

Chisholm School District School Board Meeting Agenda

Monday, November 25, 2024 at 5:00 PM
Regular Meeting
Chisholm School Board Room

I. Determination of Quorum and Call to Order	
II. Public Comment:	
Description: Welcome to this meeting of the Board of Education Independent School District #695, Chisholm School District. We are extremely pleased that you have shown an interest in school district affairs by attending this meeting. The Board of Education allows public participation at its meeting, but at the same time has the responsibility for conducting its business in an orderly fashion. We will provide the audience with an opportunity to request to speak. We request that before you speak to announce your name. Each speaker will be allowed five minutes unless the time limit is waived by a majority of the board members present. At a public meeting of the board, no person shall orally initiate charges or complaints against individual employees of the district or challenge instructional materials used in the district. All such charges, if presented to the board directly, shall be referred to the Superintendent for investigation and report. We would also like to remind the public that the school board is not allowed to comment on your concerns. If there are no questions, we will open the public comment section of the board meeting.	
III. Recognition of Guests and Visitors	
A. Ryan Freitas, Band Trip	
B. Administration will present the WBWF Report	
IV. Consent Agenda	
A. Minutes of the November 12, 2024 Regular Meeting	
V. Approve Agenda	
VI. Action Agenda	
A. Approve the hiring of Mason Yaroscak as a Volunteer Boys' Basketball Coach for the 2024-2025 season.	
B. Approve the hiring of Trace Yaroscak as a Volunteer Boys' Basketball coach for the 2024-2025 season.	
C. Motion to approve the World's Best Workforce Report.	3
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D. First Reading of Policy 610 Field Trips	13
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F. First Reading of Policy 612.1 Development of Parent and Family Engagement Policies for Title I Program	19
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VII. Discussion	
VIII. Information	
A. Enrollment Numbers for November 2024	24
Attachments:	
Nov. 2024 Enrollment	24
IX. Adjourn	



2023–24 World’s Best Workforce (WBWF) Annual Summary Report

Please use this template as an internal tool to gather information. Responses should be submitted electronically in the Minnesota Education Grant System (MEGS). You can copy your responses from this template into MEGS.

If your district or charter does not utilize ESEA funds and complete ESEA reporting within MEGS, please submit an electronic copy of this form to MDE.WorldsBestWorkForce@state.mn.us.

District or Charter Name: Chisholm Independent School District #695

WBWF Contact: Mark Morrison

Title: Superintendent

Phone: 218-254-5726

Email: mmorrison@chisholm.k12.mn.us

Annual Report

WBWF Requirement: For each school year, the school board must publish a report in the local newspaper, by mail or by electronic means on the district website.

Provide the direct website link to the district’s CACR annual report. If a link is not available, describe how the district disseminates the report to stakeholders: [Type response here](#)

Annual Public Meeting

These annual public meetings were to be held in the fall of each school year. Report on this measure for the 2023–24 SY.

WBWF Requirement: School boards are to hold an annual public meeting to communicate plans for the upcoming school year based on a review of goals, outcomes and strategies from the previous year. Stakeholders should be meaningfully involved, and this meeting is to occur separately from a regularly scheduled school board meeting.

Provide the date of the school board annual public meeting to review progress on the CACR plan for the 2023-24 SY: November 25, 2024.

Goals and Results

All Students Ready for School

Does your district/charter enroll students in kindergarten? If no, you do not need to set a school readiness goal.

Goal	Result	Goal Status
<p>Provide the established SMART goal for the 2023–24 SY.</p> <p><u>2023-2024 Goal</u> In the fall 2023, 2% of Kindergarten students met the end of the year benchmark in the area of letter sounds. By the spring of 2024, 69% of students will meet the end of year benchmark of 41 letter sounds/minute.</p>	<p>Provide the result for the 2023–24 SY that directly ties back to the established goal.</p> <p><u>2023-2024 Results</u> Using the FastBridge early reading assessment, 50% of the kindergarten students met the end of the year benchmark of 41 letter sounds/minute.</p>	<p><i>Check one of the following:</i></p> <p><input type="checkbox"/> On Track (multi-year goal)</p> <p><input type="checkbox"/> Not On Track (multi-year goal)</p> <p><input type="checkbox"/> Goal Met (one-year goal)</p> <p><input checked="" type="checkbox"/> Goal Not Met (one-year goal)</p>
<p><u>2024-2025 Goal #1</u> In the fall 2024, 11% of Kindergarten students met the end of the year benchmark of identifying 32 numbers/minute using FastBridge. By the spring of 2025, 65% of kindergarten students will meet the end of year benchmark of identifying 32 numbers/minute.</p>		
<p><u>2024-2025 Goal #2</u> In the fall 2024, 11% of Kindergarten students met the end of the year benchmark of correctly sequencing 9 numbers/minute using FastBridge. By the spring of 2025, 60% of kindergarten students will meet the end of year benchmark of correctly sequencing 9 numbers/minute.</p>		

