

**BRECKENRIDGE SCHOOL BOARD MEETING
INDEPENDENT SCHOOL DISTRICT #846
WEDNESDAY, MARCH 19, 2025
REGULAR MEETING - 4:00 PM
BHS MEDIA CENTER ROOM #215
710 13TH STREET NORTH
BRECKENRIDGE, MN 56520**

AGENDA

- 1. Call the Meeting to Order**
 - A. Pledge of Allegiance
 - B. School Happenings
- 2. Approval of Agenda**
- 3. Public Input**
- 4. Approval of Consent Agenda**
 - A. Minutes

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The Regular Meeting of the Board of Education, Independent School District No. 846, Breckenridge, Minnesota met Wednesday, February 19, 2025 at 4:00 PM in the Breckenridge High School Media Center #215.

UNOFFICIAL MINUTES UNTIL APPROVED AT THE NEXT BOARD MEETING

Members Present: Ernst, Hasbargen, Hiedeman, Hought, Mikkelson, Nepl

Ex-officio Member Present:

Vice Chairperson Hiedeman called the regular meeting to order at 4:01 PM with the Pledge of Allegiance recited.

School Happenings shared: Four Breckenridge BW Storm wrestlers qualifying for state wrestling. Congratulations to Aubrey Boesen, David Erlandson, Henry Slettedahl, and Riley Kappes. ♦ The BHS One Act Play performed "Stroke Static" on January 24th at the One Act Play Competition at West Central Area Schools. Congratulations to the drama department for a fantastic season!

Motion by Mikkelsom, seconded by Hasbargen to approve the agenda as presented. 6-0

CONSENT AGENDA:

Motion by Ernst, seconded by Mikkelson to approve the consent agenda. 6-0

Previous month's minutes – January 8, 2025

Financial reports as presented including:

General Ledger Debits: February, 2025

General Fund: \$1,090,432.51—Food Service: \$7,524.50—Community Service: \$136,207.92—Debt Redemption: \$7,318.76—Trust Fund: \$25,330.00—Student Activities: \$2,427.17

Accounts Payable/Wires & Checks: 01/13/2024-02/15/2024

Total: \$1,269,240.86

Hires: Corey Kratcha, Babe Ruth Coordinator

Resignations: Julie Ekren, Babe Ruth Coordinator, Jim Grawe, Custodial Elementary School, BreAnna King, SpEd Paraeducator, Margaret Krueger, Softball Coach, Brooklyn Weinkauff, SpEd Paraeducator

Terminations: Stacey Perales, Paraeducator

COMMUNICATIONS:

Ex-Officio Student Representatives - No Report Shared

Deans – Jordan Christensen and Kelly Leiseth

Mr. Christensen - student council ran snow week activities during the first week of the semester, and thank you to the chaperones for volunteering! Mr. Rhoden's STEAM class the students are really enjoying their class project. Recently they built model houses out of cardboard and staff members were able to give feedback. This month Mr. Christensen will start meeting with the 6th grade students about their transition to the HS next year.

Kelly Leiseth - Grades 3 - 6 attended NDSCS basketball for kids day A group of staff have started meeting weekly to work through solutions on supporting our chronically absent students, data provided by eduCLIMBER.

K-12 Principal – Corrina Erickson

♦ Cowgirl Basketball team to read to the elementary students ♦ 100th Day of School celebration ♦ National School Counselors Week ♦ Title 1 Smart Goal BHS grades 7th - 12th An engagement/needs assessment survey will be completed multiple times this year to determine growth in participation, gaps in which activities might be added. Student Showcase Night - 37 students missed and completed an alternate reflection activity. ALP program - Students added at semester break to bring them to 11 in the program. Frontier Team - Doing a deep dive into classes, standards & other requirements covered and how to best utilize everyone's skill sets, Science and Social Studies have been working on 2 and 4 year rotations for classes, Math has been learning about Standards of Mathematical Practice thanks to a webinar they took part in the COMPASS group. ADSIS Grant for the next 2-year cycle is due March 7th.

Facilities Manager – Jerry Rosenthal – Air Purity test 2.10.25 results expected in 1 - 2 weeks BES parking lot blocked out, falling brick,

mason to fix - cost effective. Plow on truck is down looking for options for next year.

Business Manager – Dessica Komestakes – 2024- 2025 Budget Summary presented Fund 2 looking better -

decrease in food expenses,

Federal aid increase projected.

ALC Coordinator - Enrollment is at eleven students
for all students 11th & 12th grade

The flexible approach is a positive environment

students go in the community for work based learning, positive feedback from employers
the students are excelling and

Many of

passing all classes Student shared her personal positive experiences in the program.

Superintendent – Kristie Sullivan

Four Building Committee meetings scheduled ♦ MOU for teacher stipends for LETRS training ♦ Air quality testing conducted at elementary school, waiting on results. ♦ Admin team is working on next years HS/MS schedule ♦ School Psychologist has resigned, working special education cooperative on support plans ♦ Youth Skills Training grant application submitted. MTSS grant application submitted - selection to take place April 2025 ♦ Continuing to advocate for tax relief for senior citizens with legislators and lobbyists. ♦ State Budget Proposals and Legislation Updates shared.

OLD BUSINESS:

NEW BUSINESS:

Motion by Nepl to adopt the RESOLUTION ACCEPTING DONATIONS for the following:

January donations received: \$28,046.41

AG Parts Worldwide \$80.00 (Student Tech Supplies), Box Tops \$189.10 (Elementary Supplies), Jodi Michels Class of '84 \$500.00, West Central Initiative \$25,330.00 (Scholarships), West Central Initiative \$1,867.31 (Bernard Math Supplies), Bell Bank \$80.00 (Custom Card Donation)

Hought seconded the motion. 6-0

Motion by Ernst, seconded by Mikkelson to approve Memorandum of Understanding between the local teacher's union and the District to address teacher compensation LETRS Training commitments outside of contracted hours. 6-0

Motion by Mikkelson, seconded by Hought to direct administration to select a proposal for Breckenridge Public School camera upgrades. 6-0

Motion by Hasbargen, seconded by Ernst to approve the overnight travel request for DECA to attend the state DECA competition March 2nd-4th in Minneapolis. 6-0

Motion by Mikkelson, seconded by Hasbargen to approve the Senior Music trip overnight to Minneapolis on May 16-17, 2025. 6-0

Motion by Nepl, seconded by Mikkelson to adopt Policy 404 Employment Background Checks updated due to Minnesota statutory provisions and/or non-substantive changes. 6-0

Motion by Nepl, seconded by Mikkelson to rescind Policy 522 Title IX Sex Nondiscrimination Policy. 6-0

Motion by Mikkelson, seconded by Hasbargen to approve the 2025/2026 District Calendar option 1. 6-0

Motion by Hasbargen, seconded by Mikkelson to review, sign, and submit the district's Native American Compliance Report to MDE. 6-0 (copy on file)

Motion by Mikkelson, seconded by Hasbargen to adjourn at 5:08 PM. 6-0

Next regular meeting date is Wednesday, March 19th, 2025 at 4:00 PM.

Chair Clerk

B. Financials

1. Financial Report & Bills

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**Reconciliation of Ledger Balances with Bank Statement
Independent School District NO. 846
Breckenridge, Minnesota**

Date of Report: March 13th, 2025

For the Month of February 2025

General Ledger Balances

FUNDS	Balance Beg. of Month	Debits	Credits	Balance End of Month
General Fund	\$2,734,101.79	954,674.10	997,666.38	\$2,691,109.51
Food Service	80,299.19	43,766.31	54,989.96	\$69,075.54
Comm. Serv.	167,182.98	151,190.47	31,646.00	\$286,727.45
Debt. Redemption	99,980.89	918.84	0.00	\$100,899.73
Trust Fund	(2,093.27)	5,375.00	0.00	\$3,281.73
Student Activities	61,586.38	4,443.99	3,704.36	\$62,326.01
TOTALS:	\$3,141,057.96	\$1,160,368.71	\$1,088,006.70	\$3,213,419.97

Bank Balances

Description	Balance Per Bank	Outstanding Checks and Wires	Deposits in Transit	Balance
Bremer	\$233,510.49	29,856.35	0.00	\$203,654.14
The 'Barn" Cash Box		.		50.00
BMO (Contingent)				8,000.00
TOTALS:				\$211,704.14

Investments

Minn. School District Liquid Asset Fund	4.2100%	\$ 303,005.80
Minn. School District "MAX" Fund	4.3200%	\$2,655,574.55
Bremer Money Market	4.0000%	\$51,185.48
TOTALS:		\$ 3,009,765.83

TOTAL CASH AND INVESTMENTS:	\$3,221,469.97
	\$3,221,469.97

Breckenridge Public School Receipt Listing Report with Detail by Deposit

Deposit Co	Bank	Batch	Rct No	Receipt Type	Receipt St	Receipt Date	Check No	Check Date	Pmt Type	Grp Code	Customer	Inv No	Inv Date	Inv Type	Invoice Amount	Applied Amount	Unapplied Amount
9593	0846	FAB															
			16693	Credit	A	02/18/25			Check	1	Lindberg Brad						
						0846	B 01 215	027			Life & Disability Payable					13.00	0.00
						0846	B 01 215	025			Group Health Payable					1,227.00	0.00
																\$1,240.00	\$0.00
			16694	Credit	A	02/18/25			Cash	1	BRECKENRIDGE PUBLIC						
						0846	R 01 005	000 099 000			Misc. Revenue					35.00	0.00
																\$35.00	\$0.00
			16695	Credit	A	02/18/25			Cash	1	Misc						
						0846	B 02 209	000			ANGEL FUND					100.00	0.00
																\$100.00	\$0.00
			16696	Credit	A	02/18/25			Check	1	REINERTSON, PERRY						
						0846	B 01 215	027			Life & Disability Payable					2.60	0.00
						0846	B 01 215	025			Group Health Payable					554.96	0.00
																\$557.56	\$0.00
			16697	Credit	A	02/18/25			Check	1	Misc						
						0846	B 01 215	027			Life & Disability Payable					7.80	0.00
						0846	B 01 215	039			Dental Insurance					81.66	0.00
																\$89.46	\$0.00
			16698	Credit	A	02/18/25			Check	1	SOFTBALL BOOSTER CLI						
						0846	B 01 115	000								4,273.00	0.00
																\$4,273.00	\$0.00
			16699	Credit	A	02/18/25			Check	1	SOFTBALL BOOSTER CLI						
						0846	E 01 300	296 000 430 203			HS Girls Softball Instr Suppli					1,530.00	0.00
																\$1,530.00	\$0.00
			16700	Credit	A	02/18/25			Check	1	Misc						
						0846	B 02 209	000			ANGEL FUND					120.80	0.00
																\$120.80	\$0.00
			16701	Credit	A	02/18/25			Check	1	WRESTLING BOOSTERS						
						0846	R 01 005	000 093 000			Rent					210.00	0.00
																\$210.00	\$0.00

Breckenridge Public School Receipt Listing Report with Detail by Deposit

Deposit Co	Bank	Batch	Rct No	Receipt Type	Receipt St	Date	Check No	Pmt Type	Grp Code	Customer	Inv No	Inv Date	Inv Type	Invoice Amount	Applied Amount	Unapplied Amount
9594	0846	FAB	16708	Credit	A	02/04/25	0846 R 01 005 000 000 051 000	Check 1		HS GENERAL FUND RECI Tablet Protection Plan Fee					200.00	0.00
														Receipt Total:	\$7,370.60	\$0.00
														Deposit Total:	\$7,370.60	\$0.00
9595	0846	FAB	16709	Credit	A	02/07/25	0846 R 21 005 298 301 099 990	Check 1		HS GENERAL FUND RECI DECA Revenue					193.00	0.00
															50.00	0.00
															762.00	0.00
															411.00	0.00
															60.00	0.00
														Receipt Total:	\$1,476.00	\$0.00
														Deposit Total:	\$1,476.00	\$0.00
9596	0846	FAB	16710	Credit	A	02/10/25	0846 R 01 300 792 000 621 000	Check 1		HS GENERAL FUND RECI HS Concessions Sale of Mate					424.50	0.00
															709.00	0.00
														Receipt Total:	\$1,133.50	\$0.00
														Deposit Total:	\$1,133.50	\$0.00
9597	0846	FAB	16711	Credit	A	02/12/25	0846 R 21 005 298 301 099 990	Check 1		HS GENERAL FUND RECI DECA Revenue					155.00	0.00
															50.00	0.00
															675.00	0.00
															643.00	0.00
															75.00	0.00
														Receipt Total:	\$1,598.00	\$0.00
														Deposit Total:	\$1,598.00	\$0.00
9598	0846	FAB	16712	Credit	A	02/05/25	0846 R 04 005 591 000 050 202	Check 1		ELEM GENERAL FUND DE Youth Basketball Fees					120.00	0.00
															40.00	0.00
															13.00	0.00

Breckenridge Public School Receipt Listing Report with Detail by Deposit

Deposit Co	Bank	Batch	Rct No	Receipt Type	Receipt St	Date	Check No	Pmt Type	Grp Code	Customer	Inv No	Inv Date	Inv Type	Invoice Amount	Applied Amount	Unapplied Amount
9598	0846	FAB	16712	Credit	A	02/05/25		Check	1	ELEM GENERAL FUND DE						
						0846	R 01 100 791 000 052 000			Elem Yearbook Sales					50.00	0.00
						0846	R 04 005 582 344 040 000			School Readines Tuition from					1,147.50	0.00
						0846	R 02 005 770 701 601 000			Student Lunch Sales					185.00	0.00
						0846	R 01 299 249 000 040 000			Drivers Ed Tuition					650.00	0.00
														Receipt Total:	\$2,205.50	\$0.00
														Deposit Total:	\$2,205.50	\$0.00
9599	0846	FAB	16713	Credit	A	02/24/25		Wire	1	STATE OF MINNESOTA						
						0846	R 04 005 570 499 400 118			CLLC					37,598.34	0.00
														Receipt Total:	\$37,598.34	\$0.00
														Deposit Total:	\$37,598.34	\$0.00
9600	0846	FAB	16714	Credit	A	02/24/25		Wire	1	HS HOT LUNCH						
						0846	R 02 005 770 701 472 000			Free/ Reduced Lunch					9,538.54	0.00
						0846	R 02 005 770 701 471 000			Federal Lunch Aid					471.78	0.00
						0846	R 02 005 770 701 471 000			Federal Lunch Aid					2,201.64	0.00
						0846	R 02 005 770 701 099 000			After School Snack Program F					1,012.77	0.00
						0846	R 02 005 770 705 476 000			Breakfast Program					6,754.06	0.00
						0846	R 02 005 770 701 300 000			School Lunch State Aid					12,137.13	0.00
						0846	R 02 005 770 703 300 000			Special Milk Program State Aid					60.20	0.00
						0846	R 02 005 770 705 300 000			Breakfast State Aid					6,349.70	0.00
														Receipt Total:	\$38,525.82	\$0.00
														Deposit Total:	\$38,525.82	\$0.00
9601	0846	FAB	16715	Credit	A	02/24/25		Wire	1	STATE OF MINNESOTA						
						0846	R 04 005 582 337 369 000			Early Lrng Schlrshp-Pthwy II					5,357.12	0.00
														Receipt Total:	\$5,357.12	\$0.00
														Deposit Total:	\$5,357.12	\$0.00

Breckenridge Public School Receipt Listing Report with Detail by Deposit

Deposit Co	Bank	Batch	Rct No	Receipt Type	Receipt St	Date	Check No	Pmt Type	Grp Code	Customer	Inv No	Inv Date	Inv Type	Invoice Amount	Applied Amount	Unapplied Amount
9607	0846	FAB	16721	Credit	V	02/26/25	0846 R 01 300 294	000 060 202	Check 1	HS GENERAL FUND RECI HS Boys Basketball Revenue					704.00	0.00
														Receipt Total:	\$1,453.00	\$0.00
														Deposit Total:	\$1,453.00	\$0.00
9608	0846	FAB	16722	Credit	A	02/28/25	0846 R 01 005 000	000 092 000	Wire 1	BREMER BANK Interest Income					8,730.43	0.00
														Receipt Total:	\$8,730.43	\$0.00
														Deposit Total:	\$8,730.43	\$0.00
9609	0846	FAB	16723	Credit	A	02/28/25	0846 R 01 005 005	000 211 000	Wire 1	STATE OF MINNESOTA Gen Ed Aid Rev					431,548.04	0.00
														Receipt Total:	\$431,548.04	\$0.00
														Deposit Total:	\$431,548.04	\$0.00
9610	0846	FAB	16724	Credit	A	02/28/25	0846 B 01 215 024		Wire 1	Misc Flexible Benefits					30.00	0.00
														Receipt Total:	\$30.00	\$0.00
														Deposit Total:	\$30.00	\$0.00
9611	0846	FAB	16725	Credit	A	02/28/25	0846 R 21 005 298	301 099 990	Wire 1	Misc DECA Revenue					230.00	0.00
														Receipt Total:	\$230.00	\$0.00
														Deposit Total:	\$221.19	\$0.00
														Receipt Total:	(8.81)	0.00
														Deposit Total:	(\$8.81)	\$0.00

