

Regular School Board Meeting

Monday, June 10, 2024 6:30 PM

LS-H MS/HS Media Center, 901 Ferry St., Le Sueur, MN 56058

1. CALL TO ORDER

2. PLEDGE OF ALLEGIANCE

3. MISSION AND VISION STATEMENTS

4. STRATEGIC PLAN REVIEW

5. APPROVAL OF AGENDA

6. OPEN FORUM

7. LE SUEUR-HENDERSON SCHOOL DISTRICT RECOGNIZES

7.1. Donations & Grants Received

7.2. Students of the Month - May

8. REPORTS

8.1. Committee Reports

8.1.1. Finance **Presenter:** Director Matt Hathaway

8.1.2. Negotiations **Presenter:** Director Brigid Tuck

8.1.3. SW Metro **Presenter:** Director Steve Cross

8.1.4. Human Resource **Presenter:** Director Kelsey Schwartz

8.1.5. Policy **Presenter:** Director Gretchen Rehm

8.1.6. Buildings & Grounds **Presenter:** Director Matt Hathaway

8.1.7. Community Ed Council **Presenter:** Director Brigid Tuck

8.2. Student Report

8.3. Superintendent Report

9. CONSENT AGENDA

9.1. Approval of District Office Consent Items

9.1.1. Minutes of 5.13.24 Special School Board Meeting

9.2. Approval of Business Office Consent Items

9.2.1. Treasurer's Report-November 2023

9.3. Approval of Personnel Consent Items

9.3.1. Hirings

9.3.1.1. SpEd Teacher - Lauren Gregerson

9.3.1.2. Co-Head Wrestling Coach - Ben Wilson

9.3.1.3. Social Studies Teacher - Christine Karst

9.3.1.4. Preschool Paraprofessional - Molly Braun

9.3.1.5. Preschool Paraprofessional - Kari Schmidt

9.3.1.6. Kitchen Staff/Cook - Roberta Morsching

9.3.1.7. Custodian - Rylee Steinborn

9.3.2. Resignations

9.3.2.1. SpEd Teacher - Heidi Schott

9.3.3. Requests

9.3.4. Retirements

9.3.4.1. Dean of Students - Christa Luna

10. PURCHASES ABOVE \$5,000

10.1. Approve Frontline Aesop and Applicant track for 2024-25 School Year

10.2. Approve the AVID membership for 2024-25 School Year

10.3. Approve Infinite Campus License Renewal for 2024-25 School Year

11. OLD BUSINESS

11.1. Approve the second of three readings to adopt policies 601 and 613

12. NEW BUSINESS

12.1. Approve the MSHSL renewal for the 2024-25 School year.

12.2. FY24 Revised Budget and FY25 Preliminary Budget

12.2.1. Approve FY24 Revised Budget

12.2.2. Approve FY25 Preliminary Budget

13. BOARD MEMBER COMMUNICATIONS / IDEAS EXCHANGE

14. NEXT MEETING INFORMATION

14.1. Schedule of Upcoming Meetings

15. ADJOURN

**RESOLUTION TO ACCEPT GRANTS AND DONATIONS
TO THE LE SUEUR-HENDERSON SCHOOL DISTRICT**

WHEREAS, the Le Sueur-Henderson School District Board encourages the support of the district's educational programs through the funding and support of grant opportunities and donations that meet the goals and objectives of the school district;

WHEREAS, the school district will control and maintain all grants and donations to ensure that the interests of all students are met;

WHEREAS, the grants and donations listed below have been reviewed and approved by the administration of the Le Sueur-Henderson School District;

THEREFORE, BE IT RESOLVED, by the School Board of Independent School District No. 2397, to accept the following grants and donations for the purposes intended:

- Le Sueur Lions - \$2,000 for scholarships,
- United Farmers Cooperative - \$5,000 for FFA activities,
- Keith Martens - \$1,500 for perseverance scholarships,
- Mitch Thune Memorial Foundation - \$500 Donor's Choose Project donation for disc golf baskets.

Adopted this _____ day of _____, 20_____.

Signed:

Attest:

School Board Chair

School Board Clerk



Le Sueur-Henderson Public Schools
May Students of the Month

Elementary	
Student Name	Grade
Sam Helgason	K
Ramsey Vinkemeier	1
Yulianna Alvarado	2
Malia Everson	3
Chistopher Dahle	4
Bella Macias	5

BOARD OF EDUCATION
INDEPENDENT SCHOOL DISTRICT 2397
LE SUEUR-HENDERSON PUBLIC SCHOOLS
MINUTES OF SPECIAL SCHOOL BOARD MEETING
MS/HS MEDIA CENTER
MAY 13,2024

Item 1.0 **Call to Order:** The special meeting of the Le Sueur-Henderson Board of Education was called to order at 6:01. The board members in attendance Brigid Tuck, Jenny Burns, Marie Walker, Steve Cross, Kelsey Schwartz, student rep., Koreyann Straub.

Members Absent: Matt Hathaway.

Also in attendance: Superintendent Jim Wagner, Admin. Assist, Rachel Scheffler,

Item 2.0 **Pledge of Allegiance:**

Item 3.0 **Mission and Vision Statements**

Item 4.0 **Strategic Plan Review**

Item 5.0 **Approval of Agenda:** Motion by Cross, second by Burns carried 4-0, to approve the meeting agenda. Adding Item 12.5.

Kelsey Schwartz arrived at 6:03 PM

Item 6.0 **Open Forum:**

Item 7.0 **Le Sueur-Henderson School District Recognizes**

Item 7.1 A resolution was presented to accept grants and donations to the Le Sueur - Henderson Public School District. Said resolution is attached hereto and made a part of these minutes. Motion made by Board Member Schwartz and upon being seconded by Board Member Burns said the resolution was duly adopted by the following roll call vote, carried 5-0 .