Repeat table for additional school readiness goals as appropriate.

Close the Achievement Gap(s) Between Student Groups

Goal	Result	Goal Status
<p>Provide the established SMART goal for the 2023–24 SY.</p> <p><u>2023-2024 Goal #1</u> In the fall 2023, 30% of ALL 3-8 and 11 grade students met the end of the year benchmark using FastBridge aMath or Star Math Assessments (grade level dependent). By the spring of 2024, 60% of students will meet the end of year benchmark for each grade level.</p>	<p>Provide the result for the 2023–24 SY that directly ties back to the established goal.</p> <p><u>2023-2024 Results</u> FastBridge aMath or Star Math Assessments (grade level dependent), 50% of ALL students in grades 3-8 and 11 met the end of the year benchmark.</p>	<p><i>Check one of the following:</i></p> <p><input type="checkbox"/> On Track (multi-year goal)</p> <p><input type="checkbox"/> Not On Track (multi-year goal)</p> <p><input type="checkbox"/> Goal Met (one-year goal)</p> <p><input checked="" type="checkbox"/> Goal Not Met (one-year goal)</p>
<p><u>2023-2024 Goal #2</u> In the fall 2023, 11% of 3-8 and 11 grade special education students met the end of the year benchmark using FastBridge aMath or Star Math Assessments (grade level dependent). By the spring of 2024, 17% of students will meet the end of year benchmark for each grade level.</p>	<p>Provide the result for the 2023–24 SY that directly ties back to the established goal.</p> <p><u>2023-2024 Results</u> FastBridge aMath or Star Math Assessments (grade level dependent, 18% of grades 3-8 and 11 special education students met the end of the year benchmark.</p>	<p><i>Check one of the following:</i></p> <p><input type="checkbox"/> On Track (multi-year goal)</p> <p><input type="checkbox"/> Not On Track (multi-year goal)</p> <p><input checked="" type="checkbox"/> Goal Met (one-year goal)</p> <p><input type="checkbox"/> Goal Not Met (one-year goal)</p>
<p><u>2023-2024 Goal #3</u> In the fall 2023, 25% of 3-8 and 11 grade free/reduced students met the end of the year benchmark using FastBridge aMath or Star Math Assessments (grade level dependent). By the spring of 2024, 50% of students will meet the end of year benchmark for each grade level.</p>	<p>Provide the result for the 2023–24 SY that directly ties back to the established goal.</p> <p><u>2023-2024 Results</u> FastBridge aMath or Star Math Assessments (grade level dependent, 44% of grades 3-8 and 11 free/reduced students met the end of the year benchmark.</p>	<p><i>Check one of the following:</i></p> <p><input type="checkbox"/> On Track (multi-year goal)</p> <p><input type="checkbox"/> Not On Track (multi-year goal)</p> <p><input type="checkbox"/> Goal Met (one-year goal)</p> <p><input checked="" type="checkbox"/> Goal Not Met (one-year goal)</p>
<p><u>2024-2025 Goal</u> In the year 2023-2024, the consistent attendance was 68.9% across all groups. For the 2024-2025 school year the goal is for groups within all student populations to have a consistent attendance of 75%.</p>		

Repeat table for additional achievement gap goals as appropriate.

