

**Independent School District 720  
Shakopee, Minnesota**

**Board Meeting Room  
December 14, 2020**

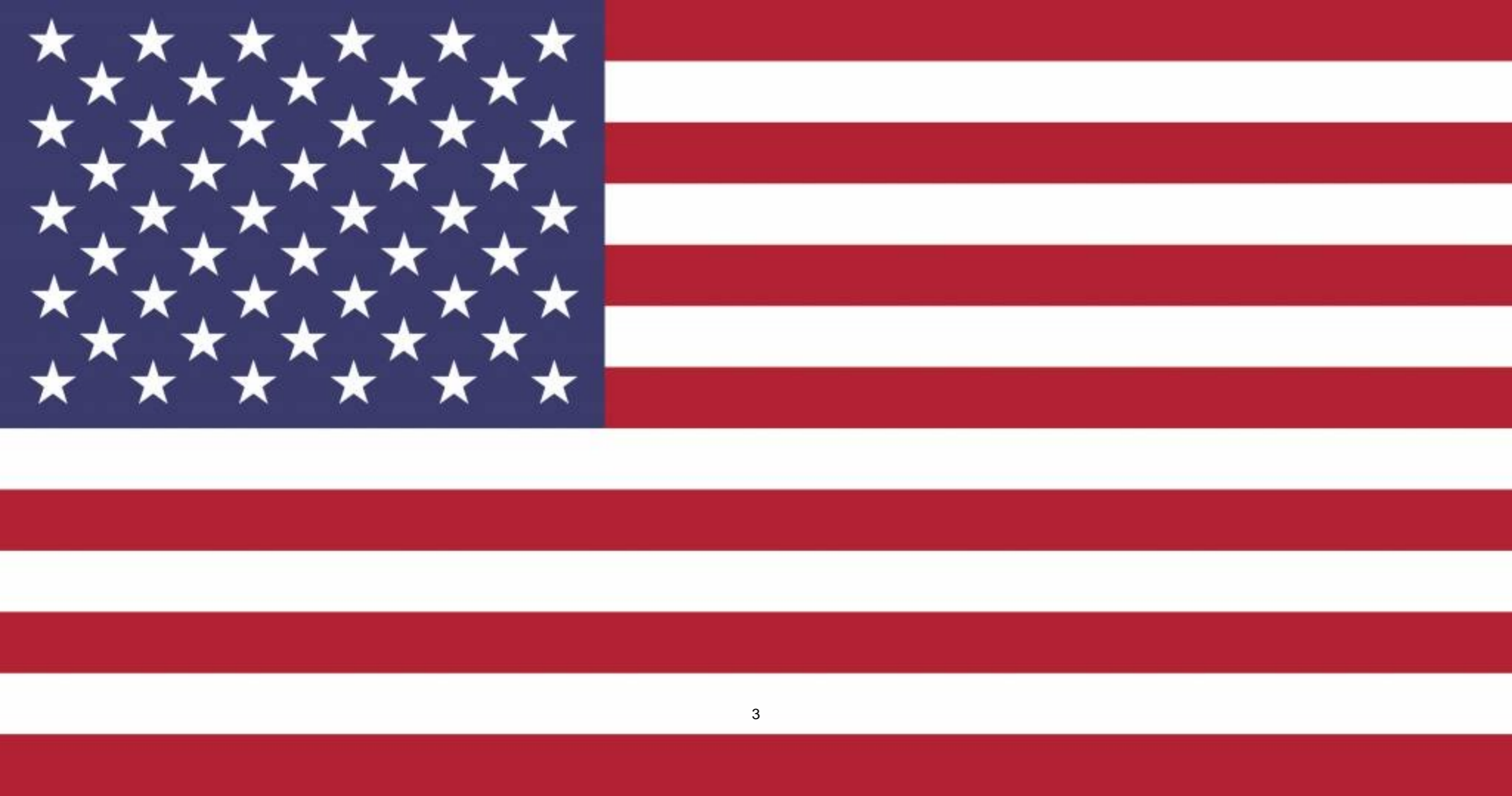
**6:00 PM**



**BOARD OF EDUCATION**

1. CALL TO ORDER TRUTH IN TAXATION AND ROLL CALL - CHAIR PETERSON
2. PLEDGE OF ALLEGIANCE 3
3. PUBLIC COMMENT
4. TRUTH IN TAXATION 4  
Final Levy-- Taxes Payable in 2021; Funding for 2021-22 School Year  
Bill Menozzi, Director of Finance and Operations
5. ADJOURN TRUTH IN TAXATION
6. CALL TO ORDER SCHOOL BOARD BUSINESS MEETING AND ROLL CALL - CHAIR PETERSON
7. SABER PRIDE
  
8. CONSIDERATION OF AGENDA AS PRESENTED
9. PUBLIC COMMENT
10. CONSENT ITEMS
11. ACTION
1. Final Levy-- Taxes Payable in 2021; Funding for 2021-22 School Year  
Bill Menozzi, Director of Finance and Operations
2. Course Proposals 19  
Nancy Thul, Director of Learning, Teaching & Equity
3. Change Early Release Days to No School Days for Students-- January 15 and March 26  
Mike Redmond, Superintendent of Shakopee Public Schools
4. AIPAC Response 40  
Ray Betton & Dee Buros
5. Custodial Work Agreement  
Keith Gray, Director of Human Resources
6. SEIU Local 284 Food Service Unit Contract Agreement  
Keith Gray, Director of Human Resources
7. Summary Review of Superintendent Evaluation  
Matt McKeand, Board Member
8. Superintendent Contract  
Keith Gray, Director of Human Resources & Matt McKeand, Board Member
9. Annual Resolution Establishing Combined Polling Places  
Mike Redmond, Superintendent of Shakopee Public Schools  
Resolution

10. Second Reading of Policies: 419, 516, 601, 607  
Tim Brophy, School Board Member
11. Pandemic Response Update  
Mike Redmond, Superintendent of Shakopee Public Schools
12. Recommendation from the Pandemic Response Advisory Team  
Mike Redmond, Superintendent of Shakopee Public Schools
12. COMMITTEE REPORTS & OTHER INFORMATION
1. Service Recognition of Board Members Angela Tucker and Matt McKeand
13. UPCOMING MEETINGS AND IMPORTANT DATES
14. ADJOURNMENT



# SHAKOPEE PUBLIC SCHOOLS 2020 PAYABLE 2021 TRUTH IN TAXATION MEETING

Tax Levy Approved December 2020  
Taxes Payable 2021  
Funding for the 2021-22 School Year

Bill Menozzi  
Director of Finance & Operations  
December 14, 2020



# INDEPENDENT SCHOOL DISTRICT #720 SHAKOPEE PUBLIC SCHOOLS REQUIREMENTS OF THE TRUTH IN TAXATION MEETING

- The 2020 Payable 2021 Final Property Tax Levy
  - Change From Prior Year
  - Specific Reasons for Change From Prior Year
  
  - Distribution of Revenues by Revenue Source
  - Spending by Program Area
- Public Comment and Questions

Minnesota Statute 275.065



# INDEPENDENT SCHOOL DISTRICT #720 SHAKOPEE PUBLIC SCHOOLS OVERVIEW

Financing of public education in Minnesota comes from a combination of state aid, federal allocations, locally generated revenue

And:

Property Taxes



INDEPENDENT SCHOOL DISTRICT #720  
SHAKOPEE PUBLIC SCHOOLS

# 2020 Payable 2021 Levy

## Information



# INDEPENDENT SCHOOL DISTRICT #720 SHAKOPEE PUBLIC SCHOOLS GROSS LEVY COMPARISON ALL FUNDS

**TOTAL PERCENTAGE INCREASE (DECREASE) = (12.31%)**

	ACTUAL 2019 PAY 2020	PROPOSED 2020 PAY 2021	DOLLAR DIFFERENCE
GENERAL FUND	\$ 15,312,171.88	\$ 15,569,271.59	\$ 257,099.71
COMMUNITY SERVICE FUND	618,405.51	615,904.58	\$ (2,500.93)
GENERAL DEBT SERVICE FUND	24,140,695.03	18,954,263.18	\$ (5,186,431.85)
<b>TOTAL PROPOSED LEVY</b>	<b>40,071,272.42</b>	<b>35,139,439.35</b>	<b>(4,931,833.07)</b>



# INDEPENDENT SCHOOL DISTRICT #720 SHAKOPEE PUBLIC SCHOOLS GENERAL FUND GROSS LEVY COMPARISON



**TOTAL PERCENTAGE INCREASE (DECREASE) = 1.68%**

	ACTUAL 2019 PAY 2020	PROPOSED 2020 PAY 2021	DOLLAR DIFFERENCE
Referendum Levies	\$ -	\$ -	\$ -
Local Optional	4,999,702.70	5,623,310.02	\$ 623,607.32
Reemployment Levy	94,990.25	293,489.87	\$ 198,499.62
Capital Project Referendum	3,527,108.07	3,850,864.91	\$ 323,756.84
Safe Schools	328,750.56	323,255.52	\$ (5,495.04)
Abatements	101,354.71	16,052.87	\$ (85,301.84)
Operating Capital	567,790.00	271,448.53	\$ (296,341.47)
Transition Levy	157,359.15	171,553.46	\$ 14,194.31
Equity Levy	1,394,097.07	1,523,850.84	\$ 129,753.77
Building Lease Levy	1,993,889.45	2,034,912.34	\$ 41,022.89
Achievement & Integration Levy	425,657.22	462,692.72	\$ 37,035.50
Career Technical Levy	269,183.71	319,830.04	\$ 50,646.33
Safe Schools Intermediate 288	62,375.40	54,197.42	\$ (8,177.98)
OPEB	98,119.65	(125,000.00)	\$ (223,119.65)
LTFM Levy	1,291,793.94	748,813.05	\$ (542,980.89)
<b>TOTAL PROPOSED LEVY</b>	<b>15,312,171.88</b>	<b>15,569,271.59</b>	<b>257,099.71</b>

