

Regular Meeting
Monday, November 4, 2024 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. Presentation
2. REPORTS
 - 2.A. Student Report
 - 2.B. Superintendent's Report
 - 2.C. Committee Reports
3. CONSENT AGENDA
 - 3.A. Minutes
 - 3.B. Financial Report
 - 3.C. Disbursements
 - 3.D. Personnel
 - 3.E. Varsity & Junior Varsity MSHSL Hockey Cooperative Agreement
 - 3.F. Resolution of Governing Board Supporting Form A Application to Minnesota State High School League Foundation
 - 3.G. Resolution Establishing Combined Polling Places
 - 3.H. 2024-2025 Contract w/ Network Administrator
4. GIFTS
5. POLICY REVIEW
6. FIRST READINGS
7. ADJOURN

Priority Standards

Becker Intermediate School





Priority Standards

- The most critical skills and knowledge that all students must acquire.
- These standards ensure a focused, coherent approach to curriculum and assessment, which will maximize the impact on student learning.

PRIORITY STANDARDS

Rationale for Using Priority Standards



Benefits for Students:

- Promotes mastery of essential skills and knowledge.
- Provides a clear future for academic support and intervention.

Benefits for Educators:

- Allows for targeted lesson planning and assessment.
- Supports collaborative discussions on instructional strategies.



The Guiding Resource



Leading Standards-Based Learning

- Strategies for effective implementation of Priority Standards
- Emphasis on formative assessment and data-driven instruction
- Collaborative professional learning focused on continuous improvement.

Without data, all we
have is an opinion.

-Edward Deming

Identifying Our Priority Standards

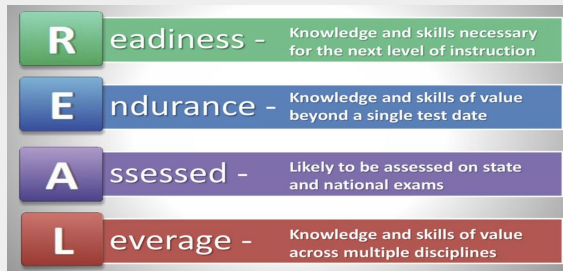


Selection Process

- Teaching teams will evaluate and select standards considering relevance, alignment and impact

REAL Criteria

- Readiness: Essential skills needed for advancement to the next grade level.
- Endurance: Skills that are valuable beyond a single test or grade level.
- Assessment: Student opportunity to learn content that will be assessed.
- Leverage: Skills applicable across multiple disciplines.



Identifying Our Priority Standards (continued)



Stakeholder Involvement

- Collaboration with teachers, instructional leaders and district support are all valuable with this process.



Implementation in the Classroom



Integrating Priority Standards

- Teachers align units and lessons with Priority Standards.
- Differentiated instruction for varied learning needs.
- Regular formative assessments to check for mastery.

Instructional Support

- Resource, technology, and hands-on activities reinforcing Priority Standards.





Professional Development and Collaboration

Professional Learning Communities (PLCs):

- Ongoing collaborative discussions around effective teaching strategies.
- Sharing data insights and best practices.

Training Alignment

- Focused Professional Development sessions.
- We will put an emphasis on refining teaching and adapting to student data.



Monitoring and Assessing Progress (Future Planning)

Data Driven Instruction

- Will use formative and summative assessments to track mastery.
- Will adjust instructional strategies based on student needs.

Progress Reporting

- Will communicate student growth and proficiency in Priority Standards to stakeholders.



Future Successes and Feedback

Impact Highlights

- Looking for improved student performance and will provide engagements examples.
- Provide teacher feedback on focused curriculum and clear learning targets.

Overcoming Challenges

- Anticipating that there will be challenges and that staff will work together and reach out for solutions.



Continued Steps and Sustainability

Future Implementation Goals

- Extend Priority Standards framework to ensure vertical alignments across all grades
- Provide continued professional development on data analysis and instructional strategies

Long-Term Vision:

- Establish a culture focused on standards-based learning.
- Regularly revisit and refine Priority Standards as needs evolve.

Closing Remarks



Thank You

Board / Committee Meetings 2024

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			

3 Finance 7:00 am
3 Facilities 4:30 pm
8 Organizational Meeting 6:30 pm
16 TRAK 5:30 pm CANCELED
17 Policy 6:00 pm CANCELED
22 Activities 7:00 am
22 EC Advisory 6:00 pm
29 Meet & Confer 3:45 pm CANCELED
31 Finance 7:00 am

July

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			

8 Board Meeting 6:30 pm
17 Policy 6:00 pm CANCELED
31 Finance 7:00 am
31 Facilities 4:30 pm

February

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		

5 Curriculum 5:00 pm
5 Board Meeting 6:30 pm
12 Activities 7:00 am
14 Policy 6:00 pm RESCHEDULED
15 Wellness 3:00 pm
21 Community Education 3:30 pm
21 Policy 6:00 pm CANCELED
28 Finance 7:00 am
28 Facilities 4:30 pm

August

S	M	T	W	T	F	S
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4	5	6	7	8	9	10
11	12	13	14	15	16	17
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25	26	27	28	29	30	31

5 Board Meeting 6:30 pm
14 Policy 6:00 pm CANCELED

March

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31						

4 Board Meeting 6:30 pm
13 Policy 6:00 pm RESCHEDULED
18 Activities 7:00 am
19 TRAK 5:30 pm
20 Policy 6:00 pm

September

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29	30					

4 Finance 7:00 am
4 Facilities 4:30 pm
9 Board Meeting 6:30 pm
17 TRAK 5:30 pm
18 Policy 6:00 pm RESCHEDULED
24 Community Education 3:30 pm
25 Policy 6:00 pm

April

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28	29	30				

3 Finance 7:00 am
3 Facilities 4:30 pm
8 Board Meeting 6:30 pm
17 Policy 6:00 pm
22 Activities 7:00 am
22 EC Advisory 6:00 pm
24 Community Education 3:30 pm

October

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27	28	29	30	31		

2 Finance 7:00 am
2 Facilities 4:30 pm
7 Board Meeting 6:30 pm
16 Policy 6:00 pm RESCHEDULED to 23rd
23 Wellness 3:00 pm
23 Policy Committee 6:00pm
28 Activities 7:00 am
28 EC Advisory 6:00 pm

May

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1 Finance 7:00 am
1 Facilities 4:30 pm
6 Curriculum 5:30 pm
6 Board Meeting 6:30 pm
13 Activities 7:00 am
15 Meet & Confer 3:45 pm
15 Policy 6:00 pm CANCELED
21 TRAK 5:30 pm
29 Finance 7:00 am
29 Facilities 4:30 pm

November

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24	25	26	27	28	29	30

13 Finance 7:00 am
13 Facilities 4:30 pm
18 Board Meeting 6:30 pm
25 Activities 7:00 am

June

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

3 Board Meeting 6:30 pm
 12 Policy 6:00 pm Rescheduled
 26 Finance 7:00 am
 26 Facilities 4:30 pm
 26 Policy 6:00 pm

December

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

2 Board Meeting 6:30 pm
 11 Policy Meeting 6:00 pm

Chair Jurek called the regular meeting of the School Board of District #726 to order on the 7th day of October, 2024 at 6:30 p.m. in the Teaching & Learning Center.

Roll Call.

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

Members absent: None

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

CITIZEN COMMENTS: None

PRESENTATION: Dave Kreft, High School Principal: Cell Phone Policy

REPORTS/UPDATES:

- Superintendent
- School Board Student Representatives
- Committee Meetings: TRAK, Curriculum, Community Education, Policy

Motion by Troy Berning, seconded by Corey Stanger, to *Approve the Consent Agenda* as presented:

CONSENT AGENDA

MINUTES FROM THE AUGUST 5, 2024 REGULAR SCHOOL BOARD MEETING

FINANCIAL REPORT

EXPENDITURES

Fund	2024-25	September 2024	2024-25	Remaining	%
	Budget		Year-to-Date	Budget	Spent
General	41,661,884	3,672,004	6,681,802	34,980,082	16.04%
Food Service	2,578,924	80,076	113,237	2,465,687	4.39%
Community Service	1,934,483	134,361	320,766	1,613,717	16.58%
Debt Service	3,818,538	-	252,769	3,565,769	6.62%
	\$ 49,993,829	\$ 3,886,441	\$ 7,368,574	\$ 42,625,255	14.74%

DISBURSEMENTS – in the amount of \$3,632,294.65

PERSONNEL

Name	Status	Job Title	Location	Effective
Alkire, Mary	Resignation	Special Education Paraprofessional	MS	9/27/24
Andrus, Breanna	End of Assignment	AM/PM Van Driver	Bus Garage	8/30/24
Arnold, Ashley	New	Special Education Paraprofessional	PS	9/24/24
Bayer, Cristina	New	Special Education Paraprofessional	PS	9/24/24
Cotton, Amy	Resignation	ECFE Teacher	EEC	9/18/24
Dufner, Madison	New	Counselor	HS	10/7/24
Dutcher, Seth	Extracurricular Assignment	Musical AV Sound and Lights Director	HS	10/3/24
Farber, Michelle	New	Special Education Paraprofessional	HS	9/16/24
Hanrahan, Laurie	Resignation	9th Grade Volleyball Coach	HS	9/16/24
Hanson, Logan	Resignation	8th Grade Boys Basketball Coach	MS	9/13/24
Hanson, Logan	Extracurricular Assignment	Asst. Boys Basketball Coach - JVB	HS	11/18/24
Herbst, Tina	New	Food Service Worker	MS	9/16/24
Herbst, Tina	Resignation	Food Service Worker	MS	10/02/24
Holland, Lindsay	New	Food Service Worker	MS	9/16/24
Hord, Michelle	New	Special Education Paraprofessional	PS	10/8/24
Jensen, Lynn	Change in Assignment	Special Education Paraprofessional	IS (was IS/Bus Garage)	9/324
Johnson, Jeremy	New	JV Boys Basketball Coach	HS	11/18/24
Karls, Holly	Change in Assignment	Counselor	HS (was PS/IS/MS)	9/16/24
Klingbell, Bonnie	New	Camp Opportunity Lead	Camp Opportunity	10/1/24
Klingbell, Bonnie	New	Cashier	HS	9/23/24
Kolbinger, Mark	Change in Assignment	Counselor	MS (was MS/HS)	9/30/24

Lagnese, Colton	New	Food Service Worker	HS	9/3/24
Lillback, Kelly	Resignation	Assistant Cook	IS (was IS/Bus Garage)	9/19/24
Niedfeldt, Tyler	Extracurricular Assignment	8th Grade Boys Basketball Coach	MS	1/2/25
Paulson, Susann	New	Special Education Paraprofessional	PS	9/10/24
Peacock, Michelle	Resignation	Director of Community Education	District	01/01/25
Peterson, Heather	Resignation	Special Education Paraprofessional	IS (was IS/Bus Garage)	8/9/24
Phillips, Jayme	New	Special Education Social Worker	PS/IS/MS	10/3/24
Radunz, Tamara	New	Freeplay Supervisor	PS	9/9/24
Revier, Allison	Change in Assignment	Technology Assistant (was Special Education Paraprofessional)	District	10/14/24
Revier, Allison	Resignation	Camp Opportunity Lead	Camp Opportunity	10/8/24
Rockensock, Jay	New	Technology Assistant	District	09/23/24
Schroepfer, Debra	New	AM/PM Transportation Paraprofessional	Bus Garage	8/14/24
Seiler, Daniel	Resignation	AM/PM Bus Driver	Bus Garage	10/6/24
Struffert, Katelynn	New	Sibling Care	EEC	9/17/24
Stueve, Stacy	Resignation	Lunchroom Supervisor	PS	7/1/24
Tebben, Josh	Change in Assignment	AM/PM Bus Driver - Days Per Week from 5 to 4	Bus Garage	9/3/24

24-25 INDIVIDUAL CONTRACTS, as presented:

- Director of Human Resources
- Director of Business Services
- Director of Transportation
- Director of Food Service
- Director of Buildings & Grounds

Motion carried unanimously.

