you-go” or bonded dollars).

Category 3: Remodeling for Approved Voluntary Prekindergarten (VPK) Program

If the district has an approved VPK program include planned expenditures for remodeling projects.

Category 4: Americans with Disabilities Act (ADA) Accessibility Projects

Enter approved project costs to increase accessibility to school facilities. The project shall conform to both the district’s ADA/Section 504 disabled access transition plan and the current ADA Accessibility Guidelines for Buildings and Facilities, as well as applicable state and local building and fire codes.

Category 5: Deferred Maintenance Projects by UFARS Finance Code.

Facility deferred maintenance projects are broken into nine finance codes. Each code represents a component grouping of a building designed to ease assignment of a project into the proper code. The code breakdown is also meaningful for comparison of costs among school districts and to the Minnesota legislature to assess school facility costs and the ongoing need for facility funding.

Additional Documentation

Category 2 Asbestos Removal and Encapsulation, Fire Safety and Indoor Air Projects \$100,000 or over per Project, per Site, per Year

For districts with asbestos removal and encapsulation, fire safety and indoor air quality projects costing \$100,000 or more per project, per site, per year for FY 2022 or FY 2023 the ten-year plan includes a narrative describing the scope and cost of the project in greater detail. Individual project approval is required as these projects generate additional revenue.

- a. For **asbestos removal and encapsulation projects**, give a description of the type and amount of asbestos and the scope of the project including an engineer or contractor estimate of the cost -**narrative from contractor/professional engineer**.
- b. For **fire safety projects**, include a project description and an estimate of the cost **from the professional engineer**. If a building permit has been pulled for other school construction projects, the building inspector has jurisdiction over the review of the fire suppression rework, but the State Fire Marshal should be contacted for final review and approval; otherwise, the fire suppression rework requires an order from the state fire marshal, schools division. If replacing a fire alarm system which is inoperable, **submit State Fire Marshal orders to substantiate**.
- c. For **indoor air quality projects**, describe which American Society of Heating, Refrigerating, and Air-Conditioning Engineers (ASHRAE) Indoor Air Quality (IAQ) standards are not being met and indicate how the project will result in meeting ASHRAE standards and include an estimate of cost from the project engineer. Also, include a floor plan to reflect classrooms affected and a report listing cubic feet per minute (CFM) ratings - **narrative from professional engineer**.

Category 3 Approved Voluntary Prekindergarten (VPK) Program - Remodeling Costs

For districts with an approved voluntary prekindergarten program under section 124D.151, a narrative describing the project to remodel existing instructional space to accommodate kindergarten instruction. In the narrative, describe the square footage and use of the existing instructional space, changes to be made to the facility, and the final square footage and features of the prekindergarten instructional space, for example, bathroom space, play area, and small group instruction space. This narrative may be the same narrative submitted to MDE as part of the application to obtain approval for the voluntary prekindergarten program under section 124D.151.

Category 5 Deferred Maintenance Projects costing \$2,000,000 per Project, per Site, per Year

For districts with deferred maintenance projects for FY 2022 or FY 2023 costing \$2,000,000 or more per project, per site, per year, a narrative describing each project in greater detail is required. In the narrative, discuss the deferred capital and maintenance criteria that make the project eligible for Long-Term facilities maintenance revenue and the work necessary to prevent further erosion of facilities. Describe the scope of work in sufficient detail to indicate the change in condition of the facility and provide an indication of the improvement to useful life. Indicate the level of deferred maintenance work needed for the facility before and after the project will be completed. Include an architect or consultant cost estimate detailing categories of work and associated cost including an estimate of fees - **narrative from professional engineer/architect**.

