

## Work Session

Tuesday, September 19, 2023 5:30 PM

Fridley Community Center, 6085 7th Street NE, Fridley, MN 55432

A.	<b>Signing Required Documents</b>	<b>Presenter:</b> Dr. Brenda Lewis
B.	<b><u>GOVERNANCE AND POLICY</u></b>	
B.1.	One Reading Needed and Adoption of Policies	
B.1.a.	Policy 509 Enrollment of NonResident Students	<b>Presenter:</b> Craig Wieber
B.1.b.	Policy 513 Student Promotion, Retention and Program Design	<b>Presenter:</b> Dr. Jason Bodey
B.1.c.	Policy 601 School District Curriculum and Instruction Goals	<b>Presenter:</b> Dr. Jason Bodey
B.1.d.	Policy 602 Organization of School Calendar and School Day	<b>Presenter:</b> Dr. Jason Bodey
B.1.e.	Policy 603 Curriculum Development	<b>Presenter:</b> Dr. Jason Bodey
B.1.f.	Policy 604 Instructional Curriculum	<b>Presenter:</b> Dr. Jason Bodey
B.1.g.	Policy 613 Graduation Requirements	<b>Presenter:</b> Dr. Jason Bodey
B.1.h.	Policy 616 School District Systems Accountability	<b>Presenter:</b> Dr. Jason Bodey
B.1.i.	Policy 618 Assessment of Student Achievement	<b>Presenter:</b> Dr. Jason Bodey
B.1.j.	Policy 620 Credit for Learning	<b>Presenter:</b> Dr. Jason Bodey
B.1.k.	(NEW) Policy 621 Read Act	<b>Presenter:</b> Dr. Jason Bodey
C.	<b><u>OVERSIGHT OF OPERATIONS</u></b>	
C.1.	Legal, Staffing and Personnel Update	<b>Presenter:</b> S. Ike Isaacson
C.1.a.	New Contracts, Amendments, Leaves of Absence, Terminations, Resignations, and Retirements	
C.2.	Finance and Operations Update	<b>Presenter:</b> Craig Wieber
C.2.a.	Transportation contract change from R&D to Halo	
C.2.b.	Preliminary Levy Certification	
C.3.	Election Judge Resolution	<b>Presenter:</b> Dr. Brenda Lewis
C.4.	Overnight Field Trip Approval - FHS Choir/Band March 22-25, 2024 to Chicago	<b>Presenter:</b> Dr. Brenda Lewis
C.5.	Assurance of Compliance with State and Federal Law Prohibiting Discrimination	<b>Presenter:</b> Laura Seifert-Hertling
C.6.	Referendum Discussion	<b>Presenter:</b> Dr. Brenda Lewis / Craig Wieber
D.	<b><u>INFORMATIONAL ITEMS</u></b>	
D.1.	Next Work Session - October 3, 2023	<b>Presenter:</b> Dr. Brenda

Lewis

D.2. Important School Board Member Dates

**Presenter:** Ross  
Meisner

D.2.a. Schools for Equity in Education - Auna  
September 22, 2023 9:30AM  
DoubleTree Hotel - Roseville

D.2.b. Northeast Metro 916 Intermediate School  
District (Board Retreat) - Starck  
September 27, 2023 6:00 PM  
Bellaire School

D.2.c. NWSISD Joint Powers Board Meeting - Dr.  
Adam  
November 15, 2023 6:00 PM  
NWSISD District Office

D.2.d. Association of Metropolitan School  
Districts - Meisner  
October 6, 2023 7:30 AM  
Quora Education Center

E. **PUBLIC FORUM**

**Presenter:** Board  
Chair



# FRIDLEY PUBLIC SCHOOLS

## Fridley Public Schools Policies Presented for Legislative Changes September 19, 2023

#	Policy Name	Change/Revision
509	Enrollment of Nonresident Students	Adds application provisions
513	Student Promotion, Retention, and Program Design	Adds Gifted and Talented Student provisions; early admissions
601	School District Curriculum and Instruction Goals	Adds definitions; updates WBWF plan; deletes obsolete provisions on reading
602	Organization of School Calendar and School Day	Adds E-learning provisions
603	Curriculum Development	Updates District Advisory Committee provisions; deletes curriculum development process (Art. VI)
604	Instructional Curriculum	Updates required academic standards; prohibits curriculum discrimination/discipline
613	Graduation Requirements	Updates definitions; adds ethnic studies course provision
616	School District System Accountability	Deletes "graduation standards"; adds reports; updates District Advisory Committee provisions
618	Assessment of Student Achievement	Updates definitions
620	Credit for Learning	Removes online learning; updates definitions; adds health care credit
621	Literacy and the READ Act	New policy on the READ act requirement

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## 509 Enrollment of Non-Resident Students

### I. PURPOSE

The School Board approves the participation of the school district in the Enrollment Options Program ([Open Enrollment](#)) established by Minnesota state statute 124D.03. The purpose of this policy is to set forth the application and exclusion procedures used by the school district in making said determination of student application eligibility and approval or rejection of applications for enrollment as non-resident students.

### II. GENERAL STATEMENT OF POLICY

It shall be the policy of the school district that student applications will be considered subject to the following requirements: eligibility determination, standards to be used for rejection of applications, standards that may not be used for rejection of applications, the application process, determination of exclusion recommendations, and school district termination of the enrollment of non-resident students. These requirements are described in this policy.

#### A. Eligibility

- A. [Open Enrollment](#) Applications for such student enrollment as non-residents will be approved, provided that acceptance of the application will not exceed the capacity of a program, excluding special education services; class; grade level; or school building as established by School Board resolution and provided that:
1. Space is available for the applicant under enrollment cap standards established by School Board policy or other directive; and
  2. In considering the capacity of a grade level, the school district may only limit the enrollment of nonresident students to a total number not less than either: (a) one percent of the total enrollment at each grade level in the school district or (b) the number of school district resident students at that grade level enrolled in a nonresident school district in accordance with Minnesota state statute 124D.03.
  3. The applicant is not otherwise excluded by action of the school district because of previous conduct in another school district.

[B. If the school district limits enrollment of nonresident students pursuant to this section, the district shall report to the Commissioner of the Minnesota Department of Education \(MDE\) by July 15 on the number of nonresident pupils denied admission due to the limitations on the enrollment of nonresident pupils.](#)



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## B. Class Size

Class sizes shall be determined so as to offer the best possible educational opportunity to students, yet so constituted as to assure maximum potential service from each staff member. Therefore, the following shall apply:

### 1. Preferred Class Ranges:

Kindergarten	20-24
Grades 1-2	21-25
Grades 3-4	24-28
Grade 5	26-30
Grades 6-8	30-34
Grades 9-12	31-35

In the event of unforeseen circumstances and/or financial difficulties, the targeted numbers may be exceeded with School Board approval.

## III. BASIS FOR DECISIONS

### A. Standards that may be used for rejection of an application

In addition to the provisions of eligibility above, the school district may refuse to allow a student who was expelled under Minnesota state statute 121A.45 to enroll during the term of the expulsion if the student was expelled for:

1. Possessing a dangerous weapon, including a weapon, device, instruments, material, or substance, animate or inanimate, that is used for, or is readily capable of, causing death or serious bodily injury, ~~with the exception of~~ ~~except that such term does not include~~ a pocket knife with a blade less than two and one-half inches in length, at school or at a school function;
2. Possessing or using an illegal drug at school or at a school function;
3. Selling or soliciting the sale of a controlled substance while at school or at a school function;
4. Committing a third-degree assault involving assaulting another and inflicting substantial bodily harm.



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**B. Standards that may not be used for rejection of application**

The school district may not use the following standards in determining whether to accept or reject an application for open enrollment;

1. Previous academic achievement of a student;
2. Athletic or extracurricular ability of a student;
3. Disabling conditions of a student;
4. A student's proficiency in the English language;
5. The student's district of residence except where the district of residence is directly included in an enrollment options strategy included in an approved achievement and integration program; or
6. Previous disciplinary proceedings involving the student. This shall not preclude the school district from proceeding with exclusion as referenced in Section F of this policy.

**C. Application**

The student and parent or guardian must complete and submit [the “General Statewide Enrollment Options Application for K-12 and Early Childhood Special Education \(or the Statewide Enrollment Options Application for State-funded Voluntary Prekindergarten \(VPK\) or School Readiness Plus \(SRP\) Application if applicable\)](#) developed by MDE and available on its website.

[The school district may require a nonresident student enrolled in a program under Minnesota Statutes, section 125A.13, or in a preschool program, except for a program under Minnesota Statutes, section 124D.151 or Laws 2017, First Special Session chapter 5, article 8, section 9, to follow the application procedures under this subdivision to enroll in kindergarten. A district must allow a nonresident student enrolled in a program under Minnesota Statutes, section 124D.151 or Laws 2017, First Special Session chapter 5, article 8, section 9, to remain enrolled in the district when the student enters kindergarten without submitting annual or periodic applications, unless the district terminates the student's enrollment under subdivision 12.](#)

[The school district shall notify the parent or guardian in writing by February 15 or within ninety \(90\) days for applications submitted after January 15 in the case of achievement and integration district transfers whether the application has been](#)

accepted or rejected. If an application is rejected, the district must state in the notification the reason for rejection. The parent or guardian must notify the nonresident district by March 1 or within ten (10) business days whether the pupil intends to enroll in the nonresident district.  
~~a School District Enrollment Options Program Application developed by the Minnesota Department of Education.~~

#### D. Lotteries

If a school district has more applications than available seats at a specific grade level, it must hold an impartial lottery following the January 15 deadline to determine which students will receive seats. The district must give priority to enrolling siblings of currently enrolled students, students whose applications are related to an approved integration and achievement plan, children of the school district's staff, and students residing in that part of a municipality (a statutory or home rule charter city or town) where:

1. the student's resident district does not operate a school building;
2. the municipality is located partially or fully within the boundaries of at least five school districts;
3. the nonresident district in which the student seeks to enroll operates one or more school buildings within the municipality; and
4. no other nonresident, independent, special, or common school district operates a school building within the municipality.

The process for the school district lottery must be established by school board policy and posted on the school district's website.

~~Siblings of currently enrolled students, applications related to an approved integration and achievement plan, and children of the school district's staff must receive priority in the lottery. The process for the school district lottery must be established by School Board policy and posted on the school district's website.~~

#### E. Exclusion

1. Administrator's initial determination

If a school district administrator knows or has reason to believe that an applicant has engaged in conduct that has or could subject the applicant to expulsion or exclusion under law or school district policy, the



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administrator will transmit the application to the superintendent with a recommendation of whether exclusion proceedings should be initiated.

2. Superintendent's review

The superintendent or his/her designee may make further inquiries. If the superintendent determines that the applicant should be admitted, the superintendent will notify the School Board chair and the applicant. If the superintendent determines that the applicant should be excluded, the superintendent or his/her designee will notify the applicant and determine whether the applicant wishes to continue the application process. Although an application may not be rejected based on previous disciplinary proceedings, the school district reserves the right to initiate exclusion procedures pursuant to the Minnesota Pupil Fair Dismissal Act as warranted on a case-by-case basis. If the applicant wishes to continue the application process, the superintendent is authorized to initiate the exclusion process under the Minnesota Pupil Fair Dismissal Act.

F. Termination of Enrollment

The school district may terminate the enrollment of a nonresident student enrolled under an enrollment options program pursuant to Minnesota state statute 124D.03 or 124D.08 at the end of a school year if the student meets the definition of a habitual truant, the student has been provided appropriate services for truancy under Minnesota chapter. 260A, and the student's case has been referred to juvenile court. A "habitual truant" is a child under 17 years of age who is absent from attendance at school without lawful excuse for seven days in a school year if the child is in elementary school or for one or more class periods on seven school days in a school year if the child is in middle school, junior high school or high school, or a child who is 17 years of age who is absent from attendance at school without lawful excuse for one or more class periods on seven school days in a school year and has not lawfully withdrawn from school under Minnesota state statute 120A.22, subdivision. 8.

