

School Board Special Meeting  
Monday, October 28, 2024 4:00 PM

District Office Conference Room, Room 164  
Austin High School  
401 3rd Ave. NW  
Austin, MN 55912

## Agenda

1. Call to order/roll call  
**Speaker(s):** Chairperson Dube
2. Request approval of agenda (Action)  
**Speaker(s):** Chairperson Dube
3. Request approval to add a new student activity account (Action)  
**Speaker(s):** Activities Director Katie Carter
4. Request approval of AHS World Language Department request for extended field trip in June 2026 (Action)  
**Speaker(s):** Activities Director Katie Carter
5. Culturally Responsive Arts Education (CRAE) team update  
**Speaker(s):** Nikky Tolde, David Hovland, Kim Zerke, Katie Tharp, and Krystal Lennie
6. Comprehensive Achievement and Civic Readiness (CACR) review  
**Speaker(s):** Exec Director of Academics and Administrative Services Katie Baskin
7. Review of policies with no suggested revisions  
**Speaker(s):** Chairperson Dube
  - 7.A. 101 - Legal Status of the School District
  - 7.B. 101.1 - Name of the School District
  - 7.C. 103 - Complaints - Students, Employees, Parents, Other Persons
  - 7.D. 106 - Anonymous Letters, Phone Calls, and other Communications
  - 7.E.201 - Legal Status of the School Board
  - 7.F.202 - School Board Officers
  - 7.G. 203 - Operation of the School Board - Governing Rules
  - 7.H. 203.1 - School Board Procedures; Rules of Order
  - 7.I. 203.2 - Order of the Regular School Board Meeting
  - 7.J. 203 .5 - School Board Meeting Agenda
  - 7.K. 203.6 - Consent Agendas
  - 7.L.204 - School Board Meeting Minutes
  - 7.M. 205 - Open Meetings and Closed Meetings
  - 7.N. 206 - Public Participation in School Board Meetings/Complaints About Persons at School Board Meetings and Data Privacy Considerations
  - 7.O. 208 - Development, Adoption, and Implementation of Policies
  - 7.P.209 - Code of Ethics
  - 7.Q. 210 - Conflict of Interest - School Board Members
  - 7.R. 211 - Criminal or Civil Action Against School District, School Board Member, Employee, or Student
  - 7.S.212 - School Board Member Development
  - 7.T.213 - School Board Committees
  - 7.U. 215 - Out-of-State Travel by School Board Members

- 7.V. 216 - School Board Electronic Communications
- 8. Adjournment



# AUSTIN PUBLIC SCHOOLS

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**DATE:** October 23, 2024

**TITLE:** Student Activity Account Addition

**TYPE:** Action

**PRESENTER:** Activities Director Katie Carter

**BACKGROUND:** In October 2023, a new club proposal was submitted to the AHS Activities Department; Austin's African Student Association (AASA). The club was being formed with the purpose of creating a vibrant and supportive community for students interested in African Cultures. Through cultural events, education initiatives, and community engagement, this club seeks to foster understanding, celebrate diversity, and provide a platform for students to connect and share their experiences. This club serves as a bridge, connecting diverse cultures and forges a sense of unity among students who share a common African heritage.

**RATIONALE:** This past school year, AASA maintained at least 20 participants at each monthly meeting. The group is supervised by APS success coach, Santino Deng. During this time, the students made an educational video during Black History Month, celebrating notable Black Difference Makers throughout History. Lydia Masara, AASA President, has proposed a Cultural Week to be celebrated sometime during the 2024-25 school year. The plan has been communicated with Kristi Beckman, APS Equity Coordinator, to see how this could become a district-wide celebration.

The leadership of AASA is young and determined. They are very well organized: 1) efficient calendar planning, 2) ongoing recruitment of new members 3) innovative ideas on how to plan for future initiatives. The AASA club is also receiving tremendous support from their school community and African Community. During the April African Parent's meeting, a collection of \$1620 was made and donated to the AASA club to support their future endeavors for this group.

**RECOMMENDATION:** It is my recommendation that Austin's African Student Association (AASA) move from pilot status to a school-recognized club, starting in the 2024-25 school year, and that a new student activity account be established for the Austin African Student Association.

4/29/2016

## STUDENT ACTIVITY ACCOUNT ADDITIONS

A request has been made to add a new student activity account. The information is as follows:

**Activity Name:** Austin's African Student Association

**Advisor:** Santino Deng

**Building Leader:** Katie Carter

**Purpose:** Aims to create a vibrant and supportive community for students interested in African cultures. Through cultural events, educational initiatives, and

**Students Served:** 25-30  
community engagement, we seek to foster understanding, celebrate diversity, and provide a platform for students to connect and share their experiences. This club serves as a bridge, connecting diverse cultures and forging a sense of unity among students who share a common African heritage.



# **NEW CLUB PROPOSAL FORM**

## **CREATING A NEW CLUB**

Any teacher or student having an interest in starting a new club may obtain a Proposal form in the Activities office. After the completed form has been returned to the Student Activities Office, the application goes through the following process:

1. Review of the application by the Activities Director to review the criteria for school-recognized clubs.
  2. Meeting with Potential advisor and/or students and the Activities Director.
  3. Written recommendation by the Activities Director to the Principal for acceptance or rejection of the club as a school-recognized club.
  4. Final written decision by the principal
  5. If a club is accepted as a school-recognized club, the club will be on a "pilot" status for two full semesters and a specific plan to continue as a school-recognized club will be developed by the advisor, students and Activities Director.
- 
- The following form MUST be filled out in order to start a new club. It must be filled out electronically, printed and submitted for approval.
  - The completed form should be given to Katie Carter in the Student Activities office
  - A meeting will follow to discuss the proposal.

**Person presenting the Proposal:**

1. Lydia Masara
2. 404629@austin.k12.mn.us
3. 507-460-9261

**Name of the proposed club:**

**Austin's African Student Association**

**General description of the purposed club:**

The Austin African Student Association aims to create a vibrant and supportive community for students interested in African cultures. Through cultural events, educational initiatives, and community engagement, we seek to foster understanding, celebrate diversity, and provide a platform for students to connect and share their experiences. This club serves as a bridge, connecting diverse cultures and forges a sense of unity among students who share a common African heritage. This will connect our African community together.

**Goals of the proposed club:**

1. **Celebrate African Cultures:** Organize events and activities that showcase the richness and diversity of African cultures.
2. **Educational Initiatives:** Host workshops, discussions, and presentations to enhance awareness and understanding of African history, traditions, and contemporary issues.
3. **Community Engagement:** Collaborate with local communities through volunteer work, partnerships, and initiatives that contribute positively to the broader community.
4. **Inclusivity and Support:** Create a welcoming space where students from all backgrounds can come together, share experiences, and build lasting friendships.

List at least six activities or events students will participate in:

1. Cultural Potlucks
2. Cultural Exchange Events
3. Tutoring/ mentorship programs to help younger students
4. Staff Appreciation activities
5. Numerous Volunteering activities
6. Create stress relief activities for students to help improve mental health of students

What type of area do the students need to meet in? (classroom, gym, stage...etc.)

I'd like to meet in a classroom.

When and how often do you intend to meet?

- Days?  
I would like to meet weekly some part in the middle of the week
- Times?  
Afterschool or Before school

List at least 20 students who will be members of the proposed club:

NAME	Grade
Lydia Masara	9
Sabreen Nagid	10
Saber Nagid	9
Ajuda Akane	9
Cecelia Thomas	10
Brendy Martinez	10
Axel Larsen	9
Nyaguay Mar	10
Atee Obang	9

Ature Z Puro	11
Janjay Porte	9
Kuir Mayen	9
Lonok Jacob	9
Mwa Omot	9
Vanessa Gatdet	12
Elaine Chumba	9
Stecy larsen	10
Mahuena Zinhouin	10
Enar Zaki	9
Awille Okey	10
Badiet Okal	11

Have you contacted an advisor?

Yes

Name of proposed advisor?

Santino Deng

What will it cost to operate the proposed club?

- Describe how the money will be used.

I would like around 500 Dollars to fully operate this club. This would be used to support the selling of merchandise for the club and to hold events for students like cultural dances, and workshops to teach the fellow youth about the motherland Africa.

- Describe how the money will be raised.

Through Local sponsors, Grants ,Selling merchandise and Fundraisers

Why do you think that there is interest in this proposed club?

I think because they are over 200 students that are African in this district and they are looking for a community, and support. This would unite Black and African students and let them know they will always have a community.

**\*\*\* RETURN THIS FORM to Katie Carter \*\***

## PROCESS

- Step 1 Application is filled out and submitted to the Activities Director
- Step 2 Meeting with Activities Director, potential advisor and/or students proposing the new club.
- Step 3 Written recommendation by Activities Director to principal to approve or not approve the club as a pilot club.
- Step 4 Final written decision by Principal

Approved as a pilot for the 2023-24 school year.

- Activities Director
- Principal

Katie Carter  
Matt Schmit

Date: 10/1/23  
Date: 10/1/23

Not Approved as a pilot for the 2023-24 school year.

- Activities Director
- Principal

\_\_\_\_\_  
\_\_\_\_\_

Date: \_\_\_\_\_  
Date: \_\_\_\_\_

## NEW CLUB CRITERIA

To be eligible for consideration as a club sponsored by Austin High School, a club must meet the following criteria:

1. Evidence of sufficient student interest (i.e., 20 students).

2. Availability of an appropriate adult sponsor;
3. Inclusiveness (IE the degree to which the club is designed to appeal to and include students regardless of race, sex, religion, national origin, disability, etc.); and
4. No significant duplication of purpose, goals, or activities of an existing school recognized club.

## **SUCCESSFUL COMPLETION OF PILOT STATUS**

A group initially approved as a pilot club may be approved for full status as a school-recognized club upon application to the Student Activities Director demonstrating that it has:

1. Been in existence at least one school year (two consecutive semesters);
2. Maintain a membership of at least 20 students.
3. Has a constitution describing the purpose, goals, and structure of the club.
4. Has identified activities.
5. Has an identified meeting structure; and
6. Has a District employee as an adult advisor



# AUSTIN PUBLIC SCHOOLS

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**DATE:** October 23, 2024  
**TITLE:** Extended Field Trip Request  
**TYPE:** Action  
**PRESENTER:** Activities Director Katie Carter

**BACKGROUND:** The general expectation is all student trips be well planned, conducted in an orderly manner and safe environment, and relate directly to the objectives of the class or activity for which the trip is requested. Various levels of approval are needed depending on the type of field trip requested.

**RATIONALE:** Policy 610 outlines the three general areas of field trips, one of which is extended field trips. Trips that involve two or more overnight stops fall in this category and require school board approval. Although this trip isn't planned until the summer of 2026, planning starts well ahead of that date. Before a parent meeting can be called to begin discussion and planning, school board approval is required.

**RECOMMENDATION:** I recommend approval of the World Language trip to Costa Rica and Panama in June, 2026.

## Austin High School

### Proposal for Extended Field Trip

ISD 492 Board Policy #610 Field Trips: "Extended field trips, that is those that require an overnight stay of more than one night and/or involve travel outside Minnesota, require school board approval. The board will consider such trips on an individual basis and pre-approval is needed before students or parents become involved. Field trips covered by this policy include those proposed by outside agencies or individual staff members that use the school name, or imply school district consent or authorization.

Multiple Nights In-State

Out-of-State

Sponsoring Organization/Name of Group	
Faculty Advisor	Rhonda Alberts
Destination	Costa Rica & Panama
Departure date	6/11/2026
Return Date	6/20/2026
# of Students attending	30-50
# in group no attending	
Supervisor Ratio	6:1
Transportation method	Plane, bus (coach)
Agency Making travel arrangements	EF Educational Tours

Expenditures		Financed By	
Transportation	} → \$4,729	Students	<input checked="" type="checkbox"/>
Lodging		Cost per student	All
Meals		Fundraisers (attach list)	NA
Entry fees/Tickets		Outside contributions	NA
Substitute Salary	NA	Budgeted amount	NA
Misc.		Account number	NA
Total	\$4,729		

Check if insurance is covered through MSHSL Specify if other: through EF Tours

Goal/purpose of the trip: to take student learning outside of the classroom, to explore cultures beyond our borders, and to put language skills in Spanish to practice.

- **Please attach a Trip Itinerary**

Objectives of Field Trip	Demonstration of Outcomes
Get familiar with the cultures of Costa Rica & Panama.	
Practice language skills learned in their AHS Spanish courses	
Explore the flora and fauna of the rain forest.	
Expand their knowledge and understanding of our global community.	

Supervisor Names	Title
Rhonda Alberts	AHS Spanish teachers
Colleen Owens	
Tieler Myers	
Yenny Atumada	

- Attach a copy of informational correspondence and parent permission slip sent to parents
- Attach a copy of steps taken to inform and assist financially disadvantaged students (if applicable).
- Attach a copy of lesson plans for students not going on trip (if applicable).

Submitted by: Rhonda Alberts Date submitted 9/20/24

Matt Schmit Date 10-25-24

Matt Schmit, AHS Principal

Dr. Joey Page Date 10/24/24

Dr. Joey Page, Superintendent

\_\_\_\_\_  
Date \_\_\_\_\_

Chairperson, School Board, Austin Public Schools



EDUCATIONAL  
TOURS

Watch videos, read  
reviews, and enroll on your  
teacher's tour site

[eftours.com/](http://eftours.com/)

This is also your tour number

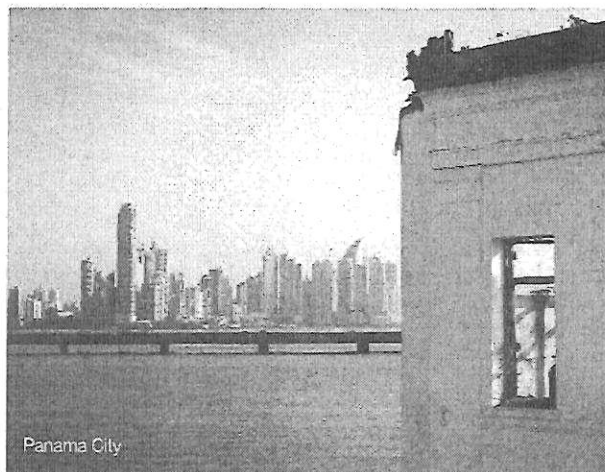
## COSTA RICA & PANAMA

9 or 12 days | Guanacaste | Arenal region | San José | Panama City | Extension to Colombia

Journey into the heart of Central America as you experience Costa Rica and Panama. Begin in Costa Rica, where you'll discover the volcanic Arenal region and the rich wildlife of Rincón de la Vieja National Park in Guanacaste. During your time in Panama, explore the area's abundant flora and fauna at the Biomuseo and see one of the Seven Wonders of the Modern World, the Panama Canal.

### EVERYTHING YOU GET:

-  Full-time Tour Director
-  **Sightseeing:** 2 sightseeing tours led by a licensed local guide (3 with extension); 1 sightseeing tour led by your Tour Director (2 with extension)
-  **Entrances:** Rincón de la Vieja National Park; snorkeling; ziplining; kayaking on Lake Arenal; La Fortuna Waterfall; Arenal hot springs; whitewater rafting; Biomuseo; Miraflores Visitor Center; Gatun Lake boat ride; with extension: Convento de la Popa; San Felipe de Barajas Castle; Barú Island; dinner experience
-  **Personalized learning guide:** Our personalized learning experience engages students before, during, and after tour, with the option to create a final, reflective project for academic credit.
-   **All of the details are covered:** Round-trip flights on major carriers; comfortable motorcoach; 8 overnight stays in hotels with private bathrooms (11 with extension); dinner on arrival day; 3 meals daily on Days 2–8 (breakfast and dinner on Days 9–10 and 3 meals on Day 11 with extension); breakfast on departure day



Anyone can see the world.

# YOU'RE GOING TO EXPERIENCE IT.

As you can see, your EF tour includes visits to the places you've learned about in school. That's a given. But it's so much more than that. Immersing yourself in new cultures—surrounded by the people, the language, the food, the way of life—creates inspirational moments that can't be listed in an itinerary. They can only be experienced.

And the experience begins long before you get your passport stamped and meet your Tour Director in your arrival city. It begins the moment you decide to go. Whether it's connecting with other travelers on Facebook, Twitter, or Instagram, or delving deeper into your destinations with our personalized learning guide, the excitement will hit you long before you pack your suitcase.

When your group arrives abroad, everything is taken care of so you can relax and enjoy the experience. Your full-time Tour Director is with your group around the clock, handling local transportation, hotels, and meals while also providing their own insight into the local history and culture. Expert local guides will lead your group on sightseeing tours, providing detailed views on history, art, architecture, or anything you may have a question about.

When your journey is over and you're unpacking your suitcase at home, you'll realize the benefits of your life-changing experience do not end. They have just begun.

*@Eftours I attribute my college semester abroad to the love for travel I discovered on an EF Tour in high school #traveltuesday*

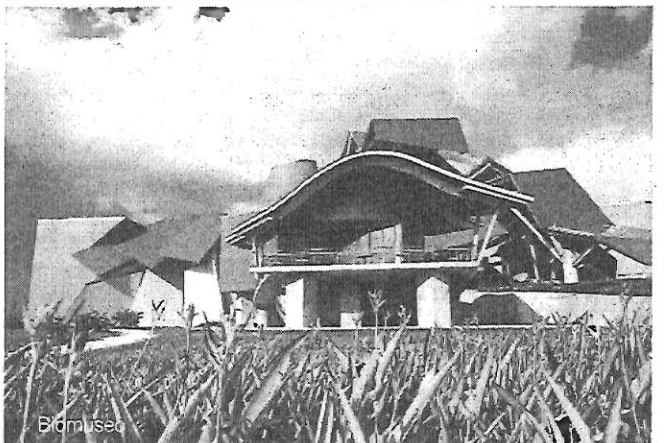
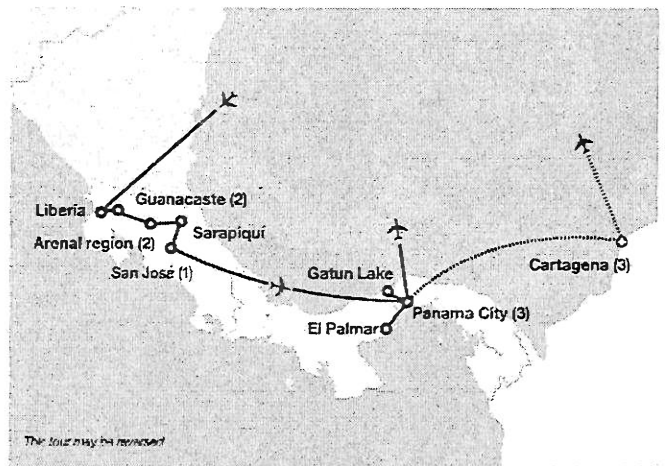
— MELISSA, TRAVELER



**CHECK OUT WHAT A TOUR IS ALL ABOUT**

Watch the videos at [eftours.com/](http://eftours.com/)

Your teacher's Tour Website



## What you'll experience on your tour

### Day 1: Fly to Costa Rica

- Meet your Tour Director at the airport.
- Travel to Guanacaste, where you'll feel the sand between your toes as you become immersed in this natural wonderland. The emerald Pacific glimmers alongside miles of beaches—an ideal setting for divers, surfers, and boaters. Take in the craggy bluffs cloaked in forests stretching tall above you and encounter local cattle ranchers driving oxen carts farther inland. Learn about Guanacaste's remarkable array of plant and animal life when you explore Rincón de la Vieja National Park.

### Day 2: Guanacaste

- Visit Rincón de la Vieja National Park. Located high in the mountains, this rain/cloud forest boasts numerous geothermal hot springs.
- Explore life under the sea on a snorkeling excursion.

### Day 3: Guanacaste | Arenal region

- Travel to the Arenal region and get ready for an adventure to remember. Behold the perfect conical shape that emerges from the green hills of Alajuela—this is the fascinating Arenal Volcano. Overlooking the San Carlos Plain and the Pacific lowlands, this mile-high volcano has been active for the past 7,000 years. Not only does the volcano serve as a watershed for the lake, but it also provides thermal energy for the nearby hot springs. Relax in these naturally heated pools; then, walk to the bottom of the spectacular La Fortuna Waterfall.
- Experience the thrill of a ziplining adventure through the Costa Rican canopy. (Note: Participants must weigh less than 200 lbs.)

### Day 4: Arenal region

- Enjoy a kayaking trip on Lake Arenal.
- Hike to La Fortuna Waterfall.
- Visit the hot springs.

### Day 5: Arenal region | Sarapiquí | San José

- Travel to Sarapiquí.
- Enjoy a whitewater rafting excursion on the Sarapiquí River.

### Day 6: San José | Panama City

- Fly to Panama City, where you'll explore Panama's cultural, financial, and political capital; a bustling metropolis nestled between the Pacific Ocean and a tropical rainforest.
- Enjoy a walking tour of the Cinta Costera waterfront park.
- Visit the Biomuseo, where eight "devices of wonder" help tell the origin of the Panamanian isthmus and its gigantic impact on the planet's biodiversity.
- Take a guided tour of Casco Viejo, Panama City's colorful historic quarter and a UNESCO World Heritage Site.

### Day 7: Panama City | El Palmar

- Travel to El Palmar and enjoy beach time.
- Explore on your own or
  - take a surfing lesson at one of Panama's premier surfing locations.

### Day 8: Panama City | Gatun Lake

- Take a boat ride on Gatun Lake and around Monkey Island, home to a variety of monkey species.
- Visit the Miraflores Visitor Center and take an in-depth look at the Panama Canal, one of the most influential engineering projects ever undertaken and one of the Seven Wonders of the Modern World. Completed by the United States in 1914, the 51-mile canal not only revolutionized international trade by bridging the Atlantic and Pacific Oceans, it also signaled America's emergence as a global superpower. Learn about this modern marvel—including how 22,000 workers lost their lives during its 34-year construction—and see it in action at its Pacific entrance.
- Enjoy free time in Panama City or
  - attend a folklore evening.

### Day 9: Depart for home

#### • 3-DAY TOUR EXTENSION

### Day 9: Panama City | Cartagena

- Fly to Cartagena, Colombia.
- Take a walking tour of Cartagena.

### Day 10: Cartagena

- Take a guided tour of historic Cartagena. Visit the Convento de la Popa and San Felipe de Barajas Castle with an expert local guide.
- Spend the afternoon exploring the more modern Bocagrande neighborhood or
  - experience a Colombian cooking class with an expert local chef.

### Day 11: Cartagena | Barú Island

- Take a day trip to the beach at Barú Island.
- Relax and reflect with your fellow travelers and enjoy lunch on the beach.
- Enjoy a dinner experience that includes traditional music and dancing.

### Day 12: Depart for home

*Words cannot express how wonderful our tour was! Total professionalism, complete consideration of safety, immersion in all aspects of culture and language, students' best interests taken into account at every turn.*

– CHRISTY, GROUP LEADER



Tour review

*This tour was amazing, everything we saw was beautiful, it was a very good learning experience as well and definitely worth it.*

– ELENA, TRAVELER



Tour review

## TOP THREE THINGS I WILL SEE, DO, TRY, OR EXPLORE

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

— The easiest ways to —  
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Cambridge, MA 02141

*My daughter has gained such an amazing view of the world and history from this experience. She has not stopped talking since I picked her up at the airport. Thank you for all the organization, helpful hints, flexible payment plan, and knowledgeable tour guides.*

—CHARLOTTE, PARENT OF TRAVELER



## THE WORLD LEADER IN INTERNATIONAL EDUCATION

For over 55 years, EF has been working toward one global mission: *Opening the World Through Education*. Your teacher has partnered with EF because of our unmatched worldwide presence, our focus on affordability, and our commitment to providing experiences that teach critical thinking, problem solving, collaboration, and global competence. What's more:

- We always offer the lowest prices so more students can travel.
- We're fully accredited, just like your school, so you can earn credit while on tour.
- All of our educational tours feature experiential learning activities and visits to the best sites.
- We're completely committed to your safety. We have more than 600 schools and offices in over 50 countries around the world, so local EF staff members can react quickly and in person wherever you travel.
- Your full-time Tour Director is with your group every step of the way on tour, providing insight about your destinations as well as great local tips.



# CRAE Cohort Update

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Culturally Responsive Arts Education



# APS Team Members

Nikky Tolde, Sumner Music

Krystal Lennie, Southgate and Sumner Art

Katie Tharp, Neveln Music

David Hovland, Southgate Music

Kim Zerke, IJ Holton and Ellis Choir

# Minnesota Department of Education

The State is in need of K-12 arts educators to engage in locally designed pilot action initiatives to address inequities in arts education curriculum, practices, and policies as identified through the Culturally Responsive Arts Education (CRAE) Arts Equity Audit.

# Pilot Action Initiative

Cohort Member(s) will implement, monitor, and assess their Pilot Action Initiative (PAI) plan to address the following two outcomes that were identified during the CRAE Arts Equity Audit during the 2024-2025 school year:

- The Austin CRAE Cohort team will establish partnerships with culture bearers and document learning experience, content, and context for review and future curricular use.
- K-4 art and general music students and 5-8 choir students will experience improved community cultural representation through the inclusion of arts from Myanmar (Burmese, Karenni, Karen), Micronesia (Pohnpei), Togo, Benin, Ethiopia, South Sudan, and Native American in the APS art and music curriculum.

# Action Steps

**Outcome 1:**

The Austin CRAE Cohort team will establish partnerships with culture bearers and document learning experience, content, and context for review and future curricular use.

**Action Steps:**

**Estimated Timeline**

1.a The Austin CRAE Cohort team will learn from experts on how to collect and document global art and music resources.

Fall 2024

1.b The Austin CRAE Cohort team will spend time collecting and learning from culture bearers to document arts content, context, ideas, and methodologies to review for inclusion into curriculum.

Ongoing throughout the 2024-2025 school year

<p>1.c The Austin CRAE Cohort team will analyze the content and context information collected and format it to fit students and schedules. The team will consider the difficulty and grade level topics/skills, but also the appropriate context and learned features of arts learning within the culture.</p>	<p>Ongoing throughout the 2024-2025 school year</p>
<p>1.d The Austin CRAE team will create a shared online database of resources for APS art and music teachers.</p>	<p>Spring &amp; Summer 2025</p>
<p><b>Outcome 2:</b></p>	<p>K-4 art and general music students and 5-8 choir students will experience improved community cultural representation through the inclusion of arts from Myanmar (Burmese, Karenni, Karen), Micronesia (Pohnpei), Togo, Benin, Ethiopia, South Sudan, and Native American in the APS art and music curriculum.</p>
<p><b>Action Steps:</b></p>	<p><b>Estimated Timeline</b></p>
<p>2.a The Austin CRAE team will begin to plan for the implementation of the newly created resources and materials into the arts and music classrooms and curriculum.</p>	<p>Spring &amp; Summer 2025</p>

# PAI Budget

- Cohort Member(s) will be responsible for implementing all action steps outlined in their PAI including sourcing (materials, vendors, facilitators/artists), timelines, and budgets in accordance with district policies and procedures.
- \$65,000 budget amount for each year of the project
- Funding will only be used to support the completion of the identified outcomes and action steps outlined in their PAI that includes but not limited to purchasing materials, teacher extended time, substitute teacher reimbursement, guest artists, professional development facilitators, professional development training/conferences, and other identified supports. Funding can not be used to supplement teacher FTE or capital projects. Any adjustments will need to be approved by an MDE Arts & Equity Specialist.

