

Regular Meeting *Troy Berning
Attending from 291 E First Street, Ocean
Isle Beach, NC
Monday, March 6, 2023 6:30 PM

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

Agenda

1. PROCEDURAL ITEMS
 - 1.A. Call to Order
 - 1.B. Pledge of Allegiance
 - 1.C. Agenda
 - 1.D. Recognition of Visitors and Public Forum
 - 1.E. Presentations
2. REPORTS
 - 2.A. Student Report
 - 2.B. Superintendent's Report
 - 2.C. Committee Reports
 - 2.D. Board & Administrator
3. CONSENT AGENDA
 - 3.A. Minutes
 - 3.B. Financial Report
 - 3.C. Disbursements
 - 3.D. Personnel
 - 3.E. Achievement and Integration Plan
 - 3.F. District Office 22-23 Contract
4. GIFTS
5. REVIEW POLICIES
6. AMEND 2022-2023 SCHOOL YEAR CALENDAR
7. ADJOURN

Sherburne & Northern Wright Special Education Cooperative

Becker Board of Education



March 6, 2023

Agenda

01

Who We Are:
What is the SNWSEC?

02

What We Do:
How to we partner with Becker?



01

Who We Are



Sherburne & Northern Wright Special Education Cooperative

Minnesota School District 6090-52

SNWSEC - July 1, 2021

Becker



Big Lake



Monticello

Key SNWSEC Numbers

10,370

Total number of students in our member districts - Becker, Big Lake, Monticello, & SNWSEC Programs

1,964

Number of students who receive special education services

18.9%

Percent of students in our member districts who receive special education services

16.9%

Percent of students statewide who receive special education services

Key Becker Numbers

2500

Total number of students in
Becker

470

Number of students who
receive special education
services

18.8%

Percent of Becker students
who receive special education
services

Why be part of a cooperative?

- Financial Savings
- Legally Required Special Education Services/Licensure
- Professional Learning Opportunities
- Access to Highly Specialized Support & Expertise
- Behind the Scenes Services
- Access to Student Programs
- In the future...Possibly More than Just Special Education!

SNWSEC Governance

Superintendent Advisory Council

Superintendents from
each member district

Meet monthly

Review SNWSEC matters
before presentation to
Governing Board

Governing Board

One School Board
member from each
district

Meet every other month

Provide approval for
SNWSEC budgets and
policies



02

What We Do

Special Education

Finance

Staffing

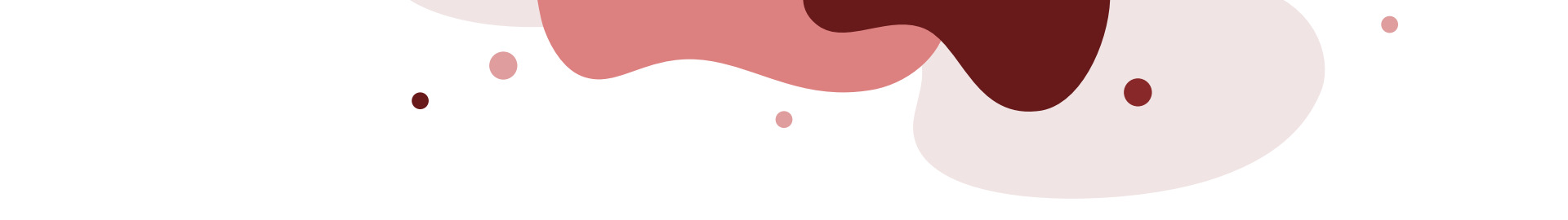
Advocacy

Dispute

Evals &
IEPS

Instruction

Referral &
MTSS



The purpose of special education is to ensure that all children with disabilities have available to them a free and appropriate public education that emphasizes special education and related services designed to meet their unique needs and prepare them for further education, employment, and independent living.

Individuals with Disabilities Education Act
PL 94-142
1975



SNWSEC

Services

- Special Education Administration
- School Psychologists
- Related Services (DHH, VI, PI, ASL, OT, PT)
- Assistive Technology
- Early Childhood Special Education Evaluations
- Special Education Reporting

Programs

- Birth-3 Early Intervention - Home Visits
- K-12 Center-based DCD/ASD Programs
- Setting IV Programs (DCD/ASD, EBD)
- 18-21 Transition Programs
 - *Connections North*
 - *Connections South*
 - *C5*