Breckenridge Public School Receipt Listing Report with Detail by Deposit

Deposit Co	Bank	Batch	Rct No	Receipt Type	Receipt St	Receipt Date	Check No	Pmt Type	Grp Code	Customer	Inv No	Inv Date	Inv Type	Invoice Amount	Applied Amount	Unapplied Amount	
9612	0846	FAB	16727	Credit	A	02/28/25	0846 R 01 005 000 000	Wire	1	Misc. Revenue				5.74		0.00	
														Receipt Total:	\$5.74	\$0.00	
														Deposit Total:	\$5.74	\$0.00	
9613	0846	FAB	16734	Credit	A	02/28/25	0846 R 21 005 298 301 099 990	Check	1	HS GENERAL FUND RECI				146.00		0.00	
														0846 R 02 005 770 701 601 000	Student Lunch Sales	115.00	0.00
														0846 R 01 300 296 000 060 202	HS Girls Basketball Revenue	981.00	0.00
														0846 R 01 300 294 000 060 202	HS Boys Basketball Revenue	618.00	0.00
														0846 R 01 300 792 000 621 000	HS Concessions Sale of Mate	1,545.00	0.00
														Receipt Total:	\$3,405.00	\$0.00	
														Deposit Total:	\$3,405.00	\$0.00	
9614	0846	FAB	16728	Credit	A	02/28/25	0846 R 01 300 792 000 621 000	Check	1	HS GENERAL FUND RECI				749.00		0.00	
														0846 R 01 300 294 000 060 202	HS Boys Basketball Revenue	704.00	0.00
														Receipt Total:	\$1,453.00	\$0.00	
														Deposit Total:	\$1,453.00	\$0.00	
9615	0846	FAB	16729	Credit	A	02/28/25	0846 R 01 005 000 000 051 000	Check	1	HS GENERAL FUND RECI				20.00		0.00	
														0846 R 01 300 792 000 621 000	HS Concessions Sale of Mate	661.00	0.00
														0846 R 01 005 000 000 050 000	General Fees	75.00	0.00
														0846 B 01 115 001	Flow -Thru Tournament	2,100.00	0.00
														0846 R 01 005 000 000 099 000	Misc. Revenue	56.00	0.00
														0846 R 02 005 770 701 601 000	Student Lunch Sales	100.00	0.00
														0846 R 21 005 298 301 099 990	DECA Revenue	299.00	0.00
														Receipt Total:	\$3,311.00	\$0.00	
														Deposit Total:	\$3,311.00	\$0.00	
9616	0846	FAB	16730	Credit	A	02/28/25	0846 R 04 005 505 321 040 000	Wire	1	COMMUNITY EDUCATION				2,686.00		0.00	
														0846 R 04 005 505 321 040 000	Comm Ed Tuition		

Breckenridge Public School Receipt Listing Report with Detail by Deposit

Deposit Co	Bank	Batch	Rct No	Receipt Type	Receipt St	Date	Check No	Pmt Type	Grp Code	Customer	Inv No	Inv Date	Inv Type	Invoice Amount	Applied Amount	Unapplied Amount
9616	0846	FAB	16730	Credit	A	02/28/25		Wire	1	COMMUNITY EDUCATION						
						0846	R 04 005 580	325 040	000	ECFE Tuition				155.00		0.00
						0846	R 04 005 591	000 050	201	Youth Baseball Fees				250.00		0.00
						0846	R 04 005 591	000 050	202	Youth Basketball Fees				30.00		0.00
						0846	R 04 005 591	000 050	211	Youth Volleyball Fees				1,080.00		0.00
														\$4,201.00		\$0.00
														\$4,201.00		\$0.00
9617	0846	FAB	16731	Credit	A	02/28/25		Wire	1	HS GENERAL FUND RECI						
						0846	R 01 300 212	000 050	000	Art Fees				40.00		0.00
						0846	R 01 300 292	000 050	000	General Athletics Fees				625.00		0.00
						0846	R 02 005 770	701 601	000	Student Lunch Sales				3,743.39		0.00
						0846	R 01 100 791	000 054	000	Elem Ski Trip Revenue				442.00		0.00
														\$4,850.39		\$0.00
														\$4,850.39		\$0.00
9618	0846	FAB	16732	Credit	V	02/28/25		Check-V1		HS GENERAL FUND RECI						
						0846	R 01 300 294	000 060	202					(704.00)		0.00
						0846	R 01 300 792	000 621	000					(749.00)		0.00
														(\$1,453.00)		\$0.00
														(\$1,453.00)		\$0.00
														\$862,836.55		\$0.00

Breckenridge Public School Student Activity Guideline Period Ending February 28, 2025

Sequence: Group-Sub, Crs

										B25						
L	Fd	Org	Pro	Fin	O/S	Crs	Class	Sub	Description	Annual Budget	Period 202508	Year To Date	% YTD	Encumbrances	+ Enc	Remaining Balance
00 Assets																
B	21	101	000				100	00	Student Activities Cash	0.00	739.63	62,326.01	0%	0.00	0%	(62,326.01)
B	21	206	000				200	00	Student Activities Accounts Payable	0.00	3,704.36	3,704.36	0%	0.00	0%	(3,704.36)
B	21	401	926				400	00	Class of 2026	0.00	0.00	(3,851.45)	0%	0.00	0%	3,851.45
00									Fund Balance	0.00	4,443.99	62,178.92	0%	0.00	0%	(62,178.92)
924 Class of 2024																
R	21	005	298	301	099	924	401	924	Class of 2024 Revenue	(2,000.00)	0.00	0.00	0%	0.00	0%	(2,000.00)
E	21	005	298	301	401	924	401	924	Class of 2024 Supplies	6,000.00	0.00	0.00	0%	0.00	0%	6,000.00
924									Class of 2024	4,000.00	0.00	0.00	0%	0.00	0%	4,000.00
925 Class of 2025																
B	21	401	925				400	925	Class of 2025	0.00	0.00	(4,065.21)	0%	0.00	0%	4,065.21
R	21	005	298	301	099	925	401	925	Class of 2025 Revenue	(9,000.00)	0.00	0.00	0%	0.00	0%	(9,000.00)
925									Class of 2025	(9,000.00)	0.00	(4,065.21)	45%	0.00	45%	(4,934.79)
926 Class of 2026																
R	21	005	298	301	099	926	401	926	Class of 2026 Revenue	1,000.00	(1,708.50)	(1,708.50)	(171%)	0.00	(171%)	2,708.50
E	21	005	298	301	401	926	401	926	Class of 2026 Supplies	1,000.00	0.00	0.00	0%	0.00	0%	1,000.00
926									Class of 2026	2,000.00	(1,708.50)	(1,708.50)	(85%)	0.00	(85%)	3,708.50
978 National Honor Society																
B	21	401	978				400	978	National Honor Society	0.00	0.00	300.82	0%	0.00	0%	(300.82)
E	21	005	298	301	401	978	401	978	National Honor Society Supplies	1,300.00	0.00	239.74	18%	0.00	18%	1,060.26
R	21	005	298	301	099	978	401	978	National Honor Society Revenue	0.00	0.00	(800.00)	0%	0.00	0%	800.00
978									National Honor Society	1,300.00	0.00	(259.44)	(20%)	0.00	(20%)	1,559.44
979 High School Student Council																
B	21	401	979				400	979	High School Student Council	0.00	0.00	(9,391.60)	0%	0.00	0%	9,391.60
R	21	005	298	301	099	979	401	979	High School Student Council Supplies	(5,000.00)	(886.00)	(2,831.00)	57%	0.00	57%	(2,169.00)
E	21	005	298	301	401	979	401	979	High School Student Council Revenue	2,500.00	0.00	2,730.34	109%	1,174.96	156%	(1,405.30)
979									High School Student Council	(2,500.00)	(886.00)	(9,492.26)	380%	1,174.96	333%	5,817.30
980 Letterclub																
B	21	401	980				400	980	Letterclub	0.00	0.00	(5,639.24)	0%	0.00	0%	5,639.24
E	21	005	298	301	401	980	401	980	Letterclub Supplies	1,000.00	0.00	339.38	34%	11.75	35%	648.87
980									Letterclub	1,000.00	0.00	(5,299.86)	(530%)	11.75	(529%)	6,288.11
981 Mathletes																
B	21	401	981				400	981	Mathletes	0.00	0.00	6.74	0%	0.00	0%	(6.74)

**Breckenridge Public School
Student Activity Guideline
Period Ending February 28, 2025**

Sequence: Group-Sub, Crs

										B25						
L	Fd	Org	Pro	Fin	O/S	Crs	Class	Sub	Description	Annual Budget	Period 202508	Year To Date	% YTD Encumbrances	% YTD + Enc	Remaining Balance	
981 Mathletes																
E	21	005	298	301	401	981	401	981	Mathletes Supplies	500.00	0.00	0.00	0%	0%	500.00	
981 Mathletes																
982 HS Band																
B	21	401	982				400	982	HS Band	0.00	0.00	(5,114.81)	0%	0%	5,114.81	
E	21	005	298	301	401	982	401	982	HS Band Supplies	17,000.00	0.00	5,960.00	35%	35%	11,040.00	
R	21	005	298	301	099	982	401	982	HS Band Revenue	(15,000.00)	0.00	(9,427.25)	63%	63%	(5,572.75)	
982 HS Band																
983 Boys Golf																
B	21	401	983				400	983	Boys Golf	0.00	0.00	(230.54)	0%	0%	230.54	
E	21	005	298	301	401	983	401	983	Boys Golf Supplies	500.00	0.00	0.00	0%	0%	500.00	
983 Boys Golf																
984 HS Choir																
B	21	401	984				400	984	HS Choir	0.00	0.00	(5,864.44)	0%	0%	5,864.44	
E	21	005	298	301	401	984	401	984	HS Choir Supplies	500.00	0.00	581.00	116%	116%	(81.00)	
984 HS Choir																
986 FFA																
B	21	401	986				400	986	FFA	0.00	0.00	(6,711.13)	0%	0%	6,711.13	
E	21	005	298	301	401	986	401	986	FFA Supplies	4,000.00	0.00	0.00	0%	0%	4,000.00	
R	21	005	298	301	099	986	401	986	FFA Revenue	(1,000.00)	0.00	0.00	0%	0%	(1,000.00)	
986 FFA																
987 Close Up																
B	21	401	987				400	987	Close Up	0.00	0.00	(1,620.79)	0%	0%	1,620.79	
987 Close Up																
988 Speech																
B	21	401	988				400	988	Speech	0.00	0.00	(4,427.59)	0%	0%	4,427.59	
E	21	005	298	301	401	988	401	988	Speech Supplies	450.00	0.00	0.00	0%	0%	450.00	
988 Speech																
989 Drama Club																
B	21	401	989				400	989	Drama Club	0.00	0.00	(1,513.71)	0%	0%	1,513.71	
E	21	005	298	301	401	989	401	989	Drama Club Supplies	750.00	0.00	127.93	17%	17%	622.07	
R	21	005	298	301	099	989	401	989	Drama Club Revenue	(1,500.00)	0.00	0.00	0%	0%	(1,500.00)	
989 Drama Club																
											0.00	(1,385.78)	185%	0.00	185%	635.78

**Breckenridge Public School
Student Activity Guideline
Period Ending February 28, 2025**

Sequence: Group-Sub, Crs

										B25							
L	Fd Org	Pro Fin	O/S Crs	Class Sub	Description	Annual Budget	Period 202508	Year To Date	% YTD Encumbrances	% YTD + Enc	Remaining Balance						
	990	DECA															
B 21	401	990		400	990	0.00	0.00	(4,783.76)	0%	0%	4,783.76						
R 21	005	298	301	401	990	(9,000.00)	(1,830.80)	(7,766.77)	86%	86%	(1,233.23)						
E 21	005	298	301	401	990	8,000.00	(18.69)	3,125.85	39%	71%	2,356.50						
	990	DECA				(1,000.00)	(1,849.49)	(9,424.68)	942%	691%	5,907.03						
	991	Robotics															
B 21	401	991		400	991	0.00	0.00	(3,694.38)	0%	0%	3,694.38						
	991	Robotics				0.00	0.00	(3,694.38)	0%	0%	3,694.38						
						Report Totals:	2,000.00	(0.00)	(0%)	185%	(1,704.36)						

**Breckenridge Public School
Payment Reg by Bank and Check**

Bank	Batch	Pmt No	Check No	Pay Type	Grp Code	Rcd	Vendor	Tax Class	Print	Recon	Void	Pay/Void Date	Amount
FAB		45634		Wire	1	2251	FURTHER (FSA/ HSA)		Yes	Yes	Yes	02/28/2025	(31.64)
FAB		46427		Wire	1	3946	FENWORKS, INC		Yes	No	Yes	03/04/2025	5,500.00
FAB		46427		Wire	1	3946	FENWORKS, INC		Yes	No	Yes	03/13/2025	(5,500.00)
FAB		46428		Wire	1	00860	SYSCO		No	No	No	03/04/2025	3,444.95
FAB		46429		Wire	1	3901	HEALTH EQUITY		No	No	No	03/07/2025	53.20
FAB		46434		Wire	1	00860	SYSCO		No	No	No	03/11/2025	3,686.13
FAB		46436		Wire	1	00039	MN DEPT OF REVENUE (EFT)		No	Yes	No	02/28/2025	7,015.42
FAB		46437		Wire	1	00599	P.E.R.A.		No	Yes	No	02/28/2025	15,356.21
FAB		46438		Wire	1	00600	TEACHERS RETIREMENT ASSN.		No	Yes	No	02/28/2025	24,498.38
FAB		46439		Wire	1	01052	AMERICAN FAM. LIFE ASSURANCE		No	Yes	No	02/28/2025	99.75
FAB		46440		Wire	1	01233	EFTPS		No	Yes	No	02/28/2025	55,998.66
FAB		46441		Wire	1	2277	EDUCATORS BENEFIT ACH		No	Yes	No	02/28/2025	7,812.25
FAB		46442		Wire	1	3459	AMERITAS LIFE INSURANCE		No	Yes	No	02/28/2025	212.36
FAB		46443		Wire	1	00599	P.E.R.A.		No	Yes	No	02/28/2025	13,903.90
FAB		46444		Wire	1	00600	TEACHERS RETIREMENT ASSN.		No	Yes	No	02/28/2025	24,896.89
FAB		46445		Wire	1	01233	EFTPS		No	Yes	No	02/28/2025	53,799.17
FAB		46446		Wire	1	2656	QUADIANT FINANCE USA		No	Yes	No	02/28/2025	500.00
FAB		46447		Wire	1	3702	REVTRAK		No	Yes	No	02/28/2025	268.33
FAB		46448		Wire	1	3703	PAYSCHOOLS		No	Yes	No	02/28/2025	457.39
FAB		46449		Wire	1	3901	HEALTH EQUITY		No	Yes	No	02/28/2025	12,550.41
FAB		46450		Wire	1	3946	FENWORKS, INC		No	Yes	No	02/28/2025	5,500.00
FAB		46430	129771	Check	1	00603	BRECKENRIDGE ED LOCAL 1299		Yes	No	No	03/07/2025	2,206.41
FAB		46433	129772	Check	1	3932	CAPITAL ONE BANK		Yes	No	No	03/07/2025	500.00
FAB		46431	129773	Check	1	01184	MN SCHOOL EMPLOYEES ASSOC		Yes	No	No	03/07/2025	829.60
FAB		46432	129774	Check	1	1292	ND CHILD SUPPORT DIVISION		Yes	No	No	03/07/2025	457.50
FAB		46435	129775	Check	1	3920	REGION 6A c/o MARC HELMRIICHS		Yes	No	No	03/11/2025	3,930.00
FAB		46472	129776	Check	1	1129	AMAZON CAPITAL SERVICES	Remit2	Yes	No	No	03/17/2025	1,751.35
FAB		46459	129777	Check	1	01771	AUTO-JET MUFFLER CORP.		Yes	No	No	03/17/2025	440.72
FAB		46481	129778	Check	1	2567	Big John's / Carpro Inc		Yes	No	No	03/17/2025	30.00
FAB		46492	129779	Check	1	3593	BLUE CROSS BLUE SHIELD OF MN		Yes	No	No	03/17/2025	48,967.50
FAB		46460	129780	Check	1	01837	BOLD PRINT		Yes	No	No	03/17/2025	218.00
FAB		46494	129781	Check	1	3741	Chippewa Valley Sporting Goods		Yes	No	No	03/17/2025	5,763.00
FAB		46455	129782	Check	1	00545	CONTINGENT FUND		Yes	No	No	03/17/2025	1,692.82
FAB		46453	129783	Check	1	00482	DAILY NEWS		Yes	No	No	03/17/2025	515.00
FAB		46468	129784	Check	1	03030	DISCOUNT SCHOOL SUPPLY	Remit	Yes	No	No	03/17/2025	217.97
FAB		46464	129785	Check	1	02077	ECKROTH MUSIC	ECKRO	Yes	No	No	03/17/2025	1,156.62
FAB		46478	129786	Check	1	2265	EDUCATORS BENEFIT CONSULTANTS-		Yes	No	No	03/17/2025	141.72
FAB		46463	129787	Check	1	01994	FARM CITY SUPPLY		Yes	No	No	03/17/2025	85.36