Schwartz: yes	Walker:yes
Cross: yes	Tuck: yes
	Burns: yes

Item 7.2 March & April Students of the Month

Item 8.0 **Reports:**

Item 8.1 Committee Reports

Item 8.1.1 Finance

- Item 8.1.2 Negotiations
- Item 8.1.3 SW Metro
- Item 8.1.4 Human Resources
- Item 8.1.5 Policy
- Item 8.1.6 Buildings & Grounds
- Item 8.1.7 Community Ed Council
- Item 8.2 Student Report
- Item 8.3 Superintendent Report
 - Item 8.3.1 Building update & schedule

Gretchen Rehm arrived at 6:18 pm

- Item 8.3.2 Recognition Program - May 22nd
- Item 8.3.3 Move June Board Meeting

Item 9.0 **Consent Agenda:** Motion by Rehm, second by Schwartz, carried 6-0 to approve the following consent items:

Item 9.1 District Office Consent Items:

Item 9.1.1 Minutes of Regular School Board Meeting held on 4.1.2024

Item 9.2 Business Office Consent Items:

Item 9.2.1 Claims and disbursements

Item 9.2.1.1 Claims and disbursements for August 2023.

Item 9.2.1.2 Claims and disbursements for September 2023.

Item 9.2.1.3 Claims and disbursements for October 2023.

Item 9.2.1.4 Claims and disbursements for November 2023.

Item 9.2.1.5 Claims and disbursements for December 2023.

Item 9.2.1.6 Claims and disbursements for January 2024.

Item 9.2.2 Treasurer's Report - August 2023

Item 9.2.3 Treasurer's Report - September 2023

Item 9.2.3 Treasurer's Report - October 2023

Item 9.3 Personnel Consent Items

Item 9.3.1 Hirings

Item 9.3.1.1 Choir Teacher - Elyse Doeden

Item 9.3.1.2 Co-Head Football Coach - Colin Everson

Item 9.3.1.3 7th Grade Football Coach - Jeff Schulz

Item 9.3.1.4 MS/HS Football Coach - Josh Prah

Item 9.3.1.5 SpEd Teacher - Michelle Sampson

Item 9.3.1.6 Preschool Teacher - Larissa York

Item 9.3.2 Resignations

Item 9.3.2.1 Paraprofessional - Katelynn Hanson

Item 9.3.2.2 Social Studies Teacher - Jacob Hageman

Item 9.3.2.3 SpEd Teacher - Dave Greisen

Item 9.3.3 Requests

- Item 9.3.4 Retirements
 - Item 9.3.4.1 SpEd Teacher - Sue Hynes
 - Item 9.3.4.2 Food Service - Donna Brown
 - Item 9.3.4.3 Paraprofessional - Michele Nolte

Item 10.0 **Purchases Above \$5,000**

Item 11.0 **Old Business**

- Item 11.1 Motion by Cross, second by Burns, carried 6-0, to approve third and final readings of policies 527, 534, 623.

Item 12.0 **New Business**

- Item 12.1 Motion by Tuck, second by Schwartz, carried 6-0, to approve individual staff contracts.
- Item 12.2 Motion by Rehm, second by Walker, carried 6-0, to approve the 2025 Washington DC trip.
- Item 12.3 Motion by Tuck, second by Schwartz, carried 6-0, to approve the first of three readings for policies 601 and 613.
- Item 12.4 Motion by Tuck, second by Burns, carried 6-0, to approve the first and final readings for policies 604, 606, 607, 608.
- Item 12.5 Motion by Cross, second by Rehm, carried 6-0, to approve the land rental contract with Old Home Farm, LLC.

Item 13.0 **Board Member Communications/Ideas Exchange:**

Item 14.0 **Next Meeting Information**

- Item 14.1 Schedule of Upcoming Meetings
- Motion by Schwartz, second by Rehm, to move our June meeting to June 10, carried 6-0.

Item 15.0 **Adjourn:** Motion by Rehm, second by Cross, carried 6-0, to adjourn the meeting at 6:39 PM.

Board Clerk

Board Chair

Approved on: June 10, 2024

Treasurer's Report

The general account receipts and disbursements have been reviewed for the month of November, 2023, and I recommend approval.

0 Receipts from general account were pulled for further review and were found to have complete and accurate documentation.

3 Disbursements from general account were pulled for further review and were found to have complete and accurate documentation.

The MSDLAF account receipts and disbursements have been reviewed for the month of November, 2023, and I recommend approval.

0 Receipts from MSDLAF account were pulled for further review and were found to have complete and accurate documentation.

0 Disbursements from MSDLAF were pulled for further review and were found to have complete and accurate documentation.

I have reviewed all manual journal entries for the month of November, 2023.

I have reviewed the bank reconciliation completed by Region V for all district accounts for the month of November, 2023.

Jennifer A. Bero

School Board Director

6/6/2024

Date



Employment Recommendation Le Sueur - Henderson School District

Position: Special Education

Recommended Candidate: Lauren Gregerson

Recommended by: Cindy Schmidt

Start/ Hire Date: 5/23/24

To be completed by an administrator:

Candidate has current & appropriate certification:

Yes

Reference checks completed:

Yes

Years of experience granted:

0

Step Placement:

1

Highest degree currently held:

BA

Lane Placement:

BA

Credits beyond highest degree granted:

0

Hourly/ Salary Rate

40,788

New Position

Existing Position

Replacing: Ben Johnson

Additional Information:

Approval of Principal:

Cynthia Schmidt

05/23/2024

Electronic Signature

Date

Approval of Superintendent:

Electronic Signature

Date

Share with District Office (Jim, Rachel, Todd, Jennifer) & Technology (Bruce) via Google Drive



Employment Recommendation Le Sueur - Henderson School District

Position: Co-Head Wrestling Coach

Recommended Candidate: Ben Wilson
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Recommended by: Jim Wagner	Start Date: November 2024

To be completed by an administrator:

Candidate has current & appropriate certification:

NA

Reference checks completed:

NA

Years of experience granted:

NA

Step Placement:

NA

Highest degree currently held:

NA

Lane Placement:

NA

Credits beyond highest degree granted:

NA

Hourly/ Salary Rate

<input type="checkbox"/>	New Position
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<input type="checkbox"/>	Existing Position	Replacing:
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Additional Information:

Approval of Principal:

Electronic Signature

Date

Approval: <i>Jim Wagner</i>	<i>6/4/2024</i>
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Share with District Office (Jim, Rachel, Jennifer), Todd & Technology (Bruce) via Google Drive



Employment Recommendation Le Sueur - Henderson School District

Position: Preschool Paraprofessional

Recommended Candidate: Molly Braun

Recommended by: Nathan Warden Start/ Hire Date: 2/26/2024

To be completed by an administrator:

Candidate has current & appropriate certification:
 Reference checks completed:
 Years of experience granted:
 Step Placement:
 Highest degree currently held:
 Lane Placement:
 Credits beyond highest degree granted:
 Hourly/ Salary Rate

Yes
Yes
Yes
15.50

New Position

Existing Position Replacing:

Additional Information:

- Molly Braun will be getting additional hours for 2024-2024 School year to help more in the classroom

Approval of Principal: Nathan Warden 2-27-24

Electronic Signature Date

Approval of Superintendent:

Electronic Signature Date



Share with District Office (Alisha, Jim, Juanita, Todd, Jennifer) & Technology (Bruce) via Google Drive



Employment Recommendation Le Sueur - Henderson School District

Position: Preschool Paraprofessional

Recommended Candidate: Kari Schmidt

Recommended by: Nathan Warden Start/ Hire Date: 8/26/2024

To be completed by an administrator:

Candidate has current & appropriate certification:	Yes
Reference checks completed:	Yes
Years of experience granted:	Yes
Step Placement:	
Highest degree currently held:	2 year associates
Lane Placement:	
Credits beyond highest degree granted:	
Hourly/ Salary Rate	15.75

<input checked="" type="checkbox"/>	New Position
<input type="checkbox"/>	Existing Position Replacing:

Additional Information:

- Kari will be hired to be a para in our new section of preschool. She worked previously for us August 2023-January 2024

Approval of Principal: Nathan Warden 6-6-24

Electronic Signature Date

Approval of Superintendent:

Electronic Signature Date



Share with District Office (& Technology (Bruce) via Google Drive



Employment Recommendation Le Sueur - Henderson School District

Position: *Kitchen Staff / Cook*

Recommended Candidate: *Roberta Morsching*

Recommended by: *Becky Eades* **Start/ Hire Date:** *6/10/24*

To be completed by an administrator:

Candidate has current & appropriate certification:

Reference checks completed:

Years of experience granted:

Step Placement:

Highest degree currently held:

Lane Placement:

Credits beyond highest degree granted:

Hourly/ Salary Rate

X

New Position

Existing Position

Replacing: *Kimmy*

Additional Information: *Currently a Sub. moving to a part time position.*

Approval of ~~Principal~~ *FSD* *Rebecca Eades* *6-10-24*

Electronic Signature

Date

Approval of Superintendent:

Electronic Signature

Date



Employment Recommendation

Le Sueur - Henderson School District

Position: Night Custodian

Recommended Candidate: Rylee Steinborn

Recommended by: Todd Vrklan **Date:** 6/7/2024

To be completed by administrator:

Candidate has current & appropriate certification (if applicable):

N/A

Reference checks completed:

Yes

Years of experience (Step Placement):

4

<input type="checkbox"/>	NEW	
<input checked="" type="checkbox"/>	EXISTING	REPLACING: John Gaul

Additional Information:
Pending background check and Board Approval

Approval of administrator: Todd Vrklan **6/7/2024**

Electronic Signature

Date

Approval of Superintendent:

Electronic Signature

Date

Fwd: Resignation Letter

2 messages

Cindy Schmidt <cschmidt@isd2397.org>
To: Rachel Scheffler <rscheffler@isd2397.org>

Thu, May 23, 2024 at 3:36 PM

Cindy Schmidt
Middle/High School Principal
Le Sueur-Henderson Public Schools
Office: (507) 665-5803
Email: cschmidt@isd2397.org

**Small Towns... GIANT Opportunities... District of Choice**

----- Forwarded message -----

From: **Heidi Schott** <hschott@isd2397.org>

Date: Tue, May 21, 2024 at 3:41 PM

Subject: Resignation Letter

To: Jim Wagner <jwagner@isd2397.org>, Cindy Schmidt <cschmidt@isd2397.org>, Deanna Gronseth <dgronseth@swmetro288.org>, Brigid Tuck <btuck@isd2397.org>

Superintendent Wagner,

I am writing to formally resign from my position as a Case Facilitator for the Le Sueur Henderson School District effective May 23rd, 2024. I am moving on to pursue a new opportunity that will allow me to continue my passion for student advocacy in a different capacity. I am committed to ensuring a smooth transition for my colleagues and students. Please let me know if there is support needed. Thank you for the opportunity to be a part of your district.

Sincerely,

Heidi Schott

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Heidi Schott
Case Facilitator
Work Based Learning Coordinator
Le Sueur-Henderson MS/HS
901 E. Ferry St.
Le Sueur, MN 56058
(507) 665-5800
hschott@isd2397.org

Rachel Scheffler <rscheffler@isd2397.org>
To: Cindy Schmidt <cschmidt@isd2397.org>

Fri, May 24, 2024 at 8:13 AM

Thanks!

Rachel Scheffler

District Office Administrative Assistant
115 1/2 N Fifth Street, Suite 200
Le Sueur, MN 56058 | Ph: (507) 665-4602
<https://www.isd2397.org>

**Small Towns... GIANT Opportunities... District of Choice**

[Quoted text hidden]

June 5, 2024

Dear Darren, Jim and Brigid,

Please accept this letter as formal notice of my resignation from LeSueur Henderson School District, effective June 30, 2024.

The past 20 years have been an incredible journey, filled with invaluable experiences and growth. I am deeply grateful for the opportunities I have had and the support I have received during my time here.

Sincerely,

Christa Luna



1oz - #10 - 46 - 85 - F1 P91

Accounts payable
Le Sueur-Henderson Sd 2397
115 1/2 N 5Th St Ste 200
Le Sueur MN 56058

Start Date: 7/1/2024

Due Date: 7/31/2024

PAYMENT INFORMATION

Please send checks to:

Frontline Technologies Group LLC
PO Box 780577
Philadelphia, PA 19178-0577

To make payment via ACH/EFT:

Bank Name: Wells Fargo, N.A.
Account Name: Frontline Technologies Group LLC
ABA/Routing #: 121000248
Account #: 4121566533
Swift Code: WFBIUS6S

Please include the invoice number in the memo of your check or ACH payment to ensure timely processing.

Please send remittance advice to Billing@FrontlineEd.com.

You can find a copy of our W9 at <http://help.frontline12.com/WebNav/Docs/FrontlineEducationW9.pdf>.