All Students Career and College-Ready by Graduation

Goal	Result	Goal Status
<p>Provide the established SMART goal for the 2023–24 SY.</p> <p>The percentage of Chisholm Public School students in grade 8 who meet the enrollment criteria under the North Star Accountability System and who earn achievement levels of Exceeds or Meets the Standard on the Math MCA will increase 5%. *Same rising goal for 23-24</p>	<p>Provide the result for the 2023–24 SY that directly ties back to the established goal.</p> <p>Did not make the goal. 5 meets and 1 exceeds, previous grade level had 7 meets and 1 exceeds</p> <p>Meets/Exceeds %</p> <p>22-23 - 30 %</p> <p>23-24 - 15 %</p>	<p><i>Check one of the following:</i></p> <p><input type="checkbox"/> On Track (multi-year goal)</p> <p><input type="checkbox"/> Not On Track (multi-year goal)</p> <p><input type="checkbox"/> Goal Met (one-year goal)</p> <p><input checked="" type="checkbox"/> Goal Not Met (one-year goal)</p>
<p>The percentage of Chisholm Public School students in grade 11 who meet the enrollment criteria under North Star Accountability System and who earn achievement levels of Exceeds or Meets the Standard on the Math MCA will increase by 5%. *Same rising goal for 23-24</p>	<p>Goal Met.</p> <p>Meets/Exceeds %</p> <p>22-23 - 9 %</p> <p>23-24 - 19 %</p>	<p><i>Check one of the following:</i></p> <p><input type="checkbox"/> On Track (multi-year goal)</p> <p><input type="checkbox"/> Not On Track (multi-year goal)</p> <p><input checked="" type="checkbox"/> Goal Met (one-year goal)</p> <p><input type="checkbox"/> Goal Not Met (one-year goal)</p>

Goal	Result	Goal Status
<p><u>2024-2025 Goal</u></p> <p><u>Goal 1: Increase Career Exploration Participation</u></p> <p>Specific: Increase student participation in career exploration activities.</p> <p>Measurable: Aim for at least 70% of students in grades 9-12 to attend at least two career-related events (workshops, job fairs, or guest speaker sessions) per school year.</p> <p>Achievable: Collaborate with local businesses and organizations to provide a variety of career exploration opportunities.</p> <p>Relevant: Enhances students' awareness of career paths and necessary skills, aligning with the goal of preparing them for post-secondary success.</p> <p>Time-bound: Achieve this goal by the end of the current academic year.</p>		<p><i>Check one of the following:</i></p> <p><input type="checkbox"/> On Track (multi-year goal)</p> <p><input type="checkbox"/> Not On Track (multi-year goal)</p> <p><input type="checkbox"/> Goal Met (one-year goal)</p> <p><input type="checkbox"/> Goal Not Met (one-year goal)</p>

Goal	Result	Goal Status
<p><u>Goal 2: Raise Awareness of Financial Aid Resources</u></p> <p>Specific: Increase student awareness and utilization of financial aid resources.</p> <p>Measurable: Target a 25% increase in the number of students completing the FAFSA (Free Application for Federal Student Aid) by the end of the academic year.</p> <p>Achievable: Organize informational sessions and provide resources to help students and families understand financial aid options.</p> <p>Relevant: Ensures students are informed about funding opportunities, which is essential for college access and success.</p> <p>Time-bound: Achieve this increase by the end of the current academic year.</p>		<p><i>Check one of the following:</i></p> <p><input type="checkbox"/> On Track (multi-year goal)</p> <p><input type="checkbox"/> Not On Track (multi-year goal)</p> <p><input type="checkbox"/> Goal Met (one-year goal)</p> <p><input type="checkbox"/> Goal Not Met (one-year goal)</p>

Goal	Result	Goal Status
<p><u>Goal 3: Enhance College Application Support</u></p> <p>Specific: Increase the number of students who submit college applications.</p> <p>Measurable: Aim for at least 60% of seniors to submit applications to at least three colleges or universities by the end of the application season.</p> <p>Achievable: Provide dedicated college application workshops and one-on-one counseling sessions to guide students through the process.</p> <p>Utilize the Direct Admissions program through MDE</p> <p>Relevant: Supports students in accessing higher education opportunities, crucial for post-secondary success.</p> <p>Time-bound: Achieve this goal by the end of the current academic year's application cycle.</p>		<p><i>Check one of the following:</i></p> <p><input type="checkbox"/> On Track (multi-year goal)</p> <p><input type="checkbox"/> Not On Track (multi-year goal)</p> <p><input type="checkbox"/> Goal Met (one-year goal)</p> <p><input type="checkbox"/> Goal Not Met (one-year goal)</p>

Repeat table for additional career and college readiness goals as appropriate.

All Students Graduate

Does your district/charter enroll students in grade 12? If no, you do not need to set a graduation goal.