Legal Basis for Special Education



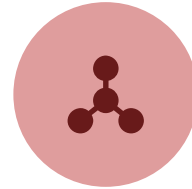
Federal Regulations

Federal regulations establish minimum requirements



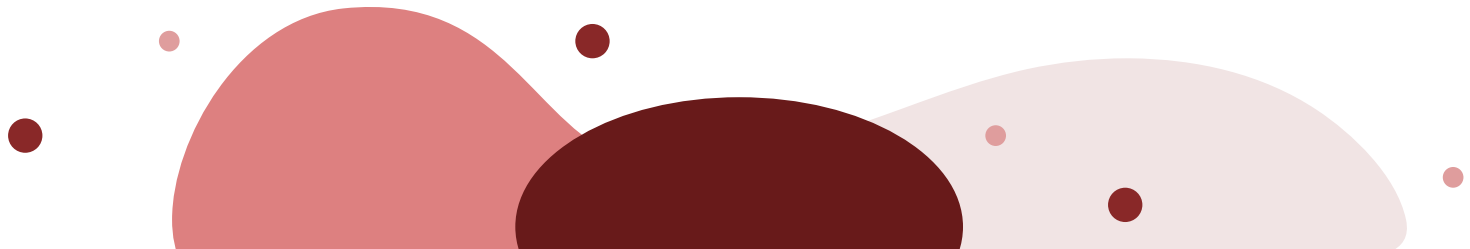
State Statutes

MDE interprets statute and issues guidance



Case Law

Helps clarify the federal and state requirements





**Where We Are
Going...**

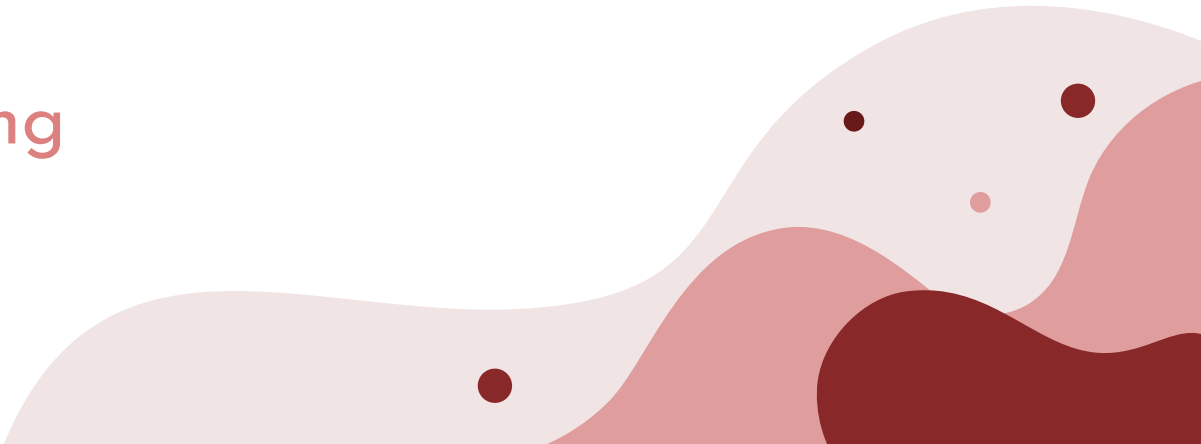


Student
Programming &
Achievement

Organizational
Supports & Services

Strategic Planning

Safe & Welcoming
Environments





Thanks!

John Weekley
Director of Special Education
Sherburne & Northern Wright Special Education Cooperative
Becker - Big Lake - Becker
john.weekley@Becker.k12.mn.us
763-272-2051

COMMITTEE MEETINGS 2023

January

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

2 Organizational Board Meeting 6:30pm
23 ECFE 6:00 pm
23 Activities 7:00 am

July

S	M	T	W	T	F	S
						1
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23	24	25	26	27	28	29
30	31					

10 Board Meeting 6:30

February

S	M	T	W	T	F	S
			1	2	3	4
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12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28				

1 Finance 7:00 am
1 Facilities 4:30 pm
6 Board Meeting 6:30 pm
22 Policy 5:30 pm
23 Community Ed 3:30 pm
27 Activities 7:00 am

August

S	M	T	W	T	F	S
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20	21	22	23	24	25	26
27	28	29	30	31		

2 Finance 7:00 am
2 Facilities 4:30 pm
7 Board Meeting 6:30 pm
21 Community Education 3:30 pm
30 Finance 7:00 am
30 Facilities 4:30 pm

March

S	M	T	W	T	F	S
			1	2	3	4
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12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

1 Finance 7:00 am
1 Facilities 4:30 pm
6 Board Meeting 6:30 pm
20 Community Ed 3:30 pm
20 ECFE 6:00 pm
21 TRAK 5:30 pm
27 Activities 7:00 am
29 Finance 7:00 am
29 Facilities 4:30 pm

September

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
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17	18	19	20	21	22	23
24	25	26	27	28	29	30

11 Curriculum 5:30 pm
11 Board Meeting 6:30 pm
18 ECFE 6:00 pm
27 Finance 7:00 am
27 Facilities 4:30 pm

April

S	M	T	W	T	F	S
						1
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16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

3 Board Meeting 6:30 pm
24 Activities 7:00 am
26 Finance 7:00 am
26 Facilities 4:30 pm

October

S	M	T	W	T	F	S
1	2	3	4	5	6	7
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22	23	24	25	26	27	28
29	30	31				

2 Board Meeting 6:30 pm
23 Community Education 3:30 pm

May

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28	29	30	31			

1 Curriculum 5:30 pm
1 Board Meeting 6:30 pm
9 TRAK 5:30 pm
15 Activities 7:00 am
22 Community Ed 3:30 pm
31 Finance 7:00 am
31 Facilities 4:30 pm

November

S	M	T	W	T	F	S
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19	20	21	22	23	24	25
26	27	28	29	30		

1 Finance 7:00 am
1 Facilities 4:30 pm
6 Board Meeting 6:30 pm
13 ECFE 6:00 pm
29 Finance 7:00 am
29 Facilities 4:30 pm

June

S	M	T	W	T	F	S
				1	2	3
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11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

5 Curriculum 5:30 pm
5 Board Meeting 6:30 pm
28 Finance 7:00 am
28 Facilities 4:30 pm

December

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

4 Curriculum 5:30 pm
4 Board Meeting 6:30 pm
18 Community Education 3:30 pm

Activities: HS Conference Room (contact Dave Niemi @ dniemi@isd726.org)
Community Education: District Office Great Room (contact Michelle Peacock at mpeacock@isd726.org)
Curriculum Advisory: TLC (contact Carla Nolan at cnolan@isd726.org)
ECFE: PS Room 107n /Parent Ed Room (contact Sue Hiltner at shiltner@isd726.org)
Facilities: District Office Conference Room (contact Jeremy Schmidt @ jschmidt@isd726.org)
Finance: District Office Conference Room (contact Kevin Januszewski at kjanuszewski@isd726.org)
TRAK: TLC (contact Brian Baloun @ bbaloun@isd726.org)
Wellness: Virtual (contact Felicia Kittok at fkittok@isd726.org)

Chair Jurek called the regular meeting of the School Board of District #726 to order on the 6th day of February, 2023 at 6:30 p.m. in the Teaching & Learning Center.

Roll Call.

Members present: Troy Berning, Ryan Hubbard, Aaron Jurek, Corey Stanger, Pete Weismann

Members absent: Connie Robinson

Others present: Jeremy Schmidt, Superintendent

CITIZEN COMMENTS: None

REPORTS: Student Representatives, Superintendent Schmidt, ECFE, Curriculum, TRAK, Facilities and Sherburne North Wright Special Education Cooperative Committee Updates

Motion by Troy Berning, seconded by Pete Weismann, to *Approve the Consent Agenda* as presented. Motion carried unanimously.