# Cohort Member Responsibilities

- Cohort Member(s) will meet monthly with MDE Arts & Equity Specialists to provide progress updates on action steps, timeline, and budget.
- Cohort Member(s) will provide a mid-year report on action steps, timeline, and budget.
- Any materials developed will be shared with the Minnesota Department of Education.
- Cohort Member(s) will submit a final evaluation report for the PAI to MDE and any materials generated within two weeks of the contract end date.
- All work needs to be completed prior to September 30, 2025.

# MDE Responsibilities

- An MDE Arts & Equity Specialist will provide technical assistance to CRAE Cohort Member(s) throughout the duration of the Pilot Action Initiative.
- An MDE Arts & Equity Specialist will provide CRAE Cohort Member(s) support through monthly coaching meetings and professional development throughout the duration of the Pilot Action Initiative.
- An MDE Arts & Equity Specialist will provide the CRAE Cohort Member(s) with a mid-year and end of year program evaluation report.

# Art Example

- Professional Development with Jeremy Holien, the Visual & Media Arts Education Specialist
  - Cultivate a classroom of cultural awareness and respect
  - Research and contextual understandings in art units
  - Encouraging original works that are influenced by, not imitative of other cultures
  - Opportunities for students to consider their own cultural identity
  - Pairing artists to give authentic voice to art units
- Bring in local and Minnesota based artists to work with us and integrate into the art curriculum

# Music Example\*

## Pohnpeian Greeting Song

\*\*This song was shared with permission from the singer, Marlynn William

Menseng mwahu, menseng mwahu  
iai romw rahn wet ih kelail,  
Ih kelail kalangan en komwi.

Good morning, good morning,  
good morning how are you?  
I'm fine, I'm fine, I'm fine thank you.



*Striving for*  
**Comprehensive  
Achievement and  
Civic Readiness**

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Committee Meeting  
November 12, 2024

# AUSTIN PUBLIC SCHOOLS STRATEGIC PLAN

## OUR MISSION

*(Our Core Purpose)*

Inspire. Empower. Accelerate.

## OUR VISION

*(What We Intend to Create)*

Preparing all learners to make a difference in the world.

## Our Core Values

*(Drivers of Our Words and Actions)*

- Responsible: Demonstrates accountability to self and others
- Resilient: Develops perseverance and self-confidence
- Learner: Challenges self to think critically
- Communicator: Listens actively and shares learning and experiences
- Contributor: Engages as a productive member of the community and global society

## OUR STRATEGIC PRIORITIES

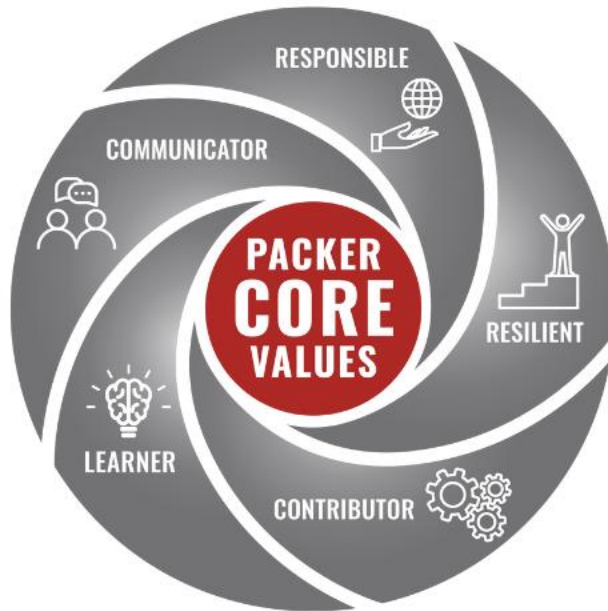
*(Drivers of Our Continuous Improvement)*

1. Support and resources to ensure a safe and welcoming learning environment
2. Packer Profile for all learners
3. District-wide multi-tiered systems of support for all learners
4. Excellence in resource management



## WHAT OUGHT TO BE

The **Desired Daily Experience** sets the foundation of descriptions of the student, family, and staff experiences *if* the strategic plan is successfully implemented in APS.



## OUR CORE VALUES

*(Drivers of Our Words and Actions)*

- **Responsible:** Demonstrates accountability to self and others
- **Resilient:** Develops perseverance and self-confidence
- **Learner:** Challenges self to think critically
- **Communicator:** Listens actively and shares learning and experiences
- **Contributor:** Engages as a productive member of the community and global society



## STUDENTS

**I am supported and challenged in my learning and believe I will be successful**

- Teachers and all staff are approachable, listen and respond to my needs
- My teachers have time to talk through and help answer questions or help solve problems I have
- I am trusted to make good choices, be engaged in my learning, and held accountable but not overwhelmed

**I feel that school is safe and that school is challenging and fun**

- I am heard and respected for who I am by school staff and students
- The school and my interactions with students and staff are safe, positive and inclusive
- I enjoy coming to school every day and have time to be with friends during school
- I understand what is expected from me at school
- I am supported in my mental health needs

**I am an engaged learner at school and in our community**

- I have a voice and choice in how and what I learn
- My learning is hands-on, meaningful, challenging and helps me prepare for my future
- My teachers like me and believe in me
- I have teachers and staff that work with me in a way that benefits all students
- I am physically comfortable in the school setting
- This school should be about me not the teachers



## FAMILIES

**I am part of my child's education and feel welcomed, valued, and respected as a family**

- My child is physically and emotionally safe at school
- My child feels a sense of belonging at school, is cared for, and valued
- My student can voice their thoughts and ideas without being discriminated against so they continue to learn

**My child enjoys coming to school and is safe, included and respected so they are learning every day**

- My child is challenged (not overwhelmed) in learning and development, listened to, and provided choice and voice in learning options
- Teachers know my child well and creates a fun, interactive approach to learning which is responsive to my child's and family needs

**I am engaged in a partnership with my child's school so I know what to do to help my child continue to grow and learn**

- I will feel welcome, informed and encouraged to collaborate with the teachers and staff at the school to help my child grow
- My child's teachers, my child and myself have open communication about their academic progress, social development and well-being
- District and school information is easy to understand and easily accessible
- My child is taught the life skills necessary to be successful in whatever path they choose after high school



## STAFF

### I am seen, valued, and respected for who I am and the work I do

- I work in a collaborative not competitive environment that honors the unique strengths of each individual
- I am seen as a professional and given the flexibility and support to provide students what they need to be successful
- I am listened to, heard and know that I matter
- I have a level of freedom and innovation within reasonable parameters

### I receive the support and resources to do my job well so I am able to create a healthy and safe learning environment

- I am a valued member of a caring, engaged, and collaborative team
- I receive constructive feedback in regards to my position so I can be the best version of myself
- I am treated with respect and fairness with reasonable expectations for work, performance, time, and employment
- I enjoy my job and have flexibility, satisfaction, and recognition

### I work in a district that is willing to adapt and change when necessary to best meet the needs of all students

- Diversity, equality, inclusion and equity for everyone
- I have the resources and materials I need in my classroom and for families so they know what they can do to support learning at home
- There is effective communication across the district and community so staff and families have the information they need
- I have adequate training for various aspects of my job

# Striving for Comprehensive Achievement and Civic Readiness

The [World's Best Workforce](#) bill, passed in 2013, strives to ensure every school district in the state is making strides to increase student performance.

Legislative action in 2024 changed the World's Best Workforce to Striving for Comprehensive Achievement and Civic Readiness.

This new name emphasizes dual roles for the goals set forth in district plans—supporting students with academic achievement within their pre-K through 12 experience as well as preparing them to be active members of their community after graduation.

In Austin Public Schools, The World's Best Workforce Committee is established to provide parents and community members' involvement and input in respect to school programs and curricular offerings. Committee consists of parents, community members, staff, teachers, administrators and school board members.

Each district in Minnesota must develop a comprehensive, long-term strategic plan that addresses the following five goals below.

1. All children are ready for school.
2. All racial and economic achievement gaps between students are closed.
3. All students are ready for career and college.
4. All students graduate from high school.
5. Prepare students to be lifelong learners. (New for the 2025 report)

~~All third graders can read at grade level.~~ Replaced with READ ACT

# Annual Report – Sections



**Section 1: CACR Goals and Actions for Instruction and Student Achievement**



**Section II: Assessing and Evaluating Student Progress**



**Section III. Assessing and Evaluating Curriculum and Instruction**



**Section IV. Strategies for Improving Instruction and Curriculum**



**Section V: Meeting the Academic Needs of High Performing Students**

# Goal Area 1: All children are ready for school

Goals	Actions	Progress
<ul style="list-style-type: none"> <li>• Goal #1 for 2024-25: Increase the percentage of students entering kindergarten who meet benchmark as measured by FASTBridge earlyReading from 33.2% in 2023 to 41.3% in 2024.</li> <li>• Goal #2 for 2024-25 NEW Goal Area: Increase the percentage of incoming kindergarten students who are screened prior to the start of K from 72% in 24-25 to 75% in 25-26.</li> </ul>	<p>Strategic Priority A: Support and resources to ensure a safe and welcoming learning environment.</p> <ul style="list-style-type: none"> <li>Increased communication strategies with PK/3 year old families from APS and community partners.</li> <li>Talent Acquisition – Onboarding support for staff, New Employee survey</li> <li>Staff evaluation (certified) new tool integration</li> <li>Strengths Personal Development</li> <li>ECSE/Preschool Model Shift</li> </ul> <p>Strategic Priority B: Packer Profile for all learners.</p> <ul style="list-style-type: none"> <li>Developmentally appropriate practices with play through learning</li> </ul> <p>Strategic Priority C: District-wide multi-tiered systems of support for all learners.</p> <ul style="list-style-type: none"> <li>MTSS School Team. PLC+ Model to focus Tier 1 Instruction - continuous curriculum improvement</li> <li>READ Act Implementation</li> <li>Early childhood screening for all students prior to kindergarten. Doubled the amount of screening time.</li> <li>Pyramid model implementation and coaching across early childhood programs</li> </ul> <p>Strategic Priority D: Excellence in resources management.</p> <ul style="list-style-type: none"> <li>Focus on enrollment capture strategies beginning with ECFE classes, screening, and preschool</li> <li>Community Partners promote screening with happy birthday postcards when children turn 3</li> </ul>	<p><b>Goal #1 Progress</b></p> <p>2018: 39.2% (FASTBridge earlyReading)</p> <p>2019: 46.9% (FASTBridge earlyReading)</p> <p>2020: 38.8% (FASTBridge earlyReading)</p> <p>2021: 40.4% (FASTBridge earlyReading)</p> <p>2022: 40.1% (Star360 EarlyLiteracy)</p> <p>2023: 33.2% (Star360 EarlyLiteracy)</p> <p>2024: 42.5% (FASTBridge earlyReading)</p> <p><b>Goal #2 Progress</b></p> <p>2024: 72% (baseline)</p>

# Goal Area 2: All racial and economic gaps between students are closed

Goals	Actions	Progress
<ul style="list-style-type: none"> <li>Goal #1 for 2024-25: We will increase the number of special education students who meet or exceed proficiency in Reading by 5% or more, as measured by the 2025 MCA Reading test, going from 16.1% to 21.1%.</li> <li>Goal #2 for 2024-25: We will increase the proficiency of each of the following subgroups of students by 5% or more as measured by the 2025 MCA Reading and Math test.</li> </ul>	<p>Strategic Priority A: Support and resources to ensure a safe and welcoming learning environment.</p> <ul style="list-style-type: none"> <li>Instructional Coaching of all literacies</li> <li>Staff evaluation (certified) new tool integration</li> <li>Strengths Personal Development</li> </ul> <p>Strategic Priority B: Packer Profile for all learners.</p> <ul style="list-style-type: none"> <li>Course content aligned to core values and instructional model</li> <li>Packer Profile Integration – 9<sup>th</sup> grade seminar course, artifact collection K-4</li> </ul> <p>Strategic Priority C: District-wide multi-tiered systems of support for all learners.</p> <ul style="list-style-type: none"> <li>Restorative Practices Learning BARR for 7-9</li> <li>PLC's Learning – common structure throughout the district. PLC+ Model to PD focus Tier 1 Instruction</li> <li>READ Act Implementation</li> <li>EL Program Audit Implementation</li> <li>SPED Program Audit Implementation</li> <li>Grading and Reporting for Equity</li> </ul> <p>Strategic Priority D: Excellence in resources management.</p> <ul style="list-style-type: none"> <li>Technology Plan implementation</li> <li>PTA Resource Alignment</li> </ul>	<p><b>Goal #1 Progress:</b></p> <p>2021: 18.0% Proficiency on Reading            2022: 15.0% Proficiency on Reading            2023: 17.8% Proficiency on Reading            2024: 16.1% Proficiency on Reading</p> <p><b>Goal #2 Progress:</b></p> <p><i>F/RL Reading Results</i></p> <p>2021: 25.1% Proficiency on Reading            2022: 24.9% Proficiency on Reading            2023: 28.4% Proficiency on Reading            2024: 25.6% Proficiency on Reading            2025: GOAL: 28.6%</p> <p><i>F/RL Math Results</i></p> <p>2021: 13.8% Proficiency on Math            2022: 16.6% Proficiency on Math            2023: 19.0% Proficiency on Math            2024: 19.2% Proficiency on Math            2025: GOAL: 22.2%</p> <p><i>Minority Groups (Students of Color) Reading Results</i></p> <p>2021: 26.8% Proficiency on Reading            2022: 27.1% Proficiency on Reading            2023: 27.4% Proficiency on Reading            2024: 24.9% Proficiency on Reading            2025: GOAL: 27.9%</p> <p><i>Minority Groups (Students of Color) Math Results</i></p> <p>2021: 14.6% Proficiency on Math            2022: 17.4% Proficiency on Math            2023: 17.8% Proficiency on Math            2024: 18.4% Proficiency on Math            2025: GOAL: 21.4%</p>

# Goal Area 3: All students are ready for career and college.

Goals	Actions	Progress
<ul style="list-style-type: none"> <li>Goal #1 for 2024-25: By the spring of 2025, 19% of all students assessed will have met CCR benchmarks in all four subject areas as measured by 2025 ACT, going from 16% to 19%.</li> <li>Goal #2 for 2024-25 NEW Goal Area: By the fall of October 2025, increase the Direct Admission percentage for the AHS/ALC/AOA senior class to from 63.3% to 64.1%.</li> </ul>	<p>Strategic Priority A: Support and resources to ensure a safe and welcoming learning environment.</p> <ul style="list-style-type: none"> <li>Grow Your Own program implementation</li> <li>Strengths Personal Development</li> <li>Talent Acquisition – onboarding</li> </ul> <p>Strategic Priority B: Packer Profile for all learners.</p> <ul style="list-style-type: none"> <li>K-4 Science alignment of science</li> <li>9<sup>th</sup> grade Packer Profile course</li> <li>K-8 career exploration alignment</li> <li>K-12 planning with community partners</li> <li>Course content aligned to core values and instructional model</li> </ul> <p>Strategic Priority C: District-wide multi-tiered systems of support for all learners.</p> <ul style="list-style-type: none"> <li>Effective Tier 1 Instruction</li> <li>5-12 Writing Instructional Framework</li> <li>Grading and Reporting</li> <li>ADSI Behavior Interventionists K-4</li> <li>BARR for all of grade 9 and 7-8</li> <li>PBIS implementation and SWIS implementation for established buildings</li> <li>Early Warning System</li> </ul> <p>Strategic Priority D: Excellence in resources management.</p> <ul style="list-style-type: none"> <li>Technology Plan implementation</li> <li>Facilities Study</li> </ul>	<p><b>Goal #1 Progress</b></p> <p>2018: 18% meet in all 4 areas            2019: 21% meet in all 4 areas            2020: 16% meet in all 4 areas            2021: 14% meet in all 4 areas            2022: 14% meet in all 4 areas            2023: 16% meet in all 4 areas            2024: TBA (October/November 2024)</p> <p><b>Goal #2 Progress</b></p> <p>2023-24: 62.9%            2024-25: 63.3%</p>

# Goal Area 4: All students graduate from high school.

Goal	Actions	Progress
<p>Maintain at or above 80% of eligible Austin Public School students will receive a diploma from Austin Public Schools as measured by the 2024 Graduation Rate.</p>	<p>Strategic Priority A: Support and resources to ensure a safe and welcoming learning environment.</p> <ul style="list-style-type: none"> <li>Wellness Committee – collective care across the organization</li> <li>Restorative Practices - Integration</li> </ul> <p>Strategic Priority B: Packer Profile for all learners.</p> <ul style="list-style-type: none"> <li>K-4 Science alignment to PLTW</li> <li>9<sup>th</sup> grade Packer Profile course</li> <li>K-8 career exploration alignment</li> <li>K-12 planning with community partners</li> <li>Course content aligned to core values and instructional model</li> </ul> <p>Strategic Priority C: District-wide multi-tiered systems of support for all learners.</p> <ul style="list-style-type: none"> <li>MTSS Building Teams – work with District MTSS in data literacy and shifts in practice</li> <li>Advanced Academics – MTSS implications for practice – Identification Process and Assessment - COGAT</li> <li>Advanced Academics – MTSS implications for practice – Theory of Change and Identification Process</li> <li>Math Programming – MTSS and Curriculum implications for practice – course alignment, standards articulation</li> <li>PBIS implementation and SWIS implementation for established buildings</li> <li>Early Warning System</li> </ul> <p>Strategic Priority D: Excellence in resources management.</p> <ul style="list-style-type: none"> <li>Technology Plan</li> <li>Facilities Planning</li> </ul>	<p><b>Progress</b></p> <p>2017: 71.0%</p> <p>2018: 76.1%</p> <p>2019: 79.5%</p> <p>2020: 80.8%</p> <p>2021: 78.9%</p> <p>2022: 71.9%</p> <p>2023: 75.5%</p> <p>2024: TBD March 2025</p>

# Goal Area 5: Prepare students to be lifelong learners.

Goal	Actions	Progress
<p>For the class of 2027, 95% of students will be on track to complete their Packer Profile Portfolio in SchooLinks.</p>	<p>Strategic Priority A: Support and resources to ensure a safe and welcoming learning environment.</p> <ul style="list-style-type: none"> <li>Strengths Personal Development</li> <li>Grow Your Own Implementation</li> <li>Strengths exploration for Profile Seminar students</li> </ul> <p>Strategic Priority B: Packer Profile for all learners.</p> <ul style="list-style-type: none"> <li>9<sup>th</sup> grade Packer Profile course and 10-12 implementation</li> <li>K-12 career exploration alignment</li> <li>Course content aligned to core values and instructional model</li> <li>K-12 Goal setting alignment design</li> </ul> <p>Strategic Priority C: District-wide multi-tiered systems of support for all learners.</p> <ul style="list-style-type: none"> <li>MTSS Building Teams – work with District</li> <li>MTSS in data literacy and shifts in practice</li> <li>Advanced Academics – MTSS implications for practice – Theory of Change and Identification Process</li> <li>Math Programming – MTSS and Curriculum implications for practice – course alignment, standards articulation</li> <li>PBIS implementation and SWIS implementation for established buildings</li> <li>Early Warning System</li> </ul> <p>Strategic Priority D: Excellence in resources management.</p> <ul style="list-style-type: none"> <li>Technology Plan</li> </ul>	<p><b>Progress:</b> 2024: New Goal Area</p>

# Sections II - V

- Section II: Assessing and Evaluating Student Progress
  - Standardized Assessments, Curriculum-based measures, Achievement benchmarks
- Section III. Assessing and Evaluating Curriculum and Instruction
  - Program Review and Curriculum Improvement, Selection, Principal and Teacher Evaluation
- Section IV. Strategies for Improving Instruction and Curriculum
  - APS Staff Development Goals, Teaching and Learning Instructional Model, Continuous Improvement Elements, Annual Budget
- Section V: Meeting the Academic Needs of High Performing Students
  - Early entrance to kindergarten, Grade acceleration



# STRIVING FOR COMPREHENSIVE ACHIEVEMENT AND CIVIC READINESS



**AUSTIN PUBLIC SCHOOLS**  
INSPIRE • EMPOWER • ACCELERATE

**Striving for Comprehensive Achievement and Civic Readiness**, formerly The World's Best Workforce bill, passed in 2013, strives to ensure every school district in the state is making strides to increase student performance.

The Comprehensive Achievement and Civic Readiness Committee was established in Austin Public Schools to provide parents and community members' involvement and input regarding school programs and curricular offerings. The committee comprises parents, community members, staff, teachers, administrators, and school board members.

Each district in Minnesota must develop the Comprehensive Achievement and Civic Readiness plan that addresses the following five goals.

1. All children are ready for school.
2. All racial and economic achievement gaps between students are closed.
3. All students are ready for career and college.
4. All students graduate from high school.
5. Prepare students to be lifelong learners. (This goal will take effect as of the Fall 2025 annual summary report.)

*\*Due to legislative changes, third grade reading is no longer a WBWF goal area as of the 2023–24 school year. APS will share our data, goals, and action steps to support our students.*

This document reports on our progress as we strive to meet the goals outlined in the Comprehensive Achievement and Civic Readiness legislation. Our report provides stakeholders with updates in curriculum, instruction, and student achievement within the district. The plan's content aligns with current district initiatives, including the district strategic roadmap, district literacy plan, integration plan, Title I, II, and III plans, and site and department improvement plans. A summary of progress during the 2023-24 school year and an overview of the Comprehensive Achievement and Civic Readiness (CACR) Plan for the 2024-2025 school year is included.

Sincerely,  
Katie Baskin, Executive Director of Academics and Administrative Services

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## APS Strategic Plan

On April 11, 2022, after several months of work with staff and community members, the Austin School Board approved a new strategic plan. Our work will center on how students experience their education at Austin Public Schools. A big part of this process was thinking about the daily desired experience for our students, teachers, staff, and parents. We asked some big questions, including what our stakeholders want to experience in our district, how can we better serve our students, staff, and parents, and what defines a successful Austin Public Schools graduate. Here is what was shared with us:

Students:

- I am supported and challenged in my learning and believe I will be successful
- I feel that school is safe, and that school is challenging and fun
- I am an engaged learner at school and in our community

Staff:

- I am seen, valued, and respected for who I am and the work I do
- I receive the support and resources to do my job well, so I am able to create a healthy and safe learning environment
- I work in a district that is willing to adapt and change when necessary to best meet the needs of all students

Parents:

- I am part of my child's education and feel welcomed, valued, and respected as a family
- My child enjoys coming to school and is safe, included, and respected, so they are learning every day
- I am engaged in a partnership with my child's school, so I know what to do to help my child continue to grow and learn

**District Mission** (*Our core purpose*):

Inspire. Empower. Accelerate.

**District Vision** (*What we indent to create*):

Preparing all learners to make a difference in the world.

**Core Values** (*Drivers of our words and actions*):

Responsible: demonstrates accountability to self and others

Resilient: develops perseverance and self-confidence

Learner: challenges self to think critically

Communicator: listens actively and shares learning and experiences

Contributor: engages as a productive member of the community and global society

**Strategic Directions** (*drivers of our continuous improvement*):

- A. Support and resources to ensure a safe and welcoming learning environment
- B. Packer Profile for all students
- C. District-wide multi-tiered systems of supports for all learners
- D. Excellence in resource management

## Section 1: Goals and Actions for Instruction and Student Achievement

The Austin Public Schools (APS) strategic priorities and strategies aligned to these strategic priorities provide direction and focus for APS to address the CACR goal areas. APS utilizes the Teamworks International process for strategic planning. This process allows APS to identify strategies under three different stages: learning work, implementation work, and standard work. All professional development activities and district budget strategies align to support the strategic priorities in working towards the CACR goal areas.

