

Regular Meeting  
Monday, November 14, 2022 6:30 PM

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

## **Agenda**

1. PROCEDURAL ITEMS
  - 1.A. Call to Order
  - 1.B. Moment of Silence
  - 1.C. Pledge of Allegiance
  - 1.D. Agenda
  - 1.E. Recognition of Visitors and Public Forum
  - 1.F. Presentations
2. REPORTS
  - 2.A. Student Report
  - 2.B. Superintendent's Report
  - 2.C. Committee Reports
  - 2.D. Board & Administrator
3. CONSENT AGENDA
  - 3.A. Minutes
  - 3.B. Financial Report
  - 3.C. Disbursements
  - 3.D. Personnel
4. GIFTS
5. CANVASS NOVEMBER 8, 2022 GENERAL & SPECIAL ELECTION RESULTS
6. FIRST READING
7. COMMUNICATION PLAN
8. ADJOURN



ISD #726  
Becker Public Schools

**CS**  
Weekly Update

Nov 10, 2022

### ***Transportation Building***

**Week Ending Nov 11<sup>th</sup>, 2022**

- Area Steel structure Set
- Area B Steel Starts
- Site meeting with Sumre and Midco
- Sub Grade prepping for Aprons

**Steel erection progress on Area A and starting on B**



**Temporary Power set up and Connexus was out to the site to prepare for Transformer**



**Week Ending Nov 17<sup>th</sup>, 2022**

- Apron prep work and pours
- Fire Protection Rebid
- Area B steel continues
- Road and parking sitework continues



ISD #726  
Becker Public Schools

**CS**  
Weekly Update

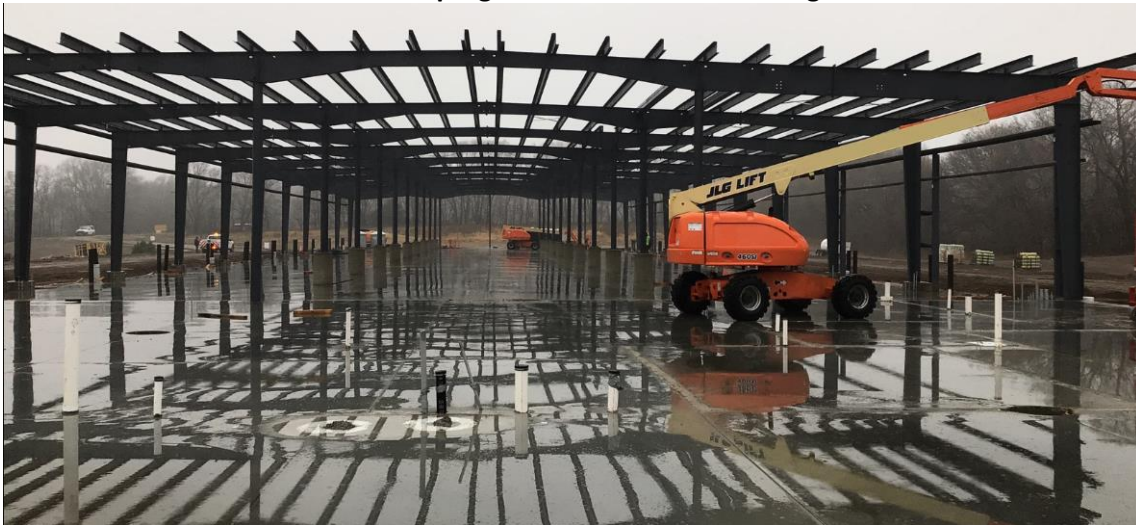
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# Board & Administrator

## FOR SCHOOL BOARD MEMBERS

November 2022 Vol. 36, No. 7

### **Train board members to watch what they do, say in public**

A school board should train new board members to think before they speak in a public setting. If a new board member says the wrong thing, the board may end up having to devote time to issuing apologies and explanations. But more importantly, a board member's hurtful or inflammatory comment can erode public trust.

This past August, a new board member appeared to derogate LGBTQ students and students who use wheelchairs in a town hall meeting. Her comments were shared on social media. The result was that the board issued public apologies for the comments and disavowed them.

One parent of a student who uses a wheelchair believed the board member was referring to her child. This raises another issue: if a board member says something critical about one student, parents may perceive the comment more globally. In the above situation, for example, the comment could cause parents of students with

disabilities to lose trust in the district's special education program. Or, parents might start wondering whether the district is really providing their child services and whether the district is genuinely seeking to meet its obligations under the law. The result can be friction between parents and staff, due process complaints, Office for Civil Rights investigations, and even costly litigation.

It's not always easy for a board member to know in the moment that a comment may be insensitive or hit a nerve. For that reason, training should cover, and board members should emphasize to new members, that they don't stop being a member of the board when they step into a restaurant, go to an interview, or type something on social media.

Some training topics might include: 1) abusive or foul language; 2) the social media policy; 3) the Family Educational Rights and Privacy Act. ■

### **Know your (financial) strengths and weaknesses**

Being a school board member comes with a variety of responsibilities, including maintaining — and hopefully improving — the district's financial health.

School boards have an obligation to keep the district's finances on track. That can be especially tough as sign-on bonuses, pay raises, and other financial incentives are proposed to get — and keep — top talent. However, a school board failing to

consider the district's long-term financial goals will enter a minefield.

When pressure is mounting to increase salaries, renovate campuses, or purchase textbooks, take a hard look at what the costs really mean for the district. A district may be able to afford those expenditures now, but what happens if enrollment declines? Are the benefits of delaying renovations outweighed by the costs of operating inefficient buildings?

### What is the proactive school board to do?

When in doubt, the best course of action may be to seek out the experts. Consultant firms can help school boards analyze their current financial health. They can also forecast projections showing a range of outcomes and options. Even if you think the district is on track, a second opinion will show areas that can be improved. Moreover, referring to analysts' reports during your meetings can help others understand your rationale, particularly if you are advancing an unpopular opinion. Speak with your superintendent and see if they would like to be involved in this process as well.

Board members who lack the financial fluency to follow the projections can seek financial training. What good is all this data if you don't understand how to interpret it? These consultant firms can point you in the right direction. You might also find that other board members want to join you.

Those who have deeper financial literacy or a strong financial background can best help their district by coming to the meetings prepared. Know what the spreadsheets say. Know what the projections mean, and be ready to articulate your interpretation of those numbers. ■

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## Look inward to examine potential causes of staffing woes

School boards dealing with issues such as high staff turnover, teacher strikes, and frequent searches for new superintendents may want to consider whether they're setting the right tone for their districts.

Although the board does not supervise district employees, it does supervise the district's superintendent — the individual responsible for managing day-to-day operations. This means that any difficulties between the superintendent and board members (or within the board itself) can affect the "climate" of the district as a whole and impede the district's ability to attract and retain qualified personnel.

