Regular Meeting
Monday, June 3, 2024 6:30 PM

Teaching & Learning Center, Becker High School
12000 Hancock Street
Becker, MN 55308

Agenda

1. PROCEDURAL ITEMS
   - 1.A. Call to Order
   - 1.B. Pledge of Allegiance
   - 1.C. Agenda
   - 1.D. Recognition of Visitors and Public Forum
   - 1.E. Presentations
2. REPORTS
   - 2.A. Student Report
   - 2.B. Superintendent's Report
   - 2.C. Committee Reports
3. CONSENT AGENDA
   - 3.A. Minutes
   - 3.B. Financial Report
   - 3.C. Disbursements
   - 3.D. Personnel
   - 3.E. 24-25, 25-26 Activity Fees
   - 3.F. MSHSL Membership Renewal
4. GIFTS
5. LONG-TERM FACILITY MAINTENANCE TEN-YEAR EXPENDITURE APPLICATION
6. CERTIFICATION OF UPDATED DISTRICT POPULATION ESTIMATE
7. DISCUSSION: SUBSTITUTE PAY
8. CLOSED SESSION TO DISCUSS NEGOTIATIONS STRATEGY
9. ADJOURN

Curriculum and Instruction Update

READ Act MN

6.3.24

MISSION AND VISION

MISSION STATEMENT

Developing Self-Directed Learners to Thrive in a Changing Global Community

VISION STATEMENT

Imagining Possibilities, Discovering Potential, Inspiring the Future

READ Act MN

- **Legislation passed and signed into law on May 24, 2023**
- **Goals of the legislation**
  - Every Minnesota child reading at or above grade level every year
  - Support multilingual learners in achieving their reading goals
  - Support students receiving special education services in achieving their reading goals

READ Act MN - Requirements

- **Science of Reading Training**
  - Train all staff members responsible for teaching reading in the science of reading
  - Phase 1 staff by 2026
    - 27 Becker teachers have completed LETRS training
    - 60 Becker teachers began training May 3 and will continue June 4 and will finish Fall of 2025
  - Phase 2 staff by 2027
    - Waiting for guidance from MDE

READ Act MN - Requirements

- **Screening Assessment**
  - Screen all students to measure foundational reading skills as well as characteristics of dyslexia with a MDE-approved assessment
    - Becker screens students using FastBridge in grades PK-grade 9 three times per year
- **Intervention**
  - Provide intervention for students who meet criteria according to our Multi-Tiered System of Supports (MTSS)
  - Monitor progress of students receiving intervention services
  - Conduct periodic reviews of student growth toward grade level reading goals
    - Becker provides intervention for students who meet MTSS criteria, monitor their progress, and conduct periodic reviews of student growth toward grade level reading goals

READ Act MN - Requirements

- **State Reporting**
  - Districts are required to report annual data of the following:
    - Universal screening results
    - Summary of district's efforts to identify and provide interventions to students who meet MTSS criteria
- Local Literacy Plan
  - Document that articulates the district's plan for literacy assessment, instruction, curriculum, intervention, and data.

Local Literacy Plan: 2024-25 School Year

To support 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 in order to meet grade level proficiency, a school district or charter school must adopt a local literacy plan that describes how they are working to meet that goal. A district must update and submit the plan to the commissioner by June 15 each year Minn. Stat.120B.12, subd. 4a (2023). With the purpose of assisting districts and charter schools, the Department of Education has developed this Local Literacy Plan template. Districts and charter schools may utilize this format, or an alternative format developed by the district or charter school. The Local Literacy Plan must be approved by the Superintendent and posted to the district or charter school's website annually.

District or Charter School Information

District or Charter School Name and Number: Becker Public Schools ISD 726

Date of Last Revision: May 25, 2022

Minnesota READ Act Goal

The goal of the READ Act is to have every Minnesota 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 Minn. Stat. 120B.12 (2023).

District or Charter School Literacy Goal

WBWF District Literacy Goals:

- 80% of students enrolled in BPS early learning programs who are eligible to enter kindergarten in the fall of 2024 will be on track to score in "low risk" as measured by the FastBridge Early Reading assessment in the spring of 2024.
- By the Spring of 2026, at least 70% of students enrolled in BPS will score at or above the grade level benchmark as measured by the FastBridge earlyReading, CBMR, or AUTOreading assessment.
- The achievement gap in Reading between students eligible for free and reduced lunches and students not eligible for free and reduced lunches will decrease from a baseline of 17.1% in 2022 to 12.1% in 2024 as measured by the MCA Reading assessment (while increasing scores for both groups).
- The achievement gap in Reading between students receiving Special Education services and students who do not receive Special Education services will decrease from a baseline of 28.9% in 2022 to 23.9% in

2024 as measured by the MCA Reading assessment (while increasing scores for both groups).

Achievement & Integration District Literacy Goals:

- 2023-2026: Students receiving FRLP will increase MCA III reading scores by 8% from 44.7% of students meeting proficiency in 2022 to 52.7% of students meeting proficiency in 2026.

ADSIS District Literacy Goals:

- The percentage of students receiving ADSIS Reading intervention services at Becker Primary School who make aggressive growth on the FastBridge earlyReading or CBMR assessment will increase from 20% in 2023-2024 to 30% by the end of the 2024-2025 SY.
- The percentage of students receiving ADSIS Reading intervention services at Becker Intermediate School who make aggressive growth on the FastBridge CBMR or AUTOreading assessment will increase from 27% in 2023-2024 to 37% by the end of the 2024-2025 SY.
- The percentage of students receiving Reading ADSIS Reading intervention services at Becker Middle School who make aggressive growth on the FastBridge AUTOreading/aReading assessment will increase fromX% in 2023-2024 to X% by the end of the 2024-2025 SY.

Universal and Dyslexia Screening

Identify which screener system is being utilized:

☐ mCLASS with DIBELS 8th Edition
☐ DIBELS Data System (DDS) with DIBELS 8th Edition
☒ FastBridge: earlyReading (Grades K-1) and CBMReading (Grades 1-3)

Grades K-3 Screeners

Indicate in the chart below the assessment(s) used for universal and dyslexia screening for grades K-3 students, what skills are assessed with the screener, and how often the screener data is collected.

Name of the Assessment	Target Audience (Grades K-3)	What component of reading is being assessed? (Each component should be addressed.)	Assessment Type (Each type of assessment should be represented.)	How often is the data being collected?
mCLASS with DIBELS 8th Edition	☐ Grade K ☐ Grade 1 ☐ Grade 2 ☐ Grade 3	☐ Oral Language ☐ Phonological Awareness ☐ Phonics ☐ Fluency ☐ Vocabulary ☐ Comprehension	☐ Universal Screening ☐ Dyslexia Screening	☐ First 6 weeks of School (Fall) ☐ Winter (optional) ☐ Last 6 weeks of School (Spring)
DIBELS Data System (DDS) with DIBELS 8th Edition	☐ Grade K ☐ Grade 1 ☐ Grade 2 ☐ Grade 3	☐ Oral Language ☐ Phonological Awareness ☐ Phonics ☐ Fluency ☐ Vocabulary ☐ Comprehension	☐ Universal Screening ☐ Dyslexia Screening	☐ First 6 weeks of School (Fall) ☐ Winter (optional) ☐ Last 6 weeks of School (Spring)
FastBridge: earlyReading (Grades K-1) and CBMReading (Grades 1-3)	☒ Grade K ☒ Grade 1 ☒ Grade 2 ☒ Grade 3	☐ Oral Language ☒ Phonological Awareness ☒ Phonics ☒ Fluency ☐ Vocabulary ☐ Comprehension	☒ Universal Screening ☒ Dyslexia Screening	☒ First 6 weeks of School (Fall) ☒ Winter (optional) ☒ Last 6 weeks of School (Spring)

Grades 4-12 Screeners

For students who do not demonstrate mastery of foundational reading skills, indicate in the chart below the assessment(s) used for universal and dyslexia screening, what skills are assessed with the screener, and how often the screener data is collected.

Name of the Assessment	Target Audience (Grades K-3)	What component of reading is being assessed? (Each component should be addressed.)	Assessment Type (Each type of assessment should be represented.)	How often is the data being collected?
Name of Screener: **FastBridge aReading**	☒ Grade 4 ☒ Grade 5 ☒ Grade 6 ☒ Grade 7 ☒ Grade 8 ☒ Grade 9 ☐ Grade 10 ☐ Grade 11 ☐ Grade 12	☐ Oral Language ☒ Phonological Awareness ☒ Phonics ☐ Fluency ☒ Vocabulary ☒ Comprehension	☒ Universal Screening ☒ Dyslexia Screening	☒ First 6 weeks of School (Fall) ☒ Winter (optional) ☒ Last 6 weeks of School (Spring)
Name of Screener: **AUTOReading**	☒ Grade 4 ☒ Grade 5 ☒ Grade 6 ☒ Grade 7 ☒ Grade 8 ☒ Grade 9 ☐ Grade 10 ☐ Grade 11 ☐ Grade 12	☐ Oral Language ☒ Phonological Awareness ☒ Phonics ☐ Fluency ☒ Vocabulary ☐ Comprehension	☒ Universal Screening ☒ Dyslexia Screening	☒ First 6 weeks of School (Fall) ☒ Winter (optional) ☒ Last 6 weeks of School (Spring)

Parent Notification and Involvement

Describe the method(s) that are used to notify parents or guardians when children are identified as not reading at or above grade level and the reading related services provided. Include what strategies are shared with parents/families to use at home.