**Breckenridge Public School
Payment Reg by Bank and Check**

Bank	Batch	Pmt No	Check No	Pay Type	Grp Code	Rcd	Vendor	Tax Class	Print	Recon	Void	Pay/Void Date	Amount
FAB		46451	129788	Check	1	00153	FARMERS UNION OIL CO		Yes	No	No	03/17/2025	6,412.26
FAB		46484	129789	Check	1	2774	FIRST ADVANTAGE BACKGROUND SEF		Yes	No	No	03/17/2025	23.35
FAB		46496	129790	Check	1	3789	FIRST CHOICE FOOD & BEVERAGE SO		Yes	No	No	03/17/2025	584.45
FAB		46497	129791	Check	1	3910	GAME ONE		Yes	No	No	03/17/2025	172.20
FAB		46458	129792	Check	1	01666	GERRELIS SPORTS CENTER, INC.		Yes	No	No	03/17/2025	3,085.00
FAB		46489	129793	Check	1	3476	GOLDADE, STANLEY		Yes	No	No	03/17/2025	300.00
FAB		46473	129794	Check	1	1432	GRIPPERS SPORTS TROPHYS		Yes	No	No	03/17/2025	614.25
FAB		46485	129795	Check	1	2891	GROCHOW, ARTHUR		Yes	No	No	03/17/2025	615.00
FAB		46487	129796	Check	1	3250	HENDRICKSON, KAREN		Yes	No	No	03/17/2025	280.00
FAB		46456	129797	Check	1	01529	HILLYARD /HUTCHINSON		Yes	No	No	03/17/2025	1,881.02
FAB		46466	129798	Check	1	02325	JOHN DEERE FINANCIAL		Yes	No	No	03/17/2025	1,290.03
FAB		46480	129799	Check	1	2556	JW PEPPER		Yes	No	No	03/17/2025	114.80
FAB		46471	129800	Check	1	1086	KBMW 1450		Yes	No	No	03/17/2025	320.00
FAB		46454	129801	Check	1	00518	LAKES COUNTRY SERVICE COOP		Yes	No	No	03/17/2025	15,005.98
FAB		46486	129802	Check	1	3020	LANGSTON, DEE		Yes	No	No	03/17/2025	35.00
FAB		46475	129803	Check	1	1827	LUXURY LIMO BUS		Yes	No	No	03/17/2025	4,168.50
FAB		46488	129804	Check	1	3328	MARCO TECHNOLOGIES, LLC		Yes	No	No	03/17/2025	2,264.55
FAB		46483	129805	Check	1	2718	MIN STATE COMMUNITY AND TECHNICAL		Yes	No	No	03/17/2025	68,895.40
FAB		46462	129806	Check	1	01946	NORTH CENTRAL INTERNATIONAL, LLC		Yes	No	No	03/17/2025	329.50
FAB		46469	129807	Check	1	03157	OTTERTAIL/ MINN-DAKOTA COACHES		Yes	No	No	03/17/2025	2,649.60
FAB		46452	129808	Check	1	00385	PERMA BOUND		Yes	No	No	03/17/2025	529.96
FAB		46476	129809	Check	1	1967	PIZZA RANCH		Yes	No	No	03/17/2025	504.00
FAB		46491	129810	Check	1	3572	RED RIVER TELEPHONE ASSN		Yes	No	No	03/17/2025	760.31
FAB		46461	129811	Check	1	01941	SCHMITT MUSIC CENTERS		Yes	No	No	03/17/2025	686.85
FAB		46490	129812	Check	1	3524	SOLUTIONS		Yes	No	No	03/17/2025	1,000.00
FAB		46479	129813	Check	1	2524	ST. FRANCIS MEDICAL CENTER		Yes	No	No	03/17/2025	1,617.40
FAB		46457	129814	Check	1	01553	SUMMERVILLE ELECTRIC, INC.		Yes	No	No	03/17/2025	401.84
FAB		46477	129815	Check	1	2131	SUMMIT FIRE PROTECTION		Yes	No	No	03/17/2025	512.00
FAB		46482	129816	Check	1	2652	TEAM GOLF GEAR		Yes	No	No	03/17/2025	1,615.60
FAB		46495	129817	Check	1	3760	TECHCHECK		Yes	No	No	03/17/2025	277.50
FAB		46467	129818	Check	1	02502	TERRACE LANES		Yes	No	No	03/17/2025	960.00
FAB		46474	129819	Check	1	1774	VIKING COCA-COLA BOTTLING CO.		Yes	No	No	03/17/2025	1,595.55
FAB		46470	129820	Check	1	1042	WAHPETON PUBLIC SCHOOL		Yes	No	No	03/17/2025	285.00
FAB		46493	129821	Check	1	3682	WALLY'S PLUMBING SERVICES, LLC		Yes	No	No	03/17/2025	240.00
FAB		46465	129822	Check	1	02267	WASTE MANAGEMENT		Yes	No	No	03/17/2025	1,426.75
Bank Total:												\$420,378.98	
Report Total:												\$420,378.98	

**Breckenridge Public School-Contingent Account
Transaction List by Date-Contingent Book
February 2025**

<u>Type</u>	<u>Date</u>	<u>Num</u>	<u>Name</u>	<u>Memo</u>	<u>Split</u>	<u>Amount</u>
Feb 25						
Check	02/12/2025	27211	Three Rivers Gymnast...		01005790499366118 LASSO TRA...	-60.00
Check	02/13/2025	27212	Chad Affield	Use personal credit card	-SPLIT-	-31.10
Check	02/18/2025	27213	Park Rapids Basketba...		01100294000369202BOYS BB FEE	-150.00
Check	02/20/2025	27214	Kelly McNary		04005591000142200TWIN TOWN...	-500.00
Check	02/20/2025	27215	Calvin Hought	MSBA Conference	01005010000366000 School Board	-791.97
Check	02/24/2025	27216	Region 6A-Music Cont...		013000258000820102 Band Contest	-85.00
Deposit	02/24/2025			Deposit	Breckenridge School District #8	811.09
Check	02/24/2025	27217	Jack Hiedeman	MSHSCA BASEBALL	01300292000401216	-74.75
Feb 25						

C. Hires

1. Jessica Matz, SpEd Para - Educator
2. Jan Puchalski, ALC Para - Educator

D. Resignations

1. Travis Ekren, Junior Varsity Baseball Coach
2. Sierra Hansey, SpEd Para - Educator

E. Acknowledge the end of the contract for Kori Bommersbach, Tier 1 teacher.

F. Extra Curricular Contracts

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Extra Curricular - March 2025

Jake Dodge	Head Softball Coach
Kalie Hagstrom	Assistant Softball Coach
Mark Loll	JV Softball Coach
Eric Erlandson	Head Boys Track Coach
Mike McCall	Head Girls Track Coach
Sierra Hansey	Assistant High School Track Coach
Noah Brenden	Assistant High School Track Coach
Brandon Bulson	Head Boys Golf Coach
Scott Albertson	Head Girls Golf Coach
Jack Hiedeman	Head Baseball Coach
Tom Thielen	Assistant Baseball Coach
Matt Stoll	JV Baseball Coach
Gaven Christianson	JH Baseball Coach
Austin Ramos	JH Baseball Coach

G. Enrollment

5. Communications

A. Ex-officio Student Representatives

B. Dean of Students

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Breckenridge Public Schools

“Home of the Cowboys & Cowgirls”

INDEPENDENT SCHOOL DISTRICT #846 - DISTRICT OFFICE

810 Beede Avenue - Breckenridge, MN 56520

Phone: 218-643-6822 - Fax: 218-641-4035

www.isd846.org



3/19/2025

Elementary Dean of Students Board Report

- Spring conferences at the elementary were well attended with a 94.% attendance rate for grades K-4.
- Team members continue to work on interventions to best support students with their emotion regulation and attendance rates.
- Recognition is well deserved for the special education department for their dedication and resilience in navigating staffing transitions and managing additional challenges.

Breckenridge Elementary School

Breckenridge Pride...Inspiring to Excel



K-12 Board Report March 2025

#1 BOARD VALUE: To provide a world-class education for Breckenridge students.

#2 BOARD VALUE: The board values the need for individualized learning and will prioritize our resources to support student achievement through active and engaging learning.

Breckenridge Pride:

- Reading Corps Member Week - Amaya Braun
 - Will be returning next year!
- Lindsay Eggiman leading the Elementary Staff in planning a Literacy Night for April 1.
- Thank you to our Academic Teams and coaches leading them that have recently wrapped up their seasons - Knowledge Bowl and DECA.
- Mrs. Diaz, Mr. Erlandson, and Mr. Rhoden took groups of students up to the Tri-College Competition last week.
- High School Band's Superior ratings at contest .
- High School Choir's Excellent rating at contest.

Conferences:

📅 Conference numbers 2023-24 📅 Conference numbers 2024-25

District Testing:

MCA's

- Schedules
 - Elem 📅 Elem MCA 2025 Schedule (tentative)
 - HS 📅 HS Testing Schedule
- Con't to work on proctor training and training new staff

WIDA/ACCESS

- ESL assessments - Mr. Karamanov recently completed.

2025-26 Schedule for 7-12:

- Goal is to schedule both semesters this spring for next year.
- PE is going to be split between both buildings. TBD who will be at which building for next year.
- REACH (Relationships, Education, Accountability Charter Building, Hard-work Program) will be taught to 7-8 by Mrs. Sundquist. This is a Tier 2

Breckenridge Elementary School

Breckenridge Pride...Inspiring to Excel

- resource/intervention that addresses student needs/concerns in the hopes of prevention of the students heading toward an alternative learning path.
- Beginning to plan for staffing next year across the board.
 - Check-ins w/staff that have Tier 1 or 2 licenses about their plans for renewal.
 - LETRS training laid out for next year that allows for some additional time to look at data and potential meetings as a whole group.

- D. Facilities Manager
- E. Business Manager
- F. Superintendent
- G. Committee Reports

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BRECKENRIDGE SCHOOL DISTRICT #846
BUDGET COMMITTEE MEETING
Friday, February 28th, 2025
7:00AM
HIGH SCHOOL CONFERENCE ROOM

Committee Members: Brett Johnson, Ann Hiedeman , Marc Hasbargen

Others Present: Superintendent Sullivan, Dessica Komestakes, Jen Sanchez, Corinna Erickson, Clayton Ernst

2024-2025 Revised Budget Review and Projected 2025-2026 Budget Review
Business Manager, Dessica Komestakes, handed out budget spreadsheets to the committee. Revised revenue over (under) for 2024/2025 is \$244,485.00 and (\$195,535.00) for 2025/2026.

Discussion points:

1. Textbooks/Curriculum for 25/26 will be \$150,000 for Math.
2. No Youth Skills Grant \$ or CLSD \$ for reading initiatives.
3. \$100k for Bus.....looking to push that off for 26/27.
4. \$250k for Maintenance budgeted for buildings
5. \$25k for referendum planning
6. Unemployment Expenses of \$65k no funding secured
7. FMLA new Mandate in 2026 budgeted 12 weeks of certified and non-certified staff. \$20k
8. Payroll Tax was discussed as part of the above and Ann Hiedeman has information to pass on to Business Manager to calculate.

Superintendent Sullivan discussed options for increased, voter-approved local funding to maintain programs and school operations. Committee members discussed pursuing a future capital projects levy in the amount of \$600,000/annually for ten years.

6. Old Business

7. New Business

A. Resolution Accepting Donations

B. First reading Policies 524, 524.5, 601, 602, 603, 604, 613, 621

31

Adopted: 05/21/2025

Breckenridge ISD 846 Policy 621

Orig. 2023

Revised:

Rev. 2025

New policy & is connected to policy 603

621 LITERACY AND THE READ ACT

~~[NOTE: By the 2026-2027 school year, the school district must provide evidence-based reading instruction through a focus on student mastery of the foundational reading skills of phonemic awareness, phonics, and fluency, as well as the development of oral language, vocabulary, and reading comprehension skills. Students must receive evidence-based instruction that is proven to effectively teach children to read, consistent with Minnesota Statutes, sections 120B.118 to 120B.124.]~~

~~[NOTE: The 2024 Minnesota legislature renumbered the Read Act statutes to 120B.118 and 120B.119.]~~

I. PURPOSE

This policy aligns with Minnesota law established in the Read Act and on other topics related to reading.

II. GENERAL STATEMENT OF POLICY

The school district recognizes the centrality of reading in a student's educational experience.

III. DEFINITIONS

- A. "Evidence-based" means the instruction or item described is based on reliable, trustworthy, and valid evidence and has demonstrated a record of success in increasing students' reading competency in the areas of phonological and phonemic awareness, phonics, vocabulary development, reading fluency, and reading comprehension. Evidence-based literacy instruction is explicit, systematic, and includes phonological and phonemic awareness, phonics and decoding, spelling, fluency, vocabulary, oral language, and comprehension that can be differentiated to meet the needs of individual students. Evidence-based instruction does not include the three-cueing system, as defined in subdivision 16.
- B. "Fluency" means the ability of students to read text accurately, automatically, and with proper expression.
- C. "Foundational reading skills" includes phonological and phonemic awareness, phonics and decoding, and fluency. Foundational reading skills appropriate to each grade level must be mastered in kindergarten, grade 1, grade 2, and grade 3. Struggling readers in grades 4 and above who do not demonstrate mastery of grade-level foundational reading skills must continue to receive explicit,

systematic instruction to reach mastery.

- D. "Literacy specialist" means a person licensed by the Professional Educator Licensing and Standards Board as a teacher of reading, a special education teacher, or a kindergarten through grade 6 teacher, who has completed professional development approved by the Minnesota Department of Education (MDE) in structured literacy. A literacy specialist employed by the department under Minnesota Statutes, section 120B.123, subdivision 7, or by a district as a literacy lead, is not required to complete the approved training before August 30, 2025.
- E. "Literacy lead" means a literacy specialist with expertise in working with educators as adult learners. A district literacy lead must support the district's implementation of the Read Act; provide support to school-based coaches; support the implementation of structured literacy, interventions, curriculum delivery, and teacher training; assist with the development of personal learning plans; and train paraprofessionals and other support staff to support classroom literacy instruction. A literacy lead may be employed by one district, jointly by two or more districts, or may provide services to districts through a partnership with the regional service cooperatives or another district.
- F. "Multitiered system of support" or "MTSS" means a systemic, continuous improvement framework for ensuring positive social, emotional, behavioral, developmental, and academic outcomes for every student. The MTSS framework provides access to layered tiers of culturally and linguistically responsive, evidence-based practices and relies on the understanding and belief that every student can learn and thrive. Through an MTSS at the core (Tier 1), supplemental (Tier 2), and intensive (Tier 3) levels, educators provide high quality, evidence-based instruction and intervention that is matched to a student's needs; progress is monitored to inform instruction and set goals and data is used for educational decision making.
- G. "Oral language," also called "spoken language," includes speaking and listening, and consists of five components: phonology, morphology, syntax, semantics, and pragmatics.
- H. "Phonemic awareness" means the ability to notice, think about, and manipulate individual sounds in spoken syllables and words.
- I. "Phonics instruction" means the explicit, systematic, and direct instruction of the relationships between letters and the sounds they represent and the application of this knowledge in reading and spelling.
- J. "Progress monitoring" means using data collected to inform whether interventions are working. Progress monitoring involves ongoing monitoring of progress that quantifies rates of improvement and informs instructional practice and the

development of individualized programs using state-approved screening that is reliable and valid for the intended purpose.

- K. "Reading comprehension" means a function of word recognition skills and language comprehension skills. It is an active process that requires intentional thinking during which meaning is constructed through interactions between the text and reader. Comprehension skills are taught explicitly by demonstrating, explaining, modeling, and implementing specific cognitive strategies to help beginning readers derive meaning through intentional, problem-solving thinking processes.
- L. "Structured literacy" means an approach to reading instruction in which teachers carefully structure important literacy skills, concepts, and the sequence of instruction to facilitate children's literacy learning and progress. Structured literacy is characterized by the provision of systematic, explicit, sequential, and diagnostic instruction in phonemic awareness, phonics, fluency, vocabulary and oral language development, and reading comprehension.
- M. "Three-cueing system," also known as "meaning structure visual (MSV)," means a method that teaches students to use meaning, structure and syntax, and visual cues when attempting to read an unknown word.
- N. "Vocabulary development" means the process of acquiring new words. A robust vocabulary improves all areas of communication, including listening, speaking, reading, and writing. Vocabulary growth is directly related to school achievement and is a strong predictor for reading success.

IV. READING SCREENER; PARENT NOTIFICATION AND INVOLVEMENT

- A. The school district must administer an approved evidence-based reading screener to students in kindergarten through grade 3 within the first six weeks of the school year, and again within the last six weeks of the school year. The screener must be one of the screening tools approved by MDE.
- B. The school district must identify any screener it uses in the district's annual literacy plan, and submit screening data with the annual literacy plan by June 15.
- C. Schools, at least biannually after administering each screener, must give the parent of each student who is not reading at or above grade level timely information about:
 - 1. the student's reading proficiency as measured by a screener approved by MDE;
 - 2. reading-related services currently being provided to the student and the student's progress; and

3. strategies for parents to use at home in helping their student succeed in becoming grade-level proficient in reading in English and in their native language.
- D. The school district may not use this section to deny a student's right to a special education evaluation.