That's not to say that all of a district's problems can be blamed on the board's "culture." Some factors, such as economic conditions or natural disasters, are beyond the board's control. Still, board members may want to think about how their relationships with the superintendent and each other might be affecting employee morale. School boards currently dealing with internal strife should:

- **Be honest about shortcomings.** Self-reflection can be difficult, especially when individuals need to

consider how their own actions may have strained their professional relationships. Board members should be willing to work on any personal issues, such as communication style, that might affect board culture or climate.

- **Discuss solutions as group.** School boards need buy-in from all affected individuals to reform the board's culture. Make sure each board member has the opportunity to provide input on the changes they'd like to see, and be sure to document any resulting changes in the board's practices or policies.

- **Consider need for consultant.** Some boards may want to have an outside agency offer an objective opinion on the source of their difficulties. For example, the board of trustees for the Clark County (NV) School District voted to commission a "culture and climate" study following a highly publicized dispute over the superintendent's continued employment. While such arrangements may not be necessary in all cases, school boards with a lengthy history of strained relationships might find an outsider's perspective helpful. ■

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## Respect board meeting start, end times

Are you struggling to get along with other board members? One way to develop and maintain a positive relationship with your board colleagues is to be mindful of the ways you indirectly communicate with others. For example, being tardy to board meetings or leaving meetings early

may convey to other board members that you don't respect their time or that board meetings aren't important to you. To avoid leaving this impression, arrive to each board meeting on time and only leave after the meeting has officially concluded. ■

Vice Chair Robinson called the regular meeting of the School Board of District #726 to order on the 10th day of October, 2022 at 6:30 p.m. in the Teaching & Learning Center.

**Roll Call.**

**Members present:** Troy Berning, Aaron Jurek, Ryan Obermoller, Connie Robinson, Pete Weismann

**Members absent:** Mark Swanson

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

**CITIZEN COMMENTS:** None

**PRESENTATION:** Principals Dave Kreft & Chantel Boyer with Assistant Principals Brian Baloun & Ted Aleckson provided behavior data from the 21-22 school year.

**REPORTS:** Student Representative, Superintendent Schmidt, Director Berning (Facilities Committee Meeting), Director of Curriculum & Instruction, Carla Nolan (Curriculum Committee Meeting)

**SUMMARY OF CLOSED SESSION FROM 9/12/22 SCHOOL BOARD MEETING:** A school board may close a meeting to evaluate the performance of an individual who is subject to its authority.

Motion by Ryan Obermoller, seconded by Aaron Jurek, to *Approve the Consent Agenda* as presented.

Motion carried unanimously.

**CONSENT AGENDA**

**MINUTES FROM THE AUGUST 23, 2022 SPECIAL BOARD MEETING**

**MINUTES FROM THE SEPTEMBER 12, 2022 REGULAR BOARD MEETING**

**FINANCIAL REPORT**

**EXPENDITURES**

Fund	2022-23	August 2022	2022-23	Remaining	%
	Budget		Year-to-Date	Budget	Spent
General	37,190,159	1,033,093	1,691,728	35,498,431	4.55%
Food Service	1,766,912	12,973	38,728	1,728,184	2.19%
Community Service	1,643,530	131,630	179,000	1,464,530	10.89%
Debt Service	3,820,440	-	381,095	3,439,345	9.98%
	<b>\$ 44,421,041</b>	<b>\$ 1,177,696</b>	<b>\$ 2,290,551</b>	<b>\$ 42,130,490</b>	<b>5.16%</b>

**DISBURSEMENTS** – in the amount of \$3,112,515.16

**PERSONNEL**

Name	Status	Job Title	Location	Hrs Per Day/FTE	Group	Replacing	Effective	Wage
Bass, Sarah	Resignation	Special Education Paraprofessional	PS	6.5 Hours Per Day	MultiUnit	n/a	9/15/2022	n/a
Brozynski, Shelley	Resignation	Food Service Worker	MS	2 Hours, 20 Min Per Day	NonUnion	n/a	9/15/2022	n/a
Engelhaupt, Barbie	New (Re-Hire)	Health Assistant	IS	7 Hours Per Day	MultiUnit	B. Engelhaupt	10/10/2022	\$20.30 Per Hour
Frandsen, Tara	Resignation	Special Education Paraprofessional	MS	7.5 Hours Per Day	MultiUnit	n/a	08/15/22	n/a
Hennessey, Kristi	Resignation	MTSS Paraprofessional	MS	2 Hours Per Day	MultiUnit	n/a	6/6/2022	n/a
Higdon, Roger	New	AM/PM Bus Driver	Bus Garage	3.5 Hours Per Day	Transportation	n/a	9/22/22	\$38.81 Per Route
Jassmann, Krista	Resignation	Special Education Paraprofessional	PS	6.5 Hours Per Day	MultiUnit	n/a	9/29/22	n/a
Klaphake, Melisa	New	Food Service Worker	HS	2.5 Hours Per Day	NonUnion	J. Klatt	09/26/2022	\$15.00 Per Hour
Klatt, Jaime	Resignation	Food Service Worker	HS	2.5 Hours Per day	NonUnion	n/a	9/16/22	n/a
Klatt, Jaime	New	Special Education Paraprofessional	HS	7 Hours Per Day	MultiUnit	n/a	09/19/22	\$18.08
Klatt, Jaime	Resignation	Special Education Paraprofessional	HS	7 Hours Per Day	MultiUnit	n/a	10/07/22	n/a
Knudsen, Eric	New	Custodian	HS	8 Hours Per day	MultiUnit	A. Kittleson	09/26/22	\$17.50 Per Hour