At Becker Public Schools, we are committed to keeping parents and guardians informed and involved when their children are identified as not reading at or above grade level. Our process for notification and engagement includes the following methods:

1. Initial Notification:
    - Parents/guardians are notified through a combination of direct communication methods, including phone calls, emails, and formal letters. These communications provide detailed information about their child's current reading level, based on our universal screening and diagnostic assessments, such as FastBridge.
2. Follow-Up Meetings:
    - We invite parents/guardians to attend follow-up meetings with teachers, reading specialists, and members of the MTSS team. During these meetings, we discuss the specific areas where the student is struggling, the interventions that will be provided, and how progress will be monitored.
3. Detailed Explanation of Services:
    - Information about the reading-related services that will be provided is shared with parents/guardians. This includes the type of intervention (e.g., Tier 2 or Tier 3), the frequency and duration of the sessions, and the evidence-based strategies that will be used. Parents are given a copy of the intervention plan for their reference.
4. Regular Progress Updates:
    - Parents/guardians receive regular progress updates through various means, such as progress reports, parent-teacher conferences, and access to the FastBridge data via an online portal. These updates include specific details about their child’s progress and any adjustments made to the intervention plan.
5. Home Strategies:
    - To support reading development at home, we provide parents/guardians with practical strategies and resources. These strategies are tailored to the individual needs of the student and may include:
        - Reading Aloud: Encouraging parents to read aloud with their children daily to build fluency and comprehension skills.
        - Phonemic Awareness Activities: Simple games and activities that focus on phonemic awareness, such as rhyming, blending, and segmenting sounds.
        - Use of Decodable Texts: Providing decodable books that are aligned with the phonics skills being taught in school.
        - Vocabulary Building: Techniques for enhancing vocabulary through everyday conversations, reading diverse texts, and using new words in context.

- Access to Online Resources: Sharing links to educational websites and apps that offer interactive reading activities and exercises.

By maintaining open lines of communication and actively involving parents/guardians in their child's reading development, Becker Public Schools ensures a collaborative approach to improving literacy outcomes for all students.

Student Summary Level and Dyslexia Screening Data 2023-24 School Year

For districts currently using one of the three approved screeners, if able, please include benchmark data in this submission. For those transitioning to an approved screener, you will submit data in June 2025.

Summary Data Kindergarten through 3rd Grade

For grades kindergarten through grade three, indicate the number of students:

- universally screened
- students at or above benchmark in the fall and spring.
- students screened for dyslexia
- students identified with characteristics of dyslexia.

Grade	Number of Students Universally Screened in Fall	Number of Students Universally at or Above Benchmark Fall	Number of Students Universally Screened in Spring	Number of Students at or Above Benchmark Spring	Number of Students Screened for Dyslexia	Number Identified with Characteristics of Dyslexia
KG	223	183	221	133	222	7
1st	191	114	191	117	191	25
2nd	200	126	197	128	197	19
3rd	190	103	192	110	192	23

Students Grades 4-12 Not Reading at Grade Level

For grades 4-12, indicate the number of students screened, the number of students at or above benchmark, and the number of students identified with characteristics of dyslexia.

Grade	Total Number of Students	Number of Students Identified as Not Reading at Grade Level	Number of Students Screened for Dyslexia	Number of Students Identified with Characteristics of Dyslexia
4th	232	40	40	17
5th	221	46	46	11
6th	225	35	35	11
7th	194	15	15	5
8th	240	44	44	7
9th	213	32	32	11
10th	224	3	3	0
11th	No data	No data	No data	No data
12th	No data	No data	No data	No data

Core Reading Instruction and Curricula Grades K-5

Please indicate the curricula used for core reading instruction at each grade level. Include a description of how the curricula is used and the model of delivery.

Grade	Implemented Curricula Beginning in 24-25 SY	Description of Curricula Use (Foundational Skills, Knowledge Building, Comprehensive or Supplemental)	Instructional Delivery Model (Include Minutes Dedicated to Whole Class and Differentiated Instuction)
KG	Great Minds Wit & Wisdom UFLI Heggerty	Knowledge Building Foundational Skills	120 min block includes whole class and small group
1st	Great Minds Wit & Wisdom UFLI Heggerty	Knowledge Building Foundational Skills	120 min block includes whole class and small group
2nd	Great Minds Wit & Wisdom Bridge2Read Heggerty	Knowledge Building Foundational Skills	120 min block includes whole class and small group
3rd	McGraw Hill Wonders	Comprehensive	120 min block includes whole class and small group
4th	McGraw Hill Wonders	Comprehensive	120 min block includes whole class and small group
5th	McGraw Hill Wonders	Comprehensive	120 min block includes whole class and small group

Core ELA Instruction and Curricula Grades 6-12

Grade	Implemented ELA Curricula	Description of Curricula Use (e.g. comprehension, vocabulary, writing)	Instructional Delivery Model (e.g. class period length, block schedule, IB, AP)
6th	McDougal Littell Literature HMH Vocabulary in Context Teacher-created	Comprehension Vocabulary Writing	47 minute blocks
7th	McDougal Littell Literature Various novels Teacher-created	Comprehension Vocabulary Writing	47 minute blocks
8th	Various novels Teacher-created	Comprehension Vocabulary Writing	47 minute blocks
9th	Various novels Teacher-created	Comprehension Vocabulary Writing	52 minute blocks
10th	Various novels Teacher-created	Comprehension Vocabulary Writing	52 minute blocks
11th	Various novels Teacher-created	Comprehension Vocabulary Writing	52 minute blocks
12th	Various novels Teacher-created	Comprehension Vocabulary Writing	52 minute blocks

Data-Based Decision Making for Literacy Interventions

Districts are strongly encouraged to adopt the Minnesota Multi-Tiered System of Supports (MnMTSS) framework. This framework should include a process for monitoring student progress, evaluating program fidelity, and analyzing student outcomes and needs in order to design and implement ongoing evidenced-based instruction and interventions Minn. Stat.120B.12, subd. 4a (2023).

The MnMTSS framework provides guidance around each of these components.

Discuss if and how the district is implementing a multi-tiered system of support framework.

Becker Public Schools is actively implementing a multi-tiered system of support (MTSS) framework in alignment with the Minnesota Multi-Tiered System of Supports (MnMTSS). Our MTSS framework is a three-tier model designed to provide a structured approach to intervention and support, ensuring that all students receive the instruction and interventions necessary to succeed. The framework incorporates high-quality, evidence-based instruction at Tier 1, targeted supplemental instruction at Tier 2, and intensive individualized support at Tier 3.

Key components of our MTSS implementation include:

1. ***Assessment and Screening:*** *Universal screening is conducted using FastBridge early Reading, aReading, CBMR, and AUTOReading to identify students at risk and in need of additional support. This screening occurs three times per year (Fall, Winter, Spring) and helps in early identification of students who are struggling to read.*
2. ***Data-Driven Decision Making:*** *Data from assessments is used to inform instructional decisions at all tiers. Progress monitoring tools are utilized to track student progress and adjust interventions as needed.*
3. ***Tiered Support:*** *Students receive differentiated instruction based on their specific needs:*
    - *Tier 1: High-quality core instruction for all students.*
    - *Tier 2: Targeted interventions for students who are not making adequate progress in Tier 1.*
    - *Tier 3: Intensive interventions for students who have significant needs and require individualized support.*

Describe the data and method(s) used to determine targeted evidence-based reading instruction for students and the process for intensifying or modifying the instruction.

The determination of targeted evidence-based reading instruction involves several key steps:

1. ***Universal Screening:*** *All students are assessed using FastBridge reading assessments, such as earlyReading for K-1, aReading/CBMR for students in grades 2-3, and aReading/AUTOReading for students in grades 4-9. We use aReading/AUTOReading as needed for students in grades 10-12. This helps identify students who are at risk of not meeting grade-level expectations.*

2. ***Diagnostic Assessments:*** *For students identified as at-risk, additional diagnostic assessments are conducted to pinpoint specific skill deficits. Tools such as the Phonological Awareness Screening Test (PAST), Phonics Screener, and the LETRS Word Reading Survey are used.*
3. ***Progress Monitoring:*** *Students receiving interventions are monitored weekly or biweekly using progress monitoring tools like FastBridge CBMReading, LSF, and NWF. This frequent assessment helps determine if students are making adequate progress toward their goals.*
4. ***Intervention Adjustment:*** *If progress monitoring data indicates that a student is not making sufficient progress, the intervention is intensified. This may involve increasing the frequency or duration of the intervention sessions, changing the instructional strategies, or providing one-on-one support.*

Describe the data and method(s) used to identify students not reading at grade level. Discuss the district's criteria for entry into intervention, type and frequency of progress monitoring during intervention, and criteria for exit from intervention.