The school district may also terminate the enrollment of a nonresident student over 17 years of age if the student is absent without lawful excuse for one or more periods on 15 school days and has not lawfully withdrawn from school under Minnesota state statute 120A.22, subdivision 8.

A student who has not applied for and been accepted for open enrollment pursuant to this policy and does not otherwise meet the residency requirements for enrollment may be terminated from enrollment and removed from school. Prior to removal from school, the school district will send to the student's parents a written notice of the school district's belief that the student is not a resident of the school district. The



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notice shall include the facts upon which the belief is based and notice to the parents of their opportunity to provide documentary evidence, in person or in writing, of residency to the superintendent or the superintendent's designee. The superintendent or the superintendent's designee will make the final determination as to the residency status of the student.

Notwithstanding the requirement that an application must be approved by the board of the nonresident district, a student who has been enrolled in a district, who is identified as homeless, and whose parent or legal guardian moves to another district, or who is placed in foster care in another school district, may continue to enroll in the nonresident district without the approval of the board of the nonresident district. The approval of the board of the student's resident district is not required.

*Legal References:*

Minn. Stat. § 120A.22, Subd. 3(e) and Subd. 8 (Compulsory Instruction)  
Minn. Stat. § 121A.40-121A.56 (~~The~~ Pupil Fair Dismissal Act)  
Minn. Stat. § 124D.03 (Enrollment Options Program)  
Minn. Stat. § 124D.08 (School Board Approval to Enroll in Nonresident District; Exceptions)  
Minn. Stat. § 124D.68 (Graduation Incentives Program)  
Minn. Ch. 260A (Truancy)  
Minn. Stat. § 260C.007, Subd. 19 (Definitions)  
Minn. Op. Atty. Gen. No. 169-f (August 13, 1986)  
*Indep. Sch. Dist. No. 623 v. Minn. Dept. of Educ.*, Co. No. A05-361, 2005  
WL 3111963 (Minn. Ct. App. 2005) (unpublished)  
[18 U.S.C. 930, para. \(g\)\(2\) \(Definition of weapon\)](#)

*Cross References:*

MSBA/MASA Model Policy 506 (Student Discipline)  
MSBA/MASA Model Policy 517 (Student Recruiting)

*School Board Action:*

Revised as Policy 8.100, 8.107 Fridley School District Policy  
Revised as Policy 509 June 18, 2002  
Revised as Policy 509 June 17, 2008  
Revised August 16, 2011  
Revised March 12, 2013  
Revised September 17, 2013  
Revised June 21, 2016  
Revised July 18, 2017  
Revised May 17, 2022  
Revised November 15, 2022  
[Revised August 15, 2023](#)



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## 513 STUDENT PROMOTION, RETENTION AND PROGRAM DESIGN

### I. PURPOSE

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

### II. GENERAL STATEMENT OF POLICY

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

#### A. Promotion

Students who achieve at levels deemed acceptable by local and state standards shall be promoted to the next grade level at the completion of each school year. Exceptional students may be accelerated according to Fridley Policy 599 Student Acceleration.

#### B. Retention

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

#### C. Program Design

1. The superintendent, with participation of the professional staff and parents, shall develop and implement programs to challenge students that are consistent with the needs of students at every level. A process to assess and evaluate students for program assignment shall be developed in coordination with such programs. Opportunities for special programs and placement outside of the school district shall also be developed as additional options. All programs will be aligned with creating the World's Best Workforce.

~~1.2.~~ The school district may identify students, locally develop programs and services addressing instructional and affective needs, provide staff development, and evaluate programs to provide gifted and talented students with challenging and appropriate educational programs and services.



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2.3. The school district ~~will~~ **must** adopt guidelines for assessing and identifying students for participation in gifted and talented programs **and services consistent with Minnesota Statutes, section 120B.11**. The guidelines should include the use of:

- a. multiple objective criteria; and
- b. assessments and procedures that are valid and reliable, fair, and based on current theory and research. Assessments and procedures should be sensitive to under-represented groups, including, but not limited to, low-income, minority, twice-exceptional, and English learners.

~~3.~~ The school district ~~will~~ **must** adopt procedures **consistent with Minnesota Statutes, section 124D.02 for early admission to kindergarten or first grade of gifted or talented learners consistent with Minnesota Statutes, section 120B.11, subdivision 2, clause (2). for the academic acceleration of gifted and talented students.** ~~These procedures will include how the school district will:~~

~~4. assess a student's readiness and motivation for acceleration; and~~

~~5. match the level, complexity, and pace of the curriculum to a student to achieve the best type of academic acceleration for that student.~~

6.4. ~~The school district will adopt procedures which describe the comprehensive evaluation in cognitive, social, and emotional development domains to help determine a child's ability to meet kindergarten grade expectations and progress to first grade in the subsequent year for early admission to kindergarten or first grade of gifted and talented learners.~~ The procedures must be sensitive to under-represented groups.

### III. DIRECTIVES AND GUIDELINES

The superintendent shall develop guidelines which articulate the processes and procedures for promoting and retaining students within the elementary, middle, and high schools.

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

**Cross References:** MSBA/MASA Model Policy 613 (Graduation Requirements)



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MSBA/MASA Model Policy 614 (School District Testing Plan and Procedure)

MSBA/MASA Model Policy 615 (Basic Standards Testing, Accommodations, Modifications, and Exemptions for IEP, Section 504 Accommodation, and LEP Students)

MSBA/MASA Model Policy 617 (School District Ensurance of Preparatory and High School Standards)

MSBA/MASA Model Policy 618 (Assessment of Standard Achievement)

MSBA/MASA Model Policy 620 (Credit for Learning)

***School Board Action:***

Adopted as Policy 513 May 20, 2008

Revised August 15, 2017

Revised August 15, 2023



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## 601 School District Curriculum and Instruction Goals

### I. Purpose

The purpose of this policy is to establish broad curriculum parameters for the Fridley Public Schools District that encompass the Minnesota Graduation Standards and federal law and are aligned with creating the world's best workforce.

### II. General Statement of Policy

It is the policy of the school district to establish learner results toward 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.

A.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.

B.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. "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.

E. "Curriculum" means district or school adopted programs and written plans for providing students learning experiences that lead to expected knowledge and skills.

E.F. "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.

G. "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.

H. "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.

D.I. "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.

E.J. "Performance measures" are measures to determine school district and school site progress in striving to create the world's best workforce and must include at least the following:

1. the size of the academic achievement gap; ~~and~~ rigorous course taking, including college-level advanced placement, international baccalaureate, postsecondary enrollment options including concurrent enrollment, other rigorous courses of student 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 120 B.30, Subdivision 1.

F.K. "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.

G.L. "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.

#### 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 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.345, 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. 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 under-represented 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, ~~s~~Subdivision 8, or 122A.41, ~~S~~subdivision 5;
  4. strategies for improving instruction, curriculum, and student achievement, including 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 and minority children families, 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

1. integrate high-quality instruction, ~~rigorous curriculum~~, technology, and curriculum that is rigorous, accurate, antiracist, and culturally sustaining;
2. ensure learning and work environments validate, affirm, embrace, and integrate cultural and community strengths for all students, families, and employees;
- ~~3.~~ provide a collaborative professional culture that ~~develops and supports~~ seeks to retain qualifies, 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. School district site and school goals shall include the following:~~

- ~~1. All students will be expected to demonstrate essential skills to effectively participate in lifelong learning. These skills include:
  - ~~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, curriculum, instruction and guidance services 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. — becoming a self directed, life long learner;~~
  - ~~c. — adapting to change;~~
  - ~~d. — leading a healthy and fulfilling life physically, emotionally and socially;~~
  - ~~e. — living a life that will contribute to the well being of society;~~
  - ~~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.a. — promote a multicultural, gender fair, disability sensitive society.~~

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 Reading and the Read Act 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.~~

~~The school district shall identify, before the end of kindergarten, grade 1, and grade 2, 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.~~

~~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.~~

~~Reading assessments in English and in the predominant language of district students, where practicable, must identify and evaluate students' areas of academic need related to literacy. 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.~~

~~1. — 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.~~
- ~~2. A student identified as having a reading difficulty must be provided with alternate instruction under Minnesota Statutes section 125A.56, Subdivision 1.~~
- ~~3. 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. student's reading proficiency as measured by a locally adopted assessment;~~
  - ~~b. reading-related services currently being provided to the student; 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.~~~~
- ~~4. 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.~~
- ~~5. The school district will provide a personal learning plan for a student who is unable to demonstrate grade-level proficiency, as measured by the statewide reading assessment in grade 3. The school district will determine the format of the personal learning plan in collaboration with the student's educators and other appropriate professionals. The school district will develop the personal learning plan in consultation with the student's parent or guardian. The personal learning plan will address~~

~~knowledge gaps and skill deficiencies through strategies such as specific exercise and practices during and outside of the school day, periodic assessments, and reasonable timelines. The personal learning plan may include grade retention if it is in the student's best interest. The student's school will 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.~~

## V. Parent and Community Involvement

- A. Parent involvement in the education of their children is critical to the successful learning of each student. It is the expectation of the School Board that parents will fulfill this obligation. Examples of ways in which parents may participate include the following:
1. hold and share high expectations for their children;
  2. help their children to attend school regularly and on time;
  3. help their children get adequate rest and nutrition;
  4. provide a quiet place for school work;
  5. communicate information to staff to help the school support and challenge their children;
  6. monitor their children's progress on a regular basis;
  7. respect and cooperate with teachers and other school staff;
  8. communicate concerns to a teacher or principal;
  9. attend all parent conferences;
  10. help their children learn to respect others and to resolve conflicts in positive ways;
  11. consider involvement on school committees.
- B. Parents and community members have an important role to play in decision-making which guides the operation of the schools and school district. Therefore, it is the policy of the School Board, and shall be the general practice of the school district, to include parents and community members on committees and task forces whenever possible.



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- C. Parents and community members are encouraged to volunteer their time and talent in support of teaching and learning and the general operation of the school district.
1. When parents and community members volunteer to work in schools, they shall work under the direction and supervision of the staff and abide by district policies.
  2. Appropriate training and orientation shall be provided for volunteers by the building administrator or a staff member.
  3. The school district reserves the right to decline the use of services offered by any volunteer.

**Legal References:** Minnesota Statutes section 120B.018 (Definitions)  
Minnesota Statutes section 120B.02 (Educational Expectations and Graduation Requirements for Minnesota Students)  
Minnesota Statutes section 120B.11 (School District Process for Reviewing Curriculum, Instruction, and Student Achievement; Striving for the World's Best Workforce)  
Minnesota Statutes section 120B.12 (~~Reading Proficiently no Later than the End of Grade 3~~ Read Act Goal and Interventions)  
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)  
20 U.S.C. § 6301, *et seq.* (Every Student Succeeds Act)

**Cross References:** MSBA/MASA Model Policy 104 (School District Mission Statement)  
MSBA/MASA Model Policy 613 (Graduation Requirements)  
MSBA/MASA Model Policy 614 (School District Testing Plan and Procedure)  
MSBA/MASA Model Policy 615 (Basic Standards Testing, Accommodations, Modifications, and Exemptions for IEP, Section 504 Accommodation, and LEP Students)



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MSBA/MASA Model Policy 616 (School District System Accountability)  
MSBA/MASA Model Policy 618 (Assessment of Student Achievement)

***School Board Action:***

Adopted as Policy 9.127 February 16, 1999

Adopted as Policy 9.128 February 16, 1999

Adopted as Policy 9.122 June 16, 1998

Revised as Policy 601 June 17, 2008

Revised April 18, 2017

Revised July 18, 2017

Revised November 19, 2019

Revised July 20, 2021

Revised November 15, 2022

Revised August 15, 2023



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## 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 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 district.

### 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.



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- 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.