Kottke, Maria	New	Special Education Paraprofessional	PS	6.75 Hours Per Day	MultiUnit	S. Bass	9/26/2022	\$17.34 Per Hour
Kottke, Maria	New	Special Education Paraprofessional	HS	7 Hours Per Day	MultiUnit	J. Vanvoorhis	08/29/22	\$17.34 Per Hour
Kottke, Maria	Resignation	Special Education Paraprofessional	HS	7 Hours Per day	MultiUnit	n/a	09/05/22	n/a
Kragerud, Randy	Resignation	9th Grade Boys Basketball Coach	HS	Seasonal	BEA - Schedule C	n/a	09/27/22	n/a
Nelson, Jennifer	New Assignment	Lead Cook (was Asst. Cook / Lead Cook)	PS	6.75 Hours Per Day	MultiUnit	n/a	09/06/22	\$19.42 Per Hour
Olson, Dan	Resignation	Head Speech Coach	HS	Seasonal	BEA - Schedule C	n/a	9/20/22	n/a
Pingrey, Penny	New	Musical Co-Director	HS	Seasonal	BEA - Schedule C	n/a	9/15/2022	\$1,667 Per Season
Prom, Daniel	New	Freeplay Supervisor	PS	3.5 Hours Per Day	MultiUnit	S. Anderson	9/26/2022	\$17.34 Per Hour
Radunz, Nick	New	Weighroom Supervisor	HS	Seasonal	BEA - Schedule C	D. Bjornstad	8/17/22	\$2,500 Per Season
Rowley, Angie	New Assignment	Lead Cook (was Asst. Cook / Lead Cook)	HS	6.75 Hours Per Day	MultiUnit	n/a	9/6/22	\$20.90 Per Hour
Schaapveld, Susan	New	Special Education Paraprofessional	PS	6.75 Hours Per Day	MultiUnit	n/a	09/26/22	\$17.34 Per Hour
Schulz, Jackie	New	Art Teacher - Long-Term Substitute	MS	1 FTE	BEA	A. Lewandowski	9/26/22 - 12/22/22	BA Lane / Step 13: \$337.28 Per Day
Stevens, Alyssa	Resignation	9th Grade Girls Basketball Coach	HS	Seasonal	BEA - Schedule C	n/a	05/18/22	n/a
Vee, Melissa	New	Health Assistant	MS	7 Hours Per Day	MultiUnit	J. Johnson	10/10/22	\$25.61 Per Hour
Wilke, Doug	Resignation	Custodian	HS	8 Hours Per Day	MultiUnit	n/a	9/20/22	n/a

Zahler, Stacy	Additional Assignment	Camp Opportunity Lead	Camp Opportunity	2.5 Hours Per Day, Mon/Fri	Camp Opportunity	n/a	10/03/22	\$16.03 Per Hour
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**EARLY CHILDHOOD LICENSED STAFF HOURS - FY23**

<b>Role:</b>	SR Tchr	SW Tchr	ECFE Tchr	ECS	SR/SW Conf	Conf Report	Home Visit	Lesson Plan	PLC Mtgs	W.S. Set Up	Moms Dads	<b>Total Annual Hours</b>
<b>Budget Code:</b>	582	582	580	583	582	582	580	582	582	580/582	580	
Cinda Louden	649	-	9	33	36	18	-	6	18	34	-	<b>803</b>
Beth Soenneker	551	-	-	33	18	9	-	6	18	28	-	<b>663</b>
Melissa Dumonceaux	1091	-	-	33	36	18	-	6	18	36	30	<b>1268</b>
Kim Barth	1091	-	-	44	44	22	-	6	18	41	-	<b>1266</b>
Alysha Hartkopf	762	-	38	-	50	25	-	6	18	41	-	<b>940</b>
Nichole Stenberg	221	-	99	-	18	9	-	-	18	28	-	<b>393</b>
Trista Robak	-	1084	38	-	40	20	-	18	18	47	-	<b>1265</b>
Melissa Johnson	-	-	113	-	-	-	-	-	4	15	-	<b>132</b>
Melisa Tenvoorde	-	-	62	-	-	-	-	4	4	16	-	<b>86</b>
Cynthia Graham	-	-	150	-	-	-	-	4	4	18	-	<b>176</b>

**Becker Early Childhood Para Hours 2022-2023**

- Tammy Bergsten SR para **477.75** hours (147 days x 3.25)  
Workshop Week Hours **9**
- Jill Cook SW para **477.75** hours (147 days x 3.25)  
SW prep para **58** (29 days x 2)  
Admin Assist **624** (8 hrs ECFE + 8 hrs SR/wk x 39 wks)  
ECFE/SR summer hours **70**  
Plus MARSS assistant DO budget
- Laura Garding SR para **477.75** hours (147 days x 3.25)  
ECS **135** hours (annual estimate)  
ECFE para prep (approximately **30** hours)  
Workshop Week Hours **9**  
Plus ECSE hours from PS budget (4.25 hours/day x 150=**637.5**)
- Kelsey Berthiaume ECFE para **585** hours (15 hours/week x 39) \*Holiday  
ECFE summer hours **45**  
Plus ECSE hours from PS budget (4.75 hours/day x 137=**650.75**)\*
- Traci Gustafson SR Literacy Interventionist **1007.5** hours (155 days x 6.5)  
Workshop Week Hours **7**
- Alysha Hartkopf ECFE para prep/events **58** (estimated 2 hours per week/29 weeks)  
ECS para **44** (5.5 hours x 8 days)
- Kristin Imholte SR para **949** (146 days x 6.5)  
ECS para **44** (5.5 hours x 8 days)  
ECFE Event hours **20**  
Workshop Week Hours **9**
- Rebecca Lardy ECFE prep para **96** (estimated 3 hours/32 weeks)  
SW para **81.25** (3.25 x 25 days)  
Summer ECFE Prep/Updates **8** hours  
Workshop Week Hours **9**  
Plus ECSE am hours from PS budget (3.5 hours/day x 91= **318.5**)  
ECSE pm hours from PS budget (4.75 hours/day x 137=**650.75**) \*
- Brenda Lundorff SR para **949** (146 days x 6.5)  
Workshop Week Hours **9**
- Shari Villeneuve SR para **468** hours (144 days x 3.25)  
Workshop Week Hours **9**  
Plus ECSE hours PS budget (3.75hours/day x 147=**551.25**)
- Misty Trombley ECSE hours from PS budget (3.50hours/day x 88=**308**)  
SR para **468** hours (144 days x 3.25)  
Workshop Week Hours **9**
- Melissa Aeshlman SW para **191.75** (59 classes x 3.25)  
Workshop Week Hours **9**

Paid Holidays are not reflected in the above hours unless \* is noted.

Motion by Troy Berning, seconded by Aaron Jurek to **Table the Communication Plan** until the next regular school board meeting. Motion carried unanimously.

Motion by Ryan Obermoller, seconded by Troy Berning, to **Accept the Following Gifts:**

Becker Band Booster Club Inc.	\$3,258	HS Band
Becker Robotics Booster Club	\$959.62	Robotics
Becker Robotics Booster Club	\$9,485	Robotics

Becker Screen Print	\$100	Dance
Beckers Lions Club	\$900	Middle School
Bogart, Pederson & Associates	\$750	Dance
Country Lumber	\$250	Dance
Dylan's Hope	\$15,000	Mental Health Support
H.O.P.E Stables LLC	\$100	Dance
Healing Heartbeats Thru Hoofbeats LLC	\$100	Dance
Hubbard Electric	\$250	Dance
Northern Metal	\$525	Dance
Sherburne State Bank	\$100	Dance
TJ Potter Trucking	\$250	Dance

Motion carried unanimously.