### Goal Area 1: All children are ready for school.

Review of School Year 2023-24	Plan for School Year 2024-25
<p><b>Goal for 2023-24</b> Increase the percentage of students entering kindergarten who meet benchmark as measured by Star360 Early Literacy from 33.2% in 2023 to 37.1% in 2023.</p>	<p><b>Goal #1 for 2024-25</b> Increase the percentage of students entering kindergarten who meet benchmark as measured by FASTBridge earlyReading from 33.2% in 2023 to 41.3% in 2024.</p> <p><b>Goal #2 for 2024-25 NEW Goal Area</b> Increase the percentage of incoming kindergarten students who are screened prior to the start of K from 72% in 24-25 to 75% in 25-26.</p>
<p><b>Actions</b></p> <ul style="list-style-type: none"> <li>• Strategic Priority A: Support and resources to ensure a safe and welcoming learning environment. <ul style="list-style-type: none"> <li>○ Instructional Coaching aligned to literacy professional development planning</li> <li>○ ECSE/Preschool Model Shift</li> </ul> </li> <li>• Strategic Priority B: Packer Profile for all learners. <ul style="list-style-type: none"> <li>○ Scope and Sequence Alignment and Implementation for Ready to Advance/TS Gold</li> <li>○ Developmentally appropriate practices with play through learning</li> </ul> </li> <li>• Strategic Priority C: District-wide multi-tiered systems of support for all learners. <ul style="list-style-type: none"> <li>○ Program wide implementation of district-wide multi-tiered systems of supports</li> <li>○ Align literacy, phonemic awareness, and phonics instruction with best practices</li> <li>○ Cohesive data gathering tools with PK-4 in APS (EC-SWIS)</li> <li>○ Pyramid model implementation and coaching across early childhood programs</li> <li>○ Early childhood screening for all students prior to kindergarten</li> </ul> </li> </ul>	<p><b>Actions</b></p> <ul style="list-style-type: none"> <li>• Strategic Priority A: Support and resources to ensure a safe and welcoming learning environment. <ul style="list-style-type: none"> <li>○ Increased communication strategies with PK/3 year old families from APS and community partners.</li> <li>○ Talent Acquisition – Onboarding support for staff, New Employee survey</li> <li>○ Staff evaluation (certified) new tool integration</li> <li>○ Strengths Personal Development</li> <li>○ ECSE/Preschool Model Shift</li> </ul> </li> <li>• Strategic Priority B: Packer Profile for all learners. <ul style="list-style-type: none"> <li>○ Developmentally appropriate practices with play through learning</li> </ul> </li> <li>• Strategic Priority C: District-wide multi-tiered systems of support for all learners. <ul style="list-style-type: none"> <li>○ MTSS School Team. PLC+ Model to focus Tier 1 Instruction - continuous curriculum improvement</li> <li>○ READ Act Implementation</li> <li>○ Early childhood screening for all students prior to kindergarten. Doubled the amount of screening time.</li> </ul> </li> </ul>

<ul style="list-style-type: none"> <li>• Strategic Priority D: Excellence in resources management. <ul style="list-style-type: none"> <li>○ Focus on enrollment capture strategies beginning with ECFE classes, screening, and preschool</li> <li>○ VPK and Pathways Scholarship funding recipients from MDE for no cost preschool experience for most students enrolled in APS preschool</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>○ Pyramid model implementation and coaching across early childhood programs</li> <li>• Strategic Priority D: Excellence in resources management. <ul style="list-style-type: none"> <li>○ Focus on enrollment capture strategies beginning with ECFE classes, screening, and preschool</li> <li>○ Community Partners promote screening with happy birthday postcards when children turn 3</li> </ul> </li> </ul>
<p><b>Goal #1 Progress</b>  2018: 39.2% (FASTBridge earlyReading)  2019: 46.9% (FASTBridge earlyReading)  2020: 38.8% (FASTBridge earlyReading)  2021: 40.4% (FASTBridge earlyReading)  2022: 40.1% (Star360 EarlyLiteracy)  2023: 33.2% (Star360 EarlyLiteracy)  2024: 42.5% (FASTBridge earlyReading)</p> <p><b>Goal #2 Progress</b>  2024: 72% (baseline)</p>	

**Goal Area 2: All racial and economic gaps between students are closed.**

Review of School Year 2023-24	Plan for School Year 2024-25
<p><b>Goal #1 for 2023-24</b>  We will increase the number of special education students who meet or exceed proficiency in Reading by 5% or more, as measured by the 2024 MCA Reading test, going from 17.8% to 22.8%.</p> <p><b>Goal #2 for 2023-24</b>  We will increase the proficiency of each of the following subgroups of students by 5% or more as measured by the 2024 MCA Reading and Math test.</p>	<p><b>Goal #1 for 2024-25</b>  We will increase the number of special education students who meet or exceed proficiency in Reading by 5% or more, as measured by the 2025 MCA Reading test, going from 16.1% to 21.1%.</p> <p><b>Goal #2 for 2024-25</b>  We will increase the proficiency of each of the following subgroups of students by 3% or more as measured by the 2025 MCA Reading and Math test.</p>
<p><b>Actions</b></p> <ul style="list-style-type: none"> <li>• Strategic Priority A: Support and resources to ensure a safe and welcoming learning environment. <ul style="list-style-type: none"> <li>○ Instructional Coaching focused on math and literacy instruction</li> <li>○ Focus on AVID instructional strategies 7-12</li> <li>○ Teacher mentorship program realigned to district instructional model – focused on engagement and equity</li> </ul> </li> <li>• Strategic Priority B: Packer Profile for all learners.</li> </ul>	<p><b>Actions</b></p> <ul style="list-style-type: none"> <li>• Strategic Priority A: Support and resources to ensure a safe and welcoming learning environment. <ul style="list-style-type: none"> <li>○ Instructional Coaching of all literacies</li> <li>○ Staff evaluation (certified) new tool integration</li> <li>○ Strengths Personal Development</li> </ul> </li> <li>• Strategic Priority B: Packer Profile for all learners. <ul style="list-style-type: none"> <li>○ Course content aligned to core values and instructional model</li> <li>○ Packer Profile Integration – 9<sup>th</sup> grade seminar course, artifact collection K-</li> </ul> </li> </ul>

<ul style="list-style-type: none"> <li>○ Pathways to community engage for extended school year programming</li> <li>○ Work to build more diverse extension opportunities for students – Project E3, Young Scholars</li> <li>● Strategic Priority C: District-wide multi-tiered systems of support for all learners. <ul style="list-style-type: none"> <li>○ Professional development for all staff in best practice SIOP strategies</li> <li>○ School MTSS teams focus of data literacy and implementation of Tier I and II curricular alignment</li> <li>○ Focused instructional model for extended day programming</li> <li>○ Early Warning System implementation for intervention design</li> </ul> </li> <li>● Strategic Priority D: Excellence in resources management. <ul style="list-style-type: none"> <li>○ Enrollment strategies to support our families with socio-economic needs</li> </ul> </li> </ul>	<p style="text-align: center;">4</p> <ul style="list-style-type: none"> <li>● Strategic Priority C: District-wide multi-tiered systems of support for all learners. <ul style="list-style-type: none"> <li>○ Restorative Practices Training</li> <li>○ BARR for 7-9</li> <li>○ PLC’s Learning – common structure throughout the district. PLC+ Model to</li> <li>○ PD focus Tier 1 Instruction</li> <li>○ READ Act Implementation</li> <li>○ EL Program Audit Implementation</li> <li>○ SPED Program Audit Implementation</li> <li>○ Grading and Reporting for Equity</li> </ul> </li> <li>● Strategic Priority D: Excellence in resources management. <ul style="list-style-type: none"> <li>○ Technology Plan implementation</li> <li>○ PTA Resource Alignment</li> </ul> </li> </ul>
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Progress

**Goal #1 Progress:**

2018: 22.1% Proficiency on Reading  
2019: 21.8% Proficiency on Reading  
2020: N/A - COVID  
2021: 18.0% Proficiency on Reading  
2022: 15.0% Proficiency on Reading  
2023: 17.8% Proficiency on Reading  
2024: 16.1% Proficiency on Reading

**Goal #2 Progress:**

*F/RL Reading Results*

2018: 35.3% Proficiency on Reading  
2019: 32.9% Proficiency on Reading  
2020: N/A - COVID  
2021: 25.1% Proficiency on Reading  
2022: 24.9% Proficiency on Reading  
2023: 28.4% Proficiency on Reading  
2024: 25.6% Proficiency on Reading  
2025: GOAL: 28.6%

*F/RL Math Results*

2018: 33.1% Proficiency on Math  
2019: 25.2% Proficiency on Math  
2020: N/A - COVID  
2021: 13.8% Proficiency on Math  
2022: 16.6% Proficiency on Math  
2023: 19.0% Proficiency on Math  
2024: 19.2% Proficiency on Math  
2025: GOAL: 22.2%

**Minority Groups (Students of Color) Reading Results**

2018: 35.5% Proficiency on Reading  
 2019: 32.5% Proficiency on Reading  
 2020: N/A - COVID  
 2021: 26.8% Proficiency on Reading  
 2022: 27.1% Proficiency on Reading  
 2023: 27.4% Proficiency on Reading  
 2024: 24.9% Proficiency on Reading  
 2025: GOAL: 27.9%

**Minority Groups (Students of Color) Math Results**

2018: 31.4% Proficiency on Math  
 2019: 25.0% Proficiency on Math  
 2020: N/A - COVID  
 2021: 14.6% Proficiency on Math  
 2022: 17.4% Proficiency on Math  
 2023: 17.8% Proficiency on Math  
 2024: 18.4% Proficiency on Math  
 2025: GOAL: 21.4%

**Goal Area 3: All students are ready for career and college.**

Review of School Year 2023-24	Plan for School Year 2024-25
<p><b>Goal for 2023-24</b>                      By the spring of 2024, 19% of all students assessed will have met CCR benchmarks in all four subject areas as measured by 2024 ACT, going from 16% to 19%.</p>	<p><b>Goal #1 for 2024-25</b>                      By the spring of 2025, 19% of all students assessed will have met CCR benchmarks in all four subject areas as measured by 2025 ACT, going from 16% to 19%.</p> <p><b>Goal #2 for 2024-25 NEW Goal Area</b>                      By the fall of October 2025, increase the Direct Admission percentage for the AHS/ALC/AOA senior class to from 63.3% to 64.1%.</p>
<p><b>Actions</b></p> <ul style="list-style-type: none"> <li>• Strategic Priority A: Support and resources to ensure a safe and welcoming learning environment.                             <ul style="list-style-type: none"> <li>○ Grow Your Own program development with all stake holders</li> <li>○ AVID programming and strategies for the acceleration of learners</li> <li>○ REACH programming for students</li> </ul> </li> <li>• Strategic Priority B: Packer Profile for all learners.                             <ul style="list-style-type: none"> <li>○ Focus on meaningful learning experiences in development of the Packer Profile</li> <li>○ Engage community partners to provide experiences for our students and staff in careers</li> </ul> </li> </ul>	<p><b>Actions</b></p> <ul style="list-style-type: none"> <li>• Strategic Priority A: Support and resources to ensure a safe and welcoming learning environment.                             <ul style="list-style-type: none"> <li>○ Grow Your Own program implementation</li> <li>○ Strengths Personal Development</li> <li>○ Talent Acquisition – onboarding</li> </ul> </li> <li>• Strategic Priority B: Packer Profile for all learners.                             <ul style="list-style-type: none"> <li>○ K-4 Science alignment of science</li> <li>○ 9<sup>th</sup> grade Packer Profile course</li> <li>○ K-8 career exploration alignment</li> <li>○ K-12 planning with community partners</li> <li>○ Course content aligned to core values and instructional model</li> </ul> </li> </ul>

<ul style="list-style-type: none"> <li>○ Internship and work-experience opportunities for students</li> <li>○ Direct Admissions collaboration with the Office of Higher Education</li> <li>● Strategic Priority C: District-wide multi-tiered systems of support for all learners. <ul style="list-style-type: none"> <li>○ Providing students opportunities to engage in and extend their learning in a college-going environment</li> <li>○ Developing course pathways aligned to areas of student interest and accelerating post-secondary pathways within the school system.</li> <li>○ Community partnerships to support students</li> </ul> </li> <li>● Strategic Priority D: Excellence in resources management. <ul style="list-style-type: none"> <li>○ Ensure staff have the resources they need to align strategic priorities</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Strategic Priority C: District-wide multi-tiered systems of support for all learners. <ul style="list-style-type: none"> <li>○ Effective Tier 1 Instruction</li> <li>○ 5-12 Writing Instructional Framework</li> <li>○ Grading and Reporting</li> <li>○ ADSIS Behavior Interventionists K-4</li> <li>○ BARR for all of grade 9 and 7-8</li> <li>○ PBIS implementation and SWIS implementation for established buildings <ul style="list-style-type: none"> <li>○ Early Warning System</li> </ul> </li> </ul> </li> <li>● Strategic Priority D: Excellence in resources management. <ul style="list-style-type: none"> <li>○ Technology Plan implementation</li> <li>○ Facilities Study</li> </ul> </li> </ul>
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<p><b>Goal #1 Progress</b>  2018: 18% meet in all 4 areas  2019: 21% meet in all 4 areas  2020: 16% meet in all 4 areas  2021: 14% meet in all 4 areas  2022: 14% meet in all 4 areas  2023: 16% meet in all 4 areas  2024: TBA (October/November 2024)</p> <p><b>Goal #2 Progress</b>  2023-24: 62.9%  2024-25: 63.3%</p>
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**Goal Area 4: All students graduate from high school.**

<p>Review of School Year 2023-24</p>	<p>Plan for School Year 2024-25</p>
<p>Goal for 2023-24  Maintain at or above 80% of eligible Austin Public School students will receive a diploma from Austin Public Schools as measured by the 2023 Graduation Rates.</p>	<p>Goal for 2024-25  Maintain at or above 80% of eligible Austin Public School students will receive a diploma from Austin Public Schools as measured by the 2024 Graduation Rate.</p>
<p>Actions</p> <ul style="list-style-type: none"> <li>● Strategic Priority A: Support and resources to ensure a safe and welcoming learning environment. <ul style="list-style-type: none"> <li>○ Strengths Education work for staff</li> <li>○ Instructional coaching focused on literacy and curriculum implementation at 7-12</li> </ul> </li> <li>● Strategic Priority B: Packer Profile for all learners.</li> </ul>	<p>Actions</p> <ul style="list-style-type: none"> <li>● Strategic Priority A: Support and resources to ensure a safe and welcoming learning environment. <ul style="list-style-type: none"> <li>○ Wellness Committee – collective care across the organization</li> <li>○ Restorative Practices - Integration</li> </ul> </li> <li>● Strategic Priority B: Packer Profile for all learners. <ul style="list-style-type: none"> <li>○ K-4 Science alignment to PLTW</li> </ul> </li> </ul>

<ul style="list-style-type: none"> <li>○ K-12 focus on the Packer Profile integration and application within the content while connecting with community.</li> <li>● Strategic Priority C: District-wide multi-tiered systems of support for all learners. <ul style="list-style-type: none"> <li>○ BARR Implementation at AHS</li> <li>○ PBIS focus on SEL and support of students needs</li> <li>○ AOA alignment to career interests and post-AHS experiences.</li> </ul> </li> <li>● Strategic Priority D: Excellence in resources management. <ul style="list-style-type: none"> <li>○ Resources aligned to AOA and AHS strategic initiatives to meet student need</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>○ 9<sup>th</sup> grade Packer Profile course</li> <li>○ K-8 career exploration alignment</li> <li>○ K-12 planning with community partners</li> <li>○ Course content aligned to core values and instructional model</li> <li>● Strategic Priority C: District-wide multi-tiered systems of support for all learners. <ul style="list-style-type: none"> <li>○ MTSS Building Teams – work with District MTSS in data literacy and shifts in practice</li> <li>○ Advanced Academics – MTSS implications for practice – Identification Process and Assessment - COGAT</li> <li>○ Advanced Academics – MTSS implications for practice – Theory of Change and Identification Process</li> <li>○ Math Programming – MTSS and Curriculum implications for practice – course alignment, standards articulation</li> <li>○ PBIS implementation and SWIS implementation for established buildings</li> <li>○ Early Warning System</li> </ul> </li> <li>● Strategic Priority D: Excellence in resources management. <ul style="list-style-type: none"> <li>○ Technology Plan</li> <li>○ Facilities Planning</li> </ul> </li> </ul>
<p><b>Progress</b></p> <p>2017: 71.0%</p> <p>2018: 76.1%</p> <p>2019: 79.5%</p> <p>2020: 80.8%</p> <p>2021: 78.9%</p> <p>2022: 71.9%</p> <p>2023: 75.5%</p> <p>2024: TBD March 2025</p>	

**Goal Area 5: Prepare students to be lifelong learners.**

*\*Due to legislative changes, this is a new goal area as of the 2024-25 school year*

Review of School Year 2023-24	Plan for School Year 2024-25
N/A	Goal for 2024-25 NEW Goal Area For the class of 2027, 95% of students will be on track to complete their Packer Profile Portfolio in SchoolLinks.
Actions	Actions

N/A	<ul style="list-style-type: none"> <li>• Strategic Priority A: Support and resources to ensure a safe and welcoming learning environment. <ul style="list-style-type: none"> <li>○ Strengths Personal Development</li> <li>○ Grow Your Own Implementation</li> <li>○ Strengths exploration for Profile Seminar students</li> </ul> </li> <li>• Strategic Priority B: Packer Profile for all learners. <ul style="list-style-type: none"> <li>○ 9<sup>th</sup> grade Packer Profile course and 10-12 implementation</li> <li>○ K-12 career exploration alignment</li> <li>○ Course content aligned to core values and instructional model</li> <li>○ K-12 Goal setting alignment design</li> </ul> </li> <li>• Strategic Priority C: District-wide multi-tiered systems of support for all learners. <ul style="list-style-type: none"> <li>○ MTSS Building Teams – work with District MTSS in data literacy and shifts in practice</li> <li>○ Advanced Academics – MTSS implications for practice – Theory of Change and Identification Process</li> <li>○ Math Programming – MTSS and Curriculum implications for practice – course alignment, standards articulation</li> <li>○ PBIS implementation and SWIS implementation for established buildings</li> <li>○ Early Warning System</li> </ul> </li> <li>• Strategic Priority D: Excellence in resources management. <ul style="list-style-type: none"> <li>○ Technology Plan</li> </ul> </li> </ul>
<b>Progress:</b> 2024: New Goal Area	

**All third graders can read at grade level**

*\*Due to legislative changes, third grade reading is no longer a goal area as of the 2023–24 school year*

Review of School Year 2023-24	Plan for School Year 2024-25
<b>Goal for 2023-24</b> Increase the percentage of 3rd Grade students proficient on the MCA Reading assessment from 35.3% in 2023 to 37.4% in 2024.	<b>Goal for 2024-25</b> Increase the percentage of students 3rd Grade students proficient on the MCA Reading assessment from 37.7% in 2024 to 39.9% in 2025.
<b>Actions</b>	<b>Actions</b> Please see the district <a href="#">READ Act Implementation Plan and resources.</a>

<ul style="list-style-type: none"> <li>• Strategic Priority A: Support and resources to ensure a safe and welcoming learning environment. <ul style="list-style-type: none"> <li>○ Instructional Coaching Cycles focused on literacy instruction professional learning for staff</li> <li>○ Implementation of behavior interventionists to support students in classrooms</li> </ul> </li> <li>• Strategic Priority B: Packer Profile for all learners. <ul style="list-style-type: none"> <li>○ Application planning for the Packer Profile K-4. Alignment of core values to strengthen meaningful learning experiences.</li> </ul> </li> <li>• Strategic Priority C: District-wide multi-tiered systems of support for all learners. <ul style="list-style-type: none"> <li>○ PLC’s focus on literacy alignment, standards analysis, and phonics instruction</li> <li>○ School MTSS teams focus of data literacy and implementation of Tier I and II curricular alignment</li> <li>○ PBIS Implementation – SWIS data implementation and analysis</li> <li>○ LETRS training for SPED staff and phonics professional learning for all K-4 staff</li> </ul> </li> <li>• Strategic Priority D: Excellence in resources management. <ul style="list-style-type: none"> <li>○ Evaluate curriculum and purchase resources for teachers that align to the Science of Reading.</li> <li>○ Professional development for staff in alignment with the READ Act.</li> </ul> </li> </ul>	
<p>Progress</p> <p>2018: 47.2%</p> <p>2019: 42.9%</p> <p>2020: N/A - COVID</p> <p>2021: 32.4%</p> <p>2022: 33.7%</p> <p>2023: 35.3%</p> <p>2024: 37.7%</p>	

## Achievement and Integration

The purpose of the Achievement and Integration (A&I) for Minnesota program is to pursue racial and economic integration, increase student achievement, create equitable educational opportunities, and reduce academic disparities based on students' diverse racial, ethnic, and economic backgrounds in Minnesota public schools.

- [Read Minnesota Statutes, section 124D.861.](#)
- [Read Minnesota Statutes, section 124D.862.](#)
- Read Minnesota Rules, parts 3535.0100 to 3535.0180 of the [School Desegregation/Integration rules](#)

The Achievement Integration goals for the 2024-2026 plan are as follows:

**Goal 1:** The percentage of students able to identify career pathways related to the integrated STEM enrichment activities they are participating in will increase from a baseline of 0% in 2023-2024 to 90% in 2025-26.

Project E3 was designed to help students explore STEM in a hands-on environment and promote cross-district connections. The pre-post survey results show that students gained an average of ten new student relationships over the summer program and gained confidence in their content knowledge about energy, its types and how it affects them.

### 2024 Project E3 Pre-survey:

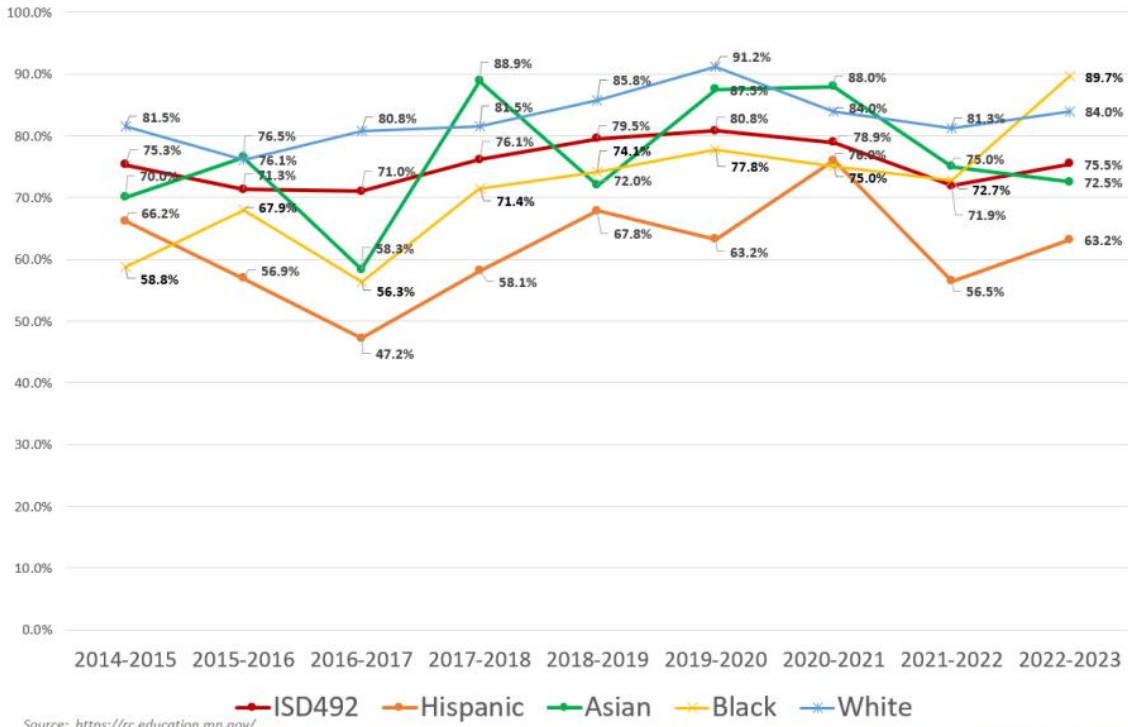
Students demonstrated increased connections with their cross-district peers. The number of students students reported knowing by name increased from eight (pre-survey) to eighteen (post-survey), and the number of students who indicated they felt confident working with new people on a new thing increased from 22 to 31.

Students increased their knowledge of energy and it's uses in their lives. The number who reported they can explain what energy is increased from thirteen to 37, and students reported being able to list an average of six types of energy upon completing the program, compared to four (pre-survey).

**Goal 2:** The graduation rate for Black/African American students in Austin Public Schools will increase from 75.0% in 2021 to  $\geq 80.0\%$  in 2026.

This goal has been met. The black student graduation rate increased to 89.7% in 2023.

4-Year Graduation Rate  
Federal Race/Ethnicity Subgroups



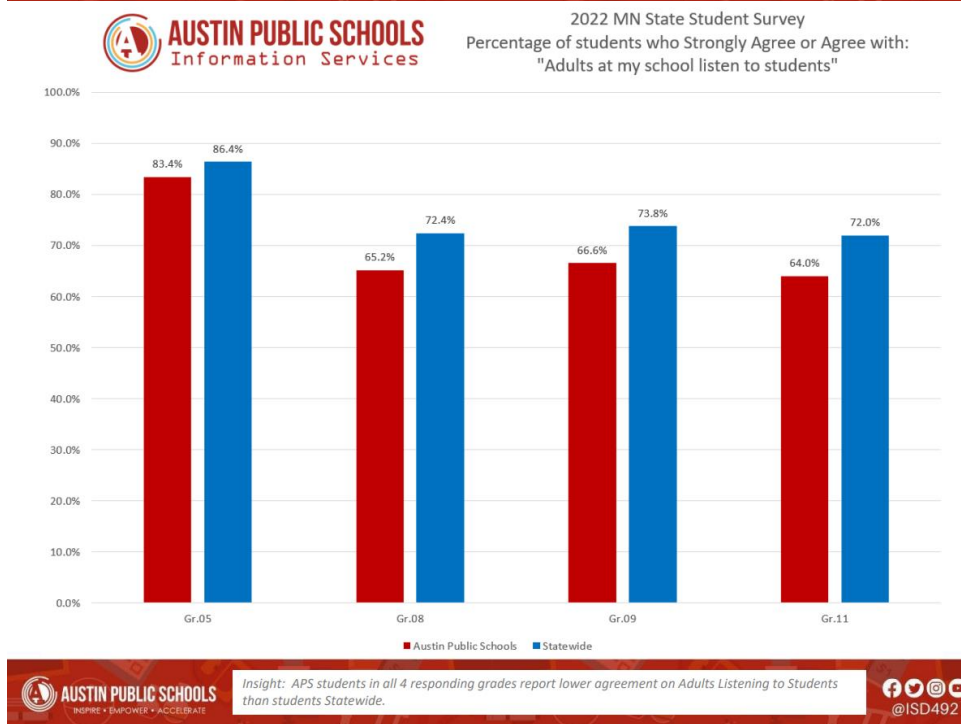
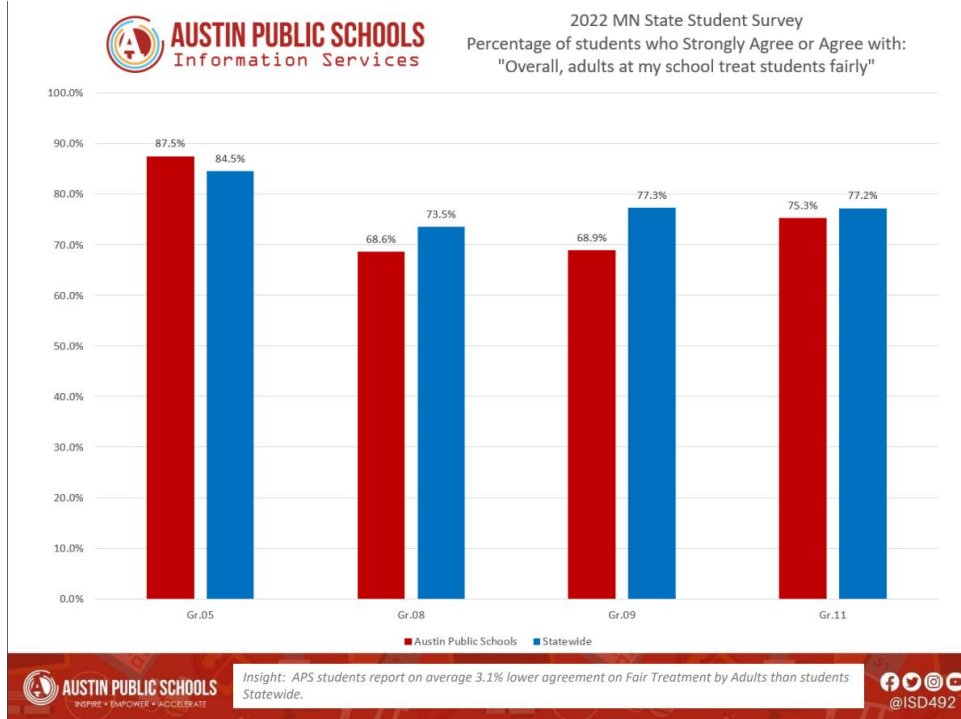
Source: <https://rc.education.mn.gov/>