### **Legal References:**

[Minnesota Statutes section 10.55 \(Juneteenth\)](#)



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Minnesota Statutes section 120A.40 (School Calendar)  
Minnesota Statutes section 120A.41 (Length of School Year; Hours of Instruction) Minnesota Statutes section 120A.415 (Extended School Calendar)  
Minnesota Statutes section 120A.42 (Conduct of School on Certain Holidays)  
Minnesota Statutes section 122A.40, Subds. 7 and 7a (Employment; Contracts; Termination)  
Minnesota Statutes section 122A.41, Subds. 4 and 4a (Teacher Tenure Act; Cities of the First Class; Definitions)  
Minnesota Statutes section 123A.30 (Agreements for Secondary Education)  
Minnesota Statutes section 123A.32 (Interdistrict Cooperation)  
Minnesota Statutes section 123A.35 (Cooperation and Combination)  
Minnesota Statutes section 124D.126 (Powers and Duties of Commissioner; Flexible Learning Year Programs) Minnesota Statutes section 124D.151 (Voluntary Prekindergarten Program)  
Minnesota Statutes section 124E.25 (Payment of Aids to Charter Schools)  
Minnesota Statutes section 127A.41, Subd. 7 (Distribution of School Aids; Appropriation)  
[Minnesota Statutes section 645.44 \(Words and Phrases Defined\)](#)

***Cross References:***

MSBA/MASA Model Policy 425 (Staff Development)

***School Board Action***

Adopted as Policy 602 – December 17, 2019

Revised October 19, 2021

Reviewed / No Changes October 4, 2022

[Revised August 15, 2023](#)

## 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 establishing an ongoing process for educational program development, evaluation and improvement. Timelines shall be determined by the superintendent that will provide for periodic reviews of each curriculum area.

### IV. DISTRICT ADVISORY COMMITTEE

- A. The school board ~~shall~~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 ~~D~~istrict ~~a~~Advisory ~~e~~Committee, to the extent possible, ~~shall~~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 ~~shall~~must comprise at least two-thirds of ~~advisory~~ committee members.
- C. The ~~D~~istrict ~~A~~advisory ~~C~~committee ~~shall~~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 ~~D~~istrict ~~A~~advisory ~~C~~committee.
- E. The ~~D~~istrict ~~A~~advisory ~~C~~committee ~~shall~~must recommend to the school board



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1. rigorous academic standards, student achievement goals and measures consistent with Minnesota Statutes, section 120B.11, subdivision 1a, ~~section 120B.022~~, subdivisions 1a and 1b, and ~~section 120B.35~~,
2. district assessments;
3. means to improve students' equitable access to effective and more diverse teachers; ~~and~~
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
- 4.6. 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

- A. ~~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.~~



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- ~~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 state and federal requirements, as well as the requirements of the Minnesota Department of Education.~~
- ~~B. 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 Minnesota Statutes section 120B.12, Subdivision 2.~~
- EA. 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.
- BD. The superintendent shall be responsible for keeping the School Board informed of all state and federal mandated curriculum changes, as well as recommended discretionary changes and for periodically presenting recommended modifications for School Board review and approval.
- CE. 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; Striving for the World's Best Workforce](#))

Minn. Stat. § 120B.12 (Reading Proficiently No Later than the End of Grade 3)



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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 Parts 3501.0700-3501.0745 (Academic Standards for Mathematics)

Minn. Rules Parts 3501.0820 (Academic Standards for the Arts)

Minn. Rules Parts 3501.0900-3501.0955 (Academic Standards in Science)

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:***

MSBA/MASA Model Policy 604 (Instructional Curriculum)

MSBA/MASA Model Policy 605 (Alternative Programs)

MSBA/MASA Model Policy 613 (Graduation Requirements)

MSBA/MASA Model Policy 614 (School District Testing Plan and Procedure)

MSBA/MASA Model Policy 615 (Testing Accommodations, Modifications, and Exemptions for IEP, Section 504 Plans, and LEP Students)

MSBA/MASA Model Policy 616 (School District System Accountability)

MSBA/MASA Model Policy 618 (Assessment of Student Achievement)

MSBA/MASA Model Policy 619 (Staff Development for Standards)

MSBA/MASA Model Policy 620 (Credit for Learning)

MSBA/MASA Model Policy 623 (Mandatory Summer School Instruction)

***School Board Action***

Adopted as Policy 603 December 18, 2007, Incorporates Policies 9.101, 9.102, 9.140

Revised June 19, 2012

Revised July 18, 2017

Revised December 17, 2019

Revised April 19, 2022

Revised November 15, 2022

[Revised August 15, 2023](#)



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## 604 INSTRUCTIONAL CURRICULUM

### I. PURPOSE

The purpose of this policy is to provide for the development of course offerings for students.

### II. GENERAL STATEMENT OF POLICY

A. Instruction must be provided in at least the following subject areas:

1. ~~Language arts and~~ basic communication skills including reading and writing, literature, and fine arts;
2. ~~m~~Mathematics and science;
3. ~~s~~Social studies, including history, geography, economics, government, and citizenship (see II.I.);
4. ~~h~~Health and physical education;
5. The arts;
6. Career and technical education; and
7. World languages.

B. The basic instructional program shall include all courses required for each grade level by the Minnesota Department of Education (MDE) and ~~all~~ courses required in all elective subject areas. The instructional approach will be nonsexist and multicultural.

C. ~~Public E~~elementary and middle schools ~~shall~~must offer at least three, and require at least two, of the following four art areas: dance, music, theater, and visual arts. High schools shall offer at least three, and require at least one, of the following five ~~arts~~ areas: media arts, dance, music, theater, and visual arts.

D. The school district must establish and regularly review its own standards for career and technical education (CTE) programs. Standards must align with CTE frameworks developed by the Department of Education, standards developed by national CTE organizations, or recognized industry standards.



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- E. The School District, at its discretion, may offer additional courses in the instructional program at any grade level.
- FF. Each instructional program shall be planned for optimal benefit taking into consideration the financial condition of the school district and other relevant factors. Each program plan should contain goals and objectives, materials, minimum student competency levels, and methods for student evaluation.
- GF. The superintendent shall have discretionary authority to develop guidelines and directives to implement School Board policy relating to instructional curriculum.
- H. The school district may not discriminate against or discipline a teacher or principal on the basis of incorporating into curriculum contributions of persons in a federally protected class or state protected class when the included contribution is in alignment with the standards and benchmarks adopted under Minnesota Statutes, sections 120B.021 and 120B.023.

### III. REQUIRED ACADEMIC STANDARDS

- A. The following subject areas are required for statewide accountability:
  - 1. language arts;
  - 2. mathematics, encompassing algebra II, integrated mathematics III, or an equivalent in high school, and to be prepared for the three credits of mathematics in grades 9 through 12, the grade 8 standards include the completion of algebra;
  - 3. science, including earth and space science, life science, and the physical sciences, including chemistry and physics;
  - 4. social studies, including history, geography, economics, and government and citizenship that includes civics;
  - 5. physical education;
  - 6. health, for which locally developed academic standards apply; and
  - 7. the arts.
- B. Elementary and middle schools must offer at least three and require at least two of the following five arts areas: dance, media arts, music, theater, and visual arts. High schools must offer at least three and require at least one of the following five arts areas: media arts, dance, music, theater, and visual arts.



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#### **IV. PARENTAL CURRICULUM REVIEW**

The school district shall have a procedure for a parent, guardian, or an adult student, 18 years of age or older, to review the content of the instructional materials to be provided to a minor child or to an adult student and, if the parent, guardian, or adult student objects to the content, to make reasonable arrangements with school personnel for alternative instruction. Alternative instruction may be provided by the parent, guardian, or adult student if the alternative instruction, if any, offered by the school board does not meet the concerns of the parent, guardian, or adult student. The school board is not required to pay for the costs of alternative instruction provided by a parent, guardian, or adult student. School personnel may not impose an academic or other penalty upon a student merely for arranging alternative instruction under this section. School personnel may evaluate and assess the quality of the student's work.

#### **IV. CPR AND AED INSTRUCTION**

The school district will provide onetime cardiopulmonary resuscitation (CPR) and automatic external defibrillator (AED) instruction as part of its grade 7 to 12 curriculum.

- A. In the school district's discretion, training and instruction may result in CPR certification.
- B. CPR and AED instruction must include CPR and AED training that have been developed:
  - 1. by the American Heart Association or the American Red Cross and incorporate psychomotor skills to support the instruction; or
  - 2. using nationally recognized, evidence-based guidelines for CPR and incorporate psychomotor skills to support the instruction. "Psychomotor skills" means hands-on practice to support cognitive learning; it does not mean cognitive-only instruction and training.
- C. The school district may use community members such as emergency medical technicians, paramedics, police officers, firefighters, and representatives of the Minnesota Resuscitation Consortium, the American Heart Association, or the American Red Cross, among others, to provide instruction and training.
- D. A school administrator may waive this curriculum requirement for a high school transfer student regardless of whether or not the student previously received instruction under this section, an enrolled student absent on the



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day the instruction occurred under this section, or an eligible student who has a disability.

## **VI. COLLEGE AND CAREER PLANNING**

- A. The school district shall assist all students by no later than grade 9 to explore their educational college and career interests, aptitudes, and aspirations and develop a plan for a smooth and successful transition to postsecondary education or employment. All students' plans must:
1. provide a comprehensive plan to prepare for and complete career and college-ready curriculum by meeting state and local academic standards and developing career and employment-related skills such as teamwork, collaboration, creativity, communication, critical thinking, and good work habits;
  2. emphasize academic rigor and high expectations and inform the student and the student's parent or guardian, if the student is a minor, of the student's achievement level score on the Minnesota Comprehensive Assessments that are administered during high school;
  3. help students identify interests, aptitudes, aspirations, and personal learning styles that may affect their career and college-ready goals and postsecondary education and employment choices;
  4. set appropriate career and college-ready goals with timelines that identify effective means for achieving those goals;
  5. help students access education and career options;
  6. integrate strong academic content into career-focused courses and applied and experiential learning opportunities and integrate relevant career-focused courses and applied and experiential learning opportunities into strong academic content;
  7. help identify and access appropriate counseling and other supports and assistance that enable students to complete required coursework, prepare for postsecondary education and careers, and obtain information about postsecondary education costs and eligibility for financial aid and scholarship;
  8. help identify collaborative partnerships among pre-kindergarten through grade 12 schools, postsecondary institutions, economic development

agencies, apprenticeship programs, and local and regional employers that support students' transitions to postsecondary education and employment and provide students with applied and experiential learning opportunities; and

9. be reviewed and revised at least annually by the student, the student's parent or guardian, and the school district to ensure that the student's course-taking schedule keeps the student making adequate progress to meet state and local academic standards and high school graduation requirements and with a reasonable chance to succeed with employment or postsecondary education without the need to first complete remedial coursework.
- B. The school district may develop grade-level curricula or provide instruction that introduces students to various careers, but must not require any curriculum, instruction, or employment-related activity that obligates an elementary or secondary student to involuntarily select or pursue a career, career interest, employment goals, or related job training.
  - C. Educators must possess the knowledge and skills to effectively teach all English learners in their classrooms. School districts must provide appropriate curriculum, targeted materials, professional development opportunities for educators, and sufficient resources to enable English learners to become career and college-ready.
  - D. When assisting students in developing a plan for a smooth and successful transition to postsecondary education and employment, school districts must recognize the unique possibilities of each student and ensure that the contents of each student's plan reflect the student's unique talents, skills, and abilities as the student grows, develops, and learns.
  - E. If a student with a disability has an Individualized Education Program (IEP) or standardized written plan that meets the plan components herein, the IEP satisfies the requirement, and no additional transition plan is needed.
  - F. Students who do not meet or exceed the 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 the compulsory attendance law. A student's plan under this provision shall continue while a student is enrolled.

## VI. CIVICS TEST

A. ~~A.~~—A student enrolled in a public school, beginning with students enrolled in Grade 9 in 2017-18, must correctly answer at least 30 of 50 civics test questions. A school or district may record on a student’s transcript that the student answered at least 30 of 50 civics test questions correctly.

~~A.~~

~~B.~~

C.B. “Civics test questions” means 50 of the 100 questions that, as of January 1, 2015, United States Citizenship and Immigration Services officers use to select the questions they pose to applicants for naturalization so the applicants can demonstrate their knowledge and understanding of the fundamentals of United States history and government, as required by federal law. The Learning Law and Democracy Foundation, in consultation with Minnesota civics teachers, must select by July 1 each year 50 of the 100 questions under this paragraph to serve as the state’s civics test questions for the proximate school year and immediately transmit the 50 selected civics test questions to MDE and to the Legislative Coordinating Commission, which must post the 50 questions it receives on the Minnesota’s Legacy website by August 1 of that year.