Motion by Connie Robinson, seconded by Troy Berning, to *Approve a Resolution Accepting Donations*.

DONOR	GIFT DESCRIPTION	AMOUNT
Bogart, Pederson & Associates	Dance Team	\$250.00
Byers, Y	GSA	\$25.00
Byers, Y	GSA	\$25.00
Dylan's Hope	Mental Health	\$15,000.00
Dylan's Hope	Primary School	\$15,000.00
Dylan's Hope	Baseball	\$12,000.00
Krenz, Kevin & Julie	Baseball	\$500.00
MN Vikings Foundation	Football	\$1,000.00

Motion carried unanimously.

Motion by Corey Stanger, seconded by Ryan Hubbard, to ***Approve Voting Yes to Both Minnesota State High School League Resolutions***. Motion carried unanimously.

Motion by Connie Robinson, seconded by Pete Weismann, to ***Approve the Following MSBA Delegate Assembly Resolution***:

Be it resolved, that MSBA urges the legislature to continue to hold harmless compensatory funding for school districts for 2 years or longer to extend the current rate in school districts going forward based on current calculation statuses.

Motion carried unanimously.

Motion by Troy Berning, seconded by Ryan Hubbard, to ***Approve the Following Policy Recommendations***:

- 504 Student Dress and Appearance: Adopt MSBA's latest version
- 505 Distribution of Nonschool-Sponsored Materials on School Premises by Students and Employees: Review only
- 506 Student Discipline: Adopt MSBA's latest version
- 523 Service Animals: Adopt MSBA's latest version, renumber to 535
- 524 Internet, Technology, and Cell Phone: Adopt MSBA's latest version
- 535 Latex Free: Review, renumber to 545 (No MSBA Policy)
- 536 Special Dietary Needs: Review, renumber to 546 (No MSBA Policy)
- 704 Development and Maintenance of an Inventory of Fixed Assets and a Fixed Asset Accounting System: Review only
- 722 Public Data Request: Review only

Motion carried unanimously.

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

- 536 Animals in Schools

A Second Reading will be held at the next regular school board meeting in November.

The meeting was *adjourned* at 7:28 p.m.

Aaron Jurek, Chair

Pete Weismann, Clerk

Recorder: Angela Oswald

**BECKER PUBLIC SCHOOLS
MONTHLY FINANCIAL REPORT
October 2024**

EXPENDITURES

Fund	2024-25 Budget	October 2024	2024-25 Year-to-Date	Remaining Budget	% Spent
General	41,661,884	3,794,371	10,476,173	31,185,711	25.15%
Food Service	2,578,924	259,386	372,623	2,206,301	14.45%
Community Service	1,934,483	147,481	468,247	1,466,236	24.21%
Debt Service	3,818,538	-	252,769	3,565,769	6.62%
	\$ 49,993,829	\$ 4,201,238	\$ 11,569,812	\$ 38,424,017	23.14%

Name	Status	Job Title	Location	Effective
Ely-Kotaska, Sheila	Resignation	Student Services Information Secretary	District Office	6/24/24
Enerson, Mitchell	New	Weight Room Supervisor	HS	10/9/24
Frank, Kamille	New	Special Education Paraprofessional	MS	10/8/24
Geiger, Sarita	End of Assignment	Special Education Paraprofessional	PS	10/4/24
Jarvi, Curt	Resignation	Mid-Day Route	Bus Garage	10/8/24
Johnson, Patricia	Increase in Hours	Breakfast Server	PS	10/14/24
Kipka, Payton	New	Special Education Paraprofessional	PS	11/11/24
Klingbeil, Bonnie	Increase in Hours	Camp Opportunity Lead	Camp Opportunity	10/24/24
Klingbeil, Bonnie	Resignation	Cashier	HS	10/23/24

Name	Status	Job Title	Location	Effective
Kollman, Steve	End of Assignment	Second Grade Teacher	PS	10/27/24
Laemmle, Hannah	New	Second Grade Teacher	PS	10/31/24
Marholz, Jeff	Resignation	AM/PM Bus Driver	Bus Garage	10/31/24
Nelson, Jesse	New	AM/PM Bus Driver	Bus Garage	10/21/24
Pikala, Stephen	New	Transportation Paraprofessional	Bus Garage	10/28/24
Renslow, Janine	Resignation	Special Education Paraprofessional	HS	10/14/24
Roger, Kerline	New	Food Service Assistant	MS	10/21/24
Rogers, Courtney	New	Special Education Paraprofessional	PS	10/10/24
Rother, Denise	Additional Assignment	Mid-Day Route	Bus Garage	10/23/24

Name	Status	Job Title	Location	Effective
Schroepfer, Debra	Increase in Hours	Transportation Paraprofessional	Bus Garage	10/10/24
Schrupp, Stephenee	New	Asst. Gymnastics Coach	HS/MS	11/11/24
Siebert, Carol	Resignation	First Grade Teacher	PS	11/1/24
Stach, Barbara	Change in Position	Breakfast Cashier (was Breakfast Server)	PS	10/9/24
Thompson, Christine	Change in Position	Lunch Cashier (was Lunch Server)	HS	10/24/24
Tuvman, Christina	New	Special Education Paraprofessional	MS	11/5/24
Vee, Adam	New	Head Girls Lacrosse Coach	HS	3/31/25
Vee, Melissa	New	Asst. Girls Lacrosse Coach	HS	03/31/25
Vogt, Tyler	New	7th Grade Football Coach	MS	8/26/24

**VARSITY AND JUNIOR VARSITY
MSHSL HOCKEY COOPERATIVE AGREEMENT
(2024-2025 and 2025-2026)**

This agreement is entered into by and between Becker School District, Big Lake School District and Becker/Big Lake Blue Line Club to describe the rights and obligations of all parties regarding the establishment of a MSHSL cooperative agreement for varsity and junior varsity boys hockey programs. Becker School District will be the "host" district of this agreement. The Becker School District, Big Lake School District and Becker/Big Lake Blue Line Club agree as follows:

1. **Hockey Program:** The School Districts will continue a MSHSL cooperative agreement varsity and junior varsity hockey program during the 2024-2025 and 2025-2026 school years, subject to the provisions of the agreement. The agreement shall continue for an initial term of two years and may be extended in increments of two years upon mutual agreement of both parties. Each extension shall be confirmed in writing at least 90 days after the end of the hockey season.
2. **Title IX Compliance Programs:** The parties agree that the expenses for Title IX compliance programs will be monitored during the duration of this agreement. It is understood that the decision regarding compliance programs is made solely by the individual School Boards.
3. **Control of the Program:** The parties recognize that it is the School District's legal obligation to administer its sports program. All decisions regarding the hockey program shall be made solely by the Becker and Big Lake School Districts and shall not be subject to any approval, consent, or other control of any other entity. The Becker Activities Director shall meet with the Big Lake Activities Director from time to time to seek advice on matters outside the budget; however, the School District's shall not be bound by the Becker/Big Lake Blue Line Club advice on program matters.
4. **Academic Standards:** The School District's shall impose academic standards on participants in the hockey program consistent with those set upon students participating in other MSHSL competitive sports in each School District.
5. **Establishment of Program Budget:** All parties agree to use their best efforts to arrive at a reasonable budget that will enable the Becker and Big Lake School District's to provide a quality hockey program. The School District's Athletic Directors shall be responsible for the administration of cooperative sports.
6. **Cooperative agreements with Becker School District and Big Lake School District:** The Becker School District and the Big Lake School District agree to participate in a cooperative agreement. The current cooperative agreement covers the 2024-2025 and 2025-2026 seasons. At the end of the 2025-2026 season, the two School District's will meet to evaluate the cooperative agreement and determine whether it should continue.
7. **Payment of Net Expenses:** "Net expenses" shall be calculated by subtracting district registration fees, game admission receipts, and ice arena levies for both schools from the total expenses based upon percentage of total hockey participants in each school.

Ice arena levies will be split between Becker and Big Lake Schools based upon the percentage of total hockey participants in each school.

Transportation shall be paid for by the Becker/Big Lake Blue Line Club, which shall be provided by the schools to ensure students are covered by each district's liability insurance. The transportation will be billed back to the Becker/Big Lake Blue Line Club. Any coach buses ordered by the Becker/Big Lake Blue Club will pay bus companies directly for those buses.