Goal	Result	Goal Status
<p>Provide the established SMART goal for the 2023–24 SY.</p> <p>According to MDE’s Four Year Graduation Rate calculations, the four-year graduation rate for Chisholm School District will increase from 90.2% to 91.0%. 37 total graduated students in 2021.</p> <p>*increase graduation rates by 1% in the 23-24 school year with a graduation date of 2024.</p> <p>For the 2023-24 school year we have 50 current seniors. The 2023 Graduation rate has not yet been posted to the MDE website. In 2022, 90.2% seniors graduated. For the 2024 graduation, we have a goal of increasing the graduation rate by 1%.</p>	<p>Provide the result for the 2023–24 SY that directly ties back to the established goal.</p> <p>This information will not be available until Spring of 2025. Our 2023 graduation rate was 84.8%.</p> <p>49 of our 50 seniors enrolled in the Fall of 2023 graduated in the Spring of 2024. This goal was met.</p>	<p>Check one of the following:</p> <p><input type="checkbox"/> On Track (multi-year goal)</p> <p><input checked="" type="checkbox"/> Not On Track (multi-year goal)</p> <p><input checked="" type="checkbox"/> Goal Met (one-year goal)</p> <p><input type="checkbox"/> Goal Not Met (one-year goal)</p>

Goal	Result	Goal Status
<p><u>2024-2025 Goal</u></p> <p>Specific: Increase and maintain the district's graduation rate from 84.8% in 2023 to 90% or higher by 2026 through targeted academic interventions, improved student engagement, and enhanced support services for at-risk students.</p> <p>Measurable: Achieve a graduation rate of 90% or higher, as measured by the district's annual graduation statistics.</p> <p>Achievable: Implement evidence-based strategies such as tutoring, mentorship programs, early warning systems, and professional development for teachers to address gaps in student performance.</p> <p>Relevant: This goal aligns with the district's vision to improve educational outcomes and ensure all students graduate prepared for post-secondary success.</p> <p>Time-Bound: Achieve the 90% graduation rate or higher by the end of the 2025-2026 academic year.</p> <p>SMART Goal: By the end of the 2025-2026 school year, the district will increase and maintain its graduation rate from 84.8% in 2023 to 90% or higher through targeted academic interventions, student support programs, and improved teacher professional development, as measured by annual graduation data.</p>		<p><i>Check one of the following:</i></p> <p><input type="checkbox"/> On Track (multi-year goal)</p> <p><input type="checkbox"/> Not On Track (multi-year goal)</p> <p><input type="checkbox"/> Goal Met (one-year goal)</p> <p><input type="checkbox"/> Goal Not Met (one-year goal)</p>

Repeat table for additional graduation goals as appropriate.

***NEW Prepare students to be lifelong learners (SY 2024-2025).**

Goal	Result	Goal Status
<p>Provide the established SMART goal for the 2024-25</p> <p>Specific: By June 2025, 85% of students in all grades will demonstrate a growth mindset, as measured by self-assessment surveys and teacher evaluations.</p> <p>Measurable: Growth mindset will be assessed through student surveys, classroom observations, and feedback from teachers.</p> <p>Achievable: The district will provide professional development for teachers on fostering a growth mindset and implement growth mindset activities in the classroom.</p> <p>Relevant: This goal supports the district’s mission to cultivate resilience and a love of learning in all students.</p> <p>Time-bound: Progress will be reviewed annually, with final assessments in June 2025.</p> <p>This goal aims to instill a growth mindset in students, encouraging perseverance and a positive attitude toward challenges.</p>	<p>Provide the result for the 2024–25 SY that directly ties back to the established goal.</p>	<p><i>Check one of the following:</i></p> <p><input type="checkbox"/> On Track (multi-year goal)</p> <p><input type="checkbox"/> Not On Track (multi-year goal)</p> <p><input type="checkbox"/> Goal Met (one-year goal)</p> <p><input type="checkbox"/> Goal Not Met (one-year goal)</p>

610 FIELD TRIPS

Chisholm Public Schools Independent School District No. 695

Board Policy 610

Series: 600-Education Programs

Subject: 610 Field Trips

Adopted/Revised:

I. PURPOSE

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

II. GENERAL STATEMENT OF POLICY

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

A. Instructional Trips

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

B. Supplementary Trips

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

C. Extended Trips

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

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

III. REGULATIONS

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

IV. SCHOOL BOARD REVIEW

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

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

Insurance)