C. The school district may exempt a student with disabilities from this requirement if the student’s IEP team determines the requirement is inappropriate and establishes an alternative requirement.

D. The school district may administer the civics test questions in a language other than English to students who qualify for English learner services.

E. The school district may administer civics test questions as part of the social studies curriculum.

F. The school district must not prevent a student from graduating or deny a student a high school diploma for failing to correctly answer at least 30 of 50 civics test questions.

G. The school district cannot charge a fee related to this requirement.

***Legal References:***

Minn. Stat. § 120A.22 (Compulsory Instruction)

[Minn. Stat. § 120B.101 \(Curriculum\)](#)

Minn. Stat. § 120B.20 (Parental Curriculum Review)

Minn. Stat. § 120B.021 (Required Academic Standards)

Minn. Stat. § 120B.022 (Elective Standards)

[Minn. Stat. § 120B.023 \(Benchmarks Implement, Supplement Statewide Academic Standards\)](#)

Minn. Stat. § 120B.125 (Planning for Students’ Successful Transition to Postsecondary Education and Employment; Personal Learning Plans)



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Minn. Stat. § 120B.234 (Child Sexual Abuse Prevention Education)

Minn. Stat. § 120B.236 (Cardiopulmonary) Resuscitation and Automatic External Defibrillator Instruction)

***Cross References:***

MSBA/MASA Model Policy 603 (Curriculum Development)

MSBA/MASA Model Policy 605 (Alternative Programs)

***School Board Action:***

Adopted as Policy December 18, 2007 (Incorporates Policies 9.105, 9.106, 9.124, 9.125, 9.131, 9.132, 9.133, 9.135)

Revised July 15, 2008

Revised February 15, 2011

Revised July 17, 2012

Revised February 18, 2014

Revised April 18, 2017

Revised July 18, 2017

Revised November 19, 2019

Revised April 19, 2022

Revised November 15, 2022

Revised August 15, 2023

## 613 GRADUATION REQUIREMENTS

### I. PURPOSE

The purpose of this policy is to set forth requirements for graduation from Fridley Public Schools.

### II. GENERAL STATEMENT OF POLICY

It is the policy of the school district that all students must meet all state mandated requirements and must satisfactorily complete, as determined by the school district, all course credit requirements and graduation standards, as established by the School Board in order to graduate and to participate in the commencement ceremony.

### III. DEFINITIONS

- A. “Academic standard” means: (1) a statewide adopted expectation for student learning in the content areas of language arts, mathematics, science, social studies, physical education, or the arts, or (2) a locally adopted expectation for student learning in health, the arts, career and technical education, or world languages.
- B. “Credit” is equivalent to 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.
- C. “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.
- D. “Individualized Education Program,” or “IEP,” means a written statement developed for a student eligible by law for special education and services.
- E. “English learners” or “EL” student means an individual whose first language is not English and whose test performance may be negatively impacted by lack of English language proficiency.

E.F. “Required standard” means: (1) a statewide adopted expectation for student learning in the content areas of language arts, mathematics, science, social



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studies, physical education, and the arts, and (2) a locally adopted expectation for student learning in health.

#### IV. DISTRICT ASSESSMENT COORDINATOR

The Director of Teaching & Learning 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. GRADUATION ASSESSMENT REQUIREMENTS

- A. All students must complete state mandated graduation requirements and local credit requirements determined by the school district.
- B. All students must satisfactorily complete the required Minnesota Academic Standards, or have met the requirements of an IEP, a Section 504 accommodation plan, or alternative learning center.

#### VI. GRADUATION REQUIREMENTS

- A. Students must successfully complete, as determined by the school district, a total of 27 credits, including the following high school level course credits for graduation:
  - 1. Language arts: 4 credits;
  - 2. Mathematics: 3 credits, encompassing at least algebra, geometry, statistics and probability sufficient to satisfy the academic standard. Students must satisfactorily complete an algebra II credit or its equivalent;
  - 3. Science: 3 credits, including at least 1 credit each in biology, chemistry and physics;
  - 4. Social Studies/Humanities: 3.5 credits, encompassing at least United States history, geography, government and citizenship, world history, and economics,
  - 5. Students must complete a .5 credit in each of the following areas during both their ninth and tenth grade years:
    - The Arts: 1 credit total;
    - Physical Education/Health: 1.5 credits total ;

- Technology: 1 credit total;
- World Language: 1.5 credits total;

6. Elective Courses: A minimum of 8.5 credits;

Credit equivalencies

1. A one-half credit of economics taught in a school's agricultural, food, and natural resources education or business education program or department may fulfill a one-half credit in social studies under Paragraph 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 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 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 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 D., above.
3. A career and technical education credit may fulfill a mathematics or arts credit requirement under Paragraph B. or Paragraph F., above.
4. A computer science credit may fulfill a mathematics credit requirement under Paragraph B., above, if the credit meets state academic standards in mathematics.
5. A Project Lead the Way credit may fulfill a mathematics or science credit requirement under Paragraph B. or Paragraph D., above, if the credit meets the state academic standards in mathematics or science.
6. An ethnic studies course may fulfill a social studies, language arts, arts, math, or science credit if the course meets the applicable state academic standards. An ethnic studies course may fulfill an elective credit if the course meets applicable local standards or other requirements.

**[Note: Starting in the 2026-27 school year, a high school must offer an ethnic studies course; in elementary and middle schools by the 2027-28 school year.]**

- B. A career and technical education credit may fulfill an arts credit requirement if the credit satisfies state or local academic standards in the arts.



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## 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 on an annual basis.\* A school district must use the current world languages standards developed by the American Council on the Teaching of Foreign Languages.
- \* Reviews are required to be conducted on a periodic basis. Therefore, this time period may be changed to accommodate individual school district needs.
- 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.

## VIII. EARLY GRADUATION



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Students may be considered for early graduation, as provided for within Minnesota Statutes section 120B.07, upon meeting the following conditions:

- A. All course or standards and credit requirements must be met;
- B. The principal or designee shall conduct an interview with the student and parent or guardian, familiarize the parties with opportunities available in post-secondary education, and arrive at a timely decision; and
- C. The principal's decision shall be in writing and may be subject to review by the superintendent and School Board.

## IX. NOTICE

The school district will notify students and their parents of the school district's graduation requirements, through the school's registration materials, within 30 working days of a student's entry into grade nine or higher.

### ***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 (Credits)

Minn. Stat. § 120B.07 (Early Graduation)

Minn. Stat. § 120B.11 (School District Process for Reviewing Curriculum, Instruction, and Student Achievement; Striving for the World's Best Workforce)

Minn. Stat. § 120B.125 (Planning for Students' Successful Transition to Postsecondary Education and Employment; Personal Learning Plans)

Minn. Stat. § 120B.30 (Statewide Testing and Reporting System)

Minn. Rules Parts 3501.0640-3501.0655 (Academic Standards for Language Arts)

Minn. Rules Parts 3501.0700-3501.0745 (Academic Standards for Mathematics)

Minn. Rules Parts 3501.0820 (Academic Standards for the Arts)

Minn. Rules Parts 3501.0900-3501.0955 (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 3501.1400-3501.1345 (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:***

MSBA/MASA Model Policy 104 (School District Mission Statement)



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MSBA/MASA Model Policy 601 (School District Curriculum and Instruction Goals)  
MSBA/MASA Model Policy 614 (School District Testing Plan and Procedure)  
MSBA/MASA Model Policy 615 (Testing, Accommodations, Modifications, and Exemptions for IEP, Section 504 Plans, and LEP Students)  
MSBA/MASA Model Policy 616 (School District System Accountability)

***School Board Action:***

Adopted as Policy January 15, 2008; Incorporates Policies 8.406, 9.111, 9.114, 9.121

Revised July 15, 2008

Revised January 18, 2011

Revised September 20, 2011

Revised January 21, 2014

Revised June 21, 2016

Revised January 21, 2020

Revised April 19, 2022

Reviewed/No Changes October 2022

Revised August 15, 2023



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## 616 School District Systems Accountability

### I. PURPOSE

The purpose of this policy is to focus public education strategies on a process that promotes higher academic achievement for all students and ensures broad-based community participation in decisions regarding the implementation of the Minnesota K-12 Academic Standards and federal law.

### II. GENERAL STATEMENT OF POLICY

Implementation of the Minnesota K-12 Academic Standards and federal law requires accountability for the school district. The school district established a system to transition to the graduation requirements of the Minnesota K-12 Academic Standards. The school district also established a system to review and improve instruction, curriculum, and assessment which will include substantial input by students, parents or guardians, and local community members. The school district will be accountable to the public and the state through annual reporting.

### III. DEFINITIONS

A. “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.

~~B. “Graduation Standards” means the credit requirements and locally adopted content standards or Minnesota K-12 Academic Standards that school districts must offer and certify that students complete to be eligible for a high school diploma.~~

~~B.~~ “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. ESTABLISHMENT OF GOALS; IMPLEMENTATION; EVALUATION AND REPORTING

A. School District Goals.

1. The school board shall establish district-wide goals that provide broad direction for the school district. Incorporated in these goals are the graduation and education standards contained in the Minnesota K-12 Academic

Standards and federal law. The broad goals shall be reviewed annually.

- B. System for Reviewing All Instruction and Curriculum. Incorporated in the process will be analysis of the school district's progress toward implementation of the Minnesota Academic Standards. Instruction and curriculum shall be reviewed and evaluated by taking into account strategies and best practices, student outcomes, principal evaluations under Minnesota Statutes section 123B.147, subd. 3, and teacher evaluations under Minnesota Statutes section 122A.40, or 122A.41.
- C. Implementation of Graduation Requirements
2. The Director of Teaching & Learning shall advise the School Board on implementation of the state and local graduation requirements, including K-12 curriculum, assessment, student learning opportunities, and other related issues. The School Board shall receive public input and comment and shall adopt or update this policy at least annually.
  3. The School Board shall annually review and determine if student achievement levels at each school site meet federal expectations. If the School Board determines that student achievement levels at a school site do not meet federal expectations and the site has not made adequate yearly progress for two consecutive school years, the Director of Teaching & Learning shall work with the school site to adopt a plan to raise student achievement levels to meet federal expectations.
  4. The educational assessment system component utilized by the School Board to measure individual students' educational progress must be based, to the extent annual tests are administered, on indicators of current achievement ~~growth~~ that show growth relative to an individual student's prior achievement. Indicators of achievement and prior achievement must be based on highly reliable statewide or districtwide assessments. The School Board will utilize models developed by the Commissioner for measuring individual student progress. The school board must coordinate with MDE in evaluating school sites and continuous improvement plans, consistent with best practices.
- D. District Advisory Committee
1. By October 15 of each year, the District Advisory Committee shall meet to advise and assist the school district in the implementation of the school district system accountability and comprehensive continuous improvement process and implementation of the Minnesota Academic Standards.
  2. The District Advisory Committee, working in cooperation with other committees of the school district shall provide active community



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participation in:

- a. Reviewing the school district instructional and curriculum plan, with emphasis on implementing the Minnesota K12 Academic Standards;
- b. Identifying annual instruction and curriculum improvement goals for recommendation to the school board;
- c. Making recommendations regarding the assessment and evaluation process that will be used to measure progress toward the district goals; and
- d. Advising the school board about development of the annual budget.

3. The District Advisory Committee shall meet the following criteria:

- a. The District Advisory Committee shall ensure active community participation in all planning for instruction and curriculum affecting Minnesota Academic Standards.
- b. The District Advisory Committee shall make recommendations to the school board on school district-wide standards, assessments, and program evaluation.
- c. Building teams may be established as subcommittees to develop and implement a site improvement plan and to carry out methods to improve instruction, curriculum, and assessments as well as methods to use technology in meeting the school district improvement plan.