CONSENT AGENDA

MINUTES FROM THE JANUARY 9, 2023 ORGANIZATIONAL BOARD MEETING

FINANCIAL REPORT

EXPENDITURES

Fund	2022-23		2022-23		%
	Budget	January 2023	Year-to-Date	Remaining Budget	
General	37,190,159	3,578,836	18,514,811	18,675,348	49.78%
Food Service	1,766,912	149,311	884,757	882,155	50.07%
Community Service	1,643,530	150,108	889,104	754,426	54.10%
Debt Service	3,820,440	3,429,839	3,810,934	9,506	99.75%
	\$ 44,421,041	\$ 7,308,094	\$ 24,099,606	\$ 20,321,435	54.25%

DISBURSEMENTS – in the amount of \$6,703,783.39

PERSONNEL

Name	Status	Job Title	Location	Hrs Per Day/FTE	Group	Replacing	Effective	Wage
Aeshliman, Melissa	New	Special Education Paraprofessional	PS	M/W/TH @ 3.5 Hours Per Day	MultiUnit	n/a	1/12/23	\$17.34 Per Hour
Amberg, Renee	New	Camp Opportunity Lead	Camp Opportunity	M/F: 8 Hours Per Day, T/W/TH: 4 Hours Per Day	Community Education	n/a	1/16/23	\$16.03 Per Hour

Amberg, Renee	Adjustment in Hours	Camp Opportunity Lead	Camp Opportunity	40 Hours Per Week	Community Education	n/a	1/18/23	\$16.03 Per Hour
Amberg, Renee	Adjustment in Hours	Camp Opportunity Lead	Camp Opportunity	24 Hours Per Week	Community Education	n/a	2/6/23	\$16.03 Per Hour
Beck, Sam	Resignation	Special Education Paraprofessional	MS	7 Hours Per Day	MultiUnit	n/a	01/16/23	n/a
Dodds, Pat	Additional Assignment	Mid-Day Bus Driver	Bus Garage	1 Hour, 45 Minutes Per Day	Transportation	D. Watercott	12/12/22	Use Current Wage
Fischbach, Crystal	Resignation	Food Service Worker	MS	2.5 Hours Per Day	NonUnion	n/a	01/12/23	n/a
Holt, Karissa	Resignation	Softball Coach	MS	Seasonal	BEA - Schedule C	n/a	1/10/23	n/a
Hook, Lori	New Assignment	Mid-Day Bus Driver	Bus Garage	2 Hours Per Day	Transportation	C. Blomquist	2/2/23	Use Current Wage
Hook, Lori	Resignation	Special Education Paraprofessional	IS	3 Hours Per Day	MultiUnit	n/a	1/31/23	n/a
Jorgenson, Madison	Resignation	Camp Opportunity Lead	Camp Opportunity	5.5 Hours Per Day	Community Education	n/a	2/1/23	n/a
Lindbom, Greg	Resignation	Night Custodian	MS	8 Hours Per Day	MultiUnit	n/a	01/26/23	n/a
Miller, Gail	New	Food Service Worker	MS	2.5 Hours Per Day	NonUnion	D. Weir	2/1/23	\$15.00 Per Hour
Prather, Melissa	New	Special Education Paraprofessional	IS	6.75 Hours Per Day	MultiUnit	n/a	1/17/23	\$17.34 Per Hour
Springer, Courtney	New	Camp Opportunity Lead	Camp Opportunity	8 Hours Per Day	Community Education	n/a	1/30/23	\$17.67 Per Hour
Stang, Sydney	New	Food Service Worker	MS	2.5 Hours Per Day	NonUnion	C. Fischbach	1/23/23	\$15.00 Per Hour
Utecht, Emily	New	Softball Coach	MS	Seasonal	BEA - Schedule C	K. Holt	04/03/23	\$2,282 Per Season
VanVoorhis, Jodee	New	Special Education Paraprofessional	MS	7 Hours Per Day	MultiUnit	J. Pishney	1/17/23	\$20.30 Per Hour
Weir, Denise	Resignation	Food Service Worker	MS	2.5 Hours Per Day	NonUnion	n/a	1/6/2023	n/a

AMERICAN INDIAN PARENT ADVISORY COMMITTEE ANNUAL COMPLIANCE, as presented

RESOLUTION DIRECTING THE ADMINISTRATION TO MAKE RECOMMENDATIONS FOR REDUCTIONS IN PROGRAMS AND POSITIONS AND RESASONS THEREFORE, as presented

Motion by Troy Berning, seconded by Corey Stanger, to ***Accept the Following Gifts.***

Becker Baseball Booster	\$ 2,200.00	Baseball Equipment (balls, hats & uniforms)
Becker Lions Club	\$ 100.00	Middle School- purchase winter clothing items for students in need
Becker Lions Club	\$ 600.00	Community Education-Military Band Meal
Centracare Health Foundation	\$ 750.00	Bounce Back- Wellness Committee Projects
Circuit Check Inc	\$ 500.00	Robotics
Clear Lake Lions	\$ 300.00	Community Education-cover expense for hosting "Cover Fire" From the 34th Infantry Division Band on January 21, 2023.

Clearwater Lions Club	\$ 5,000.00	Robotics
Gene Haas Foundation	\$ 2,500.00	Robotics
Grand Irrigation Inc	\$ 5,000.00	Robotics
Hubbard Electric Inc	\$ 2,000.00	Robotics
Manufacturing Partners Inc	\$ 250.00	Robotics
Mn United Soccer Club	\$ 100.00	Robotics
Monticello Social Unit	\$ 1,000.00	Robotics
TJ Potter Trucking	\$ 250.00	Robotics

Motion carried unanimously.

Motion by Pete Weismann, seconded by Troy Berning, to *Approve the Review* on the following policies:

204 SCHOOL MEETING MINUTES

209 SCHOOL BOARD CODE OF ETHICS

211 CRIMINAL OR CIVIL ACTION AGAINST SCHOOL DISTRICT, SCHOOL BOARD MEMBER, EMPLOYEE, OR STUDENT

213 SCHOOL BOARD COMMITTEES

214 OUT-OF-STATE TRAVEL BY SCHOOL BOARD MEMBERS

217 DELEGATION TO THE SUPERINTENDENT

218 AGENDA PLANNING

219 SCHOOL BOARD STUDENT REPRESENTATIVES

220 BOARD JOB DESCRIPTION

221 MACRO GOVERNANCE

222 BOARD-SUPERINTENDENT RELATIONSHIP

224 SCHOOL BOARD MEMBER REPRESENTATION ON HIRING COMMITTEES

Motion by Troy Berning, seconded by Pete Weismann, to *Extend the First Reading for Policy 722 for 30-60 days*. Motion carried.

The meeting was **adjourned** at 7:12 p.m.

