

Work Session  
Wednesday, June 1, 2022 5:00 PM

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

## **Agenda**

1. PROCEDURAL ITEMS
  - 1.A. Call to Order
  - 1.B. Pledge of Allegiance
  - 1.C. Agenda
2. STRATEGIC PLANNING
3. ADJOURN



**Becker Public Schools**  
**“Defining our Future: 2022 - 2027”**

**Strategic Planning Committee Meeting #1**  
**Wednesday, June 1, 2022**



# Welcome

- **Introductions**
- **Meeting Resources: *Review Materials***
- **Ground Rules: *Open/Honest Communication; Respect; All Ideas Valued; Have Fun!!!***
- **Housekeeping: *Use the Chat Room or Unmute Microphone to Speak; Comfort Breaks as Needed***
- **Role: *Develop the next Strategic Plan; Required M.S. 120B.11 Subd. 2; Supports WBWF and ESSA Requirements***
- **Process: *MSBA Facilitation; Listening Session; Three Strategic Planning Committee Meetings; Resources Provided***
- **Session Goals: *Work on Elements of the Strategic Plan***



**The Minnesota School Boards Association,  
a leading advocate for public education,  
supports, promotes, and strengthens the  
work of public school boards.**



# Thank You

IF YOU WANT TO GO FAST, GO  
ALONE. IF YOU WANT TO GO FAR,  
GO TOGETHER.

~NIGERIAN PROVERB



## Session Goals

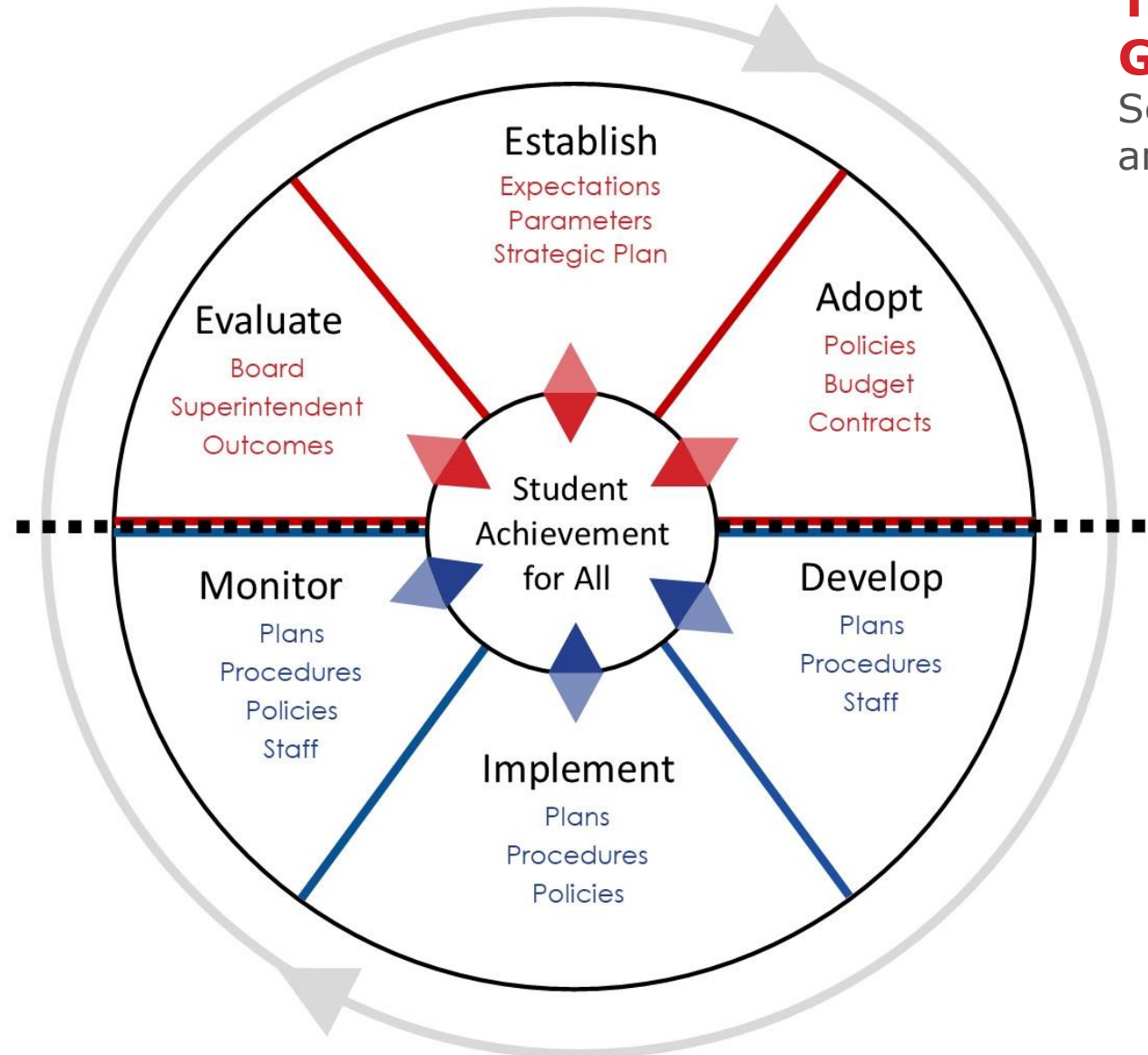
- **State-of-the-School District – Superintendent of Schools**
- **Review results of “Stakeholder Engagement Report–Summary of Related Activities” – MSBA Staff**
- **Complete Environmental Scan - “Prouds, Possibilities, Must Haves Analysis”**
- **Time Permitting - Develop Belief Statements for the School District**



# The Board Governance Model

## The School Board Governs

Sets parameters and expectations



## The Superintendent Manages

Provides leadership and supervision



# School District Goal Alignment

## Strategic Governance Framework





***State of the Becker***

***Public School District***

**Superintendent Jeremy Schmidt**



# Reflections: State of the School Update

The purpose of the State of the School Update is to inform you about what is in order to help you think about what could be.

**In your small groups: Share your reaction(s) to the State of the School Update.**

- What did you learn that you didn't know before?
- What surprised you?
- What would you like to know more about?
- What concerns do you have?
- What questions do you have?



# Focusing on the Future

- **Are we meeting the requirements of the World's Best Workforce legislation?**
- **Are we educating all students?**
- **Are we providing Equitable Education for all students?**
- **Are we meeting the needs of our stakeholders (internal and external)?**
- **Are we satisfied with all systems and operations (food service, transportation, business/finance, technology, buildings and grounds, etc.)?**
- **Are we making the best decisions possible?**
- **Are we identifying the programs/services we should keep, modify, eliminate or add?**



# Stakeholder Engagement “Some Big Ideas” Strengths (from Surveys and Listening Sessions)

## Internal (4)

<b>School district facilities are safe, secure, and well maintained.</b>	<b>92.86%</b>
<b>The school district uses effective instructional programs, practices, and interventions to help all students.</b>	<b>81.40%</b>
<b>The superintendent is visible and accessible throughout the school district and community.</b>	<b>81.40%</b>
<b>The school district uses student achievement data to inform and improve instruction.</b>	<b>81.40%</b>

## External (6)

<b>School district facilities are safe, secure, and well maintained.</b>	<b>85.46%</b>
<b>I am satisfied with the overall condition of the school district's playgrounds and outdoor areas.</b>	<b>83.76%</b>
<b>In general, I am satisfied with the quality of education provided by the school district.</b>	<b>83.76%</b>
<b>In general, I am satisfied with the teachers of the school district.</b>	<b>82.86%</b>
<b>I am satisfied with the overall condition of the school district's buildings.</b>	<b>82.74%</b>
<b>Overall, I have a positive impression of the school district.</b>	<b>80.46%</b>



# Stakeholder Engagement “Some Big Ideas” Strengths (from Surveys and Listening Sessions)

**Staff Comments from All Stakeholders** - 6<sup>th</sup> grade staff – keeps students on track; Support – teachers & students; Teachers identify growth areas and help/nurture/encourage it; 8<sup>th</sup> grade staff – pushing and encouraging us to our limits; Teachers listen to what we need, and do their best to be helpful; Teachers pace teaching to class needs; Majority students respect admin; Student-staff trust; Good teachers; Teachers being helpful & understanding; Teachers work to develop relationships; We have really good counselors; The staff is a community that works together and supports each other; Middle School Principal’s leadership; Staff members are cooperative; Administration is friendly and have an open-door policy; Camaraderie within departments; Great Staff; Perry Wilkensson; Teacher and Staff really care about kids and their well being; We have a great staff!; Staff; Mr. Christensen supports our staff; High school administration is very good/approachable; Caring staff; Welcoming staff - from teachers to cooks to paras; Admin; People are willing to help each other when needed; Mr. Zimmer’s construction classes- great work every year on the sheds!; Becker Teachers; We have a VERY supportive administration; Wonderful Principal; Teachers are personable; Positive attitudes most students and staff; Excellent teamwork!; We operate as a team; The staff at the Primary building really support each other; SPED in HS works so well with our special needs students - the Paras are amazing; Custodial staff is amazing; Our custodian staff does an AMAZING job on the upkeep of our building; Teachers truly care about students; Mutual respect among staff and students; Paraprofessional support; Committed Leadership; Media specialist; Teacher quality, passion; Many teachers are positive influences for my children in regard to acceptance of differences; Improved communication from school and teachers; Teachers seem engaged; The teaching staff at all the schools, especially the HS; Teacher communication with families; Outside the box teaching; Staff care about their students; Most are caring teachers; Teachers that really care about their students; Extremely helpful, well run transportation department; Teaching; School staff communication with families; Special Education Staff are amazing to work with; Our kids have a positive view of their teachers and school atmosphere; Excellent teachers; Building administrators are supportive; Love the band program and the instructor at the middle school; The teachers we work with have communicated well with us; Math teachers are helpful; Some very good teachers; Strong well-educated staff – who have passion for teaching and learning; Dedicated staff; Quality teachers/paras that care for all our students; Strong Admin Team/Dedicated staff; Staff support - We currently have two teachers that have helped driving routes and activity trips; Well educated and dedicated staff; MTSS support team working very hard to support students



# Stakeholder Engagement “Some Big Ideas”

## Strengths (from Surveys and Listening Sessions)

### – Continued

**Middle School** – Good sense of community; Artistic quality of the school; Majority of students care about work; Soar (after hours); Lot to offer with extra-curriculars; Good schedules; Decorate school nicely

**High School** – Variety of classes; Sports programs; National Honor Society and Student Council; B3 and FCA; CIS classes; Diverse extra-curricular choices; Breakfast bread activities (homecoming, spring fling, dances); Updated facility; Technology; Student involvement; GSA group; Opportunities for special education; Diversity in class types; Ability to retake classes if you fail; Range of math classes (have classes designed for different strengths); Extra credit opportunities in hard/rigorous classes; Mental health room in red hallway



# Stakeholder Engagement “Some Big Ideas”

## Strengths (from Surveys and Listening Sessions)

### – Continued

**Licensed Staff** – Passage of referendum last fall; Curriculum is good; Fun environment that promotes learning; Culture – the 3 R’s are a school focus; Building leadership is strong, fair, and supportive; Overall, common classes at each grade level teach the same content and have the same common assessments despite the teacher a student has; Small town atmosphere (not having the major issues of bigger districts); School climate is positive; Additional opportunities to offer input and feedback; Technology tools; Data-driven processes to identify and support students who need it both academically and emotionally

**Non-Licensed Staff** – Robotics program – so great for ALL students who participate; Great sports and activities; Great community support; We provide a smooth transition between schools for students; Great facilities with continual improvements; Provide opportunities for mental health needs; Great study area in Media Center which has the resources we need; Well-maintained grounds and buildings



# Stakeholder Engagement “Some Big Ideas”

## Strengths (from Surveys and Listening Sessions)

### – Continued

**Parent / Guardian** – Improved communication with families from school and teachers; Extremely helpful, well-run transportation department; Efficient pick-up/drop-off; Variety of extra-curriculars; Stayed in person during the pandemic; Keeping kids engaged and eager to learn; How bullying is handled; Supporting varying learning styles; Kids on track with math/reading skills even after the pandemic; All schools start and end at same time; School provides a sense of family and belonging; Students prepared for college or next step after graduation; Good after school program for kids who need more help; Community support for student athletes; Up-to-date technology; Higher level course availability; Quick response time to problems

**Community** – Overall, school does good job preparing students for the future; Great the referendum passed and will expand CTE; Schools are center of community; Much in community evolves around school; Community support



# Stakeholder Engagement “Some Big Ideas”

## Strengths (from Surveys and Listening Sessions)

### – Continued

**Board** – Students do well on testing; Education provided is top-notch; Well-rounded and varied activities and opportunities; Good technology with hot spots on busses; Self-sufficient – school has their own custodial/transportation/food service; Community support – businesses and organizations; Collaboration with neighboring schools (Wellness Program); Special Ed Coop; Elementary Spanish Emersion program

**Administration** – Becker is known in surrounding areas as a great district to work for and attend; Parent support – becoming substitutes, bus/van drivers to help where they can; Community support and involvement; Diversity of programs and opportunities for students; Community support through involvement in finance, business, and donations; One campus for all district students; Well attended and respected Early Childhood program; PBIS/SEL is working well; A lot of technology that allows students and staff to continue thriving in a digital world; High percentage of participation in activities; MTSS system



# Stakeholder Engagement “Some Big Ideas”

## Opportunities (from Surveys and Listening Sessions)

### Internal (5)

The school board is visible and accessible throughout the school district and community.	58.14%
The school districts' policies, procedures, and practices are fair and just for all students.	58.14%
The school district has a process to ensure that the school board-adopted curriculum for a course or grade level is being taught by all teachers.	53.49%
The “climate” of all school buildings is conducive to teachers being able to teach and students being able to learn.	52.38%
All school district staff are equipped to address bias and exclusionary language or behavior when it occurs.	51.16%

### External (3)

I am satisfied with the school district's budget and use of funds.	58.52%
The school district spends its tax dollars effectively and efficiently.	57.65%
The school district provides good opportunities in career and technical education.	46.17%



# Stakeholder Engagement “Some Big Ideas”

## Opportunities (from Surveys and Listening Sessions)

**Middle School** – More freedom during advisory; Mental health breaks/check-ins; Open communication and opinions but no hate speech; Normalize pronouns; More support around addiction without consequences; Staggered release time; Homework during lunch; Longer locker time between classes; More respect and education about prejudice and minorities; Political respect of preferences; Bathroom signing out; Extended time to turn in homework for extra-curriculars; Lunch line – some get less time or some rush

**High School** – Macbooks instead of iPads; Open campus lunch time; Parking pass expense; Cursive class, Doctor’s notes requirement; Why is extra credit being taken away; Weighted GPA’s – Better grading system (more comprehensive); Longer lunch time and passing time; Improve bathrooms; Access to courtyard; More time to talk to teachers; Teachers not following IEP’s; How school views students of minorities (ex: recent anti-LGBTQ+ presentation); Students taking too much food so there is less for C lunch especially fruits and vegetables; Sometimes bullying is swept under the rug; Sometimes leeway is given for things explicitly stated in the handbook; “Catch-up” programs for students who fell behind during COVID; After hours – either with other students or staff



# Stakeholder Engagement “Some Big Ideas”

## Opportunities (from Surveys and Listening Sessions)

**Licensed Staff** – Return to normalcy; Math supports; Smaller class sizes; Give teachers autonomy; Student support for mental health; Micromanagement from the top; Teacher input not valued; End of day dismissal – monitors for halls and outside area; Improve communication; Behavior support; Review grading policies; Lack of trust/cohesiveness among staff; Dispel false rumors on social media; Blatant hostility toward diversity/inclusion; Staffing difficulties – subs and hiring/retention; Support LGBTQ+ students and staff who support them; Sexist practices; Current climate; Students with health issues not being sent home

**Non-Licensed Staff** – Communication; Change exit out of high school parking lot; Teachers need to reflect neutrality and teach the subjects they are teaching; Pushing LGBTQ ideals; Follow and enforce current policies; Listen to concerns of non-licensed staff; Phones in class; Teamwork mentality instead of “not my job”; Losing sense of “community” in the school; Punishments need to be harsher; Keep computer labs open in Media Center; Children are not getting needed services soon enough; Consistency of requirements between teachers within same department



# Stakeholder Engagement “Some Big Ideas”

## Opportunities (from Surveys and Listening Sessions)

### – Continued

**Parent / Guardian** – Quality of education; Include diverse voices/perspectives; Grading; Better lunch options; Teachers supporting and guiding students; Not sending homework home, time in class for homework; More than one bus stop for daycare students; Bullying; Student drop-off; Budget for constant facilities improvement; Curriculum; Field trips; More emphasis on acceptance of all students; More gifted and talented options; Lack of support for LGBTQ+; Recruit faculty and staff from diverse backgrounds; Increase security presence; Stop bullying of students who have differences; Condition of football field/bathrooms/outdoor athletic facilities; “Everyone is welcome” not always true; Dress code enforcement; More ways for parent involvement; Monitor Facebook posts; Improve school interior structures; Create peer mentor/helper team/group or junior and senior leaders to assist classmates

**Community** – Money being wasted; Technology staff support users; Support for skilled labor as a career; Teach life skills for students; Listening sessions with stakeholders; Enhance school website; Involve more groups/organizations in school partnerships; Expand online education/partner with North Star Academy



# Stakeholder Engagement “Some Big Ideas”

## Opportunities (from Surveys and Listening Sessions)

### – Continued

**Board** – Increase tech offerings; Early Childhood expansion; Financial stability; Examine reasons for open enrollment out of district; More CIS opportunities at high school; Create more opportunities for youngest and oldest learners; More collaborative experiences for learning; Flexible learning spaces; Transition on pathway for students; increase trust with entire community; Board interaction with the public and joint problem-solving; Mental health supports for students

**Administration** – Need a reset after the pandemic; Create positive culture (student, staff, community); Have marketing/logos/messaging streamlined between departments; Safety before and after school; District systems; Public relations” Ensure all student are in an inclusive environment; District goals; Facilities – restrooms; Move Early Childhood to new addition and plan for additional classrooms; Program additions (CTE, Gifted and Talented, alternate education opportunities); STEM programs; Provide more support for students struggling with mental health; Share positive accomplishments of student with media/newspapers; Expand Middle School electives; Teacher retention and hiring; Continued growth



# Our Collective Goal

Striving for Minnesota's World's Best Workforce



## Each plan must address the following goals:

1. All children are ready to start kindergarten.
2. All third-graders can read at grade level.
3. All achievement gaps between students are closed.
4. All students are ready for career and/or postsecondary education.
5. All students graduate from high school.

Under Minnesota Statutes, section 120B.11, school boards are to adopt a long-term, comprehensive strategic plan to support and improve teaching and learning.



# Equitable Education

## MSBA's Definition

"A collective set of conditions where all students are given access to the opportunities, resources, and supports they need to learn and develop to their fullest potential."



# DIVERSITY

- The differences that make a difference.
- Numerical representation of people of diverse backgrounds, viewpoints, and experiences.

## Count the People





# INCLUSION

- Diverse perspectives are included.
- Actions, policies, practices, and behaviors support the differences.
- Everyone feels a sense of belonging.

## The People Count



● ● ●  
I'm **apart**.

● ● ● ●  
I'm **a part**.

inclusion



# Diversity AND Inclusion





# Distinguishing Between Equity and Equality

**Equality = Sameness**

**Equity = Fairness**

**Equality ≠ Equity**

**Sameness ≠ Fairness**





# EDUCATIONAL EQUITY



A collective set of conditions where all students are given access to the opportunities, resources, and supports they need to learn and develop to their fullest potential.



Eliminating barriers.



Increasing access.



# Distinguishing Between Equality and Equity

Equality	Equity
<ul style="list-style-type: none"><li>• Every student receives a computer.</li></ul>	<ul style="list-style-type: none"><li>• Every student receives the device they need to learn.</li></ul>
	<ul style="list-style-type: none"><li>• Every student has stable WiFi connectivity.</li></ul>
	<ul style="list-style-type: none"><li>• Every student is given the skills and knowledge needed to use the device.</li></ul>
	<ul style="list-style-type: none"><li>• Every student has access to a space conducive for learning.</li></ul>
	<ul style="list-style-type: none"><li>• Every student has the opportunity be fully engaged.</li></ul>



# The Mindset of an Equitable Education



The belief that each student, can, will, and shall learn.



The belief that every student belongs and is deserving of the resources they need to achieve.



The belief that each of us has the ability and responsibility to work toward transformational change.



# Environmental Scan

**Prouds**

**Possibilities**

**Must Haves / Must Address**



# Examples of Prouds

## Tangible

Excellent Financial Condition

Strong Student Test Results

Small Class Size

Multiple Opportunities for Students in Arts and Athletics

## Intangible

Strong Leadership

Dedicated Teachers and Staff

District Reputation

School Pride



# Examples of Possibilities

Market the school district

Attract new families and students to the school district

Create a solid financial base

Develop effective school/community partnerships

Ensure that buildings, grounds, FF&E and technology infrastructure contribute to student success

Identify the skills, attributes, and abilities expected for High School graduates



# Examples of Must Haves / Must Address

Improved test scores

Addressing growing mental health needs

Improve Stakeholder communication

Effectively market the school district – Increase enrollment

Expand Career and Technical Education

Identify skills, attributes, and abilities expected of a high school graduate

Identify and create school/community partnerships

Update facilities and grounds

Stabilize the budget



# Focus Area Analysis

## Environmental Scan

- **Individually, list “Prouds”; “Possibilities”; and “Must Haves/Must Address” - Reference Reports – MSBA Staff will share definitions. Utilize Stakeholder Report, State of School District Update, personal thoughts, ideas, observations.**
- **As a group, identify 3-5 descriptors for each area.**
- **Record and share via Forms Link.**



# Review

## Focus Area Analysis: “Carousel Walk”

- **Group analyzes each topic area by “virtually walking around”**
- **Add to/refine analysis – Any “Big Ideas” missing**
- **Clarification/Questions**



# Belief Statements

- **State the values the group holds for the school district.**
- **Establish the moral and ethical priorities that guide the school district's activities.**
- **Should be sincere and uncompromising positions.**



# Examples

**We believe:**

- **All individuals have value.**
- **All students can learn, though at different rates and in different ways.**
- **In doing the right thing, in the right way, at the right time, even when no one is aware.**
- **In valuing others for their diverse talents, backgrounds, cultures, and viewpoints.**
- **In a guaranteed and viable curriculum.**



# Writing the Public School's Belief Statements:

- **Think about what is important.**
  - **What do we believe about kids and learning?**
  - **What do we believe about teachers and teaching?**
  - **What do we believe about the role of parents/guardians?**
  - **What do we believe about the role of the community?**
- **Write them Share with the group.**
- **Agree on four to six belief statements and write them on the handout and post it.**

# MSBA Public Schools | Strategic Plan | 2022-2027

## BELIEF STATEMENTS

The MSBA Public Schools believe that:

- Collaboration, communication, and support between the home, the school, and the community have a positive impact on our students.
- Students learn best through authentic and engaging experiences.
- Involved students are invested students.
- By embracing diversity, we promote compassion and understanding ensuring integrity and unity among students, parents, and staff.