~~4. The District Advisory Committee shall, when possible, be comprised of two-thirds community representatives and shall reflect the diversity of the community. Included in its membership should be:~~

~~Director of Teaching and Learning~~

~~Director of Special Services~~

~~Equity and Inclusion Coordinator~~

~~b. Principal~~

~~e. School Board Member~~

- ~~d. Student Representatives~~
- ~~e. One teacher from each building or instructional level~~
- ~~f. Two parents from each building or instructional level~~
- ~~g. Two residents without school-aged children, non-representative of local business or industry~~
- ~~h. Two residents representative of local business or industry~~

~~School District Test Administrator (if different from "a." above)~~

~~45.~~ Translation services should be provided to the extent appropriate and practical.

E. Reporting.

1. Consistent with Minnesota Statutes section 120B.36, sub~~division~~- 1, the school board shall publish a report in the local newspaper with the largest circulation in the district, by mail, or by electronic means on the school district website. The school board shall hold an annual public meeting to review and revise, where appropriate, student achievement goals, local assessment outcomes, plans, strategies, and practices for improving curriculum and instruction, and to review school district success in realizing the previously adopted student achievement goals and related benchmarks and the improvement plans leading to the worlds' best workforce. The school board must transmit an electronic summary of its report to the Commissioner in the form and manner the Commissioner determines. The school district shall periodically survey affected constituencies about their connection to and level of satisfaction with school. The school district shall include the results of this revaluation in its summary report to the Commissioner.
2. The school performance report for a school site and a school district must include performance reporting information and calculate proficiency rates as required by the most recently reauthorized Elementary and Secondary Education Act.
3. The school district must annually report the district's class size ratios by each grade to the commissioner of education in the form and manner specified by the commissioner.



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2.3. 4. The school district must report whether programs funded with compensatory revenue are consistent with best practices demonstrated to improve student achievement.

**Legal References:**

Minn. Stat. § 120B.018 (Definitions)

Minn. Stat. § 120B.02 (Educational Expectations and Graduation Requirements for Minnesota's Students)

Minn. Stat. § 120B.11 (School District Process for Reviewing Curriculum, Instruction, and Student Achievement; Striving for the World's Best Workforce)

Minn. Stat. § 120B.35 (Student Academic Achievement and Growth)

Minn. Stat. § 120B.36 (School Accountability)

Minn. Stat. § 122A.40 (Employment; Contracts; Termination)

Minn. Stat. § 122A.41 (Teacher Tenure Act; Cities of the First Class; Definitions)

Minn. Stat. § 123B.04 (Site Decision Making; Individualized Learning Agreement; Other Agreements)

Minn. Stat. § 123B.147(Principals)

Minn. Stat. § 126C.12 (Learning and Development Revenue Amount and Use)

Minn. Rules Parts 3501.0640-3501.0655 (Academic Standards for Language Arts)

Minn. Rules Parts 3501.0700-3501.0745 (Academic Standards for Mathematics)

Minn. Rules Parts 3501.0820(Academic Standards for the Arts)

Minn. Rules Parts 3501.0900-3501.0955 (Academic Standards in Science)

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.* (No Child Left Behind Act)

**Cross References:**

MSBA/MASA Model Policy 104 (School District Mission Statement)

MSBA/MASA Model Policy 601 (School District Curriculum and Instruction Goals)

MSBA/MASA Model Policy 613 (Graduation Requirements)

MSBA/MASA Model Policy 614 (School District Testing Plan and Procedure)

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

MSBA/MASA Model Policy 617 (School District Ensurance of Preparatory and High School Standards)

MSBA/MASA Model Policy 618 (Assessment of Student Achievement)

MSBA/MASA Model Policy 619 (Staff Development for Standards)

MSBA/MASA Model Policy 620 (Credit for Learning)

**School Board Action:**

Adopted as Policy June 21, 2016

Revised June 18, 2019

Revised January 21, 2020

Revised June 15, 2021

Revised April 19, 2022



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Revised August 15, 2023

***Annual Review:***

<u>Month</u>	<u>Year</u>	<u>Notes</u>
April	2022	Reviewed / Updated
November	2022	Reviewed / No updates
<u>August</u>	<u>2023</u>	<u>Reviewed / Updated</u>

## 618 Assessment of Student Achievement

### I. PURPOSE

The purpose of this policy is to institute a process for the establishment and revision of assessments to measure achievement toward meeting the Minnesota Academic Standard, track academic progress over time, and provide Minnesota graduates information related to career and college readiness.

### II. GENERAL STATEMENT OF POLICY

The school district shall establish a procedure by which students shall complete the Graduation Standards. This procedure includes the adoption of performance assessment methods to be used in measuring student performance. The school district strives to continually enhance student achievement of Graduation Standards.

### III. DEFINITIONS

A. “Academic standard” means a summary description of student learning in a required content area or elective content area.

A-B. “Benchmark” means the academic knowledge and skills students must achieve at each grade level or high school level to satisfactorily complete a state standard.

B-C. “Career and college ready,” for purposes of statewide accountability, means a high school graduate has the knowledge, skills, and competencies to successfully pursue a career pathway, including postsecondary credit leading to a degree, diploma, certificate, or industry-recognized credential and employment. Students who are career and college ready are able to successfully complete credit-bearing coursework at a two-or four-year college or university or other credit-bearing postsecondary program without need for remediation.

~~C.~~ ~~“Computer adaptive assessments” or “fully adaptive assessments” include on-grade level test items and items that may be above or below a student’s grade level.~~

D. “Cultural competence,” for purposes of statewide accountability, means the ability and will to interact effectively with people of different cultures, native languages, and socioeconomic backgrounds.

E. “Elective standards” are the academic standards adopted by the school district in the subject areas of career and technical education and world languages.

F. “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, or other cooperative work experience, youth apprenticeship, or employment.

~~G. “Fully adaptive assessments” include on-grade level test items and items that may be above or below a student's grade level.~~

~~H. “On-grade level” test items contain subject area content that is aligned to state academic standards for the grade level of the student taking the assessment.~~

~~I.G. “Required standard” means (1) a statewide adopted expectation for student learning in the content areas of English-language arts, mathematics, science, social studies, physical education, and the arts, or and (2) a locally adopted expectation for student learning in health or the arts.~~

#### IV. ESTABLISHMENT OF CRITERIA FOR ASSESSMENT

- A. The district shall establish criteria by which student performance toward Graduation Standards and elective standards are to be evaluated and approved.
- B. The superintendent shall ensure that students and parents or guardians are provided with notice of the process by which academic standards will be assessed.
- C. Staff members will be expected to utilize staff development opportunities to the extent necessary to ensure effective implementation and continued improvement of the implementation of assessments under the Minnesota Academic Standards.

#### V. STANDARDS FOR MINNESOTA ACADEMIC STANDARDS PERFORMANCE ASSESSEMENTS

A. Benchmarks

The school district will offer and students must achieve all benchmarks for an academic standard to satisfactorily complete that state standard. These benchmarks will be used by the school district and its staff in developing tests to measure student academic knowledge and skills.

B. Statewide Academic Standards Testing

1. The school district will utilize statewide assessments developed from and aligned with the state's required academic standards as these tests become available to evaluate student progress toward career and college readiness in the context of the state's academic standards. If a state assessment is not available, the school district will determine if a student has met the required academic standards through locally developed assessments.
2. The school district will administer annually, in accordance with the process determined by MDE, the state-constructed tests aligned with state standards to all students in grades 3 through 8 and at the high school level as follows:
  - a. computer-adaptive reading and mathematics assessments in grades 3 through 8;
  - b. high school reading and mathematics and a high school writing test, when it becomes available; and
  - c. science assessments in one grade in the grades 3 through 5 span, the grades 6 through 8 span, and a life science assessment in the grades 9 through 12 span (a passing score on high school science assessments is not a condition of receiving a diploma);
3. The school district will develop and administer locally constructed tests in social studies, health and physical education, and the arts to determine if a student has met the required academic standards in these areas.
4. Students for whom the statewide or locally constructed tests are inappropriate, as determined by the student's individualized education program (IEP) team, or students with limited English proficiency, shall be exempt from statewide assessments according to policy set forth by MDE. The school district will report student exemptions MDE consistent with the format provided by MDE. Alternative assessments shall be provided to students exempt from the statewide tests.
5. The school district may use a student's performance on a statewide assessment as one of the multiple criteria to determine grade promotion or retention. The school district also may use a high school student's performance on a statewide assessment as a percentage of the student's final grade in a course, or place a student's assessment score on the student's transcript.
6. For students in grade 8, the school district must record on the high school transcript a student's progress toward career and college readiness. For



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other students, this record of progress must be made as soon as practicable. In addition, the school district may include a notation of high achievement on the high school diplomas of those graduating seniors who, according to established School Board criteria, demonstrate exemplary academic achievement during high school.

7. Students who do not meet or exceed the Minnesota Academic Standards, as measured by the Minnesota Comprehensive Assessments administered in high school, must be informed that admission to a public school is free and available to any resident under 21 years of age. The school district will determine how this notice is given.

### C. Student Participation

1. The Minnesota Commissioner of Education must create and publish a form for parents and guardians that:

- a. explains the need for state academic standards;
- b. identifies the state assessments that are aligned with state standards;
- c. identifies the consequences, if any, the school or student may face if a student does not participate in state or locally required standardized assessments;
- d. states that students who receive a college ready benchmark on the high school Minnesota Comprehensive Assessment are not required to take a remedial, noncredit course at a Minnesota state college or university in the corresponding subject area;
- e. summarizes the provisions in Minnesota Statutes section 120B.301(a) and (c); and
- f. notifies a parent of the right to not have the parent's child participate in the state and locally required assessments and asks a parent that chooses to not have a child participate in the assessments the basis for the decision.

2. The school district must post the form created by the Commissioner on the school district website and include it in the school district's student handbook.

## VI. Rigorous Course of Study Waiver



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- A. Upon receiving a student’s application signed by the student’s parent or guardian, the school district must declare that a student meets or exceeds a specific academic standard required for graduation if the School Board determines that the student:
  - 1. is participating in a course of study, including an advanced placement or international baccalaureate course or program; a learning opportunity outside the curriculum of the school district; or an approved preparatory program for employment or postsecondary education that is equally or more rigorous than the corresponding state or local academic standard required by the school district;
  - 2. would be precluded from participating in the rigorous course of study, learning opportunity, or preparatory employment or postsecondary education program if the student were required to achieve the academic standard to be waived; and
  - 3. satisfactorily completes the requirements for the rigorous course of study, learning opportunity, or preparatory employment or postsecondary education program.
- B. The School Board also may formally determine other circumstances in which to declare that a student meets or exceeds a specific academic standard that the site requires for graduation under this section.
- C. A student who satisfactorily completes a postsecondary enrollment options course or program or an advanced placement or international baccalaureate course or program is not required to complete other requirements of the academic standards corresponding to that specific rigorous course of study.

## VII. CAREER EXPLORATION ASSESSMENT

- A. Student assessments, in alignment with state academic standards, shall include clearly defined career and college readiness benchmarks and satisfy Minnesota’s postsecondary admissions requirements. Achievement and career and college readiness in mathematics, reading, and writing must also be assessed. When administering formative or summative assessments used to measure the academic progress, including the oral academic development, of English learners and inform their instruction, schools must ensure that the assessments are accessible to the students and students have the modifications and supports they need to sufficiently understand the assessments.
- B. On an annual basis, the school district must use the career exploration elements in these assessments, beginning no later than grade 9, to help students and their

families explore and plan for postsecondary education or careers based on the students' interests, aptitudes, and aspirations. The school district must use timely regional labor market information and partnerships, among other resources, to help students and their families successfully develop, pursue, review, and revise an individualized plan for postsecondary education or a career. This process must help increase students' engagement in and connection to school, improve students' knowledge and skills, and deepen students' understanding of career pathways as a sequence of academic and career courses that lead to an industry-recognized credential, an associate's degree, or a bachelor's degree and are available to all students, whatever their interests and career goals.