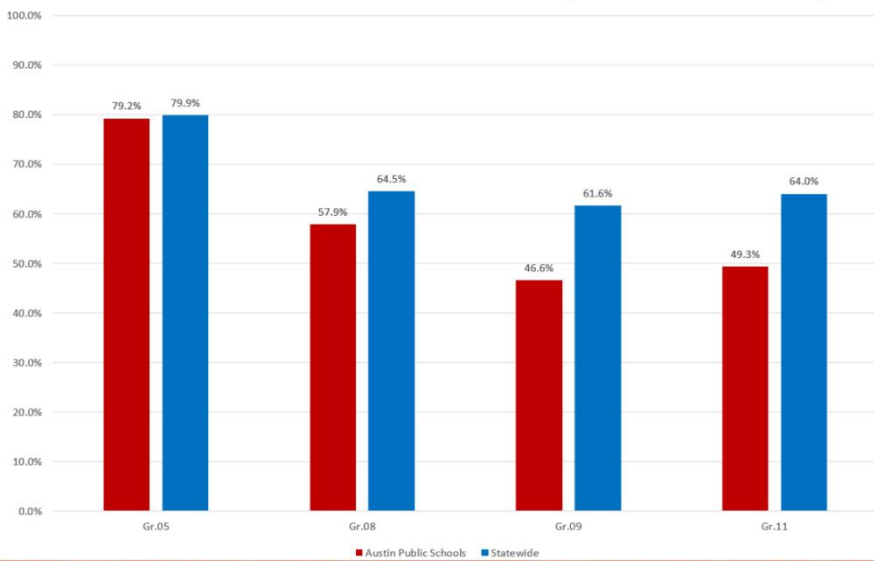
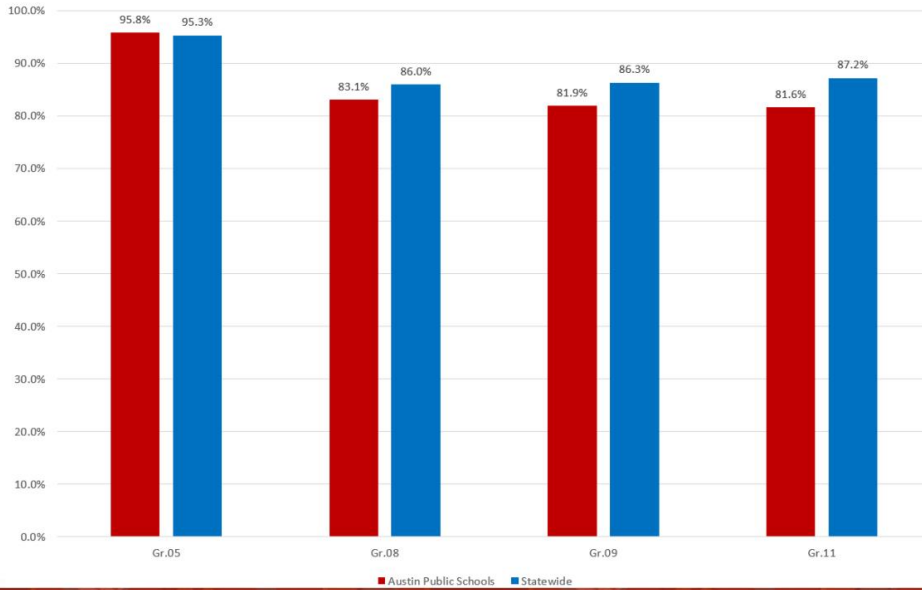
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DRAFT

**Goal 3:** Student responses to Minnesota Student Survey questions assessing teacher/student relationships will increase to reflect 90% or higher rate of students responding agree/strongly agree. (See KIPs for baseline data regarding specific questions.)





**Key Insights**

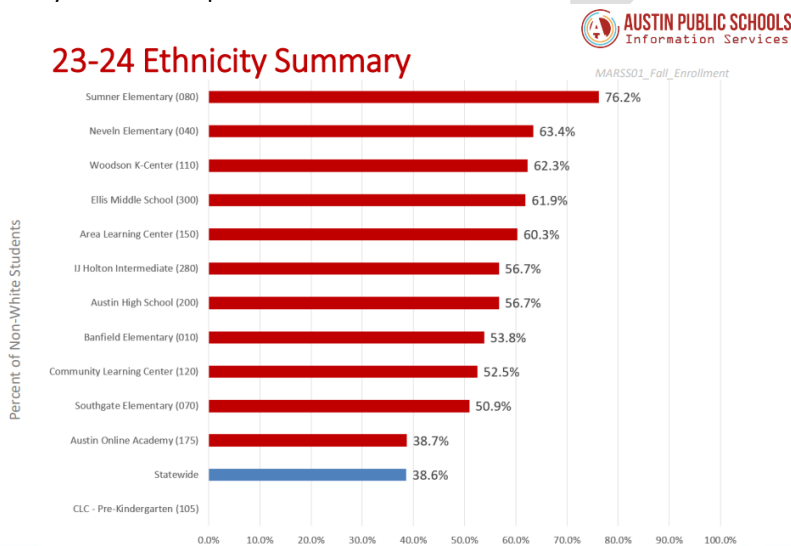
- Austin Public Schools outperform statewide averages in Grade 5 for fair treatment but face challenges in other grades, particularly Grades 8-11, where perceptions of fairness and teacher interest are significantly lower than statewide percentages.
- There is a notable decline in student perceptions of being listened to and teachers' personal interest from Grade 5 to higher grades.

- Perception of teacher care remains relatively high in Austin Public Schools, though it also dips slightly in upper grades compared to the state. These findings suggest areas for improvement in fostering better student-teacher relationships and perceptions of fairness, particularly in the middle and high school levels.

**Racially Isolated Site Goals**

- **RIS Goal 1 (Sumner Elementary):** The disparity between non-white student enrollment at Sumner elementary (90.6%) and the average non-white student enrollment in grade-alike buildings in Austin public schools (57.1%) is 33.5%. This enrollment disparity will be reduced to 17% by 2026.
- **RIS Goal 2:** The Student Growth Percentile (SGP) measure for Hispanic students at Sumner Elementary on the STAR Reading Assessment from fall to spring will increase from 47.9% in Spring 2022 to  $\geq 50.0\%$  in Spring 2026.
- **RIS Goal 3:** Students at Sumner Elementary will have access to educators trained in culturally competent instructional practices through ongoing professional development initiatives to ensure that at least 95% of staff have been trained in culturally responsive practices.

Sumner is no longer identified as a racially identifiable school. The percentage of non-white students enrolled at Sumner in 2023-2024 was 76.2% compared to the district average of grade-alike buildings, which is 61.75%. The disparity has fallen below 20% and Sumner has received notification that they are no longer required to submit a racially isolated site plan.



## **Section II: Assessing and Evaluating Student Progress**

Student progress toward meeting state and local academic standards is measured through the examination of student data during data meetings and at the individual classroom level. Corresponding adjustments in curriculum and instruction are made and intervention necessary are implemented.

Assessment is an ongoing process which includes screening, progress monitoring and diagnostic assessments.

Standardized assessments such as the Minnesota Comprehensive Assessment-III (MCA-III), Pre-ACT assessment, and ACT assessments, are administered yearly. The MCA-III assessments are administered to students in reading (grades 3-8, 10), mathematics (grades 3-8, 11) and science (grades 5, 8 & 10) in the spring. The Pre-ACT is administered in reading, math, English, and science to students in grade 10, and the ACT is administered to students in grades 11-12. Data from these assessments are used to determine if students are on-track to develop the skills necessary to succeed in entry-level college courses by the time they leave high school.

District wide benchmark screening assessments are given three times yearly. All students in kindergarten through grade 8 are assessed in September, January and May using Star Reading and Math Assessments as well as FastBridge for grades k-3.

Curriculum-based assessments (i.e. common summative and formative assessments) are administered to assess students' growth toward local, state, and national standards in grades K-12. These assessments are aligned to the standards and data is used to make instructional decisions. Likewise, data is used to determine whether students have acquired the knowledge and skills to be on-track to meet grade level student achievement benchmarks.

Based on student data, more diagnostic assessment is sometimes necessary. Some students whose assessment data shows them to be at-risk for reading difficulty are assessed individually with the PRESS Inventory, or STAR Assessment to determine appropriate intervention placement and instruction.

All students who are receiving strategic (Tier II) or intensive (Tier III) interventions are progress monitored at least every two weeks, often weekly. The type of progress monitoring tool depends on the type of intervention the student is receiving. There are standard protocols for administering each of these progress monitoring assessments. Progress monitoring data are reviewed at least every six weeks, often more frequently, to determine the next steps in serving students. Some students may no longer need intervention, need a change in intervention, or be making expected growth with it. Teachers use this data alongside classroom measures to support changes to services.

	PreK	KG	1	2	3	4	5	6	7	8	9	10	11	12
<b>TS Gold</b>	●●●													
<b>FAST earlyReading CBMs*</b>		+++	+++	+++										
<b>FAST CMBReading: ORF</b>			+++	+++	+++									
<b>STAR CBM: Passage Oral Reading</b>						●●●	●●●	●●●						
<b>STAR Reading <sup>Ⓜ</sup></b>			●●●	●●●	●●●	●●●	●●●	●●●	●●●	●●●	●●●	●●●	●●●	●●●
<b>STAR Math <sup>Ⓜ</sup></b>		●●●	●●●	●●●	●●●	●●●	●●●	●●●	●●●	●●●	●●●	●●●	●●●	●●●
<b>STAR CBM-P.M. Tools Reading/Mathematics</b>		●●●	●●●	●●●	●●●	●●●	●●●	●●●	●●●	●●●				
<b>CogAT: Cognitive Abilities Test</b>			●			●								
<b>ACCESS for EL's <sup>Ⓜ</sup></b>		■	■	■	■	■	■	■	■	■	■	■	■	■
<b>MCA &amp; MTAS: <sup>Ⓜ</sup> Reading</b>					+	+	+	+	+	+		+		
<b>MCA &amp; MTAS: <sup>Ⓜ</sup> Mathematics</b>					+	+	+	+	+	+			+	
<b>MCA &amp; MTAS: <sup>Ⓜ</sup> Science</b>							+			+		←+→		
<b>NAEP* (National Assessment of Ed Programs)</b>						●				●				●
<b>ACT <sup>Ⓜ</sup></b>													●	

- ✦ - Required for federal and state accountability. Developed and administered by the state of MN (includes MCA's and SpEd Assessments).
- - Required for English Learners for federal Title III accountability. Used as exit criterion for state funding.
- - Denotes universal test administrations that occur multiple times per year (Fall, Winter, Spring).
- - Denotes targeted (specific students) test administrations that occur multiple times per year (Fall, Winter, Spring).
- \* - FAST earlyReading CBM's vary by grade and season – please reference the APS Local Literacy Team Assessment Plan for more detail.
- \*\* - Not required annually, but through specific selection processes.

v.2024.07.01

## APS Grade Level Student Achievement Benchmarks

The Austin Public School District has established a system of benchmark target scores which link local assessments to predicted achievement on statewide assessments as well as college and career readiness. The charts below provide a consistent set of target scores for student performance across measures and time.

Table 2. Star Reading and Star Math Unified score equivalents for each MCA-III achievement level range

Star Reading Unified cut-score equivalents				
Grade	Does Not Meet	Partially Meets	Meets	Exceeds
3	< 950	950 – 982	983 – 1047	≥ 1048
4	< 982	982 – 1021	1022 – 1078	≥ 1079
5	< 997	997 – 1037	1038 – 1100	≥ 1101
6	< 1033	1033 – 1068	1069 – 1124	≥ 1125
7	< 1062	1062 – 1093	1094 – 1146	≥ 1147
8	< 1077	1077 – 1108	1109 – 1164	≥ 1165
Star Math Unified cut-score equivalents				
Grade	Does Not Meet	Partially Meets	Meets	Exceeds
3	< 939	939 – 972	973 – 1022	≥ 1023
4	< 984	984 – 1015	1016 – 1065	≥ 1066
5	< 1024	1024 – 1072	1073 – 1120	≥ 1121
6	< 1048	1048 – 1092	1093 – 1141	≥ 1142
7	< 1062	1062 – 1117	1118 – 1155	≥ 1156
8	< 1076	1076 – 1126	1127 – 1162	≥ 1163

**Benchmark : Early Reading English : KG**

Measure	Metric	Risk Level	Fall	Winter	Spring
Concepts of Print	# Correct/12	Some Risk	< 7.0	< 11.0	< 12.0
		High Risk	< 5.0	< 9.0	< 10.0
Onset Sounds	# Correct/16	Some Risk	< 11.0	< 16.0	< 16.0
		High Risk	< 5.0	< 13.0	< 14.0
Letter Names	Rate	Some Risk	< 14.0	< 42.0	< 50.0
		High Risk	< 3.0	< 30.0	< 38.0
Letter Sounds	Rate	Some Risk	< 3.0	< 26.0	< 41.0
		High Risk	< 0.0	< 13.0	< 27.0
Word Rhyming	# Correct/16	Some Risk	< 6.0	< 13.0	< 14.0
		High Risk	< 3.0	< 7.0	< 9.0
Word Blending	# Correct/10	Some Risk	< 5.0	< 6.0	< 9.0
		High Risk	< 1.0	< 1.0	< 7.0
Word Segmenting	# Correct/34	Some Risk	< 3.0	< 25.0	< 30.0
		High Risk	< 0.0	< 10.0	< 24.0
Decodable Words	Rate	Some Risk	< 0.0	< 3.0	< 10.0
		High Risk	< 0.0	< 1.0	< 4.0
Nonsense Words	Rate	Some Risk	< 3.0	< 6.0	< 12.0
		High Risk	< 0.0	< 2.0	< 6.0
Sight Words	Rate	Some Risk	< 1.0	< 9.0	< 13.0
		High Risk	< 0.0	< 4.0	< 4.0
Sentence Reading	Rate	Some Risk	< N/A	< N/A	< N/A
		High Risk	< N/A	< N/A	< N/A
Oral Repetition	# Correct/40	Some Risk	< 18.0	< 22.0	< 25.0
		High Risk	< 10.0	< 17.0	< 21.0
CBMR-English	Rate	Some Risk	< N/A	< N/A	< N/A
		High Risk	< N/A	< N/A	< N/A
Early Reading English	Composite Score	Some Risk	< 32.0	< 50.0	< 64.0
		High Risk	< 28.0	< 42.0	< 56.0

**Benchmark : Early Reading English : ONE**

Measure	Metric	Risk Level	Fall	Winter	Spring
Concepts of Print	# Correct/12	Some Risk	< 11.0	< 12.0	< N/A
		High Risk	< 10.0	< 11.0	< N/A
Onset Sounds	# Correct/16	Some Risk	< 16.0	< 16.0	< N/A
		High Risk	< 15.0	< 15.0	< N/A
Letter Names	Rate	Some Risk	< 41.0	< 54.0	< N/A
		High Risk	< 31.0	< 43.0	< N/A
Letter Sounds	Rate	Some Risk	< 31.0	< 43.0	< 52.0
		High Risk	< 21.0	< 31.0	< 45.0
Word Rhyming	# Correct/16	Some Risk	< 14.0	< 15.0	< N/A
		High Risk	< 9.0	< 10.0	< N/A
Word Blending	# Correct/10	Some Risk	< 10.0	< 10.0	< 10.0
		High Risk	< 7.0	< 9.0	< 9.0
Word Segmenting	# Correct/34	Some Risk	< 28.0	< 31.0	< 32.0
		High Risk	< 22.0	< 27.0	< 28.0
Decodable Words	Rate	Some Risk	< 6.0	< 17.0	< 28.0
		High Risk	< 2.0	< 9.0	< 16.0
Nonsense Words	Rate	Some Risk	< 10.0	< 17.0	< 22.0
		High Risk	< 4.0	< 10.0	< 13.0
Sight Words	Rate	Some Risk	< 16.0	< 49.0	< 65.0
		High Risk	< 5.0	< 19.0	< 40.0
Sentence Reading	Rate	Some Risk	< 12.0	< 51.0	< N/A
		High Risk	< 4.0	< 27.0	< N/A
Oral Repetition	# Correct/40	Some Risk	< 25.0	< 28.0	< 28.0
		High Risk	< 22.0	< 25.0	< 25.0
CBMR-English	Rate	Some Risk	< 14.0	< 37.0	< 66.0
		High Risk	< 6.0	< 16.0	< 30.0
Early Reading English	Composite Score	Some Risk	< 33.0	< 52.0	< 66.0
		High Risk	< 25.0	< 36.0	< 44.0

## **Section III. Assessing and Evaluating Curriculum and Instruction**

### **Program Review and Curriculum Improvement**

The Program Review and Continuous Curriculum Improvement Cycles are designed to review curricular/program areas and provide continuous improvement for teaching and learning in Austin Public Schools with input from a variety of stakeholders including, staff, administration, students, families, school board, and community. In response to staff feedback, specific processes, schedule and clear articulation of curriculum review was imperative for all staff to know what is on the horizon while ensuring our recourses and curriculum were having the desired outcomes for our students.

The Curriculum and Program review system is divided into 2 cycles, a formal program review cycle and an implementation/continuous improvement cycle. These cycles are based on years and the curriculum purchase cycle but can be adjusted on need if a curricular areas/programs is not meeting their intended outcomes, if there is a MN standards revision, or a change in MN assessments.

The Continuous Curriculum Improvement Cycle consists of an ongoing process of implementation evaluation and consideration of whether the program is meeting intended outcomes. Departments will work through this model of continuous improvement throughout their curriculum and instruction cycle.

1. Program Installation-1st year of implementation
2. Early Program Implementation
3. Full Program Implementation
4. Program Sustainability-Program implementation is considered standard work

### **Curriculum Review, Selection, and Implementation**

APS employs a comprehensive system to periodically review and evaluate the effectiveness of all district curriculum and instruction. The primary goal is to develop and guaranteed and viable curriculum. This is one in which the agreed upon essential content and skills are covered within adequate instructional time. The review involves teacher collaboration, parent/community input, reflective inquiry, and decision making based on best practices, current research, district data, and state/federal mandates.

The following process occurs over a 2-4 year process within a content area:

Phase/Timeline	Team Members	Process
Program Evaluation	<ul style="list-style-type: none"> <li>• T&amp;L</li> </ul>	<p align="center"><b>Graduation Requirements and Staffing</b></p> <p>Gather graduation requirements, staff allocations, and licensing information.</p>
Program Evaluation	<ul style="list-style-type: none"> <li>• T&amp;L</li> <li>• Instructional Coach</li> <li>• Department Chair</li> <li>• Building Admin</li> </ul>	<p align="center"><b>Curriculum Adoption and Implementation</b></p> <p>Review the stages of the curriculum adoption process:</p> <ul style="list-style-type: none"> <li>• Curriculum Evaluation</li> <li>• Design</li> <li>• Purchase</li> <li>• Implementation</li> <li>• Sustainment</li> </ul>
Program Evaluation	<ul style="list-style-type: none"> <li>• T&amp;L</li> <li>• Instructional Coach</li> <li>• Department Members</li> </ul>	<p align="center"><b>Course Overview</b></p> <p>Review courses offered including course description, materials used, instructional time, and students who take the course.</p>
Program Evaluation	<ul style="list-style-type: none"> <li>• Director of Information Services</li> <li>• T&amp;L</li> <li>• Instructional Coach</li> <li>• Department Members</li> </ul>	<p align="center"><b>Changes in Programming</b></p> <p>Review changes in your program since you last adopted curriculum. This may include changes in standards, co-teaching, new course offerings, etc.</p>
Program Evaluation	<ul style="list-style-type: none"> <li>• T&amp;L</li> <li>• Instructional Coach</li> <li>• Department Members</li> </ul>	<p align="center"><b>Data Presentation</b></p> <p>Presentation on district demographic data and academic performance.</p>
Program Evaluation	<ul style="list-style-type: none"> <li>• T&amp;L</li> <li>• Instructional Coach</li> <li>• Department Members</li> </ul>	<p align="center"><b>Instructional Frameworks, Practices, and Strategies</b></p> <p>Review and discuss instructional practices including reading, writing, assessment, and collaboration.</p>
Program Evaluation	<ul style="list-style-type: none"> <li>• T&amp;L</li> <li>• Instructional Coach</li> <li>• Department Members</li> </ul>	<p align="center"><b>Stakeholder Feedback</b></p> <p>Gather information from students about their learning experience in the content area.</p> <p>Gather input from the World Best Workforce about learning experience in the content area.</p>
Program Design	<ul style="list-style-type: none"> <li>• T&amp;L</li> <li>• Instructional Coach</li> <li>• Department Members</li> </ul>	<p align="center"><b>Current Literature and Research</b></p> <p>Read and discuss current research in equity and the content area.</p>
Program Design	<ul style="list-style-type: none"> <li>• T&amp;L</li> <li>• Instructional Coach</li> <li>• Department Members</li> </ul>	<p align="center"><b>Standards Review and Alignment</b></p> <p>Review the standards and benchmarks.</p> <p>Write I can statements to clearly articulate what students need to be able to know and do.</p> <p>Align standards and benchmarks to units of study.</p>
Program Design	<ul style="list-style-type: none"> <li>• T&amp;L</li> </ul>	<p align="center"><b>Guiding Change</b></p>

	<ul style="list-style-type: none"> <li>• Instructional Coach</li> <li>• Tech Integrationist</li> <li>• Department Chair</li> <li>• Department Members</li> <li>• Building Admin</li> <li>• Tech Services</li> <li>• Info Services</li> </ul>	Review and determine current context (all the work up to this point), desired results, and unacceptable means that need to be considered as we review and purchase curriculum.
Program Design	<ul style="list-style-type: none"> <li>• T&amp;L</li> <li>• Instructional Coach</li> <li>• Tech Integrationist</li> <li>• Department Chair</li> <li>• Department Members</li> <li>• Building Admin</li> <li>• Business Office</li> </ul>	<p style="text-align: center;"><b>Curriculum and Materials to Consider</b></p> <p>List curriculum that we would like to review in the process including information from other districts and links to the materials. Engage the business office in a conversation about using Spend Bridge for cost effective purchasing.</p>
Program Design	<ul style="list-style-type: none"> <li>• T&amp;L</li> <li>• Tech Services</li> <li>• Info Services</li> <li>• Building Admin</li> </ul>	<p style="text-align: center;"><b>Curriculum Review</b></p> <p>Vet resources using Ed Reports, What Works Clearinghouse and other resources. Determine if the curriculum technology is compliant with the district. Make recommendations for products to be reviewed. Engage business office and Spend Bridge in selection/purchase conversations.</p>
Program Design	<ul style="list-style-type: none"> <li>• T&amp;L</li> <li>• Instructional Coach</li> <li>• Tech Integrationist</li> <li>• Department Chair</li> <li>• Department Members</li> <li>• Building Admin</li> <li>• Tech Services</li> <li>• Info Services</li> <li>• Business Office</li> </ul>	<p style="text-align: center;"><b>Curriculum Presentations</b></p> <p>Schedule presentations Debrief the presentations and make recommendations for moving forward. Possible unit or lesson pilots of the curriculum. Engage business office and Spend Bridge in selection/purchase conversations.</p>
Program Design	<ul style="list-style-type: none"> <li>• T&amp;L</li> </ul>	<p style="text-align: center;"><b>Striving for Comprehensive Achievement and Civic Readiness</b></p> <p>Review information about the curriculum presentations, gather feedback, and share next steps.</p>
Implementation Plan and Purchase	<ul style="list-style-type: none"> <li>• T&amp;L</li> <li>• Instructional Coach</li> <li>• Tech Integrationist</li> <li>• Department Chair</li> <li>• Building Admin</li> <li>• Tech Services</li> <li>• Info Services</li> <li>• Business Office</li> </ul>	<p style="text-align: center;"><b>Selection and Purchase</b></p> <p>Engage business office and Spend Bridge in selection/purchase conversations.  Determine which curriculum will be purchased and the number of materials.  Finalize purchase agreements.</p>

		<p>Determine technology needs, apps, programs etc. that need to be added to the computer image or software center.</p> <p>Update budget worksheet to track expenses.</p>
Implementation Plan and Purchase	<ul style="list-style-type: none"> <li>• T&amp;L</li> <li>• Instructional Coach</li> <li>• Tech Integrationist</li> <li>• Department Chair</li> <li>• Department Members</li> <li>• Building Admin</li> </ul>	<p><b>Professional Development and Curriculum Writing</b></p> <p>Determine content specific professional development needs and schedule time.</p> <p>Departments may request district curriculum writing time/funds. Use linked forms.</p> <p>Completed curriculum writing should be turned into the principal and T&amp;L. Work completed will be added to the T&amp;L curriculum website.</p>
Implementation Plan and Purchase	<ul style="list-style-type: none"> <li>• T&amp;L</li> <li>• Instructional Coach</li> <li>• Tech Integrationist</li> <li>• Department Chair</li> <li>• Department Members</li> <li>• Building Admin</li> </ul>	<p><b>Collect Old Materials</b></p> <p>Collect and box up all old materials. Including the inventory list to see if any materials can be sold.</p> <p>Determine what existing or old technology will not be needed or used. Work with tech integrationist to remove these items from the image or software center.</p>
Early Implementation	<ul style="list-style-type: none"> <li>• T&amp;L</li> <li>• Instructional Coach</li> <li>• Tech Integrationist</li> <li>• Department Chair</li> <li>• Department Members</li> <li>• Building Admin</li> </ul>	<p><b>Unit Planning</b></p> <p>Unit planning may include developing scope and sequence, standards and benchmark alignment, and unit planning. Complete documents will be added to the T&amp;L curriculum website.</p>
Early Implementation	<ul style="list-style-type: none"> <li>• T&amp;L</li> <li>• Instructional Coach</li> <li>• Tech Integrationist</li> <li>• Department Chair</li> <li>• Department Members</li> <li>• Building Admin</li> </ul>	<p><b>Curriculum Implementation</b></p> <p>Write, update, and reflect on unit plans. What is working, what needs to be adjusted? How do you know?</p> <p>Develop common formative and summative assessments.</p> <p>Identify and align resources – core and supplemental intervention.</p> <p>Identify outcomes to measure curriculum, instruction, and program effectiveness. What data will be collected?</p>
Full Implementation	<ul style="list-style-type: none"> <li>• T&amp;L</li> <li>• Instructional Coach</li> <li>• Tech Integrationist</li> <li>• Department Chair</li> <li>• Department Members</li> <li>• Building Admin</li> </ul>	<p><b>Implementation</b></p> <p>Review data and monitor progress of curriculum, instruction, and program effectiveness data.</p> <p>What does the data tell us? What adjustments might need to be made (instructional approaches, professional development, resources)?</p> <p>Identify any professional development needs and schedule.</p>
Sustainment	<ul style="list-style-type: none"> <li>• T&amp;L</li> </ul>	<p><b>Sustainment</b></p>

	<ul style="list-style-type: none"> <li>• Instructional Coach</li> <li>• Tech Integrationist</li> <li>• Department Chair</li> <li>• Department Members</li> <li>• Building Admin</li> </ul>	<p>Review data and monitor progress of curriculum, instruction, and program effectiveness data.</p> <p>What does the data tell us? What adjustments might need to be made (instructional approaches, professional development, resources)?</p> <p>Identify any professional development needs and schedule.</p>
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**Selection of Instructional Materials**

Austin Public Schools have policies and procedures for the selection of textbooks and other curriculum materials. This process includes regular feedback and guidance from the CACR to gather input and direction within the selection process. The school board recognizes differences of opinion on the part of some members of the school district community relating to certain areas of the instruction program. Interested persons may request an opportunity to review materials and submit a request for reconsideration of the use of certain textbooks or instructional materials. Contact the Office of Teaching and Learning at 507-460-1912 for more information.