Motion by Aaron Jurek, seconded by Troy Berning, to *Approve the Following Policy Recommendations.*

- 416      **Drug & Alcohol Testing**
- 418      **Drug Free Workplace / Drug Free Schools**
- 515      **Protection and Privacy of Pupil Records**

Motion carried unanimously.

Motion by Ryan Obermoller, seconded by Pete Weismann, to *Approve a Transfer of \$10,000 to Early Childhood Screening from the General Fund* (retroactive to June 30). Motion carried unanimously.

Motion by Aaron Jurek, seconded by Troy Berning, to *Approve Intermediate School Additions and Renovations Recommendation*, as presented. Motion carried unanimously.

The meeting was **adjourned** at 7:38 p.m.

Mark Swanson, Chair

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Ryan Obermoller, Clerk

Recorder: Angela Oswald

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

**EXPENDITURES**

<b>Fund</b>	<b>2022-23 Budget</b>	<b>October 2022</b>	<b>2022-23 Year-to-Date</b>	<b>Remaining Budget</b>	<b>% Spent</b>
General	37,190,159	3,192,805	8,484,745	28,705,414	22.81%
Food Service	1,766,912	313,354	427,055	1,339,857	24.17%
Community Service	1,643,530	147,284	442,153	1,201,377	26.90%
Debt Service	3,820,440	-	381,095	3,439,345	9.98%
	<b>\$ 44,421,041</b>	<b>\$ 3,653,443</b>	<b>\$ 9,735,048</b>	<b>\$ 34,685,993</b>	<b>21.92%</b>

Name	Status	Job Title	Location	Hrs Per Day/FTE	Group	Replacing	Effective	Wage
Anderson, Hannah	Resignation	Camp Opportunity Lead	Camp Opportunity	Average 20 Hours Per Week	Community Education	n/a	11/7/22	n/a
Arrigoni, Ruth	New Assignment	Asst. Cook	PS	4 Hours, 15 Min Per Day	MultiUnit	D. Rose	10/6/22	\$18.75 + .50 = \$19.25 Per Hour
Bass, Gerry	New	9th Grade Girls Basketball Coach	HS	Seasonal	BEA - Schedule C	A. Stevens	11/14/22	\$3,431 Per Season
Beck, Susan	Resignation	Food Service Worker	MS	2 Hours, 20 Min Per Day	NonUnion	n/a	10/28/22	n/a
Beeler, Alyssa	New	Special Education Paraprofessional	MS	7 Hours Per Day	MultiUnit	n/a	10/18/22	\$17.34 Per Hour
Boyer, Isaac	Resignation	Field House Supervisor	MS	Varied	Community Education	n/a	11/2/2022	n/a
Brandt, Julie	Resignation	Administrative Assistant to Principal	MS	8 Hours Per Day	MultiUnit	n/a	11/28/2022	n/a
Bring, David	New	Bus Driver AM/PM	Bus Garage	3.5 Hours Per Day	Transportation	B. Condon	10/14/2022	\$38.81 Per Route
Engelhaupt, Barbie	Correction to Start Date	Health Asst.	IS	7 Hours Per Day	MultiUnit	n/a	10/17/22	\$20.30 Per Hour
Falde, Hanna	Resignation	Food Service Worker	MS	2 Hours, 20 Min Per Day	NonUnion	n/a	11/1/22	n/a
Fox, Lance	Resignation	Golf Coach	MS	Seasonal	BEA - Schedule C	n/a	06/29/22	n/a
Frandsen, Tara	New Assignment	Media Center Paraprofessional	HS	7.5 Hours Per Day	MultiUnit	J. Wensmann	8/29/22	Use Current Wage
Gervasi, Heather	Increase in Hours	Administrative Assistant: Counseling Office	HS	1 Hour Per Day	MultiUnit	n/a	11/1/22	Use Current Wage
Hemze, Crystal	Increase in Hours	Food Service Worker	HS	M/W/F: 30 Min T/TH: 45 Min	MultiUnit	n/a	10/24/22	Use Current Wage
Hoekstra, Robert	New	9th Grade Boys Basketball Coach	HS	Seasonal	BEA - Schedule C	R. Kragerud	11/21/22	\$3,431 Per Season
Johnson, Sondra	Change in Assignment	Special Education Paraprofessional	HS	7 Hours Per Day	MultiUnit	n/a	10/24/22	Use Current Wage
Kolbinger, Jackie	Resignation	Night Lead Custodian	PS	8 Hours Per Day	MultiUnit	n/a	10/28/22	n/a
Kolbinger, Jackie	New Assignment	Night Custodian	HS	8 Hours Per Day	MultiUnit	A. Kittleson	10/31/22	\$25.77 Per Hour
Kottke, Maria	Resignation	Special Education Paraprofessional	PS	6.75 Hours Per Day	MultiUnit	n/a	10/5/22	n/a
Martin, Kristin	New Assignment	Cashier	IS	3 Hours Per Day	MultiUnit	n/a	10/4/22	\$17.50 Per Hour
Middleton, Alexis	New	Bus Driver AM/PM	Bus Garage	3.5 Hours Per Day	Transportation	n/a	10/17/2022	\$38.62 Per Route
Mills, Samantha	Decrease in Hours	Camp Opportunity	Camp Opportunity	8 Hours Per Week	Community Education	n/a	10/05/22	n/a
Mills, Samantha	Decrease in Hours	Camp Opportunity	Camp Opportunity	16 Hours Per Week	Community Education	n/a	10/24/22	n/a
Nicolas, Melissa	End of Assignment	District P.R.	HS	Seasonal	Community Education	n/a	End of 21-22 School Year	n/a
O'Neill, Jesse	Increase in Hours	Administrative Assistant: Activities Dept.	HS	1 Hour Per Day	MultiUnit	n/a	11/01/22	Use Current Wage
Offerdahl, Denise	Resignation	SLD Teacher	IS	1 FTE	BEA	n/a	10/19/22	n/a
Osborne, Emily	Extracurricular Assignment	Head Speech Coach	HS	Seasonal	BEA - Schedule C	D. Olson	12/12/2022	\$3,772 Per Season