## MISSION STATEMENT

Investing in students so they succeed and excel in an ever-changing world.

## VISION STATEMENT

Inspiring Excellence for *All*



FOCUS AREA	GOALS	OBJECTIVES
STUDENT ACHIEVEMENT	<p>1. Achieve the goals of the World’s Best Workforce (WBWF) for all students in the school district.</p>	<p>1.1. The percentage of preschoolers who have attended MSBA Public Schools who meet or exceed growth will increase by at least two percentage points from Spring 2022 to Spring 2023 in the areas of language, literacy and communications; social-emotional development; and number knowledge.</p> <p>1.2. For the 2023-2024 school year, 65% of students enrolled at MSBA Public Schools as of October 1 in grades K-3 will meet their individual growth targets on Reading Assessment, which is an increase from 57.5% the year prior.</p>
STUDENT SUPPORT	<p>2. Develop and implement a well-defined student support system that enables all learners to achieve at high levels.</p>	<p>2.1. Establish a districtwide Professional Development model that ensures all staff from all departments are educated on Social-Emotional Learning Indicators, as defined by the Minnesota Department of Education, during the 2024-2025 school year.</p> <p>2.2. By the end of 2025-2026, develop a defined system of criteria for each tier in the Multi-Tiered System of Supports (MTSS) model covering academics, behaviors, and attendance.</p>



## Next Steps

- Review Summary of Environmental Scan Analysis
- Develop or Finalize Belief Statements
- Create Mission Statement and Vision Statement
- Begin “Goal Writing” for Focus Areas
- Complete Homework Assignment for Strategic Planning Committee Meeting #2 on **Wednesday, June 15 at 5:00 PM**. A Meeting Invitation and Resources will be emailed to you.



**Thank You  
for Your Time  
and Input!!**



## **Becker Public Schools Strategic Planning: Results of Stakeholder Engagement Activities**

### **Overview**

The school board of the Becker Public Schools approved a process for developing a strategic plan. The strategic planning process included opportunities for the school district's Students, Staff, School Board, and Parents / Guardians / Community Members to provide input on the process of determining what the school district is doing well and areas that might need attention or focus as a part of the strategic planning process.

**Five** "Listening Sessions" (one each for High School and Middle School students, Administrators, Licensed/Non-Licensed Staff, the School Board, and the Parent / Guardian / Community) were held via virtual meeting on May 19, 2022. The sessions were conducted by Minnesota School Boards Association (MSBA) staff.

In addition, two surveys were available for the school district's Students, Staff, Administrators, Board and Parents / Guardians / Community Members to provide feedback. The "Perception Survey of the Becker Public Schools – External Stakeholders" was available to the school district's Students, Parents, Guardians, and Community Members to complete. The "Perception Survey of the Becker Public Schools – Internal Stakeholders" was available for Staff, Administrators, and School Board to complete. Both surveys were open for the school district's stakeholders to provide input from May 9, 2022, to May 24, 2022. This document provides a summary of the stakeholder engagement-related activities.

### **Results: Becker Public Schools Stakeholder Surveys**

#### **Perception Survey of the Becker Public Schools – Internal Stakeholders**

The survey provided an opportunity for the school district's Staff, Administrators, and School Board to offer input on what the school district is doing well and areas that might need attention or focus as a part of the strategic planning process. The survey included **24** indicators of school district effective practices and operations. Survey takers were asked to rate each indicator using the scale provided below.

- SD = Strongly Disagree,
- D = Disagree,

- A = Agree,
- SA = Strongly Agree, and
- DK = Don't Know.

A total of **43** school internal stakeholders completed the survey. The survey takers were asked to identify the role that best reflected the basis for their responses. The categories selected by the survey takers are as follows:

- 64.29% (27)** identified themselves as a teacher,
- 28.57% (12)** identified themselves as a support staff member,
- 7.14% (3)** identified themselves as an administrator, and
- 0.00% (0)** identified themselves as a board member.

### Summary of the Survey Results

For purposes of this summary, the indicators that received 80% or more “agree/strongly agree” ratings are identified as strengths, and the indicators that received 60% or less “agree/strongly agree” ratings are identified as possible opportunities.

**Four** strengths identified from the survey is provided below.

<b>Strengths</b>	
<b>Indicator</b>	<b>Percent</b>
School district facilities are safe, secure, and well maintained.	92.86%
The school district uses effective instructional programs, practices, and interventions to help all students.	81.40%
The superintendent is visible and accessible throughout the school district and community.	81.40%
The school district uses student achievement data to inform and improve instruction.	81.40%

**Five** areas of possible opportunity from the survey are provided below.

<b>Possible Opportunities</b>	
<b>Indicator</b>	<b>Percent</b>
The school board is visible and accessible throughout the school district and community.	58.14%
The school districts' policies, procedures, and practices are fair and just for all students.	58.14%
The school district has a process to ensure that the school board-adopted curriculum for a course or grade level is being taught by all teachers.	53.49%
The “climate” of all school buildings is conducive to teachers being able to teach and students being able to learn.	52.38%

All school district staff are equipped to address bias and exclusionary language or behavior when it occurs.	51.16%
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**Perception Survey of the Becker Public Schools – External Stakeholders**

The survey provided an opportunity for the school district’s Students and Parents / Guardians / Community Members to offer input on what the school district is doing well and areas that might need attention or focus as a part of the strategic planning process. The survey included **19** statements of school district effective practices and operations. Survey takers were asked to rate each indicator using the scale provided below.

- SD = Strongly Disagree,
- D = Disagree,
- A = Agree,
- SA = Strongly Agree, and
- DK = Don’t Know.

A total of **394** school district Students, Parents / Guardians / Community Members completed the survey. The survey takers were asked to identify the role that best reflected the basis for their responses. The categories selected by the survey takers are as follows:

- 89.85% (354)** identified themselves as a parent/guardian of current student(s),
- 5.08% (20)** identified themselves as a community member,
- 2.54% (10)** identified themselves as a staff member,
- 1.52% (6)** identified themselves as students, and
- 1.02% (4)** identified themselves as a business owner.

**Summary of the Survey Results**

For purposes of this summary, the indicators that received 80% or more “agree/strongly agree” ratings are identified as strengths, and the indicators that received 60% or less “agree/strongly agree” ratings are identified as possible opportunities.

**Six** strengths identified from the survey are provided below.

<b>Strengths</b>	
<b>Indicator</b>	<b>Percent</b>
School district facilities are safe, secure, and well maintained.	85.46%
I am satisfied with the overall condition of the school district's playgrounds and outdoor areas.	83.76%
In general, I am satisfied with the quality of education provided by the school district.	83.76%
In general, I am satisfied with the teachers of the school district.	82.86%
I am satisfied with the overall condition of the school district's buildings.	82.74%
Overall, I have a positive impression of the school district.	80.46%

Three areas of possible opportunity are provided below.

<b>Possible Opportunities</b>	
<b>Indicator</b>	<b>Percent</b>
I am satisfied with the school district's budget and use of funds.	58.52%
The school district spends its tax dollars effectively and efficiently.	57.65%
The school district provides good opportunities in career and technical education.	46.17%

## **Results: Becker Public Schools Listening Sessions**

### **Results: Student, Administrator, Staff, School Board, and Parent/Guardian/Community “Listening Sessions”**

Five “Listening Sessions” were held in the school district on May 19, 2022. The number of people who attended each session is provided below.

- **31** Middle School (**8**) and High School (**23**) students attended the session for Students;
- **18** Administrative Team Members attended the sessions for Administrators;
- **0** Licensed and Non-Licensed Staff attended the session for Licensed and Non-Licensed Staff;
- **6** School Board Members attended the School Board-Superintendent session; and
- **3** Community Members attended the Parent / Guardian / Community session.

The Student, Administrator, Staff, School Board, and Parent / Guardian / Community Session Attendees were asked the following questions:

- What do you consider to be the strengths of the Becker Public Schools?
- What do you consider to be opportunities for improvement for the Becker Public Schools?
- What would you see as a vision for the Becker Public School District in three to five years?

General comments from each Listening Session are provided below by session type.

**Students:**

+	Δ
<p>Things that are done well  Things that are working  Things that are going well  Things that are strengths</p> <p><b>Middle School:</b></p> <ul style="list-style-type: none"> <li>• 6<sup>th</sup> grade staff – keeps students on track</li> <li>• Support – teachers &amp; students</li> <li>• Teachers identify growth areas and help/nurture/encourage it</li> <li>• 8<sup>th</sup> grade staff – pushing and encouraging us to our limits</li> <li>• Teachers listen to what we need, and do their best to be helpful</li> <li>• Teachers pace teaching to class needs</li> <li>• Majority students respect admin</li> <li>• I am proud of the kindness and respect students show to their peers at BMS</li> <li>• There is a good sense of community</li> <li>• Artistic quality of the school</li> <li>• Majority students care about work</li> <li>• Soar (after hours)</li> <li>• Lot to offer with extra-curriculars</li> <li>• People to go to for help</li> <li>• Good schedules</li> <li>• Decorate school nicely</li> </ul>	<p>Opportunities for improvement  Areas that might be changed  Things that are of concern</p> <p><b>Middle School:</b></p> <ul style="list-style-type: none"> <li>• I pads during free play period</li> <li>• More freedom during advisory (2)</li> <li>• Mental health room? Breaks/check-ins</li> <li>• More time between classes</li> <li>• Bring backpacks to classes/bags</li> <li>• Education about minority groups</li> <li>• Sensory items/emotional support</li> <li>• Open communications and opinions – <u>but no hate speech</u></li> <li>• Normalize pronouns – everyone has them</li> <li>• Female &amp; Male rather than boys &amp; girls</li> <li>• More support around addiction without consequences</li> <li>• Staggered release times</li> <li>• Homework during lunch</li> <li>• More flexible with friends helping during advisory</li> <li>• Mental health breaks &amp; check-ins (in a designated room)</li> <li>• Longer locker time between classes</li> <li>• Why can't we bring our backpacks to and from classes?</li> <li>• More respect and education about prejudice and minorities</li> <li>• Political respect (respect political preferences)</li> <li>• Emotional support buddy</li> <li>• Sensory items (therapy items like therapy toys, stuffed animals, etc.)</li> <li>• Not many spirit wear opportunities</li> <li>• Bathroom signing out</li> <li>• Everyone has right to have own belief</li> <li>• Flexible seating (you can see and pay attention well)</li> <li>• Small flex breaks</li> <li>• More time to work on homework at school</li> <li>• Extended time to turn in homework for extra-curriculars</li> </ul>

<p><b>High School:</b></p> <ul style="list-style-type: none"> <li>• Student-staff trust;</li> <li>• Good teachers</li> <li>• Teachers being helpful &amp; understanding</li> <li>• Teachers work to develop relationships</li> <li>• We have really good counselors</li> <li>• Breakfast breaks</li> <li>• Variety classes</li> <li>• Sports programs</li> <li>• NHS &amp; Student Council</li> <li>• B3 &amp; FCA</li> <li>• Free lunches</li> <li>• CIS classes</li> <li>• Diverse extracurricular choices</li> <li>• Breakfast break activities (homecoming, spring fling, dances)</li> <li>• Sports</li> <li>• Extra-curricular (2)</li> <li>• Variety of classes</li> <li>• Updated facility</li> <li>• Technology</li> <li>• Student involvement</li> <li>• Community between supporting each other (form)</li> <li>• Gender neutral bathrooms</li> <li>• GSA group</li> <li>• Connected to each other</li> <li>• Opportunities for special education</li> <li>• Free &amp; reduced lunch and breakfast</li> <li>• Diversity in class types</li> <li>• Lots of extra-curricular activities</li> <li>• Ability to retake classes if you fail</li> <li>• Extra credit opportunities in hard/rigorous classes</li> <li>• Range of math classes (have classes designed for different strengths)</li> <li>• Mental health room in red hallway</li> </ul>	<ul style="list-style-type: none"> <li>• Lunch line – some people get less lunch time, or some people rush</li> <li>• Backpacks</li> <li>• Extra credit opportunities</li> </ul> <p><b>High School:</b></p> <ul style="list-style-type: none"> <li>• Macbooks instead of iPads</li> <li>• Open campus-lunch times</li> <li>• Extra credit</li> <li>• Hats in school/hoods</li> <li>• Typing class</li> <li>• Boys’ volleyball &amp; swimming</li> <li>• More passing time</li> <li>• Parking pass expense</li> <li>• Cursive class</li> <li>• Enforced dress code</li> <li>• Doctor’s notes</li> <li>• More variety of foods</li> <li>• Everyday advisory</li> <li>• Concerned on why Extra Credit is being taken away</li> <li>• Diversity for more staff</li> <li>• Weighted GPA’s</li> <li>• Diversity of school board (more girls and diversity)</li> <li>• Longer lunch times and passing time</li> <li>• More concern for student safety</li> <li>• Better health course</li> <li>• Improve bathrooms</li> <li>• Better student life balances (able to balance school &amp; lifetimes)</li> <li>• Access to courtyard</li> <li>• Better grading system (more comprehensive)</li> <li>• Dress code</li> <li>• Consistent education &amp; departments</li> <li>• More time to talk to teachers</li> <li>• Open campus for lunch / longer lunch period</li> <li>• More options inside school for lunch</li> <li>• Teachers not following IEP’s</li> <li>• Extra credit opportunities &amp; make up work</li> <li>• Listening to reports</li> <li>• More comforting environment / more inviting with color</li> <li>• Inwards swinging doors</li> <li>• More student space</li> </ul>
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	<ul style="list-style-type: none"> <li>• How the school views students of minorities (ex: recent anti-LGBTQ+ presentation given)</li> <li>• Students taking too much food, so there is less for C lunch especially fruits &amp; vegetables</li> <li>• The school tends to support and encourage certain extra-curricular more than others</li> <li>• Sometimes bullying gets swept under the rug</li> <li>• Sometimes leeway is given even for things explicitly stated in the handbook</li> <li>• No accelerated programs in elementary</li> <li>• We should work on “catch-up” programs for students who fell behind during COVID</li> <li>• After hours – either with other students or teachers</li> </ul>
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**Vision**

What are some descriptors or ideas about where you see the school 3-5 years into the future?

**Middle School:**

- Well-known
- Admirable
- Empathetic
- Safe in many ways
- Mutual respect

**High School:**

- Diverse (2)
- Compassionate (2)
- Inclusive
- Accepting (2)
- Comforting
- Progressive
- Supportive
- Helpful
- Kind
- Open
- Sustainable as possible
- Community
- Diverse staff and otherwise
- Equal, no one is better than anyone
- More classes (creative writing, etc.)

## Licensed Staff:

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<p>Things that are done well  Things that are working  Things that are going well  Things that are strengths</p> <ul style="list-style-type: none"> <li>• Passage of the referendum last fall; supportive community</li> <li>• Middle School Principal's leadership</li> <li>• The staff is a community that works together and supports each other</li> <li>• Staff members are cooperative</li> <li>• Our curriculum is good</li> <li>• Camaraderie within departments</li> <li>• Perry Wilkenson</li> <li>• Fun environment that promotes learning</li> <li>• Culture- the 3 R's- a school focus</li> <li>• Separation of grades (pods)</li> <li>• Working with cooperative students - but this year the students have not been cooperative or respectful</li> <li>• We have a great staff!</li> <li>• Staff</li> <li>• Most kids are amazing</li> <li>• Building leadership is strong, fair, and supportive</li> <li>• Return to "normalcy"</li> <li>• Technology in our schools</li> <li>• Overall, common classes at each grade level teach the same content and have the same common assessments despite the teacher a student has.</li> <li>• Mr. Christensen supports our staff</li> <li>• Small town atmosphere (not having the major issues of bigger districts)</li> <li>• High school administration is very good/approachable</li> <li>• James Turner</li> <li>• Caring staff</li> <li>• Welcoming staff - from teachers to cooks to paras</li> <li>• Students' behavior has been great this year</li> <li>• People are willing to help each other when needed</li> </ul>	<p>Opportunities for improvement  Areas that might be changed  Things that are of concern</p> <ul style="list-style-type: none"> <li>• Return to "normalcy" without, for example, Back-on-Track and other flexible supports in place</li> <li>• Apathy by students towards their grades</li> <li>• There is no additional Math Support (like there is for Reading) if a student is below grade level.</li> <li>• Smaller class sizes</li> <li>• School board needs to stay in its lane and worry about macro level policies and get out of micromanagement it is doing now</li> <li>• Student use of cell phones</li> <li>• Give teachers autonomy (See Daniel Pink's "Motivation")</li> <li>• Concerned about CRT (not happening now but is a future concern)</li> <li>• I feel like student support systems are needed in mental health</li> <li>• Camp Opportunity Staff; unprofessional, portrays the school poorly</li> <li>• Class schedules - need common passing times so we can sub for one another</li> <li>• Attendance - students missing 60+ days of school - lack of any type of recourse</li> <li>• Micromanagement from the top</li> <li>• Internet Speed</li> <li>• Administration does not value teacher input. All major decisions are made top down. If we are given input, it is clear that a mandate will eventually be issued that completely disregards our expertise and intelligence.</li> <li>• End of day dismissal, should have staff monitoring hallways and outside area much more thoroughly, huge safety concerns noted... Lots of running and behaviors at the end of the day</li> <li>• Support for struggling math students</li> <li>• Communication in general</li> <li>• Lack of subs. Having to give up prep time</li> </ul>

<ul style="list-style-type: none"> <li>• Admin.</li> <li>• School climate is positive</li> <li>• Free breakfast/lunch program for students</li> <li>• Becker Teachers</li> <li>• We have a VERY supportive administration.</li> <li>• Teachers are personable</li> <li>• We offer a variety of classes for all students</li> <li>• GSA</li> <li>• Excellent teamwork!</li> <li>• We operate as a team</li> <li>• Updated technology</li> <li>• The staff at the Primary building really support each other</li> <li>• Building - Physical</li> <li>• Custodial staff is amazing</li> <li>• Additional opportunities to offer input and feedback</li> <li>• Discipline issues compared to other area schools</li> <li>• Our custodian staff does an AMAZING job on the upkeep of our building.</li> <li>• Teachers truly care about students</li> <li>• We offer a variety of extra-curricular activities for all students</li> <li>• Mutual respect among staff and students</li> <li>• MTSS is highly efficient</li> <li>• Our level 3 program has helped with less screaming and running of students, We could use another one</li> <li>• Technology tools</li> <li>• Paraprofessional support</li> <li>• Multiple extracurricular student groups/teams experiencing success</li> <li>• We have data driven processes to identify and support students who need it both academically and emotionally.</li> <li>• Continuous look at student growth</li> <li>• Open communication</li> <li>• I am glad we are getting an assistant principal we need one full time so I hope it can move to that soon.</li> <li>• Students</li> <li>• Media specialist</li> </ul>	<ul style="list-style-type: none"> <li>• Aside from a math class in 7th &amp; 8th grade there are no opportunities within the school day for students who would fall under the gifted and talented category.</li> <li>• More behavior support</li> <li>• The school board and administration need to run our district in their respect levels and responsibilities, not a couple of district residents</li> <li>• Vaping in the restrooms</li> <li>• Acknowledge teachers as the experts they are.</li> <li>• Concerned about early intro to LGBTQ+ (unnecessary!) (not happening now but is a future concern)</li> <li>• Continue to review grading policies.</li> <li>• Grading policies - lots of gray areas</li> <li>• Cell phones - limit cell phone use during the school day - students mental health is adversely affected by their constant cell phone use</li> <li>• Teaches need to feel supported by the top, discipline where needed, not just mass emails that most of us don't even understand. Post it notes? really?</li> <li>• Temperature control</li> <li>• Lack of leadership in administration. Unable or unwilling to articulate goals. For example, we spend an entire year on a grading "book study" but never once did our administrator stand up in front of us to explain why, or what his vision was, or what is problematic about our current system. Then, as we all know is the case, we will be given a directive (probably via email) with no explanation as to why decisions were made.</li> <li>• Lack of trust/cohesiveness among staff, which negatively impacts relationships and student achievement</li> <li>• Single use plastic. Especially at breakfast</li> <li>• Training for teachers and time in the day to teach students some of the basic skills of learning. (i.e., How to use a planner. How to use your notes. How to be act within the classroom where everyone is trying to learn.)</li> <li>• Less dependency on Fastbridge data</li> <li>• The school district should take an active role in dispelling false information that the public puts out on social media</li> </ul>
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	<ul style="list-style-type: none"> <li>• ACTUALLY involve teachers in decision making. Don't lead us through a book that we all disagree with and then institute the book's philosophies anyway.</li> <li>• Concerned about too much time focused on div. And inc. (not happening now but is a future concern)</li> <li>• Not enough science time</li> <li>• Mixed messages from Admin about supporting vulnerable students</li> <li>• LET US TEACH!! we deal with so much of the politics and policies that do not make our job easier.</li> <li>• Blatant hostility toward diversity/ inclusion. Completely mixed messages sent by admin and board. Given mandatory PD about inclusivity and diversity. Given speakers like James Turner to talk about diversity. But none of that is reflected in actual practice or values. Instead, we INVITE hate groups to speak and then endure threats of potential discipline for trying to protect diverse students.</li> <li>• Staffing difficulties - subs and hiring/retention</li> <li>• Art for students in 6th grade</li> <li>• School needs to ban phones during the day as phones are the number one issue that disrupt learning</li> <li>• Support LBGTQ+ students and the teachers who support them.</li> <li>• Trimesters are too long of a grading period for middle schoolers</li> <li>• Our health was not protected this year at all. In an effort to keep parents happy you sacrificed your staff.</li> <li>• Sexist practices. Men on staff routinely given preferential treatment by administrators as compared to women. Women are condescended to in emails, ignored in decision making, seen as being troublemakers for expressing opinions. Female students routinely report being the victims of sexist teachers who say offensive things to girls in class or act in sexist ways toward them. These are also teachers who are admin favorites.</li> <li>• Current climate</li> <li>• More training for teachers on how to teach the Character Strong material</li> </ul>
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	<ul style="list-style-type: none"> <li>• It would be great if areas for improvement were actually taken seriously and things changed, rather than writing all of this off as "negative" and seeing yourselves as "choosing to be positive".</li> <li>• Crawling bugs, impetigo, foot and mouth, strep throat, the kids are not sent home nor are other families or specialists notified, so the kids share headphones, equipment etc. exposing others. When did the policy change for all of these? and Without input from staff. You knew when where and if we were vaccinated, because it was a public health issue, why are these things any different?</li> <li>• Lack of trust between admin and teachers. Teaching staff does not feel supported.</li> </ul>
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**Vision**

What are some descriptors or ideas about where you see the school 3-5 years into the future?