Identification of Students Not Reading at Grade Level:

1. *Universal Screening: All students are screened using FastBridge assessments. Benchmarks are set based on national percentiles, with students scoring below the 25th percentile identified as needing further assessment.*
2. *Diagnostic Assessments: Further diagnostic assessments help identify specific areas of need for students who do not meet benchmark criteria.*

Criteria for Entry into Intervention:

1. *Tier 2: Students scoring in the "some risk" range (15th-40th percentile) on FastBridge assessments are considered for Tier 2 interventions.*
2. *Tier 3: Students scoring in the "high risk" range (below the 15th percentile) and those who do not make adequate progress in Tier 2 interventions are considered for Tier 3 interventions.*

Progress Monitoring:

- *Frequency: Progress is monitored weekly or biweekly, depending on the intensity of the intervention.*
- *Tools: FastBridge CBMReading and other curriculum-based measures are used for progress monitoring.*

Criteria for Exit from Intervention:

1. *Meeting Individual Goals: Students who consistently meet their individual progress monitoring goals and demonstrate sufficient growth are considered for exit from intervention.*
2. *Benchmark Performance: Students who achieve benchmark performance levels on universal screening assessments may be exited from intervention.*

By following these structured processes and using evidence-based methods, Becker Public Schools ensures that all students receive the support they need to succeed in reading and other academic areas.

Professional Development Plan

Describe the district or charter school professional development plan for training educators on structured literacy. Include the name of the approved professional development program, timeline for completion.

*Becker Public Schools has adopted the Language Essentials for Teachers of Reading and Spelling (LETRS) as our structured literacy professional development program. This initiative is designed to equip our educators with the necessary skills and knowledge to provide effective reading instruction and interventions aligned with the Multi-Tiered System of Supports (MTSS) framework. The **LETRS Training Plan and Expectations** document articulates the timeline and expectations for training.*

Describe how the district or charter school will support the implementation of structured literacy and what data will be collected and how it will be used to assure continuous improvement.

The **LETRS Implementation Expectations** articulates practices that should be observed in classrooms after teachers have completed each Unit of training. We will continue to collect student data connected to literacy (FastBridge, PAST, LETRS Word Reading Survey, Spelling Inventory among other formative assessments within the classroom). PLCs will review data weekly for progress and make instructional adjustments as necessary. Data meetings will be conducted three times a year to review universal screening data and make intervention adjustments to meet the needs of students. The administrators and instructional coach will monitor implementation and coach teachers as they refine their practice of structured literacy.

Provide the number of educators who have met the Minnesota READ Act professional development requirements through previous training, those who are currently in training, and those who still need training.

Phase 1: Educator Role	Total Number in District or Charter Organization	Educators who have completed Training	Educators with Training in Progress	Educators who need Training
Pre-K Classroom and Part B/619 Early Childhood Special Education Educators responsible for early literacy instruction	9	1	1	7
K-3 Classroom Educators (including ESL instructors responsible for reading instruction)	37	11	3	23
Grades 4-5 (or 6) Classroom Educators (if applicable)	18	1	0	17
K-12 Reading Interventionists	8	3	1	4
K-12 Special Education Educators responsible for reading instruction	20	2	1	17
Pre-K through grade 5 Curriculum Directors	1	0	0	1
Pre-K through grade 5 Instructional Support Staff who provide reading support	4	0	0	4

Phase 2: Educator Role	Total Number in District or Charter Organization	Educators who have completed Training	Educators with Training in Progress	Educators who need Training
Grades 4-12 Classroom Educators responsible for reading instruction	33	1	17	15
Pre-K through 12 Educators who work with English learners (Licensed ELL teachers)	1	0	1	0
Grades K-Age 21 Educators who work with students who qualify for the graduation incentives program under section 124D.68	0	0	0	0
Grades 6-12 Instructional support staff who provide reading support	0	0	0	0
Grades 6-12 Curriculum Directors	1	0	1	0
Employees who select literacy instructional materials for Grades 6-12	12	0	0	12

Action Planning for Continuous Improvement

Describe what needs to be refined in the district or charter school's implementation of evidence-based literacy instruction. Provide a description of the next steps the district or charter school will take to improve implementation of evidence-based literacy instruction.

To refine our implementation of evidence-based structured literacy instruction, Becker Public Schools will focus on several key areas. First, we recognize the need to strengthen the consistency and fidelity of our literacy interventions across all grade levels. To achieve this, we will hire a dedicated literacy lead beginning in the 24-25 SY as required by the MN READ Act, who will oversee the implementation and provide targeted support to teachers. Additionally, we will utilize Professional Learning Communities (PLCs) to foster collaborative planning and data-driven decision-making among educators. Administrator walk-throughs will be conducted regularly to monitor classroom practices and provide immediate feedback, ensuring that instructional strategies are aligned with evidence-based approaches. Furthermore, our Primary School instructional coach will work closely with teachers to offer ongoing professional development and individualized coaching. Beginning in the 2024-2025 school year, we will implement a new core curricular resource for literacy, providing a cohesive and comprehensive framework to support our instructional goals. These steps will collectively strengthen our literacy program, ensuring that all students receive high-quality, effective reading instruction.

Board / Committee Meetings 2024

January

S	M	T	W	T	F	S	
	1	2	3	4	5	6	3 Finance 7:00 am 3 Facilities 4:30 pm
7	8	9	10	11	12	13	8 Organizational Meeting 6:30 pm
14	15	16	17	18	19	20	~~16 TRAK 5:30 pm~~ CANCELED ~~17 Policy 6:00 pm~~ CANCELED
21	22	23	24	25	26	27	22 Activities 7:00 am 22 EC Advisory 6:00 pm
28	29	30	31				~~29 Meet & Confer 3:45 pm~~ CANCELED 31 Finance 7:00 am

February

S	M	T	W	T	F	S	
				1	2	3	
4	5	6	7	8	9	10	5 Curriculum 5:00 pm 5 Board Meeting 6:30 pm
11	12	13	14	15	16	17	12 Activities 7:00 am ~~14 Policy 6:00 pm~~ RESCHEDULED 15 Wellness 3:00 pm
18	19	20	21	22	23	24	21 Community Education 3:30 pm ~~21 Policy 6:00 pm~~ CANCELED
25	26	27	28	29			28 Finance 7:00 am 28 Facilities 4:30 pm

March

S	M	T	W	T	F	S	
					1	2	
3	4	5	6	7	8	9	4 Board Meeting 6:30 pm
10	11	12	13	14	15	16	~~13 Policy 6:00 pm~~ RESCHEDULED
17	18	19	20	21	22	23	18 Activities 7:00 am 19 TRAK 5:30 pm 20 Policy 6:00 pm
24	25	26	27	28	29	30	
31							

April

S	M	T	W	T	F	S	
	1	2	3	4	5	6	3 Finance 7:00 am 3 Facilities 4:30 pm
7	8	9	10	11	12	13	8 Board Meeting 6:30 pm
14	15	16	17	18	19	20	17 Policy 6:00 pm
21	22	23	24	25	26	27	22 Activities 7:00 am 22 EC Advisory 6:00 pm 24 Community Education 3:30 pm
28	29	30					

May

S	M	T	W	T	F	S	
			1	2	3	4	1 Finance 7:00 am 1 Facilities 4:30 pm
5	6	7	8	9	10	11	6 Curriculum 5:30 pm 6 Board Meeting 6:30 pm
12	13	14	15	16	17	18	13 Activities 7:00 am 15 Meet & Confer 3:45 pm ~~15 Policy 6:00 pm~~ CANCELED
19	20	21	22	23	24	25	21 TRAK 5:30 pm
26	27	28	29	30	31		29 Finance 7:00 am 29 Facilities 4:30 pm

July

S	M	T	W	T	F	S	
	1	2	3	4	5	6	
7	8	9	10	11	12	13	8 Board Meeting 6:30 pm
14	15	16	17	18	19	20	17 Policy 6:00 pm
21	22	23	24	25	26	27	
28	29	30	31				31 Finance 7:00 am 31 Facilities 4:30 pm

August

S	M	T	W	T	F	S	
				1	2	3	
4	5	6	7	8	9	10	5 Board Meeting 6:30 pm
11	12	13	14	15	16	17	14 Policy 6:00 pm
18	19	20	21	22	23	24	
25	26	27	28	29	30	31	

September

S	M	T	W	T	F	S	
1	2	3	4	5	6	7	4 Finance 7:00 am 4 Facilities 4:30 pm
8	9	10	11	12	13	14	9 Board Meeting 6:30 pm
15	16	17	18	19	20	21	18 Policy 6:00 pm
22	23	24	25	26	27	28	24 Community Education 3:30 pm
29	30						

October

S	M	T	W	T	F	S	
		1	2	3	4	5	2 Finance 7:00 am 2 Facilities 4:30 pm
6	7	8	9	10	11	12	7 Board Meeting 6:30 pm
13	14	15	16	17	18	19	16 Policy 6:00 pm
20	21	22	23	24	25	26	23 Wellness 3:00 pm
27	28	29	30	31			28 Activities 7:00 am

November

S	M	T	W	T	F	S	
					1	2	
3	4	5	6	7	8	9	
10	11	12	13	14	15	16	13 Finance 7:00 am 13 Facilities 4:30 pm
17	18	19	20	21	22	23	18 Board Meeting 6:30 pm
24	25	26	27	28	29	30	25 Activities 7:00 am

June

S	M	T	W	T	F	S	
						1	
2	3	4	5	6	7	8	3 Board Meeting 6:30 pm
9	10	11	12	13	14	15	12 Policy 6:00 pm
16	17	18	19	20	21	22	
23	24	25	26	27	28	29	26 Finance 7:00 am 26 Facilities 4:30 pm
30							

December

S	M	T	W	T	F	S	
1	2	3	4	5	6	7	2 Board Meeting 6:30 pm
8	9	10	11	12	13	14	11 Policy Meeting 6:00 pm
15	16	17	18	19	20	21	
22	23	24	25	26	27	28	
29	30	31					

Chair Jurek called the regular meeting of the School Board of District #726 to order on the 8th day of April, 2024 at 6:30 p.m. in the Teaching & Learning Center.