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

[Minn. Stat. § 169.454, Subd. 13 \(Type III Vehicle Standards\)](#) *Sonkowsky v. Board of Educ. for Indep. Sch. Dist. No. 721*, 327 F.3d 675 (8th Cir. 2003)
Lee v. Pine Bluff Sch. Dist., 472 F.3d 1026 (8th Cir. 2007)

Cross References:

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

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

MSBA/MASA Model Policy 506 (Student Discipline)

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

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

MSBA/MASA Model Policy 710 (Extracurricular Transportation)

611 HOME SCHOOLING

Chisholm Public Schools Independent School District No. 695

Board Policy 611

Series: 600 Education Programs

Subject: 611 Home Schooling

Adopted/Revised:

[Note: The provisions of this policy substantially reflect statutory requirements.]

I. PURPOSE

The purpose of this policy is to recognize and provide guidelines in accordance with state law for parents who wish to have their children receive education in a home school that is an alternative to an accredited public or private school.

II. GENERAL STATEMENT OF POLICY

The Compulsory Attendance Law (Minnesota Statutes section 120A.22) provides that the parent or guardian of a child is primarily responsible for assuring that the child acquires knowledge and skills that are essential for effective citizenship.

III. CONDITIONS FOR HOME SCHOOLING

The person in charge of a home school and the school district must provide instruction and meet the requirements specified in Minnesota Statutes section 120A.22.

IV. IMMUNIZATION

The parent or guardian of a home-schooled child shall submit statements as required by Minnesota Statutes section 121A.15, Subds. 1, 2, 3, 4, and 12, on the appropriate Minnesota Department of Education form, to the superintendent of the school district in which the child resides by October 1 of the first year of home schooling in Minnesota and the grade 7 year.

V. TEXTBOOKS, INSTRUCTIONAL MATERIAL, STANDARD TESTS

Upon formal request, as required by law, the school district will provide textbooks (including a teacher's edition, guide, or other materials that accompany a textbook when the edition, guide, or materials are packaged physically or electronically with textbooks for student use), individualized instructional or cooperative learning materials (including teacher materials that accompany pupil materials), software or other educational technology, and standardized tests and loan or provide them for use by a home-schooled child as provided under state law. The school district is not required to expend any amount for this purpose that exceeds the amount it receives pursuant to state law for this purpose. If curriculum has both physical and electronic components, the school district will, at the request of the student or the student's parent or guardian, make the electronic component accessible to a resident student provided that the school district does not incur more than an incidental cost as a result of providing access electronically.

VI. PUPIL SUPPORT SERVICES

Upon formal request, as required by law, the school district will provide pupil support services in the form of health services and counseling and guidance services to a home-schooled child as provided under state law. The school district is not required to expend an amount for any of

these purposes that exceeds the amount it receives pursuant to state law.

VII. EXTRACURRICULAR ACTIVITIES

Resident pupils who receive instruction in a home school (in which five or fewer students receive instruction) may fully participate in extracurricular activities of the school district on the same basis as other public school students.

VIII. SHARED TIME PROGRAMS

Enrollment in class offerings of the school district.

- A. A home-schooled child who is a resident of the school district may enroll in classes in the school district as a shared time pupil on the same basis as other nonpublic school students. The provisions of this policy shall not be determinative of whether the school district allows the enrollment of any pupils on a shared-time basis.
- B. The school district may limit enrollment of shared-time pupils in such classes based on the capacity of a program, class, grade level, or school building. The school board and administration retain sole discretion and control over scheduling of all classes and assignment of shared time pupils to classes.

[Note: The provisions of Article VIII. - Shared Time Programs do not determine whether Shared Time Programs should be offered to any pupil. However, home-schooled children are required to be treated the same as all other nonpublic school children.]

IX. OPTIONAL COOPERATIVE ARRANGEMENTS

A. Activities

1. Minnesota State High School League-sponsored activities (in which six or more students receive instruction in the home school or the home school students are not residents of the school district).

A home school that is a member of the Minnesota State High School League may request that the school district enter into a cooperative sponsorship arrangement as provided in Minnesota State High School League bylaws. The approval of such an arrangement shall be at the discretion of the school board.