Aaron Jurek, Chair

Pete Weismann, Clerk

**BECKER PUBLIC SCHOOLS
MONTHLY FINANCIAL REPORT
February 2023**

EXPENDITURES

Fund	2022-23 Budget	February 2023	2022-23 Year-to-Date	Remaining Budget	% Spent
General	37,190,159	2,972,989	21,487,800	15,702,359	57.78%
Food Service	1,766,912	196,175	1,080,932	685,980	61.18%
Community Service	1,643,530	162,484	1,051,588	591,942	63.98%
Debt Service	3,820,440	-	3,810,934	9,506	99.75%
	\$ 44,421,041	\$ 3,331,648	\$ 27,431,254	\$ 16,989,787	61.75%

Name	Status	Job Title	Location	Hrs Per Day/FTE	Group	Replacing	Effective	Wage
Barringer, Ann	Resignation	Bus/Van Driver	Bus Garage	AM Bus Driver @ 1.75 Hours Per Day, Mid-	Transportation	n/a	02/27/23	n/a
Behrenbrinker, Cloe	New	Camp Opportunity Assistant	Camp Opportunity	7 Hours Per Day	Community Education	n/a	2/15/23	\$14.41 Per Hour
Blad, Benjamin	New	Night Custodian	MS	8 Hours Per Day	MultiUnit	G. Lindbom	2/9/23	\$17.50 Per Hour
Cassellius, Alyssa	Resignation	Special Education Teacher	PS	1 FTE	BEA	n/a	6/2/23	n/a
Crowley, Jon	New	Phy-Ed Teacher, Long-Term Substitute	MS	1 FTE	BEA	A. Stevens	(Approximately 3/25/23)	BA1 \$236.04 Per Day
Hook, Lori	Amended Resignation Date	Special Education Paraprofessional	IS	3 Hours Per Day	MultiUnit	n/a	2/1/23	n/a
Kantor, Camille	New	Special Education Teacher, Long-Term Substitute	HS	1 FTE	BEA	E. Cable	3/13/23	BA1 \$236.04 Per Day
Knick, Traci	New Assignment	Special Education Paraprofessional	IS	6.75 Hours Per Day	MultiUnit	n/a	2/21/23	Step 2 \$18.08 Per Hour
Knick, Traci	Reduction in Hours	Camp Opportunity Lead	Camp Opportunity	6 Hours Per Week (was 40)	Community Education	n/a	02/20/23	n/a
McDonough, Joe	End of Assignment	Bus Driver / Asst. Mechanic	Bus Garage	Varied	Transportation	n/a	03/02/23	n/a
Miller, Gail	Resignation	Food Service Assistant	MS	2.5 Hours Per Day	NonUnion	n/a	02/13/23	n/a
Mills, Samantha	Resignation	Camp Opportunity Assistant	Camp Opportunity	Varied	Community Education	n/a	2/7/23	n/a
Moon, Theodora	Resignation	Special Education Teacher	EC/ECFE	1 FTE	BEA	n/a	6/9/23	n/a
Strong, Krystal	New	Business Teacher, Long-Term Substitute	HS	1 FTE	BEA	K. Simon	2/9/23	BA1 \$236.04 Per Day
Winkelman, Jayme	New	Special Education Paraprofessional	MS	7 Hours Per Day	MultiUnit	J. Pishney	2/8/23	\$17.34 Per Hour
Winkelman, Jayme	Resignation	Special Education Paraprofessional	MS	7 Hours Per Day	MultiUnit	n/a	02/27/23	n/a

Achievement and Integration Plan

July 1, 2023 to June 30, 2026

Submissions due by March 15th, 2023

District ISD# and Name: 726 Becker Public Schools

District Integration Status: A

Superintendent: Jeremy Schmidt

Phone: 763.261.6300

Email: jschmidt@isd726.org

Plan submitted by: Carla Nolan

Title: Director of Curriculum & Instruction

Phone: 763.261.6327

Email: cnolan@isd726.org

Racially Identifiable Schools within District

If you have been notified by the Minnesota Department of Education (MDE) that your district has a racially identifiable school, please list each of those schools below. Add additional lines as needed.

1. Type name of RIS here.
2. Type name of RIS here.
3. Type name of RIS here.
4. Type name of RIS here.
5. Type name of RIS here.
6. Type name of RIS here.

Plans for racially identifiable schools should include the same information and follow the same format as districtwide plans. Provide that information in the [Racially Identifiable School section](#) of this document.

Partnering Districts Racially isolated districts must partner with adjoining districts on student integration strategies (Minn. R. 3535.0170). List the districts you will partner with, adding additional lines as needed. Provide the name of your integration collaborative if you have one: [Multi-District Collaborative Council \(MDCC\)](#)

1. [ISD 742 St. Cloud RI - Racially Isolated](#)
2. [ISD739 Kimball A - Adjoining](#)
3. [ISD 750 Rocori A - Adjoining](#)
4. [ISD 738 Holdingford A - Adjoining](#)
5. [ISD 726 Becker A - Adjoining](#)
6. [ISD 51 Foley A - Adjoining](#)
7. [ISD 47 Sauk Rapids A - Adjoining](#)
8. [ISD 876 Annandale A - Adjoining](#)

School Board Approval

We certify that we have approved this Achievement and Integration plan and will implement it as part of our district's World's Best Workforce plan ([Minn. Stat. § 124D.861, subd. 4](#)).

We certify that we sought and received input on integration goals and strategies from councils as described on page 2. The council(s) included representation and meaningful input from our American Indian Parent Advisory Committee as required by [Minnesota Rules 3535.0160, subpart 2](#), and [Minnesota Rules 3535.0170, subparts 2-5](#).

Superintendent: [Jeremy Schmidt](#)

Signature:

Date Signed:

School Board Chair: [Aaron Jurek](#)

Signature:

Date Signed:

Plan Input

Minnesota School Desegregation/Integration Rule, part 3535.0170, subpart 2, requires racially isolated and adjoining districts to establish a multidistrict collaboration council to provide input on integration goals and to identify cross-district strategies to improve student integration.

Districts with racially identifiable schools are required to convene a community collaboration council to assist in developing integration goals and to identify ways of creating increased opportunities for integration at the racially identifiable schools (Minn. R. 3535.0160, subp. 2).

American Indian Parent Advisory Committee Districts with an American Indian parent advisory committee must include representation from this committee on the councils described above (Minn. R. 3535.0160, subp. 2, and 3535.0170, subp. 3).

For stakeholder input to be meaningful it should be based on open communication and coordination that acknowledges and considers the views of all participants. For steps to ensure that input from your council is meaningful, see the Facilitation Guide in the [Achievement and Integration Plan Guide](#), and see the [Tribal Consultation Guidance](#).

AIPAC Member Signature (if applicable): _____ Date Signed: Enter date here

Below, list your council members and identify American Indian parent committee members. Briefly describe council members' recommendations for your district-wide plan and for your racially identifiable school plans, as applicable. You may also include meeting dates and describe the process you used to ensure meaningful input from council members.