Qty	Description	Start	End	End User	Rate	Amount
1	Applicant Tracking, unlimited usage for internal employees	7/1/2024	6/30/2025	14831 Le Sueur-Henderson SD 2397	\$2,788.48	\$2,788.48
1	Absence & Substitute Management, unlimited usage for internal employees	7/1/2024	6/30/2025	14831 Le Sueur-Henderson SD 2397	\$10,893.62	\$10,893.62

Your timely payment is important to maintain continuous subscription status and allow for delivery of services. Our billing system tracks by contract, not PO#. We are unable to address PO# inquiries. Please check with your internal departments for PO# information. Any PO copies and/or vouchers for signature can be emailed to billing@frontlineed.com.

SUBTOTAL \$13,682.10

TOTAL DUE \$13,682.10
by 7/31/2024

AVID Center



Products and Services Quote/Order

Quote/Order #: Q-87957
 Client: Le Sueur-Henderson ISD 2397
 Address: 115 1/2 N 5th St Ste 200
 Le Sueur, MN 56058

AVID Center Representative: Frances OBrien
 Phone: (972) 591-2531
 Email: fobrien@avid.org

Effective Date: July 01, 2024

Expiration Date: June 30, 2025

Le Sueur-Henderson Middle HS				
QTY	PRODUCT NAME	UNIT PRICE	DISCOUNT	EXTENDED PRICE
1	AVID Membership Fees Secondary	\$4,499.00	\$0.00	\$4,499.00
1	AVID Weekly Secondary	\$699.00	\$0.00	\$685.00
1	AVID Ignite	\$925.00	\$75.00	\$850.00
Le Sueur-Henderson Middle HS SUBTOTAL:				\$6,034.00

TOTAL: \$6,034.00
plus all applicable taxes

Additional Comments:

N/A

Infinite Campus
 NW 6022
 PO Box 1450
 Minneapolis MN 55485-1450
 (651) 631-0000 Ext. 0000

Invoice	ANNUAL046067
Date	5/1/2024
Page	1

Bill To:

Le Sueur-Henderson ISD 2397
 Attn: Accounts Payable
 115 1/2 N 5th St Ste 200
 Le Sueur MN 56058-1820

Ship To:

Le Sueur-Henderson ISD 2397
 Attn: Accounts Payable
 115 1/2 N 5th St Ste 200
 Le Sueur MN 56058-1820

Purchase Order No.		Customer ID	Salesperson ID	Payment Terms		
-		LESUEURH001		Net 60		
Ordered	Shipped	Item Number	Description	Unit Price	Ext. Price	
893	893	0027	License: SIS (7/24-6/25)	\$6.00	\$5,358.00	
893	893	0028	License: Food Service (7/24-6/25)	\$2.00	\$1,786.00	
893	893	0052	Support: SIS (7/24-6/25)	\$3.00	\$2,679.00	
893	893	0053	Support: Food Service (7/24-6/25)	\$0.40	\$357.20	
893	893	0006	Cloud Application Hosting: (7/24-6/25)	\$1.00	\$893.00	
1	1	0086	Campus Passport (7/24-6/25)	\$1,000.00	\$1,000.00	
1	1	0120	Yearly Event Series (7/24-6/25)	\$1,750.00	\$1,750.00	
1.00	1.00	100	Custom Reports Annual Fee: Destiny Extract- Case 593067 (7/24-6/25)	\$30.00	\$30.00	
1.00	1.00	100	Custom Reports Annual Fee: School Pay Extract- Case 1177131 (7/24-6/25)	\$100.00	\$100.00	

If you would like to pay this invoice and future ones by ACH please e-mail accountspayable@infinitecampus.com

Subtotal	\$13,953.20
Tax	\$0.00
Total	\$13,953.20

Adopted: _____

MSBA/MASA Model Policy 601

Orig. 1995

Revised: _____

Rev. 2023~~2~~

601 SCHOOL DISTRICT CURRICULUM AND INSTRUCTION GOALS

[Note: Minnesota Statutes section 120B.11 requires school districts to adopt a comprehensive long-term strategic plan that addresses the review of curriculum, instruction, student achievement, and assessment. MSBA/MASA Model Policies 601, 603, and 616 address these statutory requirements. In addition, MSBA/MASA Model Policies 613-615 and 617-620 provide procedures to further implement the requirements of Minnesota Statutes section 120B.11.]

I. PURPOSE

The purpose of this policy is to establish broad curriculum parameters for the school district that encompass the Minnesota Academic Standards and federal law and are aligned with 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. "Antiracist" means actively working to identify and eliminate racism in all forms in order to change policies, behaviors, and beliefs that perpetuate racist ideas and actions.
- C. "Benchmark" means specific knowledge or skill that a student must master to complete part of an academic standard by the end of the grade level or grade band.
- D. "Culturally sustaining" means integrating content and practices that infuse the culture and language of Black, Indigenous, and People of Color communities who have been and continue to be harmed and erased through the education system.
- E. "Curriculum" means district or school adopted programs and written plans for providing students with learning experiences that lead to expected knowledge, skills, and career and college readiness.
- F. "Ethnic studies" as defined in Minnesota Statutes, section 120B.25, has the same meaning for purposes of this section. Ethnic studies curriculum may be integrated in existing curricular opportunities or provided through additional curricular offerings.
- G. "Experiential learning" means learning for students that includes career exploration through a specific class or course or through work-based experiences such as job shadowing, mentoring, entrepreneurship, service learning, volunteering, internships, other cooperative work experience, youth apprenticeship, or employment.
- H. "Institutional racism" means structures, policies, and practices within and across

institutions that produce outcomes that disadvantage those who are Black, Indigenous, and People of Color.

- I. "Instruction" means methods of providing learning experiences that enable students to meet state and district academic standards and graduation requirements including applied and experiential learning.
- J. "Performance measures" are measures to determine school district and school site progress in striving to create the world's best workforce and must include at least the following:
 - 1. the size of the academic achievement gap; ~~and~~ rigorous course taking, including college-level advanced placement, international baccalaureate, postsecondary enrollment options, including concurrent enrollment, other rigorous courses of study or industry certification courses or programs, and enrichment experiences by student subgroup;
 - 2. student performance on the Minnesota Comprehensive Assessments;
 - 3. high school graduation rates; and
 - 4. career and college readiness under Minnesota Statutes, section 120B.30, subdivision 1.
- K. "World's best workforce" means striving to: meet school readiness goals; ~~have all third-grade students achieve grade-level literacy;~~ close the academic achievement gap among all racial and ethnic groups of students and between students living in poverty and students not living in poverty; have all students attain career and college readiness before graduating from high school; and have all students graduate from high school.