# INDEPENDENT SCHOOL DISTRICT #720 SHAKOPEE PUBLIC SCHOOLS COMMUNITY SERVICE GROSS LEVY COMPARISON

**TOTAL PERCENTAGE INCREASE (DECREASE) = (0.40%)**

	ACTUAL 2019 PAY 2020	PROPOSED 2020 PAY 2021	DOLLAR DIFFERENCE
Basic Community Ed. Levy	\$ 349,534.90	\$ 349,534.90	\$ -
Early Childhood Levy	182,325.39	186,445.11	\$ 4,119.72
Abatements	4,663.09	690.90	\$ (3,972.19)
School Age Care Levy	77,231.57	74,217.08	\$ (3,014.49)
Home Visiting Levy	4,650.56	5,016.59	\$ 366.03
<b>TOTAL PROPOSED LEVY</b>	<b>618,405.51</b>	<b>615,904.58</b>	<b>(2,500.93)</b>



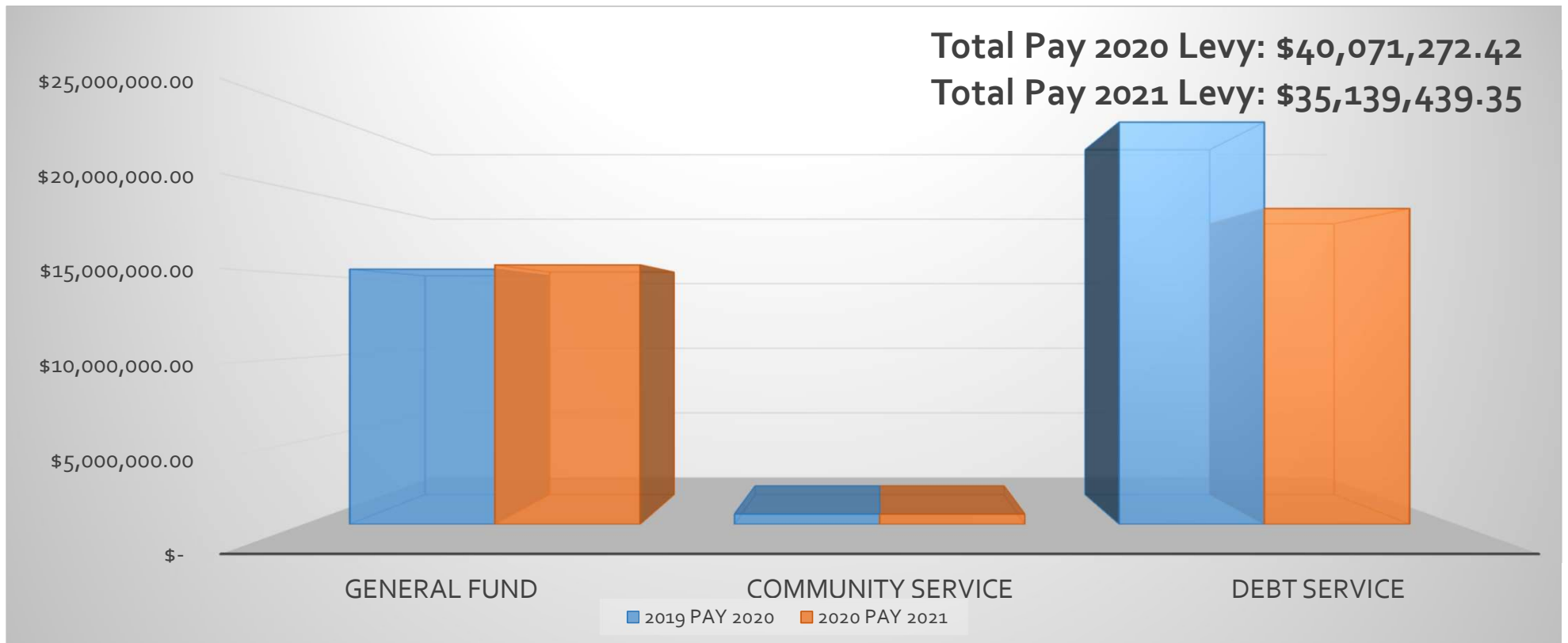
# INDEPENDENT SCHOOL DISTRICT #720 SHAKOPEE PUBLIC SCHOOLS DEBT SERVICE GROSS LEVY COMPARISON

**TOTAL PERCENTAGE INCREASE (DECREASE) = (21.48%)**

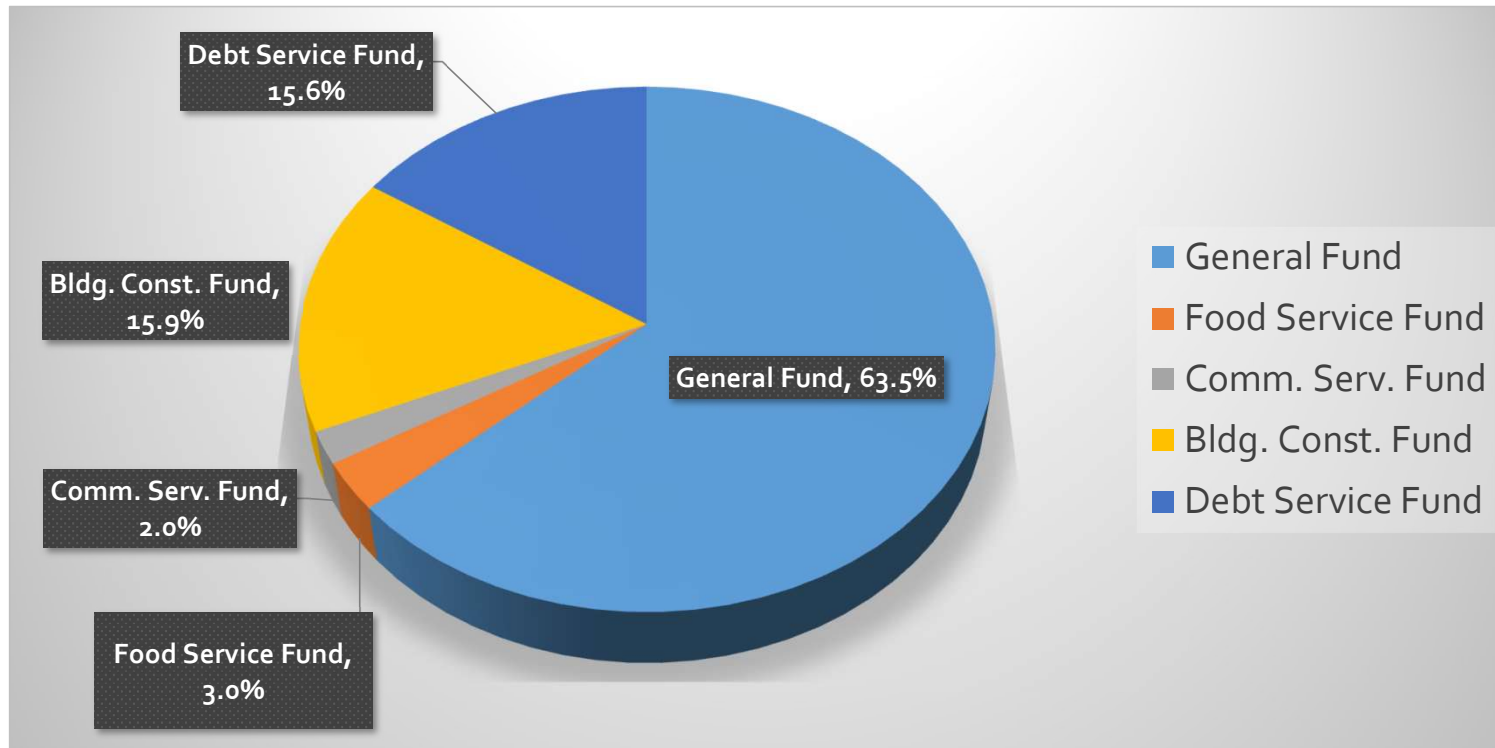
	ACTUAL 2019 PAY 2020	PROPOSED 2020 PAY 2021	DOLLAR DIFFERENCE
Debt Service Voter Approved	\$23,036,055.58	\$18,335,910.70	\$(4,700,144.88)
LT Facilities Maintenance	1,024,659.56	676,685.25	\$ (347,974.31)
Abatements	79,979.89	(58,332.78)	\$ (138,312.67)
<b>TOTAL PROPOSED LEVY</b>	<b>24,140,695.03</b>	<b>18,954,263.17</b>	<b>(5,186,431.86)</b>