- Continued enrollment growth
- More vocational focus for students where school is not a strong point
- I would like to see the district continuing to grow and change to meet the diverse needs of our students and staff..
- Smaller class sizes
- Less daily drama that is caused by poor decisions by the school board
- welcoming
- All levels of admin will have equal numbers of POC,
- Continuation of the 5 positives listed
- Mental health focus
- Middle school back to quarters
- Working on the negative climate in the school
- Smaller class sizes
- I would love to see a place that equally values ALL kids and their contributions.
- Inclusive
- Increased partnerships with community members
- More opportunities for students advanced students
- I would like to see more support for our students who are behind in math.
- Classroom gardens
- Getting back to being able to focus on teaching and what is important
- Understanding of student needs
- Students are tolerant of all kinds of people
- Improved and updated technology- Becker is great at this!
- Common passing time for the middle school
- More money for our classrooms to spend on STEAM projects

- I would love to see a place where ALL teachers (not just white male coaches) are respected and given some level of autonomy.
- Accepting
- A destination district as defined by....(what will it be?)
- An understanding that some of our grading policies have caused issues where students no longer feel accountable for things like turning work in on time. Going to your job on days you don't feel like it. Etc.
- I would like to see more support for our students who are struggling academically in school
- Having a school board that does not have an agenda
- The school board isn't trying to fire teachers for supporting vulnerable students
- Class size #s down
- More input from staff-on-staff development
- Ability to rebound post-pandemic and boost learning/scores, graduation rates, etc.
- I would like to see opportunities for the higher achieving students at BMS.
- Less focus on social justice, more focus on academics!
- Treat staff as professionals and allow us to choose how we use our time during workshops
- Bulldogs Strong!
- I would like to see the district, as a whole, be able to work together better. (As a middle school teacher, I rarely know other teachers outside my building. I would like to see more work done together K-12 for those who teach the same content.
- Pay us fairly, don't lie to us during negotiations, and don't lie and tell us that other district will have to pay back their bonus money from COVID funds, call it retention pay or whatever, but we deserved some of that money by keeping this school open!

### *Non-Licensed Staff:*

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Things that are done well Things that are working Things that are going well Things that are strengths	Opportunities for improvement Areas that might be changed Things that are of concern
<ul style="list-style-type: none"> <li>• Nice location</li> <li>• Administration is friendly and have an open-door policy</li> <li>• Grounds look great</li> <li>• Great Staff</li> <li>• Teacher and Staff really care about kids and their well being</li> <li>• Robotics program - so great for ALL students to choose to participate</li> <li>• Clean building</li> <li>• Sports and activities are great</li> <li>• Great Community Support</li> </ul>	<ul style="list-style-type: none"> <li>• Communication</li> <li>• The way the girls dress. Very little on top or bottom</li> <li>• Change the exit out of the High School parking lot onto Sherburne Ave to right turn only from 3:00 to 3:30. To make it easier for buses to pull out of Bradley Blvd.</li> <li>• Communication</li> <li>• Teachers need to reflect neutrality and teach the subjects they are teaching</li> <li>• The pushing of all LGBTQ ideals upon ALL staff and students by just a few staff is not OK. Students and staff are intimidated by a</li> </ul>

<ul style="list-style-type: none"> <li>• Post Covid bringing Becker spirit back</li> <li>• Mr. Zimmer's construction classes- great work every year on the sheds!</li> <li>• Wonderful Principle</li> <li>• Positive attitudes most students and staff</li> <li>• Successful Sports/Extra-Curricular Programs</li> <li>• We provide a smooth transition between schools for students</li> <li>• SPED in HS works so well with our special needs students - the Paras are amazing</li> <li>• Schools are very clean</li> <li>• Great Facilities - with continual improvements</li> <li>• Provide opportunities for help with mental health needs</li> <li>• We have a great study area in the Media Center. Keep it full of the great resources we need.</li> <li>• Committed Leadership</li> <li>• Well maintained grounds and building</li> </ul>	<ul style="list-style-type: none"> <li>• few people who threaten those who they deem not to be on "their side."</li> <li>• The way licensed staff treats non licensed staff can be improved</li> <li>• Backpacks in class</li> <li>• Character Curriculum- to bring unity</li> <li>• Teachers need to teach and not get too involved in students' lives. They are not the parents.</li> <li>• Follow the policies we currently have in place. They are good policies. Please enforce them.</li> <li>• Listen to concerns of non-licensed staff concerning challenging students</li> <li>• Phones in class</li> <li>• Teamwork Mentality instead of 'not my job' (unions?)</li> <li>• Enforce dress codes</li> <li>• I fear we are losing the sense of "community" in our schools. Some special interest groups have a lot of power and are intimidating others that don't think like they do.</li> <li>• Camp Opportunity deserves more respect than what it gets</li> <li>• Punishments needs to be harsher</li> <li>• Focus on Students not agendas</li> <li>• Somehow retain Special Ed Teachers to form a good solid department</li> <li>• We need to keep our computer labs open in the Media Center. Students will not be using iPads to work when out in the world. They need computers and they prefer them over iPads.</li> <li>• Children are not getting the services they need soon enough</li> <li>• Bring in an ISS room. no more out of school vacations</li> <li>• Focus on Education not politics</li> <li>• Consistency in requirements between teachers within the same department</li> </ul>
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**Vision**

What are some descriptors or ideas about where you see the school 3-5 years into the future?

- Children will become more of a number than a name
- Outdoor space for students to go during lunch for fresh air

- Excellence
- New Intermediate and High School buildings
- Build upon what is good, we have a ton of good happening in Becker.
- Basic education will start to phase away as more liberal ideas are brought in from the government
- turn the school store into a full-time morning space that is open for the Sped students to work and gain skills
- Character First
- Retain good staff and teachers. Most are from this community
- Hoping educators will teach good morals to students
- Learning Community
- Continue promoting the vocational, technical fields. This is a huge need in today's world.
- Creating Contributing Citizens
- Responsible with Resources

***Parent / Guardian:***

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<p>Things that are done well  Things that are working  Things that are going well  Things that are strengths</p> <ul style="list-style-type: none"> <li>• Teacher quality, passion</li> <li>• Many teachers are positive influences for my children in regard to acceptance of differences</li> <li>• Improved communication from school and teachers</li> <li>• Teachers seem engaged</li> <li>• The teaching staff at all the schools, especially the HS</li> <li>• Teacher communication with families</li> <li>• Outside the box teaching</li> <li>• Staff care about their students</li> <li>• Most are caring teachers</li> <li>• Teachers that really care about their students</li> <li>• Extremely helpful, well run transportation department</li> <li>• Teaching</li> <li>• School staff communication with families</li> <li>• Special Education Staff are amazing to work with</li> <li>• Our kids have a positive view of their teachers and school atmosphere</li> <li>• Excellent teachers</li> </ul>	<p>Opportunities for improvement  Areas that might be changed  Things that are of concern</p> <ul style="list-style-type: none"> <li>• Keeping gender identity teaching out of classroom</li> <li>• Quality of education</li> <li>• Including diverse voices/perspectives</li> <li>• Grading</li> <li>• Better lunch options</li> <li>• Smaller class sizes</li> <li>• Teachers supporting and guiding kids better. Instead of telling them to give up on a subject because student is struggling.</li> <li>• Superintendent doesn't seem to have a good relationship with his building representatives</li> <li>• Use of Budget</li> <li>• Not sending homework home, having time in class</li> <li>• Teachers be mindful of homework - can some of it be done in school, eliminated if not really needed</li> <li>• Eliminate school board members who are extremists that do not accept diversity</li> <li>• Being outside of the Becker community, we are not always aware of opportunities for our kids to see their friends outside of school</li> </ul>

<ul style="list-style-type: none"> <li>• Building administrators are supportive</li> <li>• Love the band program and the instructor at the middle school</li> <li>• The teachers we work with have communicated well with us</li> <li>• Math teachers are helpful</li> <li>• Good communication</li> <li>• Activities</li> <li>• Efficient pickup and drop off</li> <li>• Good education</li> <li>• Variety of extra-curriculars</li> <li>• Communication</li> <li>• Great education</li> <li>• No masks</li> <li>• Sports are amazing for smaller school</li> <li>• Stayed in person during the pandemic</li> <li>• Keeping kids engaged and eager to learn</li> <li>• Academic excellence</li> <li>• You spent money on a beautiful pool</li> <li>• Band program</li> <li>• Becker provides amazing opportunities</li> <li>• Helpfulness</li> <li>• Variety of curriculum</li> <li>• How you handle bullying</li> <li>• Supporting varying learning styles</li> <li>• Busing</li> <li>• Organization</li> <li>• I love that they say the pledge of Allegiance</li> <li>• No quarantine</li> <li>• Strong education program</li> <li>• Our kids are on track with their math/reading/etc. skills, even after the pandemic</li> <li>• All schools start and end at the same time</li> <li>• Opportunities for students in extra curriculum activities</li> <li>• B3 program is a good program for students</li> <li>• Not seeing social gender/sex issues being forcefully taught to students</li> <li>• Becker provides a sense of family and belonging</li> <li>• Encouragement to Students</li> <li>• Safety</li> <li>• The amount of athletic options available, since we are considered a small town</li> <li>• Special Education</li> <li>• Support</li> </ul>	<ul style="list-style-type: none"> <li>• More support for high school students who are struggling</li> <li>• Having more than one bus stop option for daycare students</li> <li>• If possible, a better transportation for out of district children. There are a lot of Clearwater kids, and it would be easier for parents if a bus came to town</li> <li>• Focusing on the small percentage of people who don't like something. Not everyone needs their opinion to win</li> <li>• Stop promoting LGBQ as a way of life</li> <li>• Bullying</li> <li>• Student Drop off. People sit inline and there is no way to go around them to drop off child for camp opportunity. I understand school doors open at 750 but camp us open prior to that.</li> <li>• Facilities need constant improvement, budget, and schedule for deferred maintenance accordingly</li> <li>• Transportation to/from school</li> <li>• Acceptance of diversification</li> <li>• Not enough adults when kids have free play</li> <li>• "Criminal" behavior being swept under the rug/overlooked-vaping and drug use/bullying/physical altercations happening in certain areas of the school(s) that are "secret"-have we considered having an officer on the premises at all times? Random bag checks? Bathroom checks?</li> <li>• Curriculum</li> <li>• String instruments. Orchestral.</li> <li>• Bussing for all students who want it. We live .9 miles and would use bussing if available.</li> <li>• No more digital learning! keep kids in school please</li> <li>• Principal supporting and guiding kids better. Help out students that are making bad decisions, instead of saying "doesn't surprise me" when students get in trouble in school.</li> <li>• Can we start to do field trips again</li> <li>• Number of Days school is cancelled</li> <li>• Paying a dollar for hat day when the referendum went through</li> <li>• Don't let the squeaky parents affect what you are doing</li> </ul>
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<ul style="list-style-type: none"> <li>• Lots of awesome sports</li> <li>• Preparing them for college or next step after graduation</li> <li>• Good after school program for kids who need more help</li> <li>• Good school hours</li> <li>• Good student support</li> <li>• Pick up line is great compared to other districts</li> <li>• Community Support for student athletes</li> <li>• We have good a sports program</li> <li>• Still has a small-town feel</li> <li>• Our experience with Becker Primary and Intermediate schools has been the best</li> <li>• Excellent Programs</li> <li>• Up to date technology</li> <li>• Cleanliness</li> <li>• Community/parent involvement</li> <li>• Early Childhood</li> <li>• Higher level course availability</li> <li>• Safety of Students</li> <li>• Sports atmosphere very FUN!</li> <li>• Entertaining band concerts</li> <li>• Good curriculum</li> <li>• Nice Tennis courts</li> <li>• Activities are engaging for children</li> <li>• Fun Field Trips</li> <li>• Covid response</li> <li>• Community Involvement</li> <li>• Resources</li> <li>• Very nice property</li> <li>• Community cares for each other</li> <li>• Plenty of money used in support of sports programs</li> <li>• I like the size of Becker school district</li> <li>• Daughter enjoys going</li> <li>• Quick response time to problems</li> </ul>	<ul style="list-style-type: none"> <li>• More emphasis on acceptance of all students regardless of race, gender, or sexuality</li> <li>• I feel like I see lots of notifications on FB for Becker pages, but I don't want to turn them off and miss information</li> <li>• More gifted and talented options especially at elementary and middle school level</li> <li>• Keep critical race theory out of schools</li> <li>• Less focus on LBGQTQ and more on something that impacts a larger population of students</li> <li>• Teach our children about the constitution and why it exists</li> <li>• Lack of support for LGTQ+</li> <li>• Increase in communication</li> <li>• Communication</li> <li>• Teachers saying they won't help when kids are dealing with drama</li> <li>• All Administrators, including Asst Principals and above receiving leadership development training outside of typical teacher training- more corporate level business training</li> <li>• Community center as an activity fee</li> <li>• Covered dugouts at softball complex</li> <li>• Actively recruit faculty and staff from diverse backgrounds</li> <li>• Increase in Security presence</li> <li>• Small population doesn't mean you need to CHANGE drastically</li> <li>• Stop the bullying of students who have differences.</li> <li>• I'm not able to correspond easily with the teachers within the seesaw app</li> <li>• More peer cooperation activities to help prevent bullying</li> <li>• Condition of the football field/bathrooms/outdoor athletic facilities. I have All girls, and was not an athlete, but our facilities are quite subpar to others in the conference. Indoor plumbing should be a given</li> <li>• "Everyone is welcome", is not true if you don't support the gays and trans</li> <li>• Inconsistent enforcement of Dress Code depending on student</li> <li>• Far too much prejudice against all minorities</li> <li>• Better or more ways for parents to get involved</li> </ul>
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	<ul style="list-style-type: none"> <li>• HS Grading. This is not college. Be more flexible with different learning styles.</li> <li>• Better bathroom facilities at softball complex.</li> <li>• Someone monitor the Facebook posts.. have a job that is to watch and delete such NEGATIVE COMMENTS about the school</li> <li>• Provide more resources to the band program as well as other activities that aren't sports.</li> <li>• More opportunities for the kids to learn about emotional intelligence</li> <li>• Support and growth for technical professions</li> <li>• Let the voices that don't believe in being gay, be heard and stop calling them names</li> <li>• Hardly any real-world skills (real world way of dealing with things)</li> <li>• I've heard we just hired a new HR professional. Leverage their knowledge and experience to facilitate ongoing diversity and inclusion conversations, as well as training on active listening and acceptance</li> <li>• Improved school interior structure</li> <li>• Calm some of the teachers down that are HOT about certain topics lately</li> <li>• Reward the teachers who are advocates for all students</li> <li>• Stop with the pro nouns!!!!!!!!!!!! this is stupid!</li> <li>• Sometimes it seems that the adults around the kids just don't care and are there to only get a check.</li> <li>• Create a peer mentor/helper team/group-juniors and seniors-leaders who are trained to work with their classmates to work through issues</li> </ul>
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**Vision**

What are some descriptors or ideas about where you see the school 3-5 years into the future?

- Life skills such as personal finances, discussing things like credit card debt, student loans etc.
- Language Immersion
- Improved classrooms
- Great working relationship within the district
- Top academic leader in the state
- Thriving
- Keep being who you are, no need to change, keep students as your focus and eliminate the NOISE
- All students are accepted and treated with kindness.
- I'm excited for the bonding money remodel in the schools
- More independent projects offered to students

- Keeping our children in the top ranks of education
- I am happy with the district in every aspect.
- Significant enhancements to athletic facilities - our athletes are outstanding, and our facilities don't support our level of excellence
- In 3 yrs., I think it will be much worse and we will pull our kids out
- Hopefully a small-town school with history, values, and morals
- "Keep up with the jones" Cutting edge facilities
- All children feel welcome and safe
- Teach kids basic life skills
- All-Inclusive
- Career development
- Leading the area in diversity/inclusion
- No leaking ceiling
- Great working relationship with local higher education institutions
- 99% graduation rate
- Competitive in sports
- School board presents only groups who encourage kindness and acceptance of all
- Cutting edge teaching tools
- Different options offered at high school level for different interests
- More language options in HS
- If you don't bring back true history, our kids will never know how great this country was
- Teach the kids based on interests... but this is difficult to do when the federal government controls so much.
- Show them taxes and how they can be done
- List of top 50 HS's in the state of MN
- Continue to teach students in innovative ways
- Leaders in the real world making a difference
- Students who bully will attend some sort of extended workshop regarding this issue.
- Best place for teachers to work
- More out of school opportunities offered like shadowing
- Continued academic excellence
- You are not welcome if you don't accept the gays so it would be nice if it really was welcoming
- How to manage a bank account
- Use parents as a resource for additional support in/out of the classroom, and ways to provide educational expenses
- Being KIND to one another, helping each other out
- Something will actually be done about the use of the n word in school.
- Focus on teacher/staff well-being and support
- Larger breath of technical education options
- In 5yrs, more kids will be homeschooled or going to private education
- Home economics kind of things
- Continue to think outside of the box when it comes to education
- Not Changing due to small population of complainers
- Extremist ideals will not be accepted i.e., there will be no banning of certain books
- Focus on the majority of student needs, not small focus groups based in social causes
- 5 yrs., good teachers, good school board parents will keep quitting because they are fed up

- How to work on cars or engines or just be able to fix things.

**Community:**

+	Δ
<p>Things that are done well  Things that are working  Things that are going well  Things that are strengths</p> <ul style="list-style-type: none"> <li>• Some very good teachers</li> <li>• There really are no positives in the Becker school district we need change, and we need it now</li> <li>• Overall school does good job preparing students for future</li> <li>• Referendum is expanding CTE</li> <li>• Great that referendum passed</li> <li>• Schools are center of community</li> <li>• Much revolves around school i.e., sports, etc.</li> <li>• Community supports the school</li> </ul>	<p>Opportunities for improvement  Areas that might be changed  Things that are of concern</p> <ul style="list-style-type: none"> <li>• Lots of money wasted</li> <li>• A large portion of the staff members</li> <li>• Technology purchased and not wanted by teachers</li> <li>• Technology staff does not support users</li> <li>• Some very poor teachers</li> <li>• Staff members keeping their personal beliefs personal and not pushing them on young very impressionable kids</li> <li>• The school backing the pride to live in one of the greatest countries in the world. Conducting the pledge of allegiance on a regular basis.</li> <li>• Changing the view that is projected towards 4-year colleges. We don't need more people to go to a four-year college just to graduate and have a worthless degree with nowhere to work. We need people to work with their hands and become skilled labor.</li> <li>• Life skills for students i.e., finances, loans, mortgage</li> <li>• More community involvement</li> <li>• Could do more listening from the stakeholders – Q &amp; Q</li> <li>• Becker Freedom Days – leverage them for school Q &amp; A</li> <li>• Enhanced school website</li> <li>• Involve more groups/organization in school partnerships</li> <li>• Expand online education/partner with North Star Academy</li> </ul>
<p><b><u>Vision</u></b></p> <p>What are some descriptors or ideas about where you see the school 3-5 years into the future?</p>	

- I would hope that only technology that will be used is purchased
- Please use money more effectively
- Get rid of ineffective teachers and staff
- More hands-on administration
- I would hope that the cancer like staff members (everybody knows who they are) are no longer employed by Becker school district and hopefully no district in the state for that matter
- Get someone in charge that actually care about the community and the school rather than just the school
- Excellence in education
- Learning spaces/flex spaces for students to learn and interact
- Transform classrooms

**Board:**

+	Δ
<p>Things that are done well  Things that are working  Things that are going well  Things that are strengths</p> <ul style="list-style-type: none"> <li>• Strong well-educated staff – who have passion for teaching and learning</li> <li>• Community support</li> <li>• Administration guides without getting in the way</li> <li>• Students do well on testing</li> <li>• Education provided is top-notch</li> <li>• Well-rounded and varied activities and opportunities</li> <li>• Good student participation rate</li> <li>• Parent support</li> <li>• Good technology and hot spots on busses</li> <li>• Self-sufficient – school has their own custodial/transportation/food service</li> <li>• Community support – businesses and organizations</li> <li>• MTSS program</li> <li>• Collaboration with neighboring schools (Wellness Program)</li> <li>• Spec Ed Coop</li> <li>• Elementary has Spanish emersion</li> </ul>	<p>Opportunities for improvement  Areas that might be changed  Things that are of concern</p> <ul style="list-style-type: none"> <li>• Tech portion of bond – increase tech offerings</li> <li>• Early childhood expansion – have waiting list</li> <li>• Financial stability – Policy for 8% fund balance</li> <li>• More open enrollment in than out; many coming from St. Cloud</li> <li>• More opportunities at High School – CIS</li> <li>• Create more opportunities for youngest and oldest learners</li> <li>• More collaborative experience for learning</li> <li>• Flexible learning spaces</li> <li>• Transition on pathway for students</li> <li>• Increase trust with the entire community</li> <li>• Board communication from the public and joint problem-solving</li> <li>• Mental health support for students</li> <li>• How do we provide better learning</li> </ul>

**Vision**

What are some descriptors or ideas about where you see the school 3-5 years into the future?