[Note: Definitions B, D, F, and H are added to Minnesota Statutes 120B.11—the World's Best Workforce law—effective August 1, 2023. The definitions apply to revisions to the World's Best Workforce law regarding strategic plans; these revisions are effective "for all strategic plans reviewed and updated after June 30, 2024.

Because school districts may choose to implement the new definitions and the strategic plan revisions before June 30, 2024, MSBA includes the new definitions and revisions in Articles III and IV. A school district could choose to wait to adopt the new definitions and revisions with the understanding that they will be effective for all strategic plans reviewed and updated after June 30, 2024.]

IV. LONG-TERM STRATEGIC PLAN

- A. The school board, at a public meeting, ~~shall~~must adopt a comprehensive, long-term strategic plan to support and improve teaching and learning that is aligned with creating the world's best workforce and includes the following:
 - 1. clearly defined school district and school site goals and benchmarks for instruction and student achievement for all student categories identified in Minnesota Statutes, section 120B.35, subdivision 3, paragraph (b)(2).state and federal law;

[Note: MSBA/MASA Model Policy 601, Section IV.B. and MSBA/MASA Model Policy 616 address this requirement.]

2. a process to assess and evaluate each student’s progress toward meeting state and local academic standards, assess and identify students for participation in gifted and talented programs and services and accelerate their instruction, adopt early-admission procedures consistent with Minnesota Statutes, section 120B.15 for early admission to kindergarten or first grade of gifted and talented learners which are sensitive to under-represented groups, and identifying the strengths and weaknesses of instruction in pursuit of student and school success and curriculum affecting students’ progress and growth toward career and college readiness and leading to the world’s best workforce;

[Note: MSBA/MASA Model Policy 618 addresses this requirement.]

3. a system to periodically review and evaluate the effectiveness of all instruction and curriculum, taking into account strategies and best practices, student outcomes, principal evaluations under Minnesota Statutes, section 123B.147, subdivision 3, students’ access to effective teachers who are members of populations under-represented among the licensed teachers in the district or school and who reflect the diversity of enrolled students under Minnesota Statutes, section 120B.35, subdivision 3(b)(2), and teacher evaluations under Minnesota Statutes, section 122A.40, subdivision Subd. 8, or 122A.41, subdivision 5;

[Note: MSBA/MASA Model Policy 616 addresses this requirement.]

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;

[Note: MSBA/MASA Model Policy 616 addresses this requirement.]

5. a process to examine the equitable distribution of teachers and strategies to ensure children in low-income and minority children families, children in families of People of Color, and children in American Indian families are not taught at higher rates than other children by inexperienced, ineffective, or out-of-field teachers;

6. education effectiveness practices that

- a. integrate high-quality instruction, rigorous curriculum, technology, and curriculum that is rigorous, accurate, antiracist, and culturally sustaining;

- b. ensure learning and work environments validate, affirm, embrace, and integrate cultural and community strengths for all students, families, and employees;

- c. provide a collaborative professional culture that develops and supports seeks to retain qualified, racially and ethnically diverse staff effective at working with diverse students while developing and supporting teacher quality, performance, and effectiveness; and

7. an annual budget for continuing to implement the school district plan; and-

8. identifying a list of suggested and required materials, resources, sample curricula, and pedagogical skills for use in kindergarten through grade 12 that accurately reflect the diversity of the state of Minnesota.

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

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:

[*Note: The criteria for acceptable performance in basic skills areas may need to be modified for students with unique learning needs. These modifications will be reflected in the Individualized Education Program (IEP) or Rehabilitation Act Section 504 Accommodation plan.]

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.~~~~

[Note: School district and site goals example courtesy of the Winona School District.]

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

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

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

2. ~~Students in grade 3 or higher who demonstrate a reading difficulty to a classroom teacher must be screened for characteristics of dyslexia, unless a different reason for the reading difficulty has been identified.~~

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

3. Reading assessments in English and in the predominant languages of district students, where practicable, must identify and evaluate students' areas of academic need related to literacy. The school district also must monitor the progress and provide reading instruction appropriate to the specific needs of English learners. The school district must use locally adopted, developmentally appropriate, and culturally responsive assessment and annually report summary assessment results to the Commissioner of Education by July 1.
4. The school district must annually report to the Commissioner of Education by July 1 a summary of the district's efforts to screen and identify students who demonstrate characteristics of dyslexia using screening tools such as those recommended by the Minnesota Department of Education's dyslexia specialist. With respect to students screened or identified under paragraph (1), the report must include:
 - a. a summary of the district's efforts to screen for dyslexia;
 - b. the number of students screened for that reporting year; and
 - c. the number of students demonstrating characteristics of dyslexia for that year.
5. A student identified as having a reading difficulty must be provided with alternate instruction under Minnesota Statutes section 125A.56, subdivision 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 and Graduation Requirements for Minnesota Students)
Minn. Stat. § 120B.11 (School District Process for Reviewing Curriculum, Instruction, and Student Achievement; Striving for the World's Best Workforce)
Minn. Stat. § 120B.12 (~~Reading Proficiently no Later than the End of Grade 3~~ **Read Act Goal and Interventions**)
Minn. Stat. § 120B.30, Subd. 1 (Statewide Testing and Reporting System)
Minn. Stat. § 120B.35, Subd. 3 (Student Academic Achievement and Growth)
Minn. Stat. § 122A.40, Subd. 8 (Employment; Contracts; Termination)
Minn. Stat. § 122A.41, Subd. 5 (Teacher Tenure Act; Cities of the First Class; Definitions)
Minn. Stat. § 123B.147, Subd. 3 (Principals)
Minn. Stat. § 125A.56, Subd. 1 (Alternate Instruction Required before Assessment Referral)
20 U.S.C. § 5801, *et seq.* (National Education Goals)
20 U.S.C. § 6301, *et seq.* (Every Student Succeeds Act)

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

Adopted: _____

MSBA/MASA Model Policy 613

Orig. 1997

Revised: _____

Rev. 2023

613 GRADUATION REQUIREMENTS

[Note: The requirements set forth in this policy govern the graduation standards that Minnesota public schools must require for a high school diploma for all students.]