Peterson, Heather	Resignation	Asst. Gymnastics Coach	HS	Seasonal	BEA - Schedule C	n/a	4/29/2022	n/a
Rasmussen, Austin	New	Wrestling Coach	MS	Seasonal	BEA - Schedule C	D. Sommerdorf	11/21/22	\$2,285 Per Season
Rusley, Betsy	New	Special Education Paraprofessional	PS	6.75 Hours Per Day	MultiUnit	M. Kottke	10/10/22	\$17.34 Per Hour
Schendzielos, Elle	New	Camp Opportunity	Camp Opportunity	4 Hours Per Day	Community Education	n/a	10/14/22	\$14.41 Per Hour
Tegels, Tami	Resignation	Food Service Worker	IS		NonUnion	n/a	10/28/22	n/a
Thiel, Elizabeth	Resignation	District Custodian	IS/PS	8 Hours Per Day	MultiUnit	n/a	11/30/22	n/a
Vealezek, Jessica	New	Public Relations, Communications, Marketing Specialist	District Office	Up to 20 Hours Per Week	Individual	n/a	11/1/22	\$30.00 Per Hour
Vekved, Mariah	New Assignment	Health Asst.	HS	7 Hours Per Day	MultiUnit	S. Johnson	10/24/22	Use Current Wage
Vilmo, Justine	New	Asst. Gymnastics Coach	HS	Seasonal	BEA - Schedule C	H. Peterson	11/14/22	\$3,782 Per Season
Weir, Denise	New	Food Service Worker	MS	2.5 Hours Per Day	NonUnion	S. Beck	11/14/22	\$15.00 Per Hour
Weller, Lisa	New	Paraprofessional	IS	6.75 Hours Per day	MultiUnit	n/a	10/24/22	\$17.34 Per Hour
Wiedewitsch, Chantel	New	Special Education Paraprofessional	PS	6.75 Hours Per Day	MultiUnit	K. Jassmann	10/6/22	\$17.34 Per Hour
Wipper, Karen	Resignation	Van Driver	Bus Garage	4 Hours Per day	Transportation	n/a	10/21/2022	n/a
Wipper, Karen	Change in Assignment	Special Education Paraprofessional	HS	7 Hours Per Day	MultiUnit	n/a	10/24/2022	\$17.34 Per Hour

BECKER LIONS CLUB	\$1,000
CLEAR LAKE LIONS CLUB	\$750
CLEAR LAKE LIONS CLUB	\$2,000
CLEAR LAKE LIONS CLUB	\$10,000
COONTS, JEFF & JULIE	\$100
LDI (LIBERTY DIVERSIFIED INT'L)	\$5,000
MAIN STREET MARKET	\$100
MS MELINDAS DANCE STUDIO INC	\$250
PMMI EDUCATION & TRAINING FOUNDATION	\$2,000

B3- BUILDING BETTER BULLDOGS
B3- BUILDING BETTER BULLDOGS
DANCE TEAM
ROBOTICS
DANCE TEAM
2022-2023 GRANT
DANCE TEAM
DANCE TEAM
ROBOTICS

## Results for Selected Contests in School District No. 726 - BECKER

School Board Member (ISD #726) (Elect 3) <a href="#">Results By Precinct</a>				6 precincts in contest. 6 of 6 precincts reported.	
Party	Candidate		Totals	Pct	Graph
	Nonpartisan	Pete Weismann	2,063	17.84%	<div style="width: 17.84%;"></div>
	Nonpartisan	Keri Rickard	1,312	11.35%	<div style="width: 11.35%;"></div>
	Nonpartisan	Sarah Colford	1,165	10.08%	<div style="width: 10.08%;"></div>
	Nonpartisan	Renee Regel	732	6.33%	<div style="width: 6.33%;"></div>
	Nonpartisan	Nathan Koubsky	1,363	11.79%	<div style="width: 11.79%;"></div>
	Nonpartisan	Corey Stanger	2,402	20.77%	<div style="width: 20.77%;"></div>
	Nonpartisan	Aaron Jurek	2,453	21.22%	<div style="width: 21.22%;"></div>
	WRITE-IN	WRITE-IN	72	0.62%	
Special Election for School Board Member (ISD #726) (Elect 2) <a href="#">Results By Precinct</a>				6 precincts in contest. 6 of 6 precincts reported.	
Party	Candidate		Totals	Pct	Graph
	Nonpartisan	Troy Berning	2,135	30.69%	<div style="width: 30.69%;"></div>
	Nonpartisan	Carla Berger	1,790	25.73%	<div style="width: 25.73%;"></div>
	Nonpartisan	Ryan Hubbard	3,001	43.14%	<div style="width: 43.14%;"></div>
	WRITE-IN	WRITE-IN	31	0.45%	

Adopted: \_\_\_\_\_

MSBA/MASA Model Policy 722

Orig. 2017

Revised: \_\_\_\_\_

Rev. 2022

## **722 PUBLIC DATA AND DATA SUBJECT REQUESTS**

***[Note: School districts are required by statute to establish procedures consistent with the Minnesota Government Data Practices Act for public data requests and data subject requests.]***

### **I. PURPOSE**

The school district recognizes its responsibility relative to the collection, maintenance, and dissemination of public data as provided in state statutes.

### **II. GENERAL STATEMENT OF POLICY**

The school district will comply with the requirements of the Minnesota Government Data Practices Act, Minnesota Statutes chapter 13 (MGDPA), and Minnesota Rules parts 1205.0100-1205.2000 in responding to requests for public data.

### **III. DEFINITIONS**

#### **A. Confidential Data on Individuals**

Data made not public by statute or federal law applicable to the data and are inaccessible to the individual subject of those data.

#### **B. Data on Individuals**

All government data in which any individual is or can be identified as the subject of that data, unless the appearance of the name or other identifying data can be clearly demonstrated to be only incidental to the data and the data are not accessed by the name or other identifying data of any individual.

#### **C. Data Practices Compliance Officer**

The data practices compliance official is the designated employee of the school district to whom persons may direct questions or concerns regarding problems in obtaining access to data or other data practices problems. The responsible authority may be the data practices compliance official.

#### **D. Government Data**

All data collected, created, received, maintained or disseminated by any government entity regardless of its physical form, storage media or conditions of use.

#### **E. Individual**

"Individual" means a natural person. In the case of a minor or an incapacitated person as defined in Minnesota Statutes section 524.5-102, subdivision 6, "individual" includes a parent or guardian or an individual acting as a parent or guardian in the absence of a parent or guardian, except that the responsible authority shall withhold data from parents or guardians, or individuals acting as parents or guardians in the absence of parents or guardians, upon request by the minor if the responsible authority determines that withholding the data would be in the best interest of the minor.

F. Inspection

“Inspection” means the visual inspection of paper and similar types of government data. Inspection does not include printing copies by the school district, unless printing a copy is the only method to provide for inspection of the data. For data stored in electronic form and made available in electronic form on a remote access basis to the public by the school district, inspection includes remote access to the data by the public and the ability to print copies of or download the data on the public’s own computer equipment.

G. Not Public Data

Any government data classified by statute, federal law, or temporary classification as confidential, private, nonpublic, or protected nonpublic.

H. Nonpublic Data

Data not on individuals made by statute or federal law applicable to the data: (a) not accessible to the public; and (b) accessible to the subject, if any, of the data.

I. Private Data on Individuals

Data made by statute or federal law applicable to the data: (a) not public; and (b) accessible to the individual subject of those data.