- Safe and accepting district
- Exceptional educational experience – learning how to learn, liking it, and applying it
- Being prepared for success
- Opportunities
- Zest for learning that is contagious
- Be ready for life in the 21<sup>st</sup> century
- Adaptable strong students
- Staff who want to be here
- Alignment of community, staff, students
- “Community”
- Build relationships with the community

***Administrators:***

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<p>Things that are done well Things that are working Things that are going well Things that are strengths</p> <ul style="list-style-type: none"> <li>• Dedicated staff</li> <li>• Quality teachers/paras that care for all our students</li> <li>• Strong Admin Team/Dedicated staff</li> <li>• Staff support - We currently have 2 teachers that have helped driving routes and activity trips</li> <li>• Dedicated staff</li> <li>• Well educated and dedicated staff</li> <li>• MTSS support team working very hard to support students</li> <li>• Our MTSS is going well</li> <li>• Good reputation outside of district</li> <li>• Becker is known in surrounding areas as a great district to work for and attend</li> <li>• Parent support - becoming sub bus / van drivers to help when they can</li> <li>• Community Support</li> <li>• PLC are working well</li> <li>• Significant community support</li> </ul>	<p>Opportunities for improvement Areas that might be changed Things that are of concern</p> <ul style="list-style-type: none"> <li>• We need a reset after the pandemic</li> <li>• Create positive culture (student, staff, community)</li> <li>• Have marketing/logos/messaging streamlined between departments.</li> <li>• Safety before and after school on the school campus - since 2015 we have had a significant increase in district, staff, and student traffic. Our younger students do need to have safe areas to walk to get from one side of the campus to the other for school.</li> <li>• District systems</li> <li>• Public Relations</li> <li>• Parental demands that are unrealistic, illogical, politically motivated</li> <li>• Ensuring that all students are in an inclusive environment</li> <li>• Improve our mental health services</li> <li>• Improve HR and admin relations with staff</li> <li>• Union restrictions - sometimes unions stop the easiest and most common-sense decisions because of contractual language</li> </ul>

<ul style="list-style-type: none"> <li>• Diversity of programs and opportunities for students</li> <li>• Parent support - Driving students during COVID in the time of need and stopping for transportation vehicles before and after school around the campus</li> <li>• Reputation of the district</li> <li>• One campus</li> <li>• Community support through involvement in finance, business, donations</li> <li>• Strong Community Involvement</li> <li>• PBIS/SEL is working well</li> <li>• Well attended and respected Early Childhood Program</li> <li>• Parental support (for the most part)</li> <li>• Participation in Activities</li> <li>• MTSS program for interventions continues to improve</li> <li>• Good reputation</li> <li>• Strong parent support</li> <li>• One campus for all district students</li> <li>• Early childhood program</li> <li>• Technology Infrastructure</li> <li>• We have a lot of technology that allows students and staff to continue thriving in a digital world</li> <li>• High percentage of participation in activities</li> <li>• MTSS system</li> <li>• Great educational reputation</li> </ul>	<ul style="list-style-type: none"> <li>• District goals</li> <li>• Facilities - Restrooms</li> <li>• Political ideologies impacting students' mental health</li> <li>• Parent involvement where it counts then talk...discussions in Race/LGBTQ etc.</li> <li>• We need a reset in our attendance after the pandemic</li> <li>• Move Early Childhood to new addition and plan for additional classrooms</li> <li>• Program additions (CTE, Gifted and Talented, alternate education opportunities)</li> <li>• STEM Programs</li> <li>• Providing more support for students struggling with mental health, the need for more counselors, more social workers, more guidance counselors</li> <li>• Always can improve Mental Health options for students</li> <li>• Instructional coaches to help with Tier 1 instruction</li> <li>• Reach out to area media/newspapers to share positive accomplishments of students and district</li> <li>• Positive culture</li> <li>• Opportunities for Gifted and Talented Programs</li> <li>• Expand middle school electives</li> <li>• Looking at expanding CTE offerings</li> <li>• Celebrate the great things at Becker Schools</li> <li>• Improve traffic flow on campus</li> <li>• Teacher retention and hiring</li> <li>• Continued Growth</li> <li>• Perspectives changed that it isn't always about supporting sports (that's what people think)</li> </ul>
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**Vision**

What are some descriptors or ideas about where you see the school 3-5 years into the future?

- Helping all students to achieve their potential
- Create slogan such as "This is the place to be" or "Every Student Thriving"
- Diverse opportunities
- Student Driven
- Visionary
- Supporting every student to thrive
- Adding more staff to provide new opportunities for students.

- Student focused
- Helping all staff to be at their best
- Becker Schools, E-12
- Proud staff
- Respect
- Progressive
- Working together to support all
- Clear vision
- Strong community support
- Families are able to help their child to be ready for learning
- Success is measured by growth of each child
- Teamwork
- Respect - In everything, by everyone - Accept differences
- High achieving students
- Clear steps towards that vision
- The Place To Be!
- Strong community support
- Staff focus is on student success
- Growth
- Multiple opportunities for students and families
- Academic advancement
- Regional location for strong educational values and practices
- Celebrate the wonderful things happening in Becker
- All employees work as a team for the common good
- Collaboration
- What's best for kids
- Strong reputation!

**Perception Survey of the Becker Schools – External Stakeholders**

**Additional comments:** External respondents were given the opportunity to answer an open-ended question in the survey.

**CONTENT OF SURVEY:** The survey consisted of the following question with its respective responses:

1. During the Strategic Planning process Belief Statements (also known as Value Statements) will be developed for Becker. Please share up to 5 values that you hold for the school. Values might include: honesty, integrity, caring relationships, small class sizes, social responsibility, environmental responsibility, excellent education, diverse perspectives, community partnerships, etc.

<i>External respondents</i>				
<b>Value 1</b>	<b>Value 2</b>	<b>Value 3</b>	<b>Value 4</b>	<b>Value 5</b>
Transparency	Honor	Premier educators	Refined facilitation	
quality educators	honesty	integrity	caring relationships	small class sized
Honesty	caring relationships	Educations	smaller class sizes	security
Small Class Sizes	Social Justice	Diverse Perspectives	Environmental justice	Exceptional Education
Equal opportunity for all extra-curricular participants	Equal voice for all students, parents, and faculty	An open-minded board who leave their personal beliefs out of their decision-making		
Transparent	Fact based			
Teachers shouldn't push their personal agendas on students especially sexual, religious, and political.				
Small Class Sizes	Community Partnership	Respectful Relationships (We can agree to disagree)	Treat everyone with Respect & Kindness	Excellent Education Opportunities for students at ALL levels
small class sizes	excellent education			
All students good and struggling students need support and respect from the teachers and principal.				
Caring	Class size	Education	Opportunity	Accountability
Small class sizes	Athletic opportunities	Community partnership	Honesty	
My kids are treated with respect	My kids are given an opportunity to succeed	My kids seem happy in this school environment	My kids are in the primary school level, and I'm impressed with the staff and environment	

<b>External respondents</b>				
<b>Value 1</b>	<b>Value 2</b>	<b>Value 3</b>	<b>Value 4</b>	<b>Value 5</b>
Integrity	Small class size	Quality teachers	Safe and secure facilities	Well maintained facilities and grounds
Diversity and acceptance of the diverse perspectives	Caring and nurturing	Get students ready for the real world	Access to many opportunities / education path choices	Integrity / honesty
Small class sizes	No CRT please			
Collaboration	Team Player	Empathy	Education	Kind
Character	Efficiency	Honesty	Advantages	Small class size
Small class sizes	Integrity	Honesty		
Honesty	Resiliency	Respect	Curiosity	Kindness
Accountability	Respect	Integrity	Honesty	Value
Excellent education	Preparation for higher education and adult life	Focus on education, not politics and controversy	Integrity	Small class sizes
Keep your personal politics out of the classroom and STOP holding a student's beliefs against them	Hold students accountable for their actions. When there is a student-to-student issue don't ask the parents what they want done as a punishment. Follow your policies	Bags and cell phones need to stay out of classrooms	Close open enrollment	
Honesty	No CRT	No early sex education		
Small class sizes	Excellent education	Community partnerships	Caring relationships	Honesty
Inclusion	Honesty	Human Rights	Small class sizes	Social Justice
Fiscal responsibility/ live within your means	Leave liberal indoctrination for college	Personal responsibility	Honestly/ Integrity	Fiscal responsibility, worth saying twice
Academic and technical education excellence	Opportunities to succeed outside of the classroom	Majority over minority (not everyone needs a trophy)	Small class sizes	Integrity
Social Justice and creating a world that is fair and just.	Inclusion. All students are welcome in our classrooms and their uniqueness is celebrated.	Individualism And Diverse perspectives. We are a school that encourages people to embrace their true selves and share their uniqueness with the world.	Courage – We are a school that boldly faces challenges and support each other through difficult moments in our learning and life.	Critical Thinking – We embrace and encourage thinking critically about the world's problems.
Excellent Education	Small Classes	Community Partnership	Better opportunities for 504 kids	
Primary school rules=rock!	Communication across all departments	Strive for the best for every kid		
Small classes	Excellent education	Relationships	Valuing all employees	Rigorous classes
Education	Integrity, not teachers with side agendas	Class size	Broad spectrum of classes available	Acceptance for all
Inclusion	Small class size	Support for staff	Equitable learning for all students	Education

<b><i>External respondents</i></b>				
<b>Value 1</b>	<b>Value 2</b>	<b>Value 3</b>	<b>Value 4</b>	<b>Value 5</b>
Honesty	Relationship	Community partnership	Small class size	
Equality	Adhere to no tolerance of bullying	Teachers teach and not preach	More help opportunities with homework	Every child is treated equal
Small class sizes	Good education	Students are a person & not just a number	Great & caring staff	Great place for education
education-teach kids our history and how to read grade level	honesty- tell the truth about our history and quit changing it	stop pushing LGBTQ movement and encouraging kids to join	no more distance learning, no more mask, it's hurting our kids	treat kids fair when they get in trouble and the rules effect all not some
Honesty and integrity	academic excellence should be promoted in all areas of learning	education is the shared responsibility of the student, the staff, parents and the community	learning should occur in a caring, supportive, clean, and safe environment	create an environment that is disciplined, fosters respect for authority, and encourages learning.
Equality	Inspirational	Respectful	Vision	Acceptance
Excellent education	Respect	School spirit	Integrity	
excellent education	diverse perspectives	preparation for the changing global world	communication / collaboration between differing perspectives	
Traditional teaching focused on factual history, not modern theory.	Strict adherence to school policies to promote personal responsibility for student and staff actions.	Develop driven students willing to work hard in the hardest of times.		
As strong of an emphasis and funding for co-curriculars as sports.	Comfortable learning environment that encourages self-motivators.	Apparent integrity from students, staff, and administration. Policies in place, followed, and enforced.	Curriculum that removes politically persuasive references.	Students building community within and outside of school buildings.
Respectful Debate on issues	Quality core education	Quality SPED program at high school	Honest communication from district	Family Involvement at High school level
Diversity (for races/ genders/ lgbtq students)	Extra credit opportunities	Equality for all students	Acceptance of all students	Having the student's best interest in mind
Diversity in all aspects (race/gender/LGBTQ)	Opportunities to increase grades/knowledge (retakes, extra credit, etc.)	Strong education to prepare for college and life	Always have the best interest of the students in mind	Good relationship between the schools and the community
Communication with Honesty & Integrity	Diversified learning opportunities	Mental health priorities	Anti-bullying priorities	Environmental/climate change collaboration
Respect	Caring	STEM Skills	Clean and safe	
Honoring of the American flag and being one nation under God	Honestly	Integrity	Excellent education	Small class sizes
kindness	diversity	respect	excellent education	communication
honesty	respect for fellow human beings	ability to discuss/debate varied viewpoints in safe environment	inclusive	prepare students to be productive members of our diverse society

<b>External respondents</b>				
<b>Value 1</b>	<b>Value 2</b>	<b>Value 3</b>	<b>Value 4</b>	<b>Value 5</b>
Integrity. Keeping Democrats CRT theories OUT of Becker Schools!!	Excellent Education			
Small class size	Caring relationships	Environmental justice	Community partnerships	Kindness to everyone
Support	Small Class Sizes	Caring Relationships		
Education	Integrity	Caring relationships	Honesty	Small class size
Excellent education	Small class sizes	Kindness to all but I believe in 2 genders. Not to push/teach about other ideas. That's the parent's job	No to CRT	Continue being the great school district that we love!
excellent education	teaching critical thinking skills	real world experiences	honesty	transparency
excellent education	small classes	accountability	caring teachers	budget conscience
Small Class Sizes	Honesty	Caring Teachers	Strong Special Education Programs in High School	Integrity
Excellent education	Objectivity	Integrity	Honesty	Small class sizes
Social justice	Diversity	Respect for others	Safety	Inclusive
Keep teacher's political opinions out of the classroom	Diverse perspectives NOT ONE SIDED	Integrity	Small class sizes	Funding going to students NOT administration
Not focusing on football	Not giving all the tax money to football	Realizing there are other activities besides football	Equal distribution of funds to all extra curriculars	Equal recognition of all school programs
Pro Life	Traditional Marriage	Freedom of religion	Free speech	Gender identity- Male and Female ONLY
Teachers will keep their beliefs to themselves.	The community should not see teachers spouting off on the Community Facebook site!	The school will allow others to have their own opinion, the minority, although they scream the loudest, should follow rules set forth for everyone!		
Caring teachers. Further education to ensure teachers are educated	Environmental	Honest/communication	Excellent education	Physical environment
Small class sizes	Excellent Education	Integrity	Honesty	Acceptance
caring relationships	small class sizes	excellent education	extra-curricular activities	integrity
Small class sizes	Clean and Safe environment	Great communication	Good learning topics	My Kids enjoy going to school

<b>External respondents</b>				
<b>Value 1</b>	<b>Value 2</b>	<b>Value 3</b>	<b>Value 4</b>	<b>Value 5</b>
Parents/Families are integral partners with school and education being taught at the school	Quality Teachers and Education	Create a love of learning	Main Focus is Education and Growth	Positive Energy and feeling of Community
strong support in special education services	overall excellent education	equal preparation for both college ready and career ready kids	youth apprenticeship programming	community partnerships
Teaching actual education not social justice	Treating everyone equally	Ban all electronic devices		
Safety	Inclusion	Honesty	Personable	Caring
small class sizes	excellent education	diverse perspectives	integrity	social justice
Caring Relationships	Integrity	Kindness	Well-rounded students (Arts, Athletics, Academics)	Respect
Small class size	Good teachers			
Excellent Education	Caring Relationships	Small Class Sizes	Honesty	Commitment to do what is best for students
quality education for all	caring relationships	safety (physical as well as emotional)	open and transparent communication	community partnerships
Adequate education	Fairness among students not identified as a special group	Teachers that don't impress their personal agenda on my kids	More mental health resources	More aggressive response to bullying
excellent education	diversity in approach to subjects taught	safe environment for students in the minority	small class sizes	positive learning environment for all
Good athletic department	Small town feel	Inclusive	Promotes independence	Embraces use of technology
Honesty	Rigorous and excellent education	Small class sizes	Opportunities	
integrity	honesty	excellent education	caring relationships	small class sizes
Excellent education	Inclusion	Honesty	Integrity	Small class sizes
Caring relationships	Variety of academic/extra-curricular activities	Community partnerships	Integrity	Preparedness for the future
Honesty and integrity	Education content!	Caring relationships	Stop the CNN 10 crap!	
Diverse perspectives	Social justice	Caring relationships	Honesty	Integrity
small class	stop sexuality and transgender making it cool and a big thing	watch the hallways no teachers are in the watching the hallways while kids pass class	Not just Athletes matter people who enjoy art should have more money spent on that	Stop pushing harder work for the students because many are far behind because of covid let them catch up everyone should be held back a year
Small class sizes	Integrity	Do not push personal agendas	Get back to the basics of teaching	Allow Jesus in the school, if allowing other lifestyles
Excellent Education	Diverse Perspectives	Genuine Relationships	Access to Experiences	Real World Application

<i>External respondents</i>				
<b>Value 1</b>	<b>Value 2</b>	<b>Value 3</b>	<b>Value 4</b>	<b>Value 5</b>
Communication	Honesty	Focus on academic subjects		
Integrity	Responsibility	Honesty	Service to others	Humility
Education	Student safety/acceptance	Technology opportunities for all genders	Admin/parent cooperation	Healthy meals options
excellent education	small class sizes	honesty	integrity	community partnerships
Small class sizes	Community Partnership	Sincerity	Equality	Integrity
Equality	Diverse	Honesty	God	Respect
Safety	Small class sizes	Community involvement		
Excellent education	Classes to challenge children that move at a faster pace	Challenging classes		
caring relationships	small class size	honesty	social justice	Excellent education
Top tier public education	Diversity & acceptance	Appreciation for educators' experience & expertise	Anti-bullying	Preparation for success in life after school
Excellent education	Caring relationships	Diverse extracurricular activities		
Small class sizes	Communication with parents			
Unbiased teaching	Excellent education	Integrity	Less political opinions from teachers	Teachers treating all kids the same
Communication	Community outreach/involvement	Honesty	Teacher/student positive relationships & interactions	Respect
Small class sizes	Equality	Honesty	Transparency	Relationships
Integrity	Caring relationships	Social justice	Community partnerships	Diverse perspectives
ALL students should be treated equal and feel welcome	small class sizes	excellent education	better prepare students for non-college careers	better prepare students for real life - not so focused on sports
Quality education	Caring relationships	Small class sizes	Extra-curricular opportunities	Community involvement
Equality for all ethnicities and sexual genders. There appears to be a lot of prejudices in the district	Cutting back on verbal abuse towards classmates especially geared towards those that have special needs or are in the special education system	Include methods of calmness from kindergarten through 12th grade. Giving them the tools to control anxiety and depression on a regular basis as part of the routine of curriculum	Teaching more respect for others between classmates	Offering more classes that handle a wide range of learning
Inclusive	Diversity	Benevolence	Ethical	High quality education to support bright futures

<b>External respondents</b>				
<b>Value 1</b>	<b>Value 2</b>	<b>Value 3</b>	<b>Value 4</b>	<b>Value 5</b>
Integrity (especially staff that didn't happen at a recent board meeting.	Special Ed in high school. (Not looking forward to transition in a couple years)	Education. (We need this at the forefront. It isn't the school's job to teach gender issues)	Play as learning in younger children.	Education in field trips. (Bring the field trips back!)
Safe	Small class sizes	Equality	Nonpartisan	No politic/religion/sexuality persuasion
Honesty	Integrity	Small class sizes	Hands on learning opportunities	Caring relationships
Integrity of curriculum focusing on core fundamentals not "woke" or other ideology	Excellent education	Fundamental learning (reading, math, science) focus	Community involvement	Flexibility for students with various learning styles
Integrity	Caring relationships	Community partnerships	Clear communication	Striving for success
Integrity	Transparency	Small class sizes		
Basic education Without Social Justice Teaching	Integrity	Small Class Sizes		
Value on overall educational experience (classroom and outside)	Sense of community	Small class size	Bulldog Strong!	
Pride	Honor	Respect	Virtue	Leading the way
Excellent education				
Inclusion and safe environment for all students	Caring relationships	Excellent education	Small class sizes	Community partnerships
Human Rights for All Students	Support of POC & LGBT students	Support of students with disabilities	Excellent Education	Support of Extracurricular activities that are not sports
equal rights for ALL students not just the straight white ones. That board meeting with Betsy was atrocious!	small class sizes	caring relationships with students and staff	high education scores	Need a more diverse school board
Integrity & Honesty	Current Ideology	Excellent Education	Student Inclusion	Diverse Perspectives

<b>External respondents</b>				
<b>Value 1</b>	<b>Value 2</b>	<b>Value 3</b>	<b>Value 4</b>	<b>Value 5</b>
Please begin using strong boundaries for the "furries" in my student's classroom. This is disruptive, and inappropriate and does not belong in schools and classrooms. You can maintain a diverse student population without pitting these students against each other.	Please make education and good stewardship of the earth a priority, and less of a focus on sexual orientation and furries.			
Accountability of staff as well as students	Safety of all students/Staff (where are the police, not sheriff)	Educational experience	Diversity of classwork	Honesty
excellent education	parental involvement in what is being taught (awareness of gender education)	transparency with what is being taught (perhaps teachers are unaware of their promotion of political agendas)	caring relationships with students	excellent facilities and fields
Accountability	Honesty	Responsibility		(A comment area would be nice to explain disagrees)
Class size	Excellent Education	Caring	Respect	Social Justice
Small class size	Not pushing a political agenda in any form	Respecting everyone	A great learning environment	Fine arts
Excellent education	Small class sizes			
Small Class Sizes	Excellent Education	Resources	Community Involvement	Modern Technology
small class sizes	integrity	community partnership	excellent education	real life preparedness
Non-political	Organizational bias/outside bias (those with no children in the district) should not really have influence much	LGBTQ welcome/equal but not shoved down and pressed to accept as OUR PERSONAL values, however respected	As a new family to the district, is LGBTQ all the school is known for?	
Education	Small class sizes	I don't want political agendas taught to my children	I like that the flag is represented, and pledge of allegiance is said daily	Could update buildings
Small class sizes	Not giving into "woke" or mob mentality	Stricter dress code policies (for example not allowing dog/cat ears and or collars)		
Excellent Education	Small Class Sizes at all levels	Diverse perspectives		