Multidistrict Collaboration Council: [St Cloud Multi-District Collaborative Council \(MDCC\) - St Cloud, Annandale, Becker, Foley, Kimball, ROCORI, Holdingford, Sauk Rapids,-Rice](#) - members from all schools meet at least three times to develop and align our integration plan as well as discuss our A&I plans.

Community Collaboration Council for Racially Identifiable School(s): N/A

Submitting this Plan

Submit your completed plan as a Word document to MDE for review and approval **no later than March 15, 2023** (Minn. Stat. § 124D.861, subd. 4). Once it's signed, scan the signature page and save it as a separate PDF. Email your plan and signature page to MDE.integration@state.mn.us.

Detailed directions and support for completing this plan can be found in the [Achievement and Integration Plan Guide](#).

Achievement and Integration Goals

This plan must contain three types of goals, at least one for each of the following:

1. Reducing the disparities in academic achievement among all students and specific categories of students excluding the categories of gender, disability, and English learners.
2. Reducing the disparities in equitable access to effective and more diverse teachers among all students and specific categories of students excluding the categories of gender, disability, and English learners.
3. Increasing racial and economic integration (Minn. Stat. § 124D.861, subd. 2 (a)).

Goal #1: Students receiving Free and Reduced Priced Lunch (FRPL) will increase MCA III reading scores by 8% from 44.7% of students meeting proficiency in 2022 to 52.7% of students meeting proficiency in 2026.

Aligns with WBWF areas:

- All racial and economic achievement gaps between students are closed.
- All students are ready for career and college.
- All students graduate from high school.

Goal type: Enter one of the following:

- Achievement Disparity

To add goals, copy the goal section directly above and paste them below the strategies and KIPs supporting Goal #1.

Strategies for Goal #1

Each goal should have at least one strategy. Number each strategy sequentially and give it a unique name. For each strategy, provide a narrative description as explained below.

Districts may use Achievement and Integration revenue to pursue racial and economic integration and reduce achievement disparities between student groups through the types of strategies listed in the *Type of Strategy* section below (Minn. Stat. § 124D.861, subd. 2).

Integration Requirement At least one of your strategies must be a student integration activity designed and implemented to bring together students from a racially isolated district with students from that district's adjoining Achievement and Integration districts (Minn. R. 3535.0170).

Copy and paste the strategy section below for each additional strategy.

NOTE: If a strategy is intentionally developed to support multiple goals, list its unique name and number and provide the narrative description for that strategy under one goal. Include that strategy's unique number and name under the other goals it supports. You do not have to copy the narrative description for that strategy under multiple goals.

Strategy #1: Grade 3-10 Reading Intervention

Type of Strategy: Innovative and integrated pre-K-12 learning environments.

* If you choose this, complete the Integrated Learning Environments section below.

Integrated Learning Environments (Minn. Stat. § 124D.861, subd. 1 (c)). If you chose *Innovative and integrated pre-K through grade 12 learning environments* as the strategy type above, your narrative description should describe how the different aspects of integrated learning environments listed below are part of that strategy:

- Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions.
- Provides school enrollment choices.
- Increases cultural fluency, competency, and interaction.
- Increases graduation rates.
- Increases access to effective and diverse teachers.

Narrative description of this strategy. Based on your description below, someone reading your plan should understand what you are proposing to do, why you are doing it, and be able to recognize it if they see it. For example, explain what this activity will look like, what will be taught, which students will participate, how students are selected, intended outcomes for students, what will be assessed, how instruction will be delivered, and where will this take place. *Students in grades 3-10 who are not demonstrating grade level reading skills will be provided targeted reading intervention in addition to core curriculum and instruction. Evidence-based intervention programs and strategies are designed to improve reading ability, close the gap with peers, and improve graduation rates and college and career readiness.*

Location of services: *Becker Intermediate School and Becker High School*

Key Indicators

These indicators are the evidence you will use to document how well each strategy is being implemented and whether or not they are helping bring about the intended outcomes for students. Use these indicators to assess the effectiveness of your strategies and to adjust what you’re doing.

For strategies that provide school enrollment choices, such as magnet schools, and strategies that decrease racial and economic enrollment disparities, include at least one indicator that measures enrollment disaggregated by race/ethnicity and free or reduced-priced lunch (FRPL). Disaggregating your data may be relevant for other types of strategies such as those designed to increase access to effective and diverse teachers. **Key Indicators of Progress (KIP)**

Key Indicators for Strategy #1

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2024	Target 2025	Target 2026
<i>Example: The percentage of American Indian students enrolling into concurrent enrollment classes will increase by 10 percentage points each year. 2020 enrollment is 32 percent.</i>	42%	52%	62%
<i>The percentage of students in reading interventions in grades 3-5 who make accelerated growth from fall to spring as measured by oral reading fluency in reading will increase by 5% each year.</i>	47%	52%	57%
<i>The percentage of students in reading intervention in grades 9-10 who make accelerated growth from fall to spring as measured by FastBridge aReading will increase by 5% each year.</i>	80%	85%	90%
<i>Students receiving FRPL will increase MCA III reading scores by 2% each year from 44.7% of students meeting proficiency in 2022 to 52.7% of students meeting proficiency in 2026.</i>	48.7%	50.7%	52.7%

This data will be used to support evaluation of your plan (Minn. Stat. § 124D.861, subd. 5).

Strategy #2: Data Analysis and Data-driven Decision Making Protocol

Type of Strategy: Innovative and integrated pre-K-12 learning environments.

* If you choose this, complete the Integrated Learning Environments section below.

Integrated Learning Environments (Minn. Stat. § 124D.861, subd. 1 (c)). If you chose *Innovative and integrated pre-K through grade 12 learning environments* as the strategy type above, describe in your narrative description how the different aspects of integrated learning environments listed below are part of your strategy:

- X Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions.
- X Increases graduation rates.

Narrative description of this strategy. Based on your description below, someone reading your plan should understand what you are proposing to do, why you are doing it, and be able to recognize it if they see it. For example, explain what this activity will look like, what will be taught, which students will participate, how students are selected, intended outcomes for students, what will be assessed, how instruction will be delivered, and where will this take place.

Enter narrative here. Teachers will be provided professional development designed to support the use of desegregated FASTBridge and other evidence-based data sources to inform differentiated instruction in the classroom.