J. Protected Nonpublic Data

Data not on individuals made by statute or federal law applicable to the data (a) not public and (b) not accessible to the subject of the data.

K. Public Data

All government data collected, created, received, maintained, or disseminated by the school district, unless classified by statute, temporary classification pursuant to statute, or federal law, as nonpublic or protected nonpublic; or, with respect to data on individuals, as private or confidential.

L. Public Data Not on Individuals

Data accessible to the public pursuant to Minnesota Statutes section 13.03.

M. Public Data on Individuals

Data accessible to the public in accordance with the provisions of section 13.03.

N. Responsible Authority

The individual designated by the school board as the individual responsible for the collection, use, and dissemination of any set of data on individuals, government data, or summary data, unless otherwise provided by state law. Until an individual is designated by the school board, the responsible authority is the superintendent.

O. Summary Data

Statistical records and reports derived from data on individuals but in which individuals are not identified and from which neither their identities nor any other characteristic that could uniquely identify an individual is ascertainable. Unless classified pursuant to Minnesota Statutes section 13.06, another statute, or federal law, summary data is public.

#### **IV. REQUESTS FOR PUBLIC DATA**

- A. All requests for public data must be made in writing directed to the responsible authority.
  - 1. A request for public data must include the following information:
    - a. Date the request is made;
    - b. A clear description of the data requested;
    - c. Identification of the form in which the data is to be provided (e.g., inspection, copying, both inspection and copying, etc.); and
    - d. Method to contact the requestor (such as phone number, address, or email address).
  - 2. Unless specifically authorized by statute, the school district may not require persons to identify themselves, state a reason for, or justify a request to gain access to public government data. A person may be asked to provide certain identifying or clarifying information for the sole purpose of facilitating access to the data.
  - 3. The identity of the requestor is public, if provided, but cannot be required by the government entity.
  - 4. The responsible authority may seek clarification from the requestor if the request is not clear before providing a response to the data request.
- B. The responsible authority will respond to a data request at reasonable times and places as follows:
  - 1. The responsible authority will notify the requestor in writing as follows:
    - a. The requested data does not exist; or
    - b. The requested data does exist but either all or a portion of the data is not accessible to the requestor; or
      - (1) If the responsible authority determines that the requested data is classified so that access to the requestor is denied, the responsible authority will inform the requestor of the determination in writing, as soon thereafter as possible, and shall cite the specific statutory section, temporary classification, or specific provision of federal law on which the determination is based.
      - (2) Upon the request of a requestor who is denied access to data, the responsible authority shall certify in writing that the request has been denied and cite the specific statutory section, temporary classification, or specific provision of federal law upon which the denial was based.
    - c. The requested data does exist and provide arrangements for inspection of the data, identify when the data will be available for pick-up, or indicate that the data will be sent by mail. If the requestor does not appear at the time and place established for inspection of the data or the data is not picked up within ten (10) business days after the requestor is notified, the school district will conclude that the data is no longer wanted and will consider the request closed.

2. The school district's response time may be affected by the size and complexity of the particular request, including necessary redactions of the data, and also by the number of requests made within a particular period of time.
3. The school district will provide an explanation of technical terminology, abbreviations, or acronyms contained in the responsive data on request.
4. The school district is not required by the MGDPA to create or collect new data in response to a data request, or to provide responsive data in a specific form or arrangement if the school district does not keep the data in that form or arrangement.
5. The school district is not required to respond to questions that are not about a particular data request or requests for data in general.

#### **V. REQUEST FOR SUMMARY DATA**

- A. A request for the preparation of summary data shall be made in writing directed to the responsible authority.
  1. A request for the preparation of summary data must include the following information:
    - a. Date the request is made;
    - b. A clear description of the data requested;
    - c. Identify the form in which the data is to be provided (e.g., inspection, copying, both inspection and copying, etc.); and
    - d. Method to contact requestor (phone number, address, or email address).
- B. The responsible authority will respond within ten (10) business days of the receipt of a request to prepare summary data and inform the requestor of the following:
  1. The estimated costs of preparing the summary data, if any; and
  2. The summary data requested; or
  3. A written statement describing a time schedule for preparing the requested summary data, including reasons for any time delays; or
  4. A written statement describing the reasons why the responsible authority has determined that the requestor's access would compromise the private or confidential data.
- C. The school district may require the requestor to pre-pay all or a portion of the cost of creating the summary data before the school district begins to prepare the summary data.

#### **VI. DATA BY AN INDIVIDUAL DATA SUBJECT**

- A. Collection and storage of all data on individuals and the use and dissemination of private and confidential data on individuals shall be limited to that necessary for the administration and management of programs specifically authorized by the legislature or local governing body or mandated by the federal government.

- B. Private or confidential data on an individual shall not be collected, stored, used, or disseminated by the school district for any purposes other than those stated to the individual at the time of collection in accordance with Minnesota Statutes section 13.04, except as provided in Minnesota Statutes section 13.05, subdivision 4.
- C. Upon request to the responsible authority or designee, an individual shall be informed whether the individual is the subject of stored data on individuals, and whether it is classified as public, private or confidential. Upon further request, an individual who is the subject of stored private or public data on individuals shall be shown the data without any charge and, if desired, shall be informed of the content and meaning of that data.
- D. After an individual has been shown the private data and informed of its meaning, the data need not be disclosed to that individual for six months thereafter unless a dispute or action pursuant to this section is pending or additional data on the individual has been collected or created.
- E. The responsible authority or designee shall provide copies of the private or public data upon request by the individual subject of the data. The responsible authority or designee may require the requesting person to pay the actual costs of making and certifying the copies.
- F. The responsible authority or designee shall comply immediately, if possible, with any request made pursuant to this subdivision, or within ten days of the date of the request, excluding Saturdays, Sundays and legal holidays, if immediate compliance is not possible.
- G. An individual subject of the data may contest the accuracy or completeness of public or private data. To exercise this right, an individual shall notify in writing the responsible authority describing the nature of the disagreement. The responsible authority shall within 30 days either: (1) correct the data found to be inaccurate or incomplete and attempt to notify past recipients of inaccurate or incomplete data, including recipients named by the individual; or (2) notify the individual that the authority believes the data to be correct. Data in dispute shall be disclosed only if the individual's statement of disagreement is included with the disclosed data.
- H. The determination of the responsible authority may be appealed pursuant to the provisions of the Administrative Procedure Act relating to contested cases. Upon receipt of an appeal by an individual, the commissioner shall, before issuing the order and notice of a contested case hearing required by Minnesota Statutes chapter 14, try to resolve the dispute through education, conference, conciliation, or persuasion. If the parties consent, the commissioner may refer the matter to mediation. Following these efforts, the commissioner shall dismiss the appeal or issue the order and notice of hearing.
- I. Data on individuals that have been successfully challenged by an individual must be completed, corrected, or destroyed by a government entity without regard to the requirements of Minnesota Statutes section 138.17.
- J. After completing, correcting, or destroying successfully challenged data, the school district may retain a copy of the commissioner of administration's order issued under Minnesota Statutes chapter 14 or, if no order were issued, a summary of the dispute between the parties that does not contain any particulars of the successfully challenged data.