<b><i>External respondents</i></b>				
<b>Value 1</b>	<b>Value 2</b>	<b>Value 3</b>	<b>Value 4</b>	<b>Value 5</b>
Diverse educational opportunities	Equitable educational opportunities	Small class sizes	Accountability by all	Open and honest dialog between teachers, parents, and administration
small class sizes				
diverse perspectives	social justice	caring relationships	environmental justice	integrity
small class sizes	caring relationships	balance for students	integrity	honesty
Kindness	Excellent Education	Trust	Caring Relationships	Small Class Sizes
Caring Relationships	Small Class Sizes	Excellent Education	Honesty	Community Partnerships
Zero tolerance for bullying	Equal budgets for all extra-curricular activities	Honesty		
Integrity	Smaller class sizes	Communication	Honesty	Community minded
Quality of teachers	Small class sizes	Quality of education	Opportunities	Honesty
smaller class sizes	unbiased teaching	excellent education		
Being a LEADER in their next steps after graduation	Being a TEAM PLAYER	RELATIONSHIPS	DIVERSE PERSPECTIVES	CARING environment
Too much lgbt freedom	Lack of family values	Lgbt pressure on normal students	I don't want any lgbt in the schools	Any more lgbt pressure and more children will be homeschooling
Honesty	Small class sizes	Integrity	Transparency	Ability to listen
education	integrity	transparency	community partnerships	opportunity
Excellent education with less distraction	Teachers not pushing their political beliefs on children	Teachers should not contribute to distraction but supporting children identifying as animals	Focus on mental wellness and education please!	Excellent education!!
Education opportunities	Honesty	Equality		
Small class sizes	More musical education	Fun environment	Excellent Education	Better food options (larger portions for the older children)
The school is supported by people & businesses in the community	Great sports programs. Field house is SO wonderful (but it needs attention to leaks & keeping moisture out, so it's maintained well for the future)	The school system has earned respect from parents & students by making choices that align with the families of current students.	Great teachers have retired recently & more this year. I really hope the same level of teaching/educating continues for our district.	Students, parents, teachers & community ALL play an important role & the schools/teachers need to keep focus on providing a 'healthy' education, not one that leans into newer cultural ideas that only represent a very small percentage of students. Hopefully that made sense!?
Committed to after school and out of class activities				

<i>External respondents</i>				
<b>Value 1</b>	<b>Value 2</b>	<b>Value 3</b>	<b>Value 4</b>	<b>Value 5</b>
Excellent education	Integrity	Safety		
Friendship	Service	Knowledge	Morality	Excellence
Inclusive culture	Acceptance/promotion of diversity	Environmental responsibility	Transparency	Open minded toward cultural changes
Honesty	Caring Relationships	Diverse Perspectives	Social justice	Integrity
Small class sizes	Caring relationships	No pushing of any political, social justice agendas etc. onto students.	Community Relationships	Respect
Future-proof Students	Teach Tomorrow's Technology Today			
Caring	Trust	Empathy	Encouragement	Positive
small class sizes	value of relationship building	pride		
Integrity	Respect for people and things	Lead by example	EQUITY for everyone	Critical Thinking
Provide opportunity for student to grow and use their talents	Students can read, write, and do math	Will be given the opportunity to be well rounded individuals with good facilities	Do what is necessary to allow teachers to succeed (curriculum, class sizes, support etc.)	Prepare student for real life.
Honesty	Empathy	Integrity	Academic Excellence	
Quality Education	Social Justice	Fiscal Responsibility	Honest Communication	Employee Accountability - that means admin too
Honesty	Community Partnerships	small class sizes	integrity	excellent education
Integrity	Honesty	Courage	Tenacity	Service
Diverse perspectives	Social justice	Equality and equity	Anti-racist	Integrity
Excellent Education	Safety of Students (reduce bullying)	Integrity	Responsibility/Account ability	Respect
Challenging curriculum for all	Diverse club/sport opportunities			
Nurturing staff	Goodwill at heart	Proud	Strong	Team
Compassion for all people	Integrity	Excellent education	Respect for all people	Service to others
Honesty	Compassion	Excellent Education	Smaller Class Sizes	Services for extra help
Integrity	High Academic Standards	Solid Role Models	Welcoming Community	
Small class sizes	Caring for students	Array of extra-curricular Activities for all ages		
Small class sizes	Excellent education			
Excellent education	Small class size	Integrity	Caring relationships	Honesty
Small class sizes	Excellent education	Caring relationships	Honesty	Community partnerships
Small class sizes				

<b><i>External respondents</i></b>				
<b>Value 1</b>	<b>Value 2</b>	<b>Value 3</b>	<b>Value 4</b>	<b>Value 5</b>
Diversity	Social justice	Environmental justice	Honesty	Safety for students
Relevancy	Transparency	Opportunities for life success	Visibility	Alternative learning for those not mainstream
Excellence/Do your best	Community	Growth mindset	Honesty	Encouragement/Gratitude
Excellent Education	Honesty, Integrity, Caring relationships	Small Class Sizes	Environmental Justice	Social Justice
Diversity perspectives, equal rights vs. ethnic background	Social justice	Keep political bias out of the classroom from teaching staff, teach the curriculum not their personal views!!!	Smaller class size	School lunches need more quantity and taste better
Honesty	Excellent education	Small class sizes	Caring relationships	Community partnerships/volunteer
Equality in education (gifted and talented)				
Communication	Community	Relationship	Appearance	Diverse
Excellent education	Small class sizes	Caring relationships		
Diverse and Inclusive Perspectives	Equal Opportunity	Honesty and Integrity		
Small Class Size	Teacher commitment to CHILDREN	Advancements in learning opportunities	Communication	Making school a fun safe environment
Small class size	Diverse Perspective	excellent, fact based, education	Education paths for success for different student levels	Real world education; here is how you file taxes, build credit, etc.
Excellent education	integrity	small class sizes	competitiveness	community partnerships
best effort from students and teachers	leadership by example	ownership of actions by students and staff	safe environment for students and staff	judgement free, open, and honest communication by all
Quality Education - Not Indoctrination	Prepare youth to become responsible citizens	Instilling students with our culture and our shared history	Equip students to live as free and productive adults	Partnership — between school and family, between teacher and student
All students to like school.	All students to feel safe and equal.'	More curriculum options for 6th grade through 12th grade students.	Open relationships with parents, staff, and the community.	More opportunities for special needs students.
No judgement	Open communication	Everyone matters	Peer mentors	Ongoing Principal/Administrator leadership training
Small Class Sizes	Social Justice	Diversity	Excellence in Education	Integrity
Excellent education	Integrity	caring relationships	small class sizes	diverse perspectives
Equity	Diversity	Inclusion	Accessibility	Support LGBTQ students and staff
Excellent Education	Small Class Sizes	Accountability	Integrity	Teamwork

<i>External respondents</i>				
<b>Value 1</b>	<b>Value 2</b>	<b>Value 3</b>	<b>Value 4</b>	<b>Value 5</b>
hiring and maintaining highly qualified teachers	small class sizes	high-quality and modern education	frequent, relevant, and honest communication	putting students first in order to ensure they are capable, self-directed learners who are able to have a positive impact on our community and beyond
Equality	Equality (athletics vs fine arts)	Equality (rich vs poor)	Equality (kids and alternative kids)	Keep politics out
Inclusivity	small class sizes	diverse teachers	excellent education	fiscal responsibility
Small class sizes	Honesty			
Honesty	Excellent education	Small class sizes	Integrity	Community partnerships
Conservative values (no CRT or this gender stuff)	Small class sizes	Respect and honesty	Classes that teach them life skills and real history	Community partnerships
Caring relationships	Small class sizes	Excellent education	Community involvement	Extracurricular activities/athletic programs
Acceptance for all	Diversity	No political radicals on the school board	Education prioritized over sports(football)	No religion in schools (separation of church and state)
Honesty	Integrity	Transparency		
Honesty	Education	Caring	Small class sizes	
Integrity	Relationships	Diverse perspectives	Community involvement	Safe
Small class size	Neutral political teaching	No open enrollment	More Programming for gifted students	Sexual orientation and gender reassignment kept out of classes
Equity	Excellent Education	Community Partnerships	Small Class Sizes	Diversity
Caring	Relationships	Smaller Class sizes	Honesty	Integrity
Traditional wisdom	The Golden rule	Family supportive		
Excellent education	Honesty	Integrity	Caring relationships	
Excellent education	Small class size			
Small class sizes	Engaging students in new technology	Teaching time management	Not pushing political ideals onto children	
Basic life skills	Diversity	Integrity	Superior education	Technological innovation
Honesty	Caring relationships	Education opportunities	Welcoming community	Social justice
Excellent education/curriculum	Community partnerships	Integrity	Safety	
Integrity	Respect	Kindness	Motivation to learn	Honesty
Education	Smaller class sizes	Special needs students	Diversity	Inclusion
Excellent education	Small class sizes	Honesty	Athletic opportunities	Community partnerships
Honesty	Small class sizes	Respect		

<b><i>External respondents</i></b>				
<b>Value 1</b>	<b>Value 2</b>	<b>Value 3</b>	<b>Value 4</b>	<b>Value 5</b>
Excellent education	Good teachers and staff	Caring employees	Can talk to front office	Average class sizes
Small class sizes	Variety of educational opportunities	Keeping up with technology		
Communication with parents	Quality education in fundamentals	Smaller class size	Variety of opportunities	Antibullying
Small class sizing	More special education opportunities/testing	Excellent education opportunity	Caring teacher student relationships	Community partnership
Small class sizes	Up to date technology	Real world integrated learning	Diverse perspective	
Provide opportunities for gifted learners				
Diverse Perspectives	Equality	Integrity	Excellent Education	Communication
Excellent education	Core education value: math, science, history, English, and environmental science.	Adult issues and education are left for college attendants.		
Accountability for teachers	Fairness for ALL students			
Educational excellence	Integrity	Education over indoctrination	Traditional values	
Safety	Small class sizes	Community partnerships	Caring relationships	Honesty
HONESTY	RESPECT FOR ALL	FOCUS ON EDUCATION	CARING RELATIONSHIPS	WORKING TOGETHER
Excellent education	Transparency	Formal communication	Focus resources on ALL extracurricular activities	Include parents and families by offering school activities and programs during evening hours
Education	Caring relationships	Small class sizes		
Education	Social development	Family values		
High moral standards	Excellent education	Lots of opportunities (e.g., different PE games)	Academic options (e.g., advanced classes, unique classes)	Holding students & parents accountable
caring teacher/student relationships	transparency in what social issues the students are being taught about in school (and option to opt out). I don't want my kids being taught some of the sex ed topics that have been coming out lately.	excellent education	integrity	community involvement (please open back up the opportunities for parents to volunteer in the classrooms/watch dog dads/ eating lunch with our child)
Sense of belonging	Caring teachers	Solid in own beliefs	We value not having others agendas pushed onto our children!	A safe place for ACADEMIC learning!
Small class size				

<b>External respondents</b>				
<b>Value 1</b>	<b>Value 2</b>	<b>Value 3</b>	<b>Value 4</b>	<b>Value 5</b>
Do not Judge students choices	School food program is Poor	Board does not Value its Custodians etc..	Transportation should be outsourced to save money	
Inclusion	Diversity	Diversity & Inclusion Education		
Honesty	Small class sizes			
Excellent education	Class sizes	Inclusion	Diversity	Stem opportunities
Class size	No indoctrination	Honesty	Integrity	Healthy child self esteem
Inclusion	Diversity	Social Emotional Learning		
Transparency	Fair and aligned opportunities for all	Honesty	Integrity	Genuine and Caring staff
Integrity	Small Class Size	Excellent Education	Excellent School Facilities - buildings and grounds	Relationships
Small class sizes/high education standards	Keep God in our school and the front of our decisions	Caring relationships between staff and students and students and students	INTEGRITY We value strength of character, honesty and courage, guided by a strong moral code of behavior	Gratitude – We practice gratitude for our parents, our teachers, our free country, and our beautiful school
Career/college/real world readiness	Building a 'Community of Care', like Liberty Elementary in Big Lake	Small class sizes	High standards for each student as an individual	
Small class sizes	Well paid and educated teachers	Excellent education		
Patriotism	Community Values	Reward hard work	Respect is earned	Parental rights
Integrity	Fairness	Diverse Perspectives	Education	Honesty
Inclusion	Kindness	Integrity	Humility	Open mindedness
Excellent education	Great extracurricular activities	Caring faculty	Nice campus	Makes the community proud
Education First	Excellent education	Integrity		
Inclusivity	Transparency	Communication	Safety	Excellent education
Excellent Education	Caring Relationships	Career and Technical Development	Small Class Sizes	
Equity	Inclusion	Diverse views on school board	Less influence of religious/far right-wing families	Safe place for all kids, families, and views
Excellent education	Small class sizes	Keeping political beliefs/opinions of teachers out of the classroom		
Small class sizes				
The district is awesome and cares about kids	The district has excellent administration who are honest and visible	The district has an excellent education and prepares students for their future	The district takes care of their students and staff	The district communicates effectively

<b>External respondents</b>				
<b>Value 1</b>	<b>Value 2</b>	<b>Value 3</b>	<b>Value 4</b>	<b>Value 5</b>
Honesty	Excellent Education	Diversity	Acceptance/Anti-Bullying	Community
Small class sizes	Caring relationships			
Excellent education	Small class sizes	Parental involvement and decision making		
Small class sizes	Excellent education	Community partnerships	Integrity	Caring relationships
Excellent education	Respect for all student no matter families income	Teaching kids to be kind to each other	Teaching day to day essentials, like understanding student loans credit cards banking	
Well-rounded education	Consistent education	Nonpartisan		
No CRT being part of curriculum	Moments of silence should not be politically motivated	Improved administration (i.e.: principals)	Teachers who care about students, even those with challenging behaviors	5th grade shouldn't be run as if kids are 13, they are 10/11
Install solar	Expand camp opportunity	Excellent education	Environment justice	Small class sizes
Education	Community partnership	Small class size	Career placements	Honesty
Small class size	Extra help for students who are struggling	Caring staff	Good values	Inclusive
Class sizes	Critical thinkers	Social justice	Perseverance	
Excellent education	Diverse perspectives	Integrity	Caring relationships	
Excellent education	Diverse perspectives			
Open communication	Valuing parent input	Putting kids/not budgets first	Integrity	Honesty

### **Perception Survey of the Becker Schools – Internal Stakeholders**

**Additional comments:** Internal respondents were given the opportunity to answer an open-ended question in the survey.

**CONTENT OF SURVEY:** The survey consisted of the following question with its respective responses:

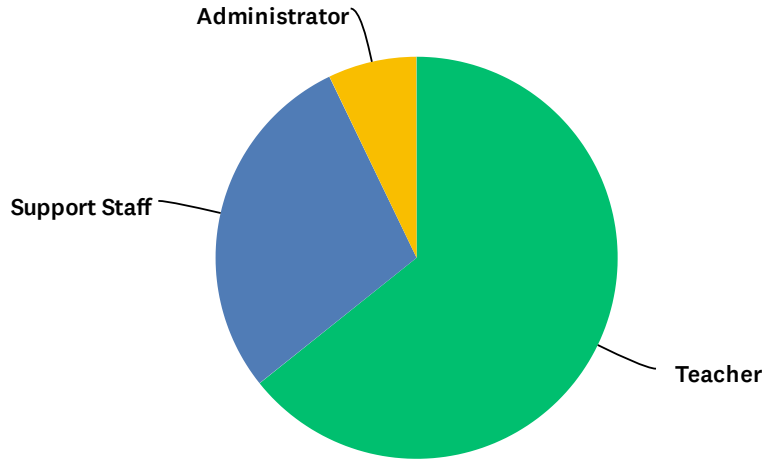
1. During the Strategic Planning process Belief Statements (also known as Value Statements) will be developed for Becker. Please share up to 5 values that you hold for the school. Values might include: honesty, integrity, caring relationships, small class sizes, social responsibility, environmental responsibility, excellent education, diverse perspectives, community partnerships, etc.

<i>Internal respondents</i>				
<b>Value 1</b>	<b>Value 2</b>	<b>Value 3</b>	<b>Value 4</b>	<b>Value 5</b>
valuing diverse perspectives	building positive relationships	teaching responsibility & respect	building partnerships with the community	positive building atmosphere for students and staff
Excellent education	Honesty	Collaborative	Equality	Caring relationships
Transparency	Social justice	diverse perspectives	honesty	small class sizes
excellent education	integrity	small class sizes	athletics	honesty
social justice	honesty	small class sizes	diverse perspectives	integrity
Building Climate - staff and students	Diverse Perspectives	Honesty	Integrity	Open, Honest Communication
integrity	caring relationships	honesty	every student is valued	every staff member is valued
Diverse Perspectives	Caring Relationships	Excellent Education	Social Justice	Community Partnerships
Diversity	Equity	Inclusion	Broad perspectives	Diligence
small class sizes	caring relationships	integrity	trust	balance
Excellent education	Caring relationships	Integrity	Honesty	
Teaching the basics of education and not allow a few teachers to push their agenda on sexuality.	Make school policies known and enforce them, we have good policies.	See the value in all children and beliefs, not just those that create noise that shuts out others.	Teach and maintain integrity in work and actions	Hold truth and honesty in high esteem.
small class sizes	inclusive relationships	social justice	environmental justice	caring relationships
Safe and inclusive environment	Viable and stable curriculum	Consistent evaluation process of all teachers	Open communication at all levels	Strong focus Triple A
Professional development (training for teachers)	Excellence in education	Small class sizes	Integrity	
Students are more than just a number, or data. Their social/emotional well-being are vital to their academic and personal success.				
Kindness/Respect towards all members of the district	Small Class Sizes that allow students to be taught and challenged at their level	We are here to learn together, despite differences	An education that meets students where they are at. support for those who struggle/enrichment for those who excel	Community Partnership
Competitive	Caring	Community		
excellent education	honesty	integrity	small class sizes	Not letting a few kids control the climate in our district
truth	unaltered history	parent involvement	excellent education	relationships
small class sizes	enough support for special needs	positive work environment	continued education for both teachers and paras	integrity
Caring relationships	Integrity	Honesty	Manners	Excellent education

<i>Internal respondents</i>				
<b>Value 1</b>	<b>Value 2</b>	<b>Value 3</b>	<b>Value 4</b>	<b>Value 5</b>
Integrity	Caring relationships	Excellent education	Small class sizes	
Fidelity (actually doing it and not just saying it)	Transparency	value of staff	Accountability	Truthful and open communication
caring relationships	diverse perspectives	integrity		
Honesty & Integrity	Small class sizes for younger learners	Excellent education	Caring relationships	Policy enforcement
Excellent Education	Small Class Sizes	Honesty	Parent Recognition/Input	Disciplinary Consequences
integrity	building relationship	effective instruction		
Smaller class sizes	Caring relationships	Honesty at all levels of administration	More paraprofessional support in the classroom	
Relationships	Small classroom size	Mental Health	Excellent education	Partnership in decisions
Quality education	Positive relationships	Extracurriculars	Strong community	Respect
BETTER STAFFING	HONESTY	WORKING TOGETHER	EVEN AND FAIR DISTRIBUTION OF BENEFITS-ALL HOURS COUNT NO MATTER UNION	RESPECT
Diverse Perspective	Social Justice	Responsibility	Integrity	Empathy
Inclusion	Equality	Diversity	Discussion	Expectation
I value all voices including diverse perspectives, even if I disagree.	I value integrity among staff and students.	I value teachers and paraprofessionals being respected and treated as professionals.		
Fellowship	Integrity	Strong STEM Programs	Skills/Trades highly valued	Small class sizes

**Q1 Please select the title or role that best reflects your connection or interest in the district. Use only one response.**

Answered: 42 Skipped: 1



ANSWER CHOICES	RESPONSES	
Teacher	64.29%	27
Support Staff	28.57%	12
Administrator	7.14%	3
School Board Member	0.00%	0
TOTAL		42

**Q2 The purpose of this perception survey is to provide input on the process of determining what the school district is doing well and areas that might need attention or focus as a part of the school district's strategic planning process. Please rate each indicator on the level you agree it is currently in place in your school district. Decide the importance of each indicator using the scale provided (SD=Strongly Disagree, D=Disagree, A=Agree, SA=Strongly Agree, DK=Don't Know).**