V. IDENTIFICATION AND REPORT

- A. Students enrolled in kindergarten, grade 1, grade 2, and grade 3, including multilingual learners and students receiving special education services, must be universally screened for mastery of foundational reading skills, including phonemic awareness, phonics, decoding, fluency, oral language, and for characteristics of dyslexia as measured by a screening tool approved by MDE. The screening for characteristics of dyslexia may be integrated with universal screening for mastery of foundational skills and oral language.
- B. The school district must submit data on student performance in kindergarten, grade 1, grade 2, and grade 3 on foundational reading skills, including phonemic awareness, phonics, decoding, fluency, and oral language to MDE in the annual local literacy plan submission due on June 15.
- C. Students in grades 4 and above, including multilingual learners and students receiving special education services, who do not demonstrate mastery of foundational reading skills, including phonemic awareness, phonics, decoding, fluency, and oral language, must be screened using a screening tool approved by MDE for characteristics of dyslexia and must continue to receive evidence-based instruction, interventions, and progress monitoring until the students achieve grade-level proficiency. A parent, in consultation with a teacher, may opt a student out of the literacy screener if the parent and teacher decide that continuing to screen would not be beneficial to the student. In such limited cases, the student must continue to receive progress monitoring and literacy interventions.
- D. Reading screeners in English, and in the predominant languages of school district students where practicable, must identify and evaluate students' areas of academic need related to literacy. The school district also must monitor the progress and provide reading instruction appropriate to the specific needs of multilingual learners. The school district must use an approved, developmentally appropriate, and culturally responsive screener and annually report summary screener results to the MDE Commissioner ("Commissioner") by June 15 in the form and manner determined by the Commissioner.
- E. The school district must include in its literacy plan a summary of the district's efforts to screen, identify, and provide interventions to students who demonstrate characteristics of dyslexia as measured by a screening tool approved by MDE.

With respect to students screened or identified under paragraph (a), the report must include:

1. a summary of the school district's efforts to screen for dyslexia;
2. the number of students universally screened for that reporting year;
3. the number of students demonstrating characteristics of dyslexia for that year; and
4. an explanation of how students identified under this subdivision are provided with alternate instruction and interventions under Minnesota Statutes, section 125A.56, subdivision 1.

VI. INTERVENTION

- A. For each student identified under the screening identification process, the school district shall provide reading intervention to accelerate student growth and reach the goal of reading at or above grade level by the end of the current grade and school year.
- B. The school district must implement progress monitoring, as defined in Minnesota Statutes, section 120B.119, for a student not reading at grade level.
- C. The school district must use evidence-based curriculum and intervention materials at each grade level that are designed to ensure student mastery of phonemic awareness, phonics, vocabulary development, reading fluency, and reading comprehension. Starting July 1, 2023, if the school district purchases new literacy curriculum, or literacy intervention or supplementary materials, the curriculum or materials must be evidence-based as defined in Minnesota Statutes, section 120B.119.
- D. If a student does not read at or above grade level by the end of the current school year, the school district must continue to provide reading intervention until the student reads at grade level. School district intervention methods shall encourage family engagement and, where possible, collaboration with appropriate school and community programs that specialize in evidence-based instructional practices and measure mastery of foundational reading skills, including phonemic awareness, phonics, decoding, fluency, and oral language.
- E. By the 2025-2026 school year, intervention programs must be taught by an intervention teacher or special education teacher who has successfully completed training in evidence-based reading instruction approved by MDE. Intervention may include but is not limited to requiring student attendance in summer school, intensified reading instruction that may require that the student be

removed from the regular classroom for part of the school day, extended-day programs, or programs that strengthen students' cultural connections.

- F. The school district must determine the format of the personal learning plan in collaboration with the student's educators and other appropriate professionals. The school must develop the learning plan in consultation with the student's parent or guardian. The personal learning plan must include targeted instruction that is evidence-based and ongoing progress monitoring, and address knowledge gaps and skill deficiencies through strategies such as specific exercises and practices during and outside of the regular school day, group interventions, periodic assessments or screeners, and reasonable timelines. The personal learning plan may include grade retention, if it is in the student's best interest; a student may not be retained solely due to delays in literacy or not demonstrating grade-level proficiency. A school must maintain and regularly update and modify the personal learning plan until the student reads at grade level. This paragraph does not apply to a student under an individualized education program.

VII. LOCAL LITERACY PLAN

- A. The school district must adopt a local literacy plan to have every child reading at or above grade level every year beginning in kindergarten and to support multilingual learners and students receiving special education services in achieving their individualized reading goals. The school district must update and submit the plan to the Commissioner by June 15 each year. The plan must be consistent with the Read Act, and include the following:
1. a process to assess students' foundational reading skills, oral language, and level of reading proficiency and the screeners used, by school site and grade level, under Minnesota Statutes, section 120B.123;
 2. a process to notify and involve parents;
 3. a description of how schools in the school district will determine the targeted reading instruction that is evidence-based and includes an intervention strategy for a student and the process for intensifying or modifying the reading strategy in order to obtain measurable reading progress;
 4. evidence-based intervention methods for students who are not reading at or above grade level and progress monitoring to provide information on the effectiveness of the intervention;
 5. identification of staff development needs, including a plan to meet those needs;
 6. the curricula used by school site and grade level;

7. a statement of whether the school district has adopted an MTSS framework;
 8. student data using the measures of foundational literacy skills and mastery identified by MDE for the following students:
 - a. students in kindergarten through grade 3;
 - b. students who demonstrate characteristics of dyslexia; and
 - c. students in grades 4 to 12 who are identified as not reading at grade level; and
 9. the number of teachers and other staff that have completed training approved by the department.
- B. The school district must post its literacy plan on the official school district website and submit it to the Commissioner using the template developed by the Commissioner beginning June 15, 2024.

VIII. STAFF TRAINING

- A. Beginning July 1, 2024, a school district must provide access to the training required under Minnesota Statutes, section 120B.123, subdivision 5, to:
1. intervention teachers working with students in kindergarten through grade 12;
 2. all classroom teachers of students in kindergarten through grade 3 and children in prekindergarten programs;
 3. special education teachers;
 4. curriculum directors;
 5. instructional support staff who provide reading instruction; and
 6. employees who select literacy instructional materials for a district.
- B. The school district must provide training from a menu of approved evidence-based training programs to all reading intervention teachers, literacy specialists, and other teachers and staff identified in Minnesota Statutes, section 120B.12, subdivision 1, paragraph (b), by July 1, 2025; and by July 1, 2027, to other teachers in the school district, prioritizing teachers who work with students with disabilities, English learners, and students who qualify for the graduation

incentives program under Minnesota Statutes, section 124D.68. The Commissioner may grant a school district an extension to these deadlines.

- C. By August 30, 2025, the school district must employ or contract with a literacy lead, or be actively supporting a designated literacy specialist through the process of becoming a literacy lead. The school board may satisfy the requirements of this subdivision by contracting with another school board or cooperative unit under Minnesota Statutes, section 123A.24 for the services of a literacy lead by August 30, 2025. The school district literacy lead must collaborate with school district administrators and staff to support the school district's implementation of requirements under the Read Act.

IX. STAFF DEVELOPMENT

- A. The school district must provide training programs on evidence-based reading instruction to teachers and instructional staff in accordance with subdivision 1, paragraph (b). The training must include teaching in the areas of phonemic awareness, phonics, vocabulary development, reading fluency, reading comprehension, and culturally and linguistically responsive pedagogy.
- B. The school district shall use the data under Article V. above to identify the staff development needs so that:
 - 1. elementary teachers are able to implement explicit, systematic, evidence-based instruction in the five reading areas of phonemic awareness, phonics, fluency, vocabulary, and comprehension with emphasis on mastery of foundational reading skills as defined in Minnesota Statutes, section 120B.119 and other literacy-related areas including writing until the student achieves grade-level reading and writing proficiency;
 - 2. elementary teachers have sufficient training to provide students with evidence-based reading and oral language instruction that meets students' developmental, linguistic, and literacy needs using the intervention methods or programs selected by the school district for the identified students;
 - 3. licensed teachers employed by the school district have regular opportunities to improve reading and writing instruction;
 - 4. licensed teachers recognize students' diverse needs in cross-cultural settings and are able to serve the oral language and linguistic needs of students who are multilingual learners by maximizing strengths in their native languages in order to cultivate students' English language development, including oral academic language development, and build academic literacy; and

5. licensed teachers are well trained in culturally responsive pedagogy that enables students to master content, develop skills to access content, and build relationships.
- C. The school district must provide staff in early childhood programs sufficient training to provide children in early childhood programs with explicit, systematic instruction in phonological and phonemic awareness; oral language, including listening comprehension; vocabulary; and letter-sound correspondence.

X. LITERACY INCENTIVE AID USES

The school district must use its literacy incentive aid to support implementation of evidence-based reading instruction. The following are eligible uses of literacy incentive aid:

1. training for kindergarten through grade 3 teachers, early childhood educators, special education teachers, reading intervention teachers working with students in kindergarten through grade 12, curriculum directors, and instructional support staff that provide reading instruction, on using evidence-based screening and progress monitoring tools;
2. evidence-based training using a training program approved by MDE;
3. employing or contracting with a literacy lead, as defined in Minnesota Statutes, section 120B.119;
4. materials, training, and ongoing coaching to ensure reading interventions under Minnesota Statutes, section 125A.56, subdivision 1, are evidence-based; and costs of substitute teachers to allow teachers to complete required training during the teachers' contract day.

Legal References: Minn. Stat. § 120B.119 (Read Act Definitions)
Minn. Stat. § 120B.12 (Read Act Goal and Interventions)
Minn. Stat. § 120B.123 (Read Act Implementation)
Minn. Stat. § 123A.24 (Withdrawing from a Cooperative Unit; Appealing Denial of Membership)
Minn. Stat. § 124D.68 (Graduation Incentives Program)
Minn. Stat. § 124D.98 (Literacy Incentive Aid)
Minn. Stat. § 125A.56 (Alternate Instruction Required before Assessment Referral)

Cross References: None

Adopted: 01/09/2007

Breckenridge ISD 846 Policy 613

Orig. 1997

Revised: ~~04/21/2021~~ 05/21/2025

Rev. 20~~19~~24(Nov)

Revisions due to updates definitions & references, removes outdated language

=BRECKENRIDGE (our actual practice)

613 GRADUATION REQUIREMENTS

I. PURPOSE

The purpose of this policy is to set forth requirements for graduation from the school district.

II. GENERAL STATEMENT OF POLICY

The policy of the school district is that all students ~~entering grade 9 in the 2012-2013 school year and later~~ must demonstrate, as determined by the school district, their satisfactory completion of the credit requirements and their understanding of academic standards. The school district must adopt graduation requirements that meet or exceed state graduation requirements established in law or rule.

III. DEFINITIONS

- AB.** “Credit” means a student’s successful completion of an academic year of study or a student’s mastery of the applicable subject matter, as determined by the school district.
- BE.** “English language learners” or “ELL” student means an individual whose first language is not English and whose test performance may be negatively impacted by lack of English language proficiency.
- CD.** “Individualized Education Program” or “IEP” means a written statement developed for a student eligible by law for special education and services.
- DA.** “~~Academic Required~~ standard” means: ~~(1) a statewide adopted expectation for student learning in the content areas of language arts, mathematics, science, social studies, physical education, health, and or the arts. or (2) a locally adopted expectation for student learning in health, the arts, career and technical education, or world languages. Locally developed academic standards in health apply until statewide rules implementing statewide health standards under Minnesota Statutes, section 120B.021, subdivision 3, are required to be implemented in the classroom.~~
- EE.** “Section 504 Accommodation” means the defined appropriate accommodations or modifications that must be made in the school environment to address the needs of an individual student with disabilities.

IV. DISTRICT ASSESSMENT COORDINATOR

~~Elementary~~ K-12 Principal shall be named the District Assessment Coordinator. Said person shall be in charge of all test procedures and shall bring recommendations to the school board annually for approval.

V. ~~ASSESSMENT~~ GRADUATION ~~ASSESSMENT~~ REQUIREMENTS

~~[NOTE: The revisions in Paragraphs A and B align the model policy language with Minnesota Statutes 120B.303.]~~

A. Graduation Requirements

Students' state graduation requirements, based on a longitudinal, systematic approach to student education and career planning, assessment, instructional support, and evaluation, include the following:

1. Achievement and career and college readiness in mathematics, reading, and writing, consistent with paragraph (k) and to the extent available, to monitor students' continuous development of and growth in requisite knowledge and skills; analyze students' progress and performance levels, identifying students' academic strengths and diagnosing areas where students require curriculum or instructional adjustments, targeted interventions, or remediation; and, based on analysis of students' progress and performance data, determine students' learning and instructional needs and the instructional tools and best practices that support academic rigor for the student; and
2. Consistent with this paragraph and Minnesota Statutes, section 120B.125 (see Policy 604, Section II.H.), age-appropriate exploration and planning activities and career assessments to encourage students to identify personally relevant career interests and aptitudes and help students and their families develop a regularly reexamined transition plan for postsecondary education or employment without need for postsecondary remediation.
3. Based on appropriate state guidelines, students with an IEP may satisfy state graduation requirements by achieving an individual score on the state-identified alternative assessments.

B. Targeted Instruction Plan

1. A student must receive targeted, relevant, academically rigorous, and resourced instruction, which may include a targeted instruction and

intervention plan focused on improving the student's knowledge and skills in core subjects so that the student has a reasonable chance to succeed in a career or college without need for postsecondary remediation.

2. Consistent with Minnesota Statutes, sections 120B.13, 124D.09, 124D.091, 124D.49, and related sections, an enrolling school or district must actively encourage a student in grade 11 or 12 who is identified as academically ready for a career or college to participate in courses and programs awarding college credit to high school students. Students are not required to achieve a specified score or level of proficiency on an assessment under this subdivision to graduate from high school.
3. As appropriate, students through grade 12 must continue to participate in targeted instruction, intervention, or remediation and be encouraged to participate in courses awarding college credit to high school students.

~~For students enrolled in grade 8 in the 2012-2013 school year and later, students' state graduation requirements, based on a longitudinal, systematic approach to student education and career planning, assessment, instructional support, and evaluation, include the following:~~

- ~~A. Achievement and career and college readiness in mathematics, reading, and writing, as measured against a continuum of empirically derived, clearly defined benchmarks focused on students' attainment of knowledge and skills so that students, their parents, and teachers know how well students must perform to have a reasonable chance to succeed in a career or college without the need for postsecondary remediation and which facilitates the monitoring of students' continuous development of and growth in requisite knowledge and skills; analysis of students' progress and performance levels, identification of students' academic strengths and diagnosis of areas where students require curriculum or instructional adjustments, targeted interventions, or remediation; and determination of students' learning and instructional needs and the instructional tools and best practices that support academic rigor for the student based on analysis of students' progress and performance data; and~~
- ~~B. Consistent with this paragraph and Minn. Stat. § 120B.125 (see Policy 604, Section II.H.), age-appropriate exploration and planning activities and career assessments to encourage students to identify personally relevant career interests and aptitudes and help students and their families develop a regularly reexamined transition plan for postsecondary education or employment without need for postsecondary remediation.~~
- ~~C. Based on appropriate state guidelines, students with an IEP may satisfy state graduation requirements by achieving an individual score on the state-identified alternative assessments.~~

- ~~D. Students meeting the state graduation requirements under this section must receive targeted, relevant, academically rigorous, and resourced instruction which may include a targeted instruction and intervention plan focused on improving the student's knowledge and skills in core subjects so that the student has a reasonable chance to succeed in a career or college without need for postsecondary remediation.~~
- ~~E. Students meeting the state graduation requirements under this section and who are students in grade 11 or 12 and who are identified as academically ready for a career or college are actively encouraged by the school district to participate in courses and programs awarding college credit to high school students. Students are not required to achieve a specified score or level of proficiency on an assessment to graduate from high school.~~
- ~~CF. A student's progress toward career and college readiness must be recorded on the student's high school transcript.~~

VI. GRADUATION CREDIT REQUIREMENTS

Students ~~beginning 9th grade in the 2012-2013 school year and later~~ must successfully complete ~~a minimum of 24 credits~~, as determined by the school district, the following high school level credits for graduation:

- A. Credit Requirements
1. Four credits of language arts sufficient to satisfy all academic standards in English language arts;
 - ~~2B. Three credits of mathematics, including an algebra II credit or its equivalent, sufficient to satisfy all of the academic standards in mathematics;~~
 - ~~C. An algebra I credit by the end of 8th grade sufficient to satisfy all of the 8th grade standards in mathematics;~~
 - ~~3D. Three credits of science, including one credit to satisfy all the earth and space science standards for grades 9 through 12, one credit to satisfy all the life science standards for grades 9 through 12, and one credit to satisfy all the chemistry or physics standards for grades 9 through 12; at least: (a) one credit of biology; (b) one credit of chemistry or physics; and (c) one elective credit of science. The combination of credits must be sufficient to satisfy (i) all of the academic standards in either chemistry or physics and (ii) all other academic standards in science;~~
 - 4E. Three and one-half credits of social studies, encompassing at least United States history, geography, government and citizenship, in either grade 11 or 12 for students beginning in grade 9 in the 2025-2026 school year and

later or an advanced placement, international baccalaureate, or other rigorous course on government and citizenship under Minnesota Statutes, section 120B.21, subdivision 1a, and a combination of other credits encompassing at least United States history, geography, government and citizenship, world history, and economics sufficient to satisfy all of the academic standards in social studies;

~~world history, and economics sufficient to satisfy all of the academic standards in social studies;~~

5F. One credit in the arts sufficient to satisfy all of the ~~state or local~~ academic standards in the arts;

6G. Credit sufficient to satisfy the state standards in ~~Other local graduation credit requirements include: .5 Speech, .5 Personal Finance, 1 Health, .5~~ physical education; and

7H. A minimum of seven elective credits.