**Principal and Teacher Evaluation Process**

APS has a comprehensive principal and teacher evaluation system as a part of the continuous improvement model.

The purpose of the teacher evaluation system is to foster teacher growth, articulate expectations, assess performance in the instructional domain, and develop staff to ensure high levels of learning for all students. The evaluation system includes an individual growth and development plan with annual goal setting, peer review, and formal evaluation. Professional development through PLC’s and instructional coaching provides teachers with training in the instructional model and support implementing high impact instructional strategies.

The purpose of the principal evaluation system is to continue development for principals in the five domains of leadership and ensure the APS excels at the highest level. The Superintendent evaluates principals on school performance data, state and school performance measures, and progress in their site improvement plan processes.

The district evaluates the degree to which schools with a higher concentration of students of color and low income students are being taught by highly effective teachers. All teachers in the APS system are fully licensed for the teaching assignment. The district has 4 grade K-4 buildings. Otherwise, all other sites are centers with all students from the community attending.

## IV. Strategies for Improving Instruction and Curriculum

### APS Staff Development Goals

The CACR is charged with reviewing the district operational plan that drives each site improvement plans which articulate the aligned professional development goals for APS. Ultimately, professional development is intended to improve instruction and ultimately student achievement. The district operational plan consists of learning work and implementation work that are the “doing” tasks driving professional development across the system. Learning Work are the items members of the system will learn about over the course of the year to determine if they are aligned with the strategic priorities for implementation. Implementation Work Change Readiness and Management are those elements that will prepare the system to change course and move from learning to action. Professional learning occurs throughout the implementation process to work towards standard.

Below are the Strategic Directions and Staff Development / Professional Learning:

- Strategic Direction A: Support and resources to ensure a safe and welcoming learning environment
  - Learning Work – Professional Learning
    - Onboarding and support programs for all staff (teachers, paras, food service, admin, etc)
    - Recruitment and retention of staff
    - Staff engagement/satisfaction survey—to also give metric for strengths implementation
    - Staff evaluation processes linked to new strategic plan and core values
  - Implementation Work Change Readiness and Management – Professional Learning
    - Instructional Coaching – All Literacies
    - Strengths Education work for staff
    - Teacher Mentorship design and implementation
    - Grow Your Own
    - Onboarding and exit surveys
    - Hiring and staffing practices and procedures aligned to Core Values
- Strategic Direction B: Packer Profile for all students
  - Learning Work Professional Learning
    - 5-12 Meaningful Learning Experiences
    - Core Values relationships with meaningful learning
    - K-12 Career Exploration alignment
  - Implementation Work Change Readiness and Management – Professional Learning
    - 5-12 Pathway considerations and work toward articulation
    - 9<sup>th</sup> Grade Seminar Course
    - 10-12 Lessons
    - APS Instructional model and Packer Profile
- Strategic Direction C: District-wide multi-tiered systems of supports for all learners
  - Learning Work Professional Learning
    - Effective Tier 1 Instruction
    - Phonics instruction
    - 5-12 Writing Instructional Framework
    - Grading and Reporting for equity
    - Restorative Practices Training
    - BARR for 9-12—learning work for staff
  - Implementation Work Change Readiness and Management – Professional Learning
    - Grading and Reporting – Weights and 5-12 system of G and R teaching
    - MTSS School Team – PLC’s Initial Implementation – common structure throughout the district. PLC+ Model to focus Tier 1 Instruction - continuous curriculum improvement

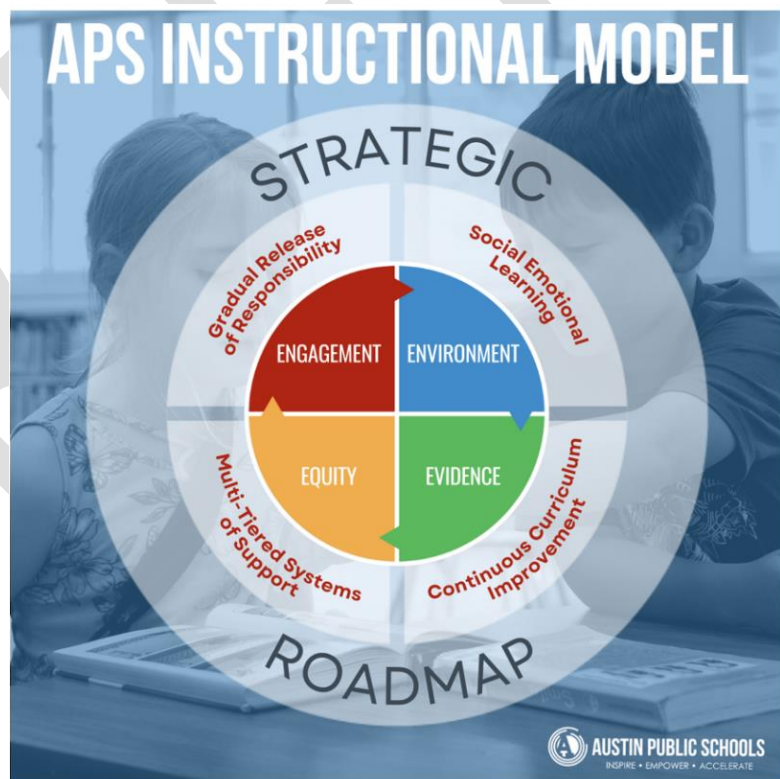
- Literacy Curriculum Alignment - T1, T2 and T3
- Effective Tier 1 Instruction
- Co-teaching
- K-4 Phonics Instruction - Pilot
- Advanced Academics – MTSS implications for practice
- Math Programming – course alignment, standards articulation, vocabulary
- PBIS Implementation and SWIS implementation for buildings new to PBIS
- ADSIS Behavior Interventionists K-4
- Strategic Direction D: Excellence in resource management
  - Learning Work Professional Learning
    - Enrollment Capture
    - Technology Inventory Management
  - Implementation Work Change Readiness and Management – Professional Learning
    - Enrollment Capture Strategies
    - Technology Plan
    - Facilities Planning

## Teaching and Learning Instructional Model

Guided by stakeholder feedback from our Teaching and Learning Analysis as well as the Desired Daily Experience stakeholder feedback guided by strategic planning, the Austin Public Schools Instructional Model was reconstructed to illuminate the values, beliefs and needs to support the cohesion of teaching and learning across the district.

The 4 elements at the center of the model are identified by stakeholders as both wants and needs for our teaching and learning focus.

- **Engagement** describes the attention, curiosity, interests, optimism and passion that both students and staff want from their interactions in the learning environment.
- **Environment** includes a safe and supportive space where teaching, learning and movement are of importance and attended to in all forms and functions.
- **Equity** includes four dimensions (Access, Achievement, Identity and Power) as powerful levers for creating caring, just, inclusive and healthy communities that support all individuals in reaching their fullest potential.
- **Evidence** provides information for teachers and students to focus their teaching and learning to improve student understanding and tailor teaching strategies to accelerate student achievement.



In each of these elements, APS will focus on 4 educational frameworks to guide teaching and learning decision-making and strategy development. All practices intersect with the 4 elements at the center of our model and will be guided by the APS Strategic Roadmap as we progress in the learning and implementation work.

*Gradual Release of Responsibility* – an instructional model that shifts the cognitive work slowly and intentionally from the teacher to the student.

*Social Emotional Learning* – a process of acquiring knowledge, skills and attitudes to develop healthy identities, achieve goals, and establish relationships.

*Continuous Curriculum Improvement* – an ongoing process of curriculum implementation where teachers review unit design, assessments, and student data.

*Multi-Tiered Systems of Supports* – a proactive approach to ensuring all students have access to high-quality instruction and interventions to meet their needs.

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## Continuous Improvement Elements

The Continuous Curriculum Improvement Cycle consists of an ongoing process of implementation evaluation and consideration of whether the program is meeting intended outcomes. Within the phases cycle of implementation, continuous improvement and design of the curriculum occurs through the following elements:

- ❖ Standards Alignment
  - It is important the curriculum is aligned to standards down to the benchmark level to ensure that students can access the content and skills outlined in those standards.
- ❖ Scope and Sequence / Pacing
  - An overview of the key concepts or units addressed in a program is essential to progress students with content.
- ❖ Teacher Does / Student Does (Look fors and Implementation Expectations)
  - Clear statements that describe an observable teaching or learning behavior, strategy, outcome product or procedure. These behaviors guide implementation and delivery expectations for the curriculum system.
- ❖ Unit Plan Development using Backwards Planning
  - Backwards Planning: An instructional planning approach where students intimately understand the curriculum that starts with the end goal, then works backward to plan lessons and experiences.
  - Unit Plan: A purposeful, clear, articulation of what will be taught, the purpose of the content, the strategies and assessments utilized, and learning experience students will engage in. Unit Plans are often developed during early program implementation when staff have taken an initial run at the curriculum to develop it further.
- ❖ PLC's
  - PLC's grounded in four cross-cutting themes—a focus on equity of access and opportunity, high expectations for all students, a commitment to building individual self-efficacy and the collective efficacy of the professional learning community and effective team activation and facilitation to move from discussion to action. The PLC framework supports educators in considering five essential questions as they work together to improve student learning:
    - Where are we going?
    - Where are we now?
    - How do we move learning forward?
    - What did we learn today?
    - Who benefited and who did not benefit?

## Annual Budget

General fund dollars are allocated to support the strategic plan. Site and district professional development dollars support the strategies identified. Working in collaboration with Title I, II, III and IV, Achievement and Integration Grant, and District Staff Development funds, a budget is formulated to support the implementation of the teaching and learning framework and strategic plan striving to achieve the goals in the district strategic priorities and the World's Best Workforce plan.

## **Section V: Meeting the Academic Needs of High Performing Students**

At Austin Public Schools, our mission is to Inspire, Empower, and Accelerate every one of our learners. The Gifted Services for Talent Development program works to support that mission by recognizing and challenging intellectually gifted and academically talented learners to meet individual academic and affective learning needs.

At Austin Public Schools, our vision is to prepare all learners to make a difference in the world. The Gifted Services for Talent Development program supports that vision by working to be a leader in providing a rigorous continuum of services for intellectually gifted and academically talented learners and a resource to districts and stakeholders, being the catalyst that will challenge and develop tenacious learners and the staff who persevere to serve them.

Our district model for instruction is based on a multi-tiered system of supports. All students receive standards-based core instruction in their classrooms. Teachers differentiate instruction to meet the needs within their classrooms. Tier 2 is designed to give additional targeted instruction for students who need enrichment interventions. Examples of this include pull-out/push-in groups that work on math, reading, or critical thinking skills. There are a few students who need something different than grade-level curriculum. In these cases, a team collaborates to develop an appropriate plan for the student.

### **Early Entrance to Kindergarten**

The school board will allow early school entrance and grade acceleration. The following steps will be followed prior to the school district's decision regarding each individual student case. Students who have met the criteria set by the Austin Public Schools will be allowed to enter kindergarten early. The decision made by the administration shall be final.

1. The parent initiates the request with the elementary principal in whose attendance area the child resides. All requests should be submitted by April 1. Parents will be notified regarding the dispensation of the request no later than June 15.
2. The building principal will arrange a pre-assessment interview involving himself/herself, the central office designee, the parent, and a kindergarten teacher. The primary purpose of the interview is to assemble data on the child such as the child's birth date, preschool experiences, and any other information which might be needed in order to arrive at an eventual decision.
3. The parents may be asked to provide a psychologist's recommendation based on achievement and ability testing. The parents are responsible for all costs incurred to secure the recommendation.
4. After the parent has submitted the necessary data to the building principal, the principal, teacher, and central office designee will meet to determine the findings of the collected data and to make a decision regarding the request for early entrance.
5. The building principal and central office designee will then meet with the parent and relate their decision.

**OR**

6. The child does not meet the age requirement for kindergarten but has transferred from a state in which he/she did meet the age requirements and was previously enrolled. The parent will need to provide verification of enrollment from the previous district.

## Grade Acceleration

Students who have met the criteria set by the Austin Public Schools will be allowed to accelerate.

It is the procedure of the Austin Public Schools to allow grade acceleration providing that the elementary and middle school student meets the following criteria:

1. The parent initiates the request with the building principal in whose attendance area the child resides. All requests should be submitted by April 1. Parents will be notified regarding the dispensation of the request no later than June 15.
2. The building principal will arrange a meeting with himself/herself, the parent, the student's teacher(s), the central office designee and, if applicable, the building principal of the next level.
3. The purpose of the meeting will be to gather data regarding the student's current achievement and abilities. It may be necessary to request further testing in order to make a decision. If that is the case, the parent is responsible for any costs incurred in this process.
4. After all necessary data has been collected the building principal, teacher(s), and the central office designee will make a decision as to whether the student shall be accelerated. The building principal is responsible for communicating the decision to the parent.
5. If the student meets the criteria set by the district, it will be necessary for the student to demonstrate competencies of the grade level(s) that will be missed.

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**LEGAL STATUS OF THE SCHOOL DISTRICT**

**101**

**I. PURPOSE**

A primary principle of this nation is that the public welfare demands an educated and informed citizenry. The power to provide for public education is a state function vested in the state legislature and delegated to local school districts. The purpose of this policy is to clarify the legal status of the school district.

**II. GENERAL STATEMENT OF POLICY**

- A. The school district is a public corporation subject to the control of the legislature, limited only by constitutional restrictions. The school district has been created for educational purposes.
- B. The legislature has authority to prescribe the school district's powers and privileges, its boundaries and territorial jurisdictions.
- C. The school district has only the powers conferred on it by the legislature; however, the school board's authority to govern, manage, and control the school district, to carry out its duties and responsibilities, and to conduct the business of the school district includes implied powers in addition to any specific powers granted by the legislature.

**III. RELATIONSHIP TO OTHER ENTITIES**

- A. The school district is a separate legal entity.
- B. The school district is coordinate with and not subordinate to the county(ies) in which it is situated.
- C. The school district is not subservient to municipalities within its territory.

**IV. POWERS AND AUTHORITY OF THE SCHOOL DISTRICT**

A. Funds

- 1. The school district, through its school board, has authority to raise funds for the operation and maintenance of its schools and authority to manage and expend such funds, subject to applicable law.
- 2. The school district has wide discretion over the expenditure of funds under its control for public purposes, subject to the limitations provided by law.
- 3. School district officials occupy a fiduciary position in the management and expenditure of funds entrusted to them.

B. Raising Funds

- 1. The school district shall, within the limitations specified by law, provide by levy of tax necessary funds for the conduct of schools, payment of indebtedness, and all proper expenses.
- 2. The school district may issue bonds in accordance with the provisions of Minnesota Statutes chapter 475, or other applicable law.

3. The school district has authority to accept gifts and donations for school purposes, subject to applicable law.

C. Property

1. The school district may acquire property for school purposes. It may sell, exchange, or otherwise dispose of property which is no longer needed for school purposes, subject to applicable law.
2. The school district shall manage its property in a manner consistent with the educational functions of the district.
3. The school district may permit the use of its facilities for community purposes which are not inconsistent with, nor disruptive of, its educational mission.
4. School district officials hold school property as trustees for the use and benefit of students, taxpayers, and the community.

D. Contracts

1. The school district is empowered to enter into contracts in the manner provided by law.
2. The school district has authority to enter into installment purchases and leases with an option to purchase, pursuant to Minnesota Statutes section 465.71 or other applicable law.
3. The school district has authority to make contracts with other governmental agencies and units for the purchase, lease or other acquisition of equipment, supplies, materials, or other property, including real property.
4. The school district has authority to enter into employment contracts. As a public employer, the school district, through its designated representatives, shall meet and negotiate with public employees in an appropriate bargaining unit and enter into written collective bargaining agreements with such employees, subject to applicable law.

E. Textbooks, Educational Materials, and Studies

1. The school district, through its school board and administrators, has the authority to determine what textbooks, educational materials, and studies should be pursued.
2. The school district shall establish and apply the school curriculum.

F. Actions and Suits

The school district has authority to sue and to be sued.

**Legal References:** Minn. Const. art. 13, § 1  
Minn. Stat. Ch. 123B (School District Powers and Duties)  
Minn. Stat. Ch. 179A (Public Employment Labor Relations)  
Minn. Stat. § 465.035 (Public Corporation, Conveyance or Lease of Land)

Minn. Stat. §§ 465.71; 471.345; 471.6161; 471.6175; 471.64 (Rights, Powers, Duties; Municipalities)

*Minnesota Association of Public Schools v. Hanson*, 287 Minn. 415, 178 N.W.2d 846 (1970)

*Independent School District No. 581 v. Mattheis*, 275 Minn. 383, 147 N.W.2d 374 (1966)

*Village of Blaine v. Independent School District No. 12*, 272 Minn. 343, 138 N.W.2d 32 (1965)

*Huffman v. School Board*, 230 Minn. 289, 41 N.W.2d 455 (1950)

*State v. Lakeside Land Co.*, 71 Minn. 283, 73 N.W.970 (1898)

**Cross References:**

MSBA/MASA Model Policy 201 (Legal Status of School Board)

MSBA/MASA Model Policy 603 (Curriculum Development)

MSBA/MASA Model Policy 604 (Instructional Curriculum)

MSBA/MASA Model Policy 606 (Textbooks and Instructional Materials)

MSBA/MASA Model Policy 704 (Development and Maintenance of an Inventory of Fixed Assets and a Fixed Asset Accounting System)

MSBA/MASA Model Policy 705 (Investments)

MSBA/MASA Model Policy 706 (Acceptance of Gifts)

MSBA/MASA Model Policy 801 (Equal Access to School Facilities)

MSBA School Law Bulletin "F" (School District Contract and Bidding Procedures)

Policy Adopted: 1/12/04

Policy Reviewed: 5/10/10

Policy Reviewed: 5/13/13

Policy Reviewed: 11/10/14

Policy Reviewed: 03/13/17

Policy Reviewed: 09/09/19

Policy Updated: 02/13/23

**NAME OF THE SCHOOL DISTRICT**

**101.1**

**I. PURPOSE**

The purpose of this policy is to clarify the name of the school district.

**II. GENERAL STATEMENT OF POLICY**

Pursuant to statute, the official name of the school district is Independent School District No. 492. However, the school district is often referred to by other informal names. In order to avoid confusion and to encourage consistency in school district letterheads, signage, publications and other materials, the school board intends to establish a uniform name for the school district.

**III. UNIFORM NAME**

- A. The name of the school district shall be Austin Public Schools.
- B. The name specified above may be used to refer to the school district and may be shown on school district letterheads, signage, publications and other materials.
- C. In official communications and on school district ballots, the school district shall be referred to as Independent School District No. 492, but inadvertent failure to use the correct name shall not invalidate any legal proceeding or matter or affect the validity of any document.

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***Legal References:***

- Minn. Stat. § 123A.55 (Classes, Number)

Policy Adopted: 1/12/04  
Policy Reviewed 5/10/10  
Policy Reviewed: 5/13/13  
Policy Reviewed 11/10/14  
Policy Reviewed: 3/13/17  
Policy Reviewed: 09/09/19  
Policy Reviewed: 02/13/23

**COMPLAINTS – STUDENTS, EMPLOYEES, PARENTS, OTHER PERSONS**

**103**

**I. PURPOSE**

The school district takes seriously all concerns or complaints by students, employees, parents or other persons. If a specific complaint procedure is provided within any other policy of the school district, the specific procedure shall be followed in reference to such a complaint. If a specific complaint procedure is not provided, the purpose of this policy is to provide a procedure that may be used.

**II. GENERAL STATEMENT OF POLICY**

- A. Students, parents, employees, or other persons may report concerns or complaints to the school district. While written reports are encouraged, a complaint may be made orally. Any employee receiving a complaint shall advise the principal or immediate supervisor of the receipt of the complaint. The supervisor shall make an initial determination as to the seriousness of the complaint and whether the matter should be referred to the superintendent. A person may file a complaint at any level of the school district; i.e., principal, superintendent or school board. However, persons are encouraged to file a complaint at the building level when appropriate.
- B. Depending upon the nature and seriousness of the complaint, the supervisor or other administrator receiving the complaint shall determine the nature and scope of the investigation or follow-up procedures. If the complaint involves serious allegations, the matter shall promptly be referred to the superintendent, who shall determine whether an internal or external investigation should be conducted. In either case, the superintendent shall determine the nature and scope of the investigation and designate the person responsible for investigation or follow-up relating to the complaint. The designated investigator shall ascertain details concerning the complaint and respond promptly to the appropriate administrator concerning the status or outcome of the matter.
- C. The appropriate administrator shall respond in writing to the complaining party concerning the outcome of the investigation or follow up, including any appropriate action or corrective measure that was taken. The superintendent shall be copied on the correspondence and consulted in advance of the written response when appropriate. The response to the complaining party shall be consistent with the rights of others pursuant to the applicable provisions of Minnesota Statutes chapter 13 (Minnesota Government Data Practices Act) or other law.

**Legal References:** Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)

**Cross References:** MSBA/MASA Model Policy 206 (Public Participation in School Board Meetings/Complaints about Persons at School Board Meetings and Data

Privacy Considerations)

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

MSBA/MASA Model Policy 413 (Harassment and Violence)

MSBA/MASA Model Policy 514 (Bullying Prohibition)

MSBA School Law Bulletin "I" (School Records – Privacy – Access to Data)

Policy Adopted: 03/08/04

Policy Reviewed: 5/10/10

Policy Reviewed: 5/13/13

Policy Reviewed: 11/10/14

Policy Reviewed: 3/13/17

Policy Reviewed: 12/9/19

Policy Updated: 2/13/23

**ANONYMOUS LETTERS, PHONE CALLS, AND OTHER COMMUNICATIONS**      **106**

**I. PURPOSE**

The purpose of this policy is to establish a clear statement in regard to the school district's response to anonymous letters, phone calls and other communications.

**II. GENERAL STATEMENT OF POLICY**

- A. Due to the fact that no one can be held liable for what is said in anonymous communication, it may be impossible to glean further information about the subject of the anonymous communication. The school district will not place any importance on such communication. Written material will be destroyed, verbal communication ignored and no further action taken on the complaint.
- B. Any anonymous information received that pertains to a real or perceived threat to the school district or any person/property within the school district will be dealt with immediately with specific procedures followed in reference to such a threat.

## **LEGAL STATUS OF THE SCHOOL BOARD**

201

### **I. PURPOSE**

The care, management, and control of the schools is vested by statutory and constitutional authority in the school board. The school board shall carry out the mission of the school district with diligence, prudence, and dedication to the ideals of providing the finest public education. The purpose of this policy is to define the authority, duties, and powers of the school board in carrying out its mission.

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

- A. The school board is the governing body of the school district. As such, the school board has responsibility for the care, management, and control over public schools in the school district.
- B. Generally, elected members of the school board have binding authority only when acting as a school board legally in session, except where specific authority is provided to school board members or officers individually. Generally, the school board is not bound by an action or statement on the part of an individual school board member unless the action is specifically directed or authorized by the school board.

### **III. DEFINITION**

“School board” means the governing body of the school district.

### **IV. ORGANIZATION AND MEMBERSHIP**

- A. The membership of the school board consists of six elected directors, or seven if the school board has submitted the question to the electors and a majority have approved a seven-member school board. The term of office is four years.
- B. There may be other ex officio members of the school board as provided by law. The superintendent is an ex officio member.
- C. A majority of voting members constitutes a quorum. The act of the majority of a quorum is the act of the school board.

### **V. POWERS AND DUTIES**

- A. The school board has powers and duties specified by statute. The school board’s authority includes implied powers in addition to specific powers granted by the legislature.
- B. The school board exercises administrative functions. It also has certain powers of

a legislative character and other powers of a quasi-judicial character.

- C. The school board shall superintend and manage the schools of the school district; adopt rules for their organization, government, and instruction; prescribe textbooks and courses of study; and make and authorize contracts.
- D. The school board shall have the general charge of the business of the school district, its facilities and property, and of the interest of the schools.
- E. The school board, among other duties, shall perform the following in accordance with applicable law:
  - 1. provide by levy of tax, necessary funds for the conduct of schools, the payment of indebtedness, and all proper expenses of the school district;
  - 2. conduct the business of the schools and pay indebtedness and proper expenses;
  - 3. employ and contract with necessary qualified teachers and discharge the same for cause;
  - 4. provide services to promote the health of its pupils;
  - 5. provide school buildings and erect needed buildings;
  - 6. purchase, sell, and exchange school district property and equipment as deemed necessary by the school board for school purposes;
  - 7. provide for payment of claims against the school district, and prosecute and defend actions by or against the school district, in all proper cases;
  - 8. employ and discharge necessary employees and contract for other services;
  - 9. provide for transportation of pupils to and from school, as governed by statute; and
  - 10. procure insurance against liability of the school district, its officers, and employees.
- F. The school board, at its discretion, may perform the following:
  - 1. provide library facilities, public evening schools, adult and continuing education programs, summer school programs, and intersession classes of flexible school year programs;
  - 2. furnish school lunches for pupils and teachers on such terms as the school board determines;
  - 3. enter into agreements with one or more other independent school districts

to provide for agreed upon educational services;

4. lease rooms or buildings for school purposes;
5. authorize the use of school facilities for community purposes that will not interfere with their use for school purposes;
6. authorize cocurricular and extracurricular activities;
7. receive, for the benefit of the school district, bequests, donations, or gifts for any proper purpose; and
8. perform other acts as the school board shall deem to be reasonably necessary or required for the governance of the schools.