Location of services: All school sites

Key Indicators for Strategy #2

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2024	Target 2025	Target 2026
<i>Example: The percentage of NAME OF RIS students disaggregated by race/ethnicity and FRPL reporting an increased sense of engagement and connection on our school climate surveys will increase 25 percentage points each year. 2020 response rate is 50 percent.</i>	75%	100%	100%
Percentage of teachers participating in professional development focused on data analysis and data-driven decision-making using an evidence-based data protocol workshops will increase annually by 10%.	80%	90%	100%
Percentage of teachers self-reporting the improved intentional use of disaggregated data to differentiate instruction will increase annually. (Baseline will be determined in 2024)	TBD	TBD	TBD
Students receiving FRPL will increase MCA III reading scores by 2% each year from 44.7% of students meeting proficiency in 2022 to 52.7% of students meeting proficiency in 2026.	48.7%	50.7%	52.7%

Strategy #3 Professional Development on Evidence-based Student Engagement Strategies, Blended Learning and Instructional Technology

Type of Strategy:

- Innovative and integrated pre-K-12 learning environments. * If you choose this, complete the Integrated Learning Environments section below.
- Professional development opportunities focused on academic achievement of all students.

Integrated Learning Environments (Minn. Stat. § 124D.861, subd. 1 (c)). If you chose *Innovative and integrated pre-K through grade 12 learning environments* as the strategy type above, describe in your narrative description how the different aspects of integrated learning environments listed below are part of your strategy:

- Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions.
- Increases access to effective and diverse teachers.
- Increases graduation rates.

Narrative description of this strategy. Based on your description below, someone reading your plan should understand what you are proposing to do, why you are doing it, and be able to recognize it if they see it. For example, explain what this activity will look like, what will be taught, which students will participate, how students are selected, intended outcomes for students, what will be assessed, how instruction will be delivered, and where will this take place.

Enter narrative here. Research supports the use of evidence-based student engagement strategies, including blended learning and the integrated use of technology, to increase student achievement, differentiate instruction and increase graduation rates. Teachers in Becker Public Schools will engage in ongoing professional development focused on student engagement, blended learning and instructional technology with expectations, developed in collaboration with teacher leaders, of increased levels of implementation each year.

Location of services: All school sites

Key Indicators for Strategy #3

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2024	Target 2025	Target 2026
<i>Example: The percentage of NAME OF RIS students disaggregated by race/ethnicity and FRPL reporting an increased sense of engagement and connection on our school climate surveys will increase 25 percentage points each year. 2020 response rate is 50 percent.</i>	75%	100%	100%
Percentage of teachers participating in professional development focused on student engagement will increase each year by 10%.	80%	90%	100%
The percentage of teachers self reporting their implementation of instructional technology will increase annually. (Baseline will be determined in 2024 SY)	TBD	TBD	TBD
The number of teachers trained in a blended learning instructional model will increase each year by at least 10 teachers.	10	20	30

Goal #2: The percentage of students with access to teachers implementing evidence-based engagement strategies and instructional technology consistently will increase by 2026.

*Baseline will be established in year 1 of this plan

Aligns with WBWF area: Enter one of the following:

- All racial and economic achievement gaps between students are closed.

Goal type: Enter one of the following:

- Teacher Equity

Strategies for Goal #2

Strategy #1 Professional Development on Evidence-based Student Engagement Strategies, Blended Learning and Instructional Technology

Type of Strategy: Enter one of the following types of strategies:

- Professional development opportunities focused on academic achievement of all students.

Integrated Learning Environments (Minn. Stat. § 124D.861, subd. 1 (c)). If you chose *Innovative and integrated pre-K through grade 12 learning environments* as the strategy type above, describe in your narrative description how the different aspects of integrated learning environments listed below are part of your strategy:

- | | |
|--|--|
| <input type="checkbox"/> Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions. | <input type="checkbox"/> Increases graduation rates. |
| <input type="checkbox"/> Provides school enrollment choices. | <input type="checkbox"/> Increases access to effective and diverse teachers. |
| <input type="checkbox"/> Increases cultural fluency, competency, and interaction. | |

Narrative description of this strategy. Based on your description below, someone reading your plan should understand what you are proposing to do, why you are doing it, and be able to recognize it if they see it. For example, explain what this activity will look like, what will be taught, which students will participate, how students are selected, intended outcomes for students, what will be assessed, how instruction will be delivered, and where will this take place.

Enter narrative here. Teachers will engage in professional development focused on evidence-based engagement strategies, blended learning and instructional technology designed to strengthen instruction to meet the diverse needs of all students. Implementation expectations will be developed collaboratively between administrators and teachers to ensure all students have access to effective teachers.

Location of services: All school sites

Key Indicators for Strategy #1

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2024	Target 2025	Target 2026
<i>Example: The percentage of NAME OF RIS students disaggregated by race/ethnicity and FRPL reporting an increased sense of engagement and connection on our school climate surveys will increase 25 percentage points each year. 2020 response rate is 50 percent.</i>	75%	100%	100%
Percentage of teachers participating in professional development focused on student engagement, blended learning and instructional technology will increase each year by 10%.	80%	90%	100%
The percentage of teachers self reporting their implementation of evidence-based engagement strategies and instructional technology will increase annually. (Baseline will be determined in 2024 SY)	TBD	TBD	TBD
The number of teachers trained in a blended learning instructional model will increase each year by at least 10 teachers.	10 Teachers	20 Teachers	30 Teachers

Goal #3: The number of students enrolled in Becker Public Schools involved in cross-district multicultural learning opportunities will increase by 10% each year 2023- 2026.

*Baseline will be established in year 1 of this plan

Aligns with WBWF area: Enter one of the following:

- All racial and economic achievement gaps between students are closed.

Goal type: Enter one of the following:

- Integration

Strategies for Goal #3

Strategy #1 Common Ground Cultural Communication Collaborative

Type of Strategy:

- Innovative and integrated pre-K-12 learning environments. * If you choose this, complete the Integrated Learning Environments section below.

Integrated Learning Environments (Minn. Stat. § 124D.861, subd. 1 (c)). If you chose *Innovative and integrated pre-K through grade 12 learning environments* as the strategy type above, describe in your narrative description how the different aspects of integrated learning environments listed below are part of your strategy:

- Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions.
- Provides school enrollment choices.

Increases cultural fluency, competency, and interaction.

Increases graduation rates.

Increases access to effective and diverse teachers.

Narrative description of this strategy. Based on your description below someone reading your plan should understand what you are proposing to do, why you are doing it, and be able to recognize it if they see it. For example, explain what this activity will look like, what will be taught, which students will participate, how students are selected, intended outcomes for students, what will be assessed, how will instruction be delivered, and where will this take place.