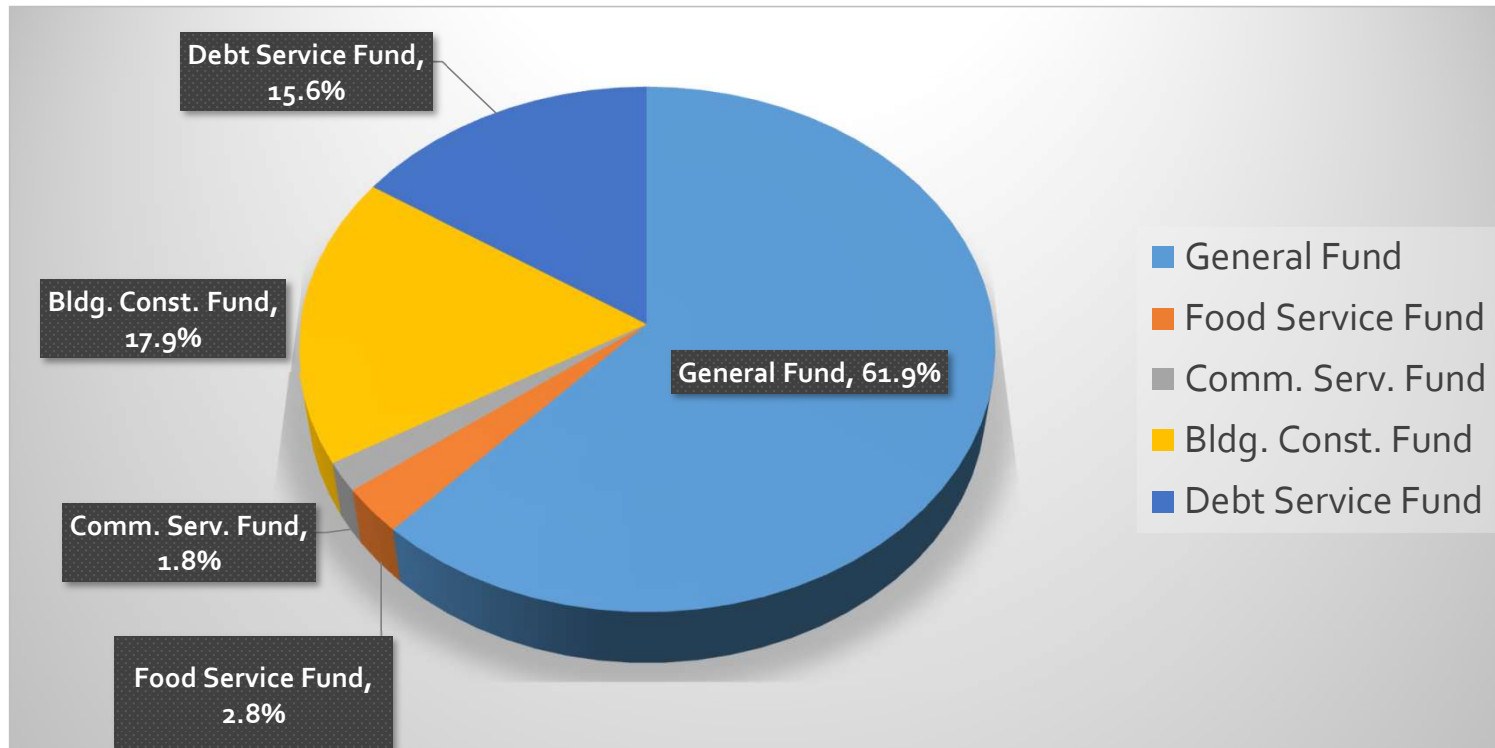
# INDEPENDENT SCHOOL DISTRICT #720 SHAKOPEE PUBLIC SCHOOLS PAY 2020 VERSUS PAY 2021 LEVY COMPARISON



# INDEPENDENT SCHOOL DISTRICT #720 SHAKOPEE PUBLIC SCHOOLS REVENUE BY FUND COMPARISON



# INDEPENDENT SCHOOL DISTRICT #720 SHAKOPEE PUBLIC SCHOOLS EXPENDITURE BY FUND COMPARISON



INDEPENDENT SCHOOL DISTRICT #720  
SHAKOPEE PUBLIC SCHOOLS  
ADDITIONAL INFORMATION

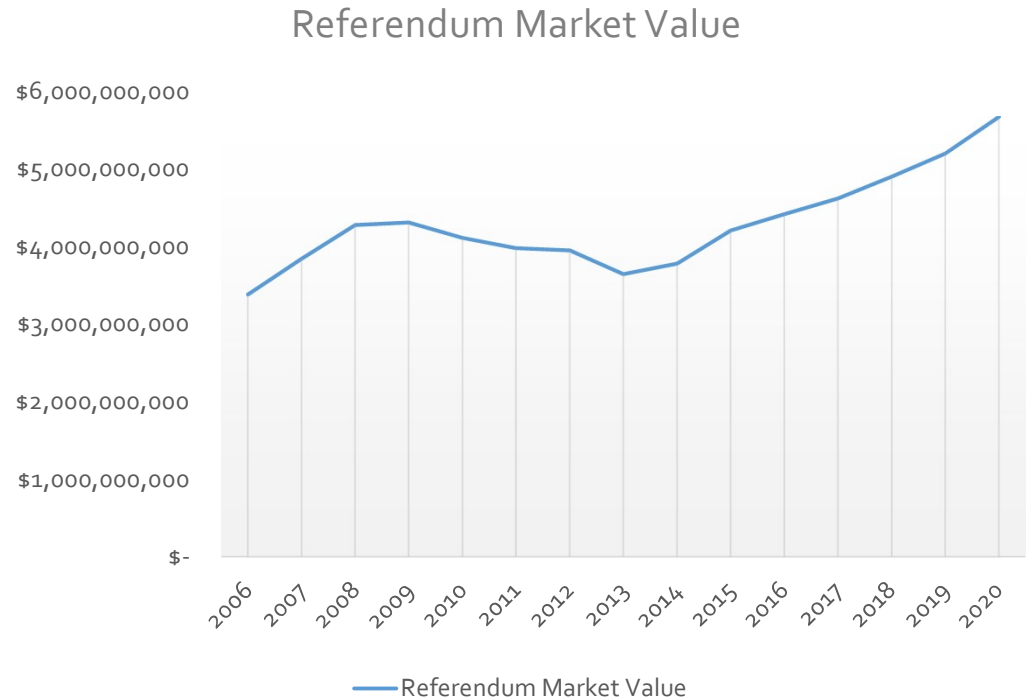
What are the main variables that may cause property tax increases and decreases?

1. Changes in market values.
2. Changes in class rates/history.
3. Voter approved referendums.
4. State adjustments.



# INDEPENDENT SCHOOL DISTRICT #720 SHAKOPEE PUBLIC SCHOOLS REFERENDUM MARKET VALUE HISTORY – 15 YEARS

<u>ASSESSMENT YEAR</u>	<u>REFERENDUM MARKET VALUE</u>	<u>PERCENTAGE CHANGE</u>
2006	\$ 3,372,284,425	
2007	3,834,305,450	13.70%
2008	4,266,286,775	11.27%
2009	4,296,991,025	0.72%
2010	4,100,455,000	-4.57%
2011	3,967,623,600	-3.24%
2012	3,938,023,100	-0.75%
2013	3,634,462,300	-7.71%
2014	3,771,087,200	3.76%
2015	4,197,166,500	11.30%
2016	4,404,202,500	4.93%
2017	4,606,879,600	4.60%
2018	4,889,134,600	6.13%
2019	5,184,000,500	6.03%
2020	5,657,766,100	9.14%



# INDEPENDENT SCHOOL DISTRICT #720 SHAKOPEE PUBLIC SCHOOLS SPREAD LEVY PAY 20 VERSUS PAY 21

## ISD 720 -- SHAKOPEE PUBLIC SCHOOLS

PROPERTY TYPE -- HOMESTEAD RESIDENTIAL

SPREAD LEVY FROM \$40.071M TO \$35.139M

Type of Property	2019 Estimated Market Value	Actual Pay		Est. Pay 2021 School Portion of Taxes	Estimated Tax Increase/ (Decrease)	Estimated Percent Change
		2020 School Portion of Taxes	2020 Estimated Market Value			
Residential Homestead	100,000	465	104,000	395	(70)	-15.05%
	150,000	792	156,000	663	(129)	-16.29%
	200,000	1,119	208,000	930	(189)	-16.89%
	250,000	1,446	260,000	1,197	(249)	-17.22%
	300,000	1,772	312,000	1,464	(308)	-17.38%
	400,000	2,426	416,000	1,998	(428)	-17.64%
	500,000	3,040	520,000	2,516	(524)	-17.24%

# INDEPENDENT SCHOOL DISTRICT #720 SHAKOPEE PUBLIC SCHOOLS 2020 PAY 2021 LEVY OVERVIEW

Pursuant to Minnesota Statutes the School Board of Independent School District No. 720 – Shakopee, Minnesota, is authorized to make the following tax levies for general purposes:

General Fund	\$15,569,271.59
Community Services Fund	615,904.58
Debt Service Fund	<u>18,954,263.18</u>
Total Final Tax Levy	35,139,439.35

The levy to be levied in 2020 to be collected in 2021 is set at \$35,139,439.35. The Clerk of the ISD 720 School Board is authorized to certify the final levy to the County Auditor of Scott County, Minnesota.