- a. The home school must become a member of the Minnesota State High School League in accordance with the rules of the Minnesota State High School League.
 - b. The home school is solely responsible for any costs or fees associated with its application for and/or subsequent membership in the Minnesota State High School League.
 - c. The home school is responsible for any and all costs associated with its participation in a cooperative sponsorship arrangement as well as any school district activity fees associated with the Minnesota State High School League activity.
2. Non-Minnesota State High School League activities in which six or more students receive instruction in the home school.

A home-schooled child may participate in non-Minnesota State High School League activities offered by the school district upon application and approval from the school board to participate in the activity and the payment of any activity fees associated with the activity. However, home school students may not be charged higher activity fees than other public school students. An approval shall be granted at the discretion of the school board.

B. Transportation Services

1. The school district may provide nonpublic nonregular transportation services to a home-schooled child.
2. The school board of the school district retains sole discretion and control and management of scheduling routes, establishment of the location of bus stops, manner and method of transportation, control and discipline of school children, and any other matter relating to the provision of transportation services.

Legal References:

Minn. Stat. § 120A.22 (Compulsory Instruction)
Minn. Stat. § 120A.24 (Reporting)
Minn. Stat. § 120A.26 (Enforcement and Prosecution)
Minn. Stat. § 121A.15 (Health Standards; Immunizations; School Children)
Minn. Stat. § 123B.36 (Authorized Fees)
Minn. Stat. § 123B.41 (Definitions)
Minn. Stat. § 123B.42 (Textbooks; Individual Instruction or Cooperative Learning Material; Standard Tests)
Minn. Stat. § 123B.44 (Provision of Pupil Support Services)
Minn. Stat. § 123B.49 (Extracurricular Activities; Insurance)
Minn. Stat. § 123B.86 (Equal Treatment - Transportation)
Minn. Stat. § 123B.92 (Transportation Aid Entitlement)
Minn. Stat. § 124D.03 (Enrollment Options Program)
Minn. Rules Ch. 3540 (Nonpublic Schools)

Cross References:

MSBA/MASA Model Policy 509 (Enrollment of Nonresident Students)
MSBA/MASA Model Policy 510 (School Activities)

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

Chisholm Public Schools Independent School District No. 695

Board Policy 612.1

Series: 600-Education Program

Subject: 612.1 Development of Parent and Family Engagement Policies for Title I Programs

Adopted/Revised:

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

I. PURPOSE

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

II. GENERAL STATEMENT OF POLICY

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

III. DEVELOPMENT OF DISTRICT LEVEL POLICY

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

- A. Involve parents and family members in the joint development of the school district's Title I plan and the development of support and improvement plans;
- B. Provide the coordination, technical assistance, and other support necessary to assist and build the capacity of all participating schools within the school district in planning and implementing effective parent and family involvement activities to improve

student academic achievement and school performance, which may include meaningful consultation with employers, business leaders, and philanthropic organizations, or individuals with expertise in effectively engaging parents and family members in education;

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

IV. DEVELOPMENT OF SCHOOL LEVEL POLICY

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

- A. The policy will describe the means by which each school with a Title I program will:
 - 1. Convene an annual meeting, at a convenient time, to which all parents of participating children shall be invited and encouraged to attend, to inform parents of their school's participation in Title I programs, and to explain to parents of participating children the program, its requirements, and their right to be involved;
 - 2. Offer a flexible number of meetings, such as meetings in the morning or evening, and may provide with Title I funds transportation, child care, or home visits, as such services relate to parental involvement;
 - 3. Involve parents in an organized, ongoing, and timely way in the planning, review, and improvement of the parental involvement programs, including the planning, review, and improvement of the school parent and family engagement policy and the joint development of the school-wide program plan, except that if a school has in place a process for involving parents in the joint planning and design of the school's programs, the school may use that process, if such process includes an adequate representation of parents of participating children;

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

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

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

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

Cross References: None

2024-2025 School Enrollment

Grade	May-24	Sept	Oct	Nov	Dec	Jan	Feb	March	April	May
VPK	14	19	19	19						
KG	52	47	47	51						
1st	45	48	47	46						
2nd	48	43	42	43						
3rd	49	48	48	49						
4th	41	48	48	48						
5th	51	43	44	45						
6th	42	51	52	53						
7th	47	42	42	42						
8th	43	48	47	46						
9th	69	48	48	47						
10th	50	67	66	65						
11th	45	45	43	42						
12th	48	45	45	45						
Total	644	642	638	640						