8. **Accounting:** At the end of each season, the Becker School District Activities Director shall provide an accounting of the year's expenses and receipts to the Big Lake School District and the Becker/Big Lake Blue Line Club.
9. **Revenue:** Big Lake Public Schools will collect all gate receipts via GoFan's electronic ticketing system (cashless, not tickets sold at the door). The gate receipts will be used to offset costs associated with the expenditures within the program.
10. **Failure to Make Payments:** If the Becker/Big Lake Blue Line Club fails to make payments as described above, the Becker School District shall provide written notice to the Becker/Big Lake Blue Line Club. A twenty (20) day grace period for payment will be allowed. If payment is not made within this time, the hockey program will be terminated.
11. **Equipment:** Hockey students shall provide their own equipment, including but not limited to: skates, shin-guards, girdles, breezers, athletic supporters, chest pads, elbow pads, shoulder pads, mouthguards, gloves, helmets, and sticks. Game jerseys and socks are provided by Becker School District. All student-provided or Becker/Big Lake Blue Line Club donated equipment must meet Minnesota State High School League safety standards. The Becker/Big Lake Blue Line Club will cover the cost of certifying and maintaining the equipment. If there is a termination of this cooperative agreement, any equipment donated will be sold. The proceeds of any equipment sold will be split between Becker School District, Big Lake School District and Becker/Big Lake Blue Line Club.
12. **Fees and Donations:** No student may participate in high school hockey unless the appropriate fee for each season, as determined by Becker and Big Lake School Districts, is paid in full.
13. **Termination of the Hockey Program:** Either party may terminate the hockey program if it believes it is in its best interest to do so. Written notice by certified letter must be provided, and the Becker/Big Lake Blue Line Club Representative shall meet with the Becker School District and Big Lake School District to discuss a transition period.
14. **Review Provision:** At the end of each hockey season, the School Districts shall meet with the Becker/Big Lake Blue Line Club to evaluate the program and determine whether it should continue.
15. **Compliance Agreement:** This agreement constitutes the full understanding between the parties. No other oral or written representations shall be enforceable.

IN WITNESS WHEREOF, the undersigned parties have executed this agreement:

IN WITNESS WHEREOF, the undersigned parties have hereunto set in their hands:

Becker/Big Lake Blue Line Club

By: _____

Date: _____

Title: _____

Big Lake Public Schools

By: _____

Date: _____

Title: _____

Becker Public Schools

By: _____

Date: _____

Title: _____

- Commented [1]: Is this sentence necessary? I don't even know what it means.
- Commented [2R1]: @m.kuisle@biglakeschools.org @kjanuszewski@isd726.org
- Commented [3R1]: No clue, I just took it from Monticello's agreements.

FORM A

RESOLUTION OF GOVERNING BOARD SUPPORTING FORM A APPLICATION TO MINNESOTA STATE HIGH SCHOOL LEAGUE FOUNDATION

WHEREAS, the Minnesota State High School League Foundation was formed to provide support for Minnesota's high school youth to participate in athletics and fine arts;

WHEREAS, the Governing Board of [Name of School/District] [Click or tap here to enter text.](#) recognizes the value of student participation in extracurricular activities; and

WHEREAS, the MSHSL Foundation is offering grants and funding to assist schools in recognizing, promoting and funding extracurricular participation by high school students in athletic and fine arts programs.

THEREFORE, BE IT RESOLVED, that the Governing Board of [Name of School/District] [Click or tap here to enter text.](#) supports the school's application to the Minnesota State High School League Foundation for a **FORM A** grant to offset student activity fees.

[Click or tap here to enter text.](#)

Date

Board Chair/Head of School

[Click or tap here to enter text.](#)

Date

Board Clerk – Treasurer/ Finance Director

RESOLUTION ESTABLISHING COMBINED POLLING PLACES
FOR MULTIPLE PRECINCTS AND
DESIGNATING HOURS DURING WHICH THE POLLING
PLACES WILL REMAIN OPEN FOR VOTING
FOR SCHOOL DISTRICT ELECTIONS NOT HELD
ON THE DAY OF A STATEWIDE ELECTION

BE IT RESOLVED by the School Board of Independent School District No.726, State of Minnesota, as follows:

1. Pursuant to Minnesota Statutes, Section 205A.11, the precincts and polling places for school district elections are those precincts or parts of precincts located within the boundaries of the school district which have been established by the cities or towns located in whole or in part within the school district. The board hereby confirms those precincts and polling places so established by those municipalities.

2. Pursuant to Minnesota Statutes, Section 205A.11, the board may establish a combined polling place for several precincts for school district elections not held on the day of a statewide election. Each combined polling place must be a polling place that has been designated for use as a polling place by a county or municipality. The following combined polling places are established to serve the precincts specified for all school district special and general elections not held on the same day as a statewide election:

Combined Polling Place:

Becker Community Center, 11500 Sherburne Avenue SE, Becker, MN 55308

This combined polling place serves all territory in Independent School District No.726 located in Sherburne County, Minnesota.

3. Pursuant to Minnesota Statutes, Section 205A.09, the polling places will remain open for voting for school district elections not held on the same day as a statewide election between the hours of 7:00 o'clock a.m. and 8:00 o'clock p.m.

4. The clerk is directed to file a certified copy of this resolution with the county auditors of each of the counties in which the school district is located, in whole or in part, within thirty (30) days after its adoption.

5. As required by Minnesota Statutes, Section 204B.16, Subdivision 1a, the clerk is hereby authorized and directed to give written notice of new polling place locations to each affected household with at least one registered voter in the school district whose school district polling place location has been changed. The notice must be a nonforwardable notice mailed at least twenty-five (25) days before the date of the first election to which it will apply. A notice that is returned as undeliverable must be forwarded immediately to the appropriate county auditor, who shall change the registrant's status to "challenged" in the statewide registration system.

By the Becker School Board on November 4, 2024, attested to by:

Chair

Clerk

Network Administrator

10/29/24

	Total Salary	Sal Inc %	Total Benefits	District Cost	Cost Inc %
2023-24	\$86,400		\$37,220	\$123,620	
2024-25	\$92,000	6.48%	\$39,297	\$131,297	6.21%

RESOLUTION ACCEPTING DONATIONS

WHEREAS, Minnesota Statutes 123B.02, Subd. 6 provides: "The board may receive, for the benefit of the district, bequests, donations, or gifts for any proper purpose and apply the same to the purpose designated. In that behalf, the board may act as trustee of any trust created for the benefit of the district, or for the benefit of pupils thereof, including trusts created to provide pupils of the district with advanced education after completion of high school, in the advancement of education."; and

WHEREAS, Minnesota Statutes 465.03 provides: "Any city, county, school district or town may accept a grant or devise of real or personal property and maintain such property for the benefit of its citizens in accordance with the terms prescribed by the donor. Nothing herein shall authorize such acceptance or use for religious or sectarian purposes. Every such acceptance shall be by resolution of the governing body adopted by a two-thirds majority of its members, expressing such terms in full."; and

WHEREAS, every such acceptance shall be by resolution of the governing body adopted by a two-thirds majority of its members, expressing such terms in full;

THEREFORE, BE IT RESOLVED, that the School Board of Becker, ISD 726, gratefully accepts the following donations as identified below:

DONOR	GIFT DESCRIPTION	AMOUNT
Becker Football Boosters	Hudl	\$2,500.00
Becker Football Boosters	Funding for Additional Coach	\$2,431.00
Becker Lions	Building Better Bulldogs Program	\$2,000.00
Becker Youth Wrestling	New Mats	\$48,740.00
BYA Gymnastics	Equipment Purchase	\$4,593.00
Clear Lake Lions	Building Better Bulldogs Program	\$500.00
Clear Lake Lions	NHS	\$1,000.00
Coborns	MORE School Rewards: Primary School	\$718.26
Richard Harshman	Camera equipment for HS Class	
Santiago Lions Club	NHS	\$500.00

The vote on adoption of the Resolution was as follows:

Aye: Troy Berning, Ryan Hubbard, Aaron Jurek, Connie Robinson, Corey Stanger, Pete Weismann

Nay: None

Absent: None

Whereupon, said Resolution was declared duly adopted.

By: _____ By: _____

Chair

Clerk

Date: _____

Date: _____

Adopted: October 6, 2003

Revised: June 2, 2014

610 STUDENT TRAVEL/FIELD TRIPS

I. PURPOSE

The purpose of this policy is to provide guidelines for student trips and to identify the general process to be followed for review and approval of trip requests.

II. GENERAL STATEMENT OF POLICY

The general expectation of the school board that all student trips will be well planned, conducted in an orderly manner and safe environment, and will relate directly to the objectives of the class or activity for which the trip is requested. Student trips will be categorized within three general areas:

A. Instructional Trips

Trips that take place during the school day, relate directly to a course of study, and require student participation shall fall in this category. If a parent chooses to exclude their child from instructional trips, an alternative assignment will be given. These trips shall be subject to review and approval of the building principal, and shall be financed by school district funds within the constraints of the school building budget. Fees may not be assessed against students to defray direct costs of instructional trips. (Minn. Stat. § 123B.37, Prohibited Fees)

B. Supplementary Trips

This category pertains to those trips in which students voluntarily participate and which usually take place outside the regular school day. Examples of trips in this category involve student activities, clubs, and other special interest groups. These trips are subject to review and approval by the activities director and /or building principal. Financial contributions by students may be requested. (Minn. Stat. § 123B.36 (Authorized Fees))

C. Extended Trips

1. Will be governed by Policy 566 Student Extended Trips.
2. The school board acknowledges and supports the efforts of booster clubs and similar organizations in providing extended trip opportunities for students.

III. REGULATIONS

- A. Rules of conduct and discipline for students and employees shall apply to all student trip activity.

- B. The school administration shall be responsible for providing more detailed procedures, including parental involvement, supervision, and such other factors deemed important and in the best interest of students.
- C. Transportation shall be furnished through a commercial carrier or school-owned vehicle.
- D. An employee may use a personal vehicle to transport staff or personal property for purposes of a field trip upon prior, written approval from administration.
- E. An employee must not use a personal vehicle to transport one or more students for purposes of a field trip.
 - 1. If immediate transportation of a student is required due to an emergency or unforeseen circumstance, such as the illness or injury of a child, and the transportation does not constitute regular or scheduled transportation, a personal vehicle may be used. To the extent a personal vehicle is used, the vehicle must be properly registered and insured.
 - 2. An employee must obtain preapproval by administration of student transportation by a personal vehicle, pursuant to Section III.E.1, if practicable. If preapproval by administration of use of a personal vehicle cannot be obtained in a reasonable time given the circumstances, an employee shall report the relevant facts and circumstances justifying the need for use of a personal vehicle to administration as soon as practicable. The relevant facts and circumstances for use of a personal vehicle shall be documented by administration.

IV. SCHOOL BOARD REVIEW

The superintendent shall at least annually report to the school board upon the utilization of trips under this policy.