Updating the Health and Safety Database

The Minnesota Department of Education (MDE) will continue to use the existing Health and Safety (H&S) database (located on the MDE website under MDE > Districts, Schools and Educators > Business and Finance > Data Submissions, select Health and Safety) to drive levy processing for fall levies. Districts enter summary data by finance code, consistent with the summary data for Fiscal Year (FY) 2021, FY 2022 and FY 2023 included on the district's ten-year plan expenditure spreadsheet. Detailed information by project will still be required for asbestos removal and encapsulation, fire safety and indoor air quality projects costing \$100,000 or more per project, per site, per year since those generate additional revenue over and above the Long-Term Facilities Maintenance (LTFM) formula allowance. Do not enter information for deferred maintenance or accessibility finance codes. The Health and Safety amounts provide an accurate calculation of the hold harmless revenue estimate on the levy and aid entitlement reports, and either add to revenue or show complete information for persons who seek levy information.

When comfortable with data and assumptions, a district should **enter the total health and safety cost from the expenditure spreadsheet in the hold harmless section of the revenue spreadsheet and the Health and Safety Data Submission System**. Hold harmless revenue depends on the year's H&S costs plus deferred maintenance revenue for districts that did not qualify for alternative facilities revenue. Hold harmless for an alternative facilities school district is health and safety plus an amount to fund the other ten-year plan projects. For FY 2021 and later, MDE is asking school districts to enter **totals by finance code** from the expenditure spreadsheet in the **Health and Safety Data Submission System** (instructions on how to enter H&S data on the data submissions website may be found on the LTFM webpage under MDE > Districts, Schools and Educators > Business and Finance > School Finance > Facilities and Technology > Long-Term Facilities Maintenance, then select "Health and Safety Website Instructions" (these instructions may also be found on the Health and Safety Data Submission System). MDE uses the submission system to load the prior law calculation H&S amount into the Levy Limitation and Certification system and LTFM Aid Entitlement system. Without this step, the levy shows zero in the health and safety line under the old law revenue and the calculation is inaccurate. An alternative facilities school district should not include the amount in both the Health and Safety Data Submission System and in the revenue amount entered for deferred maintenance ten-year plan projects levy as the H&S levy will be doubled. In the Health and Safety Data Submission System, enter the H&S finance totals, six in all (if all are included in the ten-year planned projects) from the expenditure spreadsheet plus separately enter each individual project (asbestos removal and encapsulation, fire safety or indoor air quality) costing \$100,000 or

Note: School Districts should continue to update H&S expenditures in the Health and Safety Data Submission system on a regular basis to accurately cost estimate decreases or increases for applicable fiscal years.

Make sure to update the system for final, audited UFARS H&S financial data (reference the 20-21 UFARS Turnaround Report titled **Expenditure by Finance Code Report** on the Minnesota Funding Reports (MFR) webpage located at Data Center > Data Reports and Analytics, locate the School Finance Reports section, select Minnesota Funding Reports (MFR). Enter your school name, view all reports, select UFARS Turnaround Reports category, select 20-21 school year, under Report select "All" and then List Reports.

Long-Term Facilities Maintenance

Scenario	Project Description
A - Fund 01	Project(s) between \$100,000 to \$1,999,999 per site for finance codes 358, 363 and 366 funded on a pay as you go basis with excess funds remaining.
B - Fund 06	Project(s) \$2 million or more per site for Finance Codes 358, 363 and 366, funded with pay as you go (no debt issued) project is completed with excess funds remaining.
C - Fund 06	Project(s) between \$100,000 to \$1,999,999 per site for Finance Codes 358, 363 and 366, funded with debt, with excess funds remaining.

D - Fund 06	Project(s) \$2,000,000 or more per site for Finance Codes 358, 363 and 366, funded with debt with excess funds remaining.
E - Fund 01	Funding in Fund 01 has accumulated over time providing for a project over \$2 million per site.
F - Fund 06	Project(s) \$2 million or more per site funded with pay as you go (no debt issued), project is completed with excess funds remaining.