Roll Call.

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

Members absent: None

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

CITIZEN COMMENTS:None

PRESENTATION: "PBIS," by Brandon Papenfuss, Assistant Principal

REPORTS/UPDATES:

- Student Representatives
- Superintendent
- Committee Meeting Updates: TRAK, Policy, Activities

Motion by Connie Robinson, seconded by Troy Berning, to ***Approve the Consent Agenda*** as presented:

CONSENT AGENDA

MINUTES FROM THE MARCH 4, 2024 REGULAR SCHOOL BOARD MEETING

FINANCIAL REPORT

EXPENDITURES

Fund	2023-24 Budget	March 2024	2023-24 Year-to-Date	Remaining Budget	% Spent
General	39,144,118	2,861,521	25,641,672	13,502,446	65.51%
Food Service	2,471,330	204,081	1,796,284	675,046	72.68%
Community Service	1,750,471	130,548	1,184,469	566,002	67.67%
Debt Service	3,820,887	-	3,813,383	7,504	99.80%
	$ 47,186,806	**$ 3,196,150**	**$ 32,435,808**	**$ 14,750,998**	**68.74%**

DISBURSEMENTS – in the amount of $2,733,924.01

PERSONNEL

Name	Status	Job Title	Location	Effective
Barthel, Emily	New	Special Education (EBD) Teacher	PS	8/26/24
Bjorlin, Jenny	Resignation	AM/PM/Mid-Day Bus Driver	Bus Garage	2/23/24
Blommel, James	Extracurricular Assignment	7th Grade Baseball Coach	MS	4/1/24
Bruska, Justine	Resignation	Camp Opportunity Lead Staff	Camp Opportunity	03/13/24
Cable, Erla	Resignation	Special Education Teacher	HS	6/5/24
Dodds, Patricia	Resignation	AM/PM/Mid-Day Bus Driver	Bus Garage	03/12/24
Free, James	New	AM/PM Bus Driver	Bus Garage	03/04/24
Frerich, Justin	Resignation	Tech Director - AV	MS	3/10/24
Gunderson, Brittany	Change in Assignment	Special Education (SLD) Teacher (was DCD)	HS	08/26/24
Hansen, Jennifer	Change in Assignment (Building)	Custodian	MS/HS (was PS)	03/18/24
Heimerl, Dayna	Extracurricular Assignment	Track & Field Coach	MS	4/2/24
Hook, Lori	Change in Assignment (Increase in Hours)	Mid-Day Bus Driver	Bus Garage	2/26/24
Kral, Jesse	Extracurricular Assignment	8th Grade Baseball Coach	MS	4/2/24
McDermond, Cassie	Resignation	Food Service Worker	IS	4/5/24
McDermond, Cassie	New Assignment	Camp Opportunity Lead Staff	Camp Opportunity	4/9/24
Olson, Dan	Resignation	Golf Coach	MS	2/22/24
Olson, Dan	Extracurricular Assignment	Head Golf Coach	HS	3/18/24
Radunz, Nicolas	Extracurricular Assignment	AM Weight Room Supervisor	HS	4/2/24

Risberg, Amanda	New	School Readiness Teacher	PS / Early Childhood	3/20/24
Schreifels, Kelly	Resignation	6th Grade ELA Teacher	MS	06/06/24
Semmer, Katie	Additional Assignment	Mid-Day Bus Driver	Bus Garage	4/2/24
Slimmer, Regina	Change in Assignment	Special Education (DCD) Teacher (was SLD)	PS	8/26/24
Springer, Courtney	Resignation	Special Education Paraprofessional	IS	4/26/24
Squires, Dominic	Extracurricular Assignment	PM Weight Room Supervisor	HS	4/2/24
Stenberg, Michael	Extracurricular Assignment	Golf Coach	MS	4/1/24
Struffert, Katelynn	Resignation	Camp Opportunity Assistant	Camp Opportunity	4/1/24
Tapper, Kimberly	Resignation	Early Childhood Special Education Teacher	PS	3/20/24
Thomas, Angela	Additional Assignment	Mid-Day Bus Driver	Bus Garage	2/26/24
Thomas, Tammy	Resignation	AM/PM/Mid-Day Bus Driver	Bus Garage	5/30/24
Vealetzek, Jess	Resignation	Head Volleyball Coach	High School	3/26/24

BEA CONTRACT: 2023-2024, 2024-2025, *as presented*

Motion carried unanimously.

Motion by Corey Stanger, seconded by Ryan Hubbard, to ***Accept the Following Gifts***:

DONOR	PROGRAM	AMOUNT
Becker Lions	Middle School	$600.00
Becker Lions	ECFE Playground	$1,000.00
Becker Lions	DECA	$500.00
Becker PTSA	Intermediate Art Show	$250.00
Byers, Y	GSA	$25.00
Connexus Energy	Scholarships	$2,000.00

Duelm Lions	ECFE Playground	$500.00
Gene Haas Foundation	Robotics	$2,500.00

Motion carried unanimously.

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

526 Hazing Prohibition

A second reading will be held at the May school board meeting.
Superintendent Schmidt discussed a potential change to the ***23-24 School Year Calendar*** which will be discussed at the May school board meeting. There was no action taken.

Motion by Troy Berning, seconded by Pete Weismann, to ***Approve the Amended 24-25 School Year Calendar***, indicating grading days. There is no change for students or families. Motion carried unanimously.

The meeting was ***adjourned*** at 6:56 p.m.

Superintendent Schmidt and School Board Members were provided a tour of the Early Education Center following the regular school board meeting.

_____

Aaron Jurek, Chair

_____

Pete Weismann, Clerk

Recorder: Angela Oswald

BECKER PUBLIC SCHOOLS
MONTHLY FINANCIAL REPORT
May 2024

EXPENDITURES

Fund	2023-24 Budget	May 2024	2023-24 Year-to-Date	Remaining Budget	% Spent
General	42,876,367	3,987,298	32,682,451	10,193,916	76.22%
Food Service	2,851,817	257,148	2,241,204	610,613	78.59%
Community Service	1,721,471	171,007	1,495,391	226,080	86.87%
Debt Service	3,820,887	-	3,813,383	7,504	99.80%
	$ 51,270,542	**$ 4,415,453**	**$ 40,232,429**	**$ 11,038,113**	**78.47%**

Name	Status	Job Title	Location	Effective
Ascher, Dana	New	School Readiness / ECFE Teacher	Early Education Center	8/26/24
Beehler, Kevin	New	Assistant Principal	MS	07/01/24
Buntrock, Nancy	Resignation	1st Grade Teacher	PS	6/5/24
Diemert, Madison	Change in Assignment	Special Education (DCD) Teacher	HS (was MS)	8/26/24
Fox, Lance	Resignation	Social Studies Teacher	MS	6/5/24
Hedlund, Bonnie	Resignation	Reading Interventionist	IS	6/5/24
House, Kelsey	Resignation	Camp Opportunity Lead	Camp Opportunity	5/31/24
Kragerud, Jana	Resignation	Special Education Teacher	IS	6/5/24
Kurtti, Rachelle	New	English Teacher	HS	08/26/24
Mann, Christine	Resignation	Data Specialist Teacher	District-Wide	6/5/24
Mareck, Theresea	Resignation	Speech Language Pathologist	IS	6/5/24
Meece, Mikayla	New	ECSE Teacher	PS	08/26/24
Oeding, Stephanie	Change in Assignment	MN Reading/Math Corps Internal Coach (was 2nd Grade)	PS/IS	8/26/24
Ramola, Megan	Resignation	Technology Assistant	District/Technology	8/23/24
Risberg, Amanda	Re-Hire	ECFE Parent Educator	Early Education Center	8/26/24

Stein, Bobbi	New	Science Teacher	MS	8/26/24
TwoRivers, Nadine	New	Social Studies Teacher	MS	8/26/24

Activity Fees 24-25 and 25-26

9-12	Activities	$200
	Fine Arts	$105
7-8	Activities	$150
	Fine Arts	$95
Family Maximum		$900

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2024-2025 RESOLUTION FOR MEMBERSHIP IN THE MINNESOTA STATE HIGH SCHOOL LEAGUE
Membership Renewal Form

This form must be completed once for each school in the district.

Must be completed and submitted to MSHSL NOT LATER THAN JULY 31, 2024. Retain one copy for the school files.

RESOLVED, that the Governing Board or Entity of_____ (Name of School) located in the State of Minnesota delegates the control, supervision and regulation of interscholastic activities and athletics (referred to in MN Statutes, Section 128C.01) to the Minnesota State High School League, and so hereby certifies to the State Commissioner of Education as provided for by Minnesota Statutes.