Legal References: Minn. Stat. § 123B.36 (Authorized Fees)
 Minn. Stat. § 123B.37 (Prohibited Fees)
 Minn. Stat. § 123B.49 (Cocurricular and Extracurricular Activities; Insurance)
 Minn. Stat. § 169.011, Subd. 71(a) (Definition of a School Bus)
 Minn. Stat. § 169.454, Subd. 13 (Type III Vehicle Standards – Exemption)
Sonkowsky v. Board of Educ. for Indep. Sch. Dist. No. 721, 327 F.3d 675 (8th Cir. 2003)
Lee v. Pine Bluff Sch. Dist., 472 F.3d 1026 (8th Cir. 2007)

Cross References: Policy 506 (Student Discipline)
 Policy 707 (Transportation of Public School Students)
 Policy 709 (Student Transportation Safety Policy)
 Policy 710 (Extracurricular Transportation)

Adopted: _____

MSBA/MASA Model Policy 610

Revised: _____

Orig. 1995

Rev. 2012

610 FIELD TRIPS

I. PURPOSE

The purpose of this policy is to provide guidelines for student trips and to identify the general process to be followed for review and approval of trip requests.

II. GENERAL STATEMENT OF POLICY

The general expectation of the school board is that all student trips will be well planned, conducted in an orderly manner and safe environment, and will relate directly to the objectives of the class or activity for which the trip is requested. Student trips will be categorized within three general areas:

A. Instructional Trips

Trips that take place during the school day, relate directly to a course of study, and require student participation shall fall in this category. These trips shall be subject to review and approval of the building principal and shall be financed by school district funds within the constraints of the school building budget. Fees may not be assessed against students to defray direct costs of instructional trips. (~~Minnesota Statutes section Minn. Stat. § 123B.37, Prohibited Fees~~)

B. Supplementary Trips

This category pertains to those trips in which students voluntarily participate and which usually take place outside the regular school day. Examples of trips in this category involve student activities, clubs, and other special interest groups. These trips are subject to review and approval of the activities director and/or the building principal. Financial contributions by students may be requested. (~~Minn. Stat. § Minnesota Statutes section 123B.36, Authorized Fees~~)

C. Extended Trips

1. Trips that involve one or more overnight stops fall into this category. Extended trips may be instructional or supplementary and must be requested well in advance of the planned activity. An ~~extended~~ trip request form must be completed and approved at each level: student, principal, superintendent, and school board. Exceptions to the approval policy may be granted or expedited to accommodate emergencies or contingencies (e.g., tournament competition).

2. The school board acknowledges and supports the efforts of booster clubs and similar organizations in providing extended trip opportunities for students.

III. REGULATIONS

- A. Rules of conduct and discipline for students and employees shall apply to all student trip activity.
- B. The school administration shall be responsible for providing more detailed procedures, including parental involvement, supervision, and such other factors deemed important and in the best interest of students.
- C. Transportation shall be furnished through a commercial carrier or school-owned vehicle. ~~In the event a private vehicle is approved for use, a certificate of insurance must be on file in the school district office and such use must be approved in accordance with Policy 710, Extracurricular Transportation.~~
- D. An employee may use a personal vehicle to transport staff or personal property for purposes of a field trip upon prior, written approval from administration.
- E. An employee must not use a personal vehicle to transport one or more students for purposes of a field trip.
 1. If immediate transportation of a student is required due to an emergency or unforeseen circumstance, such as the illness or injury of a child, and the transportation does not constitute regular or scheduled transportation, a personal vehicle may be used. To the extent a personal vehicle is used, the vehicle must be properly registered and insured.
 2. An employee must obtain preapproval by administration of student transportation by a personal vehicle, pursuant to Section III.E.1, if practicable. If preapproval by administration of use of a personal vehicle cannot be obtained in a reasonable time given the circumstances, an employee shall report the relevant facts and circumstances justifying the need for use of a personal vehicle to administration as soon as practicable. The relevant facts and circumstances for use of a personal vehicle shall be documented by administration.

IV. SCHOOL BOARD REVIEW

The superintendent shall at least annually report to the school board upon the utilization of trips under this policy.

Legal References: Minn. Stat. § 123B.36 (Authorized Fees)
Minn. Stat. § 123B.37 (Prohibited Fees)
Minn. Stat. § 123B.49 ~~-(Cocurricular and~~ Extracurricular Activities;

Insurance)

[Minn. Stat. § 169.011, Subd. 71\(a\) \(Definitions\) of a School Bus](#)

[Minn. Stat. § 169.454, Subd. 13 \(Type III Vehicle Standards – Exemption\)](#)

Sonkowsky v. Board of Educ. for Indep. Sch. Dist. No. 721, 327 F.3d 675 (8th Cir. 2003)

Lee v. Pine Bluff Sch. Dist., 472 F.3d 1026 (8th Cir. 2007)

Cross References:

MSBA/MASA Model Policy 403 (Discipline, Suspension, and Dismissal of School District Employees)

MSBA/MASA Model Policy 423 (Employee – Student Relationships)

MSBA/MASA Model Policy 506 (Student Discipline)

MSBA/MASA –Model Policy 707 (Transportation of Public School Students)

MSBA/MASA Model Policy 709 (Student Transportation Safety Policy)

MSBA/MASA Model Policy 710 (Extracurricular Transportation)

Adopted: February 9, 2004

Revised: August 2, 2021

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

I. PURPOSE

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

II. GENERAL STATEMENT OF POLICY

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

III. DEVELOPMENT OF THE DISTRICT/SCHOOL PLAN

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

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

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

IV. DEVELOPMENT OF SCHOOL LEVEL POLICY

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

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

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

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

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

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

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

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

Cross References:

Adopted:

MSBA/MASA Model Policy 612.1

Orig. 1996

Revised:

Rev. 2016

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

[Note: This policy reflects recent federal statutory changes made by the Every Student Succeeds Act (ESSA) which require school districts and schools to meet with parents and jointly develop parent and family engagement policies at both a district wide and school building level. This policy lists the required components of the parent and family engagement policies described herein and serves as a framework for their development. The policies and these components are mandatory in order for the school district to receive federal funds under this program.]

I. PURPOSE

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

II. GENERAL STATEMENT OF POLICY

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

III. DEVELOPMENT OF DISTRICT LEVEL POLICY

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

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

strategies, to the extent feasible and appropriate, with other relevant federal, state, and local laws and programs;

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

IV. DEVELOPMENT OF SCHOOL LEVEL POLICY

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

- A. The policy will describe the means by which each school with a Title I program will:
 - 1. Convene an annual meeting, at a convenient time, to which all parents of participating children shall be invited and encouraged to attend, to inform parents of their school's participation in Title I programs, and to explain to parents of participating children the program, its requirements, and their right to be involved;
 - 2. Offer a flexible number of meetings, such as meetings in the morning or evening, and may provide with Title I funds transportation, child care, or home visits, as such services relate to parental involvement;
 - 3. Involve parents in an organized, ongoing, and timely way in the planning, review, and improvement of the parental involvement programs, including the planning, review, and improvement of the school parent and family engagement policy and the joint development of the school-wide program plan, except that if a school has in place a process for involving parents in the joint planning and design of the school's programs, the school may use that process, if such process includes an adequate representation of parents of participating children;
 - 4. Provide parents of participating children with: timely information about Title I programs; a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of the challenging state academic standards; if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children,

and to respond to any such suggestions as soon as practicably possible; and

5. If the school-wide program plan is not satisfactory to the parents of participating children, submit any parent's comments on the plan when it is submitted to the school district.
- B. As a component of this policy, each school shall jointly develop with parents a school/parent compact which outlines how parents, staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the state's high standards. The compact shall:
1. Describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables participating students to meet state student academic achievement standards;
 2. Describe the ways each parent will be responsible for supporting his or her child's learning by volunteering in his or her child's classroom and participating, as appropriate, in decisions relating to his or her child's education and use of extracurricular time.
 3. Address the importance of communication between teachers and parents on an on-going basis through the use of:
 - a. Annual parent-teacher conferences to discuss the compact and the child's achievement;
 - b. Frequent progress reports to the parents; and
 - c. Reasonable access to staff, opportunities to volunteer, participate in the child's class, and observe in the child's classroom.
 - d. Ensuring regular two-way, meaningful communication between family members and school staff and, to the extent practicable, in a language that family members can understand.
- C. To ensure effective involvement of parents and to support a partnership among the school, parents, and community to improve student academic achievement, the policy will describe how each school and the school district will:
1. Provide assistance to participating parents in understanding such topics as the state's academic content standards and state academic achievement standards, state and local academic assessments, Title I requirements, and how to monitor a child's progress and work with educators to improve the achievement of their children;
 2. Provide materials and training to assist parents in working with their children to improve their children's achievement, such as literacy training and using technology, as appropriate, to foster parental involvement;
 3. Educate school staff, with the assistance of parents, in the value and utility of contributions of parents and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and school;
 4. Coordinate and integrate parental involvement programs and activities with other federal, state, and local programs, including public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children to the extent feasible and appropriate;

5. Ensure, to the extent practicable, that information about school and parent meetings, programs, and activities is sent home to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand; and
 6. Provide such other reasonable support for parental involvement activities as requested by parents.
- D. The policy will also describe the process to be taken if the school district and school choose to:
1. Involve parents in the development of training for school staff to improve the effectiveness of such training;
 2. Provide necessary literacy training with funds received under Title I programs if all other funding has been exhausted;
 3. Pay reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;
 4. Train parents to enhance the involvement of other parents;
 5. Arrange meetings at a variety of times or have conduct in-home conferences between teachers or other educators, who work directly with participating children, and parents who are unable to attend such conferences at school in order to maximize parental opportunities for involvement and participation in school-related activities;
 6. Adopt and implement model approaches to improving parental involvement;
 7. Develop appropriate roles for community-based organizations and business in parental involvement activities; and
 8. Establish a district-wide parent advisory council to provide advice on all matters related to parental involvement in Title I programs.
- E. To carry out the requirements of parent and family engagement, the school district and schools, to the extent practicable, will provide opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports in a format and, to the extent practicable, in a language that is understandable by the parents.
- F. The school district and each school shall inform parents and parent organizations of the existence of family engagement in education programs.

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

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

Cross References: None

Adopted: _____

MSBA/MASA Model Policy 513

Orig. 1995

Revised: _____

Rev. 2024~~3~~

513 STUDENT PROMOTION, RETENTION, AND PROGRAM DESIGN

I. PURPOSE

The purpose of this policy is to provide guidance to professional staff, parents, and students regarding student promotion, retention, and program design.

II. GENERAL STATEMENT OF POLICY

The school board expects all students to achieve at an acceptable level of proficiency. Parental assistance, tutorial and remedial programs, counseling, and other appropriate services shall be coordinated and utilized to the greatest extent possible to help students succeed in school.