I. PURPOSE

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

II. GENERAL STATEMENT OF POLICY

The policy of the school district is that all students entering grade 8 in the 2012-2013 school year and later must demonstrate, as determined by the school district, their satisfactory completion of the credit requirements and their understanding of academic standards. The school district must adopt graduation requirements that meet or exceed state graduation requirements established in law or rule.

III. DEFINITIONS

- A.** "Credit" means a student's successful completion of an academic year of study or a student's mastery of the applicable subject matter, as determined by the school district.
- B.** "Individualized Education Program" or "IEP" means a written statement developed for a student eligible by law for special education and services.
- C.** "English language learners" or "ELL" student means an individual whose first language is not English and whose test performance may be negatively impacted by lack of English language proficiency.
- D.** "Required standard" means: (1) a statewide adopted expectation for student learning in the content areas of language arts, mathematics, science, social studies, physical education, and the arts, and (2) a locally adopted expectation for student learning in health.
- E.** "Section 504 Accommodation" means the defined appropriate accommodations or modifications that must be made in the school environment to address the needs of an individual student with disabilities.

IV. DISTRICT ASSESSMENT COORDINATOR

(_____ *Position Title* _____) shall be named the District Assessment Coordinator. Said person shall be in charge of all test procedures and shall bring recommendations to the school board annually for approval.

V. GRADUATION ASSESSMENT REQUIREMENTS

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

- A.** Achievement and career and college readiness in mathematics, reading, and writing, as

measured against a continuum of empirically derived, clearly defined benchmarks focused on students' attainment of knowledge and skills so that students, their parents, and teachers know how well students must perform to have a reasonable chance to succeed in a career or college without the need for postsecondary remediation and which facilitates the monitoring of students' continuous development of and growth in requisite knowledge and skills; analysis of students' progress and performance levels, identification of students' academic strengths and diagnosis of areas where students require curriculum or instructional adjustments, targeted interventions, or remediation; and determination of students' learning and instructional needs and the instructional tools and best practices that support academic rigor for the student based on analysis of students' progress and performance data; and

- B. Consistent with this paragraph and Minnesota Statutes section 120B.125 (*see Policy 604, Section II.H.*), age-appropriate exploration and planning activities and career assessments to encourage students to identify personally relevant career interests and aptitudes and help students and their families develop a regularly reexamined transition plan for postsecondary education or employment without need for postsecondary remediation.
- C. Based on appropriate state guidelines, students with an IEP may satisfy state graduation requirements by achieving an individual score on the state-identified alternative assessments.
- D. Students meeting the state graduation requirements under this section must receive targeted, relevant, academically rigorous, and resourced instruction which may include a targeted instruction and intervention plan focused on improving the student's knowledge and skills in core subjects so that the student has a reasonable chance to succeed in a career or college without need for postsecondary remediation.
- E. Students meeting the state graduation requirements under this section and who are students in grade 11 or 12 and who are identified as academically ready for a career or college are actively encouraged by the school district to participate in courses and programs awarding college credit to high school students. Students are not required to achieve a specified score or level of proficiency on an assessment to graduate from high school.
- F. A student's progress toward career and college readiness must be recorded on the student's high school transcript.

VI. GRADUATION CREDIT REQUIREMENTS

Students beginning 8th grade in the 2012-2013 school year and later must successfully complete, as determined by the school district, the following high school level credits for graduation:

- A. Four credits of language arts sufficient to satisfy all academic standards in English language arts;
- B. Three credits of mathematics, including an algebra II credit or its equivalent, sufficient to satisfy all of the academic standards in mathematics;
- C. An algebra I credit by the end of 8th grade sufficient to satisfy all of the 8th grade standards in mathematics;
- D. Three credits of science, including at least: (a) one credit of biology; (b) one credit of chemistry or physics; and (c) one elective credit of science. The combination of credits must be sufficient to satisfy (i) all of the academic standards in either chemistry or physics and (ii) all other academic standards in science;
- E. Three and one-half credits of social studies, encompassing at least United States history,

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

- F. One credit in the arts sufficient to satisfy all of the state or local academic standards in the arts; and
- G. A minimum of seven elective credits.
- H. Credit equivalencies
 - 1. A one-half credit of economics taught in a school's agriculture-agricultural, food, and natural resources education or business education program or department may fulfill a one-half credit in social studies under Paragraph E., above, if the credit is sufficient to satisfy all of the academic standards in economics.
 - 2. An agriculture science or career and technical education credit may fulfill the elective science credit required under Paragraph D., above, if the credit meets the state physical science, life science, earth and space science, chemistry, or physics academic standards or a combination of these academic standards as approved by the school district. An agriculture or career and technical education credit may fulfill the credit in chemistry or physics required under Paragraph D., above, if the credit meets the state chemistry or physics academic standards as approved by the school district. A student must satisfy either all of the chemistry or physics academic standards prior to graduation. An agriculture science or career and technical education credit may not fulfill the required biology credit under Paragraph D., above.
 - 3. A career and technical education credit may fulfill a mathematics or arts credit requirement under Paragraph B. or Paragraph F., above.
 - 4. A computer science credit may fulfill a mathematics credit requirement under Paragraph B., above, if the credit meets state academic standards in mathematics.
 - 5. A Project Lead the Way credit may fulfill a mathematics or science credit requirement under Paragraph B. or Paragraph D., above, if the credit meets the state academic standards in mathematics or science.
 - 6. An ethnic studies course may fulfill a social studies, language arts, arts, math, or science credit if the course meets the applicable state academic standards. An ethnic studies course may fulfill an elective credit if the course meets applicable local standards or other requirements.

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

VII. GRADUATION STANDARDS REQUIREMENTS

- A. All students must demonstrate their understanding of the following academic standards:
 - 1. School District Standards, Health (K-12);
 - 2. School District Standards, Career and Technical Education (K-12); and
 - 3. School District Standards, World Languages (K-12).