8. Students who begin grade 9 in the 2024-2025 school year and later must successfully complete a course for credit in personal finance in grade 10, 11, or 12. A teacher of a personal finance course that satisfies the graduation requirement must have a field license or out-of-field permission in agricultural education, business, family and consumer science, social studies, or math.

~~B4~~ Credit equivalencies

1. A one-half credit of economics taught in a school's agriculture, **food, and natural resources** education or business **education program** or department may fulfill a one-half credit in social studies under Paragraph A.4, ~~E~~, above, if the credit is sufficient to satisfy all of the academic standards in economics.

2. An agriculture science or career and technical education credit may fulfill the elective science credit required under Paragraph **A.3, D**, above, if the credit meets the state physical science, life science, earth and space science, chemistry, or physics academic standards or a combination of these academic standards as approved by the school district. An agriculture or career and technical education credit may fulfill the credit in chemistry or physics required under Paragraph **A.3 D**, above, if the credit meets the state chemistry or physics academic standards as approved by the school district. A student must satisfy either all of the chemistry **academic standards** or physics academic standards prior to graduation. An agriculture science or career and technical education credit may not fulfill the required biology credit under Paragraph **A.3, D**, above.

3. A career and technical education credit may fulfill a mathematics or arts credit requirement under Paragraph ~~A.2 B.~~ or Paragraph ~~A.5, F.~~ above.
4. A computer science credit may fulfill a mathematics credit requirement under Paragraph ~~A.2, B.~~ above, if the credit meets state academic standards in mathematics.

VII. GRADUATION STANDARDS REQUIREMENTS

- A. All students must demonstrate their understanding of the following academic standards:
 1. School District Standards, Health (K-12);
 2. School District Standards, Career and Technical Education (K-12); and
 3. School District Standards, World Languages (K-12).
- B. Academic standards in health, world languages, and career and technical education will be reviewed **every three years**. A school district must use the current world languages standards developed by the American Council on the Teaching of Foreign Languages.
- C. All students must satisfactorily complete the following required Graduation Standards in accordance with the standards developed by the Minnesota Department of Education (MDE):
 1. Minnesota Academic Standards, English Language Arts K-12;
 2. Minnesota Academic Standards, Mathematics K-12;
 3. Minnesota Academic Standards, Science K-12;
 4. Minnesota Academic Standards, Social Studies K-12; and
 5. Minnesota Academic Standards, Physical Education K-12.
- D. State standards in the Arts K-12 are available, or school districts may choose to develop their own standards.
- E. The academic standards for language arts, mathematics, and science apply to all students except the very few students with extreme cognitive or physical impairments for whom an IEP team has determined that the required academic standards are inappropriate. An IEP team that makes this determination must establish alternative standards.

Legal References: Minn. Stat. § 120B.018 (Definitions)
Minn. Stat. § 120B.02 (Educational Expectations and Graduation Requirements for Minnesota’s Students)
Minn. Stat. § 120B.021 (Required Academic Standards)
Minn. Stat. § 120B.023 (Benchmarks)
Minn. Stat. § 120B.024 (~~Graduation Requirements; Course~~ Credits)
Minn. Stat. § 120B.07 (Early Graduation)
Minn. Stat. § 120B.11 (School District Process for Reviewing Curriculum, Instruction, and Student Achievement Goals; Striving for Comprehensive Achievement and Civic Readiness)
Minn. Stat. § 120B.125 (Planning for Students’ Successful Transition to Postsecondary Education and Employment; ~~Personal Learning Plans Involuntary Career Tracking Prohibited~~)
Minn. Stat. § 120B.30 (~~General Requirements; Statewide Assessments Testing and Reporting System~~)
Minn. Stat. § 120B.303 (Assessment Graduation Requirements)
Minn. Stat. § 120B.307 (College and Career Readiness)
Minn. Rules Part ~~3501.0820 3501.0640-3501.0655~~ (Academic Standards for Kindergarten through Grade 12 ~~Language Arts~~)
Minn. Rules Parts 3501.0700-3501.0745 (Academic Standards for Mathematics)
Minn. Rules Part ~~3501.08200800-3501.0815~~ (Academic Arts Standards for Kindergarten through Grade 12 ~~the Arts~~)
Minn. Rules Parts 3501.0900-3501.09~~5560~~ (Academic Standards in Science)
Minn. Rules Parts 3501.1200-1210 (Academic Standards for English Language Development)
Minn. Rules Parts 3501.1300-3501.1345 (Academic Standards for Social Studies)
Minn. Rules Parts 3501.1400-3501.1410 (Academic Standards for Physical Education)
20 U.S.C. § 6301, *et seq.* (Every Student Succeeds Act)

Cross References: Policy 104 (School District Mission Statement)
Policy 601 (School District Curriculum and Instruction Goals)
Policy 614 (School District Testing Plan and Procedure)
Policy 615 (Testing Accommodations, Modifications, and Exemptions for IEPs, Section 504 Plans, and LEP Students)
Policy 616 (School District System Accountability)

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Revisions due to updates of references, District Advisory Committee provisions, remove WBWF

HIGHLIGHTED = BRECKENRIDGE

603 CURRICULUM DEVELOPMENT

I. PURPOSE

The purpose of this policy is to provide direction for continuous review and improvement of the school curriculum.

II. GENERAL STATEMENT OF POLICY

Curriculum development shall be directed toward the fulfillment of the goals and objectives of the education program of the school district.

III. RESPONSIBILITY

The superintendent shall be responsible for curriculum development and for determining the most effective way of conducting research on the school district's curriculum needs and establishing a long range curriculum development program. Timelines shall be determined by the superintendent that will provide for periodic reviews of each curriculum area.

~~B. A district advisory committee shall provide assistance at the request of the superintendent. The advisory committee membership shall be a reflection of the community and, to the extent possible, shall reflect the diversity of the district and its school sites, and shall include parent, teacher, support staff, student, community residents, and administration representation, and shall provide translation to the extent appropriate and practicable. Whenever possible, parents and other community residents shall comprise at least two-thirds of advisory committee members.~~

~~C. Within the ongoing process of curriculum development, the following needs shall be addressed:~~

~~1. Provide for articulation of courses of study from kindergarten through grade twelve.~~

~~2. Identify minimum objectives for each course and at each elementary grade level.~~

~~3. Provide for continuing evaluation of programs for the purpose of attaining school district objectives.~~

- ~~4. Provide a program for ongoing monitoring of student progress.~~
 - ~~5. Provide for specific, particular, and special needs of all members of the student community.~~
 - ~~6. Develop a local literacy plan to have every child reading at or above grade level no later than the end of grade 3, including English learners, and teachers providing comprehensive, scientifically based reading instruction consistent with law.~~
 - ~~7. Integrate required and elective course standards in the scope and sequence of the district curriculum.~~
 - ~~8. Meet all applicable requirements of the Minnesota Department of Education and federal law.~~
- ~~D. Students identified as not reading at grade level by the end of kindergarten, grade 1, and grade 2 must be screened for characteristics of dyslexia. Students in grade 3 or higher who demonstrate a reading difficulty to a classroom teacher must be screened for characteristics of dyslexia, unless a different reason for the reading difficulty has been identified. See Minn. Stat. § 120B.12, Subd. 2.~~
- ~~E. Students who do not meet or exceed Minnesota academic standards, as measured by the Minnesota Comprehensive Assessments that are administered during high school, shall be informed that admission to a public school is free and available to any resident under 21 years of age or who meets the requirements of Minn. Stat. § 120A.20, Subd. 1(c). A student's plan under this section shall continue while the student is enrolled.~~
- ~~F. The superintendent shall be responsible for keeping the school board informed of all state-mandated curriculum changes, as well as recommended discretionary changes, and for periodically presenting recommended modifications for school board review and approval.~~
- ~~G. The superintendent shall have discretionary authority to develop guidelines and directives to implement school board policy relating to curriculum development.~~

IV. DISTRICT ADVISORY COMMITTEE

- A. The school board must establish an advisory committee to ensure active community participation in all phases of planning and improving the instruction and curriculum affecting state and district academic standards.
- B. The District Advisory Committee, to the extent possible, must reflect the diversity of the district and its school sites, include teachers, parents, support staff,

students, and other community residents, and provide translation to the extent appropriate and practicable. Whenever possible, parents and other community residents must comprise at least two-thirds of committee members.

- C. The District Advisory Committee must pursue community support to accelerate the academic and native literacy and achievement of English learners with varied needs, from young children to adults, consistent with Minnesota Statutes, section 124D.59, subdivisions 2 and 2a.
- D. The school district may establish site teams as subcommittees of the District Advisory Committee.
- E. The District Advisory Committee must recommend to the school board
 - 1. rigorous academic standards, student achievement goals and measures consistent with Minnesota Statutes, sections 120B.11, subdivision 1a;, 120B.022, subdivisions 1a and 1b;, and 120B.35;
 - 2. district assessments;
 - 3. means to improve students' equitable access to effective and more diverse teachers;
 - 4. strategies to ensure the curriculum is rigorous, accurate, antiracist, culturally sustaining, and reflects the diversity of the student population;
 - 5. strategies to ensure that curriculum and learning and work environments validate, affirm, embrace, and integrate the cultural and community strengths of all racial and ethnic groups; and
 - 6. program evaluations.
- F. School sites may expand upon district evaluations of instruction, curriculum, assessments, or programs.

V. SCHOOL SITE TEAM

Each school must establish a site team to develop and implement strategies and education effectiveness practices to improve instruction, curriculum, cultural competencies, including cultural awareness and cross-cultural communication, and student achievement at the school site. The site team must include an equal number of teachers and administrators and at least one parent. The site team advises the board and the advisory

committee about developing the annual budget and creates an instruction and curriculum improvement plan to align curriculum, assessment of student progress, and growth in meeting state and district academic standards and instruction.

VI. CURRICULUM DEVELOPMENT PROCESS

~~[Note: In light of changes in Minnesota law regarding curriculum, MSBA encourages school districts to consider deleting Article VI, Section A or revising it to reflect local curriculum development processes. Literacy planning is now addressed in new model policy 621: Literacy and the READ Act.]~~

~~A. Students who do not meet or exceed Minnesota academic standards, as measured by the Minnesota Comprehensive Assessments that are administered during high school, shall be informed that admission to a public school is free and available to any resident under 21 years of age or who meets the requirements of Minnesota Statutes, section 120A.20, subdivision 1(c). A student's plan under this section shall continue while the student is enrolled.~~

AB. The superintendent shall be responsible for keeping the school board informed of all state-mandated curriculum changes, as well as recommended discretionary changes, and for periodically presenting recommended modifications for school board review and approval.

BE. The superintendent shall have discretionary authority to develop guidelines and directives to implement school board policy relating to curriculum development.

Legal References: Minn. Stat. § 120A.20 (Admission to Public School)
Minn. Stat. § 120B.10 (Findings; Improving Instruction and Curriculum)
Minn. Stat. § 120B.11 (School District Process for Reviewing Curriculum, Instruction, and Student Achievement Goals; Striving for Comprehensive Achievement and Civic Readiness)
Minn. Stat. § 120B.12 (~~Reading Proficiently no Later than the End of Grade 3~~ Read Act Goal and Interventions)
Minn. Stat. § 120B.125(f) (Planning for Students' Successful Transition to Postsecondary Education and Employment; Personal Learning Plans)
Minn. Stat. § 124D.59 (Definitions)
Minn. Rules Part 3500.0550 (Inclusive Educational Program)
~~Minn. Rules Parts 3501.0640-3501.0655 (Academic Standards for Language Arts)~~
Minn. Rules Part 3501.0660 (Academic Standards for Kindergarten through Grade 12)
Minn. Rules Parts 3501.0700-3501.0745 (Academic Standards for Mathematics)
Minn. Rules Parts 3501.0820 ~~0800-3501.0815~~ (Academic Standards for the Arts)

Minn. Rules Parts 3501.0900-3501.096055 (Academic Standards in Science)

~~Minn. Rules Parts 3501.1000-3501.1190 (Graduation Required Assessment for Diploma) (repealed Minn. L. 2013, Ch. 116, Art. 2, § 22)~~

Minn. Rules Parts 3501.1200-3501.1210 (Academic Standards for English Language Development)

Minn. Rules Parts 3501.1300-3501.1345 (Academic Standards for Social Studies)

Minn. Rules Parts 3501.1400-3501.1410 (Academic Standards for Physical Education)

20 U.S.C. § 6301, *et seq.* (Every Student Succeeds Act)

Cross References:

Policy 604 (Instructional Curriculum)

Policy 605 (Alternative Programs)

Policy 613 (Graduation Requirements)

Policy 614 (School District Testing Plan and Procedure)

Policy 615 (Testing Accommodations, Modifications, and Exemptions for IEPs, Section 504 Plans, and LEP Students)

Policy 616 (School District System Accountability)

~~Policy 617 (School District Assurance of Preparatory and High School Standards)~~

Policy 618 (Assessment of Student Achievement)

Policy 619 (Staff Development for Standards)

Policy 620 (Credit for Learning)

Policy 623 (Mandatory Summer School Instruction)

Adopted: 01/09/2007

Breckenridge ISD 846 Policy 602

Orig. 1995

Revised: ~~08/18/2020~~ 05/21/2025

Rev. 20~~17~~24

Revisions due to E-learning provisions, legal references

602 ORGANIZATION OF SCHOOL CALENDAR AND SCHOOL DAY

I. PURPOSE

The purpose of this policy is to provide for a timely determination of the school calendar and school day.

II. GENERAL STATEMENT OF POLICY

The school calendar and schedule of the school day are important to parents, students, employees, and the general public for advance, effective planning of the school year.

III. CALENDAR RESPONSIBILITY

- A. The school calendar shall be adopted annually by the school board. It shall meet all provisions of Minnesota statutes pertaining to minimum number of school days and other provisions of law. The school calendar shall establish student days, workshop days for staff, provide for emergency closings and other information related to students, staff, and parents.
- B. Except for learning programs during summer and flexible learning year programs, the school district will not commence an elementary or secondary school year before Labor Day, except as provided in Section III.B.1., III.B.2., or III.B.3. Days devoted to teacher's workshops may be held before Labor Day.
 - 1. The school district may begin the school year on any day before Labor Day to accommodate a construction or remodeling project of \$400,000 or more affecting a school district school facility.
 - 2. The school district may begin the school year on any day before Labor Day if the school district has agreement under Minnesota Statutes, section 123A.30, 123A.32, or 123A.35 with a school district that qualifies under Section III.B.1.
 - 3. The school district may begin the school year on any day before Labor Day if the school district agrees to the same schedule with a school district in an adjoining state.
- C. Employee and advisory groups shall be provided an opportunity to participate in school calendar considerations through a meet and confer process.

IV. SCHOOL DAY RESPONSIBILITY

- A. The superintendent shall be responsible for developing a schedule for the student day, subject to review by the school board. All requirements and provisions of Minnesota Statutes and Minnesota Department of Education Rules shall be met.
- B. In developing the student day schedule, the superintendent shall consider such factors as school bus schedules, cooperative programs, differences in time requirements at various grade levels, effective utilization of facilities, cost effectiveness, and other concerns deserving of attention.
- C. Proposed changes in the school day shall be subject to review and approval by the school board.

V. E-LEARNING DAYS

- A. An “e-learning day” is a school day where a school offers full access to online instruction provided by students’ individual teachers due to inclement weather.
- B. A school district may designate up to five e-learning days in one school year.
- C. An e-learning day is counted as a day of instruction and included in the hours of instruction pursuant to Section III.A., above.
- D. A school board may adopt an e-learning day plan after consulting with the exclusive representative of the teachers. The e-learning day plan developed by the school district will include accommodations for students without Internet access at home and for digital device access for families without the technology or with an insufficient amount of technology for the number of children in the household. The plan must also provide accessible options for students with disabilities.
- E. The school district must notify parents and students of its e-learning day plan at the beginning of each school year.
- F. When an e-learning day is declared by the school district, notice must be provided to parents and students at least two hours prior to the normal school start time that students will need to follow the e-learning day plan for that day.
- G. On an e-learning day, each student’s teacher must be accessible both online and by telephone during normal school hours to assist students and parents.
- H. When the school district declares an e-learning day, it must continue to pay the full wages for scheduled work hours and benefits of all school employees for the duration of the e-learning period. During the e-learning period, school employees must be allowed to work from home to the extent practicable, be assigned to work in an alternative location, or be retained on an on-call basis for any potential need.