A. Promotion

Students who achieve at levels deemed acceptable by local and state standards shall be promoted to the next grade level at the completion of each school year.

B. Retention

Retention of a student may be considered when professional staff and parents feel that it is in the best interest of the student. Physical development, maturity, and emotional factors shall be considered, as well as scholastic achievement. The superintendent's decision shall be final.

C. Program Design

1. The superintendent, with participation of the professional staff and parents, shall develop and implement programs to challenge students that are consistent with the needs of students at every level. A process to assess and evaluate students for program assignment shall be developed in coordination with such programs. Opportunities for special programs and placement outside of the school district shall also be developed as additional options. All programs will be aligned with creating comprehensive achievement and civic readiness, the World's Best Workforce.
2. The school district may identify students, locally develop programs and services addressing instructional and affective needs, provide staff development, and evaluate programs to provide gifted and talented students with challenging and appropriate educational programs and services.
3. The school district must adopt guidelines for assessing and identifying students for participation in gifted and talented programs and services consistent with Minnesota Statutes, section 120B.11. The guidelines should include the use of:
 - a. multiple objective criteria; and
 - b. assessments and procedures that are valid and reliable, fair, and based on current theory and research. Assessments and procedures should

be sensitive to under-represented groups, including, but not limited to, low-income, minority, twice-exceptional, and English learners.

4. The school district must adopt procedures for the academic acceleration of gifted and talented students. These procedures will include how the school district will:
 - a. assess a student's readiness and motivation for acceleration; and
 - b. match the level, complexity, and pace of the curriculum to a student to achieve the best type of academic acceleration for that student.
5. The school district must adopt procedures consistent with Minnesota Statutes, section 124D.02 for early admission to kindergarten or first grade of gifted or talented learners consistent with Minnesota Statutes, section 120B.11, subdivision 2, clause (2). The procedures must be sensitive to underrepresented groups.

Legal References: Minn. Stat. § 120B.15 (Gifted and Talented Students Program)
Minn. Stat. § 123B.143, Subd. 1 (Superintendent)

Cross References: MSBA/MASA Model Policy 613 (Graduation Requirements)
MSBA/MASA Model Policy 614 (School District Testing Plan and Procedure)
MSBA/MASA Model Policy 615 (Testing Accommodations, Modifications, and Exemptions for IEPs, Section 504 Plans, and LEP Students)
MSBA/MASA Model Policy 617 (School District Ensurance of Preparatory and High School Standards)
MSBA/MASA Model Policy 618 (Assessment of Student Achievement)
MSBA/MASA Model Policy 620 (Credit for Learning)

Adopted November 17, 2008

Revised _____

550 BECKER SCHOOL DISTRICT STUDENT ACCELERATION POLICY

I. PURPOSE

The purpose of this policy is to provide guidance to professional staff, parents and students regarding curriculum acceleration to meet the academic and social needs of high ability or high achieving students. This policy is in compliance with Minn. Stat. §120B.15 requiring school districts to adopt policies and procedures for the academic acceleration of gifted and talented students.

II. GENERAL STATEMENT OF POLICY

Every Minnesota child is entitled to an appropriate and challenging education. (MDE, 2007). Students regardless of race, gender, ethnicity, socioeconomic status, limited English proficiency, disability or giftedness shall have access to a challenging, standards-based curriculum. Becker Independent School District 726 supports the judicious use of acceleration when there is compelling evidence that the student is likely to benefit academically.

III. BACKGROUND

Several forms of acceleration may be considered for students in this school district. They include early school entrance, grade-skipping, single-subject acceleration, taking courses at another institution, and early graduation.

Any acceleration decision should be approached on a case-by-case basis with careful consideration. Those involved in the decision should follow the process outlined in Section V.

IV. DEFINITIONS

Acceleration is an intervention that moves students through an educational program at a more rapid rate than their age-mates. The goal of acceleration is to tailor the level and complexity of the curriculum to the ability and academic readiness of individual children.

Whole-Grade Acceleration: The practice of assigning a student to a higher grade level than is typical given the student's age on a full-time basis for the purpose of providing access to appropriately challenging learning opportunities.

Individual Subject Acceleration: The practice of assigning a student to a higher grade level than is typical given the student's age for the purpose of providing access to appropriately challenging learning opportunities in one or more subject areas.

Early Admission to Kindergarten: The practice of admitting a student to

kindergarten who has not yet reached the typical age at which students are admitted to kindergarten for the purpose of providing access to appropriately challenging learning opportunities.

Continuous Progress: The student is given content progressively as prior content is completed and mastered, The practice is accelerative when the student's progress exceeds the performance of chronological peers in rate and level.

Correspondence Courses: The student enrolls in coursework delivered outside of normal school instruction. Instruction may be delivered traditionally by mail, but increasingly other delivery mechanisms such as internet-based instruction and televised courses are used.

Early Graduation: The student graduates from high school in 3 ½ years or less. Generally this is accomplished by increasing the amount of coursework undertaken each year in high school or college, but it may also be accomplished through dual/concurrent enrollment (see below) or extracurricular and correspondence coursework.

Concurrent/Dual Enrollment: The student takes a course at one level and receives credit for a parallel course at a higher level (e.g. taking algebra at the middle school level or taking a high school chemistry course and receiving credit for a university course upon successful completion).

V. PROCEDURES

Initiation: The process for considering a student for acceleration may be initiated by the student, his/her parent(s)/guardian(s), or a staff member by completing the attached form and submitting it to the student's current principal.

Decision-making Process (K-8 Whole-Grade, Single Subject or Early Admittance Acceleration):

1. For early admission to Kindergarten refer to current policy.
2. When the principal receives a completed request for acceleration, he/she shall convene an ad hoc acceleration committee composed of the principal, the child's past, current and future teachers, the gifted/talented coordinator/resource teacher, the school psychologist, counselor, the child's parent(s)/guardian(s), and the receiving principal, if applicable.
3. The Iowa Acceleration Scale will be used to guide decisions. The acceleration committee shall meet to gather information about the student, determine a process for gathering further information based on the components of the Iowa Acceleration Scale, 2nd Edition (2003) and reconvene to reach a timely decision. The following-will occur in order and proceed from one to the other as determined by the ad hoc committee.

- a. An assessment of student achievement. Performance on group or individually administered standardized achievement tests.
 - b. An assessment of student aptitude. Above level achievement tests done in an academic talent search. Instruments include the PLUS test or the EXPLORE test (both for elementary students), or the SAT or the ACT (both for seventh to ninth graders). Aptitude tests are designed to measure problem solving ability for material that has not yet been formally presented to the learner.
 - c. An assessment of student ability. The most recent version of the Wechsler Intelligence Scale for Children (WISC) or the Stanford Binet individual measure of intellectual ability.
 - i. Parents may choose to submit scores from an outside psychologist at their own expense. In these cases the Stanford Binet is recommended, as it has a higher ceiling for exceptionally gifted students.
 - ii. The school district will provide a WISC to qualified candidates who do not have an individual ability assessment.
 - d. An assessment of social skills will be conducted.
4. The committee shall make a decision for one of the following:
- a. Single subject acceleration
 - b. Whole grade acceleration
 - c. Acceleration is not recommended
5. Grade 9-12 – See Test out policy.

Parameters:

- 1. In all cases of whole grade acceleration in grades K-8, a student shall only advance one grade at a time.
- 2. The process shall be initiated no later than the first day of the fourth quarter for the following fall grade acceleration.
- 3. If a student is potentially eligible for acceleration, time lines may be waived as deemed necessary.
- 4. The district reserves the right to make any changes at a natural break in the school calendar.

Follow-up:

- 1. Acceleration shall be done on a trial basis for the first quarter/trimester after the decision to accelerate is made.
- 2. The coordinator for gifted/talented shall serve as a case manager for the accelerated student and provide a mentor for him/her.

3. Within one month after acceleration begins, vested staff will meet at least once with the child's parent(s)/guardian(s) to monitor the student's emotional, social, and intellectual progress in the new environment. This group will recommend continuance or abandonment of the acceleration.
4. When the accelerated student reaches the secondary schools, he/she will be assigned to the counselor who shall consult with the gifted and talented coordinator as needed.

Decisions Final:

Decisions are final and acceleration may not be reviewed for one academic year.

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Adopted: February 10, 1997

Revised: May 5, 2014

556 EARLY ADMISSIONS

I. PURPOSE

The purpose of this policy is to communicate student admission guidelines and policies of ISD #726 Becker Public Schools.

II. GENERAL STATEMENT OF POLICY

In accordance with Minnesota Statute 124D.02, no child shall be admitted as a kindergarten student unless he/she is at least five years of age on September 1 of the calendar year in which the school year for which he/she seeks admission commences.

The statute provides that exceptions may be approved by the Board of Education as criteria for early admittance. Accordingly, the following procedures are established:

- A. Children will only be considered whose 5th birthday falls after September 1st and on or before October 31st of the year in which admission is requested.
- B. Children must score, 130 or higher on an individually administered, comprehensive cognitive ability test. Consideration may be given to children who score 125 or higher, if they also demonstrate exceptional academic skills, and social and emotional development.
- C. Children must demonstrate high academic skills, and social and emotional development, as determined by Becker Public Schools.

Early Admittance will be completed accordance with the following procedures:

- A. Parents that feel it is in the best interest of their child to gain early admissions into kindergarten shall complete an application and submit to the principal at Becker Primary School. The application deadline is April 15th for Early Admission for the following school year.
- B. If the Principal of Becker Primary School determines that the circumstances are worthy of consideration, he/she will recommend that (1) the child be referred for further evaluation; or (2) the application for early entrance does not warrant further consideration.
- C. If the recommendation is for further evaluation, the school shall designate a licensed school psychologist to administer an individually administered, comprehensive cognitive ability test. The parents shall pay expense of the testing.
- D. If the child meets the required cognitive ability score, the school district will designate a teacher to meet with the child and assess the child's academic skills, and observe the child's social and emotional development.

- E. A conference will be held with the principal, parents, child applicant, and/or other appropriate staff such as teachers, school psychologist and social worker.
- F. Based on the results of the cognitive ability testing, academic testing, and social and emotional screening, the Becker Primary School principal will make a recommendation for or against early admission to the Superintendent.
- G. All early entrants will be considered as trial placements and as such will be continually evaluated to determine if the child has been appropriately placed.