***Legal References:*** Minn. Stat. § 123A.22 (Cooperative Centers for Vocational Education)  
Minn. Stat. § 123B.02 (General Powers of Independent School Districts)  
Minn. Stat. § 123B.09 (Boards of Independent School Districts)  
Minn. Stat. § 123B.14 (Officers of Independent School Districts)  
Minn. Stat. § 123B.23 (Liability Insurance; Officers and Employees)  
Minn. Stat. § 123B.49 (Extracurricular Activities; Insurance)  
Minn. Stat. § 123B.51 (Schoolhouses and Sites; Uses for School and Nonschool Purposes; Closings)  
Minn. Stat. § 123B.85 (Definitions)  
*Jensen v. Indep. Consol. Sch. Dist. No. 85*, 160 Minn. 233 (1924)

***Cross References:*** MSBA/MASA Model Policy 101 (Legal Status of the School District)  
MSBA/MASA Model Policy 202 (School Board Officers)  
MSBA/MASA Model Policy 203 (Operation of the School Board - Governing Rules)  
MSBA/MASA Model Policy 205 (Open Meetings and Closed Meetings)

Policy Adopted: 07/08/02  
Policy Reviewed: 05/10/10  
Policy Reviewed: 05/13/13  
Policy Reviewed: 12/08/14  
Policy Revised: 08/14/17  
Policy Reviewed: 12/9/19  
Policy Updated: 3/27/23

## **SCHOOL BOARD OFFICERS**

202

### **I. PURPOSE**

School board officers are charged with the duty of carrying out the responsibilities entrusted to them for the care, management, and control of the public schools of the school district. The purpose of this policy is to delineate those responsibilities.

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

- A. The school board shall meet annually and organize by selecting a chair, a clerk, a treasurer, and such other officers as determined by the school board. At its option, the school board may appoint a vice-chair to serve in the temporary absence of the chair.
- B. The school board shall appoint a superintendent who shall be an ex officio, nonvoting member of the school board.

### **III. ORGANIZATION**

The school board shall meet annually on the first Monday in January, or as soon thereafter as practicable, and organize by selecting a chair, a clerk, a treasurer, and such other officers as determined by the school board. These officers shall hold office for one year and until their successors are elected and qualify.

- A. The persons who perform the duties of clerk and treasurer need not be members of the school board.
- B. The school board by resolution may combine the duties of the offices of clerk and treasurer in a single person in the office of business affairs.

### **IV. OFFICER'S RESPONSIBILITIES**

#### **A. Chair**

- 1. The chair when present shall preside at all meetings of the school board, countersign all orders upon the treasurer for claims allowed by the school board, represent the school district in all actions, and perform all duties a chair usually performs.
- 2. In case of absence, inability, or refusal of the clerk to draw orders for the payment of money authorized by a vote of the majority of the school board to be paid, the chair may draw the orders, or the office of the clerk may be declared vacant by the chair and treasurer and filled by appointment.

B. Treasurer

1. The treasurer shall deposit the funds of the school district in the official depository.
2. The treasurer shall make all reports which may be called for by the school board and perform all duties a treasurer usually performs.
3. In the event there are insufficient funds on hand to pay valid orders presented to the treasurer, the treasurer shall receive, endorse, and process the orders in accordance with Minnesota Statutes section 123B.12.

C. Clerk

1. The clerk shall keep a record of all meetings in the books provided.
2. Within three days after an election, the clerk shall notify all persons elected of their election.
3. On or before September 15 of each year, the clerk shall:
  - a. file with the school board a report of the revenues, expenditures, and balances in each fund for the preceding fiscal year.
  - b. make and transmit to the Commissioner of the Minnesota Department of Education (Commissioner) certified reports, showing:
    - (1) revenues and expenditures in detail, and such other financial information required by law, rule, or as may be called for by the Commissioner;
    - (2) length of school term and enrollment and attendance by grades; and
    - (3) other items of information as called for by the Commissioner.
4. The clerk shall enter into the clerk's record book copies of all reports and of the teachers' term reports, and of the proceedings of any meeting, and keep an itemized account of all expenses of the school district.
5. The clerk shall furnish to the county auditor, on or before September 30 of each year, an attested copy of the clerk's record, showing the amount of proposed property tax voted by the school district or the school board for school purposes.
6. The clerk shall draw and sign all orders upon the treasurer for the payment of money for bills allowed by the school board for salaries of officers and for teachers' wages and all claims, to be countersigned by the chair.

7. The clerk shall perform such duties as required by the Minnesota Election Law or other applicable laws relating to the conduct of elections.
8. The clerk shall perform the duties of the chair in the event of the chair's and the vice-chair's temporary absences.

D. Vice-Chair

The vice-chair shall perform the duties of the chair in the event of the chair's temporary absence.

E. Superintendent

1. The superintendent shall be an ex officio, nonvoting member of the school board.
2. The superintendent shall perform the following:
  - a. visit and supervise the schools in the school district, report and make recommendations about their condition when advisable or on request by the school board;
  - b. recommend to the school board employment and dismissal of teachers;
  - c. annually evaluate each school principal assigned responsibility for supervising a school building within the district;
  - d. superintend school grading practices and examinations for promotions;
  - e. make reports required by the commissioner; and
  - f. perform other duties prescribed by the school board.

***Legal References:*** Minn. Stat. § 123B.12 (Insufficient Funds to Pay Orders)  
Minn. Stat. § 123B.14 (Officers of Independent School Districts)  
Minn. Stat. § 123B.143 (Superintendent)  
Minn. Stat. § 126C.17 (Referendum Revenue)  
Minn. Stat. Ch. 205A (School District Elections)

***Cross References:*** MSBA/MASA Model Policy 101 (Legal Status of the School District) MSBA/MASA Model Policy 201 (Legal Status of the School Board)  
MSBA/MASA Model Policy 203 (Operation of the School Board – Governing Rules)

Policy Adopted: 8/26/02  
Policy Revised: 7/22/13  
Policy Reviewed: 12/8/14  
Policy Reviewed 6/12/17  
Policy Reviewed: 12/9/19  
Policy Updated: 03/27/23

**OPERATION OF THE SCHOOL BOARD — GOVERNING RULES**

**203**

**I. PURPOSE**

The purpose of this policy is to provide governing rules for the conduct of meetings of the school board.

**II. GENERAL STATEMENT OF POLICY**

An orderly school board meeting allows school board members to participate in discussion and decision of school district issues. Rules of order allow school board members the opportunity to review school-related topics, discuss school business items, and bring matters to conclusion in a timely and consistent manner.

**III. RULES OF ORDER**

Rules of order for school board meetings shall be as follows:

- A. Minnesota statutes where specified;
- B. Specific rules of order as provided by the school board consistent with Minnesota statutes; and
- C. Robert's Rules of Order, Revised (latest edition) where not inconsistent with A and B above.

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***Legal References:***

- ◆ Minn. Stat. § 123B.09, Subds. 6, 7 and 10U (School Board Matters)
- ◆ Minn. Stat. § 123B.14 (Officers)
- ◆ Minn. Stat. Ch. 13D (Open Meeting Law)

Policy Adopted: 07/08/02  
Policy Reviewed: 12/08/14  
Policy Reviewed: 8/14/17  
Policy Reviewed 1/13/20

**SCHOOL BOARD PROCEDURES; RULES OF ORDER**

**203.1**

**I. PURPOSE**

The purpose of this policy is to provide specific rules of order to conduct meetings of the school board.

**II. GENERAL STATEMENT OF POLICY**

To ensure that school board meetings are conducted in an orderly fashion, the school board will follow rules of order which will allow the school board:

- A. To establish guidelines by which the business of the school board can be conducted in a regular and internally consistent manner;
- B. To organize the meetings so all necessary matters can be brought to the school board and decisions of the school board can be made in an orderly and reasonable manner;
- C. To insure that members of the school board have the necessary information to make decisions on substantive issues and to insure adequate discussion of decisions to be made; and
- D. To insure that meetings and actions of the school board are conducted so as to be informative to the staff and the public, and to produce a clear record of actions taken and decisions made.

**III. RULES OF ORDER**

- A. School board members need not rise to gain the recognition of the chair.
- B. A motion will be adopted or carried if it receives the affirmative votes of a majority of those actually voting on the matter. Abstentions are considered to be acquiescence to the vote of the majority. It should be noted that some motions by statute or Robert's Rules of Order require larger numbers of affirmative votes.
- C. All motions that require a second shall receive a second prior to opening the issue for discussion of the school board. If a motion that requires a second does not receive a second, the chair may declare that the motion fails for lack of a second or may provide the second. The names of the members making and seconding a motion shall be recorded in the minutes.
- D. The chair shall decide the order in which school board members will be recognized to address an issue. An attempt should be made to alternate between pro and con positions if appropriate to the discussion. A member shall only speak to an issue after the member is recognized by the chair.

- E. The chair shall rule on all questions relating to motions and points of order brought before the school board.
- F. A ruling by the chair is subject to appeal to the full school board pursuant to Robert's Rules of Order.
- G. The school board shall have authority to recognize any member of the audience regarding a request to be heard at the school board meeting. Members of the public who wish to be heard shall follow school board procedures.
- H. The chair has the authority to declare a recess at any time for the purpose of restoring decorum to the meeting or for any other necessary purpose.
- I. The chair shall repeat a motion or the substance of a motion prior to the vote. The chair shall call for an affirmative and a negative vote on all motions.
- J. The order in which names will be called for roll call votes will be determined by the school board.
- K. The chair has the same right and responsibility as each school board member to vote on all issues.
- L. The chair shall announce the result of each vote. The vote of each member, including abstentions, shall be recorded in the minutes. If the vote is unanimous, it may be reflected as unanimous in the minutes if the minutes also reflect the members present.
- M. A majority of the voting members of the school board constitute a quorum. The absence of a quorum may be raised by the chair or any member. Generally any action taken in the absence of a quorum is null and void. The only legal actions the school board may take in the absence of a quorum are to fix the time at which to adjourn, to adjourn, to recess or to take measures to obtain a quorum.

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***Legal References:***

- ◆ Minn. Stat. § 123B.09, Subds. 6 and 7 (School Board Powers)
- ◆ Minn. Stat. § 126C.53 (Enabling Resolution; Form of Certificates of Indebtedness)
- ◆ Minn. Stat. § 122A.40 (Employment Contracts, Termination)
- ◆ Minn Stat. § 331A.01, Subd. 6 (Newspapers; Definitions)
- ◆ Minn. Stat. § 13D.01 (Open Meeting Law)
- ◆ Minn. Stat. § 471.88 (Exceptions)

Policy Adopted: 07/08/02

Policy Reviewed: 12/8/14

Policy Reviewed: 08/14/17

Policy Reviewed: 01/13/20

**ORDER OF THE REGULAR SCHOOL BOARD MEETING**

**203.2**

**I. PURPOSE**

The purpose of this policy is to ensure consistency in the order of business at regular school board meetings.

**II. GENERAL STATEMENT OF POLICY**

It is the policy of the school board to consider matters that come before it in a consistent and orderly manner.

**III. ORDER**

A. The school board shall conduct an orderly school board meeting. The school board will, at all regular school board meetings, follow an agenda order.

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***Legal References:***

- ◆ Minn. Stat. § 123B.09, Subd. 7 (School Board powers)

Policy Adopted: 07/08/02  
Policy Reviewed: 12/8/14  
Policy Reviewed: 08/14/17  
Policy Reviewed: 01/13/20

**SCHOOL BOARD MEETING AGENDA**

**203.5**

**I. PURPOSE**

The purpose of this policy is to provide procedures for the preparation of the school board meeting agenda to ensure that the school board can accomplish its business as efficiently and expeditiously as possible.

**II. GENERAL STATEMENT OF POLICY**

The policy of the school board is that school board meetings shall be conducted in a manner to allow the school board to accomplish its business while allowing reasoned debate and discussion of each matter to be acted upon.

**III. PROCEDURES**

- A. While all school board members may provide input, it shall be the responsibility of the school board chair and superintendent to develop, prepare, and arrange the order of items for the tentative school board meeting agenda for each school board meeting.
- B. Persons wishing to place an item on the agenda must make a request to the school board chair or superintendent in a timely manner. The person making the request is encouraged to state the person's name, address, purpose of the item, action desired, and pertinent background information. The chair and superintendent shall determine whether to place the matter on the tentative agenda.
- C. The tentative agenda and supporting documents shall be sent to the school board members 3 days prior to the scheduled school board meeting.
- D. Items may only be added to the agenda by a motion adopted at the meeting. If an added item is acted upon, the minutes of the school board meeting shall include a description of the matter.
- E. At least one copy of any printed materials, including electronic communications, relating to the agenda items of the meeting prepared or distributed by or at the direction of the school board or its employees and: (i) distributed at the meeting to all members of the governing body; (ii) distributed before the meeting to all members; or (iii) available in the meeting room to all members shall be available in the meeting room for inspection by the public while the school board considers their subject matter. This does not apply to materials classified by law as other than public or to materials relating to the agenda items of a closed meeting.

**Legal References:** Minn. Stat. § 13D.01, Subd. 6 (Open Meeting Law)  
Minn. Stat. § 123B.09, Subd. 7 (Boards of Independent School Districts)  
Dept. of Admin. Advisory Op. No. 10-013 (April 29, 2010)

Dept. of Admin. Advisory Op. No. 08-015 (July 9, 2008)  
Dept. of Admin. Advisory Op. No. 13-015 (December 23, 2013)

***Cross References:*** MSBA/MASA Model Policy 203 (Operation of the School Board –  
Governing Rules)  
MSBA/MASA Model Policy 203.2 (Order of the Regular School Board  
Meeting)  
MSBA/MASA Model Policy 203.6 (Consent Agendas)  
MSBA/MASA Model Policy 204 (School Board Meeting Minutes)

Policy Adopted: 7/8/02  
Policy Revised: 7/22/13  
Policy Reviewed: 12/8/14  
Policy Reviewed: 08/14/17  
Policy Reviewed: 01/13/20  
Policy Updated: 03/27/23

**CONSENT AGENDAS**

**203.6**

**I. PURPOSE**

The purpose of this policy is to allow the use of a consent agenda.

**II. GENERAL STATEMENT OF POLICY**

In order for a more efficient administration of school board meetings, the school board may elect to use a consent agenda for the passage of noncontroversial items or items of a similar nature.

**III. CONSENT AGENDAS**

- A. The superintendent, in consultation with the school board chair, may place items on the consent agenda. By using a consent agenda, the school board has consented to the consideration of certain items as a group under one motion. Should a consent agenda be used, an appropriate amount of discussion time will be allowed to review any item upon request.
- B. Consent items are those which usually do not require discussion or explanation prior to school board action, are noncontroversial and/or similar in content, or are those items which have already been discussed and/or explained and do not require further discussion or explanation. Such agenda items might include ministerial tasks such as, but not limited to, the approval of the agenda, approval of previous minutes, approval of bills, approval of reports, etc. These items might also include similar groups of decisions such as, but not limited to, approval of staff contracts, approval of maintenance details for the school district buildings and grounds or approval of various schedules.
- C. Items shall be removed from the consent agenda by a timely request by an individual school board member for independent consideration. A request is timely if made prior to the vote on the consent agenda. The request does not require a second or a vote by the school board. An item removed from the consent agenda will then be discussed and acted on separately immediately following the consideration of the consent agenda.
- D. Consent agenda items are approved en masse by one vote of the school board. The consent agenda items shall be separately recorded in the minutes.

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***Legal References:***

- ◆ Minn. Stat. § 123B.09, Subd. 7 (School Board powers)

Policy Adopted: 07/08/02

Policy Reviewed: 12/8/14

Policy Reviewed: 08/14/17

Policy Reviewed: 01/13/20

**SCHOOL BOARD MEETING MINUTES**

**204**

**I. PURPOSE**

The purpose of this policy is to establish procedures relating to the maintenance of records of the school board and the publication of its official proceedings.

**II. GENERAL STATEMENT OF POLICY**

It is the policy of the school district to maintain its records so that they will be available for inspection by members of the general public and to provide for the publication of its official proceedings in compliance with law.

**III. MAINTENANCE OF MINUTES AND RECORDS**

A. The clerk shall keep and maintain permanent records of the school board, including records of the minutes of school board meetings and other required records of the school board. All votes taken at meetings required to be open to the public pursuant to the Minnesota Open Meeting Law shall be recorded in a journal kept for that purpose. Public records maintained by the school district shall be available for inspection by members of the public during the regular business hours of the school district. Minutes of meetings shall be available for inspection at the administrative offices of the school district after they have been prepared. Minutes of a school board meeting shall be approved or modified by the school board at a subsequent meeting, which action shall be reflected in the official proceedings of that subsequent meeting.

B. Recordings of Closed Meetings

1. All closed meetings, except those closed as permitted by the attorney-client privilege, must be electronically recorded at the expense of the school district. Recordings of closed meetings shall be made separately from the recordings of an open meeting, to the extent such meetings are recorded. If a meeting is closed to discuss more than one (1) matter, each matter shall be separately recorded.
2. Recordings of closed meetings shall be preserved by the school district for the following time periods:
  - a. Meetings closed to discuss labor negotiations strategy shall be preserved for two (2) years after the contract is signed.
  - b. Meetings closed to discuss security matters shall be preserved for at least four (4) years.
  - c. Meetings closed to discuss the purchase or sale of property shall be

- preserved for at least eight (8) years after the date of the meeting.
- d. All other closed meetings shall be preserved by the school district for at least three (3) years after the date of the meeting.
  - e. Following the expiration of the above time periods, recordings of closed meetings shall be maintained as set forth in the school district's Records Retention Schedule.
3. Recordings of closed meetings shall be classified by the school district as protected non-public data that is not accessible by the public or any subject of the data, with the following exceptions:
- a. Recordings of labor negotiations strategy meetings shall be classified as public data and made available to the public after all labor contracts are signed by the school district for the current budget period.
  - b. Recordings of meetings related to the purchase or sale of property shall be classified as public data and made available to the public after all real or personal property discussed at the meeting has been purchased or sold or the school district has abandoned the purchase or sale.
  - c. Recordings of any other closed meetings shall be classified and/or released as required by court order.
4. Recordings of closed meetings shall be maintained separately from recordings of open meetings, to the extent recordings of open meetings are maintained by the school district, with the exception of recordings that have been classified as public data as set forth in Section III.B.3. above. Recordings of closed meetings classified as non-public data also shall be maintained in a secure location, separate from recordings classified as public data.
5. Recordings of closed meetings shall be maintained in a manner to easily identify the data classification of the recording. The recordings shall be identified with at least the following information:
- a. The date of the closed meeting;
  - b. The basis upon which the meeting was closed (i.e.: labor negotiations strategy, purchase or sale of real property, educational data, etc.); and
  - c. The classification of the data.
6. Recordings of closed meetings related to labor negotiations strategy and

the purchase or sale of property shall be maintained and monitored in a manner that reclassifies the recording as public upon the occurrence of an event reclassifying that data as set forth in Section III.B.3. above.

#### **IV. PUBLICATION OF OFFICIAL PROCEEDINGS**

- A. The school board shall cause its official proceedings to be published once in the official newspaper of the school district within thirty (30) days of the meeting at which the proceedings occurred; however, if the school board conducts regular meetings not more than once every thirty (30) days, the school board need not publish the minutes until ten (10) days after they have been approved by the school board.
- (a) Notwithstanding any law to the contrary, when a qualified newspaper designated by a school district ceases to exist for any reason except consolidation with another newspaper, the school district may publish its proceedings on the school district's website instead of publishing the proceedings in a newspaper. The school district must also request that the same information be posted at each public library located within the school district for the notice's publication period. This section expires August 1, 2026.
- (b) If, before August 1, 2026, there is a newspaper located within a school district's boundaries that is qualified to be designated as the school district's official newspaper pursuant to Minnesota Statutes, section 331A.04, then the exemption provided in this section shall not apply, provided that the qualified newspaper's legal rate is not more than ten percent above the rate charged by the school district's previous official newspaper and the qualified newspaper provides some coverage of the activities of the school district that is publishing the notice.
- B. The proceedings to be published shall be sufficiently full to fairly set forth the proceedings. They must include the substance of all official actions taken by the school board at any regular or special meeting, and at minimum must include the subject matter of a motion, the persons making and seconding the motion, a listing of how each member present voted on the motion, the character of resolutions offered including a brief description of their subject matter and whether adopted or defeated. The minutes and permanent records of the school board may include more detail than is required to be published with the official proceedings. If the proceedings have not yet been approved by the school board, the proceedings to be published may reflect that fact.
- C. The proceedings to be published may be a summary of the essential elements of the proceedings, and/or of resolutions and other official actions of the school board. Such a summary shall be written in a clear and coherent manner and shall, to the extent possible, avoid the use of technical or legal terms not generally familiar to the public. When a summary is published, the publication shall clearly indicate that the published material is only a summary and that the full text is available for public inspection at the administrative offices of the school district and that a copy of the proceedings, other than attachments to the minutes, is

available without cost at the offices of the school district or by means of standard or electronic mail.

***Legal References:*** Minn. Stat. § 13D.01, Subds. 4-6 (Open Meeting Law)  
Minn. Stat. § 123B.09, Subd. 10 (Boards of Independent School Districts)  
)  
Minn. Stat. § 123B.14, Subd. 7 (Officers of Independent School Districts)  
Minn. Stat. § 331A.01 (Definition)  
Minn. Stat. § 331A.05, Subd. 8 (Form of Public Notices)  
Minn. Stat. § 331A.08, Subd. 3 (Computation of Time)  
Op. Atty. Gen. 161-a-20 (Dec. 17, 1970)  
*Ketterer v. Independent School District No. 1*, 248 Minn. 212, 79 N.W.2d 428 (1956)

***Cross References:*** MSBA/MASA Model Policy 205 (Open Meetings and Closed Meetings)  
MSBA Service Manual, Chapter 1, School District Governance, Powers and Duties

Policy Adopted: 07/08/02  
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**OPEN MEETINGS AND CLOSED MEETINGS**

**205**

**I. PURPOSE**

- A. The school board embraces accountability and transparency in the conduct of its business, in the belief that openness produces better programs, more efficient administration of programs, and an organization more responsive to public interest and less susceptible to private interest. The school board shall conduct its business under a presumption of openness. At the same time, the school board recognizes and respects the privacy rights of individuals as provided by law. The school board also recognizes that there are certain exceptions to the Minnesota Open Meeting Law as recognized in statute where it has been determined that, in limited circumstances, the public interest is best served by closing a meeting of the school board.
- B. The purpose of this policy is to provide guidelines to assure the rights of the public to be present at school board meetings, while also protecting an individual's rights to privacy under law, and to close meetings when the public interest so requires as recognized by law.

**II. GENERAL STATEMENT OF POLICY**

- A. Except as otherwise expressly provided by statute, all meetings of the school board, including executive sessions, shall be open to the public.
- B. Meetings shall be closed only when expressly authorized by law.

**III. DEFINITION**

“Meeting” means a gathering of at least a quorum of school board members-or quorum of a committee or subcommittee of school board members, at which members discuss, decide, or receive information as a group on issues relating to the official business of the school board. The term does not include a chance or social gathering or the use of social media by members of a public body so long as the social media use is limited to exchanges with all members of the general public. For purposes of the Open Meeting Law, social media does not include e-mail.

**IV. PROCEDURES**

- A. Meetings
  - 1. Regular Meetings

A schedule of the regular meetings of the school board shall be kept on file at the school district office. If the school board decides to hold a regular meeting at a time or place different from the time or place stated in its regular meeting schedule, it shall give the same notice of the meeting as

for a special meeting.

2. Special Meetings

- a. For a special meeting, the school board shall post written notice of the date, time, place, and purpose of the meeting on the principal bulletin board of the school district or on the door of the school board's usual meeting room if there is no principal bulletin board. The school board's actions at the special meeting are limited to those topics included in the notice.
- b. The notice shall also be mailed or otherwise delivered to each person who has filed a written request for notice of special meetings. This notice shall be posted and mailed or delivered at least three days before the date of the meeting.
- c. As an alternative to mailing or otherwise delivering notice to persons who have filed a written request, the school board may publish the notice once, at least three days before the meeting, in the official newspaper of the school district or, if none, in a qualified newspaper of general circulation within the area of the school district.
- d. A person filing a request for notice of special meetings may limit the request to particular subjects, in which case the school board is required to send notice to that person only concerning those particular subjects.
- e. The school board will establish an expiration date on requests for notice of special meetings and require refiling once each year. Not more than sixty (60) days before the expiration date of request for notice, the school board shall send notice of the refiling requirement to each person who filed during the preceding year.

3. Emergency Meetings

- a. An emergency meeting is a special meeting called because of circumstances that, in the school board's judgment, require immediate consideration.
- b. If matters not directly related to the emergency are discussed or acted upon, the minutes of the meeting shall include a specific description of those matters.
- c. The school board shall make good faith efforts to provide notice of the emergency meeting to each news medium that has filed a written request for notice if the request includes the news

medium's telephone number.

- d. Notice of the emergency meeting shall be given by telephone or any other method used to notify the members of the school board.
- e. Notice shall be provided to each news medium which has filed a written request for notice as soon as reasonably practicable after notice has been given to the school board members.
- f. Notice shall include the subject of the meeting.
- g. Posted or published notice of an emergency meeting shall not be required.
- h. The notice requirements for an emergency meeting as set forth in this policy shall supersede any other statutory notice requirement for a special meeting that is an emergency meeting.

4. Recessed or Continued Meetings

If a meeting is a recessed or continued session of a previous meeting, and the time and place of the meeting was established during the previous meeting and recorded in the minutes of that meeting, then no further published or mailed notice is necessary.

5. Closed Meetings

The notice requirements of the Minnesota Open Meeting Law apply to closed meetings.

6. Actual Notice

If a person receives actual notice of a meeting of the school board at least twenty-four (24) hours before the meeting, all notice requirements are satisfied with respect to that person, regardless of the method of receipt of notice.

7. Meetings during Pandemic or Chapter 12 Emergency

In the event of a health pandemic or an emergency declared under Minnesota Statutes chapter 12, a meeting may be conducted by telephone or interactive technology in compliance with Minnesota Statutes section 13D.021.

8. Meetings by Interactive Technology

A meeting may be conducted by interactive technology, Zoom, Skype, or other similar electronic means in compliance with Minnesota Statutes section 13D.02.