~~V. FLEXIBLE LEARNING DAYS~~

- ~~A. A “flexible learning day” is a school day where a school offers full access to online instruction provided by students’ individual teachers due to inclement weather.~~
- ~~B. A school district may designate up to five flexible-learning days in one school year.~~
- ~~C. An flexible learning day is counted as a day of instruction and included in the hours of instruction pursuant to Section III.A., above.~~
- ~~D. The flexible learning day plan developed by the school district will include accommodations for students without Internet access at home and for digital device access for families without the technology or with an insufficient amount of technology for the number of children in the household. The plan must also provide accessible options for students with disabilities.~~
- ~~E. The school district must notify parents and students of its flexible learning day plan at the beginning of each school year.~~
- ~~F. When a flexible learning day is declared by the school district, notice must be provided to parents and students at least two hours prior to the normal school start time that students will need to follow the e-learning day plan for that day.~~
- ~~G. On a flexible learning day, each student’s teacher must be accessible both online and by telephone during normal school hours to assist students and parents.~~

Legal References: Minn. Stat. § 10.55 (Juneteenth)
Minn. Stat. § 120A.40 (School Calendar)
Minn. Stat. § 120A.41 (Length of School Year; **Days Hours** of Instruction)
Minn. Stat. § 120A.414 (E-Learning Days)
Minn. Stat. § 120A.415 (Extended School Calendar)
Minn. Stat. § 120A.42 (**Conduct of School on Certain** Holidays)
Minn. Stat. § 122A.40, Subds. 7 and 7a (Employment; Contracts; Termination)
Minn. Stat. § 122A.41, Subds. 4 and 4a (Teacher Tenure Act; Cities of the First Class; Definitions)
Minn. Stat. § 123A.30 (Agreements for Secondary Education)
Minn. Stat. § 123A.32 (Interdistrict Cooperation)
Minn. Stat. § 123A.35 (Cooperation and Combination)
Minn. Stat. § 124D.126 (Powers and Duties of Commissioner; Flexible Learning Year Programs)

Minn. Stat. § 124D.151 (Voluntary Prekindergarten Program)
Minn. Stat. § 124E.25 (Payment of Aids to Charter Schools)
Minn. Stat. § 127A.41, Subd. 7 (Distribution of School Aids;
Appropriation)
Minn. Stat. § 645.44 (Words and Phrases Defined)

Cross References: Policy 425 (Staff Development)

Adopted: 01/09/2007

Breckenridge ISD 846 Policy 601

Orig. 1995

Revised: ~~07/21/2021~~ 05/21/2025

Rev. 2024~~0~~

Revisions due to legislative changes, legal references, remove WBWF

601 SCHOOL DISTRICT CURRICULUM AND INSTRUCTION GOALS

I. PURPOSE

The purpose of this policy is to establish broad curriculum parameters for the school district that encompass the Minnesota Academic Standards and federal law and are aligned with **comprehensive achievement and civic readiness** ~~creating the world's best workforce.~~

II. GENERAL STATEMENT OF POLICY

The policy of the school district is to ~~establish the "world's best workforce"~~ **strive for comprehensive achievement and civic readiness** in which all learning in the school district should be directed and for which all school district learners should be held accountable.

III. DEFINITIONS

- A. "Academic standard" means a summary description of student learning in a required content area or elective content area.
- B. "Antiracist" means actively working to identify and eliminate racism in all forms in order to change policies, behaviors, and beliefs that perpetuate racist ideas and actions.
- C. "Benchmark" means specific knowledge or skill that a student must master to complete part of an academic standard by the end of the grade level or grade band.
- D. "Comprehensive Achievement and Civic Readiness" means striving to: meet school readiness goals; close the academic achievement gap among all racial and ethnic groups of students and between students living in poverty and students not living in poverty; have all students attain career and college readiness before graduating from high school; have all students graduate from high school; and prepare students to be lifelong learners.
- E. "Culturally sustaining" means integrating content and practices that infuse the culture and language of Black, Indigenous, and People of Color communities who have been and continue to be harmed and erased through the education system.

- F. “Curriculum” means district or school adopted programs and written plans for providing students with learning experiences that lead to expected knowledge, skills, and career and college readiness.
- G. “Ethnic studies” as defined in Minnesota Statutes, section 120B.25, has the same meaning for purposes of this section. Ethnic studies curriculum may be integrated in existing curricular opportunities or provided through additional curricular offerings.
- H. “Experiential learning” means learning for students that includes career exploration through a specific class or course or through work-based experiences such as job shadowing, mentoring, entrepreneurship, service learning, volunteering, internships, other cooperative work experience, youth apprenticeship, or employment.
- I. "Institutional racism" means structures, policies, and practices within and across institutions that produce outcomes that disadvantage those who are Black, Indigenous, and People of Color.
- J. “Instruction” means methods of providing learning experiences that enable students to meet state and district academic standards and graduation requirements including applied and experiential learning.
- K. “Performance measures” are measures to determine school district and school site progress in striving for comprehensive achievement and civic readiness ~~to create the world’s best workforce~~ and must include at least the following:
1. the size of the academic achievement gap; rigorous course taking, including college-level advanced placement, international baccalaureate, postsecondary enrollment options, including concurrent enrollment, other rigorous courses of study or industry certification courses or programs, and enrichment experiences by student subgroup;
 2. student performance on the Minnesota Comprehensive Assessments;
 3. high school graduation rates; and
 4. career and college readiness under Minnesota Statutes section 120B.30, subdivision 1.
- ~~F. “World’s best workforce” means striving to: meet school readiness goals; have all third-grade students achieve grade-level literacy; close the academic achievement gap among all racial and ethnic groups of students and between students living in poverty and students not living in poverty; have all students attain career and~~

~~college readiness before graduating from high school; and have all students graduate from high school.~~

IV. LONG-TERM STRATEGIC PLAN

- A. The school board, at a public meeting, ~~shall~~ must adopt a comprehensive, long-term strategic plan to support and improve teaching and learning that is aligned with ~~creating the world's best workforce~~ striving for comprehensive achievement and civic readiness and includes the following:
1. clearly defined school district and school site goals and benchmarks for instruction and student achievement for all student categories identified in ~~Minnesota Statutes, section 120B.35, subdivision 3, paragraph (b)(2); state and federal law~~
 2. a process to assess and evaluate each student's progress toward meeting state and local academic standards, assess and identify students for participation in gifted and talented programs and ~~services and~~ accelerate their instruction, adopt ~~early-admission procedures consistent with Minnesota Statutes, section 120B.15 for early admission to kindergarten or first grade of gifted and talented learners which are sensitive to under-represented groups,~~ and identifying the strengths and weaknesses of instruction in pursuit of student and school success and curriculum affecting students' progress and growth toward career and college readiness and leading to the world's best workforce;
 3. a system to periodically review and evaluate the effectiveness of all instruction and curriculum, taking into account strategies and best practices, student outcomes, principal evaluations under ~~Minnesota Statutes section, 123B.147, subdivision 3,~~ students' access to effective teachers who are members of populations underrepresented among the licensed teachers in the district or school and who reflect the diversity of enrolled students under ~~Minnesota Statutes, section 120B.35, subdivision 3(b)(2), and teacher evaluations under Minnesota Statutes, section 122A.40, subdivision 8, or 122A.41, subdivision 5;~~
 4. strategies for improving instruction, curriculum, and student achievement, including the English and, where practicable, the native language development and the academic achievement of English learners;
 5. a process to examine the equitable distribution of teachers and strategies to ensure ~~children in low-income families, and minority children in families of People of Color, and children in American Indian families~~ are not taught at higher rates than other children by inexperienced, ineffective, or out-of-field teachers;

6. education effectiveness practices that
 - a. integrate high-quality instruction, ~~rigorous curriculum,~~ technology, and curriculum that is rigorous, accurate, antiracist, and culturally sustaining; ~~and a collaborative professional culture that develops and supports teacher quality, performance, and effectiveness; and~~
 - b. ensure learning and work environments validate, affirm, embrace, and integrate cultural and community strengths for all students, families, and employees;
 - c. provide a collaborative professional culture that seeks to retain qualified, racially and ethnically diverse staff effective at working with diverse students while developing and supporting teacher quality, performance, and effectiveness; and
7. an annual budget for continuing to implement the school district plan; and
8. identifying a list of suggested and required materials, resources, sample curricula, and pedagogical skills for use in kindergarten through grade 12 that accurately reflect the diversity of the state of Minnesota.

B. The school district is not required to include information regarding literacy in a plan or report required under this section, except with regard to the academic achievement of English learners.

C. Every child is reading at or above grade level every year, beginning in kindergarten, and multilingual learners and students receiving special education services are receiving support in achieving their individualized reading goals pursuant to Policy 621 (Literacy and the Read Act)

~~B. School district site and school site goals shall include the following:~~

- ~~1. All students will be required to demonstrate essential skills to effectively participate in lifelong learning.* These skills include the following:~~
 - ~~a. reading, writing, speaking, listening, and viewing in the English language;~~
 - ~~b. mathematical and scientific concepts;~~
 - ~~c. locating, organizing, communicating, and evaluating information and developing methods of inquiry (i.e., problem solving);~~
 - ~~d. creative and critical thinking, decision making, and study skills;~~

- e. ~~work readiness skills;~~
 - f. ~~global and cultural understanding;~~
2. ~~Each student will have the opportunity and will be expected to develop and apply essential knowledge that enables that student to:~~
- a. ~~live as a responsible, productive citizen and consumer within local, state, national, and global political, social, and economic systems;~~
 - b. ~~bring many perspectives, including historical, to contemporary issues;~~
 - c. ~~develop an appreciation and respect for democratic institutions;~~
 - d. ~~communicate and relate effectively in languages and with cultures other than the student's own;~~
 - e. ~~practice stewardship of the land, natural resources, and environment;~~
 - f. ~~use a variety of tools and technology to gather and use information, enhance learning, solve problems, and increase human productivity.~~
3. ~~Students will have the opportunity to develop creativity and self-expression through visual and verbal images, music, literature, world languages, movement, and the performing arts.~~
4. ~~School practices and instruction will be directed toward developing within each student a positive self-image and a sense of personal responsibility for:~~
- a. ~~establishing and achieving personal and career goals;~~
 - b. ~~adapting to change;~~
 - c. ~~leading a healthy and fulfilling life, both physically and mentally;~~
 - d. ~~living a life that will contribute to the well-being of society;~~
 - e. ~~becoming a self-directed learner;~~
 - f. ~~exercising ethical behavior.~~

- ~~5. Students will be given the opportunity to acquire human relations skills necessary to:
 - ~~a. appreciate, understand, and accept human diversity and interdependence;~~
 - ~~b. address human problems through team effort;~~
 - ~~c. resolve conflicts with and among others;~~
 - ~~d. function constructively within a family unit;~~
 - ~~e. promote a multicultural, gender-fair, disability-sensitive society.~~~~

~~C. Every child is reading at or above grade level no later than the end of grade 3, including English learners, and teachers provide comprehensive, scientifically based reading instruction, including a program or collection of instructional practices that is based on valid, replicable evidence showing that, when the programs or practices are used, students can be expected to achieve, at a minimum, satisfactory reading progress. The program or collection of practices must include, at a minimum, effective, balanced instruction in all five areas of reading (phonemic awareness, phonics, fluency, vocabulary development, and reading comprehension), as well as instructional strategies for continuously assessing, evaluating, and communicating the student's reading progress and needs.~~

- ~~1. The school district must identify, before the end of kindergarten, grade 1, and grade 2, all students who are not reading at grade level. Students identified as not reading at grade level by the end of kindergarten, grade 1, and grade 2 must be screened for characteristics of dyslexia, unless a different reason for the reading difficulty has been identified.~~
- ~~2. Students in grade 3 or higher who demonstrate a reading difficulty to a classroom teacher must be screened for characteristics of dyslexia, unless a different reason for the reading difficulty has been identified.~~
- ~~3. Reading assessments in English and in the predominant languages of district students, where practicable, must identify and evaluate students' areas of academic need related to literacy. The school district also must monitor the progress and provide reading instruction appropriate to the specific needs of English learners. The school district must use locally adopted, developmentally appropriate, and culturally responsive assessment and annually report summary assessment results to the Commissioner of Education by July 1.~~

~~4. The school district must annually report to the Commissioner of Education by July 1 a summary of the district's efforts to screen and identify students who demonstrate characteristics of dyslexia, using screening tools such as those recommended by the Minnesota Department of Education's dyslexia specialist. With respect to students screened or identified under paragraph (1), the report must include:~~

- ~~a. a summary of the district's efforts to screen for dyslexia~~
- ~~b. the number of students screened for that reporting year; and~~
- ~~c. the number of students demonstrating characteristics of dyslexia for that year.~~

~~5. A student identified as having a reading difficulty must be provided with alternate instruction under Minn. Stat. § 125A.56, Subd. 1.~~

~~6. At least annually, the school district must give the parent of each student who is not reading at or above grade level timely information about:~~

- ~~a. the student's reading proficiency as measured by a locally adopted assessment;~~
- ~~b. reading-related services currently being provided to the student and the student's progress; and~~
- ~~c. strategies for parents to use at home in helping their students succeed in becoming grade-level proficient in reading English and their native languages.~~

~~This provision may not be used to deny a student's right to a special education evaluation.~~

~~7. For each student who is not reading at or above grade level, the school district shall provide reading intervention to accelerate student growth and reach the goal of reading at or above grade level by the end of the current grade and school year. If a student does not read at or above grade level by the end of grade 3, the school district must continue to provide reading intervention until the student reads at grade level. Intervention methods shall encourage family engagement and, where possible, collaboration with appropriate school and community programs. Intervention methods may include, but are not limited to, requiring attendance in summer school, intensified reading instruction that may require that the student be removed from the regular classroom for part of the school day, extended day programs, or programs that strengthen students' cultural connections:~~

Legal References: Minn. Stat. § 120B.018 (Definitions)
Minn. Stat. § 120B.02 (Educational Expectations **and Graduation Requirements** for Minnesota Students)
Minn. Stat. § 120B.11 (School District Process **for Reviewing Curriculum, Instruction, and Student Achievement Goals; Striving for Comprehensive Achievement and Civic Readiness**)
Minn. Stat. § 120B.12 (**Read Act Goal and Interventions**~~Reading Proficiently no Later than the End of Grade 3~~)
Minn. Stat. § 120B.30, Subd. 1 (Statewide Testing and Reporting System)
Minn. Stat. § 120B.35, Subd. 3 (Student Academic Achievement and Growth)
Minn. Stat. § 122A.40, Subd. 8 (Employment; Contracts; Termination)
Minn. Stat. § 122A.41, Subd. 5 (Teacher Tenure Act; Cities of the First Class; Definitions)
Minn. Stat. § 123B.147, Subd. 3 (Principals)
Minn. Stat. § 125A.56, Subd. 1 (Alternate Instruction Required **before Assessment Referral**)
20 U.S.C. § 5801, *et seq.* (National Education Goals **2000**)
20 U.S.C. § 6301, *et seq.* (Every Student Succeeds Act)

Cross References: Policy 104 (School District Mission Statement)
Policy 613 (Graduation Requirements)
Policy 614 (School District Testing Plan and Procedure)
Policy 615 (Testing Accommodations, Modifications, and Exemptions for IEPs, Section 504 Plans, and LEP Students)
Policy 616 (School District System Accountability)
Policy 618 (Assessment of Student Achievement)

HIGHLIGHTED = BRECKENRIDGE

524.5 PERSONAL ELECTRONIC COMMUNICATION DEVICES

I. PURPOSE

The objective of this policy is to support the school district's focus on learning in alignment with the district's mission to ignite students' passion for learning, cultivate a strong foundation of knowledge, and foster a sense of community within our schools. Possession and use of personal electronic communication devices must be regulated to ensure that such devices do not disrupt or interfere with the education process or school operations, impair the safety, welfare, and privacy of students and staff, or are used as part of an act of academic dishonesty.

II. GENERAL STATEMENT OF POLICY

To minimize the impact of personal electronic communication devices on student behavior, mental health, and academic attainment and to support school environments in which students can engage fully with their classmates, their teachers, and instruction, the school board has determined the use of personal electronic communication devices by students during school hours should be limited.

III. DEFINITIONS

- A. "Bell-to-Bell" means from when the first bell rings at the start of the school day to begin instructional time until the dismissal bell rings at the end of the academic school day. "Bell-to bell" includes lunch and time in between class periods.
- B. "Cell Phone" means a personal device capable of making calls, transmitting pictures or video, or sending or receiving messages through electronic means. The definition of cell phone includes a non-smart phone that is limited to making phone calls or text messages and a smart phone that encompasses the above features.
- C. "Cyberbullying" means bullying using technology or other electronic communication, including but not limited to a transfer of a sign, signal, writing, image, sound, or data, including a post on a social network Internet website or forum, transmitted through a computer, cell phone, or other electronic device.
- D. "Instructional Time" means any structured or unstructured learning experiences that occur from when the first bell rings at the start of the school day until the dismissal bell rings at the end of the academic school day.
- E. "Personal Electronic Communication Device" means any personal device capable

of connecting to a cell phone, the internet, a cellular or Wi-Fi network, or directly connects to another similar device. Personal electronic communication devices may include cell phones, wearable devices such as smart watches, personal headphones, earbuds or pods, laptops, tablets, virtual reality devices, and other personal electronic communication devices with the abovementioned characteristics.