III. OTHER GRADES AND TRANSFERS

Admissions of students to all other grades shall be contingent upon completion of all previous grades. Exception to this rule may apply in the case of a child who is six years of age on or before September 1, but the child has not completed kindergarten. If a child has not completed Kindergarten and parents are requesting early admission to first grade, the procedures outlined in this policy will apply.

Children transferring from another school shall be placed in the grade indicated by their chronological age and/or grade placement in the previous school, pending observation by the school personnel. After these observations have been completed the elementary principal will determine final grade placement.

Adopted: October 9, 2017

Revised:

523 SERVICE ANIMALS IN SCHOOL BUILDINGS AND ON SCHOOL GROUNDS

I. PURPOSE

The purpose of this policy is to establish parameters for the use of service animals by students, employees, and visitors; the use of therapy dogs by employees within school buildings and on school grounds; and the use of other animals within school buildings and on school grounds for educational purposes.

H.II. GENERAL STATEMENT OF POLICY

Independent School District No. 726 prohibits discrimination against individuals based on disability, including individuals who require the assistance of a service animal. Toward that end, individuals with disabilities shall be permitted to bring their service animals into school buildings or onto school grounds in accordance with, and subject to, this policy. ~~the District acknowledges its obligation to allow the use of a service animal by individuals with disabilities.~~

The School District also recognizes that therapy dogs may provide comfort, affection, and a calming presence in school settings and improve the overall well-being of students and staff. Owners of therapy dogs will be permitted to bring their therapy dogs into school buildings or onto school grounds in accordance with, and subject to, this policy.

Finally, the School District acknowledges that other animals will be permitted to be brought to school for educational purposes, subject to the requirements of this policy.

H.III. DEFINITIONS

- A. **Handler:** A “handler” is an individual with a disability who uses a service animal. In the case of an individual who is unable to care for and supervise the service animal for reasons such as age or disability, “handler” means the person who cares for and supervises the animal on that individual’s behalf. School district personnel are not responsible for the care, supervision, or handling responsibilities of a service animal. ~~is accompanied by a service animal or a trainer who is accompanied by a service animal, or an individual who is handling a service animal for or on behalf of an individual with a disability.~~

~~B. **Service Animal:** A “service animal” is a dog (regardless of breed or size) or miniature horse that is individually trained to perform “work or tasks” for the benefit of an individual with a disability, including an individual with a physical, sensory, psychiatric, intellectual, or mental disability. Other species of animals, whether wild or domestic, trained or untrained, are not service animals. Service animals are working animals that perform valuable functions; they are not pets.~~

~~B. The “work or tasks” performed by a service animal must be directly related to the individual’s disability. An animal accompanying an individual for the sole purpose of providing emotional support, therapy, comfort, or companionship is not a service animal.~~

~~C. **Therapy Dog:** A “therapy dog” is a dog professionally trained by an accredited or certified authority for the social and emotional benefits of students and school employees. Therapy dogs are not considered trained service dogs as described by the Americans with Disabilities Act (ADA).~~

~~Therapy dogs are independently owned by school employees, volunteers, or organizations providing in-school therapy dog programs. Persons bringing therapy dogs to school buildings or on school grounds must have been individually trained, evaluated, and registered with the therapy dog to provide animal-assisted activities, therapy, and interactions within the school.~~

~~Therapy dogs must meet standards of health as prescribed by veterinarians at the owner’s expense. The School District bears no financial responsibility for the required therapy dog training, care, feeding, health, behavior, and suitability for interacting with students and others while on or off school campus.~~

~~2.1. Examples of “work or tasks” include, but are not limited to, assisting individuals who are blind or have low vision with navigation and other tasks, alerting individuals who are deaf or hard of hearing to the presence of people or sounds, providing non-violent protection or rescue work, pulling a wheelchair, assisting an individual during a seizure, alerting individuals to the presence of allergens, retrieving items such as medicine or a cell phone, providing physical support and assistance with balance and stability to individuals with mobility disabilities, and helping persons with psychiatric and neurological disabilities by preventing or interrupting impulsive or destructive behaviors.~~

~~3. The crime deterrent effects of an animal's presence and the provision of emotional support, well-being, comfort, or companionship are not "work or tasks" for the purposes of this policy.~~

D. **Trainer:** A "trainer" is a person who is training a service animal and is affiliated with a recognized training program for service animals.

E. **Work or Tasks:**

1. "Work or tasks" are those functions performed by a service animal.

2. Examples of "work or tasks" include, but are not limited to, assisting individuals who are blind or have low vision with navigation and other tasks, alerting individuals who are deaf or hard of hearing to the presence of people or sounds, providing non-violent protection or rescue work, pulling a wheelchair, assisting an individual during a seizure, alerting individuals to the presence of allergens, retrieving items such as medicine or a cell phone, providing physical support and assistance with balance and stability to individuals with mobility disabilities, and helping persons with psychiatric and neurological disabilities by preventing or interrupting impulsive or destructive behaviors.

4. _____

3. The crime deterrent effects of an animal's presence and the provision of emotional support, well-being, comfort, or companionship are not "work or tasks" for the purposes of this policy.

E.F. **Visiting Animal:** A "visiting animal" is an animal that is not a service animal or therapy dog, which any person proposes to bring to school buildings or on school grounds.

IV. **ACCESS TO PROGRAMS AND ACTIVITIES; PERMITTED INQUIRIES**

A. In general, handlers (i.e., individuals with disabilities or trainers) are permitted to be accompanied by their service animals in all areas of School District properties where members of the public, students, and employees are allowed to go. A handler has the right to be accompanied by a service animal whenever and to the same extent that the handler has the right: (a) to be present on School District property or in school district facilities; (b) to attend or participate in a school-sponsored event, activity, or program; or (c) to be transported in a vehicle that is operated by or on behalf of the School District.

- B. It is an unfair discriminatory practice to prohibit a person with a disability from taking a service animal into the public place or conveyance to aid persons with disabilities, if the service animal is properly harnessed or leashed so that the person with a disability may maintain control of the service animal.
- C. The School District shall not require a person with a disability to make an extra payment or pay an additional charge when taking a service animal into any School District building.
- D. When an individual with a disability brings a service animal to a School District property, School District employees shall not ask about the nature or extent of a person's disability, but may make the following two inquiries to determine whether the animal qualifies as a service animal:
 - 1. Is the service animal required because of a disability; and
 - 2. What work or tasks is the service animal trained to perform.
- E. School District employees shall not make these inquiries of an individual with a disability bringing a service animal to school when it is readily apparent that an animal is trained to do work or perform tasks for an individual with a disability. However, school district employees may inquire whether the individual with a disability has completed and submitted the request form described in Part VI., below.
- F. An individual with a disability may not be required to provide documentation such as proof that the animal has been certified, trained, or licensed as a service animal.

V. REQUIREMENTS FOR ALL SERVICE ANIMALS

- A. The service animal must be required for the individual with a disability.
- B. The service animal must be individually trained to do work or tasks for the benefit of the individual with a disability.
- C. All service animals must have a harness, leash, or other tether, unless either the handler is unable, because of a disability, to use a harness, leash, or other tether, or the use of a harness, leash, or other tether would interfere with the service animal's safe, effective performance of work or tasks, in which case, the service animal must be otherwise under the handler's control (e.g., voice control, signal, or other effective means).
- D. The service animal must be housebroken.

- E. The service animal must be under the control of its handler at all times. The handler is responsible for the care and supervision of a service animal, including walking the service animal, feeding the service animal, grooming the service animal, providing veterinary care to the service animal, and responding to the service animal's need to relieve itself, including the proper disposal of the service animal's waste.
- F. The school district is not responsible for providing a staff member to walk the service animal or to provide any other care or assistance to the animal.
- G. In the case of a student who is unable to care for and/or supervise his or her service animal, the student's parent/guardian is responsible for arranging for such care and supervision. In the case of an employee or other individual who is unable to care for and/or supervise his or her service animal, the employee or other individual's authorized representative is responsible for arranging for a service animal's care and supervision.
- H. The service animal must be properly licensed and vaccinated in accordance with applicable state laws and local ordinances.

VI. REQUESTING THE USE OF A SERVICE ANIMAL AT SCHOOL

- A. Students with a disability seeking to be accompanied by a service animal are requested to submit the Approval Request Form to the building principal of the school the student attends. The principal will notify the superintendent or the administrator designated with responsibility to address such requests. School district employees seeking to be accompanied by a service animal are requested to submit the Approval Request Form to the superintendent or the administrator designated with responsibility to address such requests.
- B. Students or employees seeking to bring a service animal onto district premises are requested to identify whether the need for the service animal is required because of a disability and to describe the work or tasks that the service animal is trained to perform.
- C. The owner of the service animal shall provide written evidence that the service animal has received all vaccinations required by state law or local ordinance.

VII. REMOVAL OR EXCLUSION OF A SERVICE ANIMAL

- A. A school official may require a handler to remove a service animal from school district property, a school building, or a school-sponsored program or activity, if:

1. Any of the requirements described in Part V., above, are not met;
 2. The service animal is out of control and/or the handler does not effectively control the animal's behavior;
 3. The presence of the service animal would fundamentally alter the nature of a service, program or activity; or
 4. The service animal behaves in a way that poses a direct threat to the health or safety of others, has a history of such behavior, or otherwise poses a significant health or safety risk to others that cannot be eliminated by reasonable accommodations.
- B. If the service animal is properly excluded, the school district shall give the individual with a disability the opportunity to participate in the service, program, or activity without the service animal, unless such individual has violated a law or school rule or regulation that would warrant the removal of the individual.

VIII. ADDITIONAL LIMITATIONS FOR MINIATURE HORSES

In assessing whether a miniature horse may be permitted in a school building or on school grounds as a service animal, the following factors shall be considered:

- A. The type, size, and weight of the miniature horse and whether the facility can accommodate these features;
- B. Whether the handler has sufficient control of the miniature horse;
- C. Whether the miniature horse is housebroken; and
- D. Whether the miniature horse's presence in a specific building or on school grounds compromises legitimate health and safety requirements.

IX. ALLERGIES; FEAR OF ANIMALS

If a student or employee notifies the school district that he or she is allergic to a service animal, the school district will balance the rights of the individuals involved. In general, allergies that are not life threatening are not a valid reason for prohibiting the presence of a service animal. Fear of animals is generally not a valid reason for prohibiting the presence of a service animal.

X. THERAPY DOGS

- A. Purpose of Therapy Dogs in the School Setting

Therapy dogs improve the culture and general mood of the school.