Enter narrative here. Becker High School students will participate in the Common Ground Cultural Communication Collaborative. This collaborative, through St. Cloud State University, facilitates this opportunity to connect and empower students to break down social and cultural barriers within the community and beyond. They engage in discussions and activities that celebrate differences while recognizing similarities in each other. Students from St. Cloud State University, Foley, ROCORI, St. Cloud Tech, St. Cloud Apollo, Kimball, and Becker participate at alternating district sites. Location of services: Alternating participating districts

Key Indicators for Strategy #1

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2024	Target 2025	Target 2026
<i>Example: The percentage of NAME OF RIS students disaggregated by race/ethnicity and FRPL reporting an increased sense of engagement and connection on our school climate surveys will increase 25 percentage points each year. 2020 response rate is 50 percent.</i>	75%	100%	100%
The number of Becker students participating in Common Ground will increase from 12 students in 2023 to 18 students in 2026.	12 students	15 students	18 students

Strategy #2 Cross District Collaborative Experiences

Type of Strategy:

- Innovative and integrated pre-K-12 learning environments. * If you choose this, complete the Integrated Learning Environments section below.

Integrated Learning Environments (Minn. Stat. § 124D.861, subd. 1 (c)). If you chose *Innovative and integrated pre-K through grade 12 learning environments* as the strategy type above, describe in your narrative description how the different aspects of integrated learning environments listed below are part of your strategy:

- Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions.
- Provides school enrollment choices.
- Increases cultural fluency, competency, and interaction.
- Increases graduation rates.
- Increases access to effective and diverse teachers.

Narrative description of this strategy. Based on your description below, someone reading your plan should understand what you are proposing to do, why you are doing it, and be able to recognize it if they see it. For example, explain what this activity will look like, what will be taught, which students will participate, how students are selected, intended outcomes for students, what will be assessed, how instruction will be delivered, and where will this take place.

Enter narrative here. Becker schools will participate in cross district collaborative experiences with St Cloud schools. Possible experiences may include One District One Book, a program designed to create a shared reading experience across our school community. In this program, a common book is selected through a collaborative process and each participating child receives a copy of the book to be read at home with an adult. The program provides a calendar and

activities for families to follow that support literacy. Additionally, some classes may engage with other area classrooms via technology to discuss the book. Other collaborative experiences could include cross district pen pals, shared author studies or American Indian Storytelling Artists in Residence. These experiences all support learning about various cultures, a requirement articulated in the state academic standards, and sharing a common experience that celebrates differences while recognizing we all have things in common.

Location of services: Various participating schools/districts

Key Indicators for Strategy #2

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2024	Target 2025	Target 2026
<i>Example: The percentage of NAME OF RIS students disaggregated by race/ethnicity and FRPL reporting an increased sense of engagement and connection on our school climate surveys will increase 25 percentage points each year. 2020 response rate is 50 percent.</i>	75%	100%	100%
Increase the number of Becker students participating in cross-district collaborative experiences with our adjoining districts. (Baseline is 0)	25 students	50 students	75 students
Increase the number of cross-district collaborative experience opportunities with our adjoining districts. (Baseline is 0)	2 Experiences	3 Experiences	4 Experiences

Creating Efficiencies and Eliminating Duplicative Programs

Briefly explain how this plan will create efficiencies and eliminate duplicative programs and services (Minn. Stat. § 124D.861, subd. 2 (c)). This plan will create efficiencies and eliminate duplicative programs by ensuring district representation and participation at Multi-District Collaboration Council (MDCC) meetings. At these meetings, resources and efforts are shared and cross-district integrative efforts are coordinated. The district does not have the resources to accomplish the goals of achievement-gap reduction without the support of the collaborative. This plan also creates efficiencies within the district by fully coordinating with and supporting the district World’s Best Workforce goals. Some of these are already supported by Alternative Delivery of Specialized Instructional Services (ADSIS) and Title 1. Through this collaboration, the district is provided with otherwise unavailable resources for additional reading intervention, professional development, and classroom educational experiences to increase student academic achievement and cross-cultural fluency.

District Office Staff (4.5 FTEs)

3/3/23

	Salary	sal inc %	Total Benefits	Total District Cost	Cost Inc %
2021-22	\$264,337		\$146,657	\$410,994	
2022-23	\$275,912	4.20%	\$151,106	\$427,018	3.90%

Baseball Booster
Liberty Paper

\$1,500 Baseball
\$300 Girls Basketball

Adopted: April 4, 2022

Revised:

208 DEVELOPMENT, ADOPTION, AND IMPLEMENTATION OF POLICIES

I. PURPOSE

The purpose of this policy is to emphasize the importance of the policy-making role of the school board and provide the means for it to be an ongoing effort.

II. GENERAL STATEMENT OF POLICY

Formal guidelines are necessary to ensure the school community that the school system responds to its mission and operates in an effective, efficient, and consistent manner. A set of written policies shall be maintained and modified as needed. Policies should define the desire and intent of the school board and should be in a form that is sufficiently explicit to guide administrative action.

III. DEVELOPMENT OF POLICY

- A. The school board has jurisdiction to legislate policy with the force and effect of law for the school district. School district policy provides the school board's general direction for the school district while delegating policy implementation to the administration.
- B. The school district's policies provide guidelines and goals to the school community. The policies are the basis for guidelines and directives created by the administration. The school board shall determine the effectiveness of policies by evaluating periodic reports from the administration.
- C. Policies may be proposed by a school board member, employee, student, or resident of the school district. Proposed policies or ideas shall be submitted to the superintendent for review prior to possible placement on the school board agenda.

IV. ADOPTION AND REVIEW OF POLICY

- A. The school board shall give notice of proposed policy changes or adoption of new policies by placing the item on the agenda of two school board meetings. The proposals shall be distributed and public comment will be allowed at both meetings.
- B. The final action taken to adopt the proposed policy shall be approved by a simple majority vote of the school board at a meeting after the two meetings at which public input was received. The policy will be effective on the latter of the date of passage or the date stated in the motion.
- C. In an emergency, a new or modified policy may be adopted by a majority vote of a quorum of the school board in a single meeting. A statement regarding the

emergency and the need for immediate adoption of the policy shall be included in the minutes. The policy adopted in an emergency shall expire within one year following the emergency action unless the policy adoption procedure stated above is followed and the policy is reaffirmed. The school board shall have discretion to determine what constitutes an emergency.

- D. If a policy is modified with minor changes that do not affect the substance of the policy or because of a legal change over which the school board has no control, the modified policy may be approved at one meeting at the discretion of the school board.