- F. “Stored” means a cell phone or personal electronic communication device not being carried on the student’s person, including not in the student’s pocket. Storage options may include, but are not limited to, in the student’s backpack, in the student’s locker, in a locked pouch, or in a designated place in the classroom, as determined by school administration.

IV. PERSONAL ELECTRONIC COMMUNICATION DEVICE USE AND STORAGE

A. Personal Electronic Communication Device Use

1. Students are prohibited from using personal electronic communication devices **in school buildings during school hours.**
2. Elementary Schools (K-56)
 - a. Students are prohibited from using personal electronic communication devices on school premises **during school hours, from bell-to-bell,** which includes but is not limited to instructional time, lunch periods, recess, school-sponsored programs, events or activities, or any other time during the designated school day.
 - b. All personal electronic communication devices shall be kept in designated areas **or pouches** and turned off.
3. Middle Schools/Junior High Schools
3. High School (9-12)/Middle School (7-8)
 - a. ~~Students are prohibited from using personal electronic communication devices during instructional time, which includes the entire period of a scheduled class and other times when students are directed to report to and participate in any instructional activity.~~
 - a. Students are prohibited from using personal electronic communication devices on school premises during school hours, which includes but is not limited to instructional time, lunch periods, recess, school-sponsored programs, events or activities, or any other time during the designated school day.

- b. Students may wear smart or electronic watches but may not use any communication applications or features that are prohibited from use on other personal electronic communication devices and all notifications must be turned off.
- c. All personal electronic communication devices shall be kept in designated areas or pouches and turned off during school hours, instructional time. ~~Personal electronic communication devices may be used during passing times and lunch periods; however, such use is discouraged.~~

B. Off-Campus School-Sponsored Activities

School administration may establish guidelines for personal electronic communication device possession and use during off-campus school-sponsored activities, such as extracurricular activities, outdoor and service trips, and school field trips. These guidelines will be provided at pre-activity meetings, activity-specific permission slips, and by other means as appropriate in the circumstances.

V. **LIMITATIONS ON USE OF AND STORAGE OF PERSONAL ELECTRONIC COMMUNICATION DEVICES**

A. Limitations on Use of Personal Electronic Communication Devices

- 1. Personal electronic communication devices may not be used in any manner that causes or results in disruption of the educational environment or school-sponsored extracurricular activities or events or impairs or interferes with school district operations.
- 2. Devices, including but not limited to personal electronic communication devices, with audio, video, or photo-taking capabilities shall not be used at any time in locker rooms, bathrooms, or other locations where the presence of such devices poses an unreasonable risk to the safety, welfare, or privacy of others. Confiscation and search of such devices will occur if found in these areas.
- 3. Students may not use a device to record, transmit, or post audio, videos, or photos of a person or persons on school grounds or on a school bus without the express permission of school staff in addition to the express consent of the individual or individuals that are the subjects of the recording.
- 4. Personal electronic communication devices may not be used to engage in bullying, cyberbullying, harassment, discrimination, or other activity

prohibited under federal or state law or under school district policy.

5. Personal electronic communication devices shall not be used during a lockdown drill, a fire drill, or a similar safety drill.

B. Storage of Personal Electronic Communication Devices

Students shall keep their personal electronic communication devices in ~~a secure place, such as the student's locker, a closed backpack,~~ a storage device provided by the school, ~~or an area designated by the classroom teacher~~ at all times when personal electronic communication device use is prohibited.

V. **EXCEPTIONS**

- A. Nothing in this policy prohibits a student from using a personal electronic communication device for a purpose documented in the student's individualized education program, a plan developed under section 504 of the Rehabilitation Act of 1973, or a health care plan in force regarding the student.
- B. A student may use a personal electronic communication device to monitor or address a health concern or medical condition upon permission granted by school administration.
- C. Students may use a personal electronic communication device when the use is necessary to respond to or report an emergency. For purposes of this policy, "emergency" means an actual or imminent threat to the health or safety of students and/or school personnel, which may result in death, bodily injury, or substantial property damage.
- D. A student may use a personal electronic communication device during a time at which use would otherwise be prohibited when the student has been granted permission from a staff member to use the device. If the school district implements a curriculum that uses technology, students may be allowed to use their own personal electronic communication devices to access the curriculum. Students who are allowed to use their own devices to access the curriculum will be granted access to any application or electronic materials when they are available to students who do not use their own devices, or provided free of charge to students who do not use their own devices for curriculum.
- E. A personal electronic communication device may be stored in student vehicles parked on school district property provided that the device is not removed from the vehicle while on school district property.
- F. Students who need to make a call may request permission to use a telephone in the building office.

VI. DISCIPLINE

If a student violates this policy, a teacher or administrator shall take the following progressively serious disciplinary measures:

- A. Give the student a verbal warning and require the student to store the student's personal electronic communication device in accordance with this policy.
- B. Securely store the student's personal electronic communication device in a teacher- or administrator-controlled locker, bin, or drawer for the duration of the class or period.
- C. Place the student's personal electronic communication device in the school's central office for the remainder of the school day.
- D. Place the student's personal device in the school's central office to be picked up by the student's parent or guardian.
- E. Schedule a conference with the student's parent or guardian to discuss the student's personal device use.
- F. Apply discipline as provided under school district policies and as appropriate.
- G. Other (insert as needed).

VII. SCHOOL DISTRICT RESPONSIBILITY

- A. The school district is not responsible for, nor is it required to investigate, any lost, stolen, or damaged personal electronic communication devices brought onto school grounds or the bus or school-sponsored activities or events.
- B. The school board directs the superintendent and school district administration to establish additional rules and procedures regarding student possession and use of personal electronic communication devices in schools as the superintendent and school district administration find appropriate. These rules shall be consistent with this policy and other applicable school district policies. These rules and procedures should seek to minimize the impact of personal electronic communication devices on student behavior, mental health, and academic attainment. These rules and procedures may be designed for specific school buildings, grade levels, or pursuant to similar criteria.

Legal References: Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)
Minn. Stat. § 13.32 (Educational Data)
Minn. Stat. § 121A.031 (School Student Bullying Policy)
Minn. Stat. § 121A.73 (School Cell Phone Policy)
Minn. Stat. § 124D.166 (Limit on Screen Time for Children in Preschool)

and Kindergarten)

Minn. Stat. § 125B.15 (Internet Access for Students)

Minn. Stat. § 125B.26 (Telecommunications/Internet Access Equity Act)

29 U.S.C. § 794 (Nondiscrimination under Federal Grants and Programs)

Cross References: ~~MSBA/MASA Model~~ Policy 403 (Discipline, Suspension, and Dismissal of School District Employees)
~~MSBA/MASA Model~~ Policy 406 (Public and Private Personnel Data)
~~MSBA/MASA Model~~ Policy 506 (Student Discipline)
~~MSBA/MASA Model~~ Policy 514 (Bullying Prohibition Policy)
~~MSBA/MASA Model~~ Policy 515 (Protection and Privacy of Pupil Records)
~~MSBA/MASA Model~~ Policy 524 (Internet, Technology, and Cell Phone Acceptable Use and Safety Policy)
Away for the Day (www.awayfortheday.org)
MASSP/MESPA, *The Cell Phone Toolkit* (July 2024)

INTERNET USE AGREEMENT - STUDENT

STUDENT

I have read and do understand the school district policies relating to safety and acceptable use of the school district computer system and the Internet and agree to abide by them. I further understand that should I commit any violation, my access privileges may be revoked, school disciplinary action may be taken, and/or appropriate legal action may be taken.

User's Full Name (please print): _____

User Signature: _____

Date: _____

PARENT OR GUARDIAN

As the parent or guardian of this student, I have read the school district policies relating to safety and acceptable use of the school district computer system and the Internet. I understand that this access is designed for educational purposes. The school district has taken precautions to eliminate controversial material. However, I also recognize it is impossible for the school district to restrict access to all controversial materials and I will not hold the school district or its employees or agents responsible for materials acquired on the Internet. Further, I accept full responsibility for supervision if and when my child's use is not in a school setting. I hereby give permission to issue an account for my child and certify that the information contained on this form is correct.

Parent or Guardian's Name (please print): _____

Parent or Guardian's Signature: _____

~~Building Administrator's Name (please print): _____~~

~~Building Administrator's Signature: _____~~

SUPERVISING TEACHER

(Must be signed if applicant is a student)

I have read the school district policies relating to safety and acceptable use of the school district computer system and the Internet and agree to promote these policies with the student. Because the student may use the Internet on the school district computer system for individual work or in the context of another class, I cannot be held responsible for the student's use of the Internet on

network. As the supervising teacher I do agree to instruct the student on acceptable use of the Internet and network and proper network etiquette.

Teacher's Name (please print): _____

Teacher's Signature: _____

INTERNET USE AGREEMENT - EMPLOYEE

SCHOOL DISTRICT EMPLOYEE

~~I have read and agree to comply with all aspects of the School District's Acceptable Use Policy. I understand that if I violate the terms of the District's Acceptable Use Policy, I may be subject to discipline which, depending on the severity of the violations, may include immediate discharge. Any such disciplinary action would be subject to applicable due process procedures and any contract covering the terms of my employment. Additionally, I understand that use of the District's computer system is a privilege, not a right, and the District may limit or revoke my access privileges at any time for any reason.~~

~~I understand that the School District can and will periodically monitor the use of its computer system and any data, files, and communications that are created, processed, saved, or stored, by or through the District's computer system. Accordingly, I understand that I have no expectation of privacy relating to any use of the District's computer system.~~

I have read and do understand the school district policies relating to safety and acceptable use of the school district computer system and the Internet and agree to abide by them. I further understand that should I commit any violation, my access privileges may be revoked, school disciplinary action may be taken, and/or appropriate legal action may be taken.

User's Full Name (please print): _____

User Signature: _____

Date: _____

Adopted: 01/09/2007

Breckenridge ISD 846 Policy 524

Orig. 1996

Revised: 05/21/2025

Rev. 201924

Policy 524 is updated along with new Policy 524.5. Required policy.

524 INTERNET AND TECHNOLOGY ACCEPTABLE USE AND SAFETY POLICY

I. PURPOSE

The purpose of this policy is to set forth policies and guidelines for access to the school district computer system and acceptable and safe use of the Internet., ~~including electronic communications.~~

II. GENERAL STATEMENT OF POLICY

In making decisions regarding student and employee access to the school district computer system and the Internet, ~~including electronic communications,~~ the school district considers its own stated educational mission, goals, and objectives. Electronic information research skills are now fundamental to preparation of citizens and future employees. Access to the school district computer system and to the Internet enables students and employees to explore thousands of libraries, databases, bulletin boards, and other resources while exchanging messages with people around the world. The school district expects that faculty will blend thoughtful use of the school district computer system and the Internet throughout the curriculum and will provide guidance and instruction to students in their use.

III. LIMITED EDUCATIONAL PURPOSE

The school district is providing students and employees with access to the school district computer system, which includes Internet access. The purpose of the system is more specific than providing students and employees with general access to the Internet. The school district system has a limited educational purpose, which includes use of the system for classroom activities, educational research, and professional or career development activities. Users are expected to use Internet access through the district system to further educational and personal goals consistent with the mission of the school district and school policies. Uses which might be acceptable on a user's private personal account on another system may not be acceptable on this limited-purpose network.

IV. USE OF SYSTEM IS A PRIVILEGE

The use of the school district system and access to use of the Internet is a privilege, not a right. Depending on the nature and degree of the violation and the number of previous violations, unacceptable use of the school district system or the Internet may result in one or more of the following consequences: suspension or cancellation of use or access privileges; payments for damages and repairs; discipline under other appropriate school

district policies, including suspension, expulsion, exclusion, or termination of employment; or civil or criminal liability under other applicable laws.

V. UNACCEPTABLE USES

A. **While not an exhaustive list**, the following uses of the school district system and Internet resources or accounts are considered unacceptable:

1. Users will not use the school district system to access, review, upload, download, store, print, post, receive, transmit, or distribute:
 - a. pornographic, obscene, or sexually explicit material or other visual depictions that are harmful to minors;
 - b. obscene, abusive, profane, lewd, vulgar, rude, inflammatory, threatening, disrespectful, or sexually explicit language;
 - c. materials that use language or images that are inappropriate in the education setting or disruptive to the educational process;
 - d. information or materials that could cause damage or danger of disruption to the educational process;
 - e. materials that use language or images that advocate violence or discrimination toward other people (hate literature) or that may constitute harassment or discrimination.
2. Users will not use the school district system to knowingly or recklessly post, transmit, or distribute false or defamatory information about a person or organization, or to harass another person, or to engage in personal attacks, including prejudicial or discriminatory attacks.
3. Users will not use the school district system to engage in any illegal act or violate any local, state, or federal statute or law.
4. Users will not use the school district system to vandalize, damage, or disable the property of another person or organization, will not make deliberate attempts to degrade or disrupt equipment, software, or system performance by spreading computer viruses or by any other means, will not tamper with, modify, or change the school district system software, hardware, or wiring or take any action to violate the school district's security system, and will not use the school district system in such a way as to disrupt the use of the system by other users.
5. Users will not use the school district system to gain unauthorized access to

information resources or to access another person's materials, information, or files without the implied or direct permission of that person.

6. Users will not use the school district system to post private information about another person, personal contact information about themselves or other persons, or other personally identifiable information, including, but not limited to, addresses, telephone numbers, school addresses, work addresses, identification numbers, account numbers, access codes or passwords, labeled photographs, or other information that would make the individual's identity easily traceable, and will not repost a message that was sent to the user privately without permission of the person who sent the message.

a. This paragraph does not prohibit the posting of employee contact information on school district webpages or communications between employees and other individuals when such communications are made for education-related purposes (i.e., communications with parents or other staff members related to students).

b. Employees creating or posting school-related webpages may include personal contact information about themselves on a webpage. However, employees may not post personal contact information or other personally identifiable information about students unless:

(1) such information is classified by the school district as directory information and verification is made that the school district has not received notice from a parent/guardian or eligible student that such information is not to be designated as directory information in accordance with Policy 515; or

(2) such information is not classified by the school district as directory information but written consent for release of the information to be posted has been obtained from a parent/guardian or eligible student in accordance with Policy 515.

In addition, prior to posting any personal contact or personally identifiable information on a school-related webpage, employees shall obtain written approval of the content of the postings from the building administrator.

c. These prohibitions specifically prohibit a user from utilizing the

school district system to post personal information about a user or another individual on social networks, including, but not limited to, social networks such as “Facebook,” “Twitter,” “Instagram,” “Snapchat,” ~~and~~ “TikTok,” “Reddit,” and similar websites or applications.

7. Users must keep all account information and passwords on file with the designated school district official. Users will not attempt to gain unauthorized access to the school district system or any other system through the school district system, attempt to log in through another person’s account, or use computer accounts, access codes, or network identification other than those assigned to the user. Messages and records on the school district system may not be encrypted without the permission of appropriate school authorities.
 8. Users will not use the school district system to violate copyright laws or usage licensing agreements, or otherwise to use another person’s property without the person’s prior approval or proper citation, including the downloading or exchanging of pirated software or copying software to or from any school computer, and will not plagiarize works they find on the Internet.
 9. Users will not use the school district system for conducting business, for unauthorized commercial purposes, or for financial gain unrelated to the mission of the school district. Users will not use the school district system to offer or provide goods or services or for product advertisement. Users will not use the school district system to purchase goods or services for personal use without authorization from the appropriate school district official.
 10. Users will not use the school district system to engage in bullying or cyberbullying in violation of the school district’s Bullying Prohibition Policy (~~Policy 514~~). This prohibition includes using any technology or other electronic communication off school premises to the extent that student learning or the school environment is substantially and materially disrupted.
- B. **The school district has a special interest in regulating off-campus speech that materially disrupts classwork or involves substantial disorder or invasion of the rights of others.** A student or employee engaging in the foregoing unacceptable uses of the Internet when off school district premises also may be in violation of this policy as well as other school district policies. Examples of such violations may include, but are not limited to, **serious or severe bullying or harassment targeting particular individuals, threats aimed at teachers or other students, failure to follow rules concerning lessons, the writing of papers, the use of computers, or**

participation in other online school activities, and breaches of school security devices. ~~situations where the school district system is compromised or if a school district employee or student is negatively impacted.~~ If the school district receives a report of an unacceptable use originating from a non-school computer or resource, the school district may investigate such reports to the best of its ability. Students or employees may be subject to disciplinary action for such conduct, including, but not limited to, suspension or cancellation of the use or access to the school district computer system and the Internet and discipline under other appropriate school district policies, including suspension, expulsion, exclusion, or termination of employment.

- C. If a user inadvertently accesses unacceptable materials or an unacceptable Internet site, the user shall immediately disclose the inadvertent access to an appropriate school district official. In the case of a school district employee, the immediate disclosure shall be to the employee's immediate supervisor and/or the building administrator. This disclosure may serve as a defense against an allegation that the user has intentionally violated this policy. In certain rare instances, a user also may access otherwise unacceptable materials if necessary to complete an assignment and if done with the prior approval of and with appropriate guidance from the appropriate teacher or, in the case of a school district employee, the building administrator.