FURTHER RESOLVED, that the school listed is authorized by this, the Governing Board of said school district or school to renew its membership in the Minnesota State High School League; and to participate in the approved interscholastic activities and athletics sponsored by said League and its various subdivisions.

FURTHER RESOLVED, that this Governing Board or Entity hereby adopts the Constitution, Bylaws, Policies, Rules and Regulations of said League and all amendments thereto as the same as are published in the latest edition of the League's *Official Handbook*, on file at the office of the school district or school, or as appears on the League's website, as the minimum standards governing participation in said League-sponsored activities and athletics. Further, the administration and responsibility for determining student eligibility and for the supervision of such activities and athletics are assigned to the official representatives identified by this Governing Board or Entity.

Signing this Resolution for Membership affirms that this Governing Board has reviewed all required membership materials provided by the League which defines the purpose and value of education-based activity and athletic and programs and defines each member school's responsibilities.

Member schools must develop and publicize administrative procedures to address eligibility suspensions related to Student Code of Responsibilities (Bylaw 206.2) violations for students participating in activity and athletic programs by member schools.

The above Resolution was adopted by the Governing Board or Entity of this school or district and is recorded in the official minutes of said Board and hereby is certified to the State Commissioner of Education as provided for by law.

The following is taken from the MSHSL Constitution:

208.00 LOCAL CONTROL

208.01 Designated School Representatives
At the beginning of the League's fiscal year, the governing board of each member school shall designate two (2) representatives who are authorized to vote for the member school at all district, region and section meetings and on mail ballots where member schools are called upon to vote.

One of the designated representatives shall be a member of the school's governing board and the other shall be an administrator or full-time faculty member of the member school.

In school districts with multiple schools, the designated representative from the school district's governing body may represent more than one school and is entitled to one vote for each school they represent.

208.02 Designated Activity Representatives
At the beginning of the League's fiscal year, the governing board of each member school shall select individuals to represent its school in the following areas: (a) boys sports; (b) girls sports; (c) speech; and (d) music.

208.03 Local Advisory Committee
Each school is urged to form an advisory committee for League activities. Committee membership is not limited to but shall include a school board member, a student, a parent, and a faculty member, to advise the designated school representatives on all matters relating to the school's membership in the MSHSL.

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_____

Name of School (Please Print)

208.01 VOTE ON BEHALF OF THE HIGH SCHOOL

_____ _____

(Designated School Board Member – please print) (Designated School Representative – please print)

_____ _____

Email Address Email Address

208.02 ACTIVITY REPRESENTATIVES

_____ _____

(Boys Sports – please print) (Girls Sports – please print)

_____ _____

(Speech – please print) (Music – please print)

208.03 LOCAL ADVISORY COMMITTEE MEMBERS

_____ _____

(Board Member—please print) (Student—please print)

_____ _____

(Parent—please print) (Faculty Member—please print)

_____

(Mailing Representative—please print)

The Mailing Representative is the person to whom mailings go. This is usually the Activity Director.

Print Name: _____ Print Name: _____

(Clerk/Secretary - Local Governing Board) (Superintendent or Head of School)

Signed: _____ Signed: _____

(Clerk/Secretary - Local Governing Board) (Superintendent or Head of School)

Date: _____ Date: _____

RESOLUTION ACCEPTING DONATIONS

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

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

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

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

DONOR	PROGRAM	AMOUNT
Becker American Legion	Marching Band	$300.00
Becker Hardware, Inc.	Marching Band	$200.00
Becker Lions	NHS	$1,000.00
Becker Lions Club	Marching Band	$2,000.00
Becker PTSA	ECFE Playground	$2,500.00
Becker Robotics Boosters	Worlds Trip- Houston	$39,515.00
Becker Tennis	Boys & Girls Tennis Uniforms	$1,553.00
Byers, Y	GSA	$25.00
Clear Lake Lions	Swim & Dive Team	$1,000.00
Coril Holding LTD	Primary School Playground	$106,598.69
Dose, Kristi & Scott	Special Education Department Equipment	-
Northern Metal Recycling	Marching Band	$250.00
Sons of the American Lion Post #193	Marching Band	$200.00

The vote on adoption of the Resolution was as follows:

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

Nay: None

Absent:

Whereupon, said Resolution was declared duly adopted.

By: _____ Date: _____

Aaron Jurek, Chair

By: _____ Date: _____

Pete Weismann, Clerk

DEPARTMENT OF EDUCATION

Division of School Finance
400 NE Stinson Blvd
Minneapolis, MN 55413

Long-Term Facility Maintenance Ten-Year Expenditure Application (LTFM) - Fund 01 and Fund 06 Projects O

Instructions: Enter estimated, allowable LTFM expenditures (Fund 01 and/or Fund 06 only) under Minnesota Statutes 2021, section 123B.595, subd. 10. Enter by Uniform Financial and Accounting Reporting Standards (UFARS) finance code and by fiscal year in the cells provided.

District Info.	Enter Information	District Info.	Enter Information
District Name:	Becker Public Schools	Date:	6/3/2024
District Number:	0726	Email:	kjanuszewski@isd726.org
District Contact Name:	Kevin Januszewski		
Contact Phone #			

Expenditure Categories		Fiscal Year (FY) Ending June 30								
		2024 (base year)	2025	2026	2027	2028	2029	2030	2031	2032
Health and Safety - this section excludes project costs in Category 2 of $100,000 or more for which additional revenue is requested for Finance Codes 358, 363 and 366.										
Finance Code	**Category (1)**									
347	Physical Hazards	$11,023	$29,246	$21,600	$21,650	$21,700	$21,750	$21,975	$22,000	$22,500
349	Other Hazardous Materials	$5,385	$17,999	$10,500	$13,800	$13,995	$13,995	$14,575	$14,800	$15,000
352	Environmental Health and Safety Management	$87,306	$102,120	$104,000	$105,000	$106,000	$107,000	$108,000	$109,000	$110,000
358	Asbestos Removal and Encapsulation	$0	$5,000	$7,000	$3,500	$3,500	$3,500	$3,500	$3,500	$4,000
363	Fire Safety	$33,008	$34,285	$25,450	$27,050	$31,500	$31,500	$32,750	$33,000	$34,000
366	Indoor Air Quality	$210	$0	$0	$0	$0	$0	$0	$0	$0
	Total Health and Safety Capital Projects	$136,932	$188,650	$168,550	$171,000	$176,695	$177,745	$180,800	$182,300	$185,500
Health and Safety - Projects Costing $100,000 or more per Project/Site/Year										
Finance Code	**Category (2)**									
358	Asbestos Removal and Encapsulation	$0	$0	$0	$0	$0	$0	$0	$0	$0
363	Fire Safety	$0	$0	$0	$0	$0	$0	$0	$0	$0
366	Indoor Air Quality	$0	$0	$0	$0	$0	$0	$0	$0	$0
	Total Health and Safety Capital Projects $100,000 or More	$0	$0	$0	$0	$0	$0	$0	$0	$0
Remodeling for Approved Voluntary Pre-K under Minnesota Statutes, section 124D.151										
Finance Code	**Category 3 (a)**									
355	Remodeling for prekindergarten (Pre-K) instruction approved by the commissioner.	$0	$0	$0	$0	$0	$0	$0	$0	$0
	Total Remodeling for Approved Voluntary Pre-K Projects	$0	$0	$0	$0	$0	$0	$0	$0	$0
Remodeling for Gender-Neutral Single-User Restrooms										
Finance Code	***Category 3 (b) LTFM REVENUE EFFECTIVE FY 2025***									
384	Remodeling for gender-neutral single user restroom per site.	$0	$0	$0	$0	$0	$0	$0	$0	$0
	Total Remodeling for Gender-Neutral Single User Projects	$0	$0	$0	$0	$0	$0	$0	$0	$0
Accessibility										
Finance Code	**Category (4)**									
367	Accessibility	$0	$0	$0	$0	$0	$0	$0	$0	$0
	Total Accessibility Projects	$0	$0	$0	$0	$0	$0	$0	$0	$0
Deferred Capital Expenditures and Maintenance Projects										
Finance Code	**Category (5)**									
368	Building Envelope	$29,097	$25,100	$200,000	$122,500	$41,950	$41,950	$42,125	$42,125	$42,125
369	Building Hardware and Equipment	$20,979	$34,288	$10,000	$140,000	$135,995	$125,995	$126,500	$130,000	$130,000
370	Electrical	$508,921	$40,044	$40,000	$160,000	$25,000	$25,000	$25,000	$25,000	$25,000
379	Interior Surfaces	$12,730	$227,632	$96,000	$91,000	$90,000	$90,000	$90,000	$90,000	$90,000
380	Mechanical Systems	$108,816	$153,722	$165,950	$106,950	$224,995	$227,995	$223,995	$222,995	$218,995
381	Plumbing	$46,770	$27,114	$29,300	$23,500	$29,995	$29,995	$29,995	$29,995	$29,995
382	Professional Services and Salary	$0	$0	$12,500	$12,500	$15,000	$15,000	$15,000	$15,000	$15,000
383	Roof Systems	$33,290	$368,343	$245,000	$245,000	$275,000	$275,000	$275,000	$275,000	$275,000
384	Site Projects	$54,689	$51,176	$242,500	$137,500	$150,000	$150,000	$150,000	$150,000	$150,000
	Total Deferred Capital Expense and Maintenance	$815,292	$927,419	$1,041,250	$1,038,950	$987,935	$980,935	$977,615	$980,115	$976,115
	Total Annual 10-Year Plan Expenditures	**$952,224**	**$1,116,069**	**$1,209,800**	**$1,209,950**	**$1,164,630**	**$1,158,680**	**$1,158,415**	**$1,162,415**	**$1,161,615**
Fund Balance Section										
	Fund 01									
	Beginning Fund Balance 01-467-XX	$162,548	$327,320	$343,555	$299,139	$254,573	$255,327	$262,031	$269,000	$271,969
	LTFM Fiscal Year Revenue - Levy	$906,617	$923,697	$957,604	$906,041	$886,567	$873,506	$873,944	$874,203	$876,026
	LTFM Fiscal Year Revenue - AID if Applicable	$210,379	$208,607	$207,780	$259,343	$278,817	$291,878	$291,440	$291,181	$289,358
	LTFM Fiscal Year Revenue Other	$0	$0	$0	$0	$0	$0	$0	$0	$0
	LTFM Transfer IN from Fund 06 if applicable (see transfer guidance tab)	$0	$0	$0	$0	$0	$0	$0	$0	$0
	LTFM Transfer OUT from Fund 01 if applicable (see transfer guidance tab)	$0	$0	$0	$0	$0	$0	$0	$0	$0
	LTFM Transfer OUT if applicable - Special Legislation	$0	$0	$0	$0	$0	$0	$0	$0	$0
	LTFM Estimated Fiscal Year Expenditures	$952,224	$1,116,069	$1,209,800	$1,209,950	$1,164,630	$1,158,680	$1,158,415	$1,162,415	$1,161,615
	Ending Fiscal Year Fund Balance 01-467-XX	**$327,320**	**$343,555**	**$299,139**	**$254,573**	**$255,327**	**$262,031**	**$269,000**	**$271,969**	**$275,738**
	Fund 06									
	Beginning Fund Balance 06-467-XX	$0	$0	$0	$0	$0	$0	$0	$0	$0
	LTFM Fiscal Year Bonded Revenue	$0	$0	$0	$0	$0	$0	$0	$0	$0
	LTFM Fiscal Year Revenue Other	$0	$0	$0	$0	$0	$0	$0	$0	$0
	LTFM Transfer IN from Fund 01 if applicable (see transfer guidance tab)	$0	$0	$0	$0	$0	$0	$0	$0	$0
	LTFM Transfer OUT from Fund 06 if applicable (see transfer guidance tab)	$0	$0	$0	$0	$0	$0	$0	$0	$0
	Other Transfers	$0	$0	$0	$0	$0	$0	$0	$0	$0
	LTFM Estimated Fiscal Year Expenditures	$0	$0	$0	$0	$0	$0	$0	$0	$0
	Ending Fiscal Year Fund Balance 06-467-XX	**$0**	**$0**	**$0**	**$0**	**$0**	**$0**	**$0**	**$0**	**$0**