V. IMPLEMENTATION OF AND ACCESS TO POLICY

- A. The superintendent shall be responsible for implementing school board policies, other than the policies that cover how the school board will operate. The superintendent shall develop administrative guidelines and directives to provide greater specificity and consistency in the process of implementation. These guidelines and directives, including employee and student handbooks, shall be subject to annual review and approval by the school board.
- B. Each school board member shall have access to school district policies. A copy of the school district policies shall be placed in the office of each school attendance center and in the central school district office and shall be available for reference purposes to other interested persons.
- C. The superintendent, employees designated by the superintendent, and individual school board members shall be responsible for keeping the policy current.
- D. The school board shall review policies at least once every three years. The superintendent shall be responsible for developing a system of periodic review, addressing approximately one third of the policies annually. In addition, the school board shall review the following policies annually: ~~410 Family and Medical Leave Policy; 413 Harassment and Violence; 414 Mandated Reporting of Child Neglect or Physical or Sexual Abuse; 415 Mandated Reporting of Maltreatment of Vulnerable Adults; 506 Student Discipline; 514 Bullying Prohibition Policy; 522 Student Sex Nondiscrimination; 524 Internet Acceptable Use and Safety Policy; 616 School District System Accountability;~~ 722 Public Data Requests; and 806 Crisis Management Policy.
- E. When no school board policy exists to provide guidance on a matter, the superintendent is authorized to act appropriately under the circumstances keeping in mind the mission, educational philosophy, and financial condition of the school district. Under such circumstances, the superintendent shall advise the school board of the need for a policy and present a recommended policy to the school board for approval.

Legal References: Minn. Stat. § 123B.02, Subd. 1 (School District Powers)
Minn. Stat. § 123B.09, Subd. 1 (School Board Powers)

Cross References: Policy 305 (Policy Implementation)

Adopted: August 2, 2010

Revised: _____

306 ADMINISTRATOR CODE OF ETHICS

I. PURPOSE

The purpose of this policy is to establish the requirements of the school board that school administrators adhere to the standards of ethics and professional conduct in this policy and Minnesota law.

II. GENERAL STATEMENT OF POLICY

- A. An educational administrator's professional behavior must conform to an ethical code. The code must be idealistic and at the same time practical, so that it can apply reasonably to all educational administrators. The administrator acknowledges that the schools belong to the public they serve for the purpose of providing educational opportunities to all. However, the administrator assumes responsibility for providing professional leadership in the school and community. This responsibility requires the administrator to maintain standards of exemplary professional conduct. It must be recognized that the administrator's actions will be viewed and appraised by the community, professional associates, and students. To these ends, the administrator must subscribe to the following standards.
- B. The Educational Administrator:
1. Recognizes that educating students is a primary responsibility.
 2. Makes the well-being of students the fundamental value of all decision-making and actions.
 3. Fulfills professional responsibilities with honesty and integrity.
 4. Supports the principle of due process and protects the civil and human rights of all individuals.
 5. Obeys local, state, and national laws and does not knowingly join or support organizations that advocate, directly or indirectly, the overthrow of the government.
 6. Implements the school board's policies.
 7. Pursues appropriate measures to correct those laws, policies, and regulations that are not consistent with sound educational goals.

8. Avoids using positions for personal gain through political, social, religious, economic, or other influence.
9. Accepts academic degrees or professional certification only from duly accredited institutions.
10. Maintains the standards and seeks to improve the effectiveness of the profession through research and continuing professional development.
11. Honors all contracts until fulfillment, release, or dissolution is mutually agreed upon by all parties to the contract.
12. Adheres to the code of ethics for administrators in Minnesota law.

Legal References: Minn. Stat. § 122A.14, Subd. 4 (Code of Ethics)
Minn. Rules Part 3512.5200 (Code of Ethics for School Administrators)

Cross References:

Adopted: January 3, 2011

Revised _____

307 COMPENSATION AND BENEFITS

I. PURPOSE

With respect to employment compensation and benefits to employees, consultants, and contract workers, the Superintendent shall not recommend or cause jeopardy to the fiscal integrity or public image of the school district.

II. GENERAL STATEMENT OF POLICY

The Superintendent shall not:

- A. Change his or her own compensation and benefits
- B. Create obligations over a longer term than revenues have been projected to maintain structural balance

Flexible Scheduling Worksheet

2022-23

minimum numbers -
165 min days grades 1 - 11

850 min hours gr K
935 min hours gr 1-6
1020 min hours gr 7 - 12

2/27/23

12th Grade	SCHEDULES	Length of day (MINUTES)	NUMBER OF DAYS	TOTAL MINUTES	Total Hours / YR	AVERAGE LENGTH OF DAY
	Full	375	159	59,625		
	Early Out	245	5	1,225		
09/07/2022-05/25/2023				164	60,850	1014

10th & 11th Grades	SCHEDULES	Length of day (MINUTES)	NUMBER OF DAYS	TOTAL MINUTES	Total Hours / YR	AVERAGE LENGTH OF DAY
	Full	375	163	61,125		
	Early Out	245	6	1,470		
09/07/2022-06/02/2023				169	62,595	1043

9th Grade	SCHEDULES	Length of day (MINUTES)	NUMBER OF DAYS	TOTAL MINUTES	Total Hours / YR	AVERAGE LENGTH OF DAY
	Full	375	164	61,500		
	Early Out	245	6	1,470		
09/06/2022-06/02/2023				170	62,970	1050

6th-8th Grade	SCHEDULES	Length of day (MINUTES)	NUMBER OF DAYS	TOTAL MINUTES	Total Hours / YR	AVERAGE LENGTH OF DAY
	Full	375	163	61,125		
	Early Out	245	6	1,470		
09/07/2022-06/02/2023				169	62,595	1043

3rd-5th Grade	SCHEDULES	Length of day (MINUTES)	NUMBER OF DAYS	TOTAL MINUTES	Total Hours / YR	AVERAGE LENGTH OF DAY
	Full	370	161	59,570		
	Early Out	240	6	1,440		
09/08/2022-06/02/2023				167	61,010	1017

1st-2nd Grade	SCHEDULES	Length of day (MINUTES)	NUMBER OF DAYS	TOTAL MINUTES	Total Hours / YR	AVERAGE LENGTH OF DAY
	Full	370	161	59,570		
	Early Out	240	6	1,440		
09/08/2022-06/02/2023				167	61,010	1016

Kindergarten	SCHEDULES	Length of day (MINUTES)	NUMBER OF DAYS	TOTAL MINUTES	Total Hours / YR	AVERAGE LENGTH OF DAY
	Full	370	161	59,570		
	Early Out	240	5	1,200		
09/08/2022-06/02/2023				166	60,770	1012