1. Therapy dogs provide many healing effects, including:
 - a. Reducing anxiety and stress;
 - b. Decreased feelings of depression, loneliness, and feelings of isolation;
 - c. Decrease in aggressive behaviors;
 - d. Increased socialization resulting in a sense of happiness and well-being; and
 - e. Increase in mental stimulation.
2. Therapy dogs can make a connection with at-risk students.
 - a. Children who experience emotional difficulties often lack trust, and using the intervention of a therapy dog may help the student develop trust. Interacting with animals helps to decrease anxiety, manipulative behaviors, and depression, and helps to increase self-esteem, self-worth, expression of feelings, and the ability trust.

B. Requirements of Therapy Dogs in the School Setting

Therapy dogs in the school setting shall be approved by school administration. Owners shall submit the Approval Request Form to the building principal of the school. The principal will notify the superintendent or the administrator designated with responsibility to address such requests. Prior to approval, owners shall provide:

1. Verification of proper vaccinations and health information by a licensed veterinarian;
2. Visible cleanliness of dog with no signs of fleas/ticks;
3. Visually healthy and alert;
4. Proof of a physical and healthy stool sample analysis and heart worm test performed by a licensed veterinarian;
5. Copy of liability insurance that covers the dog and the owner; and
6. Copy of up-to-date therapy dog certification recognized by the

American Kennel Club or other proper authority.

These requirements must be met on an annual basis.

The principal shall notify parents and staff on an annual basis regarding the presence of a therapy dog in the school.

C. Expectations of a Therapy Dog and its Owner in the School Setting

1. The therapy dog must be visibly healthy, alert, and clean, with no signs of fleas/ticks.
2. The therapy dog must be under the control of the owner by keeping the dog on a leash at all times.
3. The therapy dog and its owner must have appropriate identification recognizing the dog as a therapy dog at all times (e.g., dog tag, bandana from therapy dog association, ID card).
4. The therapy dog must not disrupt the educational process.
5. The therapy dog must not pose a health or safety risk to any student, employee, or other person at the school. Its owner and school district administration will act to decrease the risk of allergic reaction by individuals at school as needed.
6. The therapy dog must be house broken.
7. The owner is solely responsible for the supervision and care of the therapy dog, including feeding, exercising, and clean up while the animal is in the school building or on school property. District administration will identify a place on school property where the dog is able to relieve itself. The owner will clean up after the dog at all times. The school district is not responsible for providing any care, supervision, or assistance for the therapy dog.

XI. VISITING ANIMALS IN SCHOOL

Visting animals (i.e., animals that are not service animals or therapy dogs) may be allowed to be present in school buildings or on school grounds if they serve an educational purpose. Owners proposing to bring a visiting animal shall submit the Approval Request Form to the building principal of the school. The principal will notify the superintendent or the administrator designated with responsibility to address such requests. Prior to approval, the owner of the visiting animal shall provide:

- A. Verification of proper vaccinations and health information by a licensed veterinarian;
- B. Proof of a physical and healthy stool sample analysis (and heart worm test, if appropriate) performed by a licensed veterinarian;

A separate Approval Request Form shall be required for each proposed date that the visiting animal will be present in the school setting. The person bringing the visiting animal must furnish transportation and be solely responsible for the care, supervision, control, and handling of the animal, and for cleaning up after the animal. School district staff members are not responsible for providing any care or assistance to the animal.

The school district shall notify all parents or guardians of students in the relevant class of the applicant's intention to bring the visiting animal and shall request the permission of the parent or guardian for a student to participate in any program involving a visiting animal. The notice provided by the school district shall include the species of the visiting animal, the date and time of the proposed visit, and the educational purpose the visiting animal is intended to serve.

XII. NON-SERVICE ANIMALS FOR STUDENTS WITH INDIVIDUALIZED EDUCATION PROGRAMS (IEPS) OR SECTION 504 PLANS

If a special education student or a student with a Section 504 plan seeks to bring an animal onto school property that is not a service animal, the request shall be referred to the student's IEP team or Section 504 team, as appropriate, to determine whether the animal is necessary for the student to receive a free appropriate public education (FAPE) or, in the case of a Section 504 student, to reasonably accommodate the student's access to the school district's programs and activities.

XIII. NON-SERVICE ANIMALS AS AN ACCOMMODATION FOR EMPLOYEES

If an employee seeks to bring an animal onto school property that is not a service animal, the request shall be referred to the superintendent or the administrator designated to handle such requests. A school district employee who is a qualified individual with a disability will be allowed to bring such animal onto school property when it is determined that such use is required to enable the employee to perform the essential functions of his or her position or to enjoy the benefits of employment in a manner comparable to those similarly situated non-disabled employees.

XIV. LIABILITY

- A. The owner of the service animal, therapy dog, or visiting animal is solely responsible for any harm or injury to an individual and for any property

damage caused by the animal while on school district property.

- B. An individual who, directly or indirectly through statements or conduct, intentionally misrepresents an animal in that person's possession as a service animal may be subject to criminal liability.

Legal References: Section 504 of the Rehabilitation Act of 1973
28 C.F.R. § 35.104 (ADA Regulations)
28 C.F.R. § 35.130(b)(7) (ADA Regulations)
28 C.F.R. § 35.136 (ADA Regulations)
20 U.S.C. § 1400 et seq. (Individuals with Disabilities Education Act)
Minn. Stat. § 256C.02 (Public Accommodations)
Minn. Stat. § 363A.19 (Discrimination Against Disabilities Prohibited)
Minn. Stat. § 609.226 (Harm Caused by Dog)
Minn. Stat. § 609.833 (Misrepresentation of Service Animal)

I. — RIGHTS AND RESPONSIBILITIES

- A. ~~———— **Equal Access:** A handler has the right to be accompanied by a service animal whenever and to the same extent that the handler or the individual who needs the service animal because of a disability has the right: (a) to be present on District property or in District facilities; (b) to attend or participate in a school sponsored event, activity, or program; or (c) to be transported in a vehicle that is operated by or on behalf of the District.~~
- B. ~~———— **Equal Treatment:** The District may not do any of the following: isolate the handler from individuals without service animals; ask or require the handler to pay an extra fee; or treat the handler less favorably than individuals without service animals.~~
- C. ~~———— **Care and Supervision:** The School District is not responsible for the care or supervision of a service animal. The handler is solely responsible for the care and supervision of the service animal including, but not limited to, feeding, watering, cleaning, and toileting. Neither the District nor its staff will assume such responsibilities.~~
- D. ~~———— **Tether:** A service animal must have a harness, leash or other tether, unless: (a) the handler is unable to use a harness, leash, or other tether because of a disability, or (b) the use of a harness, leash, or other tether would interfere with the service animal's safe and effective performance of work or tasks. If either (a) or (b) applies, the service animal must be under the handler's control by voice, signals, or other effective means.~~
- E. ~~———— **Control:** A service animal must be under the control of its handler.~~
- F. ~~———— **Removal:** A school official may require a handler to remove a service animal from District property, a district facility, a vehicle operated by or on behalf of the District, or a school sponsored event, activity, or program if the service animal is out of control and the handler does not take effective action to control it, or the service animal is not housebroken. If the District requires an individual with a disability to remove a service animal, the individual may remain on District property, in a District facility, in a District owned or operated vehicle, or at a school sponsored event, activity, or program without having the service animal, unless the~~

individual has violated a law or school rule or regulation that would warrant the removal of the individual.

~~G. — **Liability:** A handler who is accompanied by a service animal is liable for any and all harm, injury, or damage caused by the service animal.~~

~~II. — ADDITIONAL LIMITATIONS FOR MINIATURE HORSES~~

~~A. — **Only Reasonable Modifications Required:** The School District must make “reasonable” modifications in policies, practices, or procedures to permit the use of a miniature horse by an individual with a disability if the miniature horse has been individually trained to do work or perform tasks for the benefit of the individual with a disability.~~

~~B. — **Assessment Factors:** In determining whether reasonable modifications can be made to allow a miniature horse into a specific facility, the District may consider the following factors:~~

- ~~1. — The type, size, and weight of the miniature horse and whether the facility can accommodate these features;~~
- ~~2. — Whether the handler has sufficient control of the miniature horse;~~
- ~~3. — Whether the miniature horse is housebroken; and~~
- ~~4. — Whether the miniature horse's presence in a specific facility compromises legitimate safety requirements that are necessary for safe operation.~~

~~III. — GENERAL GUIDELINES FOR SERVICE ANIMALS~~

~~A. — **Permitted Inquires:** District staff generally may ask a handler or an individual with a disability if an animal is required because of a disability and, if so, what work or task the animal has been trained to perform. However, District staff may not make these inquiries when it is readily apparent that the animal is trained to do work or perform tasks for an individual with a disability (e.g., the dog is observed guiding an individual who is blind or has impaired vision, pulling a person's wheelchair, or providing assistance with stability or balance to an individual with an observable mobility disability).~~

~~B. — **Prohibited Inquires:** District staff may not ask a handler or an individual with a disability about the nature or extent of a disability. In addition, District staff may not require documentation, such as proof that the animal has been certified, trained, or licensed as a service animal.~~

C. — Vaccinations. Each handler is responsible for ensuring that the service animal is properly vaccinated.

D. — Allergies: If a student or employee notifies the District that he or she is allergic to a service animal, the District will balance the rights of the individuals involved. Generally, allergies that are not life threatening are not a valid reason for prohibiting the presence of a service animal.

E. — Fear of Animals: Fear of animals is not a valid reason for prohibiting the presence of a service animal.

F. — Working Status of Service Animals: Students, parents, and employees of the District should not feed or pet a service animal without permission from the handler. In addition, students, parents, and employees generally should not seek to separate a service animal from its handler.

G. Notice Encouraged But Not Required: Students, parents, and employees are encouraged, but not required, to notify the building principal if they expect to be utilizing a service animal on a regular basis. This notification will not be used to deny access to any program, service, activity, or benefit. Rather, this notification will be used to provide an opportunity for discussion that is designed to assist the student or employee in transitioning to the regular use of a service animal at school or work.

APPROVAL REQUEST FORM TO BRING A VISITING ANIMAL TO SCHOOL FOR EDUCATIONAL PURPOSES

Please turn in your request to the School Principal

Owner Name: _____ Date: _____

Contact information for Owner (*please include email, phone number, and address*):

Building: _____

Type of animal: _____

Name of animal: _____

Name of person who will accompany animal: _____

Date of proposed visit: _____

Educational purpose for visit: _____

Checklist for Completion of Form

Attached is the following documentation:

____ Verification of proper vaccinations and health information by a licensed veterinarian

____ Proof of a physical and healthy stool sample analysis (and heart worm test, if appropriate) performed by a licensed veterinarian

I have read and understand the School District's policy regarding animals in the schools and will abide by the terms of the policy.