B. Votes

The votes of school board members shall be recorded in a journal or minutes kept for that purpose. The journal or any minutes used to record votes of a meeting must be open to the public during all normal business hours at the school district's administrative offices.

C. Written Materials

1. In any open meeting, a copy of any printed materials, including electronic communications, relating to the agenda items of the meeting prepared or distributed by or at the direction of the school board or its employees and distributed to or available to all school board members shall be available in the meeting room for inspection by the public while the school board considers their subject matter.
2. This provision does not apply to materials not classified by law as public, or to materials relating to the agenda items of a closed meeting.

D. Open Meetings and Data

1. Meetings may not be closed to discuss data that are not public data, except as provided under Minnesota law.
2. Data that are not public data may be discussed at an open meeting if the disclosure relates to a matter within the scope of the school board's authority and is reasonably necessary to conduct the business or agenda item before the school board.
3. Data discussed at an open meeting retain the data's original classification; however, a record of the meeting, regardless of form, shall be public.

E. Closed Meetings

1. Labor Negotiations Strategy

- a. The school board may, by a majority vote in a public meeting, decide to hold a closed meeting to consider strategy for labor negotiations, including negotiation strategies or developments or discussion and review of labor negotiation proposals, conducted pursuant to Minnesota's Public Employment Labor Relations Act

(PELRA)

- b. The time and place of the closed meeting shall be announced at the public meeting. A written roll of school board members and all other persons present at the closed meeting shall be made available to the public after the closed meeting. The proceedings of a closed meeting to discuss negotiation strategies shall be tape recorded, and the tape recording shall be preserved for two years after the contract discussed at the meeting is signed. The recording shall be made available to the public after all labor contracts are signed by the school board for the current budget period.

2. Sessions Closed by Bureau of Mediation Services

All negotiations, mediation meetings, and hearings between the school board and its employees or their respective representatives are public meetings. Mediation meetings may be closed only by the Commissioner of the Bureau of Mediation Services (BMS). The use of recording devices, stenographic records, or other recording methods is prohibited in mediation meetings closed by the BMS.

3. Preliminary Consideration of Allegations or Charges

The school board shall close one or more meetings for preliminary consideration of allegations or charges against an individual subject to its authority. If the school board members conclude that discipline of any nature may be warranted as a result of those specific charges or allegations, further meetings or hearings relating to those specific charges or allegations held after that conclusion is reached must be open. A meeting must also be open at the request of the individual who is the subject of the meeting. A closed meeting for this purpose must be electronically recorded at the expense of the school district, and the recording must be preserved for at least three years after the date of the meeting. The recording is not available to the public.

4. Performance Evaluations

The school board may close a meeting to evaluate the performance of an individual who is subject to its authority. The school board shall identify the individual to be evaluated prior to closing a meeting. At its next open meeting, the school board shall summarize its conclusions regarding the evaluation. A meeting must be open at the request of the individual who is the subject of the meeting. A closed meeting for this purpose must be electronically recorded at the expense of the school district, and the recording must be preserved for at least three years after the date of the meeting. The recording is not available to the public.

5. Attorney-Client Privilege Meeting

A meeting may be closed if permitted by the attorney-client privilege. Attorney-client privilege applies when litigation is imminent or threatened, or when the school board needs advice above the level of general legal advice, for example, regarding specific acts and their legal consequences. A meeting may be closed to seek legal advice concerning litigation strategy, but the mere threat that litigation might be a consequence of deciding a matter one way or another does not, by itself, justify closing the meeting. The motion to close the meeting must specifically describe the matter to be discussed at the closed meeting, subject to relevant privacy and confidentiality considerations under state and federal law. The law does not require that such a meeting be recorded.

6. Dismissal Hearing

- a. A hearing on dismissal of a licensed teacher shall be public or private at the teacher's discretion. A hearing regarding placement of teachers on unrequested leave of absence shall be public.
- b. A hearing on dismissal of a student pursuant to the Pupil Fair Dismissal Act shall be closed unless the pupil, parent, or guardian requests an open hearing.
- c. To the extent a teacher or student dismissal hearing is held before the school board and is closed, the closed meeting must be electronically recorded at the expense of the school district, and the recording must be preserved for at least three years after the date of the meeting. The recording is not available to the public.

7. Coaches; Opportunity to Respond

- a. If the school board has declined to renew the coaching contract of a licensed or nonlicensed head varsity coach, it must notify the coach within fourteen (14) days of that decision.
- b. If the coach requests the reasons for the nonrenewal, the school board must give the coach its reasons in writing within ten (10) days of receiving the request. The existence of parent complaints must not be the sole reason for the school board not to renew a coaching contract.
- c. On the request of the coach, the school board must provide the coach with a reasonable opportunity to respond to the reasons at a school board meeting.

- d. The meeting may be open or closed at the election of the coach unless the meeting is closed as required by Minnesota Statutes section 13D.05 to discuss educational or certain other nonpublic data.
- e. A meeting closed for this purpose must be electronically recorded at the expense of the school district, and the recording must be preserved for at least three years after the date of the meeting. The recording is not available to the public.

8. Meetings to Discuss Certain Not Public Data

- a. Any portion of a meeting must be closed if the following types of data are discussed:
  - (1) data that would identify alleged victims or reporters of criminal sexual conduct, domestic abuse, or maltreatment of minors or vulnerable adults;
  - (2) active investigative data collected or created by a law enforcement agency;
  - (3) educational data, health data, medical data, welfare data, or mental health data that are not public data; or
  - (4) an individual's personal medical records.
- b. A closed meeting must be electronically recorded at the expense of the school district, and the recording must be preserved for at least three years after the date of the meeting. The recording is not available to the public.

9. Purchase and Sale of Property

- a. The school board may close a meeting:
  - (1) to determine the asking price for real or personal property to be sold by the school district;
  - (2) to review confidential or nonpublic appraisal data; and
  - (3) to develop or consider offers or counteroffers for the purchase or sale of real or personal property.
- b. Before closing the meeting, the school board must identify on the record the particular real or personal property that is the subject of the closed meeting.

- c. The closed meeting must be tape recorded at the expense of the school district. The tape must be preserved for eight years after the date of the meeting and be made available to the public after all real or personal property discussed at the meeting has been purchased or sold or the school board has abandoned the purchase or sale. The real or personal property that is the subject of the closed meeting must be specifically identified on the tape. A list of school board members and all other persons present at the closed meeting must be made available to the public after the closed meeting.
- d. An agreement reached that is based on an offer considered at a closed meeting is contingent on its approval by the school board at an open meeting. The actual purchase or sale must be approved at an open meeting and the purchase price or sale price is public data.

10. Security Matters

- a. The school board may close a meeting to receive security briefings and reports, to discuss issues related to security systems, to discuss emergency response procedures, and to discuss security deficiencies in or recommendations regarding public services, infrastructure, and facilities, if disclosure of the information discussed would pose a danger to public safety or compromise security procedures or responses.
- b. Financial issues related to security matters must be discussed and all related financial decisions must be made at an open meeting.
- c. Before closing a meeting, the school board must refer to the facilities, systems, procedures, services, or infrastructures to be considered during the closed meeting.
- d. The closed meeting must be tape recorded at the expense of the school district and the recording must be preserved for at least four years.

11. Other Meetings

Other meetings shall be closed as provided by law, except as provided above. A closed meeting must be electronically recorded at the expense of the school district, and the recording must be preserved for at least three years after the date of the meeting. The recording is not available to the public.

F. Procedures for Closing a Meeting

The school board shall provide notice of a closed meeting just as for an open meeting. A school board meeting may be closed only after a majority vote at a public meeting. Before closing a meeting, the school board shall state on the record the specific authority permitting the meeting to be closed and shall describe the subject to be discussed.

- Legal References:**
- Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)
  - Minn. Stat. Ch. 13D (Open Meeting Law)
  - Minn. Stat. § 121A.47, Subd. 5 (Exclusion and Expulsion Procedures)
  - Minn. Stat. § 122A.33, Subd. 3 (License and Degree Exemption for Head Coach)
  - Minn. Stat. § 122A.40, Subd. 14 (Employment; Contracts; Termination)
  - Minn. Stat. § 179A.14, Subd. 3 (Negotiation Procedures)
  - Minn. Rules Part 5510.2810 (Petition for Mediation)
  - Brown v. Cannon Falls Township*, 723 N.W.2d 31 (Minn. App. 2006)
  - Brainerd Daily Dispatch v. Dehen*, 693 N.W.2d 435 (Minn. App. 2005)
  - The Free Press v. County of Blue Earth*, 677 N.W.2d 471 (Minn. App. 2004)
  - Prior Lake American v. Mader*, 642 N.W.2d 729 (Minn. 2002)
  - Star Tribune v. Board of Education, Special School District No. 1*, 507 N.W.2d 869 (Minn. App. 1993)
  - Minnesota Daily v. University of Minnesota*, 432 N.W.2d 189 (Minn. App. 1988)
  - Moberg v. Independent School District No. 281*, 336 N.W.2d 510 (Minn. 1983)
  - Sovereign v. Dunn*, 498 N.W.2d 62 (Minn. App. 1993), *rev. denied.* (Minn. 1993)
  - Dept. of Admin. Advisory Op. No. 21-003 (April 19, 2021)
  - Dept. of Admin. Advisory Op. No. 21-002 (January 13, 2021)
  - Dept. of Admin. Advisory Op. No. 19-012 (October 24, 2019)
  - Dept. of Admin. Advisory Op. No. 19-008 (May 22, 2019)
  - Dept. of Admin. Advisory Op. No. 19-006 (April 9, 2019)
  - Dept. of Admin. Advisory Op. No. 18-019 (December 28, 2018)
  - Dept. of Admin. Advisory Op. No. 17-005 (June 22, 2017)
  - Dept. of Admin. Advisory Op. No. 13-009 (March 19, 2013)
  - Dept. of Admin. Advisory Op. No. 12-004 (March 8, 2012)
  - Dept. of Admin. Advisory Op. No. 11-004 (April 18, 2011)
  - Dept. of Admin. Advisory Op. No. 10-020 (September 23, 2010)
  - Dept. of Admin. Advisory Op. No. 09-020 (September 8, 2009)
  - Dept. of Admin. Advisory Op. No. 08-015 (July 9, 2008)
  - Dept. of Admin. Advisory Op. No. 06-027 (September 28, 2006)
  - Dept. of Admin. Advisory Op. No. 04-004 (February 3, 2004)

***Cross References:*** MSBA/MASA Model Policy 204 (School Board Meeting Minutes)  
MSBA/MASA Model Policy 206 (Public Participation in School Board Meetings/Complaints about Persons at School Board Meetings and Data Privacy Considerations)  
MSBA/MASA Model Policy 207 (Public Hearings)  
MSBA/MASA Model Policy 406 (Public and Private Personnel Data)  
MSBA/MASA Model Policy 515 (Protection and Privacy of Pupil Records)  
MSBA Law Bulletin “C” (Minnesota’s Open Meeting Law)

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Policy Reviewed: 01/13/20  
Policy Revised: 11/14/22

**PUBLIC PARTICIPATION IN SCHOOL BOARD MEETINGS/COMPLAINTS**      **206**  
**ABOUT PERSONS AT SCHOOL BOARD MEETINGS AND DATA PRIVACY**  
**CONSIDERATIONS**

**I. PURPOSE**

- A. The school board recognizes the value of participation by the public in deliberations and decisions on school district matters. At the same time, the school board recognizes the importance of conducting orderly and efficient proceedings, with opportunity for expression of all participants' respective views.
- B. The purpose of this policy is to provide procedures to assure open and orderly public discussion as well as to protect the due process and privacy rights of individuals under the law.

**II. GENERAL STATEMENT OF POLICY**

- A. The policy of the school board is to encourage discussion by persons of subjects related to the management of the school district at school board meetings. The school board may adopt reasonable time, place, and manner restrictions on public expression in order to facilitate free discussion by all interested parties.
- B. The school board shall, as a matter of policy, protect the legal rights to privacy and due process of employees and students.

**III. DEFINITIONS**

- A. "Personnel data" means government data on individuals maintained because the individual is or was an employee or applicant for employment. For purposes of this policy, "employee" includes a volunteer or an independent contractor.
- B. Personnel data on current and former employees that is "public" includes:  
  
Name; employee identification number, which must not be the employee's social security number; actual gross salary; salary range; terms and conditions of employment relationship; contract fees; actual gross pension; the value and nature of employer paid fringe benefits; the basis for and the amount of any added remuneration, including expense reimbursement, in addition to salary; bargaining unit; job title; job description; education and training background; previous work experience; date of first and last employment; the existence and status of any complaints or charges against the employee, regardless of whether the complaint or charge resulted in a disciplinary action; the final disposition of any disciplinary action as defined in Minn. Stat. § 13.43, Subd. 2(b), together with the specific reasons for the action and data documenting the basis of the action, excluding data that would identify confidential sources who are employees of the public body; the complete terms of any agreement settling any dispute arising out of the employment relationship, including a buyout agreement as defined in Minn. Stat.

§ 123B.143, Subd. 2, except that the agreement must include specific reasons for the agreement if it involves the payment of more than \$10,000 of public money; work location; work telephone number; badge number; work-related continuing education; honors and awards received; and payroll time sheets or other comparable data that are only used to account for employee's work time for payroll purposes, except to the extent that release of time sheet data would reveal the employee's reasons for the use of sick or other medical leave or other not public data.

- C. Personnel data on current and former applicants for employment that is "public" includes:

Veteran status; relevant test scores; rank on eligible list; job history; education and training; and work availability. Names of applicants shall be private data except when certified as eligible for appointment to a vacancy or when applicants are considered by the appointing authority to be finalists for a position in public employment. For purposes of this subdivision, "finalist" means an individual who is selected to be interviewed by the appointing authority prior to selection.

- D. "Educational data" means data maintained by the school district which relates to a student.

- E. "Student" means an individual currently or formerly enrolled or registered in the school district, or applicants for enrollment, or individuals who receive shared time services.

- F. Data about applicants for appointments to a public body, including a school board, collected by the school district as a result of the applicant's application for appointment to the public body are private data on individuals, except that the following are public: name; city of residence, except where the appointment has a residency requirement that requires the entire address to be public; education and training; employment history; volunteer work; awards and honors; prior government service; any data required to be provided or that is voluntarily provided in an application to a multimember agency pursuant to Minn. Stat. § 15.0597; and veteran status. Once an individual has been appointed to a public body, the following additional items of data are public: residential address; either a telephone number or electronic mail address where the appointee can be reached, or both at the request of the appointee; the first and last dates of service on the public body; the existence and status of any complaints or charges against an appointee; and, upon completion of an investigation of a complaint or charge against an appointee, the final investigative report unless access to the data would jeopardize an active investigation. Any electronic mail address or telephone number provided by a public body for use by an appointee shall be public. An appointee may use an electronic mail address or telephone number provided by the public body as the designated electronic mail address or telephone number at which the appointee can be reached.

#### **IV. RIGHTS TO PRIVACY**

- A. School district employees have a legal right to privacy related to matters which may come before the school board, including, but not limited to, the following:
1. right to a private hearing for teachers, pursuant to Minn. Stat. § 122A.40, Subd. 14 (Teachers Discharge Hearing);
  2. right to privacy of personnel data as provided by Minn. Stat. § 13.43 (Personnel Data);
  3. right to consideration by the school board of certain data treated as not public as provided in Minn. Stat. § 13D.05 (Not Public Data);
  4. right to a private hearing for licensed or nonlicensed head varsity coaches to discuss reasons for nonrenewal of a coaching contract pursuant to Minn. Stat. § 122A.33, Subd. 3.
- B. School district students have a legal right to privacy related to matters which may come before the school board, including, but not limited to, the following:
1. right to a private hearing, Minn. Stat. § 121A.47, Subd. 5 (Student Dismissal Hearing);
  2. right to privacy of educational data, Minn. Stat. § 13.32 (Educational Data); 20 U.S.C. § 1232g (FERPA);
  3. right to privacy of complaints as provided by child abuse reporting and discrimination laws, Minn. Stat. Ch. 260E (Reporting of Maltreatment of Minors) and Minn. Stat. Ch. 363A (Minnesota Human Rights Act).

#### **V. THE PUBLIC'S OPPORTUNITY TO BE HEARD**

The school board will strive to give all persons an opportunity to be heard and to have complaints considered and evaluated, within the limits of the law and this policy and subject to reasonable time, place, and manner restrictions. Among the rights available to the public is the right to access public data as provided by Minn. Stat. § 13.43, Subd. 2 (Public Data).

#### **VI. PROCEDURES**

- A. Agenda Items
1. Persons who wish to have a subject discussed at a public school board meeting are encouraged to notify the superintendent's office in advance of the school board meeting. The person should provide his or her name, the name of group represented (if any), and the subject to be covered or the issue to be addressed.

2. Persons who wish to address the school board on a particular subject should identify the subject and identify agenda item(s) to which their comments pertain.
3. The school board chair will recognize one speaker at a time and will rule out of order other speakers who are not recognized. Only those speakers recognized by the chair will be allowed to speak. Comments by others are out of order. Individuals who interfere with or interrupt speakers, the school board, or the proceedings may be directed to leave.
4. The school board retains the discretion to limit discussion of any agenda item to a reasonable period of time as determined by the school board. If a group or organization wishes to address the school board on a topic, the school board reserves the right to require designation of one or more representatives or spokespersons to speak on behalf of the group or organization.
5. Matters proposed for placement on the agenda which may involve data privacy concerns, which may involve preliminary allegations, or which may be potentially libelous or slanderous in nature shall not be considered in public, but shall be processed as determined by the school board in accordance with governing law.
6. The school board chair shall promptly rule out of order any discussion by any person, including school board members, that would violate the provisions of state or federal law, this policy or the statutory rights of privacy of an individual.
7. Personal attacks by anyone addressing the school board are unacceptable. Persistence in such remarks by an individual shall terminate that person's privilege to address the school board.
8. Depending upon the number of persons in attendance seeking to be heard, the school board reserves the right to impose such other limitations and restrictions as necessary in order to provide an orderly, efficient, and fair opportunity for those present to be heard.

**B. Complaints**

1. Routine complaints about a teacher or other employee should first be directed to that teacher or employee or to the employee's immediate supervisor.
2. If the complaint is against an employee relating to child abuse, discrimination, racial, religious, or sexual harassment, or other activities involving an intimidating atmosphere, the complaint should be directed to the employee's supervisor or other official as designated in the school district policy governing that kind of complaint. In the absence of a

designated person, the matter should be referred to the superintendent.

3. Unresolved complaints from Paragraph 1. of this section or problems concerning the school district should be directed to the superintendent's office.
4. Complaints which are unresolved at the superintendent's level may be brought before the school board by notifying the school board in writing.

C. Open Forum

The school board shall normally provide a specified period of time when persons may address the school board on any topic, subject to the limitations of this policy. The school board reserves the right to allocate a specific period of time for this purpose and limit time for speakers accordingly.

The school board may decide to hold certain types of public meetings where the public will not be invited to address the school board. Possible examples are work sessions and board retreats. The public will still be entitled to notice of these meetings and will be allowed to attend these meetings, but the public will not be allotted time during the meeting to address the board.

D. No Board Action at Same Meeting

Except as determined by the school board to be necessary or in an emergency, the school board will not take action at the same meeting on an item raised for the first time by the public.

**VII. PENALTIES FOR VIOLATION OF DATA PRIVACY**

- A. The school district is liable for damages, costs and attorneys' fees, and, in the event of a willful violation, punitive damages for violation of state data privacy laws. (Minn. Stat. § 13.08, Subd. 1)
- B. A person who willfully violates data privacy or whose conduct constitutes the knowing unauthorized acquisition of not public data is guilty of a misdemeanor. (Minn. Stat. § 13.09)
- C. In the case of an employee, willful violation of the Minnesota data practices law, Chapter 13, and any rules adopted thereunder, including any action subject to a criminal penalty, constitutes just cause for suspension without pay or dismissal. (Minn. Stat. § 13.09)

***Legal References:*** Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)  
Minn. Stat. § 13.43 (Personnel Data)  
Minn. Stat. § 13.601, Subd. 3 (Applicants for Appointment)  
Minn. Stat. § 13D.05 (Meetings Having Data Classified as Public)

Minn. Stat. § 121A.47, Subd. 5 (Exclusion and Expulsion Procedures;  
Closed or Open Meeting)  
Minn. Stat. § 122A.33, Subd. 3 (License and Degree Exemption for Head  
Coach; Notice of Nonrenewal; Opportunity to Respond)  
Minn. Stat. § 122A.40, Subd. 14 (Employment; Contracts; Termination;  
Hearing Procedures)  
Minn. Stat. § 122A.44 (Contracting with Teachers; Substitute Teachers)  
Minn. Stat. § 123B.02, Subd. 14 (General Powers of Independent School  
Districts; Employees; Contracts for Services)  
Minn. Stat. § 123B.143, Subd. 2 (Superintendents; Disclose Past Buyouts  
or Contract is Void)  
Minn. Stat. Ch. 363A (Minnesota Human Rights Act)  
Minn. Stat. Ch. 260E (Reporting of Maltreatment of Minors)  
20 U.S.C. § 1232g (Family Educational Rights and Privacy Act)  
Minn. Op. Atty. Gen. 852 (July 14, 2006)

***Cross References:*** MSBA/MASA Model Policy 205 (Open Meetings and Closed Meetings)  
MSBA/MASA Model Policy 207 (Public Hearings)  
MSBA/MASA Model Policy 406 (Public and Private Personnel Data)  
MSBA/MASA Model Policy 515 (Protection and Privacy of Pupil  
Records)  
MSBA School Law Bulletin “C” (Minnesota’s Open Meeting Law)  
MSBA School Law Bulletin “I” (School Records – Privacy – Access to  
Data)

Policy Adopted: 6.27.06  
Policy Revised: 2.9.09  
Policy Reviewed: 6.10.13  
Policy Reviewed: 12.8.14  
Policy Updated: 8.14.17  
Policy Updated: 1.13.20  
Policy Updated: 2.14.22  
Policy Revised: 11.14.22

**DEVELOPMENT, ADOPTION, AND IMPLEMENTATION OF POLICIES**

**208**

**I. PURPOSE**

The purpose of this policy is to emphasize the importance of the policy-making role of the school board and provide the means for it to be an ongoing effort.

**II. GENERAL STATEMENT OF POLICY**

Formal guidelines are necessary to ensure the school community that the school system responds to its mission and operates in an effective, efficient, and consistent manner. A set of written policies shall be maintained and modified as needed. Policies should define the desire and intent of the school board and should be in a form that is sufficiently explicit to guide administrative action.

**III. DEVELOPMENT OF POLICY**

- A. The school board has jurisdiction to legislate policy with the force and effect of law for the school district. School district policy provides the school board's general direction for the school district while delegating policy implementation to the administration.
- B. The school district's policies provide guidelines and goals to the school community. The policies are the basis for guidelines and directives created by the administration. The school board shall determine the effectiveness of policies by evaluating periodic reports from the administration.
- C. Policies may be proposed by a school board member, employee, student, or resident of the school district. Proposed policies or ideas shall be submitted to the superintendent for review prior to possible placement on the school board agenda.

**IV. ADOPTION AND REVIEW OF POLICY**

- A. The school board shall give notice of proposed policy changes or adoption of new policies by placing the item on the agenda of two school board meetings. The proposals shall be distributed, and public comment will be allowed at both meetings.
- B. The final action taken to adopt the proposed policy shall be approved by a simple majority vote of the school board at the second meeting after any public input was received or at a subsequent meeting. The policy will be effective on the latter of the date of passage or the date stated in the motion.
- C. In an emergency, a new or modified policy may be adopted by a majority vote of a quorum of the school board in a single meeting. A statement regarding the emergency and the need for immediate adoption of the policy shall be included in

the minutes. The policy adopted in an emergency shall expire within one year following the emergency action unless the policy adoption procedure stated above is followed and the policy is reaffirmed. The school board shall have discretion to determine what constitutes an emergency.

- D. If a policy is modified with minor changes that do not affect the substance of the policy or because of a legal change over which the school board has no control, the modified policy may be approved at one meeting at the discretion of the school board.

**V. IMPLEMENTATION OF AND ACCESS TO POLICY**

- A. The superintendent shall be responsible for implementing school board policies, other than the policies that cover how the school board will operate. The superintendent shall develop administrative guidelines and directives to provide greater specificity and consistency in the process of implementation. These guidelines and directives, including employee and student handbooks, shall be subject to annual review and approval by the school board.
- B. All school district policies are available for public viewing on the school district website.
- C. The superintendent, employees designated by the superintendent, and individual school board members shall be responsible for keeping the policy current.
- D. The school board shall review policies at least once every three years. The superintendent shall be responsible for developing a system of periodic review, addressing approximately one third of the policies annually. In addition, the school board shall review the following policies annually: 506 Student Discipline; 722 Public Data Requests; and 806 Crisis Management Policy.
- E. When no school board policy exists to provide guidance on a matter, the superintendent is authorized to act appropriately under the circumstances keeping in mind the mission, educational philosophy, and financial condition of the school district. Under such circumstances, the superintendent shall advise the school board of the need for a policy and present a recommended policy to the school board for approval.

**Legal References:** Minn. Stat. § 123B.02, Subd. 1 (School District Powers)  
Minn. Stat. § 123B.09, Subd. 1 (School Board Powers)

**Cross References:** MSBA/MASA Model Policy 305 (Policy Implementation)

Policy Adopted: 07/08/02  
Policy Revised: 09/22/08  
Policy Reviewed: 06/10/13  
Policy Updated: 08/14/17  
Policy Reviewed: 01/10/20  
Policy Updated: 11/14/22  
Policy Revised: 12/12/22

**CODE OF ETHICS**

**209**

**I. PURPOSE**

The purpose of this policy is to assist the individual school board member in understanding his or her role as part of a school board and in recognizing the contribution that each member must make to develop an effective and responsible school board.

**II. GENERAL STATEMENT OF POLICY**

Each school board member shall follow the code of ethics stated in this policy.

**A. AS A MEMBER OF THE SCHOOL BOARD, I WILL:**

1. Attend school board meetings.
2. Come to the meetings prepared for discussion of the agenda items.
3. Listen to the opinions and views of others (including, but not limited to, other school board members, administration, staff, students, and community members).
4. Vote my conscience after informed discussion, unless I abstain because a conflict of interest exists.
5. Support the decision of the school board, even if my position concerning the issue was different.
6. Recognize the integrity of my predecessors and associates and appreciate their work.
7. Be primarily motivated by a desire to provide the best possible education for the students of my school district.
8. Inform myself about the proper duties and functions of a school board member.