DEPARTMENT OF EDUCATION	Division of School Finance 400 NE Stinson Blvd Minneapolis, MN 55413	nly	ED - 02478-09

Instructions: Enter estimated, allowable LTFM expenditures (Fund 01 and/or Fund 06 only) under Minneso

District Info.	Enter Information
District Name:	**Becker Public Schools**
District Number:	**0726**
District Contact Name:	**Kevin Januszewski**
Contact Phone #	

Expenditure Categories		2033	2034
Health and Safety - this section excludes project costs in Category 2 of $100,000 or more for which additional revenue is requested for Finance Codes 358, 363 and 366.			
Finance Code	**Category (1)**		
347	Physical Hazards	$22,500	$25,000
349	Other Hazardous Materials	$16,000	$17,000
352	Environmental Health and Safety Management	$111,000	$112,000
358	Asbestos Removal and Encapsulation	$5,000	$6,000
363	Fire Safety	$35,000	$36,000
366	Indoor Air Quality	$0	$0
	Total Health and Safety Capital Projects	$189,500	$196,000
Health and Safety - Projects Costing $100,000 or more per Project/Site/Year			
Finance Code	**Category (2)**		
358	Asbestos Removal and Encapsulation	$0	$0
363	Fire Safety	$0	$0
366	Indoor Air Quality	$0	$0
	Total Health and Safety Capital Projects $100,000 or More	$0	$0
Remodeling for Approved Voluntary Pre-K under Minnesota Statutes, section 124D.151			
Finance Code	**Category 3 (a)**		
355	Remodeling for prekindergarten (Pre-K) instruction approved by the commissioner.	$0	$0
	Total Remodeling for Approved Voluntary Pre-K Projects	$0	$0
Remodeling for Gender-Neutral Single-User Restrooms			
Finance Code	***Category 3 (b) LTFM REVENUE EFFECTIVE FY 2025***		
384	Remodeling for gender-neutral single user restroom per site.	$0	$0
	Total Remodeling for Gender-Neutral Single User Projects	$0	$0
Accessibility			
Finance Code	**Category (4)**		
367	Accessibility	$0	$0
	Total Accessibility Projects	$0	$0
Deferred Capital Expenditures and Maintenance Projects			
Finance Code	**Category (5)**		
368	Building Envelope	$42,125	$42,125
369	Building Hardware and Equipment	$130,000	$130,000
370	Electrical	$25,000	$25,000
379	Interior Surfaces	$90,000	$90,000
380	Mechanical Systems	$218,995	$218,995
381	Plumbing	$29,995	$29,995
382	Professional Services and Salary	$15,000	$15,000
383	Roof Systems	$275,000	$275,000
384	Site Projects	$150,000	$150,000
	Total Deferred Capital Expense and Maintenance	$976,115	$976,115
	Total Annual 10-Year Plan Expenditures	**$1,165,615**	**$1,172,115**
Fund Balance Section			
	Fund 01		
	Beginning Fund Balance 01-467-XX	$275,738	$275,507
	LTFM Fiscal Year Revenue - Levy	$810,464	$810,457
	LTFM Fiscal Year Revenue - AID if Applicable	$354,920	$354,927
	LTFM Fiscal Year Revenue Other	$0	$0
	LTFM Transfer IN from Fund 06 if applicable (see transfer guidance tab)	$0	$0
	LTFM Transfer OUT from Fund 01 if applicable (see transfer guidance tab)	$0	$0
	LTFM Transfer OUT if applicable - Special Legislation	$0	$0
	LTFM Estimated Fiscal Year Expenditures	$1,165,615	$1,172,115
	Ending Fiscal Year Fund Balance 01-467-XX	**$275,507**	**$268,776**
	Fund 06		
	Beginning Fund Balance 06-467-XX	$0	$0
	LTFM Fiscal Year Bonded Revenue	$0	$0
	LTFM Fiscal Year Revenue Other	$0	$0
	LTFM Transfer IN from Fund 01 if applicable (see transfer guidance tab)	$0	$0
	LTFM Transfer OUT from Fund 06 if applicable (see transfer guidance tab)	$0	$0
	Other Transfers	$0	$0
	LTFM Estimated Fiscal Year Expenditures	$0	$0
	Ending Fiscal Year Fund Balance 06-467-XX	**$0**	**$0**

Long-Term Facilities Maintenance Expenditure Categories used in the Excel Spreadsheet Template

Category 1: Health and Safety Expenditures by Uniform Financial and Accounting Reporting Standards (UFARS) Finance Codes 347, 349, 352, 358, 363 and 366 (this section excludes project costs of $100,000 or more for which additional revenue is requested for Finance Codes 358, 363 and 366).

projects for Fiscal Year (FY) 2024 and FY 2025. The later years can be a rough estimate. Fiscal 2022 is an estimate of what the **final** UFARS expenditures will be. Once the FY 2023 audited financial data is complete and final UFARS data has been submitted, enter the actual FY 2023 Health and Safety (H&S) expenditures on the Health and Safety Data Submission System Category 1 excludes projects costing $100,000 or more for asbestos removal or encapsulation fire safety, and indoor air quality as they are entered under Category 2 as listed below. Also enter FY 2023, FY 2024 and FY 2025 totals per finance code in the Health and Safety Data Submission on the Minnesota Department of Education (MDE) website (MDE homepage > Districts, Schools and Educators > Business and Finance > Data Submissions, then select the Health and Safety category) so hold harmless revenue calculates properly on the levy.

Category 2: Health and Safety Expenditures by UFARS Finance Code for Asbestos Removal and Encapsulation, Fire Safety and Indoor Air Quality projects costing $100,000 or more per Project, per Site, per Year.

A district enters totals by finance code for individual projects that cost $100,000 or more per site, per year for asbestos removal and encapsulation, fire safety, or indoor air quality as they generate additional revenue. Also, enter FY 2023, FY 2024 and FY 2025 H&S projects costing $100,000 or more ***on a separate line*** in the Health and Safety Data Submission System on the MDE website (the project description should include the site name and whether it is financed by "pay-as-you-go" or bonded dollars).

Category 3(a): Remodeling for Approved Voluntary Prekindergarten (VPK) Program

If the district has an approved VPK program include planned expenditures for remodeling projects.