# 2021-22 Secondary Course Proposals

NEW COURSES	REVISED COURSES	ELIMINATED COURSES	RESERVED COURSES (22-23)
<p><b>Science:</b>  <b>Title:</b> Earth Science 6  <b>Course Description:</b> Using science and engineering practices, students will explore Earth's Place in the Universe, Earth Systems, Weather and Climate, and Human Impact and Sustainability on Earth's Systems.</p>	<p><b>Science:</b></p>	<p><b>Science:</b>            Physical Science 6            Accelerated Physical Science 6</p>	<p><b>Science:</b></p>
<p><b>Arts &amp; Communication:</b></p>	<p><b>Arts &amp; Communication:</b>            Graphic Design 1 (<i>Name Change</i>)            Graphic Design 2 (<i>Name Change</i>)</p>	<p><b>Arts &amp; Communication:</b>            Event Design &amp; Management            Yearbook Journalism 1            Yearbook Journalism 2            Yearbook Editor</p>	<p><b>Arts &amp; Communication:</b></p>
<p><b>Science &amp; Technology:</b>  <b>Title:</b> Environmental Solutions  <b>Grade Levels:</b> 11-12  <b>Recommended Prerequisites:</b> One of the following; Environmental Ethics, Ecology, AP Environmental Science, Energy and Power Generation, Cyber Security, AP Computer Science Principles  <b>Course Description:</b> We live in a constantly changing world and we need students who can solve problems! This is a student-designed, project based class where an individual or group will research, design and construct a relevant solution to an environmental problem. These authentic experiences will guide students through creative collaboration with classmates and industry professionals. Students will utilize project management tools and develop professional and technical skills while practicing within a real world industry environment. In addition, you and your team will present and defend your solution to a panel of outside reviewers.</p>	<p><b>Science &amp; Technology:</b>            Ecology            Environmental Ethics            Energy and Flight (<i>Name Change</i>)</p>	<p><b>Science &amp; Technology:</b>            Environmental Sustainability</p>	<p><b>Science &amp; Technology:</b></p>
<p><b>English:</b></p>	<p><b>English:</b>            CIS: Public Speaking (<i>Seniors only for 2021-22</i>)</p>	<p><b>English:</b></p>	<p><b>English:</b>            CIS: Introduction to Literature            CIS: University Writing</p>
<p><b>Social Studies:</b></p>	<p><b>Social Studies:</b></p>	<p><b>Social Studies:</b></p>	<p><b>Social Studies:</b>            CIS: American Democracy in a Changing World</p>
<p><b>World Language:</b></p>	<p><b>World Language:</b></p>	<p><b>World Language:</b></p>	<p><b>World Language:</b>            CIS: Spanish 1004</p>
<p><b>CAPS Program:</b></p>	<p><b>CAPS Program:</b></p>	<p><b>CAPS Program:</b></p>	<p><b>CAPS Program:</b>            Healthcare in the US            Concepts in Creativity            Internship in Graphic Design            Intro to Hospitality Management</p>
<p><b>Tokata Learning Center:</b>            Next Step Pathway</p>	<p><b>TLC Program!</b><sup>19</sup>            Adulting 101</p>	<p><b>TLC program:</b></p>	<p><b>TLC program:</b></p>



## 2020-2021 Elementary Program Proposals

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### Science

The State of MN has officially adopted new science standards with the expectation of full implementation by the 2023-2024 school year. The 2019 K-12 Minnesota Science Standards envision new approaches to teaching and learning science. The standards are based on [A Framework for K-12 Science Education](#) developed by the National Research Council. The framework sets the vision for science education and identifies science and engineering practices, disciplinary core ideas, and cross-cutting concepts. Full implementation at the elementary level will begin in the 2021-2022 school year.

### Art

**Our mission as an Elementary Art Educators is to foster students' ability to CREATE:**

Curiosity through  
Risk taking and  
Exploration in  
Authentic learning, while teaching  
Technique and creative  
Expression

**Beliefs|** We believe that Elementary Art is a safe space that encourages risk taking, experimentation, and builds a foundation of a variety of developmentally appropriate skills that fosters a love of artistic expression.

To better facilitate Teaching Artistic Behaviors (TAB) and CBAE (Choice Based Art Education), we have started implementations of Art stations in 2<sup>nd</sup>-5<sup>th</sup> grade and will fully complete this roll-out for all grades K-5 in the 2021-22 school year. This new approach to art includes more multimedia project options for students to demonstrate the new art standards. These new MN visual art standards are linked to the following National Art Standards: Create, Present, Respond, and Connect.

1. Create: Students will create an original and innovative artwork; they will incorporate choice and voice into planning and executing an artwork that involves personal expression.
2. Present: Students will be able to select a piece of their artwork and choose a method of presentation to share their learning.
3. Respond: Students will be able to analyze, evaluate, and revise artwork.
4. Connect: Students will be able to connect personal experiences and those of others through the creation, presentation, and evaluation processes.

## High Potential and Young Scholars Program

Due to the district making \$7.45 million in budget cuts, we are restructuring how these services are being provided to students at the elementary level for the upcoming school year. The Young Scholars program (2.5FTE) will merge with the High Potential program (2.5FTE) to create a 1.0FTE position per elementary school resulting in a reduction of staff (2.5FTE).

The revised High Potential Program program will focus on talent development through the Young Scholars program in Kindergarten through 3rd grade. Accelerated courses in Math will continue in grades 4 and 5 to ensure a smooth transition to middle school. In addition, a new course will be developed (multi-age, grade 4-5) focused on gifted learners in the area of Language Arts/Humanities as a full replacement for Language Arts.

### **Other services that will continue include:**

- providing differentiation ideas and resources to classroom teachers.
- addressing social emotional needs built into programming and resources.
- continued improvement in utilizing inclusive identification criteria for services.
- assisting teachers and principals with the subject and grade acceleration process.

### **Services that will not continue include:**

- facilitation of High Potential small group supports for grades 2-3 in Reading and Math.
- teaching Accelerated courses in Reading for grades 4 and 5.

We will continue to do our best to serve students with these programs in light of the new budget realities.



# Program Updates and Course Proposals 2021-22

Learning, Teaching, and Equity Department  
December 14, 2020

# OVERVIEW

01

ELEMENTARY ART

02

K-12 SCIENCE

03

ACADEMIES OF  
SHAKOPEE

04

COLLEGE IN THE SCHOOLS &  
CONCURRENT ENROLLMENT

05

HIGH POTENTIAL &  
YOUNG SCHOLARS



**01**

**ELEMENTARY ART**

**3-2-1**

NAME:  
Katie V.

Name of Project or Unit:

Blue

~~DON'T PAINT THE LEDGE~~  
3 Things I learned  
(can't spell)

It put alot of white paint on the  
brush  
team work helps, sometimes

2 Things I like about my work....

The shading  
gradient

ing I would change or do differently....

and the blobs of paint to  
blobs

**CREATE**

**PRESENT**

**RESPOND**

**CONNECT**



Katie V.

Katie



## ELEMENTARY ART

To better facilitate Teaching Artistic Behaviors (TAB) and Choice Based Art Education (CBAE), we have started implementations of Art stations in 2<sup>nd</sup>-5<sup>th</sup> grade and will fully complete this roll-out for all grades K-5 in the 2021-22 school year. This new approach to art includes more multimedia project options for students to demonstrate the new art standards. These new MN visual art standards are linked to the following National Art Standards: Create, Present, Respond, and Connect.

**02**

**K-12 SCIENCE**

# NEW SCIENCE APPROACH

## 3-DIMENSIONAL STANDARDS

Disciplinary Core Ideas,  
Science and Engineering  
Practices, Crosscutting  
Concepts

## DO SCIENCE!

Shift from learning  
about science, to doing  
science.

## PHENOMENA BASED TEACHING

Start with real world  
phenomena and have  
students work to explain  
the phenomena.

## AMPLIFY & PLTW CURRICULUM

Students will be placed in  
the role of a scientist or  
engineer to investigate a  
real world problem.

# ELEMENTARY SCIENCE

## IMPLEMENTATION

K-5 Teachers are currently piloting our new resources and will be prepared to fully implement the 2019 K-12 Science Standards in 2021-22.

# SECONDARY SCIENCE

## NEW COURSE

Earth Science 6

## MIDDLE SCHOOL

Life Science 7 and  
Physical Science 8  
implemented over the  
next 2 years

## HIGH SCHOOL

Articulation team  
meeting to determine  
plan to implement new  
standards by 2023-24


# 03

## PROGRAM OF STUDY UPDATES




# ACADEMIES OF SHAKOPEE




MIDDLE SCHOOL	HIGH SCHOOL			
Area of Interest Courses (Grades 6-8)	Program of Study	Introductory Courses	Intermediate Courses	Advanced Courses
<b>Area of Interest Gateway (Grade 6):</b>  Heroes  <b>Middle School Electives (Grades 7 &amp; 8):</b>  Digital Art  Draw It, Paint It, Print It  Drop a Beat  House of Style  Saber Animation & Video  Sculpt It	<b>Arts Production and Management</b>	Elements of Media Production	Behind the Scenes: Production and Technical Design	*Live Production
	<b>Media Production and Recording</b>		Music and Sound Recording	*Live Production
	<b>Mass Communications</b>	Writing for Media	Broadcast and Video Production	Creative Professional
	<b>Creative Design</b>	Graphic Design 1  Design Fundamentals	*Media Messaging and Design	Creative Professional
	<b>Additional Academy Elective Courses:</b>	Acting  Rock Band Essentials  Interior Design	Graphic Design 2  Drawing, Painting, Printmaking  Photography	
	<b>CAPS Program:</b>	 Shakopee CAPS Creative Media (Can substitute for the Advanced Course in any Arts & Communication Program of Study)		




MIDDLE SCHOOL	HIGH SCHOOL			
Area of Interest Courses (Grades 6-8)	Program of Study	Introductory Courses	Intermediate Courses	Advanced Courses
<p><b>Area of Interest Gateway (Grade 7):</b></p> <p>Think Tank</p> <p><b>Middle School Electives (Grades 7 &amp; 8):</b></p> <p>Innovation Lab</p> <p>Money Doesn't Grow on Trees</p> <p>Teen Chef</p>	<b>Accounting and Finance</b>	Business Dynamics	Accounting	Advanced Business Seminar
	<b>Entrepreneurship and Business Management</b>		Management and Leadership	
	<b>Marketing and Sales</b>		Entrepreneurship	
	<b>Hospitality and Restaurant Management</b>	Business Dynamics	Hospitality Management	
	<b>Additional Academy Elective Courses:</b> 32	Culinary Arts 1	Culinary Arts 2	
	<b>CAPS Program:</b>	Baking & Pastry	Sports & Entertainment Marketing	
	Business Technology	Social Media Marketing		
	Culinary Arts 3			
	 CAPS Business Administration and Management (Can substitute for the Advanced Course in any Business & Entrepreneurship Program of Study)			