**B. IN PERFORMING THE PROPER FUNCTIONS OF A SCHOOL BOARD MEMBER, I WILL:**

1. Focus on education policy as much as possible.
2. Remember my responsibility is to set policy – not to implement policy.
3. Consider myself a trustee of public education and do my best to protect, conserve, and advance its progress.

4. Recognize that my responsibility, exercised through the actions of the school board as a whole, is to see that the schools are properly run – not to run them myself.
5. Work through the superintendent – not over or around the superintendent.
6. Delegate the implementation of school board decisions to the superintendent.

C. TO MAINTAIN RELATIONS WITH OTHER MEMBERS OF THE SCHOOL BOARD, I WILL:

1. Respect the rights of others to have and express opinions.
2. Recognize that authority rests with the school board in legal session – not with the individual members of the school board except as authorized by law.
3. Make no disparaging remarks, in or out of school board meetings, about other members of the school board or their opinions.
4. Keep an open mind about how I will vote on any proposition until the board has met and fully discussed the issue.
5. Make decisions by voting in school board meetings after all sides of debatable questions have been presented.
6. Insist that committees be appointed to serve only in an advisory capacity to the school board.

D. IN MEETING MY RESPONSIBILITIES TO MY COMMUNITY, I WILL:

1. Attempt to appraise and plan for both the present and future educational needs of the school district and community.
2. Attempt to obtain adequate financial support for the school district's programs.
3. Insist that business transactions of the school district be ethical and open.
4. Strive to uphold my responsibilities and accountability to the taxpayers in my school district.

E. IN WORKING WITH THE SUPERINTENDENT OF SCHOOLS AND STAFF, I WILL:

1. Hold the superintendent responsible for the administration of the school

district.

2. Give the superintendent authority commensurate with his or her responsibilities.
3. Assure that the school district will be administered by the best professional personnel available.
4. Consider the recommendation of the superintendent in hiring all employees.
5. Participate in school board action after considering the recommendation of the superintendent and only after the superintendent has furnished adequate information supporting the recommendation.
6. Insist the superintendent keep the school board adequately informed at all times.
7. Offer the superintendent counsel and advice.
8. Recognize the status of the superintendent as the chief executive officer and a non-voting, ex officio member of the school board.
9. Refer all complaints to the proper administrative officer or insist that they be presented in writing to the whole school board for proper referral according to the chain of command.
10. Present any personal criticisms of employees to the superintendent.
11. Provide support for the superintendent and employees of the school district so they may perform their proper functions on a professional level.

F. IN FULFILLING MY LEGAL OBLIGATIONS AS A SCHOOL BOARD MEMBER, I WILL:

1. Comply with all federal, state, and local laws relating to my work as a school board member.
2. Comply with all school district policies as adopted by the school board.
3. Abide by all rules and regulations as promulgated by the Minnesota Department of Education and other state and federal agencies with jurisdiction over school districts.
4. Recognize that school district business may be legally transacted only in an open meeting of the school board.
5. Avoid conflicts of interest and refrain from using my school board

position for personal gain.

6. Take no private action that will compromise the school board or administration.
7. Guard the confidentiality of information that is protected under applicable law.

***Legal References:*** Minn. Stat. § 123B.02, Subd. 1 (General Powers of Independent School Districts)  
Minn. Stat. § 123B.09 (Boards of Independent School Districts)  
Minn. Stat. § 123B.143, Subd. 1 (Superintendent)

***Cross References:*** None

Policy Adopted: 07.08.02  
Policy Revised: 12.10.07  
Policy Revised: 01.20.11  
Policy Reviewed: 06.10.13  
Policy Reviewed: 01.12.15  
Policy Reviewed: 08.14.17  
Policy Revised: 03.09.20  
Policy Revised: 11.14.22

**CONFLICT OF INTEREST – SCHOOL BOARD MEMBERS**

210

**I. PURPOSE**

The purpose of this policy is to observe state statutes regarding conflicts of interest and to engage in school district business activities in a fashion designed to avoid any conflict of interest or the appearance of impropriety.

**II. GENERAL STATEMENT OF POLICY**

It is the policy of the school board to contract for goods and services in conformance with statutory conflict of interest laws and in a manner that will avoid any conflict of interest or the appearance thereof. Accordingly, the school board will contract under the statutory exception provisions only when it is clearly in the best interest of the school district because of limitations that may exist on goods or services otherwise available to the school district.

**III. GENERAL PROHIBITIONS AND RECOGNIZED STATUTORY EXCEPTIONS**

- A. A school board member who is authorized to take part in any manner in making any sale, lease, or contract in his or her official capacity shall not voluntarily have a personal financial interest in that sale, lease, or contract or personally benefit financially therefrom.
  
- B. In the following circumstances, however, the school board may as an exception, by unanimous vote, contract for goods or services with a school board member of the school district:
  - 1. In the designation of a bank or savings association, in which a school board member is interested, as an authorized depository for school district funds and as a source of borrowing, provided such deposited funds are protected in accordance with Minnesota Statutes chapter 118A. Any school board member having said interest shall disclose that interest and the interest shall be entered upon the school board minutes. Disclosure shall be made when such bank or savings association is first designated as a depository or source of borrowing, or when such school board member is elected, whichever is later. Disclosure serves as notice of the interest and need only be made once;
  
  - 2. The designation of an official newspaper, or publication of official matters therein, in which the school board member is interested when it is the only newspaper complying with statutory requirements relating to the designation or publication;
  
  - 3. A contract with a cooperative association of which the school board member is a shareholder or stockholder but not an officer or manager;

4. A contract for which competitive bids are not required by law. A contract made under this exception will be void unless the following procedures are observed:
    - a. The school board shall authorize the contract in advance of its performance by adopting a resolution setting out the essential facts and determining that the contract price is as low as or lower than the price at which the goods or services could be obtained elsewhere.
    - b. In the case of an emergency when the contract cannot be authorized in advance, payment of the claims must be authorized by a like resolution wherein the facts of the emergency are also stated.
    - c. Before a claim is paid, the interested school board member shall file with the clerk of the school board an affidavit stating:
      - (1) The name of the school board member and the office held;
      - (2) An itemization of the goods or services furnished;
      - (3) The contract price;
      - (4) The reasonable value;
      - (5) The interest of the school board member in the contract; and
      - (6) That to the best of the school board member's knowledge and belief, the contract price is as low as, or lower than, the price at which the goods or services could be obtained from other sources.
  5. A school board member may contract with the school district to provide construction materials or services, or both, when the sealed bid process is used. When the contract comes before the school board for consideration, the interested school board member may not vote on the contract. (*Note: This section applies only when the school district has a population of 1,000 or less according to the last federal census.*)
  6. A school board member may rent space in a public facility at a rate commensurate with that paid by other members of the public.
- C. In the following circumstances, the school board may as an exception, by majority vote at a meeting at which all school board members are present, contract for services with a school board member of the school district: A school board

member may be newly employed or may continue to be employed by the school district as an employee only if there is a reasonable expectation on July 1, or at the time the contract is entered into or extended, that the amount to be earned by that school board member under that contract or employment relationship, will not exceed \$20,000 in that fiscal year. If the school board member does not receive majority approval to be initially employed or to continue in employment at a meeting at which all school board members are present, that employment is immediately terminated and that school board member has no further rights to employment while serving as a school board member in the school district.

*[Note: The \$8,000 figure increased to \$20,000 effective July 1, 2022]*

- D. The school board may contract with a class of school district employees, such as teachers or custodians, when the spouse of a school board member is a member of the class of employees contracting with the school board and the employee spouse receives no special monetary or other benefit that is substantially different from the benefits that other members of the class receive under the employment contract. For the school board to invoke this exception, it must have a majority of disinterested school board members vote to approve the contract, direct the school board member spouse to abstain from voting to approve the contract, and publicly set out the essential facts of the contract at the meeting in which the contract is approved.

#### **IV. LIMITATIONS ON RELATED EMPLOYEES**

- A. The school board must hire or dismiss teachers only at duly called meetings. When a husband and wife, brother and sister, or two brothers or sisters, constitute a quorum, no contract employing a teacher may be made or authorized except upon the unanimous vote of the full school board.
- B. The school board may not employ any teacher related by blood or marriage to a school board member, within the fourth degree as computed by the civil law, except by a unanimous vote of the full school board.

#### **V. CONFLICTS PRIOR TO TAKING OFFICE**

A school board member with personal financial interest in a sale, lease, or contract with the school district which was entered before the school board member took office and presents an actual or potential conflict of interest, shall immediately notify the school board of such interest. It shall thereafter be the responsibility of the school board member to refrain from participating in any action relating to the sale, lease, or contract. At the time of renewal of any such sale, lease, or contract, the school board may enter into or renew such sale, lease, or contract only if it falls within one of the enumerated exceptions for contracts relating to goods or services provided above and if the procedures provided in this policy are followed.

**VI. DETERMINATION AS TO WHETHER A CONFLICT OF INTEREST EXISTS**

The determination as to whether a conflict of interest exists is to be made by the school board. Any school board member who has an actual or potential conflict shall notify the school board of such conflict immediately. The school board member shall thereafter cooperate with the school board as necessary for the school board to make its determination.

***Legal References:*** Minn. Stat. § 122A.40, Subd. 3 (Employment; Contracts; Termination)  
Minn. Stat. § 123B.195 (Board Member’s Right to Employment)  
Minn. Stat. § 471.87 (Public Officers, Interest in Contract; Penalty)  
Minn. Stat. § 471.88, Subds. 2, 3, 4, 5, 12, 13, and 21 (Exceptions)  
Minn. Stat. § 471.89 (Contract, When Void)  
Op. Atty. Gen. 437-A-4, March 15, 1935  
Op. Atty. Gen. 90-C-5, July 30, 1940  
Op. Atty. Gen. 90-A, August 14, 1957

***Cross References:*** MSBA/MASA Model Policy 101 (Legal Status of the School Board)  
MSBA/MASA Model Policy 209 (Code of Ethics)

Policy Adopted: 07/08/02  
Policy Revised: 12/12/05  
Revised Policy Adopted: 02/09/09  
Policy Reviewed: 08/09/10  
Policy Reviewed: 6/10/13  
Policy Reviewed: 1/12/15  
Policy Reviewed: 08/14/17  
Policy Reviewed: 03/09/20  
Policy Revised: 11/14/22

**CRIMINAL OR CIVIL ACTION AGAINST SCHOOL DISTRICT,  
SCHOOL BOARD MEMBER, EMPLOYEE, OR STUDENT**

211

**I. PURPOSE**

The purpose of this policy is to provide guidance about the school district's position, rights, and responsibilities when a civil or criminal action is pending against the school district, or a school board member, school district employee, or student.

**II. GENERAL STATEMENT OF POLICY**

- A. The school district recognizes that, when civil or criminal actions are pending against a school board member, school district employee, or student, the school district may be requested or required to take action.
- B. In responding to such requests and/or requirements, the school district will take such measures as are appropriate to its primary mission of providing for the education of students in an environment that is safe for staff and students and is conducive to learning.
- C. The school district acknowledges its statutory obligations with respect to providing assistance to school board members and teachers who are sued in connection with performance of school district duties. Collective bargaining agreements and school district policies may also apply.

**III. CIVIL ACTIONS**

- A. Pursuant to Minnesota Statutes section 466.07, subdivision. 1, the school district shall defend and indemnify any school board member or school district employee for damages in school-related litigation, including punitive damages, claimed or levied against the school board member or employee, provided that the school board member or employee was acting in the performance of the duties of the position and was not guilty of malfeasance, willful neglect of duty, or bad faith.
- B. Pursuant to Minnesota Statutes section 123B.25(b), with respect to teachers employed by the school district, upon written request of the teacher involved, the school district must provide legal counsel for any school teacher against whom a claim is made or action is brought for recovery of damages in any tort action involving physical injury to any person or property or for wrongful death arising out of or in connection with the employment of the teacher with the school district. The school district will choose legal counsel after consultation with the teacher.

C. Data Practices

Educational data and personnel data maintained by the school district may be sought as evidence in a civil proceeding. The school district will release the data only pursuant to the Minnesota Government Data Practices Act, Minnesota Statutes chapter 13 and to the Family Educational Rights and Privacy Act, 20 United States Code section 1232g, and related regulations. When an employee is subpoenaed and is expected to testify regarding educational data or personnel data, the employee will inform the building administrator or designated supervisor, who shall immediately inform the superintendent or designee. No school board member or employee may release data without consultation in advance with the school district official designated as the responsible authority for the collection, use, and dissemination of data.

D. Service of Subpoenas

School district officers and employees will normally not be involved in providing service of process for third parties in the school setting.

E. Leave to Testify

Leave for employees appearing in court, either when sued or under subpoena to testify, will be considered in accordance with school district personnel policies and applicable collective bargaining agreements.

**IV. CRIMINAL CHARGES OR CONDUCT**

A. Employees

1. The school district expects that its employees serve as positive role models for students. As role models for students, employees have a duty to conduct themselves in an exemplary manner.
2. If the school district receives information relating to activities of a criminal nature by an employee, the school district will investigate and take appropriate disciplinary action, which may include discharge, subject to school district policies, statutes, and provisions of applicable collective bargaining agreements.
3. Pursuant to Minnesota Statutes section 123B.02, subdivision 20, if reimbursement for a criminal defense is requested by a school district employee, the school board may, after consulting with its legal counsel, reimburse the employee for any costs and reasonable attorney fees incurred by the employee to defend criminal charges brought against the employee arising out of the performance of duties for the school district. The decision whether to reimburse shall be made in the school board's discretion. A school board member who is a witness or an alleged victim in the case may not vote on the reimbursement. If a quorum of the school board is disqualified from voting on the reimbursement, the reimbursement must be approved by a judge of the district court.

B. Students

The school district has an interest in maintaining a safe and healthful environment and in preventing disruption of the educational process. To promote that interest, the school district will take appropriate action regarding students convicted of crimes that relate to the school environment.

C. Criminal Investigations

1. The policy of the school district is to cooperate with law enforcement officials. The school district will make all efforts, however, to encourage law enforcement officials to question students and employees outside of school hours and off school premises unless extenuating circumstances exist, the matter being investigated is school-related, or as otherwise provided by law.
2. If questioning at school is unavoidable, the school district will attempt to maintain confidentiality to avoid embarrassment to students and employees and to avoid disruption of the educational program. The school district will attempt to notify parents of a student under age 18 that police will be questioning their child. Normally, the superintendent, principal, or other appropriate school official will be present during the interview, except as otherwise required by law (Minnesota Statutes section 260E.22), or as otherwise determined in consultation with the parent or guardian.

D. Data Practices

The school district will release to juvenile justice and law enforcement authorities educational and personnel data only in accordance with Minnesota Statutes chapter 13 (Minnesota Government Data Practices Act) and 20 United States Code section 1232g (FERPA).

**V. STATEMENTS WHEN LITIGATION IS PENDING**

The school district recognizes that when a civil or criminal action is commenced or pending, parties to the lawsuit have particular duties in reference to persons involved or named in the lawsuit, as well as insurance carrier(s). Therefore, school board members or school district employees shall make or release statements in that situation only in consultation with legal counsel.

**Legal References:** Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)  
Minn. Stat. §§ 121A.40-121A.56 (Pupil Fair Dismissal Act)  
Minn. Stat. § 123B.02, Subd. 20 (Legal Counsel; Reimbursement)  
Minn. Stat. § 123B.25(b) (Legal Actions Against Districts and Teachers)  
Minn. Stat. § 260E.22 (Interviews)  
Minn. Stat. § 466.07, Subd. 1 (Indemnification)  
20 U.S.C. § 1232g (Family Educational Rights and Privacy Act)  
42 U.S.C. § 1983 (Civil Action for Deprivation of Rights)

Minn. Op. Atty. Gen. 169 (Mar. 7, 1963)  
Minn. Op. Atty. Gen. 169 (Nov. 3, 1943)  
*Dypress v. School Committee of Boston*, 446 N.E.2d 1099 (Mass. App. Ct. 1983)  
*Wood v. Strickland*, 420 U.S. 308(1975)

***Cross References:*** MSBA/MASA Model Policy 403 (Discipline, Suspension, and Dismissal of School District Employees)  
MSBA/MASA Model Policy 406 (Public and Private Personnel Data)  
MSBA/MASA Model Policy 408 (Subpoena of a School District Employee)  
MSBA/MASA Model Policy 414 (Mandated Reporting of Child Neglect or Physical or Sexual Abuse)  
MSBA/MASA Model Policy 506 (Student Discipline)  
MSBA/MASA Model Policy 515 (Protection and Privacy of Pupil Records)

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Policy Reviewed: 6/10/13  
Policy Reviewed: 1/12/15  
Policy Reviewed: 08/14/17  
Policy Reviewed: 03/09/20  
Policy Updated: 02/14/22  
Policy Updated: 03/27/23

**SCHOOL BOARD MEMBER DEVELOPMENT**

212

**I. PURPOSE**

In recognition of the need for continuing in-service training and development for its members, the purpose of this policy is to encourage the members of the school board to participate in professional development activities designed for them so that they may perform their responsibilities.

**II. GENERAL STATEMENT OF POLICY**

- A. New school board members will be provided the opportunity and encouragement to attend the orientation and training sessions sponsored by the Minnesota School Boards Association (MSBA). School board members shall receive training in school finance and management developed in consultation with MSBA.
- B. All school board members are encouraged to participate in school board and related workshops and activities sponsored by local, state, and national school boards associations, as well as in the activities of other educational groups.
- C. School board members are expected to report back to the school board with materials of interest gathered at the various meetings and workshops.
- D. The school board will reimburse the necessary expenses of all school board members who attend meetings and conventions pertaining to school activities and the objectives of the school board, within the approved policy and budget allocations of the school district relating to the reimbursement of expenses involving the attendance at workshops and conventions.

**Legal References:** Minn. Stat. § 123B.09, Subd. 2 (Boards of Independent School Districts)

**Cross References:** MSBA/MASA Model Policy 214 (Out-of-State Travel by School Board Members)  
MSBA/MASA Model Policy 412 (Expense Reimbursement)

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Policy Reviewed: 08/09/10  
Policy Reviewed: 6/10/13  
Policy Reviewed: 9/11/17  
Policy Reviewed: 3/9/20  
Policy Updated: 03/27/23

**I. PURPOSE**

The purpose of this policy is to provide for the structure and the operation of committees or subcommittees of the school board.

**II. GENERAL STATEMENT OF POLICY**

- A. It is the policy of the school board to designate school board committees or subcommittees when it is determined that a committee process facilitates the mission of the school board.
- B. The school board has determined that certain permanent standing committees, as described in this policy, do facilitate the operation of the school board and the school district.
- C. A school board committee or subcommittee will be formed by school board resolution which shall outline the duties and purpose of the committee or subcommittee.
- D. A committee or subcommittee is advisory in nature and has only such authority as specified by the school board.
- E. The school board will receive reports or recommendations from a committee or subcommittee for consideration. The school board, however, retains the right and has the duty to make all final decisions related to such reports or recommendations.
- F. The school board also may establish such ad hoc committees for specific purposes as it deems appropriate.
- G. The school board reserves the right to limit, create or abolish any standing or ad hoc committee as it deems appropriate.

**III. APPOINTMENT OF COMMITTEES**

- A. The school board hereby appoints the following standing committees:
  - 1. Finance
  - 2. Personnel
  - 3. Facilities
  - 4. Wellness
  - 5. Curriculum/~~World's Best Workforce~~ **Comprehensive Achievement and Civic Readiness**

- B. The school board will establish, by resolution, for each standing or ad hoc committee the number of members, the term and the charge or mission of each such committee.
  - C. The school board chair shall appoint the members of each standing or ad hoc committee.
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***Legal References:***

- ◆ Minn. Stat. Ch. 13D (Open Meeting Law)

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Policy Revised: 01/10/11  
Policy Reviewed: 6/10/13  
Policy Reviewed: 1/12/15  
Policy Reviewed: 9/11/17  
Policy Reviewed: 3/9/20  
Policy Revised: 11/14/22

**OUT-OF-STATE TRAVEL BY SCHOOL BOARD MEMBERS**

**215**

**I. PURPOSE**

The purpose of this policy is to control out-of-state travel by school board members as required by law.

**II. GENERAL STATEMENT OF POLICY**

School board members have an obligation to become informed on the proper duties and functions of a school board member, to become familiar with issues that may affect the school district, to acquire a basic understanding of school finance and budgeting, and to acquire sufficient knowledge to comply with federal, state and local laws, rules, regulations and school district policies that relate to their functions as school board members. Occasionally, it may be appropriate for school board members to travel out of state to fulfill their obligations.

**III. APPROPRIATE TRAVEL**

Travel outside the state is appropriate when the school board finds it proper for school board members to acquire knowledge and information necessary to allow them to carry out their responsibilities as school board members. Travel to regional or national meetings of the National School Boards Association is presumed to fulfill this purpose. Travel to other out-of-state meetings for which the member intends to seek reimbursement from the school district should be preapproved by the school board.

**IV. REIMBURSABLE EXPENSES**

Expenses to be reimbursed may include transportation, meals, lodging, registration fees, required materials, parking fees, and other reasonable and necessary school district-related expenses. The reimbursable amounts to be determined by school board policy 412.

**V. REIMBURSEMENT**

- A. Requests for reimbursement must be itemized on the official school district form and are to be submitted to the designated administrator. Receipts for lodging, commercial transportation, registration, and other reasonable and necessary expenses must be attached to the reimbursement form.
- B. Automobile travel shall be reimbursed at the mileage rate set by the school board. Commercial transportation shall reflect economy fares and shall be reimbursed only for the actual cost of the trip.

- C. Amounts to be reimbursed shall be within the school board's approved budget allocations, including attendance at workshops and conventions.

## **VI. ESTABLISHMENT OF DIRECTIVES AND GUIDELINES**

The superintendent shall use standard district rates for reimbursement of school district business expenses, including those expenses requiring advance approval and specific rates of reimbursement.

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

- Minn. Stat. § 123B.09, Subd. 2 (School Board Member Training)
- Minn. Stat. § 471.661 (Out-of-State Travel)
- Minn. Stat. § 471.665 (Mileage Allowances)
- Minn. Op. Atty. Gen. No. 1035 (August 23, 1999) (Retreat Expenses)
- Minn. Op. Atty. Gen. No. 161b-12 (August 4, 1997) (Transportation Expenses)

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**SCHOOL BOARD ELECTRONIC COMMUNICATIONS**

**216**

**I. PURPOSE**

The school board recognizes that electronic communications on issues related to official business of the school board between, by or among its members are classified as government data and must be collected, created, received, maintained and disseminated in accordance with state and federal law. The purpose of this policy is to provide guidelines to ensure that such electronic communications of school board members are compliant with applicable law.

**II. GENERAL STATEMENT OF POLICY**

- A. The use of electronic communications by members of the school board shall conform to the same standards of judgment, propriety and ethics as other forms of school board related communications.
- B. Because electronic communications by, between or to school board members may be subject to the Open Meeting Law as well as data privacy laws, copies of all electronic communications of school board members on issues related to official business of the school board shall be transmitted to the superintendent of schools or designee to maintain and administer in accordance with state and federal law.

**III. DEFINITIONS**

- A. “Electronic communications” are the transmittal of a communication between two or more computers or electronic devices, whether or not the message is converted to hard copy format, whether or not the message is viewed upon receipt or stored for later retrieval and whether or not the transmittal is through a local, school district or global computer network. Electronic communications include, but are not limited to, e-mail messaging, text messaging, the use of Internet Web forums and Internet chat rooms.
- B. “Meeting” means a gathering of at least a quorum or more members of the school board, or quorum of a committee or subcommittee of school board members, at which members discuss, decide or receive information as a group on issues relating to the official business of the school board. The term does not include a chance or social gathering.
- C. “Quorum” means the majority of the voting members of the school board.

**IV. PROCEDURES**

- A. School board members shall not use e-mail or other electronic communications as a substitute for deliberations at school board meetings or for other communications or business properly confined to school board meetings.

- B. School board members shall be aware that e-mail, e-mail attachments and other electronic communications received or prepared for use in school board business, or containing information relating to school board business, may be regarded as public data which may be inspected by any person upon request, unless otherwise classified as private or confidential data.
- C. School board members shall avoid reference to private or confidential information about employees, students or other school district matters in any written or electronic communications. Communications which must contain private or confidential information shall be made and maintained in accordance with School District Policy 515.
- D. School board members who engage in electronic communications relating to school district matters are required to transmit a copy of any and all such communications to the superintendent of schools or designee. These copies shall be printed and maintained in the school district office in the same fashion as any other school board records.
- E. Written or electronic communications of school board members on issues related to official business of the school Board shall be made available to the public for inspection, subject to the redaction of private and/or confidential data, to the extent required by law. Such communications shall be maintained for a period of three years.

**V. REVIEW OF ELECTRONIC COMMUNICATIONS**

- A. The superintendent of schools or designee shall review all electronic communications provided by school board members for compliance with the Open Meeting Law and data privacy restrictions.
- B. The superintendent of schools or designee shall investigate any instance where a concern is raised that an electronic communication involving a school board member potentially violates the Open Meeting Law or data privacy laws based upon either a review of the documents provided to the superintendent of schools or designee or the receipt of an independent complaint. The investigation may be conducted by school district officials or by a third party designated by the school district.
- C. The superintendent of schools or designee shall advise the school board chair of the pending investigation as well as the results of the investigation. The school board chair may take immediate steps to address possible concerns as to violations of this policy pending completion of an investigation.
- D. The investigation will be completed as soon as practicable. The superintendent of schools or designee shall make a written report to the school board chair upon

completion of the investigation. If the complaint or concern involves the school board chair, the report may be filed directly with the school board vice chair. The report shall include a determination of whether the allegations have been substantiated as factual and whether they appear to be violations of this policy.

- E. Upon receipt of a report, the school board will take appropriate action. Such action may include, but is not limited to, warning, censure or removal from the school board.

## **VI. DISSEMINATION OF POLICY AND TRAINING**

- A. This policy shall be given to each school board member at the time each board member takes office.
- B. The school board will review this policy with its members on an annual basis.
- C. The school district will provide school board members with training as to their obligations under the Open Meeting law and data privacy laws.
- D. This policy shall be reviewed at least annually for compliance with state and federal law.

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

- Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)
- Minn. Stat. Ch. 13D (Minnesota Open Meeting Law)
- Minn. R. 1205.0100–1205.2000
- 20 U.S.C. § 1232g (Family Educational Rights and Privacy Act)
- 34 C.F.R. § 99.1–§ 99.67
- Moberg v. ISD 281, 336 N.W.2d 510 (Minn. 1983)
- St. Cloud Newspaper, Inc. v. Dist. 742 Cmty. Sch., 332 N.W.2d 1 (Minn. 1983)
- Minn. Dept of Administration Advisory Op. 01-075 (Sept. 27, 2001)

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