## **VII. REQUESTS FOR DATA BY AN INDIVIDUAL SUBJECT OF THE DATA**

- A. All requests for individual subject data must be made in writing directed to the responsible authority.
- B. A request for individual subject data must include the following information:
  - 1. Statement that one is making a request as a data subject for data about the individual or about a student for whom the individual is the parent or guardian;
  - 2. Date the request is made;
  - 3. A clear description of the data requested;
  - 4. Proof that the individual is the data subject or the data subject's parent or guardian;
  - 5. Identification of the form in which the data is to be provided (e.g., inspection, copying, both inspection and copying, etc.); and
  - 6. Method to contact the requestor (such as phone number, address, or email address).
- C. The identity of the requestor of private data is private.
- D. The responsible authority may seek clarification from the requestor if the request is not clear before providing a response to the data request.
- E. Policy 515 (Protection and Privacy of Pupil Records) addresses requests of students or their parents for educational records and data.

## **VIII. COSTS**

- A. Public Data
  - 1. The school district will charge for copies provided as follows:
    - a. 100 or fewer pages of black and white, letter or legal sized paper copies will be charged at 25 cents for a one-sided copy or 50 cents for a two-sided copy.
    - b. More than 100 pages or copies on other materials are charged based upon the actual cost of searching for and retrieving the data and making the copies or electronically sending the data, unless the cost is specifically set by statute or rule.
      - (1) The actual cost of making copies includes employee time, the cost of the materials onto which the data is copied (paper, CD, DVD, etc.), and mailing costs (if any).
      - (2) Also, if the school district does not have the capacity to make the copies, e.g., photographs, the actual cost paid by the school district to an outside vendor will be charged.
  - 2. All charges must be paid for [in cash or by check] in advance of receiving the copies.

**[Note: the district should identify the payment methods that it will accept.]**

B. Summary Data

1. Any costs incurred in the preparation of summary data shall be paid by the requestor prior to preparing or supplying the summary data.
2. The school district may assess costs associated with the preparation of summary data as follows:
  - a. The cost of materials, including paper, the cost of the labor required to prepare the copies, any schedule of standard copying charges established by the school district, any special costs necessary to produce such copies from a machine-based record-keeping system, including computers and microfilm systems;
  - b. The school district may consider the reasonable value of the summary data prepared and, where appropriate, reduce the costs assessed to the requestor.

C. Data Belonging to an Individual Subject

1. The responsible authority or designee may require the requesting person to pay the actual costs of making and certifying the copies.

The responsible authority shall not charge the data subject any fee in those instances where the data subject only desires to view private data.

The responsible authority or designee may require the requesting person to pay the actual costs of making and certifying the copies. Based on the factors set forth in Minnesota Rule 1205.0300, subpart 4, the school district determines that a reasonable fee would be the charges set forth in section VIII.A of this policy that apply to requests for data by the public.

2. The school district may not charge a fee to search for or to retrieve educational records of a child with a disability by the child's parent or guardian or by the child upon the child reaching the age of majority.

**IX. Annual Review and Posting**

- A. The responsible authority shall prepare a written data access policy and a written policy for the rights of data subjects (including specific procedures the school district uses for access by the data subject to public or private data on individuals). The responsible authority shall update the policies no later than August 1 of each year, and at any other time as necessary to reflect changes in personnel, procedures, or other circumstances that impact the public's ability to access data.
- B. Copies of the policies shall be easily available to the public by distributing free copies to the public or by posting the policies in a conspicuous place within the school district that is easily accessible to the public or by posting them on the school district's website.

**Data Practices Contacts**

**Responsible Authority:**

[Name]

[Location]

[Phone number; email address]

**Data Practices Compliance Official:**

[Name]  
[Location]  
[Phone number; email address]

**Data Practices Designee(s):**

[Name]  
[Location]  
[Phone number; email address]

***Legal References:***

Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)  
Minn. Stat. § 13.01 (Government Data)  
Minn. Stat. § 13.02 (Definitions)  
Minn. Stat. § 13.025 (Government Entity Obligation)  
Minn. Stat. § 13.03 (Access to Government Data)  
Minn. Stat. § 13.04 (Rights of Subjects to Data)  
Minn. Stat. § 13.05 (Duties of Responsible Authority)  
Minn. Stat. § 13.32 (Educational Data)  
Minn. Rules Part 1205.0300 (Access to Public Data)  
Minn. Rules Part 1205.0400 (Access to Private Data)

***Cross References:***

MSBA/MASA Model Policy 406 (Public and Private Personnel Data)  
MSBA/MASA Model Policy 515 (Protection and Privacy of Pupil Records)

# **Communication Plan Becker Public Schools**



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#3

# **Introduction**

In order to build and maintain trust among key stakeholders, Becker Public Schools will be honest and transparent in all forms of communication with the public to the extent permitted by data privacy laws and other legal obligations.

## **District Mission**

The mission of Becker Public Schools is developing self-directed learners to thrive in a changing global community.

## **Key Components of the Plan**

- To ensure compliance with data privacy laws and other legal considerations, employees may not make statements to the media, individuals, or entities outside the District relating to student or personnel matters if those statements would result in the release of private data about students, employees, or other individuals. Staff are expected to be mindful of their roles and status as School District employees and should avoid communications that will foreseeably have a disruptive effect on the efficiency of the School District operations. Media inquiries regarding such matters must be directed to Directors and Building Administration. Employees also must not purport to speak on behalf of the School District without express approval. The Director of Community Education and Superintendent will oversee district-level communication and may also be used as a resource on specific inquiries.
- Official communications on behalf of Becker Public Schools must be tied to the goals, objectives, and emphasis of the school district mission statement.
- Key messaging should position Becker Public Schools as a collaborative, “community centered” school district that is committed to providing an exceptional education for all students
- Improving the use of communication technology must be a priority if Becker Public Schools is to maintain a strong public image.
- While technology has and will continue to expand Becker Public Schools’ reach, it will be supplemented with valuable face-to-face interactions.
- Internal communication should strive to be constructive and collaborative whenever possible.
- School building communication should be a major component of the communication effort.
- Effective stakeholder engagement requires interpersonal connections.
- Becoming a listening organization requires a commitment at all levels.