Answered: 43 Skipped: 0

Perception Survey of Becker School District - Internal Stakeholders

	SD=STRONGLY DISAGREE	D=DISAGREE	A=AGREE	SA=STRONGLY AGREE	DK=DON'T KNOW	TOTAL
The school district does an excellent job of educating all students.	6.98% 3	13.95% 6	55.81% 24	20.93% 9	2.33% 1	43
The school district uses student achievement data to inform and improve instruction.	4.65% 2	4.65% 2	55.81% 24	25.58% 11	9.30% 4	43
The school district uses effective instructional programs, practices, and interventions to help all students.	4.65% 2	13.95% 6	53.49% 23	27.91% 12	0.00% 0	43
The school district effectively manages available funding and resources needed to advance student learning and achievement.	9.30% 4	16.28% 7	53.49% 23	11.63% 5	9.30% 4	43
Leadership roles and responsibilities are clearly defined for all aspects of the school district's operation.	9.30% 4	11.63% 5	51.16% 22	25.58% 11	2.33% 1	43
The school district has a staff development program for all staff that is focused on improving the teaching and learning process.	6.98% 3	13.95% 6	51.16% 22	27.91% 12	0.00% 0	43
The superintendent is visible and accessible throughout the school district and community.	6.98% 3	6.98% 3	48.84% 21	32.56% 14	4.65% 2	43
All school district staff understand their roles and responsibilities in the process of education.	2.33% 1	23.26% 10	48.84% 21	23.26% 10	2.33% 1	43
The school district consistently tries to find ways to take action to improve programs and services for students.	4.65% 2	18.60% 8	48.84% 21	23.26% 10	4.65% 2	43
The entire school district is committed to long-range, continuous improvement and has agreement on a shared purpose and direction for the school district.	6.98% 3	18.60% 8	48.84% 21	23.26% 10	2.33% 1	43
School district leaders (school board and superintendent) provide direction, support, and resources for quality curricular and co-curricular programs for students.	11.63% 5	11.63% 5	48.84% 21	16.28% 7	11.63% 5	43
The school board is visible and accessible throughout the school district and community.	23.26% 10	9.30% 4	46.51% 20	11.63% 5	9.30% 4	43
The school district seeks input from both internal and external stakeholders on key decisions regarding school district policies and practices.	20.93% 9	9.30% 4	46.51% 20	13.95% 6	9.30% 4	43
The school district has an effective evaluation process in place for all school district staff (non-licensed, teachers, principals, superintendent) that drives professional growth.	11.63% 5	18.60% 8	46.51% 20	18.60% 8	4.65% 2	43
The school district works to build	6.98%	20.93%	44.19%	23.26%	4.65%	

Perception Survey of Becker School District - Internal Stakeholders

community support among a wide variety of groups.	3	9	19	10	2	43
Multiple methods of communicating with stakeholders about the school district's work are in place and are clear, concise, and user friendly.	6.98% 3	18.60% 8	44.19% 19	18.60% 8	11.63% 5	43
The school district has a procedure in place to regularly review and update curriculum standards, instructional strategies, and assessment measures.	2.33% 1	9.30% 4	44.19% 19	30.23% 13	13.95% 6	43
The school district has a process to ensure that the school board-adopted curriculum for a course or grade level is being taught by all teachers.	6.98% 3	18.60% 8	44.19% 19	9.30% 4	20.93% 9	43
School district facilities are safe, secure, and well maintained.	2.38% 1	4.76% 2	45.24% 19	47.62% 20	0.00% 0	42
The school district provides resources and opportunities in an equitable way for all students.	9.30% 4	20.93% 9	41.86% 18	27.91% 12	0.00% 0	43
Policies, procedures, and resources are in place in regard to a safe, orderly, and caring environment that supports learning.	6.98% 3	27.91% 12	39.53% 17	23.26% 10	2.33% 1	43
The school districts' policies, procedures, and practices are fair and just for all students.	11.63% 5	30.23% 13	37.21% 16	20.93% 9	0.00% 0	43
All school district staff are equipped to address bias and exclusionary language or behavior when it occurs.	13.95% 6	27.91% 12	34.88% 15	16.28% 7	6.98% 3	43
The "climate" of all school buildings is conducive to teachers being able to teach and students being able to learn.	14.29% 6	26.19% 11	30.95% 13	21.43% 9	7.14% 3	42



## Strategic Planning Committee

### Belief, Mission, and Vision Statement Worksheet

#### Homework Assignment for Session #2

#### Belief Statements

**Definition:**

Belief statements are a collection of statements listing the values that the group holds for the school.

**Importance in Planning:**

The belief statements provide the School Board with the values that move the school to commit itself to a specific mission and objectives. They establish the priorities that serve to guide the School Board's decision-making concerning all the school's activities. The belief statements should not be mere observations or statements of fact, but sincere, uncompromising convictions.

In order to help in preparing potential belief statements, what are some values you believe the group holds for the school. These values should be followed by the School Board as it makes decisions and prepares the school for the future. Please write these values below.

- 1.
- 2.
- 3.

Write some possible belief statements for the committee to consider adopting.

- 1.
- 2.

## **Mission Statement**

**Definition:** A broad statement of the unique purpose to which the school is committed and the basic means of accomplishing that purpose. The mission statement should answer the questions – what result and for whom? **The Mission is about DOING!**

**Importance in Planning:** The mission defines the present state or purpose of the school. The mission statement must emphasize the uniqueness and the distinctiveness of the school. Essentially, it represents the commitment of the school’s resources to one purpose.

Write a possible “Mission Statement” for your school in the space provided below.

## **Vision Statement**

**Definition:**

A Vision Statement is more about becoming. It states the ambitions the school has for the future.  
**The Vision is about BECOMING!**

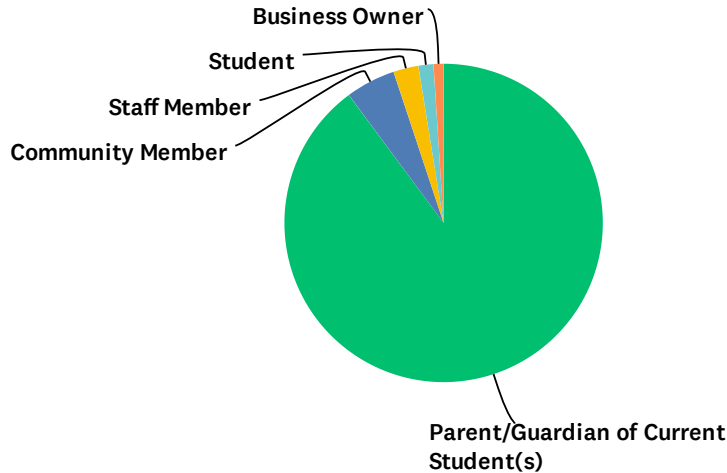
**Importance in Planning:**

The Vision Statement represents your intended destination. The Vision Statement gives direction and provides inspiration. The statement serves to provide aspirations, not projections. The statement should not leave any child out of the expectation.

Write a possible “Vision Statement” for your school in the space provided below.

**Q1 Please select the role that best reflects your connection or interest in the school district. Use only one response.**

Answered: 394 Skipped: 0



ANSWER CHOICES	RESPONSES	
Parent/Guardian of Current Student(s)	89.85%	354
Community Member	5.08%	20
Staff Member	2.54%	10
Student	1.52%	6
Business Owner	1.02%	4
TOTAL		394

**Q2 The purpose of this perception survey is to provide input on the process of determining what the school district is doing well and areas that might need attention or focus as a part of the school district's strategic planning process. Please rate each indicator on the level you agree it is currently in place in your school district. Decide the importance of each indicator using the scale provided (SD=Strongly Disagree, D=Disagree, A=Agree, SA=Strongly Agree, DK=Don't Know).**

Answered: 394 Skipped: 0

Perception Survey of Becker School District - External Stakeholders

	<b>SD=STRONGLY DISAGREE</b>	<b>D=DISAGREE</b>	<b>A=AGREE</b>	<b>SA=STRONGLY AGREE</b>	<b>DK=DON'T KNOW</b>	<b>TOTAL</b>
I am satisfied with the overall condition of the school district's buildings.	2.28% 9	12.69% 50	60.15% 237	22.59% 89	2.28% 9	394
I am satisfied with the overall condition of the school district's playgrounds and outdoor areas.	1.78% 7	10.15% 40	57.11% 225	26.65% 105	4.31% 17	394
The school district provides all students equal access to rigorous curriculum and coursework.	3.31% 13	9.92% 39	56.49% 222	21.88% 86	8.40% 33	393
I am satisfied with the academic program of the school district.	2.54% 10	13.99% 55	55.98% 220	23.66% 93	3.82% 15	393
In general, I am satisfied with the quality of education provided by the school district.	2.79% 11	11.68% 46	53.55% 211	30.20% 119	1.78% 7	394
School district facilities are safe, secure, and well maintained.	1.79% 7	10.46% 41	52.81% 207	32.65% 128	2.30% 9	392
I am satisfied with the level of communication from the school district.	5.33% 21	15.23% 60	51.78% 204	26.40% 104	1.27% 5	394
The school district does an excellent job of educating all students.	5.60% 22	13.99% 55	51.40% 202	23.66% 93	5.34% 21	393
I am satisfied with the opportunities the school district's co-curricular program provides for students.	2.80% 11	8.91% 35	51.40% 202	26.21% 103	10.69% 42	393
I am satisfied with the overall condition of the school district's fine arts facilities.	1.52% 6	4.57% 18	46.95% 185	27.16% 107	19.80% 78	394
Overall, I have a positive impression of the school district.	5.08% 20	13.96% 55	46.45% 183	34.01% 134	0.51% 2	394
I am satisfied with the overall condition of the school district's athletic facilities and fields.	3.55% 14	11.17% 44	46.45% 183	30.46% 120	8.38% 33	394
I am satisfied with the school district's budget and use of funds.	6.36% 25	18.32% 72	46.06% 181	12.47% 49	16.79% 66	393
The school board and administration make decisions in the best interest of the district's school children.	8.93% 35	18.88% 74	45.92% 180	19.64% 77	6.63% 26	392
In general, I am satisfied with the teachers of the school district.	5.37% 21	10.49% 41	45.01% 176	37.85% 148	1.28% 5	391
The school district spends its tax dollars effectively and efficiently.	6.89% 27	18.11% 71	44.64% 175	13.01% 51	17.35% 68	392
In general, I believe the school district is a place where all members of the school community are included and have a sense of belonging.	9.64% 38	15.74% 62	43.91% 173	27.16% 107	3.55% 14	394
I would recommend the school district to a family that is searching for a new place to live.	5.09% 20	10.69% 42	37.40% 147	41.22% 162	5.60% 22	393
The school district provides good	3.83%	14.54%	34.69%	11.48%	35.46%	

# Perception Survey of Becker School District - External Stakeholders

opportunities in career and technical education.	15	57	136	45	139	392
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## Environmental Scan Input Form

**PROUDS**

**POSSIBILITIES**

**MUST HAVES/MUST ADDRESS**



## Sample Belief, Mission, and Vision Statements

### ***Belief Statements: We believe -***

- That collaboration between the home, the school, and the community has a positive impact on each student.
- All students can learn and excel.
- In respecting and promoting diversity.
- In continuous improvement.
- That positive relationships are a foundation of successful schools
- In providing a physically and emotionally safe and secure environment.
- In providing the highest quality of education possible with the resources available.
- That all students should be offered an education developed to meet their individual needs.
- That integrity, trust, compassion, and open communication are hallmarks of an excellent educational community.
- That district resources must be managed responsibly and effectively.
- That diversity enriches the individual, school, and community.
- That every human being is unique, has worth, and deserves respect.
- In working together to maximize opportunities and eliminate barriers to learning for all.
- In building community trust, confidence, and partnership.
- In operational excellence.
- Compassionate and curious minds are developed when students are engaged socially, emotionally, academically, and physically.

### ***Mission Statements:***

- To work collaboratively with the community to support all children in becoming creative and innovative problem-solvers and communicators.
- To maximize each student's potential to achieve educational excellence.
- To educate each student to the highest levels of academic achievement and prepare students to succeed in life.
- To equip students with the knowledge and skills necessary to become responsible citizens.
- To increase academic achievement for all students while maintaining sound fiscal practices.
- To ensure that all students achieve their highest level of critical thinking and creativity.
- To provide each student the quality instruction and equitable support required to thrive in the 21<sup>st</sup> Century.
- To graduate students who are knowledgeable, contributing citizens capable of excelling in a rapidly changing world.

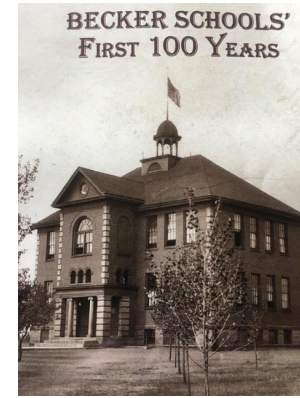
### ***Vision Statements:***

- A Community United to Improve the Quality of Life Through Education.
- A world-class school district dedicated to student-centered excellence.
- A district that focuses on learning and success for all students, families, and school personnel.
- To be a district of excellence providing rigor, relevance, relationships, responsibility, and results.
- A school district committed to providing an innovative environment of curiosity, creativity, and learning.
- To be a premier school district that inspires excellence in academics, athletics, arts, and activities for every student every day.
- To ensure world-class education that prepares each and every student to thrive today and excel tomorrow.
- In challenging and supporting all students in the pursuit of their highest levels of academic and personal achievement.
- An innovative district of choice inspiring students to excel in school and in life.

# Becker Public Schools State of the District



# District Facilities



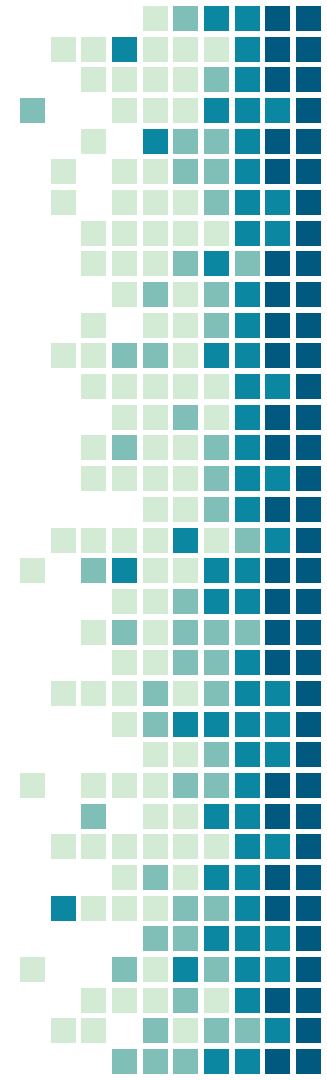
1906-2006  
Becker Schools'  
First 100 Years

Building Name	Current SF	Original Occupancy	Students	Grades
Becker Intermediate School	135,726	1/5/1906	700	3-5
Becker High School	364,000	1/1/1977	900	9-12
Becker Primary School	95,000	12/4/2000	698	E-2
Becker Middle School, Fieldhouse	183,000	12/4/2000	702	6-8
Becker Maintenance Building	12,740	1/1/2001		
Service Center and Bus Garage	7,200	1/1/1978		
	<b>797,666</b>		<b>3,000</b>	
92 Acres Main Campus				

# District Facilities

## Academic and Athletic Facilities

- Eppard Field (1978)
  - Lacrosse and Football
- Softball Complex (~1994)
  - Softball, T-Ball, Youth Softball
- Baseball Fields (~1994)
- Becker Athletic Complex (1996)
  - Lacrosse, Baseball, Soccer
- Becker Fieldhouse (1994)
- Becker Pool (2014)
- Becker Gymnastics Gym (2014)
- Multiple Gymnasiums (varies)



# Community

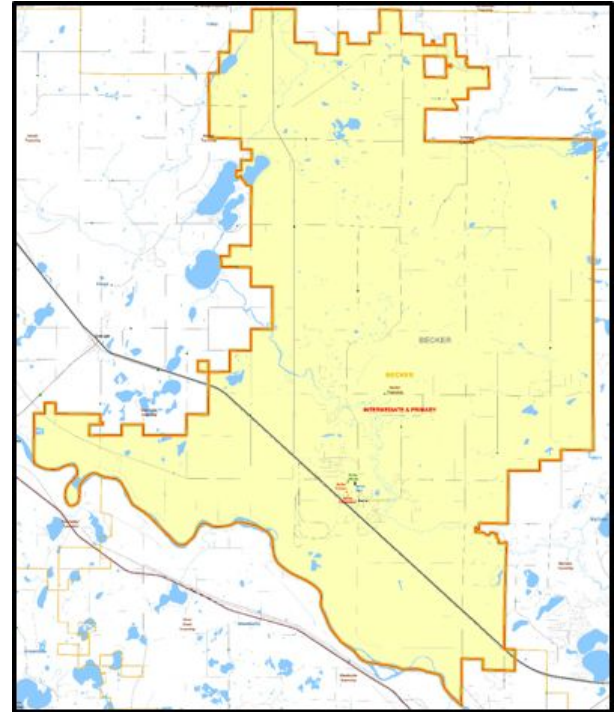


- “The Pride of the Community” opened their doors in January 1906, a Class A, Graded School housing grades one-twelve.
- Exciting place for children to grow
  - Becker is home to 27 holes of golf, a Community Center with a weight room, indoor water slide and outdoor splash pad, outdoor basketball and pickle ball courts
  - The Becker Athletic Complex houses baseball, soccer and lacrosse and youth football fields with a family friendly playground

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# Community

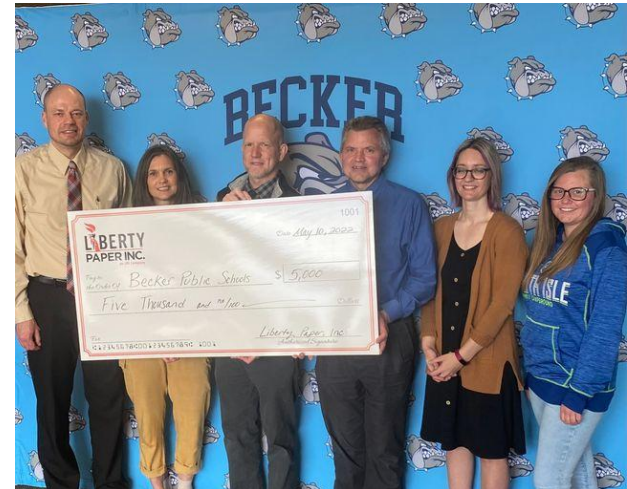
- 12,424 Total Residents in 4,150 households
- 107.3 Square Miles
- 115.8 People per square mile
- 35.7 Median Age
  - 60% are married
- 52% Male
  - 96% White
- \$91,522 Median Household Income
  - Approximately 40% over \$100,000



# Community Business

- Becker Business Park
  - Northern Recycling (EMR), Liberty Paper, Hubbard Electric, TJ Potter Trucking, G&M Outdoor
- Xcel Energy Host Community
- Wruck Excavating
- BNSF Rail Line
- Mississippi River

- Sherburne State Bank
- And many more



# Community Partnerships

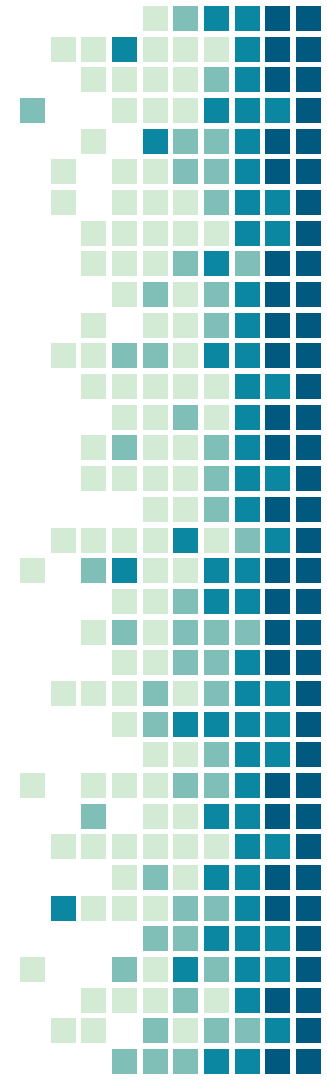


- PTSA
- Dollars for Scholars
- Clear Lake Lions
- Becker Lions
- Sherburne County Sheriff
- Becker Police Department
- Becker Fire Department
- TRAK
- Sherburne County
- Xcel Energy
- Becker Great River Regional Library

- Becker Township
- Becker City Hall
- BASC
- Becker Chamber of Commerce
- Bounceback and Centracare
- Dylan's Hope Foundation
- Sherburne County
- Ministerial Association
- Sherburne County History Center
- And many more

# Community Education

- Provides enrichment and recreation programs for all ages and abilities, birth through adult.
- Full family opportunities
  - Trips
  - Arts and Crafts
  - STEM and STEAM Classes
  - Exercise Programs
  - Youth Sports, camps, clinics,
  - Youth Enrichment
  - Adult Basic Education and GED Classes
  - Camp Opportunity-School Age Care & wrap around care for School Readiness
  - Early Childhood Family Education-Birth to age 4
    - School Readiness and Small Wonders preschool



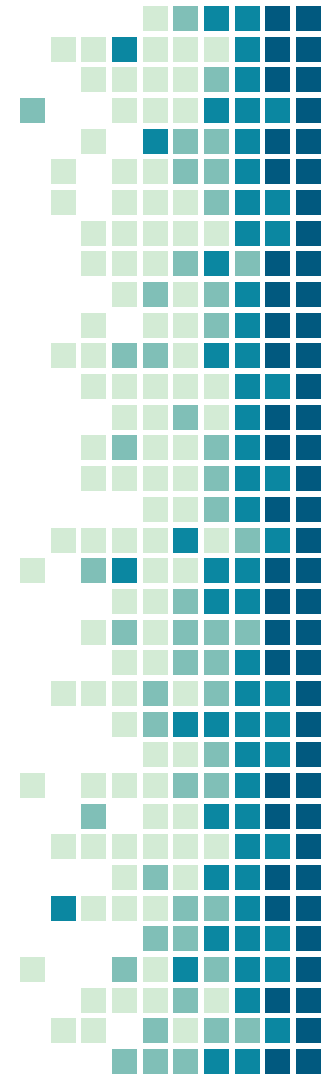
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  - Adult Basic Education and GED Classes
  - Camp Opportunity-School Age Care & wrap around care for School Readiness
  - Early Childhood Family Education-Birth to age 4
    - School Readiness and Small Wonders preschool