MIDDLE SCHOOL	HIGH SCHOOL			
Area of Interest Courses (Grades 6-8)	Program of Study	Introductory Courses	Intermediate Courses	Advanced Courses
<b>Area of Interest Gateway (Grade 7):</b>  Teen Engineer	<b>Architecture and Construction</b>	Manufacturing and Construction	Construction  Civil Engineering & Architecture (PLTW**)	Construction Management and Development
	<b>Manufacturing and Fabrication Technologies</b>		Welding and Metal Fabrication  Wood Production Technologies	Manufacturing Design and Development
<b>Middle School Electives (Grades 7 &amp; 8):</b>  GTT: Architecture (PLTW)  GTT: Design and Manufacturing (PLTW)  GTT: Robotics (PLTW)	<b>Engineering and Design</b>	Intro to Engineering Design (PLTW**)	Principles of Engineering (PLTW**)  Computer Integrated Manufacturing (PLTW**)  Aerospace Engineering (PLTW**)  Civil Engineering & Architecture (PLTW**)	Engineering Design & Development (PLTW**)
	<b>Transportation Technologies</b>	Small Gas Engines	Marine, Motorsport, and Outdoor Power Equipment	Super High Mileage Vehicle
	<b>Additional Academy Elective Courses:</b>	Advanced Welding – Design & Fabrication Advanced Woodworking – Cabinetry & Furniture		
	<b>CAPS Program:</b>	 Shakopee CAPS Engineering & Manufacturing (Can substitute for the Advanced Course in any Engineering & Manufacturing Program of Study)		




MIDDLE SCHOOL	HIGH SCHOOL			
Area of Interest Courses (Grades 6-8)	Program of Study	Introductory Courses	Intermediate Courses	Advanced Courses
<p><b>Area of Interest Gateway (Grade 7):</b></p> <p>Snack Attack</p> <p><b>Middle School Electives (Grades 7 &amp; 8):</b></p> <p>GTT: Medical Detectives (PLTW)</p> <p>2 Fit 2 Quit</p> <p>Code Red</p>	Biomedical	Human Body Systems	Principles of Biomedical Science (PLTW**)	Medical Interventions (PLTW**)
	Public Health		Global Health and Disease Prevention	*Community Health
	Exercise Science		Human Movement Sciences	Sports Medicine
	Healthcare		Principles of Biomedical Science (PLTW**)	Healthcare Simulation
			Nursing Assistant	
	Emergency Medical Responder			
<b>Additional Academy Elective Courses:</b>	CIS: Human Physiology, Technology, and Medical Devices			
	Nutrition for the Human Body			
<b>CAPS Program:</b>	 CAPS Healthcare and Medicine (Can substitute for the Advanced Course in any Health Science Program of Study)			



MIDDLE SCHOOL	HIGH SCHOOL				
Area of Interest Courses (Grades 6-8)	Program of Study	Introductory Courses	Intermediate Courses	Advanced Courses	
<b>Area of Interest Gateway (Grade 6):</b>  Be The Change  <b>Middle School Electives (Grades 7 &amp; 8):</b>  Law and Order  More Than Social Media	<b>Teaching and Educational Services</b>	Intro to Human Development	Exploring Education	Multicultural Education	
	<b>Social and Mental Health Services</b>	Human Relations	Positive Psychology: Building People and Community	Community Leadership and Service	
	<b>Public Service</b>	Human Relations	Generation Now		
	<b>Law and Legal Services</b>	Criminal Justice and the Court	A Case for Justice	Law and Legal Services	
	<b>Additional Academy Elective Courses:</b>	Advanced Child Development		Sociology of the Family	
	<b>CAPS Program:</b>	 Future Programming To Be Determined			



MIDDLE SCHOOL	HIGH SCHOOL			
Area of Interest Courses (Grades 6-8)	Program of Study	Introductory Courses	Intermediate Courses	Advanced Courses
<b>Area of Interest Gateway (Grade 6):</b>  Programming is Electric	Computer Science	Computer Hardware and Software	AP Computer Science Principles [PLTW**]	Technological Innovations  *Environmental Solutions
	Information Technology Solutions		Cyber Security	
<b>Middle School Electives (Grades 7 &amp; 8):</b>  Energy and Flight  Apps Creation	Renewable Energy and Electrical Systems	Electricity	Energy and Power Generation	
	Environmental Science	Energy, Food, and The Outdoors	AP Environmental Science *Environmental Ethics *Ecology	
<b>Additional Academy Elective Courses:</b> 36	Mobile App Development		Web Development	
<b>CAPS Program:</b>	 Future Programming To Be Determined			

## Reserved Courses for 2022-23 (Budget Reduction)

- CIS: Introduction to Literature
- CIS: University Writing
- CIS: American Democracy in a Changing World
- CIS: Spanish 1004
- Healthcare in the US (CAPS Healthcare and Medicine)
- Intro to Hospitality Management (CAPS Business Admin. and Management)
- Concepts in Creativity (CAPS Creative Media)
- Internship in Graphic Design (CAPS Creative Media)

\*CIS: Public Speaking only offered to Seniors

# 04

COLLEGE IN THE SCHOOLS &  
CONCURRENT ENROLLMENT

# 05

## HIGH POTENTIAL & YOUNG SCHOLARS

Revised Service Model (2021-22)

**Kindergarten-3rd grade:**

Talent Development through the  
Young Scholars program

**4th-5th grade:**

Accelerated courses in Math

New course focused on “gifted”  
learners

**QUESTIONS?**



To: American Indian Parent Advisory Committee (AIPAC)  
From: School Board of Shakopee Schools  
Date: December 14,2020  
RE: School Board Response to Recommendations by AIPAC  
Cc: [mredmond@shakopee.k12.mn.us](mailto:mredmond@shakopee.k12.mn.us); [dburos@shakopee.k12.mn.us](mailto:dburos@shakopee.k12.mn.us); [mde.indian-education@state.mn.us](mailto:mde.indian-education@state.mn.us)

This letter is in response to the recommendations that the AIPAC of Shakopee Schools presented to the Shakopee School Board regarding the vote of non-concurrence from the committee. We are committed to continue to work in partnership with the AIPAC to ensure our Native students and families have the best opportunities for an equitable and high quality education in Shakopee Public Schools.

Below are the recommendations from the AIPAC, and the board responses are below each recommendation.

1. We are requesting additional staffing and funding to assist our students who are in need of additional classroom support and/or tutoring. Currently, these students encounter long waitlists for TLC and have limited resources available from the JOM program. We would like guidance counselors to work more closely with our students, provide families with timely progress reports and offer additional options for academic improvement.

**District Response:**

As a district, we understand the need for individualized instruction and/or tutoring for students and will continue to look for avenues to provide additional support for Native students. Here are a few opportunities currently being offered at the high school and middle school levels. The high school has added the ARC (Academic Resource Center) as a supplemental opportunity for ALL students. The ARC is a virtual and walk-in tutoring center available to all high school students for individual or group tutoring and test taking from 8:30 to 3:30 every school day. At the middle school level during distance learning, a flex-time is built into each student 's daily schedule to allow time for individual instruction/tutoring during the afternoon. On in-person days, East offers Saber Squad that meets two days a week after school and offers academic tutoring and community building activities for all students who choose to participate. In addition, each middle school has the Math Lab that is a tutoring service that offers services during the school day and after school with math assignments and basic skills.

2. We request that our teachers be required to receive annual Native American culture sensitivity and awareness training. This would improve their ability to understand and engage with our students on a deeper level and increase learning opportunities for all. Our AIPAC has knowledgeable parents available to assist with this training opportunity.

**District Response:**

Currently, the LTE (Learning and Teaching and Equity Department) is undergoing cultural competency training for Equity Specialists, Liaisons, and instructional coaches. This training is just a part of our new partnership with Equity Alliance Minnesota, and we have a shared vision for systemic educational equity through professional development. This is a long-term plan with on-going trainings for teachers and administrators to improve leadership and instructional skills in equity and inclusive education. Another new strategy just underway is the formulation of the District Equity Leadership Team (DELT) with a focus



on eliminating racial or cultural predictability and disproportionality of which will make recommendations to address district policies and practices that create disparate outcomes. Furthermore, a member of the AIPAC is serving on DELT and will provide a Native American perspective on all issues discussed and recommendations made. Lastly, the Indian Education Staff/Native consultants will be provided time at staff meetings (or through Canvas modules) to regularly educate and provide best practices when working with Native students K-12.

3. We request that our teachers evaluate and update their existing curricula and instructional materials for 1-meeting state standards, 2- cultural relevance and accuracy, and 3- utilizing current and reliable resources and training materials. So often, natives are described as persons of the past, yet we are still here and thriving. Our AIPAC has knowledgeable parents available to assist with identifying and suggesting appropriate materials.

**District Response:**

Change and growth are needed in evaluating and updating curriculum. Currently, we are moving forward analyzing content, updating assessments and teaching practices for Science. We are committed to continue the curriculum evaluation for all courses offered taking care to proceed in a major adoption of practices that are inclusive and bring all voices to the table. This would ensure the untold stories are included and bring in the Native American perspective in other content areas. Secondly, we are aware of the early-stage development of the Academic Standards for Social Studies by MDE Indian Education now in progress and look forward to implementing these standards and appreciate the guidance in this area.

4. We are requesting additional assistance and collaboration with staff to improve our internal/external communication. We would like to develop an educational quarterly newsletter and website to inform families of Native Group agendas and to announce current and upcoming public events. This would hopefully improve cultural understanding and increase attendance at special events.

**District Response:**

The Communications Department expressed an eagerness to collaborate with Indian Education to improve the Indian Education website and a quarterly newsletter. The department head is asking for a more comprehensive approach making sure that the audience, program goals and tactics all align for the most effective communication possible. This formal process will begin soon and be finalized by January 30.