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

VIII. EARLY GRADUATION

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

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

Legal References: Minn. Stat. § 120B.018 (Definitions)
 Minn. Stat. § 120B.02 (Educational Expectations and Graduation Requirements for Minnesota’s Students)
 Minn. Stat. § 120B.021 (Required Academic Standards)
 Minn. Stat. § 120B.023 (Benchmarks)
 Minn. Stat. § 120B.024 (Credits)
 Minn. Stat. § 120B.07 (Early Graduation)
 Minn. Stat. § 120B.11 (School District Process for Reviewing Curriculum, Instruction, and Student Achievement; Striving for the World’s Best Workforce)
 Minn. Stat. § 120B.125 (Planning for Students’ Successful Transition to Postsecondary Education and Employment; Personal Learning Plans)
 Minn. Stat. § 120B.30 (Statewide Testing and Reporting System)

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

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

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

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

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

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

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

Cross References:

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

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

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

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

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- B. "Individualized Education Program" or "IEP" means a written statement developed for a student eligible by law for special education and services.
- C. "English language learners" or "ELL" student means an individual whose first language is not English and whose test performance may be negatively impacted by lack of English language proficiency.
- D. "Required standard" means: (1) a statewide adopted expectation for student learning in the content areas of language arts, mathematics, science, social studies, physical education, and the arts, and (2) a locally adopted expectation for student learning in health.
- E. "Section 504 Accommodation" means the defined appropriate accommodations or modifications that must be made in the school environment to address the needs of an individual student with disabilities.

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The Curriculum Director shall be named the District Assessment Coordinator. Said person shall be in charge of all test procedures and shall bring recommendations to the school board annually for approval.

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- B. Consistent with this paragraph and Minnesota Statutes section 120B.125 (*see Policy 604, Section II.H.*), age-appropriate exploration and planning activities and career assessments to encourage students to identify personally relevant career interests and aptitudes and help students and their families develop a regularly reexamined transition plan for postsecondary education or employment without need for postsecondary remediation.
- C. Based on appropriate state guidelines, students with an IEP may satisfy state graduation requirements by achieving an individual score on the state-identified alternative assessments.
- D. Students meeting the state graduation requirements under this section must receive targeted, relevant, academically rigorous, and resourced instruction which may include a targeted instruction and intervention plan focused on improving the student's knowledge and skills in core subjects so that the student has a reasonable chance to succeed in a career or college without need for postsecondary remediation.
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- C. An algebra I credit by the end of 8th grade sufficient to satisfy all of the 8th grade standards in mathematics;
- D. Three credits of science, including at least: (a) one credit of biology; (b) one credit of chemistry or physics; and (c) one elective credit of science. The combination of credits must be sufficient to satisfy (i) all of the academic standards in either chemistry or physics and (ii) all other academic standards in science;

- E. Three and one-half credits of social studies, encompassing at least United States history, geography, government and citizenship, world history, and economics sufficient to satisfy all the academic standards in social studies.
- F. One credit in the arts sufficient to satisfy all the state or local academic standards in the arts; and
- G. A minimum of seven elective credits.
- H. Students who begin grade 9 in the 2024-2025 school year and later must successfully complete a course for credit in personal finance in grade 10, 11, or 12. A teacher of a personal finance course that satisfies the graduation requirement must have a field license or out-of-field permission in agricultural education, business, family and consumer science, social studies, or math.
- I. Credit equivalencies
 - 1. A one-half credit of economics taught in a school's agricultural, food, and natural resources education or business education program or department may fulfill a one-half credit in social studies under Paragraph E., above, if the credit is sufficient to satisfy all of the academic standards in economics.
 - 2. An agriculture science or career and technical education credit may fulfill the elective science credit required under Paragraph D., above, if the credit meets the state physical science, life science, earth and space science, chemistry, or physics academic standards or a combination of these academic standards as approved by the school district. An agriculture or career and technical education credit may fulfill the credit in chemistry or physics required under Paragraph D., above, if the credit meets the state chemistry or physics academic standards as approved by the school district. A student must satisfy either all of the chemistry or physics academic standards prior to graduation. An agriculture science or career and technical education credit may not fulfill the required biology credit under Paragraph D., above.
 - 3. A career and technical education credit may fulfill a mathematics or arts credit requirement under Paragraph B. or Paragraph F., above.
 - 4. A computer science credit may fulfill a mathematics credit requirement under Paragraph B., above, if the credit meets state academic standards in mathematics.
 - 5. A Project Lead the Way credit may fulfill a mathematics or science credit requirement under Paragraph B. or Paragraph D., above, if the credit meets the state academic standards in mathematics or science.
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 - 3. School District Standards, World Languages (K-12).
- B. Academic standards in health, world languages, and career and technical education will be reviewed on an annual basis. * A school district must use the current world languages standards developed by the American Council on the Teaching of Foreign Languages.

* Reviews are required to be conducted on a periodic basis. Therefore, this time period may be changed to accommodate individual school district needs.
- C. All students must satisfactorily complete the following required Graduation Standards in accordance with the standards developed by the Minnesota Department of Education (MDE):
 - 1. Minnesota Academic Standards, English Language Arts K-12;
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 - 3. Minnesota Academic Standards, Science K-12;
 - 4. Minnesota Academic Standards, Social Studies K-12; and
 - 5. Minnesota Academic Standards, Physical Education K-12.
- D. State standards in the Arts K-12 are available, or school districts may choose to develop their own standards.
- E. The academic standards for language arts, mathematics, and science apply to all students except the very few students with extreme cognitive or physical impairments for whom an IEP team has determined that the required academic standards are inappropriate. An IEP team that makes this determination must establish alternative standards.

VIII. EARLY GRADUATION

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

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

Legal References: Minn. Stat. § 120B.018 (Definitions)
Minn. Stat. § 120B.02 (Educational Expectations and Graduation Requirements for Minnesota’s Students)
Minn. Stat. § 120B.021 (Required Academic Standards)
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Minn. Stat. § 120B.024 (Credits)
Minn. Stat. § 120B.07 (Early Graduation)
Minn. Stat. § 120B.11 (School District Process for Reviewing Curriculum, Instruction, and Student Achievement; Striving for the World’s Best Workforce)
Minn. Stat. § 120B.125 (Planning for Students’ Successful Transition to Postsecondary Education and Employment; Personal Learning Plans)
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Minn. Rules Parts 3501.0640-3501.0655 (Academic Standards for Language Arts)
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Minn. Rules Parts 3501.0900-3501.0955 (Academic Standards in Science)
Minn. Rules Parts 3501.1300-3501.1345 (Academic Standards for Social Studies)
Minn. Rules Parts 3501.1400-3501.1410 (Academic Standards for Physical Education)
20 U.S.C. § 6301, *et seq.* (Every Student Succeeds Act)

Cross References: MSBA/MASA Model Policy 104 (School District Mission Statement)
MSBA/MASA Model Policy 601 (School District Curriculum and Instruction Goals)
MSBA/MASA Model Policy 614 (School District Testing Plan and Procedure)
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MSBA/MASA Model Policy 616 (School District System Accountability)



**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 LeSueur-Henderson High School (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.