# Community Education

- Works in cooperation with Becker Youth Association promoting and assisting in offering programming for youth;
  - baseball,
  - softball,
  - basketball,
  - football,
  - gymnastics,
  - soccer,
  - swimming,
  - bass fishing
  - tennis,
  - track & field,
  - volleyball,
  - wrestling,
  - lacrosse,
  - rugby, robotics,
  - archery,
- Works closely with BASC (Becker Area Senior Center)



# Activities

- **B3 (Building Better Bulldogs)**
- **Dream Team**
- **HS Musical**
- **Spring Play**
- **Student Council**
- **Yearbook**
- **GSA**
- **Pep Band**
- **Archery**
- **Bass Team**





# Activities



## MSHSL Extra-Curricular Opportunities

Football  
B/G Cross Country  
Volleyball  
B/G Tennis  
B/G Soccer  
B/G Swim and Dive

B/G Basketball  
B/G Hockey  
Wrestling  
Gymnastics  
Dance Team  
Robotics  
Clay Target

Baseball  
Softball  
B/G Golf  
B/G Track and Field  
B/G Lacrosse  
Music  
One Act Play  
Visual Arts  
Speech



# Activities-M8 Champions



**2021-22**

Girls Cross Country  
Dance Team- Jazz  
Dance Team- High Kick  
Wrestling  
Girls Basketball  
Boys Tennis  
Girls Golf

**2020-21**

Girls Tennis  
Dance Team- Jazz  
Dance Team- High Kick  
Wrestling  
Girls Basketball  
Boys Tennis  
Girls Golf

**2019-2020**

Girls Cross Country  
Girls Tennis  
Wrestling  
Dance Team- Jazz  
Dance Team- High Kick  
Girls Basketball



# Activities–State, National, World Championship Participation

Girls Basketball (07, 16, 19,20,21,22–Champs 07, 21)

Robotics (State 13, 14, 16, 17, 18, 19, 22– Champs 13, 22)

(Worlds 13, 16, 17, 18, 19, 22)

Clay Target (17, 18)

Softball (08, 09, 14, 15, 16, 19, Champs 21)

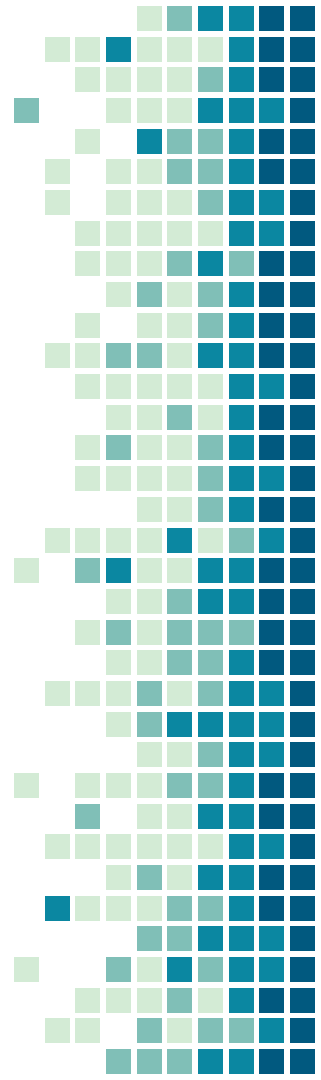
Tennis Girls (19)

Tennis Boys (22)

Wrestling (03, 22)

Dance Team (22)

Boys Basketball (91, 01)



# Activities–State, National, World Championship Participation

Girls Cross Country (82, 83, 03, 04, 05, 08, 22)

Volleyball (82)

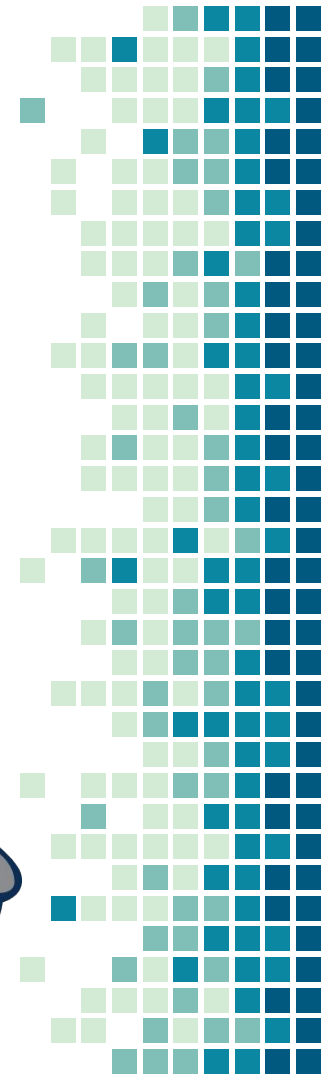
Football (82, 85, 89, 90, 94, 95, 96, 97, 98, 02, 02, 03, 04, 05, 06, 12,  
13, 14, 15, 17, 20, 21, 22. Champs 05, 14, 15)

Gymnastics (91, 93, 94, 07, 08, 09, 10, 11, 15, 16, 17)

Girls Golf (01, 02, 10, 11)

Boys Golf (98, 12)

Baseball (94)



# MTSS

## Academics & Behavior

### Universal Screening PK-10th grade

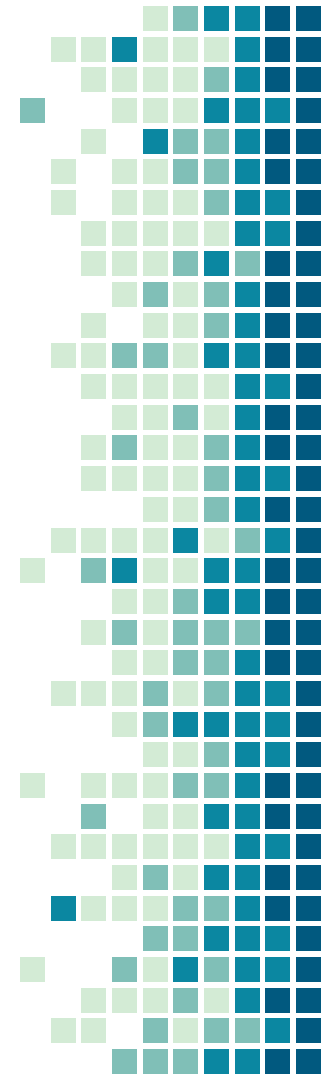
- Reading & Math
- Behavior

### Focus on High Quality Tier 1 Instruction

- Core Instruction - Differentiated
- Provided to all students
- Common Assessments

### Tier 2 & Tier 3 Supports

- Supplemental supports for qualifying students
- Research-based interventions
- Progress monitoring



# Academics

- Challenging academic setting in a friendly atmosphere
- Prepared for graduation and everyday life
- Faculty and staff dedicated to help each child achieve at the highest level possible
- Tradition of greatly outperforming the state by as much as 25 percentage points on MCA's
- Recently named the "Best School in Sherburne County"
  - Known as one of the best schools in the entire region.



# Academics

## Early Educational Opportunities

**ECFE** is a Parent-Child education program for children birth-4. Classes are offered mornings, late afternoons, and early evenings.

**Small Wonders Preschool** offers classes 1 or 2 days/week for children 3 years old and has 5 sections of students.

**School Readiness Preschool** offers classes 2, 3, or 5 days/week for 4 and 5 year olds and has 11 sections of students.

**All classes are taught by licensed early education teachers assisted by highly qualified paraprofessionals.**

*Over 85% of our Early Childhood students participate in Becker School Readiness before entering Kindergarten.*

# Academics

**Read well by 3rd grade goal:** 70% of third grade students will score “on track” or “low risk” as measured by the Fastbridge CBM Reading assessment in the spring of 2022.



# Academics

## Proficiency-Math

YR	All Grades		Grade 3		Grade 4		Grade 5		Grade 6		Grade 7		Grade 8		Grade 11	
	Dist	State	Dist	ST	Dist	ST	Dist	ST	Dist	ST	Dist	ST	Dist	ST	Dist	ST
2013	70.9	60.2	78.9	71.5	77.6	71.3	65.9	59.1	70.0	55.9	71.4	54.3	77.1	57.3	52.7	51.5
2014	69.6	60.5	83.2	71.9	71.0	70.3	69.6	60.9	66.8	56.1	72.4	55.6	71.6	58.2	54.7	49.8
2015	71.7	60.2	80.4	70.9	73.4	70.0	66.5	59.7	74.5	57.9	70.5	55.0	76.0	58.0	60.6	48.7
2016	73.5	59.5	82.8	69.6	75.6	68.8	63.8	58.8	78.3	56.1	76.3	56.2	75.9	58.2	60.8	47.2
2017	73.6	58.7	76.9	68.1	78.0	66.8	61.8	57.1	76.0	55.5	79.2	54.9	86.2	58.2	55.3	48.4
2018	70.7	57.7	73.8	57.7	69.1	65.5	66.4	55.3	71.0	54.3	76.6	55.0	81.6	57.9	58.6	47.9
2019	66.2	55.5	66.7	66.0	67.2	64.3	56.1	52.4	73.4	50.9	69.1	52.6	77.5	55.7	53.7	45.4
2020	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2021	52.0	44.2	63.1	57.1	58.5	53.8	45.2	41.1	40.0	37.2	57.6	37.4	53.1	39.8	47.7	41.4

# Academics

## Proficiency-Reading

YR	All Grades		Grade 3		Grade 4		Grade 5		Grade 6		Grade 7		Grade 8		Grade 10	
	Dist	State	Dist	ST	Dist	ST	Dist	ST	Dist	ST	Dist	ST	Dist	ST	Dist	ST
2013	64.9	57.8	55.9	57.4	59.5	54.2	67.7	63.1	71.4	58.8	67.6	53.9	63.9	53.8	68.2	62.2
2014	68.5	59.1	71.7	58.2	52.2	55.2	76.6	66.9	70.0	60.2	71.7	55.8	67.7	55.6	67.0	60.0
2015	65.0	59.5	62.7	58.9	65.1	57.9	62.1	66.7	73.3	63.9	66.5	55.7	61.5	56.2	62.6	57.2
2016	69.1	59.9	73.1	57.5	64.5	58.4	73.0	67.7	75.5	62.3	71.7	56.7	65.3	57.3	61.5	59.1
2017	71.5	60.2	67.3	56.8	72.5	57.0	75.1	67.5	78.9	63.4	66.7	57.6	74.6	58.9	64.5	60.5
2018	69.2	60.4	64.1	56.2	62.9	56.2	77.1	67.4	73.2	64.9	74.7	58.7	67.5	59.1	62.9	59.9
2019	64.9	59.7	57.3	54.9	54.4	55.9	67.8	66.2	77.5	63.2	65.1	58.0	65.6	58.1	66.5	61.1
2020	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2021	56.3	52.5	51.5	48.5	57.2	49.3	57.7	59.4	59.0	55.0	52.6	48.6	56.0	49.7	60.4	58.3

# Academics

## Proficiency-Science

YEAR	Becker Gr. 5	State Gr. 5	Becker Gr. 8	State Gr. 8	Becker HS	State HS
2013	65.2	59.9	42.0	44.3	65.9	53.1
2014	73.8	61.4	56.8	45.4	62.9	53.4
2015	62.1	59.3	61.9	45.9	63.1	54.9
2016	68.5	61.6	61.3	47.5	69.3	55.8
2017	64.5	60.0	67.2	46.2	67.3	56.3
2018	70.7	58.7	63.7	45.7	68.5	52.9
2019	61.9	54.9	59.9	43.0	66.8	54.4
2020	N/A	N/A	N/A	N/A	N/A	N/A
2021	45.4	47.9	46.5	33.8	56.6	48.3

# Academics

## Graduation Rate



Demographic	Year	Graduated count	Graduated %
All students	2017	207	91.6%
All students	2018	206	95.4%
All students	2019	204	94.0%
All students	2020	214	95.5%
All students	2021	222	92.9%

# Academics

## Academic Course Offerings

- Visual Arts
- Business Education
- English Language Arts
- Family & Consumer Science
- Health
- Industrial Technology
- Mathematics
- Music-Band/Choir
- Physical Education
- Science
- Social Studies
- World Languages
- B.A.S.E
- 10 CIS courses
- 4 AP courses



# Staff Development

- Staff Development includes licensed staff as decision makers.
- All staff members are required to participate in various staff development.
- Annual staff development requirements include a variety of training videos
- Summer of learning
- Non-Certified staff focus on position specific development
  - Food Service
  - Clerical
  - Transportation
  - Paraprofessional





# Technology

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## Staff

- Sumre Robinson - Network Administrator
- Megan Ramola - Tech Para
- Jesseca Webster - Tech Para
- Mary Schuster - Tech Para
- Dana Millaway - Tech Para
- Jason Borgstrom - Director of Instructional Technology

## Devices:

- 3300 iPads
- 550 Computers (iMacs, Macbook Airs, Chromebooks, and Windows).
- 220 TVs and ATVs
- Access Points (placed systematically in each classroom)

# Technology

## 21-22

- 1510 new iPads, 27 iMacs, 115 Macbook Airs, and 32 Chromebooks

## Budget

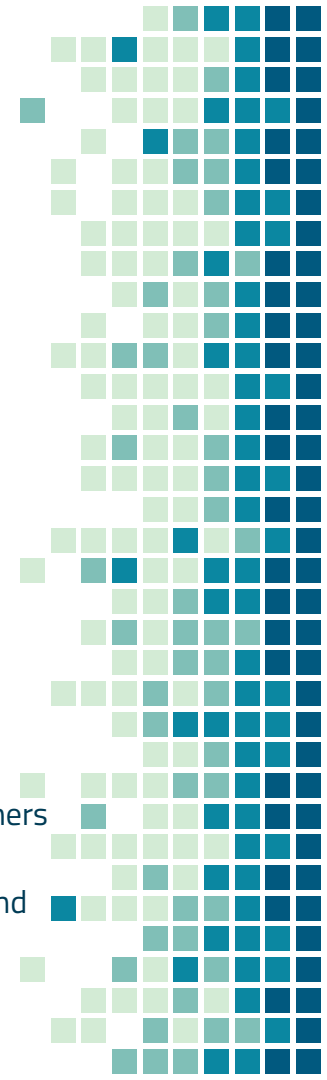
- \$476,669.00 - Technology Levy
- \$200,000.00 - Operating Capital

## 21-22

- Selling - 1,375 iPads

## Improvements

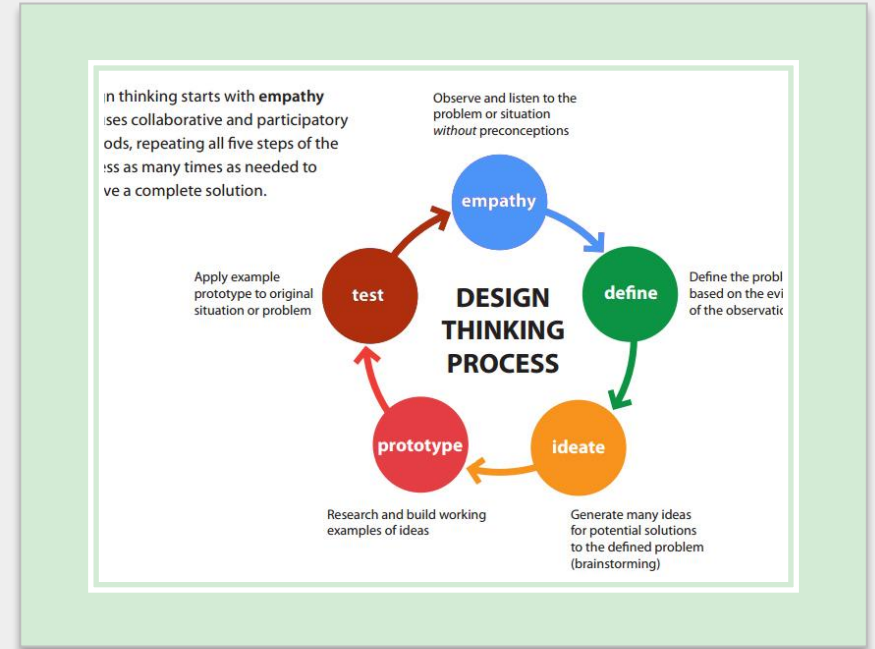
- Culture, structure, and stability of the technology department allows our technicians to support teachers successfully.
- The structure and purpose of our DLM and STAC programs fosters a safe environment for teachers and students to infuse technology leveraging the 4Cs and SAMR.  
Becker Professional Development structure (Learn, Do, Apply, and Share).



# Technology

## Improvements (continued)

- Researched-based implementation and decision making structure using a design thinking approach we adapted from the “Big Dog Challenge”.
- Classroom redesign (TVs replace projectors ((cost and quality)), iPad as the instructional device, and Apple TVs)
- Online learning journey (online PE to our partnership with NorthStar).
- Subless Classroom in the HS (the universal LMS adoption positioned us to be able to accommodate a subless classroom and distance learning).
- 66% Reduction in total number of time spent MCA testing.
- Modified our filtering solution to allow filtering at home.



# Technology

## Improvements (continued)

- K-8 Becker Codes (coding curriculum through code.org)
- Updated Digital Citizenship curriculum.
- Digital Health and Safety courses provided for families at our open houses (collaboratively with PTSA).
- All classrooms in K-5 have an enhanced audio solution.
- Transportation software support that allows students' arrivals to be monitored by parents as well as then they get on and off the bus.
- Live streaming sporting events.



# Finance

**Becker Public Schools #726  
District Revenues and Expenditures  
Actual 2020-21 Results**

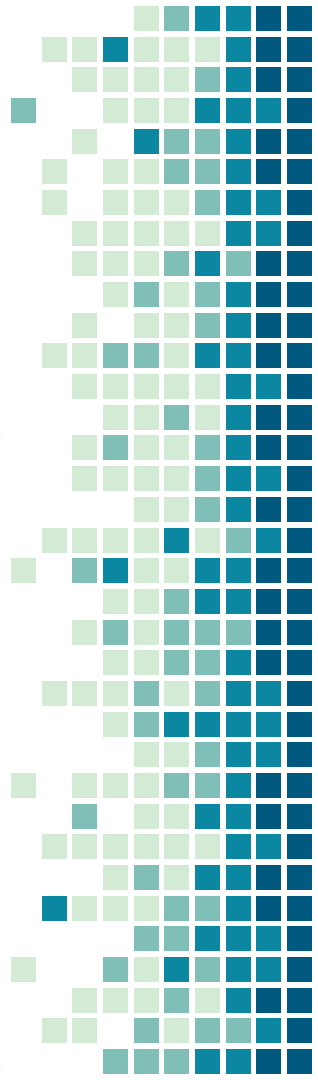
<b>Fund</b>	<b>6/30/20 Audited Fund Balance</b>	<b>Revenues &amp; Adjustments</b>	<b>Expenditures</b>	<b>Other Financing Sources</b>	<b>Variance</b>	<b>6/30/21 Audited Fund Balance</b>
<b>General Fund</b>	\$ 1,345,218	\$37,081,692	\$34,967,808	\$ 137,829	\$2,251,713	\$ 3,596,931
<b>Less: Capital Reserves</b>						
Operating Capital	\$ 22,531	\$ 1,525,609	\$ 1,759,419	\$ 248,829	\$ 15,019	\$ 37,550
Long-Term Facilities Maint	\$ 1,250	\$ 1,018,764	\$ 999,422	\$ -	\$ 19,342	\$ 20,592
<b>Total Capital Reserves</b>	\$ 23,781	\$ 2,544,373	\$ 2,758,841	\$ 248,829	\$ 34,361	\$ 58,142
Assigned Fund Balances	\$ 234,192	\$ 195,940	\$ 186,037	\$ -	\$ 9,903	\$ 244,095
Non-Spendable Fund Balances	\$ 447,815	\$ 238,988	\$ 447,815	\$ -	\$ (208,827)	\$ 238,988
<b>General Fund Unassigned</b>	\$ 639,430	\$34,102,391	\$31,575,115	\$ (111,000)	\$2,416,276	\$ 3,055,706
<b>Food Service Fund</b>	\$ 118,412	\$ 2,078,855	\$ 1,649,405	\$ -	\$ 429,450	\$ 547,862
<b>Community Service Fund</b>						
Reserved for Community Ed	\$ 21,536	\$ 799,705	\$ 818,898	\$ 36,000	\$ 16,807	\$ 38,343
Reserved for ECFE	\$ 150,717	\$ 187,962	\$ 153,303	\$ -	\$ 34,659	\$ 185,376
Reserved for School Readiness	\$ 5,833	\$ 367,843	\$ 412,824	\$ 75,000	\$ 30,019	\$ 35,852
<b>Community Service Fund</b>	\$ 178,086	\$ 1,355,510	\$ 1,385,025	\$ 111,000	\$ 81,485	\$ 259,571
<b>Debt Service Fund</b>	\$ 742,872	\$10,987,748	\$11,116,423	\$ -	\$ (128,675)	\$ 614,197
<b>Total All Funds</b>	\$ 2,384,588	\$51,503,805	\$49,118,661	\$ 248,829	\$2,633,973	\$ 5,018,561