Category 3(b): Remodeling for Gender Neutral Single-User Restroom per site.

For districts who budget for a remodeling project for a gender-neutral single user restroom at each school site.

Category 4: Americans with Disabilities Act (ADA) Accessibility Projects

Enter approved project costs to increase accessibility to school facilities. The project shall conform to both the district's ADA/Section 504 disabled access transition plan and the current ADA Accessibility Guidelines for Buildings and Facilities, as well as applicable state and local building and fire codes.

Category 5: Deferred Maintenance Projects by UFARS Finance Code.

Facility deferred maintenance projects are broken into nine finance codes. Each code represents a component grouping of a building designed to ease assignment of a project into the proper code. The code breakdown is also meaningful for comparison of costs among school districts and to the Minnesota legislature to assess school facility costs and the ongoing need for facility funding.

Additional Documentation

Category 2 Asbestos Removal and Encapsulation, Fire Safety and Indoor Air Projects $100,000 or over per Project, per Site, per Year

For districts with asbestos removal and encapsulation, fire safety and indoor air quality projects costing $100,000 or more per project, per site, per year for FY 2024 or FY 2025 the ten-year plan includes a narrative describing the scope and cost of the project in greater detail. Individual project approval is required as these projects generate additional revenue.

a. For ***asbestos removal and encapsulation projects,*** give a description of the type and amount of asbestos and the scope of the project including an engineer or contractor estimate of the cost -***narrative from contractor/professional engineer - on company letterhead and signed by a company contractor/engineer.***

b. For ***fire safety projects,*** include a project description and an estimate of the cost ***from the professional engineer***. If a building permit has been pulled for other school construction projects, the building inspector has jurisdiction over the review of the fire suppression rework, but the State Fire Marshal should be contacted for final review and approval; otherwise, the fire suppression rework requires an order from the state fire marshal, schools division. If replacing a fire alarm system which is inoperable, ***submit State Fire Marshal orders to substantiate***. Voice activated systems cannot be installed in existing systems unless there are Fire Marshal orders authorizing replacement due to in operable system.

c. For ***indoor air quality projects,*** describe which American Society of Heating, Refrigerating, and Air-Conditioning Engineers (ASHRAE) Indoor Air Quality (IAQ) standards are not being met and indicate how the project will result in meeting ASHRAE standards and include an estimate of cost from the project engineer. Also, include a floor plan to reflect classrooms affected and a report listing cubic feet per minute (CFM) ratings (current and projected ratings at completion of project) - ***narrative from professional engineer on company letterhead and signed by professional engineer.***

Category 3(a) Approved Voluntary Prekindergarten (VPK) Program - Remodeling Costs

For districts with an approved voluntary prekindergarten program under section 124D.151, a narrative describing the project to remodel existing instructional space to accommodate kindergarten instruction. In the narrative, describe the square footage and use of the existing instructional space, changes to be made to the facility, and the final square footage and features of the prekindergarten instructional space, for example, bathroom space, play area, and small group instruction space. This narrative may be the same narrative submitted to MDE as part of the application to obtain approval for the voluntary prekindergarten program under section 124D.151.

Category 3(b) Gender Neutral Single-User Restrooms - Remodeling Costs

For districts who budget for a remodeling or construction project for a gender-neutral single user restroom at each school site, include a narrative describing the project scope and cost to remodel existing instructional space to accommodate a single-user restroom. In the narrative, describe the square footage and changes to be made to the facility, and the final square footage and features of the bathroom space.

Category 5 Deferred Maintenance Projects costing $2,000,000 per Project, per Site, per Year

For districts with deferred maintenance projects for FY 2024 or FY 2025 costing $2,000,000 or more per project, per site, per year, a narrative describing each project in greater detail is required. In the narrative, discuss the deferred capital and maintenance criteria that make the project eligible for Long-Term facilities maintenance revenue and the work necessary to prevent further erosion of facilities. Describe the scope of work in sufficient detail to indicate the change in condition of the facility and provide an indication of the improvement to useful life. Indicate the level of deferred maintenance work needed for the facility before and after the project will be completed. Include an architect or consultant cost estimate detailing categories of work and associated cost including an estimate of fees - ***narrative from professional engineer/architect.***

Updating the Health and Safety Database

The Minnesota Department of Education (MDE) will continue to use the existing Health and Safety (H&S) database (located on the MDE website under MDE > Districts, Schools and Educators > Business and Finance > Data Submissions, select Health and Safety) to drive levy processing for fall levies. Districts enter summary data by finance code, consistent with the summary data for Fiscal Year (FY) 2023, FY 2024 and FY 2025 included on the district's ten-year plan expenditure spreadsheet. Detailed information by project will still be required for asbestos removal and encapsulation, fire safety and indoor air quality projects costing $100,000 or more per project, per site, per year since those generate additional revenue over and above the Long-Term Facilities Maintenance (LTFM) formula allowance. Do not enter information for deferred maintenance or accessibility finance codes. The Health and Safety amounts provide an accurate calculation of the hold harmless revenue estimate on the levy and aid entitlement reports, and either add to revenue or show complete information for persons who seek levy information.

When comfortable with data and assumptions, a district should ***enter the total health and safety cost from the expenditure spreadsheet in the hold harmless section of the revenue spreadsheet and the Health and Safety Data Submission System.*** Hold harmless revenue depends on the year's H&S costs plus deferred maintenance revenue for districts that did not qualify for alternative facilities revenue. Hold harmless for an alternative facilities school district is health and safety plus an amount to fund the other ten-year plan projects. For FY 2023 and later, MDE is asking school districts to enter ***totals by finance code*** from the expenditure spreadsheet in the ***Health and Safety Data Submission System*** (instructions on how to enter H&S data on the data submissions website may be found on the LTFM webpage under MDE > Districts, Schools and Educators > Business and Finance > School Finance > Facilities and Technology > Long-Term Facilities Maintenance , then select “Health and Safety Website Instructions” (these instructions may also be found on the Health and Safety Data Submission System). MDE uses the submission system to load the prior law calculation H&S amount into the Levy Limitation and Certification system and LTFM Aid Entitlement system. Without this step, the levy shows zero in the health and safety line under the old law revenue and the calculation is inaccurate. An alternative facilities school district should not include the amount in both the Health and Safety Data Submission System and in the revenue amount entered for deferred maintenance ten-year plan projects levy as the H&S levy will be doubled. In the Health and Safety Data Submission System, enter the H&S finance totals, six in all (if all are included in the ten-year planned projects) from the expenditure spreadsheet plus separately enter each individual project (asbestos removal and encapsulation, fire safety or indoor air quality) costing $100,000 or

Note: School Districts should continue to update H&S expenditures in the Health and Safety Data Submission system on a regular basis to accurately cost estimate decreases or increases for applicable fiscal years.

Make sure to update the system for final, audited UFARS H&S financial data (reference the 22-23 UFARS Turnaround Report titled ***Expenditure by Finance Code Report*** on the Minnesota Funding Reports (MFR) webpage located at Data Center > Data Reports and Analytics, locate the School Finance Reports section, select Minnesota Funding Reports (MFR). Enter your school name, view all reports, select UFARS Turnaround Reports category, select 22-23 school year, under Report select “All” and then List Reports.

Transfers
As of 05/2023

Pay as Yo

Project Expenditures Fund	Project Description
A - Fund 01	Project(s) **$1 to $1,999,999** per site/year for finance codes 358, 363 and 366 funded on a **pay as you go basis. The project is completed** with excess funds remaining.
B - Fund 06	Project(s) **$2 million or more** per site/year for Finance Codes 358, 363 and 366, funded on a **pay as you go basis.** The project is completed with excess funds remaining.
E - Fund 06	Funding in Fund 01 has accumulated over time providing for a project **$2 million or more** per site/year funded on a **pay as you go basis.** The project is completed with excess funds remaining.