5. We would like to request the future implementing of a Native Studies/or Native Language course. We realize this is a large undertaking and would need to be discussed further. Our AIPAC hopes to see rising cultural educational opportunities to increase awareness and protect our native language and heritage.

**District Response:**

We will implement an Ethnic Studies course at the high school for the 2022-23 school year. This will be an opportunity to study the many varying cultures, values, and traditions represented in our student body. As the district-wide curriculum evaluation process for each core subject continues, curriculum will be further developed to promote thinking about multiple perspectives or different points of view. In



addition, Indian Education staff will continue to look for outside opportunities to collaborate with other districts, community education or on-line offerings that may provide Native Language classes.

In closing, the Shakopee School Board would like to thank the AIPAC for their perpetual work and continued support of the Indian Education Program. Please let us know if you have questions regarding our responses to the recommendations. We look forward to continuing this important work together.

IN WITNESS THEREOF we have subscribed our signatures this \_\_\_\_\_ day of \_\_\_\_\_ 2020

**INDEPENDENT SCHOOL DISTRICT No 720**

\_\_\_\_\_  
Kristi Peterson, Board Chair

\_\_\_\_\_  
Date

\_\_\_\_\_  
Judi Tomczik, Board Vice Chair

\_\_\_\_\_  
Date

\_\_\_\_\_  
Joe Aldrich, Board Treasurer

\_\_\_\_\_  
Date

\_\_\_\_\_  
Paul Christiansen, Board Clerk

\_\_\_\_\_  
Date

\_\_\_\_\_  
Tim Brophy, Board Member

\_\_\_\_\_  
Date

\_\_\_\_\_  
Matt McKeand, Board Member

\_\_\_\_\_  
Date

\_\_\_\_\_  
Angela Tucker, Board Member

\_\_\_\_\_  
Date

Adopted: 1-8-2007

MSBA/MASA Model Policy

419 Orig. 1995

Revised: 12-14-2020

Rev. 2020

419 TOBACCO-FREE ENVIRONMENT; POSSESSION AND USE OF TOBACCO,  
TOBACCO-RELATED DEVICES, AND ELECTRONIC DELIVERY DEVICES; **VAPING  
AWARENESS AND PREVENTION INSTRUCTION**

*[Note: School districts are not required by statute to have a policy addressing these issues. However, Minn. Stat. § 144.416 requires that entities that control public places must make reasonable efforts to prevent smoking in public places, including the posting of signs or any other means which may be appropriate. Additionally, Minn. Stat. § 120B.238 requires that vaping prevention instruction be provided as set forth in this policy.]*

**I. PURPOSE**

The purpose of this policy is to maintain a learning and working environment that is tobacco free.

**II. GENERAL STATEMENT OF POLICY**

- A. A violation of this policy occurs when any student, teacher, administrator, other school personnel of the school district, or person smokes or uses tobacco, tobacco-related devices, or carries or uses an activated electronic delivery device in a public school. This prohibition extends to all facilities, whether owned, rented, or leased, and all vehicles that a school district owns, leases, rents, contracts for, or controls. In addition, this prohibition includes vehicles used, in whole or in part, for work purposes, during hours of school operation, if more than one person is present. This prohibition includes all school district property and all off-campus events sponsored by the school district.
- B. A violation of this policy occurs when any elementary school, middle school, or secondary school student possesses any type of tobacco, tobacco-related devices, or electronic delivery devices in a public school. This prohibition extends to all facilities, whether owned, rented, or leased, and all vehicles that a school district owns, leases, rents, contracts for, or controls and includes vehicles used, in whole or in part, for school purposes, during hours of school operation, if more than one person is present. This prohibition includes all school district property and all off-campus events sponsored by the school district.
- C. The school district will act to enforce this policy and to discipline or take appropriate action against any student, teacher, administrator, school personnel, or person who is found to have violated this policy.

- D. The school district will not solicit or accept any contributions or gifts of money, curricula, materials, or equipment from companies that directly manufacture and are identified with tobacco products, tobacco-related devices, or electronic delivery devices. The school district will not promote or allow promotion of tobacco products or electronic delivery devices on school property or at school-sponsored events.

### III. DEFINITIONS

- A. “Electronic delivery device” means any product containing or delivering nicotine, lobelia, or any other substance, **whether natural or synthetic**, intended for human consumption ~~that can be used by a person to simulate smoking in the delivery of nicotine or any other substance~~ through inhalation of **aerosol or vapor** from the product. **Electronic delivery devices includes but is not limited to devices manufactured, marketed, or sold as electronic cigarettes, electronic cigars, electronic pipe, vape pens, modes, tank systems, or under any other product name or descriptor.** Electronic delivery device includes any component part of a product, whether or not marketed or sold separately. Electronic delivery device **excludes drugs, devices, or combination products, as those terms are defined in the Federal Food, Drug, and Cosmetic Act, that are authorized for sale by the United States Food and Drug Administration.**
- B. “Heated tobacco product” means a tobacco product that produces aerosols containing nicotine and other chemicals which are inhaled by users through the mouth.
- C. “Tobacco” means cigarettes and any product containing, made, or derived from tobacco that is intended for human consumption, whether chewed, smoked, absorbed, dissolved, inhaled, snorted, sniffed, or ingested by any other means, or any component, part, or accessory of a tobacco product, including, but not limited to, cigars; cheroots; stogies; perique; granulated, plug cut, crimp cut, ready rubbed, and other smoking tobacco; snuff; snuff flour; cavendish; plug and twist tobacco; fine cut and other chewing tobacco; shorts; refuse scraps, clippings, cuttings and sweepings of tobacco; and other kinds and forms of tobacco. Tobacco excludes any ~~tobacco product that has been approved by the United States Food and Drug Administration for sale as a tobacco-cessation product, as a tobacco-dependence product, or for other medical purposes, and is being marketed and sold solely for such an approved purpose.~~ **drugs, devices, or combination products, as those terms are defined in the Federal Food, Drug, and Cosmetic Act, that are authorized for sale by the United States Food and Drug Administration.**
- D. “Tobacco-related devices” means cigarette papers or pipes for smoking or other devices intentionally designed or intended to be used in a manner which enables the chewing, sniffing, smoking, or inhalation of **aerosol or vapor** of tobacco or tobacco

products. Tobacco-related devices include components of tobacco-related devices which may be marketed or sold separately.

- E. “Smoking” means inhaling, exhaling, burning, or carrying any lighted or heated cigar, cigarette, pipe, or any other lighted or heated product containing, made, or derived from nicotine, tobacco, marijuana, or other plant, whether natural or synthetic, that is intended for inhalation. Smoking includes carrying or using an activated electronic delivery device.
- F. “Vaping” means using an activated electronic delivery device or heated tobacco product.

#### **IV. EXCEPTIONS**

- A. A violation of this policy does not occur when an Indian adult lights tobacco on school district property as a part of a traditional Indian spiritual or cultural ceremony. An Indian is a person who is a member of an Indian tribe as defined under Minnesota law.
- B. A violation of this policy does not occur when an adult nonstudent possesses a tobacco or nicotine product that has been approved by the United States Food and Drug Administration for sale as a tobacco-cessation product, as a tobacco-dependence product, or for other medical purposes, and is being marketed and sold solely for such an approved purpose. Nothing in this exception authorizes smoking or use of tobacco, tobacco-related devices, or electronic delivery devices on school property or at off-campus events sponsored by the school district.

#### **V. VAPING PREVENTION INSTRUCTION**

- A. The school district must provide vaping prevention instruction at least once to students in grades 6 through 8.
- B. The school district may use instructional materials based upon the Minnesota Department of Health’s school e-cigarette toolkit or may use other smoking prevention instructional materials with a focus on vaping and the use of electronic delivery devices and heated tobacco products. The instruction may be provided as part of the school district’s locally developed health standards.

**[NOTE: In addition, school districts may choose to require (a) evidence- based vaping prevention instruction to students in grades 9 through 12; and/or (b) a peer-to-peer education program to provide vaping prevention instruction.]**

#### **VI. ENFORCEMENT**

- A. All individuals on school premises shall adhere to this policy.

- B. Students who violate this tobacco-free policy shall be subject to school district discipline procedures.
- C. School district administrators and other school personnel who violate this tobacco-free policy shall be subject to school district discipline procedures.
- D. School district action taken for violation of this policy will be consistent with requirements of applicable collective bargaining agreements, Minnesota or federal law, and school district policies.
- E. Persons who violate this tobacco-free policy may be referred to the building administration or other school district supervisory personnel responsible for the area or program at which the violation occurred.
- F. School administrators may call the local law enforcement agency to assist with enforcement of this policy. Smoking or use of any tobacco product in a public school is a violation of the Minnesota Clean Indoor Air Act and/or the Freedom to Breathe Act of 2007 and is a petty misdemeanor. A court injunction may be instituted against a repeated violator.
- G. No persons shall be discharged, refused to be hired, penalized, discriminated against, or in any manner retaliated against for exercising any right to a smoke-free environment provided by the Freedom to Breathe Act of 2007 or other law.

## **VII. DISSEMINATION OF POLICY**

- A. This policy shall appear in the student handbook.
- B. The school district will develop a method of discussing this policy with students and employees.