# Finance

**Becker Public Schools #726  
District Revenues and Expenditures  
Revised 2021-22 Budget**

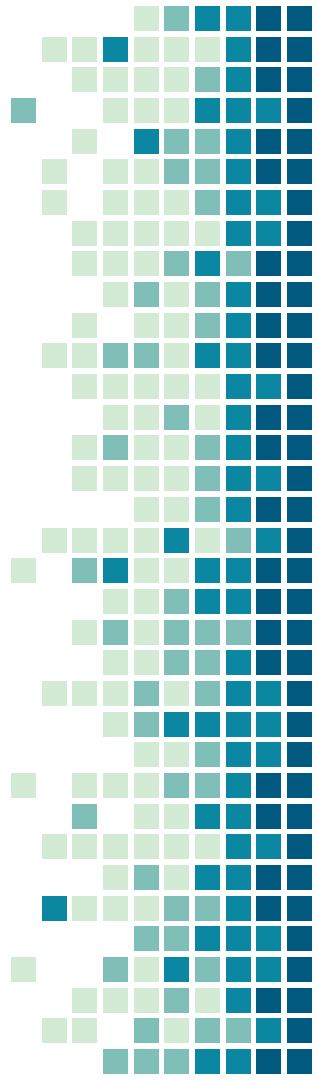
<b>Fund</b>	<b>6/30/21 Audited Fund Balance</b>	<b>Revenues</b>	<b>Expenditures</b>	<b>Other Financing Sources</b>	<b>Variance</b>	<b>6/30/22 Proj. Ending Fund Balance</b>
<b>General Fund</b>	\$ 3,596,933	\$ 37,133,635	\$ 37,071,910	\$ 229,000	\$ 290,725	\$ 3,887,658
<b>Less: Capital Reserves</b>						
Operating Capital	\$ 37,550	\$ 1,855,211	\$ 2,045,327	\$ 229,000	\$ 38,884	\$ 76,434
Long-Term Facilities Maint	\$ 20,592	\$ 1,065,442	\$ 1,018,199	\$ -	\$ 47,243	\$ 67,835
<b>Total Capital Reserves</b>	<b>\$ 58,142</b>	<b>\$ 2,920,653</b>	<b>\$ 3,063,526</b>	<b>\$ 229,000</b>	<b>\$ 86,127</b>	<b>\$ 144,269</b>
Assigned Fund Balances	\$ 244,094	\$ 250,000	\$ 250,000	\$ -	\$ -	\$ 244,094
Non-Spendable Fund Balances	\$ 238,988	\$ 238,988	\$ 238,988	\$ -	\$ -	\$ 238,988
<b>General Fund Unassigned</b>	<b>\$ 3,055,709</b>	<b>\$ 33,723,994</b>	<b>\$ 33,519,396</b>	<b>\$ -</b>	<b>\$ 204,598</b>	<b>\$ 3,260,307</b>
<b>Food Service Fund</b>	<b>\$ 547,861</b>	<b>\$ 2,227,200</b>	<b>\$ 2,079,672</b>	<b>\$ -</b>	<b>\$ 147,528</b>	<b>\$ 695,389</b>
<b>Community Service Fund</b>						
Reserved for Community Ed	\$ 38,344	\$ 946,030	\$ 958,205	\$ -	\$ (12,175)	\$ 26,169
Reserved for ECFE	\$ 185,376	\$ 191,932	\$ 205,073	\$ -	\$ (13,141)	\$ 172,235
Reserved for School Readiness	\$ 35,852	\$ 495,465	\$ 475,071	\$ -	\$ 20,394	\$ 56,246
<b>Community Service Fund</b>	<b>\$ 259,572</b>	<b>\$ 1,633,427</b>	<b>\$ 1,638,349</b>	<b>\$ -</b>	<b>\$ (4,922)</b>	<b>\$ 254,650</b>
<b>Building Construction Fund</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 3,300,000</b>	<b>\$ 44,396,000</b>	<b>\$ 41,096,000</b>	<b>\$ 41,096,000</b>
<b>Debt Service Fund</b>	<b>\$ 614,197</b>	<b>\$ 3,501,546</b>	<b>\$ 3,426,201</b>	<b>\$ -</b>	<b>\$ 75,345</b>	<b>\$ 689,542</b>
<b>Total All Funds</b>	<b>\$ 5,018,563</b>	<b>\$ 44,495,808</b>	<b>\$ 47,516,132</b>	<b>\$ 44,625,000</b>	<b>\$ 41,604,676</b>	<b>\$ 46,623,239</b>



# Finance

**Becker Public Schools #726  
District Revenues and Expenditures  
Original 2022-23 Budget**

<b>Fund</b>	<b>6/30/22 Projected Fund Balance</b>	<b>Revenues</b>	<b>Expenditures</b>	<b>Other Financing Sources</b>	<b>Variance</b>	<b>6/30/23 Projected Fund Balance</b>
<b>General Fund</b>	\$ 3,887,658	\$ 37,204,296	\$ 37,190,159	\$ -	\$ 14,137	\$ 3,901,795
<b>Less: Capital Reserves</b>						
Operating Capital	\$ 76,434	\$ 1,589,095	\$ 1,587,195	\$ -	\$ 1,900	\$ 78,334
Long-Term Facilities Maint	\$ 67,835	\$ 1,044,725	\$ 1,044,182	\$ -	\$ 543	\$ 68,378
<b>Total Capital Reserves</b>	<b>\$ 144,269</b>	<b>\$ 2,633,820</b>	<b>\$ 2,631,377</b>	<b>\$ -</b>	<b>\$ 2,443</b>	<b>\$ 146,712</b>
Assigned Fund Balances	\$ 244,094	\$ 250,000	\$ 250,000	\$ -	\$ -	\$ 244,094
Non-Spendable Fund Balances	\$ 238,988	\$ 238,988	\$ 238,988	\$ -	\$ -	\$ 238,988
<b>General Fund Unassigned</b>	<b>\$ 3,260,307</b>	<b>\$ 34,081,488</b>	<b>\$ 34,069,794</b>	<b>\$ -</b>	<b>\$ 11,694</b>	<b>\$ 3,272,001</b>
<b>Food Service Fund</b>	<b>\$ 695,389</b>	<b>\$ 1,551,000</b>	<b>\$ 1,766,912</b>	<b>\$ -</b>	<b>\$ (215,912)</b>	<b>\$ 479,477</b>
<b>Community Service Fund</b>						
Reserved for Community Ed	\$ 26,169	\$ 948,881	\$ 965,442	\$ -	\$ (16,561)	\$ 9,608
Reserved for ECFE	\$ 172,235	\$ 202,772	\$ 221,694	\$ -	\$ (18,922)	\$ 153,313
Reserved for School Readiness	\$ 56,246	\$ 451,456	\$ 456,394	\$ -	\$ (4,938)	\$ 51,308
<b>Community Service Fund</b>	<b>\$ 254,650</b>	<b>\$ 1,603,109</b>	<b>\$ 1,643,530</b>	<b>\$ -</b>	<b>\$ (40,421)</b>	<b>\$ 214,229</b>
<b>Building Construction Fund</b>	<b>\$ 41,096,000</b>	<b>\$ 300,000</b>	<b>\$ 19,700,000</b>	<b>\$ -</b>	<b>\$ (19,400,000)</b>	<b>\$ 21,696,000</b>
<b>Debt Service Fund</b>	<b>\$ 689,542</b>	<b>\$ 3,949,901</b>	<b>\$ 3,820,440</b>	<b>\$ -</b>	<b>\$ 129,461</b>	<b>\$ 819,003</b>
<b>Total All Funds</b>	<b>\$ 46,623,239</b>	<b>\$ 44,608,306</b>	<b>\$ 64,121,041</b>	<b>\$ -</b>	<b>\$ (19,512,735)</b>	<b>\$ 27,110,504</b>

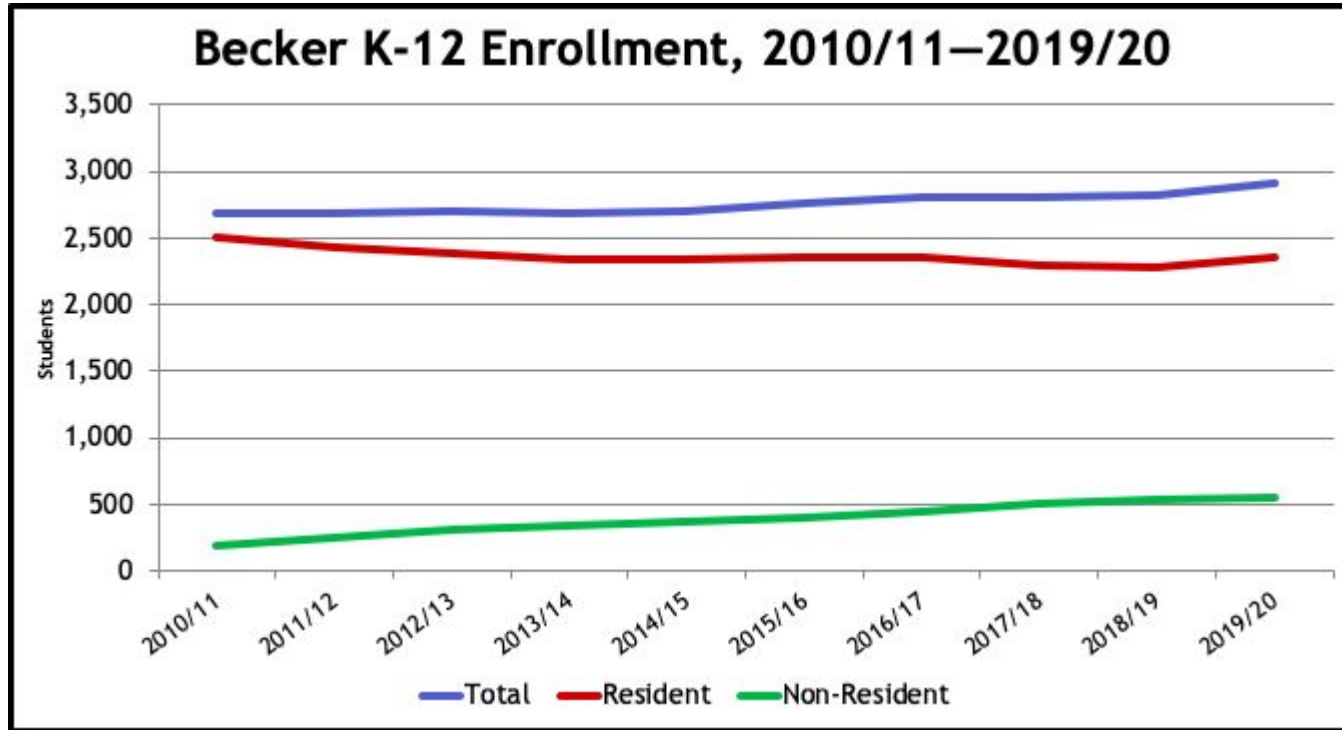


# Support Services

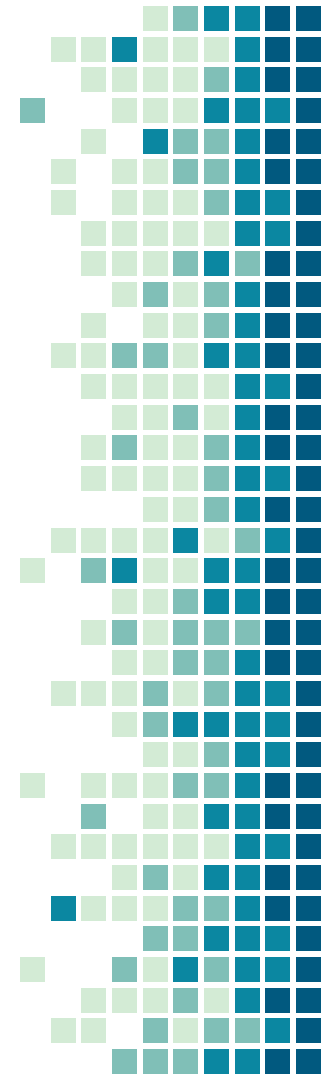
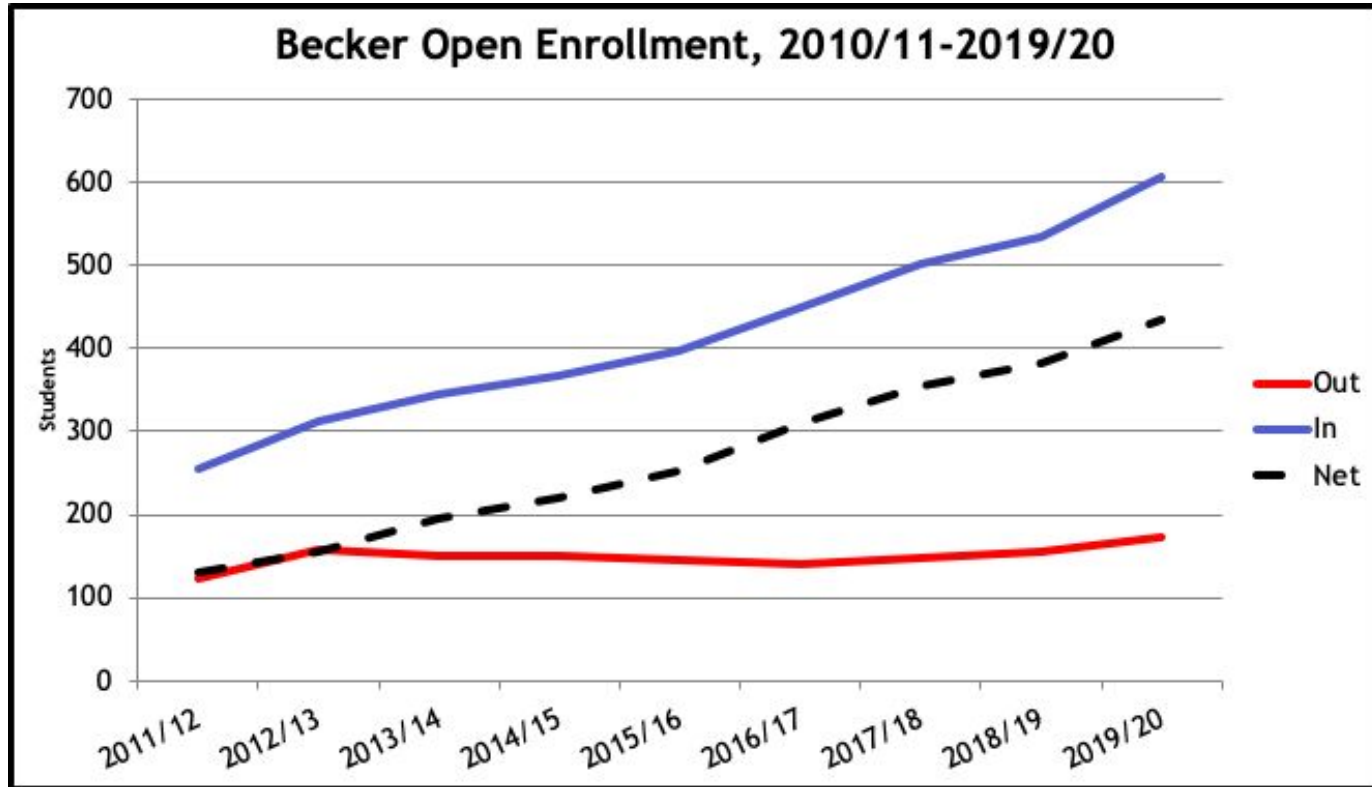
- Student Support Staff
  - 2 AP's
  - 3 Counselors
  - 6 Social Workers
  - 6 Nurses
  - 8 Secretaries
  - 1 School Liaison Officer
- Character Education
- MTSS
  - 7 Reading Interventionists
  - 3 Behavior Interventionists



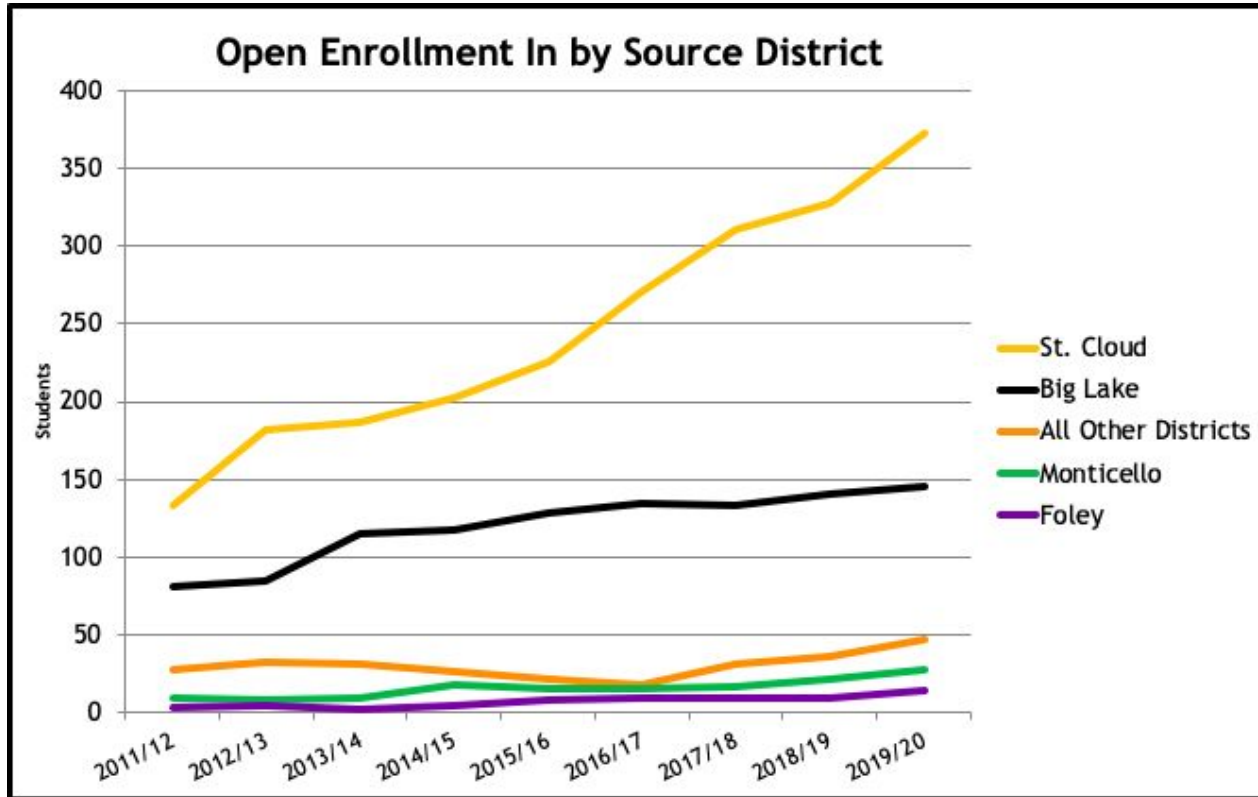
# Enrollment

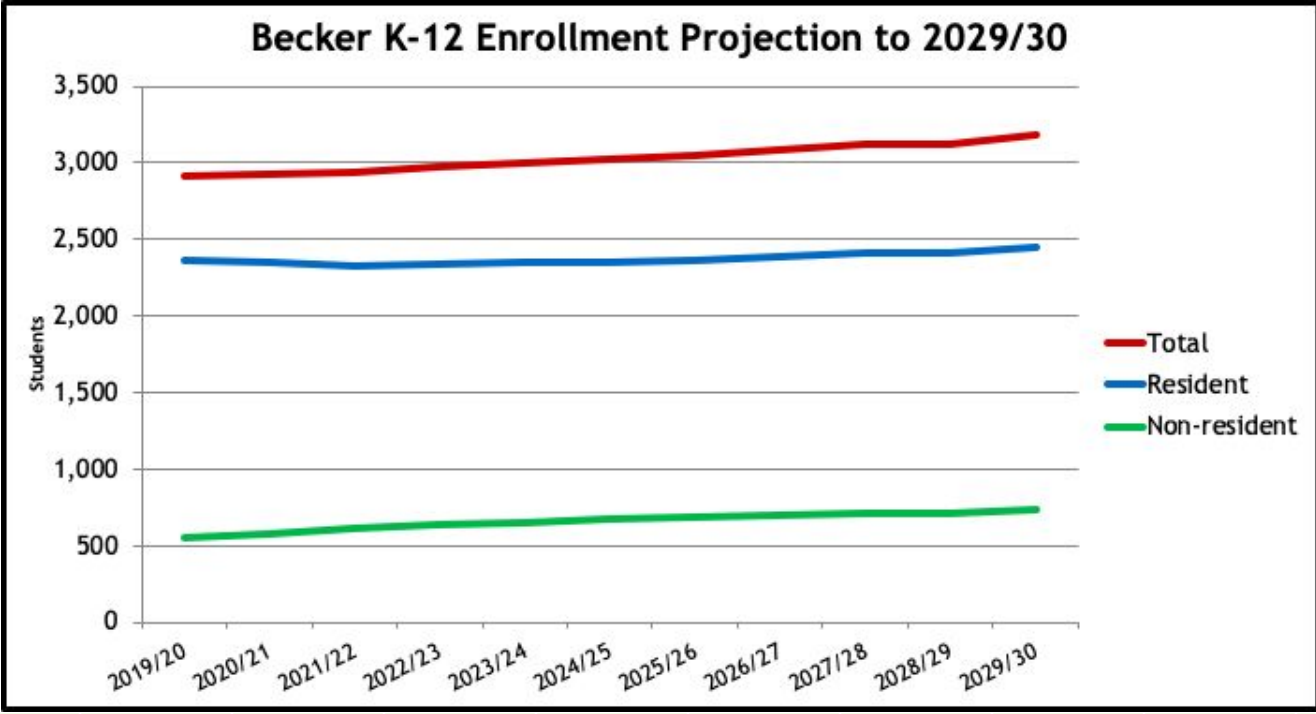


# Enrollment



# Enrollment





	2019/20	2020/21	2021/22	2022/23	2023/24	2024/25	2025/26	2026/27	2027/28	2028/29	2029/30
<b>Resident</b>	2,359	2,349	2,321	2,340	2,351	2,350	2,366	2,392	2,406	2,407	2,449
<b>Non-Res.</b>	556	582	617	636	650	671	684	694	713	714	731
<b>Total</b>	2,915	2,931	2,938	2,976	3,001	3,021	3,050	3,086	3,119	3,121	3,180

# School Demographics

- 92% White, 3.4% two or more races, 2.6% Hispanic or Latino, 1.1% Black or African American, 0.7% Asian, 0.2% American Indian or Alaskan Native
- 90% Students report “teachers care about students”
- 14.2% Free/Reduced Price Meals
- 17.5% Special Education
- 1.1% English Learner





# Becker Public Schools State of the District

Questions????