I understand that if the animal: is out of control and/or the animal's owner does not effectively control the animal's behavior; the animal is not housebroken or the animal's presence or behavior fundamentally interferes in the functions of the School District; or the animal behaves in a way that poses a direct threat to the health or safety of others, has a history of such behavior, or otherwise poses a direct threat to the health and safety of others that cannot be eliminated by reasonable modifications, the School District has the discretion to exclude or remove the animal from its property.

I agree to be responsible for any and all damage to School District property, personal property, and any injuries to individuals caused by the animal. I agree to indemnify, defend, and hold harmless the School District, its school board members, administrators, employees, and agents, from and against any and all claims, actions, suits, judgments, and demands brought by any party arising on account of, or in connection with, any activity of or damage caused by the animal.

Owner Signature: _____ Date: _____

Superintendent/Administrator Signature: _____ Date: _____

APPROVAL REQUEST FORM TO BRING A THERAPY DOG TO SCHOOL

Please turn in your request to the School Principal

Owner Name: _____ Date: _____

Contact information for Owner and Organization, if applicable (*please include email, phone number, and address*): _____

Building: _____

Name of therapy dog: _____

Reason for bringing in the therapy dog: _____

Date(s) of proposed visit: _____

What training or certification has the therapy dog and owner received:

Checklist for Completion of Form

Attached is the following documentation:

- ____ Verification of proper vaccinations and health information by a licensed veterinarian
- ____ Proof of a physical and healthy stool sample analysis and heart worm test performed by a licensed veterinarian
- ____ Copy of liability insurance that covers the dog and owner
- ____ Copy of up-to-date therapy dog certification recognized by the American Kennel Club or other proper authority

I have read and understand the School District’s policy regarding therapy dogs and will abide by the terms of the policy.

I understand that if my therapy dog: is out of control and/or the animal’s owner does not effectively control the animal’s behavior; is not housebroken or the animal’s presence or behavior fundamentally interferes in the functions of the School District; or behaves in a way that poses a direct threat to the health or safety of others, has a history of such behavior, or otherwise poses a direct threat to the health and safety of others that cannot be eliminated by reasonable modifications, the School District has the discretion to exclude or remove my therapy dog from its property.

I agree to be responsible for any and all damage to School District property, personal property, and any injuries to individuals caused by my therapy dog. I agree to indemnify, defend, and hold harmless the School District, its school board members, administrators, employees, and agents, from and against any and all claims, actions, suits, judgments, and demands brought by any party arising on account of, or in connection with, any activity of or damage caused by my therapy dog.

Owner Signature: _____ Date: _____

Superintendent/Administrator Signature: _____ Date: _____

APPROVAL REQUEST FORM FOR USE OF A SERVICE ANIMAL

Please turn in your request to the School Principal

Student/Employee Name: _____ Date: _____

Parent or authorized representative name(s) and contact information (*please include email, phone number, and address*): _____

Building: _____

Type of service animal: _____

Name of service animal: _____ Name of handler: _____

Is the service animal required because of a disability: _____

What work or tasks is the service animal trained to perform: _____

Checklist for Completion of Form

Attached is documentation that the service animal is:

____ Properly and currently vaccinated

I have read and understand the School District’s policy regarding service animals and will abide by the terms of the policy.

I understand that if my service animal: is out of control and/or the animal’s handler does not effectively control the animal’s behavior; is not housebroken or the animal’s presence or behavior fundamentally interferes in the functions of the School District; or behaves in a way that poses a direct threat to the health or safety of others, has a history of such behavior, or otherwise poses a direct threat to the health and safety of others that cannot be eliminated by reasonable modifications, the School District has the discretion to exclude or remove my service animal from its property.

I agree to be responsible for any and all damage to School District property, personal property, and any injuries to individuals caused by my service animal. I agree to indemnify, defend, and hold harmless the School District, its school board members, administrators, employees, and agents, from and against any and all claims, actions, suits, judgments, and demands brought by any party arising on account of, or in connection with, any activity of or damage caused by my service animal.

Superintendent/Administrator Signature: _____ Date: _____

Parent/Guardian Signature: _____ Date: _____

Employee Signature: _____ Date: _____

Note: This Registration/Agreement is valid until the end of the current school year. It must be renewed prior to the start of each subsequent school year or whenever a different service animal will be used.

Adopted: October 9, 2017

Revised:

523 SERVICE ANIMALS

I. GENERAL STATEMENT OF POLICY

Independent School District No. 726 prohibits discrimination against individuals based on disability, including individuals who require the assistance of a service animal. Toward that end, the District acknowledges its obligation to allow the use of a service animal by individuals with disabilities.

II. DEFINITIONS

- A. **Handler:** A “handler” is an individual with a disability who is accompanied by a service animal or a trainer who is accompanied by a service animal, or an individual who is handling a service animal for or on behalf of an individual with a disability.
- B. **Service Animal:** A “service animal” is a dog (regardless of breed or size) or miniature horse that is individually trained to perform “work or tasks” for the benefit of an individual with a disability, including an individual with a physical, sensory, psychiatric, intellectual, or mental disability. Other species of animals, whether wild or domestic, trained or untrained, are not service animals. Service animals are working animals that perform valuable functions; they are not pets.
1. The “work or tasks” performed by a service animal must be directly related to the individual’s disability.
 2. Examples of “work or tasks” include, but are not limited to, assisting individuals who are blind or have low vision with navigation and other tasks, alerting individuals who are deaf or hard of hearing to the presence of people or sounds, providing non-violent protection or rescue work, pulling a wheelchair, assisting an individual during a seizure, alerting individuals to the presence of allergens, retrieving items such as medicine or a cell phone, providing physical support and assistance with balance and stability to individuals with mobility disabilities, and helping persons with psychiatric and neurological disabilities by preventing or interrupting impulsive or destructive behaviors.

3. The crime deterrent effects of an animal's presence and the provision of emotional support, well being, comfort, or companionship are not "work or tasks" for the purposes of this policy.
- C. **Trainer:** A "trainer" is a person who is training a service animal and is affiliated with a recognized training program for service animals.

III. RIGHTS AND RESPONSIBILITIES

- A. **Equal Access:** A handler has the right to be accompanied by a service animal whenever and to the same extent that the handler or the individual who needs the service animal because of a disability has the right: (a) to be present on District property or in District facilities; (b) to attend or participate in a school sponsored event, activity, or program; or (c) to be transported in a vehicle that is operated by or on behalf of the District.
- B. **Equal Treatment:** The District may not do any of the following: isolate the handler from individuals without service animals; ask or require the handler to pay an extra fee; or treat the handler less favorably than individuals without service animals.
- C. **Care and Supervision:** The School District is not responsible for the care or supervision of a service animal. The handler is solely responsible for the care and supervision of the service animal including, but not limited to, feeding, watering, cleaning, and toileting. Neither the District nor its staff will assume such responsibilities.
- D. **Tether:** A service animal must have a harness, leash or other tether, unless: (a) the handler is unable to use a harness, leash, or other tether because of a disability, or (b) the use of a harness, leash, or other tether would interfere with the service animal's safe and effective performance of work or tasks. If either (a) or (b) applies, the service animal must be under the handler's control by voice, signals, or other effective means.
- E. **Control:** A service animal must be under the control of its handler.
- F. **Removal:** A school official may require a handler to remove a service animal from District property, a district facility, a vehicle operated by or on behalf of the District, or a school sponsored event, activity, or program if the service animal is out of control and the handler does not take effective action to control it, or the service animal is not housebroken. If the District requires an individual with a disability to remove a service animal, the individual may remain on District property, in a District facility, in a District owned or operated vehicle, or at a school sponsored event, activity, or program without having the service animal, unless the

individual has violated a law or school rule or regulation that would warrant the removal of the individual.

- G. **Liability:** A handler who is accompanied by a service animal is liable for any and all harm, injury, or damage caused by the service animal.

IV. **ADDITIONAL LIMITATIONS FOR MINIATURE HORSES**

- A. **Only Reasonable Modifications Required:** The School District must make “reasonable” modifications in policies, practices, or procedures to permit the use of a miniature horse by an individual with a disability if the miniature horse has been individually trained to do work or perform tasks for the benefit of the individual with a disability.
- B. **Assessment Factors:** In determining whether reasonable modifications can be made to allow a miniature horse into a specific facility, the District may consider the following factors:
 - 1. The type, size, and weight of the miniature horse and whether the facility can accommodate these features;
 - 2. Whether the handler has sufficient control of the miniature horse;
 - 3. Whether the miniature horse is housebroken; and
 - 4. Whether the miniature horse's presence in a specific facility compromises legitimate safety requirements that are necessary for safe operation.

V. **GENERAL GUIDELINES FOR SERVICE ANIMALS**

- A. **Permitted Inquires:** District staff generally may ask a handler or an individual with a disability if an animal is required because of a disability and, if so, what work or task the animal has been trained to perform. However, District staff may not make these inquiries when it is readily apparent that the animal is trained to do work or perform tasks for an individual with a disability (*e.g.*, the dog is observed guiding an individual who is blind or has impaired vision, pulling a person's wheelchair, or providing assistance with stability or balance to an individual with an observable mobility disability).
- B. **Prohibited Inquires:** District staff may not ask a handler or an individual with a disability about the nature or extent of a disability. In addition, District staff may not require documentation, such as proof that the animal has been certified, trained, or licensed as a service animal.

- C. **Vaccinations.** Each handler is responsible for ensuring that the service animal is properly vaccinated.
- D. **Allergies:** If a student or employee notifies the District that he or she is allergic to a service animal, the District will balance the rights of the individuals involved. Generally, allergies that are not life threatening are not a valid reason for prohibiting the presence of a service animal.
- E. **Fear of Animals:** Fear of animals is not a valid reason for prohibiting the presence of a service animal.
- F. **Working Status of Service Animals:** Students, parents, and employees of the District should not feed or pet a service animal without permission from the handler. In addition, students, parents, and employees generally should not seek to separate a service animal from its handler.
- G. **Notice Encouraged But Not Required:** Students, parents, and employees are encouraged, but not required, to notify the building principal if they expect to be utilizing a service animal on a regular basis. This notification will not be used to deny access to any program, service, activity, or benefit. Rather, this notification will be used to provide an opportunity for discussion that is designed to assist the student or employee in transitioning to the regular use of a service animal at school or work.