LeSueur-Henderson High School

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: _____
(Clerk/Secretary - Local Governing Board)

Print Name: _____
(Superintendent or Head of School)

Signed: _____
(Clerk/Secretary - Local Governing Board)

Signed: _____
(Superintendent or Head of School)

Date: _____

Date: _____

Le Sueur-Henderson Public Schools

FY24 Revised Budget & FY25 Preliminary Budget
Presentation



Estimated Enrollment - Average Daily Membership (ADM)

ADM represents the portion of the school year during which a student is enrolled over a specific time period. It is the sum of each student's membership days divided by the student's total school days across all students in a school or district over a specific time period.

Grade	Actual 21-22	Actual 22-23	Estimate 23-24	Estimate 24-25
EC	17.64	11.01	11.00	12.00
K	57.36	74.64	58.00	50.00
1	53.04	71.64	77.00	57.00
2	47.09	46.92	63.00	77.00
3	58.90	49.25	55.00	63.00
4	60.94	57.65	63.00	55.00
5	64.23	60.25	67.00	63.00
6	74.41	80.08	74.00	67.00
7	97.25	75.57	80.00	77.00
8	70.13	88.98	73.00	80.00
9	79.19	66.40	81.00	73.00
10	76.99	77.88	62.00	81.00
11	81.27	73.91	71.00	62.00
12	81.66	76.20	65.00	71.00
Total	920.10	910.38	900.00	888.00
Δ		-9.72	-10.38	-12.00
%		-1.06%	-1.14%	-1.33%

Estimated Weighted Enrollment- Per Pupil Unit (PPU)

PPU is the primary pupil count used in school funding formulas. The count is weighted by grade level (1.0 for grades K-6 and 1.2 for grades 7-12). The formula allowance is \$7,138 for fiscal year 2024 and \$7,281 for fiscal year 2025.

Grade	Actual 21-22	Actual 22-23	Estimate 23-24	Estimate 24-25
EC	17.64	11.01	11.00	12.00
K	57.36	74.64	58.00	50.00
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4	60.94	57.65	63.00	55.00
5	64.23	60.25	67.00	63.00
6	74.41	80.08	74.00	67.00
7	116.70	90.68	96.00	92.40
8	84.16	106.78	87.60	96.00
9	95.03	79.68	97.20	87.60
10	92.39	93.46	74.40	97.20
11	97.52	88.69	85.20	74.40
12	97.99	91.44	78.00	85.20
Total	1017.40	1002.17	986.40	976.80
Δ		-15.23	-15.77	-9.60
%		-1.50%	-1.57%	-0.97%

Changes to the 2023-2024 Budget



- State increase in General Education Aid
- State increase in Special Education Aid
- New State funds for Student Support Personnel (Nurse/Counselor)
- New State funds for School Library Aid
- ESSER funds have been exhausted
- Impact of Special Education changes are being evaluated with the increase from compensatory funds. Numbers won't be final until August/September as Special Education funding is one year behind.
- Salary negotiations are expected to have a total increase of 6% over fiscal years 2024 and 2025.



Recommendation to Approve the FY24 Revised Budget As Follows:

	Revenues	Expenditures	Net \$Δ
General Fund	12,797,481	12,268,761	528,720
Community Education	898,337	825,398	72,939
Food Service	736,265	679,115	57,150
Debt Service	3,534,319	3,726,477	(192,158)

Budget Changes for 2024-2025



- Changes in Positions:
 - Eliminate Elementary Dean of Students -\$75,083
 - Restructure M/HS Dean of Students and Athletic Director -\$51,086
 - Eliminate 4th Section of Kindergarten -\$37,346
 - Contract Payroll Services -\$27,129
- Retirees/Resignations/Non-Renewals -\$113,331
- Positions partially funded by State Aid:
 - School Library Aid -\$40,000
 - Student Support Personnel (Nurse/Counselor) -\$39,000



Recommendation to Approve the FY25 Preliminary Budget As Follows:

	Revenues	Expenditures	Net \$Δ
General Fund	12,491,959	11,912,915	579,044
Community Education	892,887	817,144	75,743
Food Service	745,350	688,530	56,820
Debt Service	3,696,938	3,506,388	190,550

Recommendation to Approve the FY24 Revised Budget As Follows:



	<u>Revenues</u>	<u>Expenditures</u>	<u>Net \$Δ</u>
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**INDEPENDENT SCHOOL DISTRICT 2397
LE SUEUR-HENDERSON PUBLIC SCHOOLS**

SCHEDULED MEETINGS/ACTIVITIES

DATE	DESCRIPTION	TIME	LOCATION
6/10/2024	Policy Committee Meeting	5:30 PM	MS/HS Media Center
6/10/2024	Regular Board Meeting	6:30 PM	MS/HS Media Center
6/17/2024	School Board Work Session	6:30 PM	MS/HS Media Center
06/24/2024	Negotiations Committee Meeting (Secretary)	1:00 PM	MS/HS Media Center
06/24/2024	Negotiations Committee Meeting (Para)	2:00 PM	MS/HS Media Center
7/1/2024	<i>Optional Regular Board Meeting</i>	6:30 PM	MS/HS Media Center
7/12/2024	Negotiations Committee Meeting (internal)	1:00 PM	District Office
7/15/2024	School Board Work Session	6:30 PM	MS/HS Media Center
August 5, 2024	<i>Minnesota School Boards Assoc.</i>	All Day	<i>Marriott Minneapolis Northwest, Brooklyn Park, MN</i>
	<i>2024 Summer Seminar</i>		
	https://docs.google.com/spreadsheets/d/1veOz-5YPT7Eu8-Fp		