- C. All students, except those eligible for alternative assessments, must be given the opportunity to participate ~~on~~in a nationally normed college entrance exam in grade 11 or 12. A student under this paragraph who demonstrates attainment of required state academic standards on these assessments, which include career and college readiness benchmarks, is academically ready for a career or college and is encouraged to participate in courses awarding college credit to high school students. Such courses and programs may include sequential courses of study within broad career areas and technical skill assessments that extend beyond course grades.

To the extent state funding for college entrance exam fees is available, the school district will pay the cost, one time, for an interested student in grade 11 or 12, who is eligible for a free or reduced-priced meal, to take a nationally recognized college entrance exam before graduating. The school district may require a student who is not eligible for a free or reduced-priced meal to pay the cost of taking a nationally recognized college entrance exam. The school district will waive the cost for a student who is unable to pay.

- D. 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.
- E. In developing, supporting, and improving students' academic readiness for a career or college, the school district must have 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 need for postsecondary remediation.

***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)



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Minn. Stat. § 120B.022 (Elective Standards)  
Minn. Stat. § 120B.023 (Benchmarks)  
Minn. Stat. § 120B.11 (School District Process for Reviewing Curriculum Instruction, and Student Achievement; Striving for the World’s Best Workforce)  
Minn. Stat. § 120B.30 (Statewide Testing and Reporting System)  
Minn. Stat. § 120B.31 (System Accountability and Statistical Adjustments)  
Minn. Rules Parts 3501.0505-3501.0655 (Academic Standards for Language Arts)  
Minn. Rules Parts 3501.0700-3501.0745 (Academic Standards for Mathematics)  
Minn. Rules Parts 3501.0820 (Academic Standards for the Arts)  
Minn. Rules Parts 3501.0900-3501.0960 (Academic Standards in Science)  
Minn. Rules Parts 3501.1300-3501.1345 (Academic Standards for Social Studies)  
Minn. Rules Parts 3501.1300-3501.1410 (Academic Standards for Physical Education)  
20 U.S.C. § 6301, *et seq.* (Every Student Succeeds Act)

***Cross References:***

MSBA/MASA Model Policy 104 (School District Mission Statement)  
MSBA/MASA Model Policy 601 (School District Curriculum and Instruction Goals)  
MSBA/MASA Model Policy 613 (Graduation Requirements)  
MSBA/MASA Model Policy 616 (School District System Accountability)

***School Board Action:***

Adopted as Policy 9.147 June 16, 1998  
Revised as Policy 618 June 17, 2008  
Revised November 16, 2010  
Revised July 17, 2012  
Revised June 21, 2016  
Revised April 18, 2017  
Revised January 21, 2020  
Revised January 17, 2023  
Revised August 15, 2023



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## 620 CREDIT FOR LEARNING

### I. PURPOSE

~~The purpose of this~~ This policy ~~is to~~ recognizes student achievement ~~which that~~ occurs in ~~Post-Secondary Enrollment Options~~ postsecondary enrollment option and other advanced enrichment programs. ~~The purpose of t~~ This policy ~~is also to~~ recognizes student achievement ~~which that~~ occurs in other schools, in alternative learning sites, and in out-of-school experiences such as community organizations, work-based learning, and other educational activities and opportunities. ~~The purpose of this~~ This policy ~~also is to~~ addresses ~~the~~ transfer of student credit from out-of-state, private, or home schools and online learning programs and to address how the school district will recognize student achievement obtained outside of the school district.

### II. GENERAL STATEMENT OF POLICY

The school district will provide a process for awarding students credit toward graduation requirements for credits and grades students complete in other schools, ~~post-secondary~~ postsecondary or higher education institutions, and online courses and programs.

### III. DEFINITIONS

- A. "Accredited school" means a school that is accredited by an accrediting agency, recognized according to Minnesota Statutes, section 123B.445 or recognized by the Commissioner of the Minnesota Department of Education (Commissioner).
- B. "Concurrent enrollment" means nonsectarian courses in which an eligible pupil under subdivision 5 or 5b enrolls to earn both secondary and postsecondary credits, are taught by a secondary teacher or a postsecondary faculty member, and are offered at a high school for which the district is eligible to receive concurrent enrollment program aid under Minnesota Statutes, section 124D.091.
- C. "Course" means a course or program.
- D. "Eligible institution" means a Minnesota public postsecondary institution, a private, nonprofit two-year trade and technical school granting associate degrees, an opportunities industrialization center accredited by an accreditor recognized by the United States Department of Education, or a private, residential, two-year or four-year, liberal arts, degree-granting college or university located in Minnesota. An eligible institution must not require a faith statement from a secondary student seeking to enroll in a postsecondary course under this section during the application process or base any part of the admission decision on a student's race,



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creed, ethnicity, disability, gender, or sexual orientation or religious beliefs or affiliations.

E. “Nonpublic school” is a private school or home school in which a child is provided instruction in compliance with the Minnesota compulsory attendance laws.

F. “Weighted grade” is a letter or numerical grade that is assigned a numerical advantage when calculating the grade point average.

#### IV. GRADUATION CREDITS

Prior approval by the school district administration is required for all secondary credits granted to a student through a post-secondary enrollment options course or program or on-line learning course or program that shall be counted toward the graduation and credit requirements of a student completing the Minnesota Academic Standards.

#### ***Legal References:***

- Minn. Stat. § 120B.02 (Educational Expectations and Graduation Requirements for Minnesota’s Students)
- Minn. Stat. § 120B.021 (Required Academic Standards)
- Minn. Stat. § 120B.11 (School District Process for Reviewing Curriculum, Instruction, and Student Achievement; Striving for the World’s Best Workforce)
- Minn. Stat. § 120B.14 (Advanced Academic Credit)
- Minn. Stat. § 123B.02 (General Powers of Independent School Districts)
- Minn. Stat. § 123B.445 (Nonpublic Education Council)
- Minn. Stat. § 1204D.03, Subd. 9 (Enrollment Options Program)
- Minn. Stat. § 124D.09 (Post-Secondary Enrollment Options Act)
- Minn. Stat. § 124D.095 (On-Line Learning Option)
- Minn. Rules Parts 3501.0640-3501.0655 (Academic Standards for Language Arts)
- Minn. Rules Parts 3501.0700-3501.0745 (Academic Standards for Mathematics)
- Minn. Rules Parts 3501.0820 (Academic Standards for Arts)
- Minn. Rules Parts 3501.0900-3501.0960 (Academic Standards in Science)
- 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)

#### ***Cross References:***

- MSBA/MASA Model Policy 104 (School District Mission Statement)
- MSBA/MASA Model Policy 601 (School District Curriculum and Instruction Goals)
- MSBA/MASA Model Policy 613 (Graduation Requirements)
- MSBA/MASA Model Policy 616 (School District System Accountability)



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## MSBA/MASA Model Policy 618 (Assessment Student Achievement)

### ***School Board Action:***

Adopted as Policy December 18, 2007 (Incorporates Policies 8.403, 8.407, 9.149, 9.511)

Revised August 8, 2011

Revised June 21, 2016

Revised January 17, 2023



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## **(\*\*NEW\*\*) 621 LITERACY AND THE READ ACT**

### **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 a 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 the Minnesota Department of Education (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 by June 15 in the form and manner determined by the MDE 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.1118, 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.1118.
- 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 of MDE 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 a 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 of MDE 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 of MDE 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.1118 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.1118;
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.1118 (Read Act Definitions)  
Minn. Stat. § 120B.12 (Read Act Goal and Interventions)



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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

**School Board Action:** *Adopted as policy on August 15, 2023*

## Personnel Changes 2023-2024

### New Contracts and Amendments per Master Agreements (2023-2024)

First Name	Last Name	Assignment	Step/Lane/Salary	School
Celeste	Acosta	Social Worker	MA Step 4	FMS
Anisa	Alnizami	Preschool Teacher	BA / Step 1	FCC
Callie	Bachler	Heath Assistant	Step 4	FHS
Lauren	Backstrom	Assistant Girls Soccer Coach	Schedule C	FHS
Lance	Bailey	Assistant Football Coach	Schedule C	FHS
Lance	Bailey	Football Coach	Schedule C	FMS
Jennifer	Bardenpratt	AVID Tutor	Casual Employee	FHS
Mikaela	Barthel	Volleyball Coach	Schedule C	FMS
Jaimie	Beran	Assistant Varsity Volleyball Coach	Schedule C	FHS
Darrion	Branscomb	Assistant Football Coach	Schedule C	FHS
Kelli	Bush	Grade 1	BA Step 1	RLS
Bridget	Catton	6th Grade Teacher	BA Step 1	FMS
Carly	Clements	Physics Teacher	MA Step 1	FHS
Amanda	Connolly	CTE/Special Ed Teacher	MA+10 / Step 13	FHS
Amanda	Connolly	Special Education Teacher	MA +10 Step 13	FHS
Christopher	Cudnowski	Chemistry Teacher & Building Sub	MA Step 2	FHS
Sarah	Dela Cruz	Sped Teacher	BA Step 1	HYS
Grace	Donovan	Grade K	BA Step 5	HYS
Kelley	Dunbar	Reading Intervention Teacher	BA Step 17	HYS
Matthew	Ferry	Activities Coordinator	Schedule C	FMS
Matthew	Ferry	Boys Soccer Coach	Schedule C	FMS
Joseph	Frazier	Building Sub	BA	FMS
Breanna	Green	Math Teacher	BA Step 1	FHS
Josh	Groth	Assistant Football Coach	Schedule C	FMS
Stephanie	Haage	Reading Intervention Teacher	MA Step 12	RLS
Ayn	Harris	Building Sub	BA	RLS
Juliana	Harris	Assistant Volleyball Coach	Schedule C	FHS
Anthony	Helmer	Assistant Girls Tennis Coach	Schedule C	FHS
Trevor	Hess	Assistant Football Coach	Schedule C	FHS
Trevor	Hess	Special Education Teacher	BA / Step 3	FMS
Rachel	Imholte	Work based Teacher	MA+40 / Step 17	FHS
Kirkja	Janson	Biology & FACS Teacher	MA +10 Step 17	FHS
Hannah	Johnson	Assistant Cross Country Coach	Schedule C	FHS
Joseph	Kornbaum	Math Teacher	MA Step 2	FHS
Michael	Kovash	Math Teacher	BA Step 1	FHS
Kimberly	Lewis	Dean of Students	BA + 30 Step 14	FHS
Jordan	Likness	Dean of Students	MA Step 10	FMS
Kristina	Marchetti	Speech Clinician	MA Step 9	DO
William	McKenzie	4th Grade Teacher	BA +30 Step 1	HYS
Abigail	Meyer	Preschool Teacher	BA Step 3	FCC
Kenadee	Meyer	Kindergarten Teacher	BA Step 1	HYS

First Name	Last Name	Assignment	Step/Lane/Salary	School
Peyton	Miller	Psychologist	MA +20 Step 3	HYS
Jaxon	Moe	Assistant Football Coach	Schedule C	FHS
Matt	Nalepka	Assistant Football Coach	Schedule C	FHS
Terrell	Nyangai	Assistant Football Coach	Schedule C	FHS
Siena	Olson	Band	BA Step 1	FHS
Camille	Rasmussen	Volleyball Coach	Schedule C	FMS
Nick	Rathke	Assistant Football Coach	Schedule C	FHS
Matthew	Retterath	Biology Teacher	MA Step 4	FHS
Dana	Risler	4th Grade Teacher	BA Step 17	HYS
John	Swanson	Assistant Football Coach	Schedule C	FHS
Jennifer	Tousignant	Kindergarten Teacher	MA +10 Step 17	RLS
Patrick	Uhrich	Special Education Teacher	MA Step 17	HYS
Gabrielle	Viktora	Grade 3 Teacher	BA Step 3	HYS
Sam	Vossler	Assistant Cross Country Coach	Schedule C	FHS
Berit	Wickland	Special Education Teacher	BA +10 Step 3	FHS
Jamie	Wilson	B Squad Volleyball Coach	Schedule C	FHS
Catherine	Winter	Special Education Teacher	BA Step 1	FHS
Philip	Wolney	Girl Soccer Coach	Schedule C	FMS
Markai	Wotoe	Assistant Cheer Coach	Schedule C	FHS
Pu	Xu	Building Sub	MA	FHS

#### Individual Contracts (2023-2024)

First Name	Last Name	Assignment	Step/Lane/Salary	School
Lori	Andler	Executive Assistant	Individual Contract	District
Andrea	Baker	Finance Specialist	Individual Contract	District
Emily	La Fave	Payroll Specialist	Individual Contract	District
Aloda	Sims	Lead E/I Specialist	Addendum	District

#### Leaves of Absence (2023-2024)

- Jenny De Mars has requested a leave of absence from her teacher position at the ALC from January 3, 2024 through February 14, 2024.
- Susan Kim requested a leave of absence from her teacher position at Fridley High School from August 28, 2023 through September 11, 2023.
- Charlene Romero has requested a leave of absence from her cook position at Fridley Middle School from October 4, 2023 through October 18, 2023.
- Mikaela Barthel has requested a leave of absence from her teacher position at Fridley Middle School from January 13, 2024 through April 16, 2024.