**Legal References:** [Minn. Stat. § 120B.238 \(Vaping Awareness and Prevention\)](#)  
Minn. Stat. §§ 144.411-144.417 (Minnesota Clean Indoor Air Act)  
Minn. Stat. § 609.685 (Sale of Tobacco to Children)  
2007 Minn. Laws Ch. 82 (Freedom to Breathe Act of 2007)

**Cross References:** MSBA/MASA Model Policy 403 (Discipline, Suspension, and Dismissal of School District Employees)  
MSBA/MASA Model Policy 506 (Student Discipline)  
MSBA Service Manual, Chapter 2, Students; Rights, Responsibilities and Behavior

## 516 STUDENT MEDICATION

*[Note: The necessary provisions for complying with Minn. Stat. §§ 121A.22, Administration of Drugs and Medicine, 121A.221, Possession and Use of Asthma Inhalers by Asthmatic Students, and 121A.222, Possession and Use of Nonprescription Pain Relievers by Secondary Students are included in this policy. The statutes do not regulate administration of drugs and medicine for students age 18 and over or other nonprescription medications. Please note that §121A.22 does not require school districts to apply the administration of medication rule to drugs or medicine used off school grounds, drugs or medicines used in connection with athletics or extra-curricular activities, and drugs and medicines that are used in connection with activities that occur before or after the regular school day.]*

### I. PURPOSE

The purpose of this policy is to set forth the provisions that must be followed when administering nonemergency prescription medication to students at school.

### II. GENERAL STATEMENT OF POLICY

The school district acknowledges that some students may require prescribed drugs or medication during the school day. The school district's licensed school nurse, trained health clerk, principal, or teacher will administer prescribed medications, except any form of medical cannabis, in accordance with law and school district procedures.

### III. REQUIREMENTS

- A. The administration of prescription medication or drugs at school requires a completed signed request from the student's parent. An oral request must be reduced to writing within two school days, provided that the school district may rely on an oral request until a written request is received.
- B. An "Administering Prescription Medications" form must be completed annually (once per school year) and/or when a change in the prescription or requirements for administration occurs. Prescription medication as used in this policy does not include any form of medical cannabis as defined in Minn. Stat. § 152.22, Subd. 6.
- C. Prescription medication must come to school in the original container labeled for the student by a pharmacist in accordance with law, and must be administered in a manner consistent with the instructions on the label.

- D. The school nurse may request to receive further information about the prescription, if needed, prior to administration of the substance.
  
- E. Prescription medications are not to be carried by the student, but will be left with the appropriate school district personnel. Exceptions to this requirement are: prescription asthma medications self-administered with an inhaler (See Part J.5. below), and medications administered as noted in a written agreement between the school district and the parent or as specified in an IEP (individualized education program), Section 504 plan, or IHP (individual health plan).
  
- F. The school must be notified immediately by the parent or student 18 years old or older in writing of any change in the student's prescription medication administration. A new medical authorization or container label with new pharmacy instructions shall be required immediately as well.
  
- G. For drugs or medicine used by children with a disability, administration may be as provided in the IEP, Section 504 plan or IHP.
  
- H. The school nurse, or other designated person, shall be responsible for the filing of the Administering Prescription Medications form in the health records section of the student file. The school nurse, or other designated person, shall be responsible for providing a copy of such form to the principal and to other personnel designated to administer the medication.
  
- I. Procedures for administration of drugs and medicine at school and school activities shall be developed in consultation with a school nurse, a licensed school nurse, or a public or private health organization or other appropriate party (if appropriately contracted by the school district under Minn. Stat. § 121A.21). The school district administration shall submit these procedures and any additional guidelines and procedures necessary to implement this policy to the school board for approval. Upon approval by the school board, such guidelines and procedures shall be an addendum to this policy.
  
- J. If the administration of a drug or medication described in this section requires the school district to store the drug or medication, the parent or legal guardian must inform the school if the drug or medication is a controlled substance. For a drug or medication that is not a controlled substance, the request must include a provision designating the school district as an authorized entity to transport the drug or medication for the purpose of destruction if any unused drug or medication remains in the possession of school personnel. For a drug or medication that is a controlled substance, the request must specify that the parent or legal guardian is required to retrieve the drug or controlled substance when requested by the school.
  
- K. Specific Exceptions:

1. Special health treatments and health functions such as catheterization, tracheostomy suctioning, and gastrostomy feedings do not constitute administration of drugs and medicine;
2. Emergency health procedures, including emergency administration of drugs and medicine are not subject to this policy;
3. Drugs or medicine provided or administered by a public health agency to prevent or control an illness or a disease outbreak are not governed by this policy;
4. Drugs or medicines used at school in connection with services for which a minor may give effective consent are not governed by this policy;
5. Drugs or medicines that are prescription asthma or reactive airway disease medications can be self-administered by a student with an asthma inhaler if:
  - a. the school district has received a written authorization from the pupil's parent permitting the student to self-administer the medication;
  - b. the inhaler is properly labeled for that student; and
  - c. the parent has not requested school personnel to administer the medication to the student.

The parent must submit written authorization for the student to self-administer the medication each school year. In a school that does not have a school nurse or school nursing services, the student's parent or guardian must submit written verification from the prescribing professional which documents that an assessment of the student's knowledge and skills to safely possess and use an asthma inhaler in a school setting has been completed.

If the school district employs a school nurse or provides school nursing services under another arrangement, the school nurse or other appropriate party must assess the student's knowledge and skills to safely possess and use an asthma inhaler in a school setting and enter into the student's school health record a plan to implement safe possession and use of asthma inhalers;

6. Medications:
  - a. that are used off school grounds;

- b. that are used in connection with athletics or extracurricular activities; or
- c. that are used in connection with activities that occur before or after the regular school day

are not governed by this policy.

***[Note: The provisions of paragraph 6 are optional and the school board may choose to include or exclude any of the provisions specified.]***

- 7. Nonprescription Medication. A secondary student may possess and use nonprescription pain relief in a manner consistent with the labeling, if the school district has received written authorization from the student's parent or guardian permitting the student to self-administer the medication. The parent or guardian must submit written authorization for the student to self-administer the medication each school year. The school district may revoke a student's privilege to possess and use nonprescription pain relievers if the school district determines that the student is abusing the privilege. This provision does not apply to the possession or use of any drug or product containing ephedrine or pseudoephedrine as its sole active ingredient or as one of its active ingredients. Except as stated in this paragraph, only prescription medications are governed by this policy.

***[Note: School districts should consult with licensed medical and nursing personnel to address whether nonprescription medications will be allowed at elementary schools and whether and under what conditions school personnel will participate in storing or administering nonprescription medications.]***

- 8. At the start of each school year or at the time a student enrolls in school, whichever is first, a student's parent, school staff, including those responsible for student health care, and the prescribing medical professional must develop and implement an individualized written health plan for a student who is prescribed epinephrine auto-injectors that enables the student to:
  - a. possess epinephrine auto-injectors; or
  - b. if the parent and prescribing medical professional determine the student is unable to possess the epinephrine, have immediate access to epinephrine auto-injectors in close proximity to the student at all times during the instructional day.

The plan must designate the school staff responsible for implementing the student's health plan, including recognizing anaphylaxis and administering epinephrine auto-injectors when required, consistent with state law. This health plan may be included in a student's § 504 plan.

9. A student may possess and apply a topical sunscreen product during the school day while on school property or at a school-sponsored event without a prescription, physician's note, or other documentation from a licensed health care professional. School personnel are not required to provide sunscreen or assist students in applying sunscreen.

L. "Parent" for students 18 years old or older is the student.

M. Districts and schools may obtain and possess epinephrine auto-injectors to be maintained and administered by school personnel to a student or other individual if, in good faith, it is determined that person is experiencing anaphylaxis regardless of whether the student or other individual has a prescription for an epinephrine auto-injector. The administration of an epinephrine auto-injector in accordance with this section is not the practice of medicine.

A district or school may enter into arrangements with manufacturers of epinephrine auto-injectors to obtain epinephrine auto-injectors at fair-market, free, or reduced prices. A third party, other than a manufacturer or supplier, may pay for a school's supply of epinephrine auto-injectors.

N. Procedure regarding unclaimed drugs or medications.

1. The school district has adopted the following procedure for the collection and transport of any unclaimed or abandoned prescription drugs or medications remaining in the possession of school personnel in accordance with this policy. Before the transportation of any prescription drug or medication under this policy, the school district shall make a reasonable attempt to return the unused prescription drug or medication to the student's parent or legal guardian. Transportation of unclaimed or unused prescription drugs or medications will occur at least annually but may occur more frequently at the discretion of the school district.
2. If the unclaimed or abandoned prescription drug is not a controlled substance as defined under Minnesota Statutes § 152.01, subdivision 4, or is an over-the-counter medication, the school district will either designate an individual who shall be responsible for transporting the drug or medication to a designated drop-off box or collection site or request that a law enforcement agency transport the drug or medication to a drop-off box or collection site on behalf of the school district.
3. If the unclaimed or abandoned prescription drug is a controlled substance as defined in Minnesota Statutes § 152.01, subdivision 4, the school district or school personnel is prohibited from transporting the prescription drug to a drop-off box or collection site for prescription drugs identified under this paragraph.

The school district must request that a law enforcement agency transport the prescription drug or medication to a collection bin that complies with Drug Enforcement Agency regulations, or if a site is not available, under the agency's procedure for transporting drugs.