Bonde

Project Expenditures Fund	Project Description

D - Fund 06	Project(s) **$2,000,000 or more** per site/year for Finance Codes 358, 363 and 366, funded with **debt issued. The project is completed** with excess funds remaining.
G - Fund 06	Project(s) **under** $2 million per site funded with **debt issued.** The project is completed with excess funds remaining.
H - Fund 06	Project(s) **$2 million or more** per site funded with **debt issued**, project is completed with excess funds remaining.
end of worksheet	

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Conclusion	Minnesota Statutes	Funds
No fund transfer required. MDE will adjust revenues based on the lesser of actual expenditures or approved costs.	123B.595 (reserve)	
Funds must be transferred from Fund 01 to Fund 06 **in the amount of the payments for $2 million or more project/site/year.** At the completion of the project any amount that was transferred in excess of expenditures must be returned to Fund 01. MDE will adjust revenues in the General Fund 01 - LTFM based on the lesser of final expenditures or approved costs.	123B.595 (reserve)	1 to 6 to 1
Funds must be transferred from Fund 01 to Fund 06 **in the amount of the payments for the projects ($2 million or more per project/site/year).** At the completion of the project any amount that was transferred in excess of final expenditures must be returned to Fund 01. MDE will adjust revenues in the General Fund 01 - LTFM based on the lesser of final expendiutres or approved costs.	123B.595 (reserve)	1 to 6 to 1

ɛd Debt

Conclusion	Minnesota Statutes	Funds

At the conclusion of the project, if the district does not have further approved LTFM projects that can be funded under the language of the bond issue, the district should transfer the excess funds from Fund 06 to Fund 07 (see other "Use of Proceeds" options under Minnesota Statutes 2022, section 475.65). Districts with additional approved LTFM projects that can be funded under the language of the bond issue should retain the excess in the LTFM Restricted/Reserved Balance Sheet Account 467, Fund 06 and incorporate the excess funds into the calculation of the next LTFM bond issue. LTFM revenue is computed based on actual debt service payments.	123B.595 (reserve) or **475.61 (transfer to Fund 7 - Debt Service)**, 475.65	6 to 7
At the conclusion of the project, if the district does not have further approved LTFM projects that can be funded under the language of the bond issue, the district should transfer the excess funds from Fund 06 to Fund 07 (see other "Use of Proceeds" options under Minnesota Statutes 2022, section 475.65), Districts with additional approved LTFM projects that can be funded under the language of the bond issue should retain the excess in the LTFM Restricted/Reserved Balance Sheet Account 467, Fund 06 and incorporate the excess funds into the calculation of the next LTFM bond issue. LTFM revenue is computed based on actual debt service payments.	123B.595 (reserve) or **475.61 (transfer to Fund 7 - Debt Service)**, 475.65	6 to 7
At the conclusion of the project, if the district does not have further approved LTFM projects that can be funded under the language of the bond issue, the district should transfer the excess funds from Fund 06 to Fund 07 (see other "Use of Proceeds" options under Minnesota Statutes 2022, section 475.65), Districts with additional approved LTFM projects that can be funded under the language of the bond issue should retain the excess in the LTFM Restricted/Reserved Balance Sheet Account 467, Fund 06 and incorporate the excess funds into the calculation of the next LTFM bond issue. LTFM revenue is computed based on actual debt service payments.	123B.595 (reserve) or **475.61 (transfer to Fund 7 - Debt Service)**, 475.65	6 to 7

Restricted Grid Codes

Program Code(s)	Finance Codes	Object Code	Source Code
866	358, 363 and 366		
866 868	358, 363 and 366	910	649
865 868	**Not including Finance Codes 358, 363 or 366**	910	649

Restricted Grid Codes

Program Code(s)	Finance Codes	Object Code	Source Code

867	358, 363 and 366	910	649
867	**Not including Finance Codes 358, 363 or 366**	910	649
867	**Not including Finance Codes 358, 363 or 366**	910	649

Journal Entry
No Entry Required
Entry 1: Debit Expense 01-005-866-3XX-910-000 Credit Revenue 06-005-868-000-649-000 **Correcting Entry to Return Funds:** Debit Revenue 06-005-868-000-649-000 Credit Expense 01-005-866-3XX-910-000
Entry 1 Debit Expense 01-005-865-3XX-910-000 Credit Revenue 06-005-868-000-649-000 **Correcting Entry to Return Funds (Under $2 Million)** Debit Revenue 06-005-868-000-649-000 Credit Expense 01-005-865-3XX-910-000

Journal Entry

Debit Expense 06-005-867-3XX-910-000
Credit Revenue 07-005-000-000-649-000

Debit Expense 06-005-867-3XX-910-000
Credit Revenue 07-005-000-000-649-000

Debit Expense 06-005-867-3XX-910-000
Credit Revenue 07-005-000-000-649-000

District Wide		
Annual 2024/2025 Budget		
Lift Safety Inspections		$1,481.00
Bleacher Inspections		$4,000.00
PPE Equipment		$2,500.00
RPZ testing		$1,158.00
Hazardous Waste		$5,000.00
Lead Testing		$11,841.00
Consulting and Testing Services		$20,000.00
Chargebacks		$63,500.00
Rope and Lift Inspections		$3,500.00
AED Annual Service (batteries, supplies and testing)		$8,500.00
Monthly Elevator Inspections		$6,610.00
Asbestos Management		$5,000.00
Fire Door Inspections		$7,485.00
Annual fire panel & sprinkler inspections		$20,800.00
Fire Extinguisher Annual Service		$0.00
State fire marshall inspections		$3,500.00
Replacement Batteries for Life Safety systems		$2,500.00
Repairs Place Holder		$128,500.00
Varsity Practice Field Seeding		$500.00
Paint curbs & lines		$9,382.00
Savings for roofs		$344,000.00
Repair pot holes & cracks		$24,500.00
Pressbox Stadium		$15,960.00
	Total	$690,217.00
High School		
High School Key Project		$24,500.00
LED Light Install- 3 offices		$5,482.00
LED Light Install- W800 classrooms		$17,281.00
LED Light Install- East 500 classrooms		$17,281.00
Counter Tops		$3,330.00
Room 701 partition wall		$4,997.00
Chiller PM contract		$5,000.00
Pool Hot water value		$4,536.00
HS Annual Drain Cleaning		$6,950.00
	Total	$89,357.00
Middle School		
Sawstop MS		$7,865.00
Handrailing back loading dock		$7,900.00
Ladders to roofs. North, South		$5,500.00
Middle School- Door 5		$8,081.00
Replace roof screws		$24,750.00
MS annual drain cleaning		$3,978.00
Heat pump annual maintenace		$9,255.00
Water heater maintenance		$900.00
Window sill replacement & tuckpointing		$9,140.00
	Total	**$77,369.00**
Intermediate School		
Intermediate School-Choir room door		$1,706.00
IS annual Drain Cleaning		$5,700.00
Gym Floor Repairs		$82,500.00
	Total	$89,906.00
Transporation Building		
		$1,712.00
	Total	$1,712.00
Primary School		
Sidewalk repairs		$16,794.00
PS Repairs Phase 2		$136,805.00
Water heater maintenance		$900.00
Heat pump annual maintenance		$9,255.00
PS annual drain Cleaning		$4,150.00
	Total	$167,904.00
	Combined Total	$1,116,465.00

Certification of Updated
District Population Estimate

RESOLUTION

CERTIFYING THE POPULATION ESTIMATE FOR THE 2024
PAYABLE 2025 LEVY OF INDEPENDENT SCHOOL DISTRICT #726
Becker Public Schools

WHEREAS, the Independent School District #726 Becker Public Schools has experienced an increase in population from the 2020 census figure of 12,168, to the current census figure of 12,565 as determined by the State Demographer.

BE IT RESOLVED, by the School Board of Independent School District ##726 Becker Public Schools that the census figure of 12,565 be certified to the State Demographer for approval of use in the 2024 payable 2025 revenue calculations.

For the adoption of the foregoing resolution was duly seconded by Member _____ and upon vote being taken thereon, the following voted in favor thereof: _____

And the following voted against:_____

Whereupon said resolution was declared duly passed and adopted.

Date: _____

BY ORDER OF THE SCHOOL BOARD

_____ (Clerk Signature)
_____ (Clerk Name)
School Board Clerk
_____
_____

Once the resolution is formally approved at a June 2024 school board meeting, please scan and email the signed copy to. megan.dayton@state.mn.us

Becker Public Schools Substitute Teacher Pay Structure

Short-Call Substitute: A short call substitute teacher is one who teaches on a day-to-day basis, not to exceed 20 consecutive days replacing the same teacher. A short call substitute teacher shall hold a Minnesota license or short call substitute license. These licenses are valid for functioning as a short call substitute teacher at all grade levels in all fields.

Short call substitutes who work 90+ full days in a school year, will move to the Tier 2 sub rate in the subsequent school year. If that sub does not work 90+ days in that subsequent school year, they will move back to Tier 1 rate in the following year.

Ex. At the end of each school year, the District will run a report on how many full days each sub worked. This number will determine which Tier that sub will be paid in the subsequent school year.

*Will receive 1 hour of ESST time for every 30 hours worked.

- **Tier 1:** $180/day
    - First year subs
    - Subs who did not work 90+ full days in the previous school year
- **Tier 2:** $200/day
    - Retirees
    - Subs who worked 90+ full days in the previous school year

Long-Call Substitute: A long-call substitute teacher is one who replaces the same teacher for 21 or more consecutive days. In most cases, these subs would apply for a long-call substitute position and be responsible for grading, lesson planning, etc. An exception to the consecutive days would be if the position is for an approved intermittent leave of absence for a single teacher. The sub would receive the long-call sub rate only when subbing for the teacher on the intermittent leave of absence.

If the long-call substitute is absent for more than 5% of the days in their assignment, and they no longer reach the 21+ days required for the long-call substitute pay, their pay may be adjusted to the short-call sub rate.

Long-call substitute teachers shall hold an entrance or continuing license for each licensure area taught or a variance must be approved by the Department of Education.

*Will receive 1 hour of ESST time for every 30 hours worked.

- Placed on Salary Schedule
    - Assigned to the same teacher for 21+ days

Long-Term Substitute: Subs who are assigned to a single teacher for the entire school year.

- Placed on the salary schedule
- Eligible for time-off, insurance benefits, etc., according to the Master Agreement.

***If a substitute begins an assignment as a daily sub and the assignment is extended due to a change in an approved leave, or another circumstance, that teacher will receive retro pay back to day 1 for any additional compensation owed to the teacher.*