#### Resignations (2023-2024)

- Mia Armstrong resigned her paraeducator position at Stevenson Elementary School, effective August 29, 2023
- Heather Dunham-Sunde resigned her Reading Teacher position at Hayes Elementary School, effective September 28, 2023
- Amy Engler resigned her Dean of Students position at Fridley High school effective August 25, 2023
- Linda Groth resigned her cook position at Fridley High School, effective September 13, 2023
- Simon Lovera resigned his custodian position at Fridley High School effective August 21, 2023
- Danielle Redden resigned her Health Assistant position at Fridley Middle School, effective August 24, 2023

- Jamie Woods resigned her Secretary to the High School Principal position at Fridley High School, effective July 7, 2023

**Terminations (2023-2024)**

- Thomas Darsaw was terminated from his custodian position at Stevenson Elementary School effective August 29, 2023.

**ASSIGNMENT AND ASSUMPTION AGREEMENT**  
**(ASSUMED CONTRACTS)**

THIS ASSIGNMENT AND ASSUMPTION AGREEMENT (this "Agreement") is made effective as of the 14th day of August 2023, by and between R And D Transportation, Inc, a Minnesota corporation ("Assignor"), and Halo Transportation, LLC, a Minnesota limited liability company (the "Assignee"). Terms used herein and not otherwise defined herein have their respective meanings as set forth in the Asset Purchase Agreement, effective as of August 14, 2023 (the "Asset Purchase Agreement").

WITNESSETH:

WHEREAS, pursuant and subject to the terms and conditions of the Asset Purchase Agreement, the Assignor agreed to assign to the Assignee all of Assignor's rights, duties and obligations with respect to the Assumed Contracts, and the Assignee agreed to accept such assignment and assume all of the rights, duties and obligations of the Assignors with respect to the Assumed Contracts;

WHEREAS, the parties now desire to effectuate the assignment and assumption of the Assumed Contracts pursuant to the terms and conditions of this Agreement;

NOW, THEREFORE, in consideration of the premises and for other good and valuable consideration, the receipt and sufficiency of which is hereby acknowledged, the Assignee and each Assignor hereby agree as follows:

1. Assignment and Assumption. Assignor hereby assigns to the Assignee, and the Assignee hereby assumes, the Assumed Contracts as set forth in the Asset Purchase Agreement and listed on Exhibit A hereto (the "Assumed Contracts"). The Assignee by this Agreement shall become entitled to all rights, titles, obligations and interests of the Assignor in and to the Assumed Contracts and hereby assumes, agrees to pay, perform and discharge as and when due, without recourse to Assignor, all liabilities and obligations of Assignor with respect to the Assumed Contracts as if the Assignee were the original party thereto or owner thereof.

2. Retained Liabilities and Excluded Assets. Notwithstanding anything to the contrary herein, or in any other writing delivered in connection herewith, the Assignee assumes no liability or obligation with respect to, and Assignors retain full and complete responsibility for, and full obligation and liability with respect to any retained liabilities or excluded assets.

3. Further Actions. Assignor covenants and agrees to warrant and defend the assignment of the Assumed Contracts hereby made against all persons whomsoever, to take all steps reasonably necessary to establish the record of the Assignee's title to the Assumed Contracts and, at the request of Assignee, to execute and deliver further instruments of transfer and take such other action as the Assignee

may reasonably request to more effectively transfer to and vest in the Assignee each of the Assigned Assets, all at the sole cost and expense of the Assignors.

4. Conflict. This Agreement is made subject to and with the benefit of the representations, warranties and other provisions of the Asset Purchase Agreement. No provision of this Agreement shall be deemed to enlarge, alter or amend the terms or provisions of the Asset Purchase Agreement or constitute a waiver or release by any party of any liabilities imposed on another party by the terms of the Asset Purchase Agreement, including, without limitation, the representations and warranties contained therein, which shall not merge into but shall survive this Agreement and continue in full force and effect for the applicable periods in the Asset Purchase Agreement. In the event that any provision of this Agreement is construed to conflict with any provision of the Asset Purchase Agreement, the provision in the Asset Purchase Agreement shall be deemed controlling.

5. Counterparts. This Agreement may be executed in counterparts, each of which shall be deemed an original, but all of which shall constitute one and the same instrument.

*[Signature Page Follows]*

IN WITNESS WHEREOF, the undersigned have executed this Assignment and Assumption Agreement as of the date first above written.

ASSIGNOR:

R And D Transportation, Inc

By: Rob [Signature]  
Its: VICE PRESIDENT PRESIDENT

ASSIGNEE:

Halo Transportation, LLC

By: [Signature]  
Its: PRESIDENT

**Exhibit A**

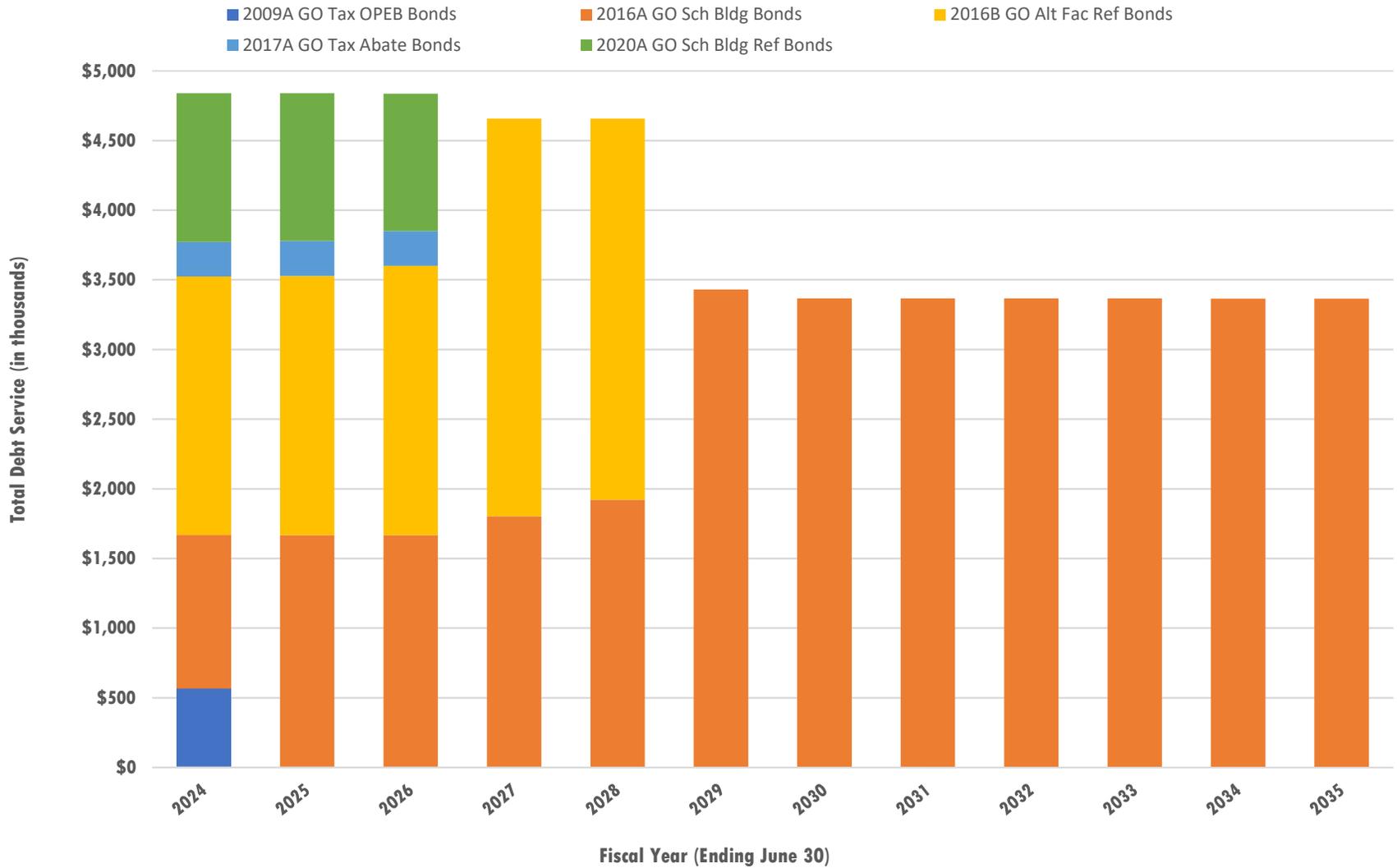
**Assumed Contracts**

Student Transportation Agreement with Independent School District 621,  
Mounds View Public Schools dated May 2020.

Agreement to Perform Transportation Services with Fridley Public School  
executed in April 2022.

# Independent School District No 14 (Fridley Public Schools), Fridley, Minnesota

## General Obligation Debt



Minnesota Department of Education  
Levy Limitation and Certification Report  
2023 Payable 2024

District Number-Type: 0014-01  
District Name: Fridley Public School District  
Home County: ANOKA

Date Printed: 9/18/23  
Limits Updated: 9/18/23  
Proposed Submitted: 9/18/23

**LIMIT**

**PROPOSED**

**SUBTOTALS BY LEVY CATEGORY**

GENERAL - RMV VOTER  
GENERAL - RMV OTHER  
GENERAL - NTC VOTER  
GENERAL - NTC OTHER  
COMMUNITY SERVICE - NTC OTHER  
GENERAL DEBT - NTC VOTER  
GENERAL DEBT - NTC OTHER  
OPEB DEBT - NTC VOTER  
OPEB DEBT - NTC OTHER

The School Board has voted to certify the MAXIMUM levy authority.

After October 1st, the county auditor should consult the Minnesota Department of Education (MDE) website for the district's current levy limitation and use this amount for the Truth in Taxation notices.

**SUBTOTALS BY FUND**

GENERAL FUND  
COMMUNITY SERVICES FUND  
GENERAL DEBT SERVICE FUND  
OPEB/PENSION DEBT SERVICE FUND

If there is a change to the district's levy limitation after October 1st, the county will be notified by MDE via email. Before finalizing tax computations for the Truth in Taxation notices, counties should double check the MDE website to be sure no changes have been made to the district's levy limitation that the county is not already aware of through this email process.

**SUBTOTALS BY TAX BASE**

REFERENDUM MARKET VALUE  
NET TAX CAPACITY

**SUBTOTALS BY TRUTH IN TAXATION CATEGORY**

VOTER APPROVED  
OTHER

**TOTAL LEVY**

TOTAL LEVY

The school district must submit the completed original of this form to the home county auditor by September 30, 2023. A duplicate form must be submitted to Minnesota Department of Education, School Finance Division, 400 NE Stinson Blvd., Minneapolis, MN 55413, by October 7, 2023.

The certified levy listed above is the levy voted by the school board for taxes payable in 2024.