VI. FILTER

- A. With respect to any of its computers with Internet access, the school district will monitor the online activities of both minors and adults and employ technology protection measures during any use of such computers by minors and adults. The technology protection measures utilized will block or filter Internet access to any visual depictions that are:
 - 1. Obscene;
 - 2. Child pornography; or
 - 3. Harmful to minors.
- B. The term "harmful to minors" means any picture, image, graphic image file, or other visual depiction that:
 - 1. Taken as a whole and with respect to minors, appeals to a prurient interest in nudity, sex, or excretion; or
 - 2. Depicts, describes, or represents, in a patently offensive way with respect to what is suitable for minors, an actual or simulated sexual act or sexual contact, actual or simulated normal or perverted sexual acts, or a lewd

exhibition of the genitals; and

3. Taken as a whole, lacks serious literary, artistic, political, or scientific value as to minors.
- C. Software filtering technology shall be narrowly tailored and shall not discriminate based on viewpoint.
- D. An administrator, supervisor, or other person authorized by the Superintendent may disable the technology protection measure, during use by an adult, to enable access for bona fide research or other lawful purposes.
- E. The school district will educate students about appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms and cyberbullying awareness and response.

VII. CONSISTENCY WITH OTHER SCHOOL POLICIES

Use of the school district computer system and use of the Internet shall be consistent with school district policies and the mission of the school district.

VIII. LIMITED EXPECTATION OF PRIVACY

- A. By authorizing use of the school district system, the school district does not relinquish control over materials on the system or contained in files on the system. Users should expect only limited privacy in the contents of personal files on the school district system.
- B. Routine maintenance and monitoring of the school district system may lead to a discovery that a user has violated this policy, another school district policy, or the law.
- C. An individual investigation or search will be conducted if school authorities have a reasonable suspicion that the search will uncover a violation of law or school district policy.
- D. Parents have the right at any time to investigate or review the contents of their child's files and e-mail files **in accordance with the school district's Protection and Privacy of Pupil Records Policy**. Parents have the right to request the termination of their child's individual account at any time.
- E. School district employees should be aware that the school district retains the right at any time to investigate or review the contents of their files and e-mail files. In addition, school district employees should be aware that data and other materials in files maintained on the school district system may be subject to review,

disclosure, or discovery under Minnesota Statutes chapter 13 (Minnesota Government Data Practices Act).

- F. The school district will cooperate fully with local, state and federal authorities in any investigation concerning or related to any illegal activities or activities not in compliance with school district policies conducted through the school district system.

IX. INTERNET USE AGREEMENT

- A. The proper use of the Internet, and the educational value to be gained from proper Internet use, is the joint responsibility of students, parents, and employees of the school district.
- B. This policy requires the permission of and supervision by the school's designated professional staff before a student may use a school account or resource to access the Internet.
- C. The Internet Use Agreement form for students must be read and signed by the user, the parent or guardian, and the supervising teacher. The Internet Use Agreement form for employees must be signed by the employee. The form must then be filed at the school office. As supervising teachers change, the agreement signed by the new teacher shall be attached to the original agreement.

X. LIMITATION ON SCHOOL DISTRICT LIABILITY

Use of the school district system is at the user's own risk. The system is provided on an "as is, as available" basis. The school district will not be responsible for any damage users may suffer, including, but not limited to, loss, damage, or unavailability of data stored on school district diskettes, tapes, hard drives, or servers, or for delays or changes in or interruptions of service or misdeliveries or nondeliveries of information or materials, regardless of the cause. The school district is not responsible for the accuracy or quality of any advice or information obtained through or stored on the school district system. The school district will not be responsible for financial obligations arising through unauthorized use of the school district system or the Internet.

XI. USER NOTIFICATION

- A. All users shall be notified of the school district policies relating to Internet use.
- B. This notification shall include the following:
 - 1. Notification that Internet use is subject to compliance with school district policies.

2. Disclaimers limiting the school district's liability relative to:
 - a. Information stored on school district diskettes, hard drives, or servers.
 - b. Information retrieved through school district computers, networks, or online resources.
 - c. Personal property used to access school district computers, networks, or online resources.
 - d. Unauthorized financial obligations resulting from use of school district resources/accounts to access the Internet.
3. A description of the privacy rights and limitations of school sponsored/managed Internet accounts.
4. Notification that, even though the school district may use technical means to limit student Internet access, these limits do not provide a foolproof means for enforcing the provisions of this acceptable use policy.
5. Notification that goods and services can be purchased over the Internet that could potentially result in unwanted financial obligations and that any financial obligation incurred by a student through the Internet is the sole responsibility of the student and/or the student's parents.
6. Notification that the collection, creation, reception, maintenance, and dissemination of data via the Internet, including electronic communications, is governed by ~~Policy 406~~, Public and Private Personnel Data Policy, and ~~Policy 515~~ Protection and Privacy of Pupil Records Policy.
7. Notification that, should the user violate the school district's acceptable use policy, the user's access privileges may be revoked, school disciplinary action may be taken and/or appropriate legal action may be taken.
8. Notification that all provisions of the acceptable use policy are subordinate to local, state, and federal laws.

XII. PARENTS' RESPONSIBILITY; NOTIFICATION OF STUDENT INTERNET USE

- A. Outside of school, parents bear responsibility for the same guidance of Internet use as they exercise with information sources such as television, telephones, radio, movies, and other possibly offensive media. Parents are responsible for

monitoring their student's use of the school district system and of the Internet if the student is accessing the school district system from home or a remote location.

- B. Parents will be notified that their students will be using school district resources/accounts to access the Internet and that the school district will provide parents the option to request alternative activities not requiring Internet access. This notification should include:
1. A copy of the user notification form provided to the student user.
 2. A description of parent/guardian responsibilities.
 3. A notification that the parents have the option to request alternative educational activities not requiring Internet access and the material to exercise this option.
 4. A statement that the Internet Use Agreement must be signed by the user, the parent or guardian, and the supervising teacher prior to use by the student.
 5. A statement that the school district's acceptable use policy is available for parental review.

XIII. NOTIFICATION REGARDING TECHNOLOGY PROVIDERS

- A. "Technology provider" means a person who:
1. contracts with the school district, as part of a one-to-one program or otherwise, to provide a school-issued device for student use; and
 2. creates, receives, or maintains educational data pursuant or incidental to a contract with the school district.
- B. "Parent" means a parent of a student and includes a natural parent, a guardian, or an individual acting as a parent in the absence of a parent or a guardian.
- C. Within 30 days of the start of each school year, the school district must give parents and students direct and timely notice, by United States mail, e-mail, or other direct form of communication, of any curriculum, testing, or assessment technology provider contract affecting a student's educational data. The notice must:
1. identify each curriculum, testing, or assessment technology provider with

- access to educational data;
 - 2. identify the educational data affected by the curriculum, testing, or assessment technology provider contract; and
 - 3. include information about the contract inspection and provide contact information for a school department to which a parent or student may direct questions or concerns regarding any program or activity that allows a curriculum, testing, or assessment technology provider to access a student's educational data.
- D. The school district must provide parents and students an opportunity to inspect a complete copy of any contract with a technology provider.
- E. A contract between a technology provider and the school district must include requirements to ensure appropriate security safeguards for educational data. The contract must require that:
- 1. the technology provider's employees or contractors have access to educational data only if authorized; and
 - 2. the technology provider's employees or contractors may be authorized to access educational data only if access is necessary to fulfill the official duties of the employee or contractor.
- F. All educational data created, received, maintained, or disseminated by a technology provider pursuant or incidental to a contract with a public educational agency or institution are not the technology provider's property.

XIV. SCHOOL-ISSUED DEVICES

- A. "School-issued device" means hardware or software that the school district, acting independently or with a technology provider, provides to an individual student for that student's dedicated personal use. A school-issued device includes a device issued through a one-to-one program.
- B. Except as provided in paragraph C, the school district or a technology provider must not electronically access or monitor:
- 1. any location-tracking feature of a school-issued device;
 - 2. any audio or visual receiving, transmitting, or recording feature of a school-issued device; or

3. student interactions with a school-issued device, including but not limited to keystrokes and web-browsing activity.
- C. The school district or a technology provider may only engage in activities prohibited by paragraph B if:
1. the activity is limited to a noncommercial educational purpose for instruction, technical support, or exam-proctoring by school district employees, student teachers, staff contracted by the school district, a vendor, or the Minnesota Department of Education, and notice is provided in advance;
 2. the activity is permitted under a judicial warrant;
 3. the school district is notified or becomes aware that the device is missing or stolen;
 4. the activity is necessary to respond to an imminent threat to life or safety and the access is limited to that purpose;
 5. the activity is necessary to comply with federal or state law, including but not limited to Minnesota Statutes section 121A.031; or
 6. the activity is necessary to participate in federal or state funding programs, including but not limited to the E-Rate program.
- D. If the school district or a technology provider interacts with a school-issued device as provided in paragraph C, clause 4, it must, within 72 hours of the access, notify the student to whom the school-issued device was issued or that student's parent and provide a written description of the interaction, including which features of the device were accessed and a description of the threat. This notice is not required at any time when the notice itself would pose an imminent threat to life or safety, but must instead be given within 72 hours after that imminent threat has ceased.

XV. LIMIT ON SCREEN TIME FOR CHILDREN IN PRESCHOOL AND KINDERGARTEN

A child in a publicly funded preschool or kindergarten program may not use an individual-use screen, such as a tablet, smartphone, or other digital media, without engagement from a teacher or other students. This section does not apply to a child for whom the school has an individualized family service plan, an individualized education

program, or a 504 plan in effect.

XVI. IMPLEMENTATION; POLICY REVIEW

- A. The school district administration may develop appropriate user notification forms, guidelines, and procedures necessary to implement this policy for submission to the school board for approval. Upon approval by the school board, such guidelines, forms, and procedures shall be an addendum to this policy.
- B. The administration shall revise the user notifications, including student and parent notifications, if necessary, to reflect the adoption of these guidelines and procedures.
- C. The school district Internet policies and procedures are available for review by all parents, guardians, staff, and members of the community.
- D. Because of the rapid changes in the development of the Internet, the school board shall conduct an annual review of this policy.

Legal References: Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)
Minn. Stat. § 13.32 (Educational Data)
Minn. Stat. § 121A.031 (School Student Bullying Policy)
Minn. Stat. § 124D.166 (Limit on Screen Time for Children in Preschool and Kindergarten)
Minn. Stat. § 125B.15 (Internet Access for Students)
Minn. Stat. § 125B.26 (Telecommunications/Internet Access Equity Act)
15 U.S.C. § 6501 *et seq.* (Children’s Online Privacy Protection Act)
17 U.S.C. § 101 *et seq.* (Copyrights)
20 U.S.C. § 1232g (Family Educational Rights and Privacy Act)
47 U.S.C. § 254 (Children’s Internet Protection Act of 2000 (CIPA))
47 C.F.R. § 54.520 (FCC rules implementing CIPA)
~~Minn. Stat. § 121A.031 (School Student Bullying Policy)~~
~~Minn. Stat. § 125B.15 (Internet Access for Students)~~
~~Minn. Stat. § 125B.26 (Telecommunications/Internet Access Equity Act)~~
Mahanoy Area Sch. Dist. v. B.L., 594 U.S. 180, 141 S. Ct. 2038 (2021)
Tinker v. Des Moines Indep. Cmty. Sch. Dist., 393 U.S. 503 (1969)
United States v. Amer. Library Assoc., 539 U.S. 194 (2003)
Sagehorn v. Indep. Sch. Dist. No. 728, 122 F.Supp.2d 842 (D. Minn. 2015)
~~*Doninger v. Niehoff*, 527 F.3d 41 (2nd Cir. 2008)~~
~~*R.S. v. Minnewaska Area Sch. Dist. No. 2149*, 894 F.Supp.2d 1128 No. 12-588, 2012 WL 3870868 (D. Minn. 2012)~~
Tatro v. Univ. of Minnesota, 800 N.W.2d 811 (Minn. App. 2011), *aff’d on other grounds* 816 N.W.2d 509 (Minn. 2012)
S.J.W. v. Lee’s Summit R-7 Sch. Dist., 696 F.3d 771 (8th Cir. 2012)

~~*Kowalski v. Berkeley County Sch.*, 652 F.3d 565 (4th Cir. 2011)~~
~~*Layshoek v. Hermitage Sch. Dist.*, 650 F.3d 205 (3rd Cir. 2011)~~
Parents, Families and Friends of Lesbians and Gays, Inc. v. Camdenton R-III Sch. Dist., 853 F.Supp.2d 888 (W.D. Mo. 2012)
M.T. v. Cent. York Sch. Dist., 937 A.2d 538 (Pa. Commw. Ct. 2007)

Cross References: Policy 403 (Discipline, Suspension, and Dismissal of School District Employees)
Policy 406 (Public and Private Personnel Data)
Policy 505 (Distribution of Nonschool-Sponsored Materials on School Premises by Students and Employees)
Policy 506 (Student Discipline)
Policy 514 (Bullying Prohibition Policy)
Policy 515 (Protection and Privacy of Pupil Records)
Policy 519 (Interviews of Students by Outside Agencies)
Policy 521 (Student Disability Nondiscrimination)
Policy 522 (**Title IX Sex Nondiscrimination Grievance Procedures and Process**)
Policy 603 (Curriculum Development)
Policy 604 (Instructional Curriculum)
Policy 606 (Textbooks and Instructional Materials)
Policy 806 (Crisis Management Policy)
Policy 904 (Distribution of Materials on School District Property by Nonschool Persons)

Member _____ introduced the following resolution and moved its adoption:

**RESOLUTION RELATING TO THE TERMINATION
AND NONRENEWAL OF THE TEACHING CONTRACT
OF SADIE ROWLETT,
A PROBATIONARY TEACHER.**

WHEREAS, Sadie Rowlett is a probationary teacher in Independent School District No. 846.

BE IT RESOLVED, by the School Board of Independent School District No. 846, that pursuant to Minnesota Statutes 122A.40, Subdivision 5, that the teaching contract of Sadie Rowlett, a probationary teacher in Independent School District No.846, is hereby terminated at the close of the current 2024-2025 school year.

BE IT FURTHER RESOLVED that written notice be sent to said teacher regarding termination and non-renewal of his/her contract as provided by law, and that said notice shall be in substantially the following form:

NOTICE OF TERMINATION
AND NON-RENEWAL

Sadie Rowlett
611 4th St. SE
Barnesville, MN 56514

Dear Sadie:

You are hereby notified that at a regular meeting of the School Board of Independent School District No. 846 held on March 19, 2025, a resolution was adopted by a majority roll call vote to terminate your contract effective at the end of the current school year and not to renew your contract for the 2025-2026 school year. Said action of the board is taken pursuant to M.S. 122A.40, Subd. 5.

You may officially request that the school board give its reasons for the non-renewal of your teaching contract.

Yours very truly,

SCHOOL BOARD OF
INDEPENDENT SCHOOL DISTRICT NO. 846

/s/ Clerk
Clerk of the School Board

The motion for the adoption of the foregoing resolution was duly seconded by _____

and upon vote being taken thereon, the following voted in favor thereof:

and the following voted against the same:

whereupon said resolution was declared duly passed and adopted.

Dated: March 19, 2025

Clerk

Member _____ introduced the following resolution and moved its adoption:

**RESOLUTION RELATING TO THE TERMINATION
AND NONRENEWAL OF THE TEACHING CONTRACT
OF BRAD NEZNIK,
A PROBATIONARY TEACHER.**

WHEREAS, Brad Neznik is a probationary teacher in Independent School District No. 846.

BE IT RESOLVED, by the School Board of Independent School District No. 846, that pursuant to Minnesota Statutes 122A.40, Subdivision 5, that the teaching contract of Brad Neznik, a probationary teacher in Independent School District No.846, is hereby terminated at the close of the current 2024-2025 school year.

BE IT FURTHER RESOLVED that written notice be sent to said teacher regarding termination and non-renewal of his/her contract as provided by law, and that said notice shall be in substantially the following form:

NOTICE OF TERMINATION
AND NON-RENEWAL

Brad Neznik
6204 2nd St N
Moorhead, MN 56561

Dear Brad:

You are hereby notified that at a regular meeting of the School Board of Independent School District No. 846 held on March 19, 2025, a resolution was adopted by a majority roll call vote to terminate your contract effective at the end of the current school year and not to renew your contract for the 2025-2026 school year. Said action of the board is taken pursuant to M.S. 122A.40, Subd. 5.

You may officially request that the school board give its reasons for the non-renewal of your teaching contract.

Yours very truly,

SCHOOL BOARD OF
INDEPENDENT SCHOOL DISTRICT NO. 846

/s/ Clerk
Clerk of the School Board

The motion for the adoption of the foregoing resolution was duly seconded by _____

and upon vote being taken thereon, the following voted in favor thereof:

and the following voted against the same:

whereupon said resolution was declared duly passed and adopted.

Dated: March 19, 2025

Clerk

8. Adjournment