- Legal References:**
- Minn. Stat. § 13.32 (Student Health Data)
  - Minn. Stat. § 121A.21 (Hiring of Health Personnel)
  - Minn. Stat. § 121A.22 (Administration of Drugs and Medicine)
  - Minn. Stat. § 121A.221 (Possession and Use of Asthma Inhalers by Asthmatic Students)
  - Minn. Stat. § 121A.222 (Possession and Use of Nonprescription Pain Relievers by Secondary Students)
  - Minn. Stat. § 121A.2205 (Possession and Use of Epinephrine Auto-Injectors; Model Policy)
  - Minn. Stat. § 121A.2207 (Life-Threatening Allergies in Schools; Stock Supply of Epinephrine Auto-Injectors)
  - Minn. Stat. § 121A.223 (Possession and Use of Sunscreen)
  - Minn. Stat. § 152.01 (Definitions)**
  - Minn. Stat. § 151.212 (Label of Prescription Drug Containers)
  - Minn. Stat. § 152.22 (Medical Cannabis; Definitions)
  - Minn. Stat. § 152.23 (Medical Cannabis; Limitations)
  - 20 U.S.C. § 1400 *et seq.* (Individuals with Disabilities Education Improvement Act of 2004)
  - 29 U.S.C. § 794 *et seq.* (Rehabilitation Act of 1973, § 504)
- Cross References:**
- MSBA/MASA Model Policy 418 (Drug-Free Workplace/Drug-Free School)



Adopted: 5-14-07

Orig. 1997

Rev. 2020

Revised: 12-14-2020

**601 SCHOOL DISTRICT CURRICULUM AND INSTRUCTION GOALS ~~GOALS~~  
~~AND OBJECTIVES OF THE EDUCATIONAL PROGRAM~~**

**I. PURPOSE**

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

**II. GENERAL STATEMENT OF POLICY**

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

**III. DEFINITIONS**

- A. "Academic standard" means a summary description of student learning in a required content area or elective content area.
- B. "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.
- C. "Curriculum" means district or school adopted programs and written plans for providing students with learning experiences that lead to expected knowledge, skills, and career and college readiness.
- D. "Instruction" means methods of providing learning experiences that enable students to meet state and district academic standards and graduation requirements.
- E. "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 study or industry certification courses or programs, and enrichment experiences by student subgroup;

2. student performance on the Minnesota Comprehensive Assessments;
  3. high school graduation rates; and
  4. career and college readiness under Minn. Stat. § 120B.30, Subd. 1.
- F. “World’s best workforce” means striving to: meet school readiness goals; have all third-grade students achieve grade-level literacy; close the academic achievement gap among all racial and ethnic groups of students and between students living in poverty and students not living in poverty; have all students attain career and college readiness before graduating from high school; and have all students graduate from high school.
- 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

#### **IV. LONG-TERM STRATEGIC PLAN**

- A. The school board, at a public meeting, shall 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 nine student categories identified under the federal 2001 No Child Left Behind Act and two student gender categories of male and female;
  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 accelerate their instruction, adopt procedures for early admission to kindergarten or first grade of gifted and talented learners which are sensitive to underrepresented groups, and identify-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 Minn. Stat. § 123B.147, Subd. 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 Minn. Stat. § 120B.35, Subd. 3(b)(2), and teacher evaluations under Minn. Stat. § 122A.40, Subd. 8, or 122A.41, Subd. 5;

4. strategies for improving instruction, curriculum, and student achievement, including the English and, where practicable, the native language development and the academic achievement of English learners;
5. a process to examine the equitable distribution of teachers and strategies to ensure low-income and minority children are not taught at higher rates than other children by inexperienced, ineffective, or out-of-field teachers;
6. education effectiveness practices that integrate high-quality instruction, rigorous curriculum, technology, and a collaborative professional culture that develops and supports teacher quality, performance, and effectiveness; and
7. an annual budget for continuing to implement the school district plan.

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

1. All students will be required to demonstrate essential skills to effectively participate in lifelong learning.\* These skills include the following:
  - a. reading, writing, speaking, listening, and viewing in the English language;
  - b. mathematical and scientific concepts;
  - c. locating, organizing, communicating, and evaluating information and developing methods of inquiry (i.e., problem solving);
  - d. creative and critical thinking, decision making, and study skills;
  - e. work readiness skills;
  - f. global and cultural understanding.
2. Each student will have the opportunity and will be expected to develop and apply essential knowledge that enables that student to:
  - a. live as a responsible, productive citizen and consumer within local, state, national, and global political, social, and economic systems;
  - b. bring many perspectives, including historical, to contemporary issues;

- c. develop an appreciation and respect for democratic institutions;
    - d. communicate and relate effectively in languages and with cultures other than the student's own;
    - e. practice stewardship of the land, natural resources, and environment;
    - f. use a variety of tools and technology to gather and use information, enhance learning, solve problems, and increase human productivity.
  3. Students will have the opportunity to develop creativity and self-expression through visual and verbal images, music, literature, world languages, movement, and the performing arts.
  4. School practices and instruction will be directed toward developing within each student a positive self-image and a sense of personal responsibility for:
    - a. establishing and achieving personal and career goals;
    - b. adapting to change;
    - c. leading a healthy and fulfilling life, both physically and mentally;
    - d. living a life that will contribute to the well-being of society;
    - e. becoming a self-directed learner;
    - f. exercising ethical behavior.
  5. Students will be given the opportunity to acquire human relations skills necessary to:
    - a. appreciate, understand, and accept human diversity and interdependence;
    - b. address human problems through team effort;
    - c. resolve conflicts with and among others;
    - d. function constructively within a family unit;
    - e. promote a multicultural, gender-fair, disability-sensitive society
- C. Every child is reading at or above grade level no later than the end of grade 3, including English learners, and teachers provide comprehensive, scientifically based reading instruction, including a program or collection of instructional practices that is

based on valid, replicable evidence showing that, when the programs or practices are used, students can be expected to achieve, at a minimum, satisfactory reading progress. The program or collection of practices must include, at a minimum, effective, balanced instruction in all five areas of reading (phonemic awareness, phonics, fluency, vocabulary development, and reading comprehension), as well as instructional strategies for continuously assessing, evaluating, and communicating the student's reading progress and needs.

1. The school district shall identify, before the end of kindergarten, grade 1, and grade 2, students who are not reading at grade level before the end of the current school year. Reading assessments in English and in the predominant languages of district students, where practicable, must identify and evaluate students' areas of academic need related to literacy. The school district also must monitor the progress and provide reading instruction appropriate to the specific needs of English learners. The school district must use locally adopted, developmentally appropriate, and culturally responsive assessment.

**MSBA Policy Language:** The school district must identify, before the end of kindergarten, grade 1, and grade 2, all students who are not reading at grade level. Students identified as not reading at grade level by the end of kindergarten, grade 1, and grade 2 must be screened for characteristics of dyslexia, unless a different reason for the reading difficulty has been identified.

2. 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.

**MSBA Policy Language:** 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.

***[Note: According to Minnesota statutes, dyslexia screening is to be conducted in a locally determined manner.]***

3. 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. 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.

**MSBA Policy Language:** Reading assessments in English and in the predominant languages of district students, where practicable, must identify and evaluate students' areas of academic need related to literacy. The school district also must monitor the progress and provide reading instruction appropriate to the specific needs of English learners. The school district must use locally adopted, developmentally appropriate, and culturally responsive 601-5 assessment and annually report summary assessment results to the Commissioner of Education by July 1.

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

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

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

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

- a. the student's reading proficiency as measured by a locally adopted assessment;
- b. reading-related services currently being provided to the student and the student's progress; and

- c. strategies for parents to use at home in helping their students succeed in becoming grade-level proficient in reading English and their native languages.

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

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

[Note: School districts are strongly encouraged, but not required, to provide personal learning plans, as provided in Paragraph 8.]

8. 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 exercises 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.

***Legal References:*** Minn. Stat. § 120B.018 (Definitions)

Minn. Stat § 120B.02 (Educational Expectations for Minnesota Students)

Minn. Stat § 120B.11 (School District Process)

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

Minn. Stat. § 120B.30, Subd. 1 (Statewide Testing and Reporting System)

Minn. Stat. § 120B.35, Subd. 3 (Student Academic Achievement and Growth)

Minn. Stat. § 122A.40, Subd. 8 (Employment; Contracts; Termination)

Minn. Stat. § 122A.41, Subd. 5 (Teacher Tenure Act; Cities of the First Class; Definitions)

Minn. Stat. § 123B.147, Subd. 3 (Principals)

20 U.S.C. § 5801, et seq. (National Education Goals 2000)

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)

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

Adopted: 5-14-07

MSBA/MASA Model Policy 607

Orig. 1995

Revised: 12-14-20

Rev. 2020

## **607 ORGANIZATION OF GRADE LEVELS**

### **I. PURPOSE**

The purpose of this policy is to address the grade level organization of schools within the school district.

### **II. GENERAL STATEMENT OF POLICY**

- A. The policy of the school district is to address the groupings of grade levels as recognized in **Minn. Stat. § 120A.05, as follows:**

Elementary:	Kindergarten – Grade 5
Middle School:	Grades 6 - 8
High School:	Grades 9-12

- B. The superintendent may seek school board approval to administer certain programs on a nongraded basis or a design different from that indicated. Program proposals that seek school board approval must meet all state requirements and reflect the rationale for the modification.
- C. The school district may request documentation that verifies a student falls within the school’s minimum and maximum age requirements for admission to publicly funded prekindergarten, preschool, kindergarten, or grades 1 through 12. Documentation may include a passport, a hospital birth record or physician’s certificate, a baptismal or religious certificate, an adoption record, health records, immunization records, immigration records, previously verified school records, early childhood screening records, Minnesota Immunization Information Connection records, or an affidavit from a parent.

### **III. DEFINITIONS**

- A. “Kindergarten” means a program, designed for students five years of age on September 1 of the calendar year in which the school year commences that prepares students to enter first grade the following school year.
- B. “Prekindergarten” means a program designed for students younger than five years of age on September 1 of the calendar year in which the school year commences that prepares students to enter kindergarten the following school year.

***Legal References:*** Minn. Stat. § 120A.05, Subds. 9, 10a, 11, 13, 17 (Public Schools)  
Minn. Stat. § 120A.20, Subd. 4 (Verification of Age for Admission to Public School)  
Minn. Stat. § 123B.02, Subd. 2 (General Powers of Independent School Districts)

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