Signature of School Board Clerk

\_\_\_\_\_

Date of Certification

\_\_\_\_\_



# FRIDLEY PUBLIC SCHOOLS

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**Craig Wieber, Director of Finance & Operations**

[craig.wieber@fridley.k12.mn.us](mailto:craig.wieber@fridley.k12.mn.us) | 763-502-5004

DATE: September 19, 2023

TO: Members of the School Board and Superintendent Lewis

RE: Adoption of the Preliminary 2023 Payable 2024 Property Tax Levy

**RECOMMENDATION:**

**The Fridley School Board approve the proposed 2023 Payable 2024 Property Tax Levy as “Maximum” and certify the levy to the county auditor.**

School districts must adopt a proposed 2023 Payable 2024 property tax levy and certify it to the home county auditor on or before September 30, 2023. Preliminary levy limitations must be provided to school districts by the Minnesota Department of Education (MDE) by September 8. School districts have until September 30 to submit levy data changes to MDE.

Districts have the option to levy “Maximum” meaning the school board approves the levy limit versus a lesser amount. If a specific dollar amount is approved, the district may not later approve anything higher than what was specified. By approving the “Maximum”, school districts are protected if levies do increase.

Under state statute, a Truth in Taxation hearing must be conducted during a regularly scheduled board meeting between November 24, 2023 and December 28, 2023 with the meeting taking place at 6:00 PM or later. The public must be allowed to speak, and the district may adopt the final levy at this same meeting.

Fridley Public School’s Truth in Taxation hearing will be held Tuesday, December 19, 2023 at 7:00 PM.

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6000 West Moore Lake Drive | Fridley, MN 55432 | [www.fridley.k12.mn.us](http://www.fridley.k12.mn.us) | 763-502-5000



**Fridley Public Schools (ISD No. 14)**  
**Levy Certification - 2023 Pay 2024 (Revenue FY 24-25)**  
**Comparison - Pay 2022 vs. Pay 2023**



Category	FY 2023-24		FY 2024-25		
	Certified Pay 2023		Preliminary Pay 2024	Change \$ Inc / (Dec)	Change % Inc / (Dec)
<b>General Fund (1)</b>					
Voter Approved Operating Referendum	\$ 1,833,504.95	\$	1,754,214.24	\$ (79,290.71)	
Local Optional Revenue (LOR)	1,875,144.71		1,899,549.04	24,404.33	
Equity Revenue	410,957.83		397,553.30	(13,404.53)	
Transition Revenue	-		-	-	
Capital Project Referendum	1,080,188.96		1,272,849.69	192,660.73	
Operating Capital	230,381.79		275,529.34	45,147.55	
Long Term Facilities Maintenance (LTFM)	1,104,173.20		1,284,237.60	180,064.40	
Alt Teacher Compensation (Q Comp)	272,160.05		240,623.13	(31,536.92)	
Achievement & Integration (A&I)	232,541.44		226,642.34	(5,899.10)	
Reemployment Insurance	(15,000.00)		134,119.85	149,119.85	
Safe Schools	105,328.44		102,651.12	(2,677.32)	
Safe Schools Intermediate	43,886.85		42,771.30	(1,115.55)	
Career & Technical	127,562.23		140,042.87	12,480.64	
Building/Land Lease Levy	603,352.43		500,571.26	(102,781.17)	
Abatement Adjustment	11,581.77		8,663.39	(2,918.38)	
<b>Subtotal, General Fund</b>	<b>\$ 7,915,764.65</b>	<b>\$</b>	<b>8,280,018.47</b>	<b>\$ 364,253.82</b>	<b>4.60%</b>
<b>Community Service Fund (4)</b>					
Basic Community Education	\$ 132,835.15	\$	98,897.91	\$ (33,937.24)	
Early Child Family Education	54,727.96		50,144.32	(4,583.64)	
Home Visiting	1,476.07		1,773.39	297.32	
School-Age Care	160,000.00		201,018.72	41,018.72	
Abatement Adjustment	621.28		588.40	(32.88)	
<b>Subtotal, Community Service Fund</b>	<b>\$ 349,660.46</b>	<b>\$</b>	<b>352,422.74</b>	<b>\$ 2,762.28</b>	<b>0.79%</b>
<b>General Debt Service Fund (7)</b>					
Non-Voter Approved Debt Service	\$ 260,295.00	\$	263,865.00	\$ 3,570.00	
Voter Approved Debt Service	2,278,080.00		2,863,981.00	585,901.00	
LTFM Debt Service	1,461,505.26		1,496,930.59	35,425.33	
Debt Excess Reduction	(310,870.01)		(245,304.29)	65,565.72	
Abatement Adjustment	6,670.78		6,001.75	(669.03)	
<b>Subtotal, Debt Service Fund</b>	<b>\$ 3,695,681.03</b>	<b>\$</b>	<b>4,385,474.05</b>	<b>\$ 689,793.02</b>	<b>18.66%</b>
<b>OPEB Debt Service Fund (47)</b>					
Non-Voter Approved Debt Service	\$ 569,993.00	\$	-	\$ (569,993.00)	
Debt Excess Reduction	(31,629.32)		(60,034.78)	\$ (28,405.46)	
Abatement Adjustment	940.32		60,034.78	\$ 59,094.46	
<b>Subtotal, OPEB Debt Service Fund</b>	<b>\$ 539,304.00</b>	<b>\$</b>	<b>-</b>	<b>\$ (539,304.00)</b>	<b>-100.00%</b>
<b>GRAND TOTAL</b>	<b>\$ 12,500,410.14</b>	<b>\$</b>	<b>13,017,915.26</b>	<b>\$ 517,505.12</b>	<b>4.14%</b>



**MEMORANDUM**

**TO:** Fridley Independent School District No. 14 School Board Members  
**FROM:** Tom Hunt, Anoka County Elections Manager  
**DATE:** September 9, 2023  
**SUBJECT:** Resolution Appointing Election Judges for the School District General Election to Be Held November 7, 2023

The Anoka County Office of Elections & Voter Registration has recruited the attached list of Election Judges for the Fridley Independent School District No. 14 election on November 7, 2023.

All Election Judges will be required to complete a 2-hour training course focusing on election judge duties, voting equipment and electronic poll book operation, as well as a review of election laws and procedures. Head Judges and Assistant Head Judges will receive additional training on precinct management and statistics reconciliation. Most judges chosen to serve worked at least one election in 2022, with many having served as precinct supervisors in past elections.

The board is required to make these appointments no later than 25 days prior to the election and this action fulfills that requirement. The resolution also authorizes our office to make additional appointments as circumstances require, provided the persons appointed meet all requirements of Minnesota statutes and administrative rules.

Pursuant to our approved Joint Powers Agreement, these persons are being hired as employees of Anoka County. Fridley Independent School District No. 14 will reimburse the county for these personnel costs post-election.

**Respectful, Innovative, Fiscally Responsible**

2100 3<sup>rd</sup> Avenue ▲ Anoka, MN 55303 ▲ [www.anokacounty.us/elections](http://www.anokacounty.us/elections)  
elections@co.anoka.mn.us ▲ 763-324-1300 ▲ FAX: 763-324-1160

**Affirmative Action / Equal Opportunity Employer**

**RESOLUTION APPOINTING ELECTION JUDGES  
FOR THE SCHOOL DISTRICT GENERAL ELECTION  
TO BE HELD NOVEMBER 7, 2023**

**WHEREAS**, Fridley Independent School District No. 14 will be conducting a General Election on November 7, 2023; and

**WHEREAS**, pursuant to Minnesota Statutes Section 204B.21, election judges for precincts in a school district election must be appointed by the board of that school district; and

**WHEREAS**, persons selected to serve meet all requirements of MN statute and county administrative policy, and have been trained and certified pursuant to law.

**NOW THEREFORE, BE IT RESOLVED BY THE SCHOOL BOARD OF FRIDLEY INDEPENDENT SCHOOL DISTRICT NO. 14, STATE OF MINNESOTA, as follows:**

- 1) The individuals listed on Attachment A are hereby appointed to serve as election judges for the School District General Election to be held on November 7, 2023.
- 2) In the event circumstances require judges to be appointed in addition to the persons named in this resolution, the Clerk of Election is authorized to appoint as necessary, provided that the persons appointed meet all requirements of MN statute and administrative policy.

**Attachment A**

**Election Judges Appointed to Serve  
2023 School District General Election of November 7, 2023**

**Fridley ISD 14 P-1      Fridley Community Center, 6085 7<sup>th</sup> St NE, Fridley, MN 55432**

Randall Lohmer, Head Judge

Lee Daniels, Assistant Head Judge

Dorothy Ann Brutlag, Election Judge

Judy Zerby, Election Judge

Kathy Garman, Election Judge

Rachel Malarz, Election Judge

Julienne Wyckoff, Election Judge

Sophia Walker, Election Judge

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**Any staff requesting an overnight field trip activity for students are required to get advance School Board approval before advertising to students and parents.**

<b>Completed by</b> Jeffrey Johnson	<b>Subject area</b> Music	<b>Date of request</b> 9/15/2023
<b>Name of school and staff member(s) planning trip</b> FHS; Jeffrey Johnson & Siena Olson		
<b>Name and address of outside sponsoring group</b>	<b>Name of travel agent selected</b> Terri Jo Fox Bob Rogers Travel 3440 Lacrosse Lane, Naperville, IL 60564	
<b>List fees or expenses that will be paid by the travel agent to the staff member</b>	<b>What are the limits of liability by travel agent? (attach copy of insurance statement)</b> same as NYC	
<b>Number of students on trip</b> ~40-50 is goal	<b>Number of school days missed</b> 1	
<b>Educational objectives of proposed trip</b> Band and Choir Performance at various venues in Chicago, explore a new city with educational museums, aquariums, tours, and live music or theater performance. Many of our students don't have the opportunity to go on trips and experience new parts of the country. This trip is an opportunity for our students to build confidence as a performer and to become more globally minded individuals.		
<b>Location of trip (city, state, country)</b> Chicago, IL, USA	<b>Dates of trip</b> March 22-25, 2024	<b>Events (if any)</b>
<b>Number of staff attending</b> 2	<b>Number of parents attending as chaperones</b> 3-4, or more	<b>Who pays for staff and parent expenses?</b> staff- (included in trip expenses) parent - pay their own
<b>Expenses paid by district</b> 0	<b>Will the district provide a substitute?</b> No	<b>How many days?</b> 4
<b>Cost per student</b> around \$1000 per student	<b>Expenses paid by fund-raising or sponsor</b> \$150 - 200 off per student or more, variable on how much is fundraised	<b>Expenses paid by students</b> total cost, variable with fundraising
<b>Special travel and lodging arrangements</b>	Motor Coach & hotel in Chicago (included in trip expenses)	<b>Itinerary (including dates)</b> coming soon (from same travel agency and similar type for NYC)
<b>Will you include information that will be provided to parents/students for advertising the trip?</b>	<input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> Attached	<b>Will you complete parent approval for students to receive emergency needed treatment?</b> <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Attached
<b>Will be brought to School Board for action on what School Board meeting date?</b>		9/19/2023

Approved by:

Principal 	Superintendent
Date 9/15/23	Date

## **Assurance of Compliance with State and Federal Law Prohibiting Discrimination**

All school districts must complete the Assurance of Compliance with state and federal law and verify Mandated Reporting training by November 15 each year.

By completing all sections of the Assurance of Compliance and Mandated Reporting, school districts provide written assurance that they do not discriminate in their use of funds provided through the Minnesota Department of Education and that they have informed all mandated reporters of their reporting duties.

This assurance is given by each district in consideration of and for the purpose of obtaining any and all federal grants, loans, contracts, property, discounts, or other federal and state financial assistance extended to the district by the U.S. Department of Education and the Minnesota Department of Education (MDE), including installment payments after such date of application for federal financial assistance and state aid allotments which were approved before such date.

By submitting the Assurance of Compliance, the district recognizes and agrees that such federal and state financial assistance will be extended in reliance on the representations, supporting information required by Minnesota Statutes, section 127A.42, subdivision 3, and agreements made in this assurance. This assurance is binding on the district and the persons who are authorized to submit information on behalf of the district.

Please note that you can now provide the entire assurance online. We no longer require the paper copy of the Assurance of Compliance certificate. However, it is important to note that by submitting the Assurance of Compliance online that you are verifying that the Superintendent is electronically signing this assurance on behalf of the school board. **Though the paper copy is no longer required, the approval of the board is per Minnesota Rule 3535.9910.**