G - Fund 06	Project(s) under \$2 million per site funded with debt issued, project is completed with excess funds remaining.
H - Fund 06	Project(s) \$2 million or more per site funded with debt, project is completed with excess funds remaining.
Long-Term Facilities Maintenance Guide for Transfers	
end of worksheet	

ce (LTFM) Fund Transfers as of 12/29/16

Conclusion	Minnesota Statutes	Funds
No fund transfer required. MDE will adjust revenues based on the lesser of actual expenditures or approved costs.	123B.595 (reserve)	
Funds must be transferred from Fund 01 to Fund 06 in the amount of the payments for the project. At the completion of the project any amount that was transferred in excess of expenditures must be returned to Fund 01. MDE will adjust revenues in the general fund based on the lesser of final expenditures or approved costs.	123B.595 (reserve)	1 to 6 to 1
At the conclusion of the project, if the district does not have further approved LTFM projects in Finance Codes 358, 363, and 366 that can be funded under the language of the bond issue, the district should transfer the excess funds from Fund 06 to Fund 07. Districts with additional approved LTFM projects in Finance Codes 358, 363 or 366 that can be funded under the language of the bond issue should retain the excess in the LTFM Restricted/Reserved Balance Sheet Account 467, Fund 06 and incorporate the excess funds into the calculation of the next LTFM bond issue for Finance Codes 358, 363 and 366. LTFM revenue is computed based on actual debt service payments.	475.61 (transfer)	6 to 7

<p>At the conclusion of the project, if the district does not have further approved LTFM projects in finance codes 358, 363, and 366 that can be funded under the language of the bond issue, the district should transfer the excess funds from Fund 06 to Fund 07. Districts with additional approved LTFM projects in finance codes 358, 363 or 366 that can be funded under the language of the bond issue should retain the excess in the LTFM Restricted/Reserved 467 Fund 06 and incorporate the excess funds into the calculation of the next LTFM bond issue for finance codes 358, 363 and 366. LTFM revenue is computed based on actual debt service payments.</p>	<p>475.61 (transfer)</p>	<p>6 to 7</p>
<p>Funds must be transferred from Fund 01 to Fund 06 in the amount of the payments for the projects. At the completion of the project any amount that was transferred in excess of final expenditures must be returned to Fund 01.</p>	<p>123B.595 (reserve)</p>	<p>1 to 6 to 1</p>
<p>Funds must be transferred from Fund 01 to Fund 06 in the amount of the payments for the projects. At the completion of the project any amount that was transferred in excess of final expenditures must be returned to Fund 01.</p>	<p>123B.595 or MN Laws 2015, 1st SS, Ch 3, Art 7, Sec 19</p>	<p>1 to 6 to 1</p>

<p>At the conclusion of the project, if the district does not have further approved LTFM projects that can be funded under the language of the bond issue, the district should transfer the excess funds from Fund 06 to Fund 07. Districts with additional approved LTFM projects that can be funded under the language of the bond issue should retain the excess in the LTFM Restricted/Reserved Balance Sheet Account 467, Fund 06 and incorporate the excess funds into the calculation of the next LTFM bond issue. LTFM revenue is computed based on actual debt service payments.</p>	<p>123B.595 (reserve) or 475.61 (transfer), 475.65</p>	<p>6 to 7</p>
<p>At the conclusion of the project, if the district does not have further approved LTFM projects that can be funded under the language of the bond issue, the district should transfer the excess funds from Fund 06 to Fund 07. Districts with additional approved LTFM projects that can be funded under the language of the bond issue should retain the excess in the LTFM Restricted/Reserved Balance Sheet Account 467, Fund 06 and incorporate the excess funds into the calculation of the next LTFM bond issue. LTFM revenue is computed based on actual debt service payments.</p>	<p>123B.595 (reserve) or 475.61 (transfer), 475.65</p>	<p>6 to 7</p>

RESTRICTED GRID CODES

Program Code(s)	Finance Codes	Object Code	Source Code
865 and 867	358, 363 and 366	910	649
866	358, 363 & 366	910	649

867	358, 363 and 366	910	649
Fund 01-865 867	Fund 06- All Finance Codes, except 358, 363 and 366	910	649
867	All Finance Codes, except 358, 363 and 366	910	649

865	All Finance Codes, except 358, 363 and 366	910	649
867	All Finance Codes, except 358, 363 and 366	910	649

Journal Entry

No Entry Required

Entry 1:

Debit Expense 01-005-865-3XX-910-000
Credit Revenue 06-005-867-000-649-000

Correcting Entry to Return Funds:

Debit Revenue 06-005-867-000-649-000
Credit Expense 01-005-865-3XX-910-000

Debit Expense 06-005-866-3XX-910-000
Credit Revenue 07-005-000-000-649-000

Debit Expense 06-005-867-3XX-910-000
Credit Revenue 07-005-000-000-649-000

Entry 1:

Debit Expense 01-005-865-3XX-910-000
Credit Revenue 06-005-867-000-649-000

Correcting Entry to Return Funds:

Debit Revenue 06-005-867-000-649-000
Credit Expense 01-005-865-3XX-910-000

Entry 1:

Debit Expense 01-005-865-3XX-910-000
Credit Revenue 06-005-867-000-649-000

Correcting Entry to Return Funds:

Debit Revenue 06-005-867-000-649-000
Credit Expense 01-005-865-3XX-910-000

Debit Expense 06-005-865-3XX-910-000
Credit Revenue 07-005-000-000-649-000

Debit Expense 06-005-865-3XX-910-000
Credit Revenue 07-005-000-000-649-000

High School, District Wide			
Annual 2023 Budget, As of 5/5/22			
Lift Safety Inspections	DW		\$1,506.70
Monthly Elevator Inspections	DW		\$5,500.00
Bleacher Inspections	DW		\$2,000.00
PPE Equipment	DW		\$2,500.00
RPZ testing	DW		\$4,500.00
Hazardous Waste	DW		\$5,000.00
Lead Testing	DW		\$1,000.00
Consulting and Testing Services			\$14,880.00
Chargebacks			\$58,260.00
Rope and Lift Inspections			\$3,500.00
AED Annual Service (batteries, supplies and testing)			\$8,500.00
Asbestos Management			\$10,000.00
Fire Door Inspections	DW		\$6,585.00
Annual fire panel & sprinkler inspections	DW		\$14,142.00
Fire Extinguisher Annual Service	DW		\$2,000.00
State fire marshall inspections	DW		\$3,500.00
Batteries Life Safety systems			\$2,500.00
High School replace lock cylinders	HS		\$21,392.00
LED Light Install	HS		\$104,839.24
Fitness Room Plating	HS		\$12,995.00
HS Media Center Painting wall paper removal	HS		\$2,484.00
Rooftop 5 compressor replacement	HS		\$15,765.00
Chiller PM contract	HS		\$5,000.00
HS Annual Drain Cleaning	HS		\$6,950.00
Varsity Practice Field Seeding	DW		\$425.00
Remove Trees behind bleachers	DW		\$9,127.30
Prep area for turf-batting cages	DW		\$6,400.00
Baseball field bullpen turf	DW		\$3,866.15
Add Water behind pitching mounds	DW		\$1,500.00
Paint curbs & lines	DW		\$9,447.00
Repair pot holes & cracks	DW	Not to exceed	\$15,000.00
HS/MS Loading Dock, Remove grass Isalnd-area 5	DW		\$20,065.00
NW Football Field, Push over curb-area 6	DW		\$13,871.00
Remove Curb, sidewalk replace with concrete-area 4	HS		\$4,530.00
Dugout roofs & Facia	DW		\$3,500.00
Painting Dug Outs	DW		\$6,060.00
Mechanical Contingency	DW		\$153,000.00
		TOTAL	\$562,090.39
Middle School			
Window sill concrete repairs	MS		\$20,280.00
Middle School field house service door	MS		\$6,830.00
large MAU fieldhouse ignition control	MS		\$3,483.00
MS Annual Drain Cleaning	MS		\$3,825.00
Replace roof screws	MS		\$24,750.00
		Total	\$59,168.00
Primary School			
Heatpump 3 vibration isolator repair	PS		\$3,140.00
PS Anual Drain Cleaning	PS		\$4,150.00
3 water heater change outs	PS		\$38,995.00
		Total	\$46,285.00
Intermediate School			
Large gym floor	IS		\$235,000.00
Small gym floor	IS		\$120,000.00
Compressor change out	IS		\$21,438.00
IS Anual Drain Cleaning	IS		\$5,700.00
		Total	\$382,138.00
		District Total	\$1,049,681.39