Nothing in this plan shall be interpreted or applied to prevent or dissuade any employee from exercising legally protected (or required) speech. This includes but is not limited to speech protected

pursuant to the Public Employment Labor Relations Act (“PELRA”); the Minnesota Human Rights Act; the Maltreatment of Minors Act; the Safe and Supportive Schools Act; the Minnesota Whistleblower Act; the Occupational Health and Safety Act (“OSHA”); the terms of applicable collective bargaining agreements; and any other state, local, or federal law or District policy that permits or requires internal or external reporting. Retaliation for exercising any protected activity is strictly prohibited.

Additionally, nothing in this plan shall be interpreted or applied to inhibit any employee’s right to speech as a private citizen on matters of public concern, except to the extent any such speech rights are outweighed by the School District’s interest in promoting the efficiency of the public services it performs through its employees.

## **Target Audiences**

In order to maintain a comprehensive communications plan, target audiences need to be identified. Communication is a reciprocal process and thrives on continual feedback through a two-way process. Every opportunity will be made to make communication reciprocal and engaging. It is important to view these groups as both audiences and communicators.

### **Internal Audiences:**

- Students
- District Employees
- School Board
- Volunteers

### **External Audiences:**

- Parents
- District Taxpayers
- Business Leaders
- Media Outlets (local newspaper)
- Legislative Leaders
- Ministerial Leaders
- PTSA
- Law Enforcement/Fire Department/First Responders
- Regional Media
- Prospective Employees
- Prospective students/parents
- Alumni
- Retirees and former employees

**Through implementation of this plan, the following behaviors and attitudes are the focus:**

### **Internal Audiences:**

- Take pride and ownership of the district
- Stay informed on key issues related to the school community

### **External Audiences:**

- Feel engaged and involved in their district
- Exhibit community pride and trust in the district
- Support Becker Public School District through active engagement
- Feel community feedback is heard, wanted and used
- View the district as fiscally responsible.

# Communications Goals

- To communicate more effectively, Becker Public Schools will work with Internal and External Audiences to move messaging forward
- Provide proactive information with consistent messaging
- Utilize various media outlets to ensure the district mission, goals, achievements are accurately told
- Establish in conjunction with the Human Resources Department, effective employee communication to improve internal communication and employee engagement
- Develop district-wide communications procedures and processes to ensure timely and accurate communication
- Provide training to district leaders in marketing, public and media relations, customer service and the communication skills

# Media Relations Plan

Daily	Weekly	Monthly
<p>Update social media sites regarding current district happenings</p> <p>Ensure website is current, up-to-date and functional</p>	<p>Principals and Department Directors updates to internal and external audiences</p>	<p>Food Service menus posted to the website and local newspaper</p> <p>Represent district at Chamber of Commerce, and local civic groups.</p> <p>Publicly thank sponsors, donors, grants via news release and social media</p> <p>Communicate School Board update to staff</p>

Trimester	Annually	As Needed
Honor Rolls	Graduates	Respond to requests for information or community activities relevant to the school
Recognize and thank volunteers	Class Statistics	Announce student and staff awards and honors
Recognize extracurricular individuals, teams and clubs	Parent reminder for contact information	Announce grants
	Complete review and revision of website	Attend job fairs, and community events to recruit for best potential employees
	Provide training staff members on communication	Attend public meetings to discuss topics of importance to the community
	Announce new staff members via press release, back-to-school newsletter	Provide training to staff on communications/public relations
	Conduct a survey including questions regarding the district's communications practices	Voter referendums or other public and district taxpayer information
	Announce retirees via press release – with written consent	
	Review and revise communications related policies and procedures	
	Announce TOY and other annual awards	

## **Evaluation and Measurement**

The following resources may be utilized to evaluate and measure the effectiveness of this communication plan. This plan will continually be evaluated and updated as needed.

- Media Survey (direct mail, newsletter, newspaper)
- Employee Survey
- Social Media Data
- Community Feedback
- Website Data

## **Public/Private Educational Data**

The Family Educational Rights and Privacy Act (FERPA) is a federal law that protects the privacy of student education records; Under FERPA, as well as the Minnesota Government Data Practices Act (“MGDPA”), written parental permission is required before releasing any personally identifiable information regarding a student, unless the school has designated the data as directory information or valid exception applies. A parent may elect to opt-out of release of directory information by completing and submitting the Directory Information Opt-Out Form. See School District Policy 515 for more information regarding the proper handling of student data.

## **Voice and Tone**

Being consistent with elements of our brand, including voice and tone, builds brand awareness and stronger relationships with our stakeholders - making them feel engaged with, and informed about our schools.

### **Guidelines:**

#### **Be conversational and informal**

- Try to write in first person (you, we, us)
- Avoid acronyms unknown to the general public
- Use action verbs to avoid past tense

#### **Be informative and trustworthy**

- Avoid opinion-based information
- Cite where you are receiving information from
- Provide thorough information with fact.

#### **Be professional and friendly**

- Don't use inappropriate language
- Always use spell check and re-read content
- Let your positive, upbeat attitude shine through
- Don't speak in an “Institutional” voice

#### **Be quick and to the point**

- Use bullets points and small blocks of content
- Eliminate words that don't add value or understanding
- Use charts when appropriate to convey meaning

## District Name

In order for stakeholders to easily identify our school district, a common and consistent name needs to be used. For this reason, **Becker Public Schools**, has been chosen as the official name for our district that should be used on all internal and external communication and marketing pieces. The exception to this would be legal documents requiring a specific naming convention or documents requiring the use of our district number.

### Acceptable Name:

Becker Public Schools

### Not Acceptable Names:

Becker Public School District

Becker Schools #726

School District #726

## Email Signatures

All outgoing emails must include a signature. An example of a signature block you may use is shown below. Quotes, slogans, graphics or stationary templates should not appear as part of employees' signatures. If sending email from a smartphone or tablet this signature block does not need to be used; however, it should be replaced by "sent from my iPhone" as an example.

Name | Job Title (include grade or subject area for teachers)

Becker Public Schools | Building or Program Name

Street Address | Becker, MN 55308

Office #: 763-261-#### | Fax #: 763-261-#### | Cell #:(If you have a district cell phone)

[www.becker.k12.mn.us](http://www.becker.k12.mn.us)

***The mission of Becker Public Schools is to develop self-directed learners to thrive in a changing global community.***

## References

National School Public Relations Association

<http://www.nspr.org>

# Logo Usage, Signature Color Palette, Font

The Becker Public Schools logo includes the Bulldog with lower teeth showing and the Becker Public Schools with dog in circle and lines trailing behind and the script word "Dogs". These logos should be used and appear prominently on all district publications.



## FONTS

*Rage*  
Good time      ABCDEFGHIJKLMNOPQRSTUVWXYZ

## COLORS



295c  
CMYK  
RGB:



7688c  
CMYK  
RGB:



Cool Gray 8c  
CMYK  
RGB:



301c  
CMYK  
RGB: