

School Board Study Session
Monday, January 27, 2025 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
2. Approval of agenda (Action)
Speaker(s): Chairperson
3. Native American Parent Advisory Committee (NAPAC) concurrence feedback
Speaker(s): NAPAC Members and Kristi Beckman
4. Packer Profile update
Speaker(s): AHS Principal Matt Schmit and Packer Profile Team
5. Mid-year benchmark data
Speaker(s): Information Services Director Corey Haugen
6. Health coach performance discussion
Speaker(s): Activities Director Katie Carter
7. Updates on Voluntary Prekindergarten (VPK) from MN Dept of Education
Speaker(s): Community Education Director Jennifer Lawhead
8. First reading of revised policies
Speaker(s): Chairperson Dube
 - 8.A. 519 - Interviews of Students by Outside Agencies
 - 8.B. 614 - School District Testing Plan and Procedure
 - 8.C. 701 - Establishment and Adoption of School District Budget
 - 8.D. 721 - Uniform Grant Guidance Policy Regarding Federal Revenue Sources
9. Adjournment



DATE: 1/27/2025

TITLE: Native American Parent Advisory Committee Concurrence Feedback

TYPE: Information

PRESENTER: NAPAC Committee Members and Kristi Beckman

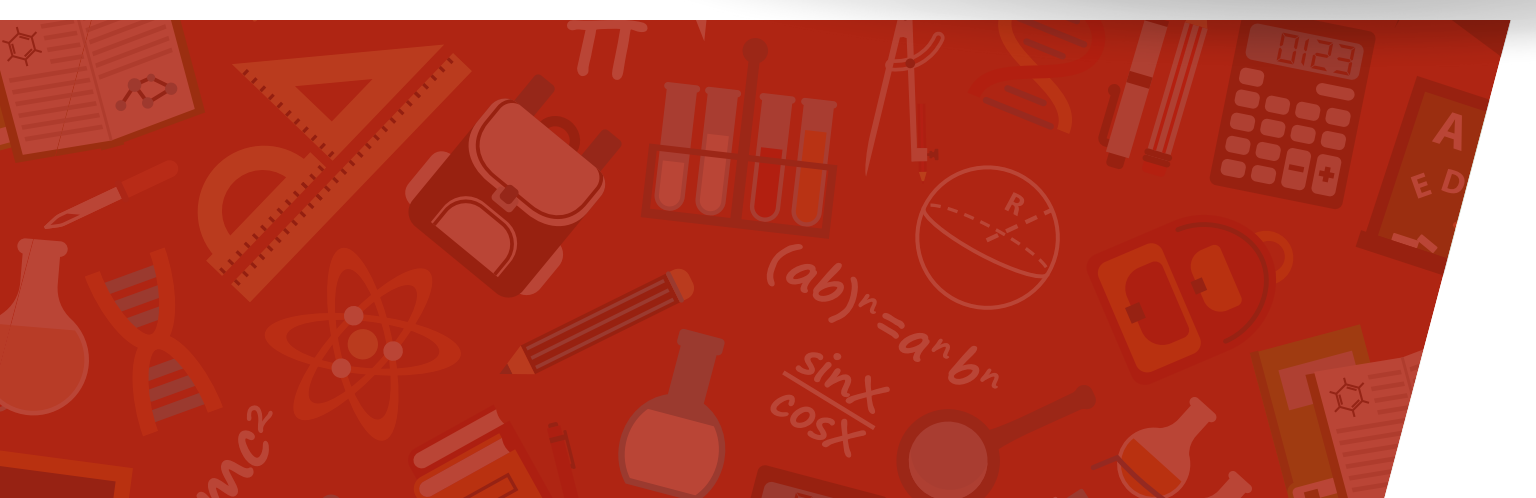
BACKGROUND: Austin Public Schools has over 50 enrolled American Indian students by the state ethnicity definition. Districts with ten or more enrolled American Indian students must have an advisory committee made up of predominantly Native American parents, who are required to complete the annual concurrence process. As part of this process, the district's Native American Parent Advisory Committee (NAPAC) has voted in non-concurrence and will provide feedback to the school board about their appreciation for the efforts the district has made to improve outcomes for Native American students, as well as share suggestions for how the academic and cultural needs of Native American students can better be met. The board must reply to the committee in writing within 60 days.

RATIONALE: Increased communication and collaboration between multicultural parents and the district will improve educational outcomes for students.

RECOMMENDATION: Continue the communication and feedback loops with the NAPAC through the concurrence process, ensuring that the district's response is received within 60 days.



Packer Profile: Building for the Future



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

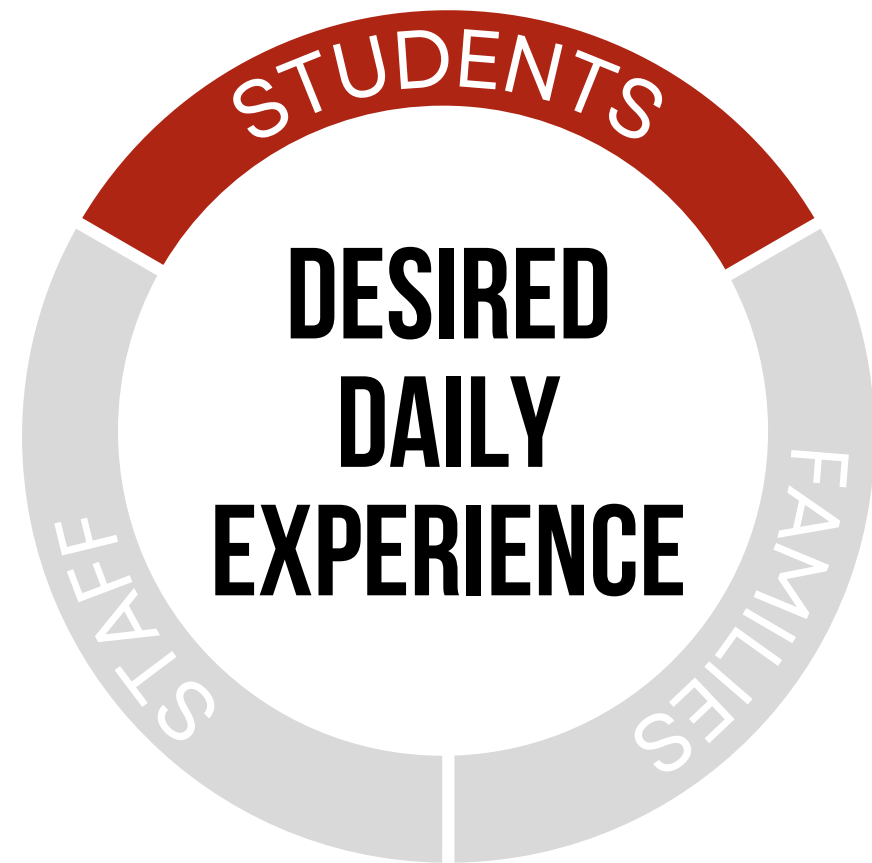
(Drivers of Our Words and Actions)

- 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



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

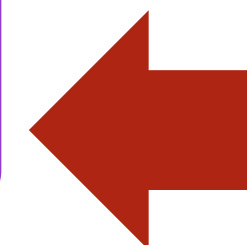
- My child is physically and emotionally safe at school
- My child feels a sense of belonging at school, is cared for, and valued
- My student can voice their thoughts and ideas without being discriminated against so they continue to learn

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

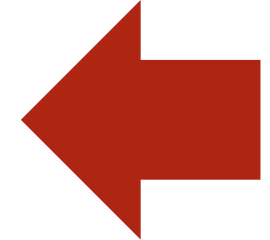
- I work in a collaborative not competitive environment that honors the unique strengths of each individual
- I am seen as a professional and given the flexibility and support to provide students what they need to be successful
- I am listened to, heard and know that I matter
- I have a level of freedom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



Minnesota Statute 120B.125

Planning For Students' Successful Transition to Postsecondary Education and Employment

- School districts, beginning in the 2013-2014 school year, must assist all students by no later than grade nine to explore their educational, college, and career interests, aptitudes, and aspirations and develop a plan for a smooth and successful transition to postsecondary education or employment.



Packer Profile



**CAREER PATHWAYS
EXPLORATION**



**MEANINGFUL
LEARNING
EXPERIENCES**



**PACKER
PORTFOLIO**

help students identify interests, aptitudes, aspirations, and personal learning styles that may affect their career and college ready goals and postsecondary education and employment choices;

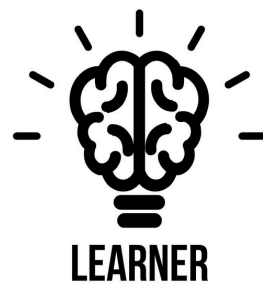
integrate strong academic content into career-focused courses and applied and experiential learning opportunities and integrate relevant career-focused courses and applied and experiential learning opportunities into strong academic content

help identify and access appropriate counseling and other supports and assistance that enable students to complete required coursework, prepare for postsecondary education and careers, and obtain information about postsecondary education costs and eligibility for financial aid and scholarship

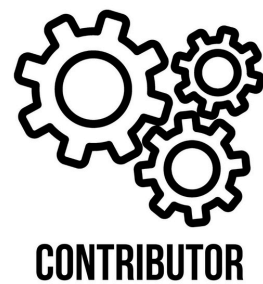
Packer Profile: Packer Core Values



Communicator
Listens actively and shares learning and experiences.



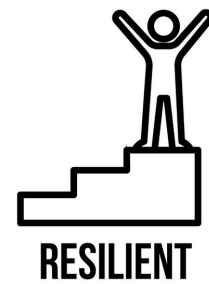
Learner
Challenges self to think critically.



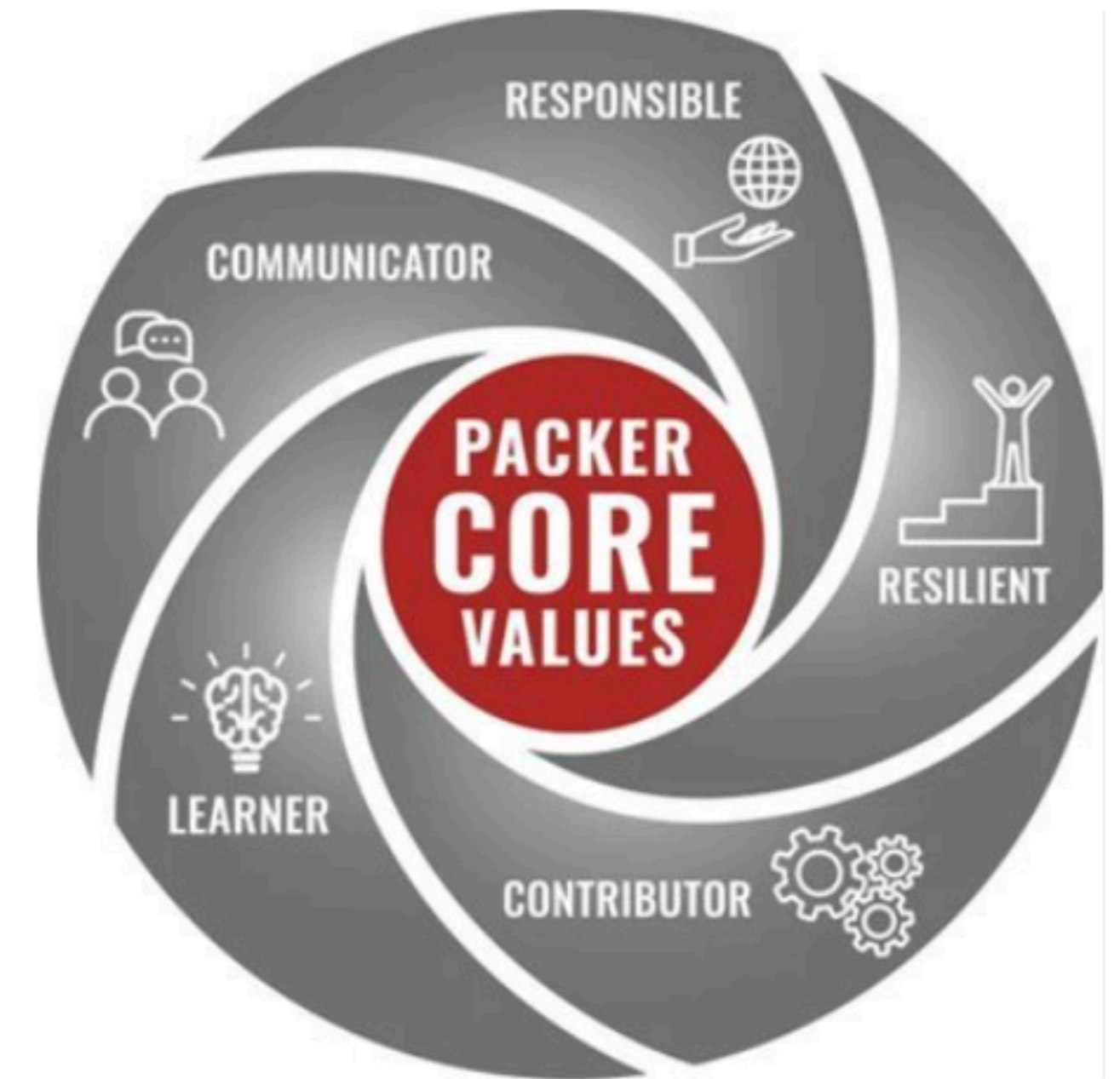
Contributor
Engages as a productive member of the community and global society.



Responsible
Demonstrates accountability to self and others.



Resilient
Develops perseverance and self-confidence.



Packer Profile: Scope and Sequence

9th

9th Grade Students will be taking part in the Packer Profile Seminar Course. Through the course students will:

- Explore and demonstrate academic, social, and soft skills needed to succeed
- Develop organizational, time management, self-advocacy, study skills and learning strategies
- Explore digital literacy
- Create a four-year plan and develop personal aptitudes and learning strengths.
- Explore careers and ways to serve within their community
- Create their Packer Portfolio

10th

Students will engage in lessons four times a year where they will navigate the following:

- Demonstrate the ability to draft and send professional emails
- Explore presentation skills
- Develop collaboration skills
- Explore giving and receiving feedback
- Develop resumes
- Explore post-secondary opportunities
- Continue to develop their Packer Portfolio

11th

Students will engage in lessons four times a year where they will navigate the following:

- Develop a personal post-secondary plan
- Navigate financial literacy
- Understand the importance of letters of recommendation and establishing connections
- Explore jobs and develop skills necessary for success
- Understand decision-making and how this plays a role in life
- Continue to develop their Packer Portfolio

12th

Students will engage in lessons four times a year where they will navigate the following:

- Research ways to make a positive impact in their community
- Demonstrate service to the community through various projects
- Explore career options in more depth
- Explore post-secondary educational opportunities through various means: on the job training, community college, and university systems
- Finalize and present their Packer Portfolio.

Packer Profile: Packer Portfolio

The Packer Portfolio is a digital collection of evidence that demonstrates learning over time. Student will develop, collect, and reflect on work they complete throughout their four years of AHS and highlight this through their personal Packer Portfolio. This will allow students to learn more about content, themselves, and how they can improve over time. In addition, students will be able to document growth and areas of interest.

Students must incorporate work in all five of the Packer Core Values within their portfolio. Students will be required to add examples of their work with a description, evidence, and reflection for each of the Packer Core Values.

The Packer Portfolio will:

- Demonstrate high levels of knowledge
- Showcase student work from all four years
- Demonstrate the Packer Core Values integration in student work
- Showcase individual strengths and future goals



**PACKER
PORTFOLIO**

Packer Profile: Portfolio Requirements

Resilient

Students will provide evidence and reflection of their ability to develop perseverance and self-confidence.

Contributor

Students will provide evidence and reflection of their ability to engage as a productive member of the community and global society.

Reflection

Students will provide evidence and reflection of their ability to reflect critically on their learning and experiences over time.

Students will collect artifacts during their four years at Austin High School. These will showcase their learning and growth as a student.

Communication

Students will provide evidence and reflection of their ability to communicate in multiple ways with a variety of audiences through listening actively and sharing learning and experiences.

Learner

Students will provide evidence and reflection of their ability to understand, apply, analyze, evaluate, and demonstrate growth in their studies by challenging them self to think critically.

Creativity

Students will provide evidence and reflection of their ability demonstrate their curiosity and individuality through their learning.

Responsible

Students will provide evidence and reflection of their ability to be accountable to them self and others.

Packer Profile: Seminar Course

The seminar is designed to support students beginning their high school careers.

The seminar will focus on providing support in the following areas:

- Academic
- Social and soft skills (Packer Core Values)
- Organization
- Time management
- Self-advocacy
- Study skills and learning strategies
- Digital literacy
- Creating a four-year plan
- Developing personal aptitudes and learning strengths
- Career exploration
- Packer Portfolio Development

Packer Profile: Seminar Course

Each week students hear from a speaker from our community as a way to learn about different careers.

We do our best to bring in speakers in high demand areas as well as the interest areas of our students.



Packer Profile: Seminar Course

- Four 45-minute lessons
 - Digital Media, Media Balance
 - Privacy and Security
 - Protecting your Online Reputation
 - Chatting and Red Flags
- Six 20-minute lessons
 - Media Habits and the Pressure to Stay Connected
 - Oversharing your Digital Footprint
 - Digital Citizenship: Sexting, Relationships, Risks
 - Friendships and Boundaries
 - Who am I on Social Media
 - Hate Speech Online



FEEDBACK FROM STUDENTS AND STAFF

- Overall, Packer Profile is an amazing class to help you gain what career you're looking into, how to stay organized, and even make a healthy bond with people. The teacher gave me the support I needed
- This class is a good class and all grades should have it.
- I overcame negative comments by peers by keeping a positive mindset.
- I am so thankful for Packer Profile and the team work with teachers to help get more students to passing.
- Packer Profile has been very beneficial for our students. I compared my freshmen failing rate to my juniors and I have much fewer students failing which I link to BARR and Packer Profile.

	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F	P	S+	S	S-	U	I	Grand Total	Failure Rate
19-20	1958	743	620	868	584	471	628	404	340	456	385	958	1239	20	68	26	129		9897	11.0%
Gr.09	555	198	192	247	138	120	167	101	96	113	113	227	340	6	11	11	34		2669	9.8%
Gr.10	477	252	165	264	181	127	168	94	92	129	119	261	316	4	15	2	48		2714	11.4%
Gr.11	422	164	148	201	161	123	169	103	85	108	86	237	302	6	12	7	29		2363	11.3%
Gr.12	504	129	115	156	104	101	124	106	67	106	67	233	281	4	30	6	18		2151	11.7%
20-21	**Pandemic year - AHS was on Quarters - Not Comparable**																			NA
	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA			
21-22	2266	742	614	852	578	454	578	439	354	457	412	1445	1170	28	41	48	161		10639	15.1%
Gr.09	565	191	178	250	181	137	178	113	106	132	116	374	318	6	13	15	65		2938	14.9%
Gr.10	503	187	167	221	165	129	157	134	98	135	129	411	277	2	6	18	42		2781	16.3%
Gr.11	599	194	146	209	123	112	146	109	91	111	113	405	282	12	8	13	26		2699	16.0%
Gr.12	599	170	123	172	109	76	97	83	59	79	54	255	293	8	14	2	28		2221	12.7%
22-23	2433	768	630	923	607	488	662	446	376	463	406	1529	1246	15	81	29	137		11239	14.8%
Gr.09	636	221	191	295	201	173	227	135	130	147	144	477	358	1	20	7	36		3399	15.1%
Gr.10	607	237	168	257	167	135	154	115	87	108	100	332	312	1	12	13	36		2841	13.0%
Gr.11	532	169	129	189	116	99	142	107	90	121	90	396	273	5	12	3	35		2508	17.2%
Gr.12	658	141	142	182	123	81	139	89	69	87	72	324	303	8	37	6	30		2491	14.2%
23-24	2477	831	628	908	601	510	649	453	380	473	439	1696	1263	20	70	17	131		11546	15.8%
Gr.09	687	203	169	239	158	138	157	122	99	126	137	340	331	7	16	4	36		2969	12.7%
Gr.10	630	265	191	266	205	161	195	110	121	137	116	460	340	3	15	8	40		3263	15.3%
Gr.11	524	213	145	243	145	118	171	124	97	119	88	487	292	3	12		30		2811	18.4%
Gr.12	636	150	123	160	93	93	126	97	63	91	98	409	300	7	27	5	25		2503	17.3%
24-25*	2799	911	618	861	605	486	700	490	365	522	421	1116	34	15	80	33	80	86	10222	11.8%
Gr.09	737	252	171	238	173	131	159	143	104	130	111	223		3	34	12	29	7	2657	9.5%
Gr.10	661	198	141	203	162	133	181	137	96	151	130	292		6	12	15	13	44	2575	12.1%
Gr.11	708	277	195	239	173	140	207	113	83	138	100	337	2		12	4	20	23	2771	13.0%
Gr.12	693	184	111	181	97	82	153	97	82	103	80	264	32	6	22	2	18	12	2219	12.8%
Grand Total	11933	3995	3110	4412	2975	2409	3217	2232	1815	2371	2063	6744	4952	98	340	153	638	86	53543	13.8%

Austin High School (200) S1 Semester Grade Summary

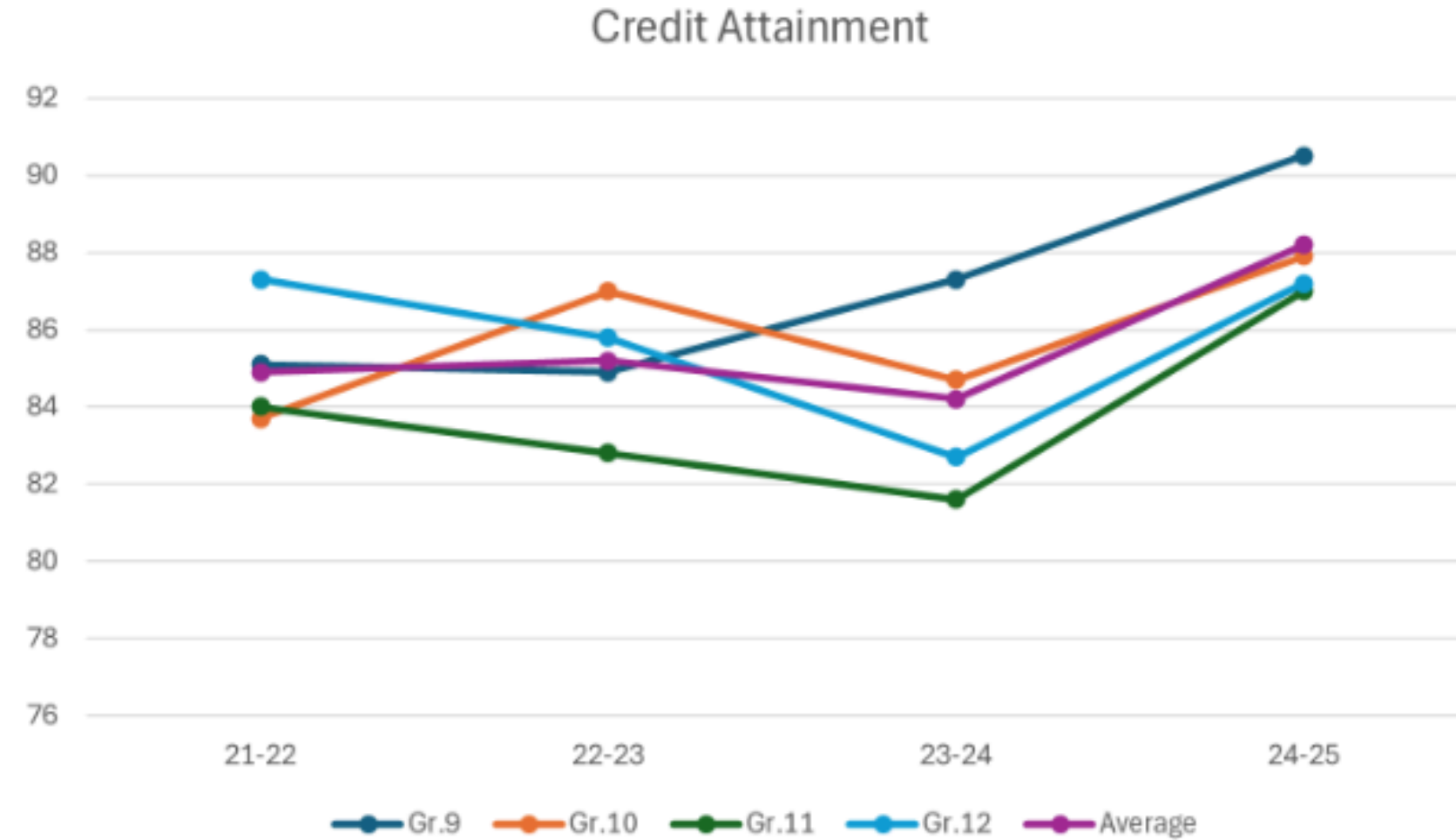
	Credit Attainment
21-22	84.9
Gr. 9	85.1
Gr. 10	83.7
Gr. 11	84.0
Gr. 12	87.3

22-23	85.2
Gr. 9	84.9
Gr. 10	87.0
Gr. 11	82.8
Gr. 12	85.8

23-24	84.2
Gr. 9	87.3
Gr. 10	84.7
Gr. 11	81.6
Gr. 12	82.7

**If I's=F/U's*

24-25	88.2	87.5
Gr. 9	90.5	90.3
Gr. 10	87.9	86.4
Gr. 11	87.0	86.3
Gr. 12	87.2	86.8

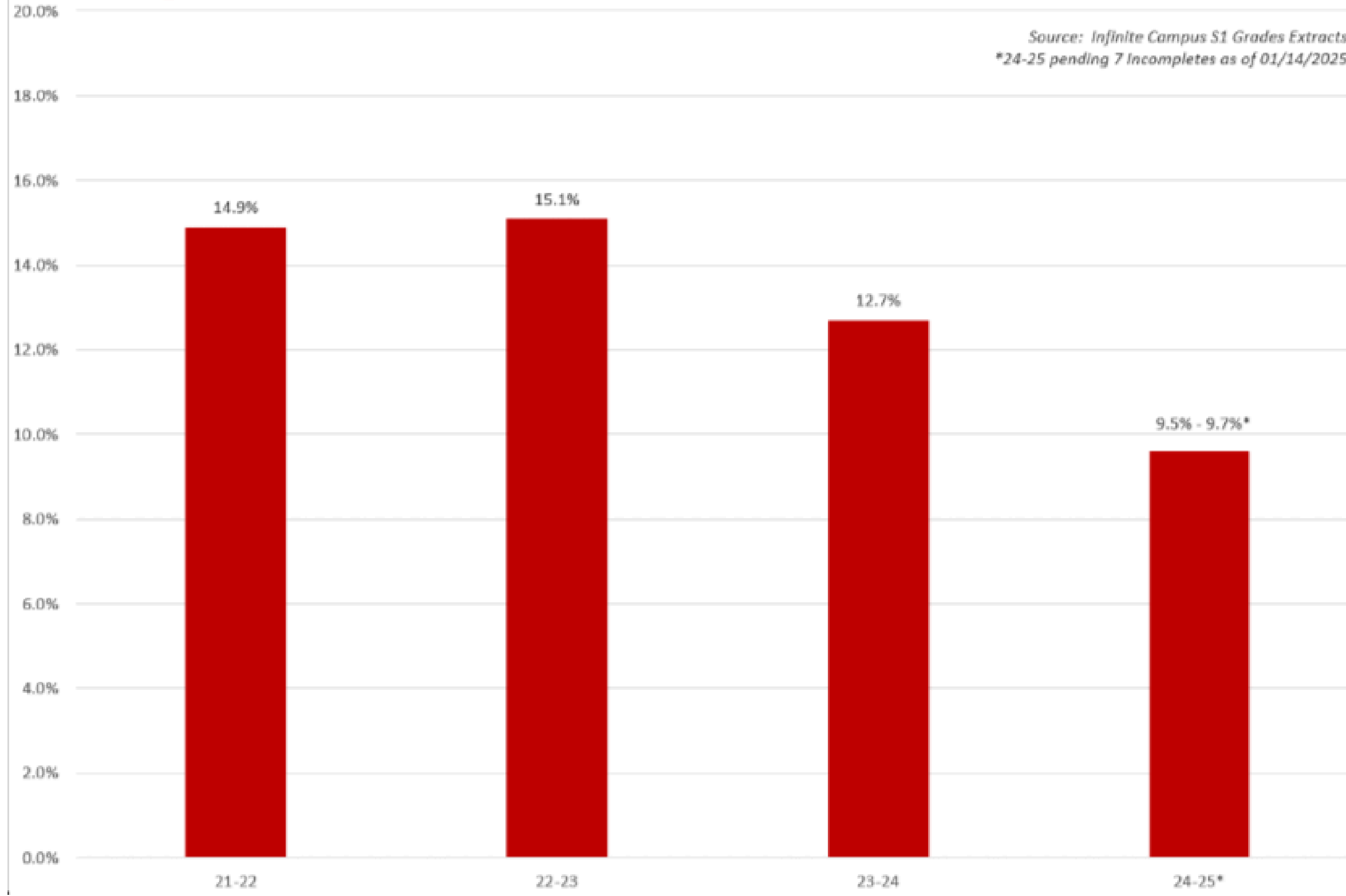


Austin High School
Grade 9 S1 Failure Rate Trend



Austin High School (200)
Grade 09 S1 Failure Rate Trend

Source: Infinite Campus S1 Grades Extracts
*24-25 pending 7 Incompletes as of 01/14/2025

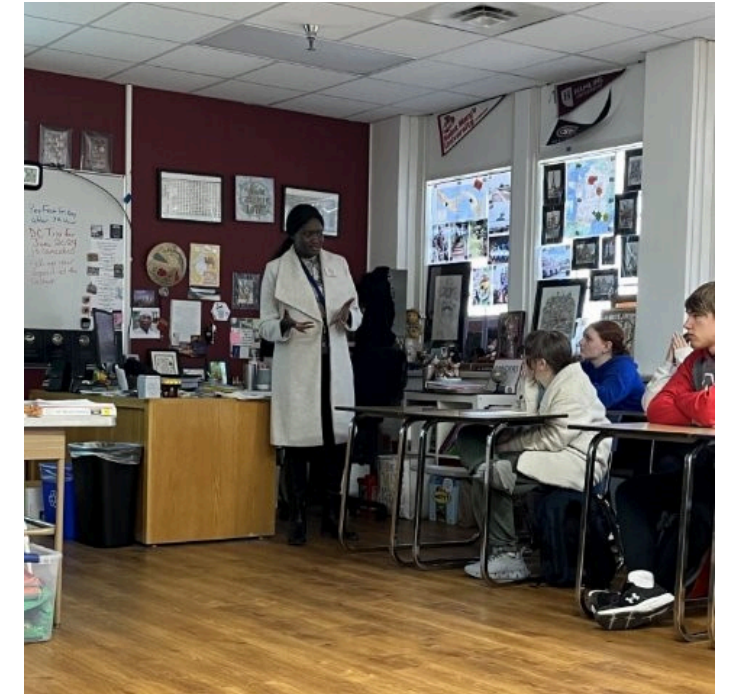


Packer Profile: Meaningful Learning Opportunities

Meaningful Learning Opportunities focus on:

- connecting what students are taught in the classroom to real-world problems and applications
- skill-based learning in a real-world context
- encouraging student to learn through real-world connections
- facilitating and supporting meaningful learning in and out of the classroom

Packer Profile: Meaningful Learning Opportunities



Career Pathways Exploration

The Career Pathways component of the Packer Profile helps students

- discover their **strengths** and **interests**
- explore **career opportunities**
- identify a **career pathway**
- purposefully select courses in their **four year academic plan**
- participate in **college and career learning** activities
- choose the best **training option** for you
- develop **employability skills**
- **identify the steps & build the roadmap** to a successful career after high school



ENGINEERING, MANUFACTURING,
AND TECHNOLOGY



BUSINESS



EDUCATION, HEALTH SCIENCES,
AND HUMAN SERVICES



AGRICULTURE, FOOD, AND
NATURAL RESOURCES



ARTS AND
COMMUNICATION



Career Pathways Exploration

Fall

- College Fair
- Direct Admissions
- Campus Tours: St. Mary's University, Winona State
- Minnesota Works
- Activities Signup
- Rochester STEAM Summit
- Changemaker Day
- Health Care Career Group

Winter

- Discover Healthcare Event
- Campus Tours: U of M Rochester, Riverland Austin/Albert Lea
- Mayo Clinic "Groundhog" Job Shadow
- Scholarship Meeting (virtual)
- Scholarship Writing Workshop
- FAFSA Information Night
- Registration

Spring

- Campus Tour: Minnesota State University Mankato
- March Career Fair
- March Pathway Event
- Awards Night

Ongoing

- Military & College Reps
- Austin Assurance Schol.
- Profile Days
- Future Courses & Partnerships
- CareerQuest Planning

Career Pathways: Four Year Plan

FOUR YEARS AT A GLANCE

FRESHMAN (9TH) REQUIRED COURSES	SOPHOMORES (10TH) REQUIRED COURSES	JUNIORS (11TH) REQUIRED COURSES	SENIORS (12TH) REQUIRED COURSES
LANGUAGE ARTS Language Arts 9 (1)	LANGUAGE ARTS Language Arts 10 (1)	LANGUAGE ARTS Language Arts 11 (1)	LANGUAGE ARTS Language Arts 12 (1)
SCIENCE Integrated Science (1)	SCIENCE Biology (1)	SCIENCE Chemistry (1) or Physics	
MATHEMATICS Intermediate Algebra (1)	MATHEMATICS Geometry (1)	MATHEMATICS Algebra II (1)	
SOCIAL STUDIES World History (1)	SOCIAL STUDIES AP Human Geography (1)	SOCIAL STUDIES US History (1)	SOCIAL STUDIES Intro to US Politics & Govt. (.5) Economics (.5)
Packer Profile (1)		Personal Finance (.5)	

- Begin this plan in Grade 8 as students start choosing high school courses
- In the Packer Profile Seminar Course, all freshmen will complete their four-year plan and add it to their portfolio.
- Review annually



Career Pathways: Experiences



CareerQuest Career Exploration Event

UNLOCKING OPPORTUNITIES
MASTERING THE SCHOLARSHIP PROCESS

Join this session to learn the art of crafting impactful scholarship essay strategies to showcase your achievements, articulate your goals, and lasting impression on scholarship committees.

This hands-on session will also help you create a compelling personal and secure standout letters of recommendation. Gain insights into memorable personal statement and how to approach teachers for recommendations.

Sign Up Here 

Wednesday, December 13, 2023
3:30 PM - 5:00 PM
AHS Conference

UNIVERSITY OF MINNESOTA ROCHESTER
Driven to Discover™

CAMPUS TOUR
JANUARY 9, 2025

Learn about the premiere Health Science education opportunities available with the University of Minnesota Rochester and Mayo Clinic School of Health Science partnership.

DETAILS:

- Learn about their 2 undergrad majors: BS in Health Sciences & BS in Health Professions
- Tour the UMR Campus
- Learn about opportunities in the Health Science Pathway

Questions? Contact Ms. Carlson in the Career Center

Sign up in SchoolLink by Thurs Jan 2nd

Bus Loads: 9:00 (Door 9 - Back of Annex)
Bus Returns: 1:00 (If you eat A or B lunch, you can eat C that day)

DISCOVER HEALTHCARE
A Health Care Exploration Event
at Rochester Community & Technical College's Heintz Center

Jan. 10, 2025
Two sessions: 9:00-10:30, 10:45-12:15

Contact: Jami Schwickerath
507-273-8365
jschwickerath@ssc.coop

MEDICAL PROFESSIONS REPRESENTED INCLUDE:

- Trauma
- Child Life Specialist
- Clinical Neuro Physiology

Hands-on Experiences **Networking** **Career Fair**

What is this about? SSC and RCTC, in partnership with Minnesota HOSA bring you "Discover Healthcare" at the Heintz Center on January 10, 2025. Experience hands-on learning with real-life medical professionals.

Your Future. Your Choice. Start learning about Medical Options Today.

- Schools choose a 2-hour block
- Students participate in four sessions and an optional career fair



DUNWOODY COLLEGE VISITING AHS

A representative from Dunwoody will be here Friday February 9th from 8:30 - 10:30 in the Annin Auditorium. Several CTE classes will be attending. If you would like to hear their presentation and another class at this time, please contact Ms. Carlson in the Career Center.

OUR PROGRAMS: Applied Management, Automotive, Computer Technology, Construction Science & Building Technology, Design & Graphic Technology, Health Science & Technology, and Robotics & Manufacturing Technology.

95% JOB PLACEMENT

www.dunwoody.edu

Questions? See Ms. Carlson in the Career Center

AHS COLLEGE FAIR

This is your chance to speak informally with representatives from a variety of colleges right here in the AHS Commons!

Open to all students 9 - 12

Explore your options and start planning your future. We look forward to seeing you there!

Representatives attending include:
Riverland, MSU Mankato, Winona State, U of M Twin Cities, Luther, RCTC, Gustavus, St. Mary's, NIACC, U of M Rochester, all branches of the military, and more!

Do the Scavenger Hunt and you might win a pizza!

Thursday October 10
1:00 - 3:00

AHS CAREER PATHWAYS Day

WEDNESDAY MARCH 20, 2024
8:30 AM - 10:30 AM
HASTINGS GYM

- Learn about local high demand career opportunities in all five pathways
- Connect with industry partners who are looking for talent
- Find out about various careers and the training options to get there (create your pathway)
- Have an opportunity to ask questions about a "day in the life" of certain careers
- Learn about potential job openings for summer and beyond

PATHWAYS DAY PARTICIPANTS

		Pathway Information: Riverland Food Science: Hormel Foods Ag Mechanics: Kibble Equipment
		Pathway Information: Riverland Realty: Dwell Realty Group Banking: First Farmers & Merchants Investing: Wealth Management (Ameriprise) Accounting: Clifton, Larson, Allen Legal: Hoversten, Johnson, Beckmann & Hovey
		Pathway Information: Riverland Computer Science: Hormel Institute Welding: Akkerman Mfg Aviation: RCTC & Hormel CDL: McFarland, Palmer Bus Company
		Education Pathway Information: Riverland, MSU Mankato, Winona State, Austin Public Schools Health Care: Riverland, Mayo Clinic School of Health Peace Officer & Fire: Riverland & City of Austin Cosmetology/Esthetician: MOD Medspa, Style Lounge Salon
		Pathway Information: Riverland Graphic Design: Games People Play Web Design: Aurora Web Solutions Photography: Converse Candids Communication/Call Handling: CRC

MULTIPLE PATHWAY PARTICIPANTS

Workforce 

For more information, contact Ms. Carlson in the Career Center

Career Pathways Exploration: SchoolLinks



SchoolLinks

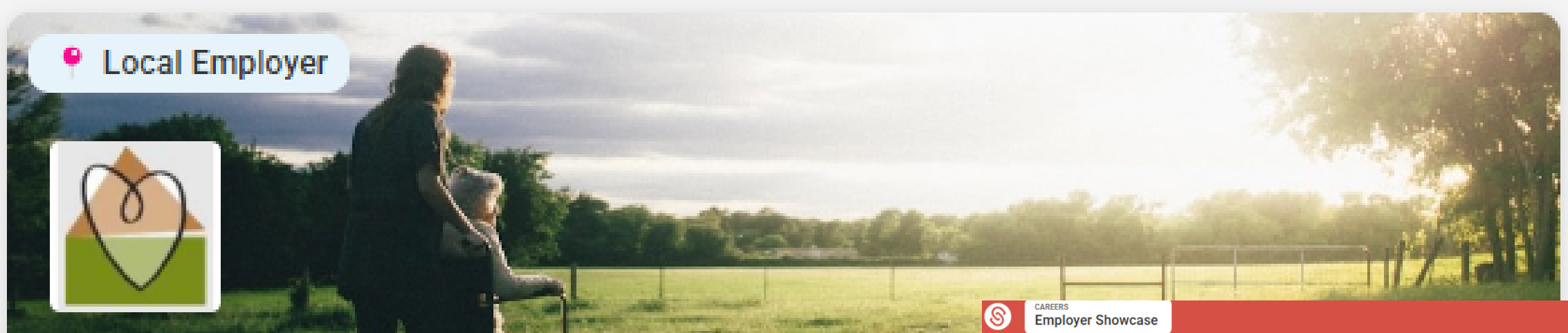
One-Stop Shop to help students:

- **Explore** Colleges and Careers
- **Complete** career interest surveys and learn about themselves
- **Utilize a Personalized Dashboard** for upcoming events (college and career experiences, college & military rep visits, recommended scholarships, career and job fairs.)
- **Learn about** scholarships & financial aid information, manage your college applications, request recommendations, send transcripts
- **Get an account for their Parent/Guardian**
- Have a lifetime **alumni account**
- **Network with the Community:** Employer Showcase

Employer Showcase



SchoolLinks



Local Employer



St. Mark's Living

Health Care and Social Assistance

100-500 employees • Non Profit

The screenshot shows the SchoolLinks interface for the St. Mark's Living employer showcase. At the top, there is a navigation bar with a 'Demo as student' button and user icons. A vertical sidebar on the left contains navigation icons for Students, Check-ins, Analytics, District, Colleges, Careers, Finances, Alumni, Programs, and Admin Tools. The main content area features a large banner image of a person with a cane in a field. Below the banner is the employer's name 'St. Mark's Living' with the tagline 'Love. Honor. Compassion.' The 'About' section lists the sector as 'Health Care and Social Assistance', organization size as '100-500 employees', and organization type as 'Non Profit'. It also shows career clusters: Business, Management, & Administration; Education & Training; Health Science; Human Services; and Science, Technology, Engineering, and Mathematics. The 'Location' section indicates a local employer in Austin, MN. A 'Video Q&A' section at the bottom right has an 'Ask a question' button and shows 'No questions answered yet'.



ENGINEERING, MANUFACTURING, & TECHNOLOGY



The Engineering, Manufacturing, and Computer Science Career Pathway exposes students to careers and experiences that develop tools and or integrate machinery topup in place effective manufacturing processes.

TECHNICAL CAREERS (2-YEAR DEGREE)

- \$49,000 Process Technician
- \$60,000 Maintenance Technician
- \$30,000 Inventory Control
- \$50,000 AutoCAD Technician
- \$48,000 Mechanic
- \$70,000 Commodities Trader
- \$70,000 Electrician
- \$77,000 Plumber
- \$73,000 Computer Network Specialist
- \$70,000 Engineering Tech
- \$65,000 GIS Tech

PROFESSIONAL CAREERS (4-YEAR DEGREE OR +)

- \$70,000 Mechanical Engineer
- \$80,000 Industrial Engineer
- \$86,000 Data Scientist
- \$60,000 Civil Engineer
- \$58,000 Architect
- \$48,000 Surveyor
- \$80,000 Software Developer
- \$104,000 Electrical Engineer
- \$105,000 Computer Systems Analyst
- \$85,000 Information Security Analyst
- \$80,000 Construction Manager

ENTRY LEVEL CAREERS (HS DIPLOMA)

- \$30,000 Production Worker
- \$35,000 Machine Operator
- \$65,000 Tractor Trailer Drivers
- \$55,000 Heavy Equipment Operators
- \$35,000 Quality Control
- \$40,221 Freight/Stock Mover/Laborer
- \$47,000 Construction Laborer
- \$50,000 Roofer
- \$50,000 Office Machine Repair
- \$60,000 Telecommunication Installer
- \$65,000 Wastewater Operator



Basic Building Construction
Intro to Engineering Design
Woodworking Tech
Principles of Engineering
Small Engines

Welding & Fabrication
Intro to Automobiles
RCC Arc Welding
RCC Wire Feed Welding
Mentorship/OJT

Exploring Computer Science
AP Physics
AP Computer Science Principles
Cybersecurity
World Language

RECOMMENDED AUSTIN HIGH SCHOOL COURSES AND EXPERIENCES

MEDIAN WAGES FROM DEED 2023
* RELEVANT CREDENTIALS AND REQUIREMENTS MAY APPLY



AUSTIN PUBLIC SCHOOLS
Information Services



Renaissance
Star Assessments



Renaissance
FastBridge

W24-25 Assessment Review

School Board Study Session

01/27/2025

*Presented by: Corey Haugen
Director of Information Services*

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



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

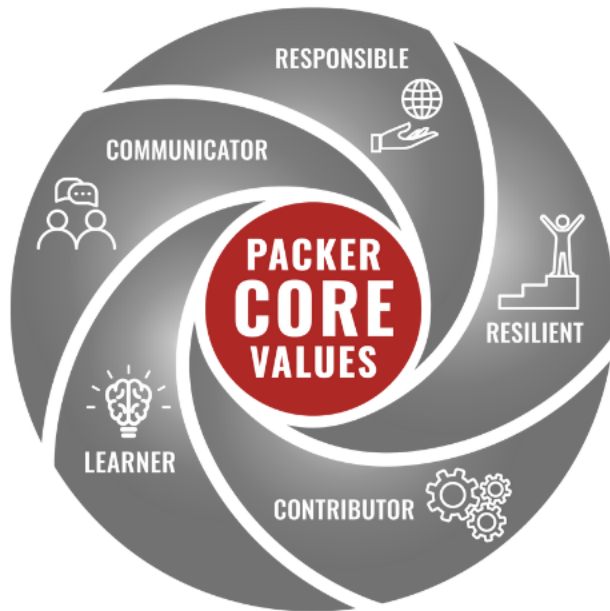
I work in a district that is willing to adapt and change when necessary to best meet the needs of all students

- 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



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



Level 1 Satellite Data

Large grain size.

Illuminate patterns of achievement, equity, and teacher quality and retention.

Point us in a general direction for further investigation.



Level 2 Map Data

Medium grain size.

Help us to identify reading, math, and other student skill gaps (e.g., decoding, fluency, fractions), or instructional skill gaps for teachers.

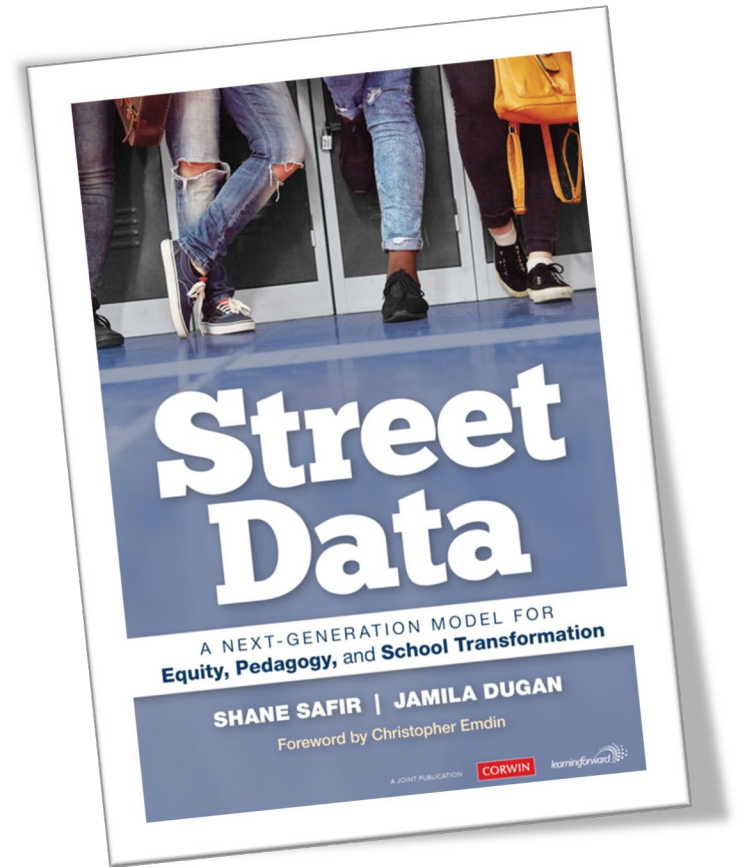
Point us in a slightly more focused direction.



Level 3 Street Data

Fine-grain and ubiquitous.

- Help us to understand student, staff, and parent experience as well specific misconceptions and mindsets.
- Help us to monitor students' internalization of important skills.
- Require focused listening and observation.
- Inform and shape our next moves.





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

◆ - 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.

APS Local Literacy Team Assessment Plan for 2024-2025

Grade Kindergarten

Curriculum Based Measures (CBM's)

- Using FASTBridge CBM's per MN READ Act Requirements
 - CBM's in **Blue** are required for FAST earlyReading Composite
 - Note – students based on need can be Progress Monitored in additional sub-tests.

Fall	Winter	Spring
Concepts of Print Onset Sounds Letter Names <-MN Letter Sounds <-MN Word Segmenting <-MN	Onset Sounds Letter Sounds Word Segmenting Nonsense Words <-MN	Letter Sounds <-MN Word Segmenting <-MN Nonsense Words <-MN Sight Words (50) Letter Names <-MN

Computer Adaptive Tests (CAT)

- No Early Lit / No CAT

Grade One

Curriculum Based Measures (CBM's)

- Using FASTBridge CBM's per MN READ Act Requirements
 - CBM's in **Blue** are required for FAST earlyReading Composite
 - Note – students based on need can be Progress Monitored in additional sub-tests.

Fall	Winter	Spring
Word Segmenting <-MN Nonsense Words <-MN Sight Words (150) Sentence Reading	Word Segmenting Nonsense Words Sight Words (150) CBMreading (ORF) <-MN	Word Segmenting <-MN Nonsense Words <-MN Sight Words (150) CBMreading (ORF) <-MN

Computer Adaptive Tests (CAT)

- No Early Lit or STAR Reading
- STAR Math

v.2024.10.15

Grade Two

Curriculum Based Measures (CBM's)

- Using FASTBridge CBM's per MN READ Act Requirements
 - Note – students based on need can be Progress Monitored in additional sub-tests.

Fall	Winter	Spring
CBMreading <-MN Nonsense Words	CBMreading <-MN Nonsense Words	CBMreading <-MN Nonsense Words

Computer Adaptive Tests (CAT)

- STAR Reading (STAR EarlyLit for "Probable Non-Reader")
- STAR Math

Grade Three

Curriculum Based Measures (CBM's)

- Using FASTBridge CBM's per MN READ Act Requirements
 - Note – students based on need can be Progress Monitored in additional sub-tests.

Fall	Winter	Spring
CBMreading <-MN Nonsense Words (Optional Fall 2024)	CBMreading <-MN Nonsense Words	CBMreading <-MN Nonsense Words

Computer Adaptive Tests (CAT)

- STAR Reading (STAR EarlyLit for "Probable Non-Reader")
- STAR Math

Grade Four

Curriculum Based Measures (CBM's)

- Using STAR CBM's
- **SUBJECT TO CHANGE WHEN MN PRESENTS 04-12 INFORMATION**
 - Note – students based on need can be Progress Monitored in additional sub-tests.

Fall	Winter	Spring
CBMreading <-MN	CBMreading <-MN	CBMreading <-MN

Computer Adaptive Tests (CAT)

- STAR Reading (STAR EarlyLit for "Probable Non-Reader")
- STAR Math

v.2024.10.15

Benchmarking Windows 24-25

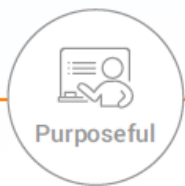
Screening Period Name	Start Date	Duration (in weeks)
Fall – Traditional	09/03/24 – 09/20/24	3
Winter – Traditional	12/02/24 – 12/20/24	3
Spring - Traditional	04/28/25 – 05/16/25	3

SEPTEMBER 2024						
S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

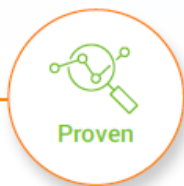
DECEMBER 2024						
S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

MAY 2025						
S	M	T	W	Th	F	S
	28	29	30	1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

S1 End Date: 01/10/2025



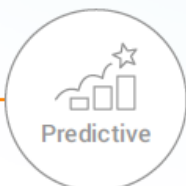
Purposeful



Proven



Powerful



Predictive



Accurate, trustworthy data based on research so you can confidently make decisions



85

STATE APPROVALS

The only assessments so widely trusted



MORE THAN

1/3

of schools nationwide rely on Star



2.8

BILLION

Data points guide the development of Star



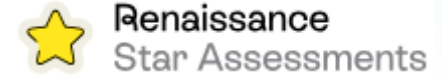
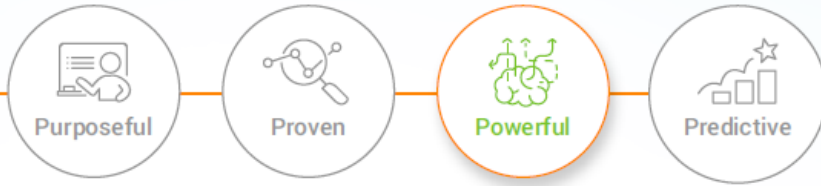
100+

Studies show Star strongly correlates with other achievement tests



1,000,000

Star Assessments were administered remotely in Spring 2020



Cutting-edge learning science delivers maximum impact in minimal time

Target instruction with Focus Skills tied to your state learning standards—click the image below to explore the Focus Skills for your state.



Computer-adaptive technology and research-based learning progressions connect assessment and instruction in less than 20 minutes of testing time.

More power with Star CBM

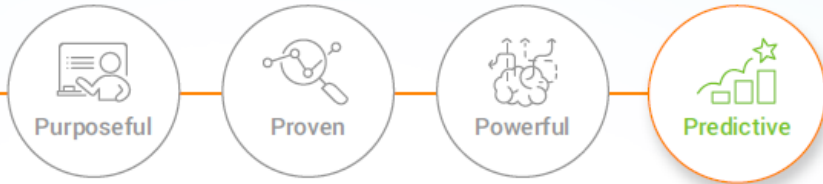
New Star Curriculum-based Measures (CBM) directly assess the building blocks of reading and math for an in-depth understanding of student development.

Star Reading CBM grades K–6
Star Math CBM grades K–3

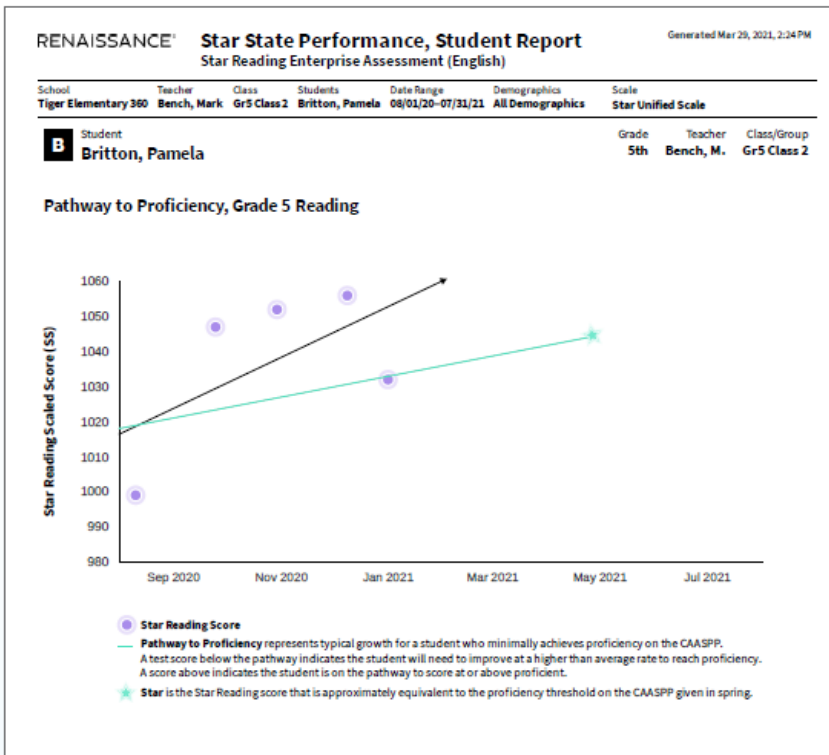
Math Grid:

1	3	3	6	1	8	4	0
•0	•6	•2	•2	•5	•2	•3	•2
3	3	0	0	1	0	5	2
•0	•1	•0	•0	•1	•1	•5	•2
0	1	2	3	10	6	0	2
•0	•1	•0	•4	•0	•3	•10	•1
5	7	5	1	6	4	7	5
•0	•0	•1	•4	•0	•4	•1	•2

Reading Passage: THE VISITOR
Tap, tap, tap. I was reading a book. But I kept hearing a noise at the window. Tap, tap. I began reading again. Clunk, scrape, tap. I looked out of the window. It was dark outside. I couldn't see anything. I looked back at my book. It was hard to find my place. I found it and began to read. I heard the noise again. This time I was not going to stop reading. I didn't want to lose my place again. Clunk, scrape, scrape. That was it. I had to look again. I was mad. I knew I had lost my place. I just had to find



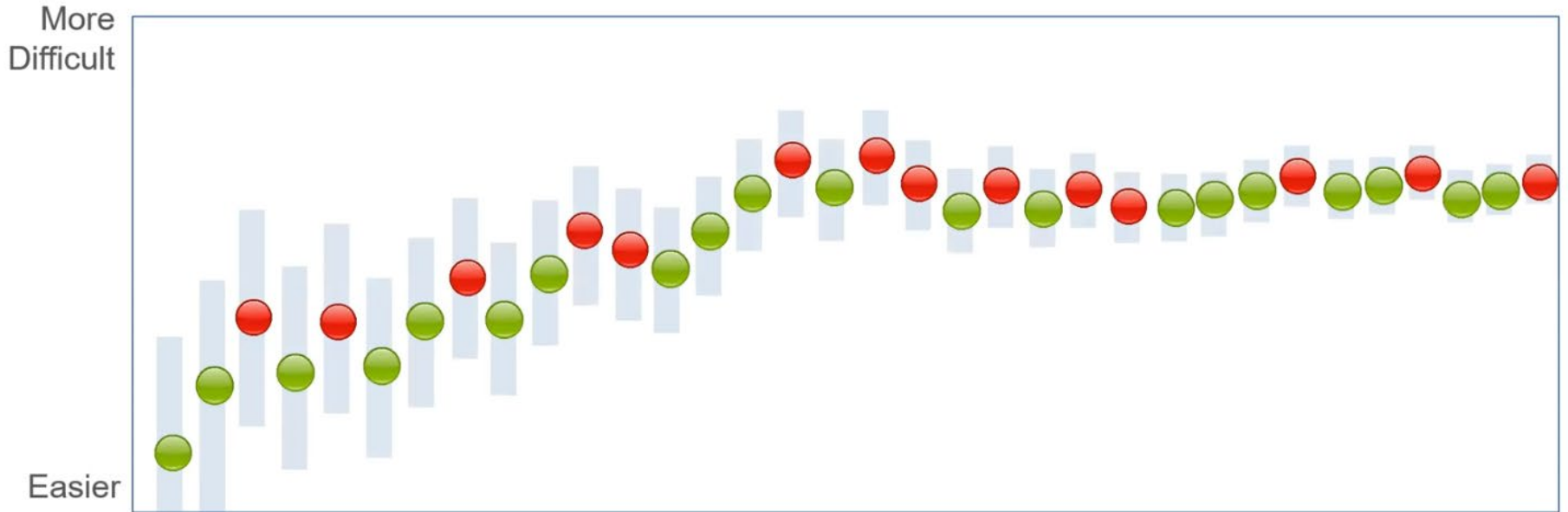
Knowing how students are likely to perform gives you time to pivot instruction



Track students' performance toward state benchmarks and college entrance exam success. **Statistically linked to each state's summative test, the ACT, and the SAT**, Star Assessments are highly accurate predictors of student performance.

Benchmark linking between Star Assessments and college entrance exams makes it easy for students, parents, and teachers to see how their students stack up, as early as sixth grade.

How computer-adaptive testing works



- Correct Response
- Incorrect Response
- Standard Error of Measurement

Star Adaptive Assessments

RENAISSANCE
Star Reading[®]

12/34 Kenneth Dukes Stop Test

Leslie curled up in a chair on the porch. She closed her eyes and tuned into her surroundings. She smiled at the familiar sounds of her neighbor rustling his newspaper and the floorboards creaking beneath his rocker. She laughed as the neighborhood boys raced by on their bicycles. The rat-a-tat of the car's gears to the spokes of their wheels added a beat to the music of the street.

How does the author's use of sensory detail affect the story?

- 1 The sounds help the reader imagine the neighborhood.
- 2 The music is too loud and bothers Leslie.
- 3 The creaking noises give it a mysterious mood.

RENAISSANCE
Star Math[®]

3 Stop Test

$2 + 3 = \underline{\quad}$

- A 2
- B 3
- C 4
- D not given


RENAISSANCE
Star Early Literacy[®]

k

h

k

t

 Pick the letter that makes the sound k...k.

Star Reading (CAT)

RENAISSANCE
Star Reading[®]

- Items test skills in five key reading domains
- 34 items
- Designed for students in grades 1 through 12
- Can be given to kindergarten students who have basic reading skills

Star Reading (CAT)

Foundational, Reading, and Language Skills Assessed

Foundational Skills

- Phonics and Word Recognition
- Inflectional Endings/Affixes
- Fluency
- Purpose of Reading/Reading with Comprehension

Reading: Literature

- Key Ideas and Details
- Character
- Setting
- Plot
- Theme
- Summary
- Inference and Evidence
- Craft and Structure
- Point of View
- Structure of Literary Text
- Word Meaning
- Connotation
- Author's Word Choice and Figurative Language
- Integration of Knowledge and Ideas
- Modes of Representation
- Analysis and Comparison
- Range of Reading and Level of Text Complexity

Reading: Informational Text

- Key Ideas and Details
- Prediction
- Main Idea and Details
- Inference and Evidence
- Sequence
- Compare and Contrast
- Cause and Effect
- Connections and Relationships
- Summary
- Craft and Structure
- Text Features
- Author's Purpose and Perspective
- Word Meaning
- Organization
- Author's Word Choice and Figurative Language
- Connotation
- Integration of Knowledge and Ideas
- Modes of Representation
- Argumentation
- Analysis and Comparison
- Range of Reading and Level of Text Complexity

Language

- Vocabulary Acquisition and Use
- Word Relationships
- Structural Analysis
- Context Clues
- Real-Life Word Connections and Applications
- Vocabulary in Context
- Antonyms
- Multiple-Meaning Words
- Synonyms
- Word Reference Materials
- Figures of Speech

Star Math (CAT)

RENAISSANCE **Star Math**[®]

- Items test skills in four broad math domains
- 34 items
- Designed for students in grades 1 through 12
- Can be given to kindergarten students who have basic reading and math skills

Star Math (CAT)

Grades K–8 Skills Assessed

Counting and Cardinality

- Counting, Comparing, and Ordering

Operations and Algebraic Thinking

- Addition and Subtraction
- Multiplication and Division

Geometry

- Two- and Three-Dimensional Shapes and Attributes
- Congruence and Similarity
- Coordinate Geometry
- Perimeter, Circumference, and Area
- Surface Area and Volume
- Angles, Segments, and Lines
- Transformations
- Right Triangles and Trigonometry

Functions

- Relations and Functions

Expressions and Equations

- Numerical Expressions
- Variable Expressions
- Powers, Roots, and Radicals
- Linear, Quadratic, and Nonlinear Equations and Inequalities

Ratios and Proportional Relationships

- Percents, Ratios, and Proportions

The Number System

- Fractions
- Decimals
- Integers

Measurement and Data

- Measurement
- Time
- Money
- Data Representation and Analysis

Statistics and Probability

- Combinatorics and Probabilities

Grades 9–12 Skills Assessed

Interpreting Functions

- Relations and Functions

Interpreting Categorical and Quantitative Data

- Data Representations and Analysis

The Real Number System

- Powers, Roots, and Radicals
- Fraction Concepts and Operations

Similarity, Right Triangles, and Trigonometry

- Congruence and Similarity
- Right Triangles and Trigonometry

Congruence

- Angles, Segments, and Lines
- Polygons and Circles
- Congruence and Similarity
- Geometry: Two-Dimensional Shapes and Attributes

Conditional Probability and the Rules of Probability

- Combinatorics and Probability

Arithmetic with Polynomials and Rational Expressions

- Algebra of Polynomials

The Complex Number System

- Complex Numbers

Geometric Measure and Dimension

- Perimeter, Circumference, and Area
- Surface Area and Volume
- Three-Dimensional Shapes and Attributes

Reasoning with Equations and Inequalities

- Linear, Quadratic, and Nonlinear Equations and Inequalities
- Systems of Equations and Inequalities

FastBridge components



FASTtrack
Screening for
reading and
math



Actionable
reporting



Resources for
instruction and
intervention






Progress
monitoring
assessments
for reading and
math



In-platform
learning and
support

earlyReading Composites



Grade	 Fall	 Winter	 Spring
PK	Concepts of Print Onset Sounds Letter Names	Concepts of Print Onset Sounds Letter Names	Onset Sounds Letter Names Letter Sounds
K	Concepts of Print Onset Sounds Letter Names Letter Sounds	Onset Sounds Letter Sounds Word Segmenting Nonsense Words	Letter Sounds Word Segmenting Nonsense Words Sight Words-50
1	Word Segmenting Nonsense Words Sight Words-150 Sentence Reading	Word Segmenting Nonsense Words Sight Words-150 CBMreading	Word Segmenting Nonsense Words Sight Words-150 CBMreading

Screening to Intervention Report (s2i)

Includes and informs:

- FASTtrack screening information
- Skill gap analysis
- Whole group instruction
- Small group and student intervention
- Progress monitoring



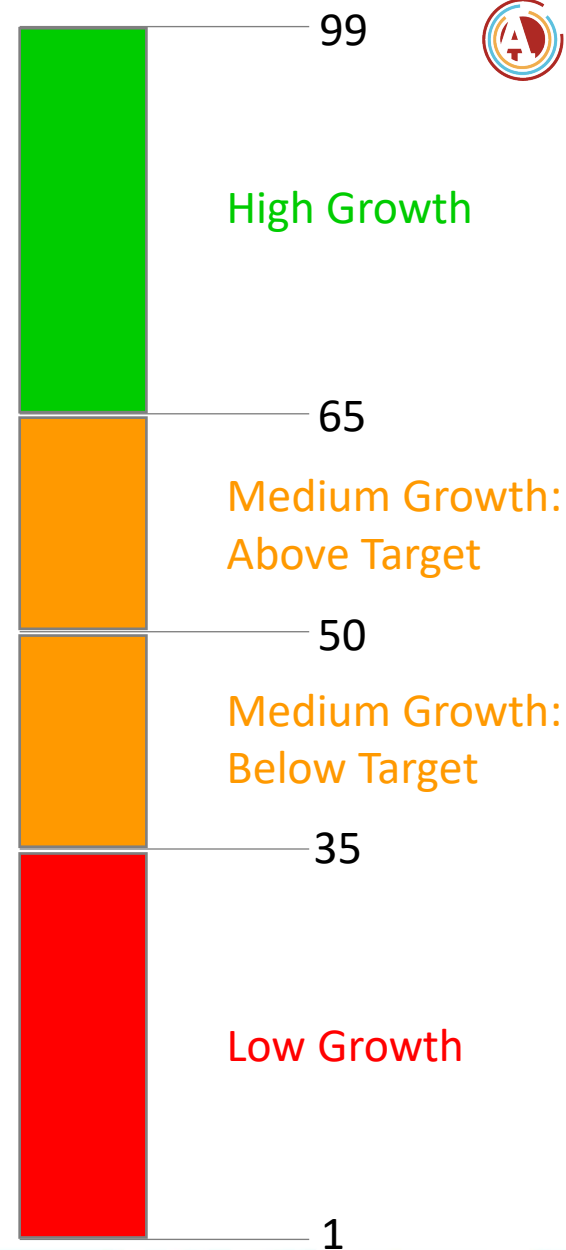


APS Local SGP Bands:

66-99 – High Growth

35-65 – Medium Growth

1-34 – Low Growth



Student Growth Percentiles (SGP Score)

SGPs are a norm-referenced quantification of individual student growth derived using quantile regression techniques (Betebenner, 2011). The SGP score compares a student's growth from one period to another with that of his or her academic peers nationwide—defined as students in the same grade with a similar scaled score history. SGPs range from 1–99 and interpretation is similar to percentile rank (PR) scores: lower numbers indicate lower relative growth and higher numbers indicate higher relative growth. For example, an SGP of 75 means the student's growth exceeds the growth of 75 percent of students with a similar score history.

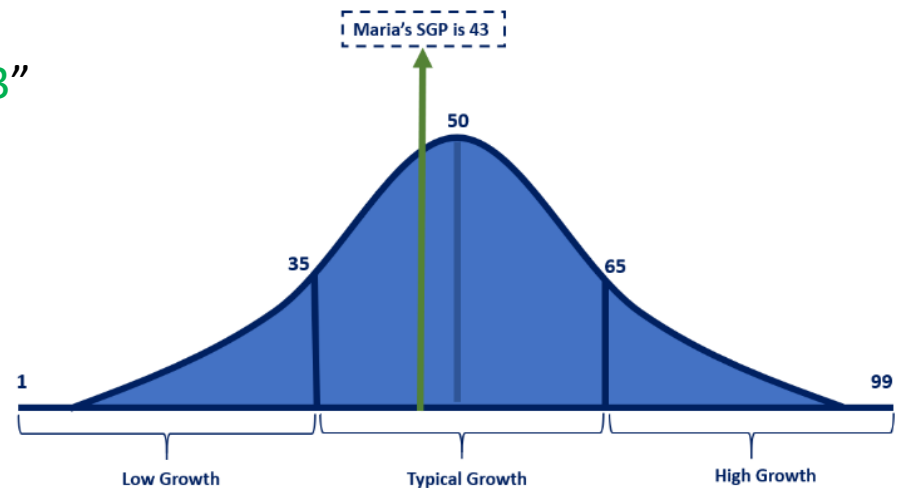
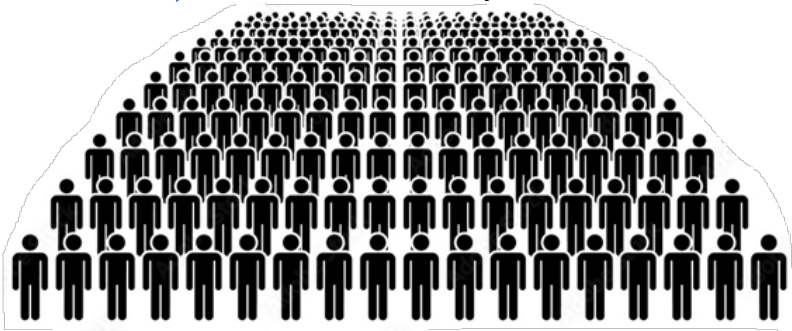


Maria
 Gr.03
 Sp. Ed. Services
 Fall Score: "943"

Winter Score: "952"



Peer Group





★ Renaissance
Star Assessments

★ Renaissance
Star Assessments

➤ Renaissance
FastBridge

**Gr.KG W22-23 STAR
Early Literacy Risk Level**

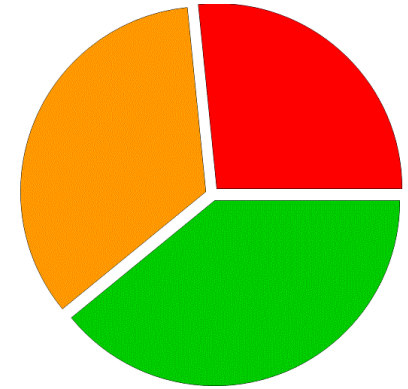
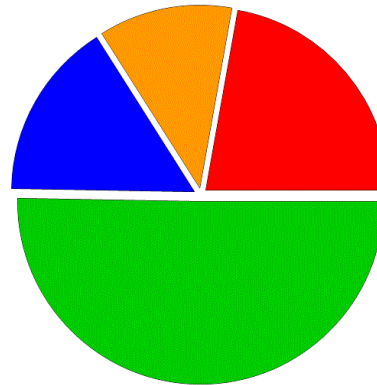
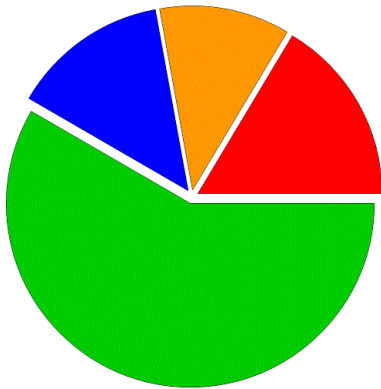
**Gr.KG W23-24 STAR
Early Literacy Risk Level**

**Gr.KG W24-25 FAST
Early Reading Risk Level**

Selection		
At/Above Benchmark	199	58.4%
On Watch	47	13.8%
Intervention	39	11.4%
Urgent Intervention	56	16.4%
Total	341	100.0%

Selection		
At/Above Benchmark	179	50.3%
On Watch	56	15.7%
Intervention	42	11.8%
Urgent Intervention	79	22.2%
Total	356	100.0%

Selection		
Low Risk	147	39.1%
Some Risk	129	34.3%
High Risk	100	26.6%
Total	376	100.0%



$\Delta = -8.1\%$

$\Delta = -11.2\%$

Source: Viewpoint Data Warehouse 2024.12.23



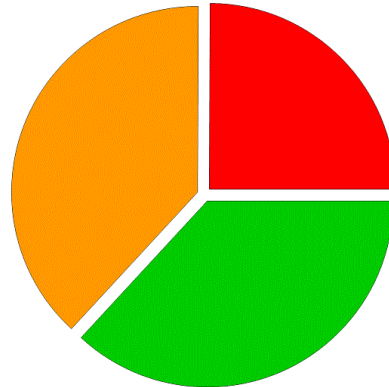
**Gr.KG W24-25 FAST
Onset Sounds**

Selection		
Low Risk	158	41.9%
Some Risk	114	30.2%
High Risk	105	27.9%
Total	377	100.0%



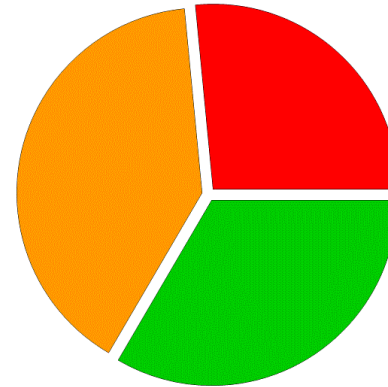
**Gr.KG W24-25 FAST
Letter Sounds**

Selection		
Low Risk	139	36.9%
Some Risk	144	38.2%
High Risk	94	24.9%
Total	377	100.0%



**Gr.KG W24-25 FAST
Word Segmenting**

Selection		
Low Risk	126	33.4%
Some Risk	151	40.1%
High Risk	100	26.5%
Total	377	100.0%

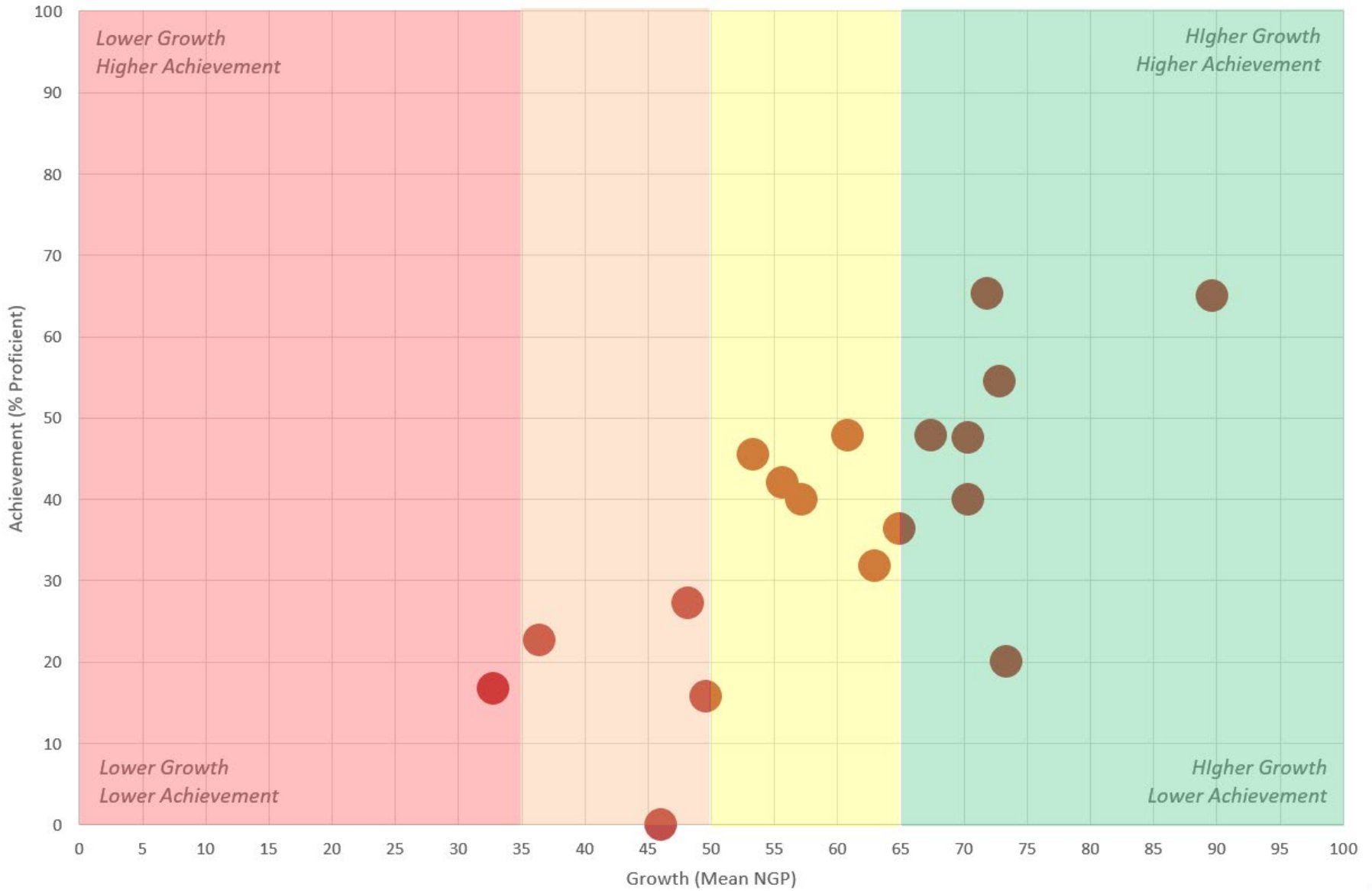


**Gr.KG W24-25 FAST
Nonsense Words**

Selection		
Low Risk	200	53.2%
Some Risk	105	27.9%
High Risk	71	18.9%
Total	376	100.0%



Source: Viewpoint Data Warehouse 2024.12.23





★ Renaissance
Star Assessments

Gr.01 W22-23 STAR
Early Literacy Risk Level

Selection		
At/Above Benchmark	135	39.8%
On Watch	43	12.7%
Intervention	97	28.6%
Urgent Intervention	64	18.9%
Total	339	100.0%

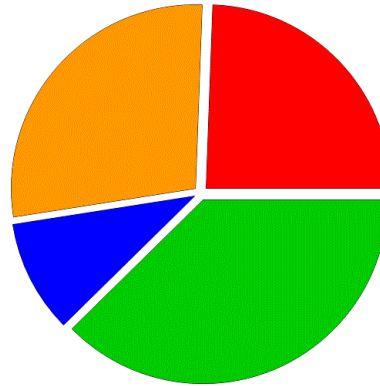


$\Delta = -2.2\%$

★ Renaissance
Star Assessments

Gr.01 W23-24 STAR
Early Literacy Risk Level

Selection		
At/Above Benchmark	114	37.6%
On Watch	30	9.9%
Intervention	85	28.1%
Urgent Intervention	74	24.4%
Total	303	100.0%

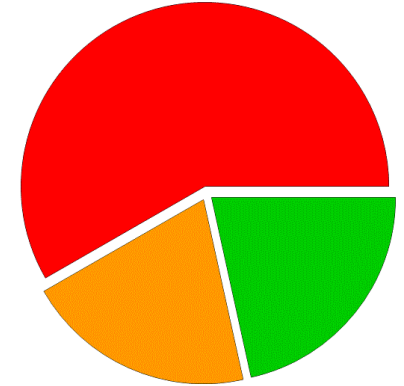


$\Delta = -16.5\%$

➤ Renaissance
FastBridge

Gr.01 W24-25 FAST
Early Reading Risk Level

Selection		
Low Risk	78	21.5%
Some Risk	73	20.2%
High Risk	211	58.3%
Total	362	100.0%



Source: Viewpoint Data Warehouse 2024.12.23



Gr.01 W24-25 FAST Word Segmenting

Gr.01 W24-25 FAST Nonsense Words

Gr.01 W24-25 FAST Sight Words (150)

Gr.01 W24-25 FAST CBMreading (ORF)

Selection

Low Risk	167	46.1%
Some Risk	108	29.8%
High Risk	87	24.0%
Total	362	100.0%

Selection

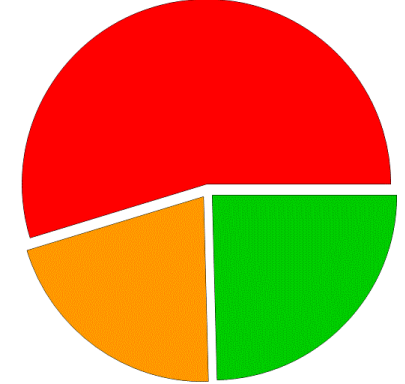
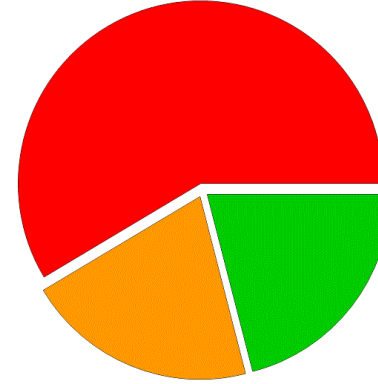
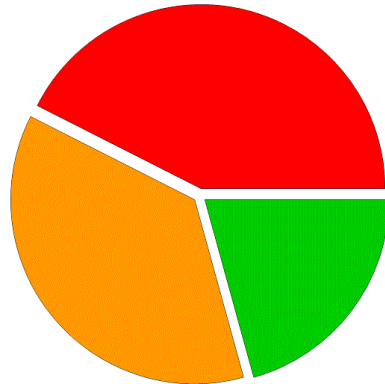
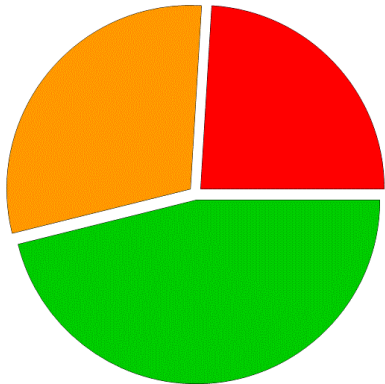
Low Risk	75	20.7%
Some Risk	133	36.7%
High Risk	154	42.5%
Total	362	100.0%

Selection

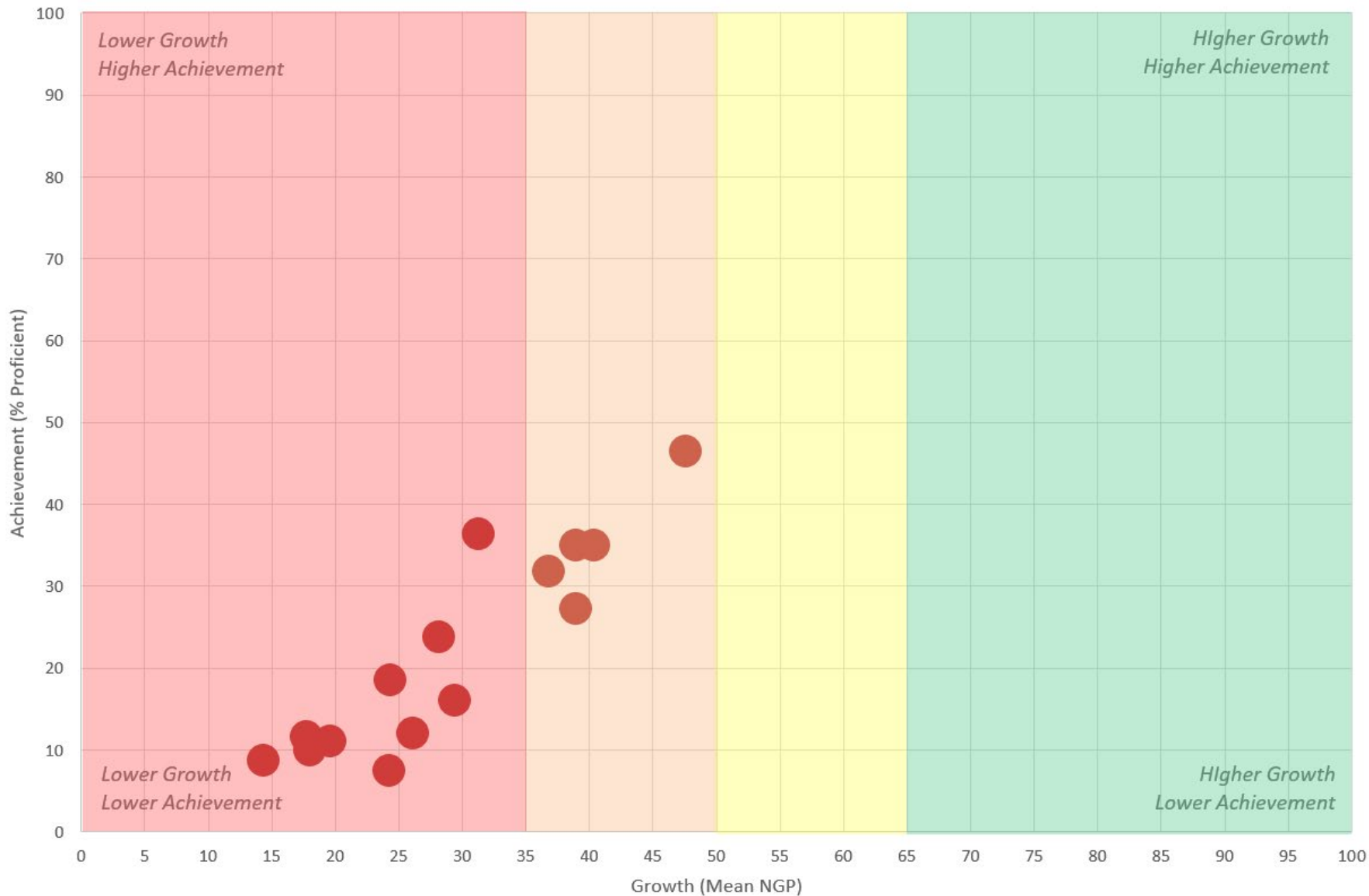
Low Risk	76	21.0%
Some Risk	74	20.4%
High Risk	212	58.6%
Total	362	100.0%

Selection

Low Risk	89	24.6%
Some Risk	75	20.7%
High Risk	198	54.7%
Total	362	100.0%



Source: Viewpoint Data Warehouse 2024.12.23

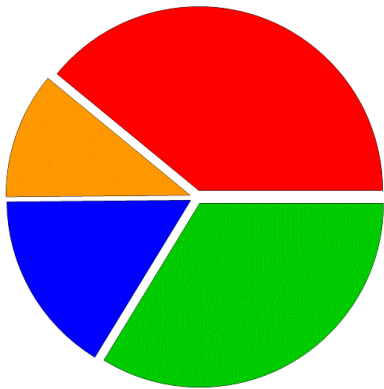




★ Renaissance
Star Assessments

Gr.02-08 W22-23 STAR
Reading Risk Level

Selection		
At/Above Benchmark	843	33.7%
On Watch	403	16.1%
Intervention	277	11.1%
Urgent Intervention	976	39.1%
Total	2,499	100.0%

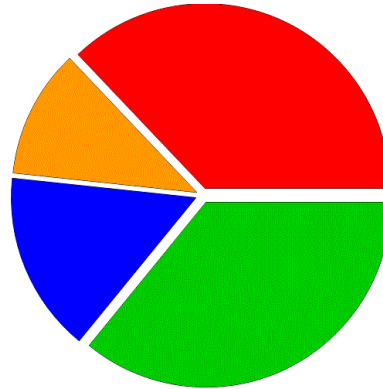


$\Delta = +2.2\%$

★ Renaissance
Star Assessments

Gr.02-08 W23-24 STAR
Reading Risk Level

Selection		
At/Above Benchmark	908	35.9%
On Watch	399	15.8%
Intervention	284	11.2%
Urgent Intervention	938	37.1%
Total	2,529	100.0%

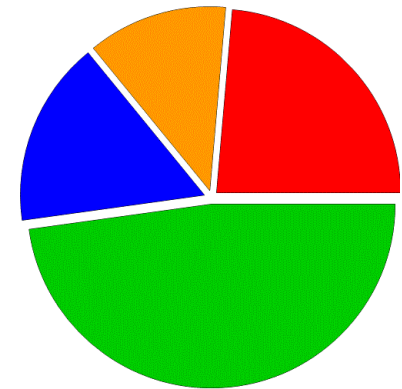


$\Delta = +11.9\%$

★ Renaissance
Star Assessments


Gr.02-08 W24-25 STAR
Reading Risk Level

Selection		
At/Above Benchmark	1,192	47.8%
On Watch	406	16.3%
Intervention	306	12.3%
Urgent Intervention	589	23.6%
Total	2,493	100.0%

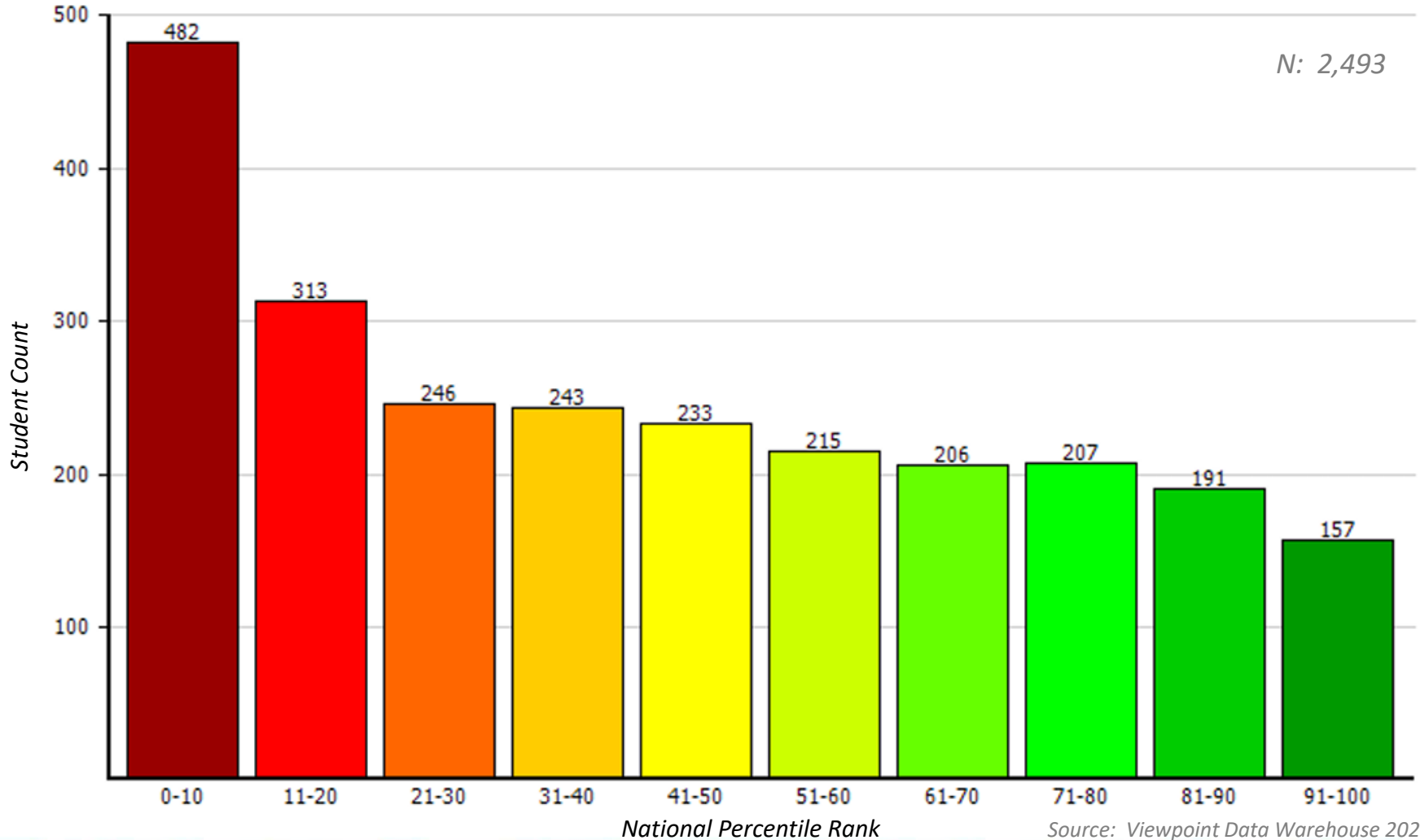


Source: Viewpoint Data Warehouse 2024.12.23

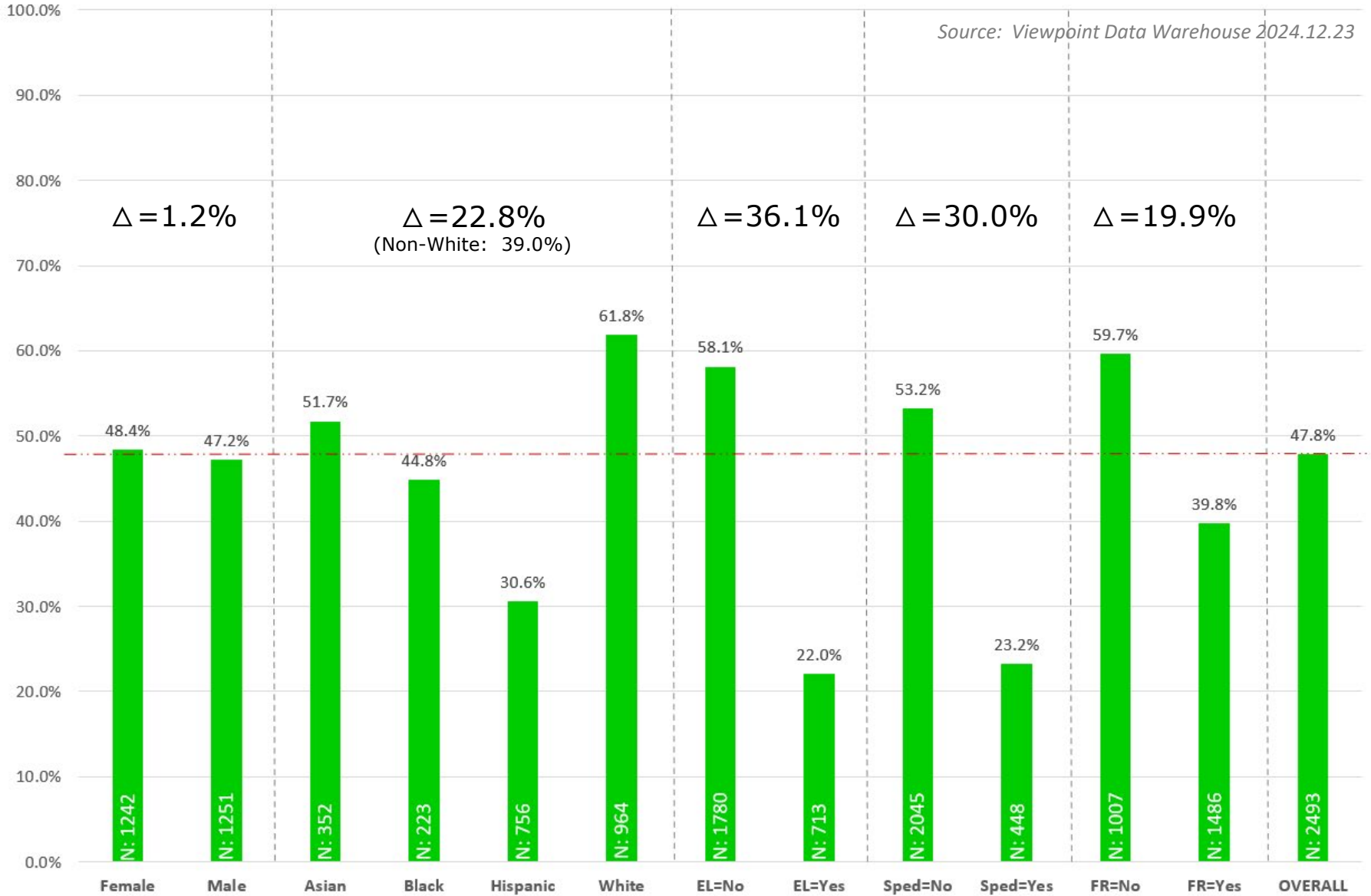


 Renaissance
Star Assessments

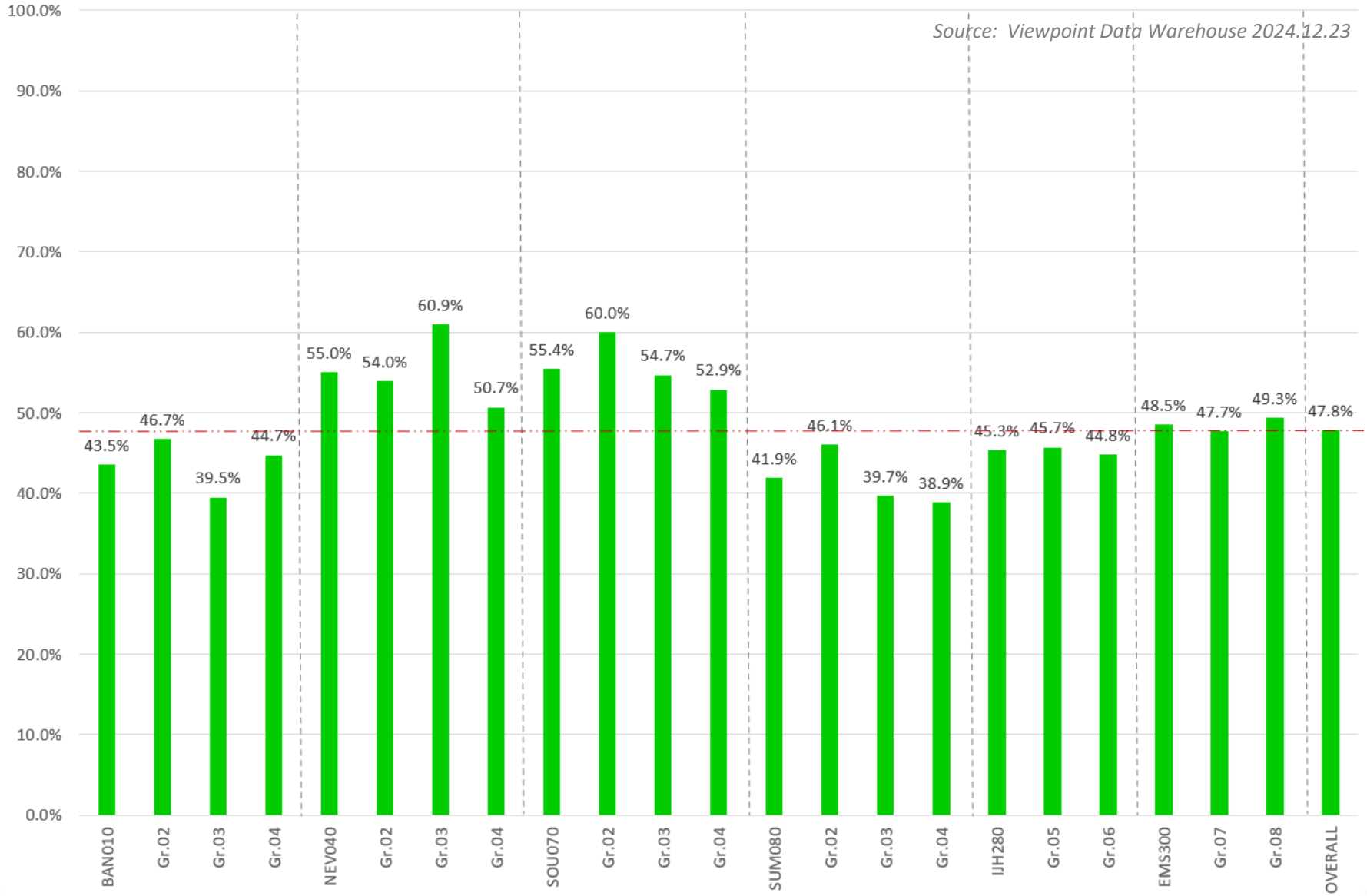
Gr. 02-08 Fall 24 STAR Reading Student Count by NPR



Source: Viewpoint Data Warehouse 2024.12.23



Source: Viewpoint Data Warehouse 2024.12.23



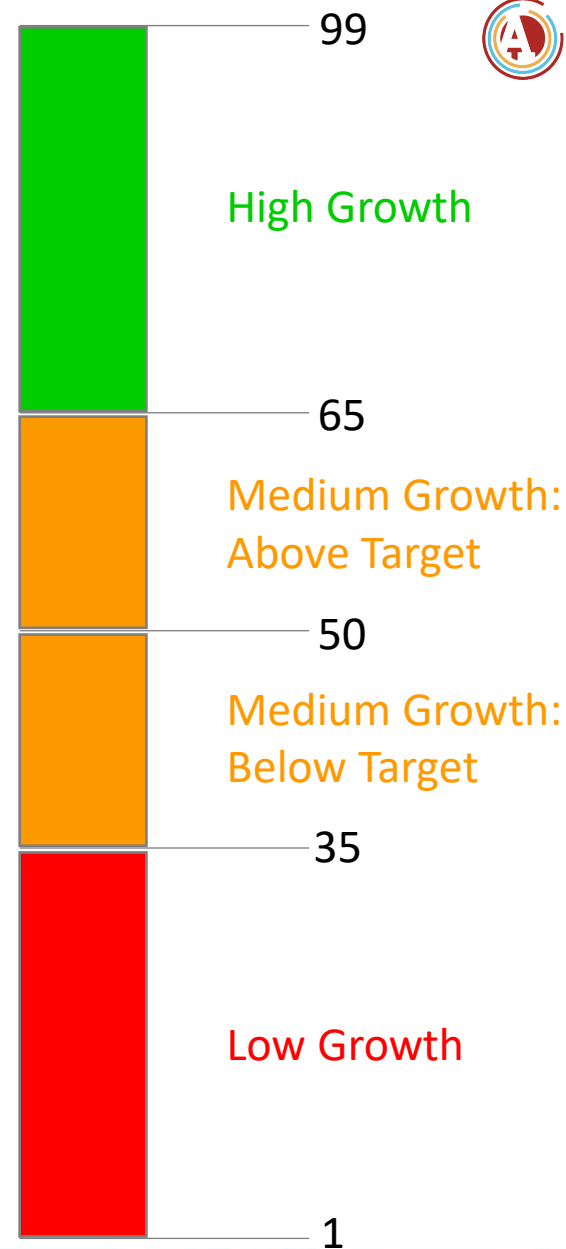


APS Local SGP Bands:

66-99 – High Growth

35-65 – Medium Growth

1-34 – Low Growth





Test Performance

Austin Public Schools, 2024 - 2025
Status: All Students
Attribute: Grade-02,03,04,05,06,07,08

Test: STAR
Type: Subject
Scale: Local SGP Fall-Winter

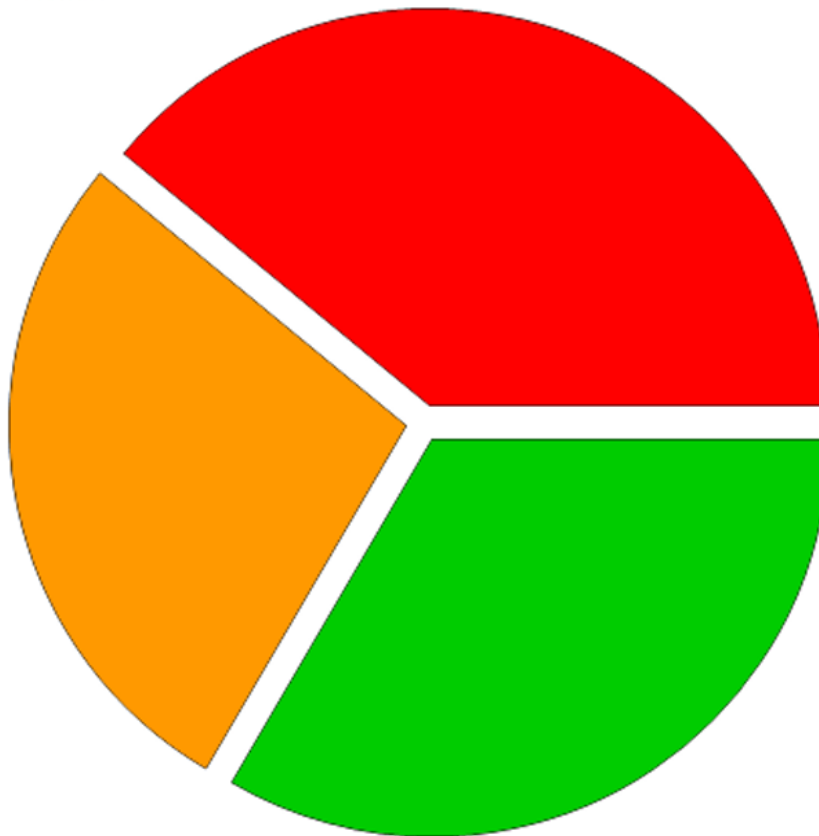
Season: Winter 2024/2025
Category: Reading
Test Status: Tested



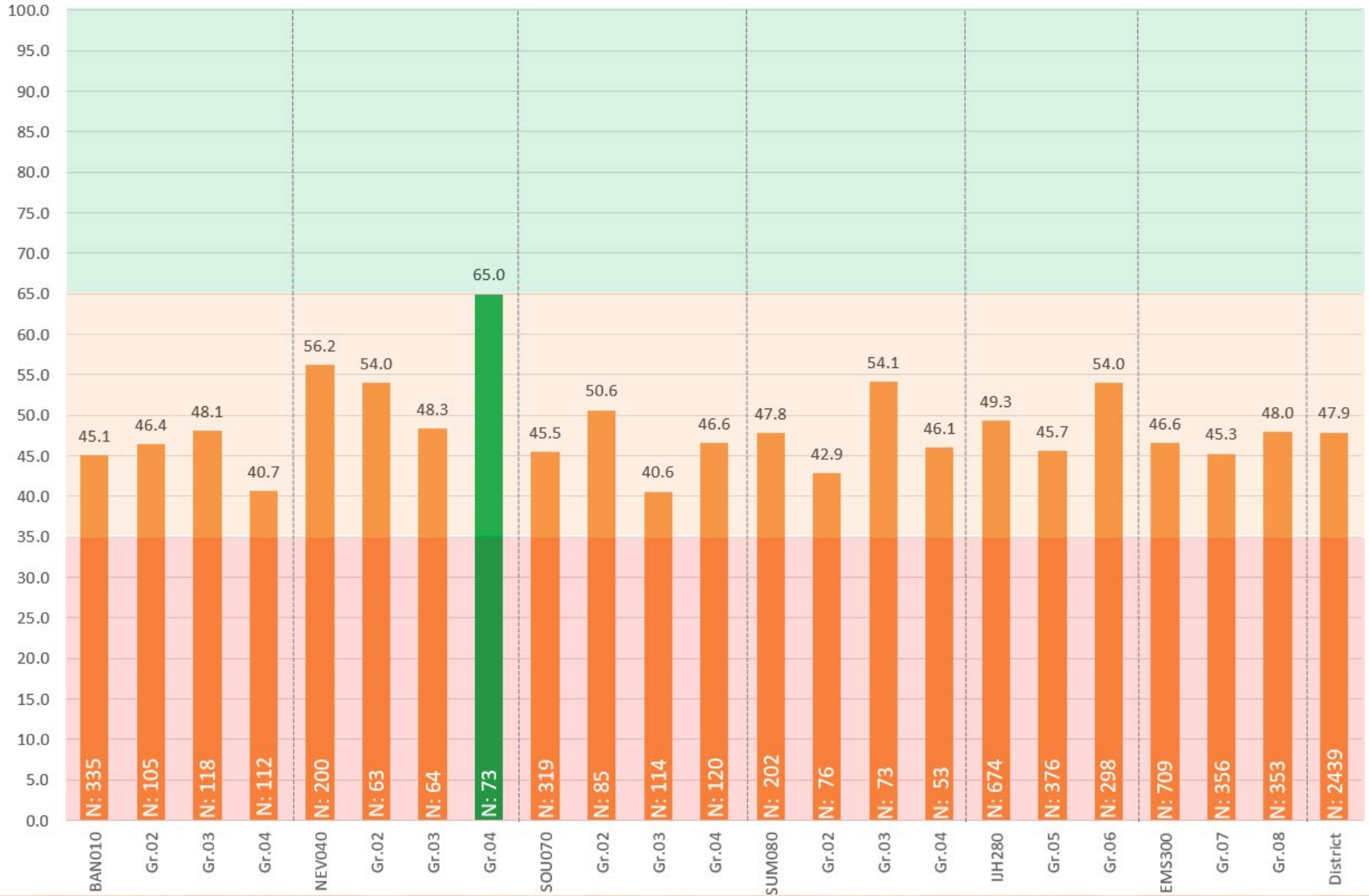
Selection

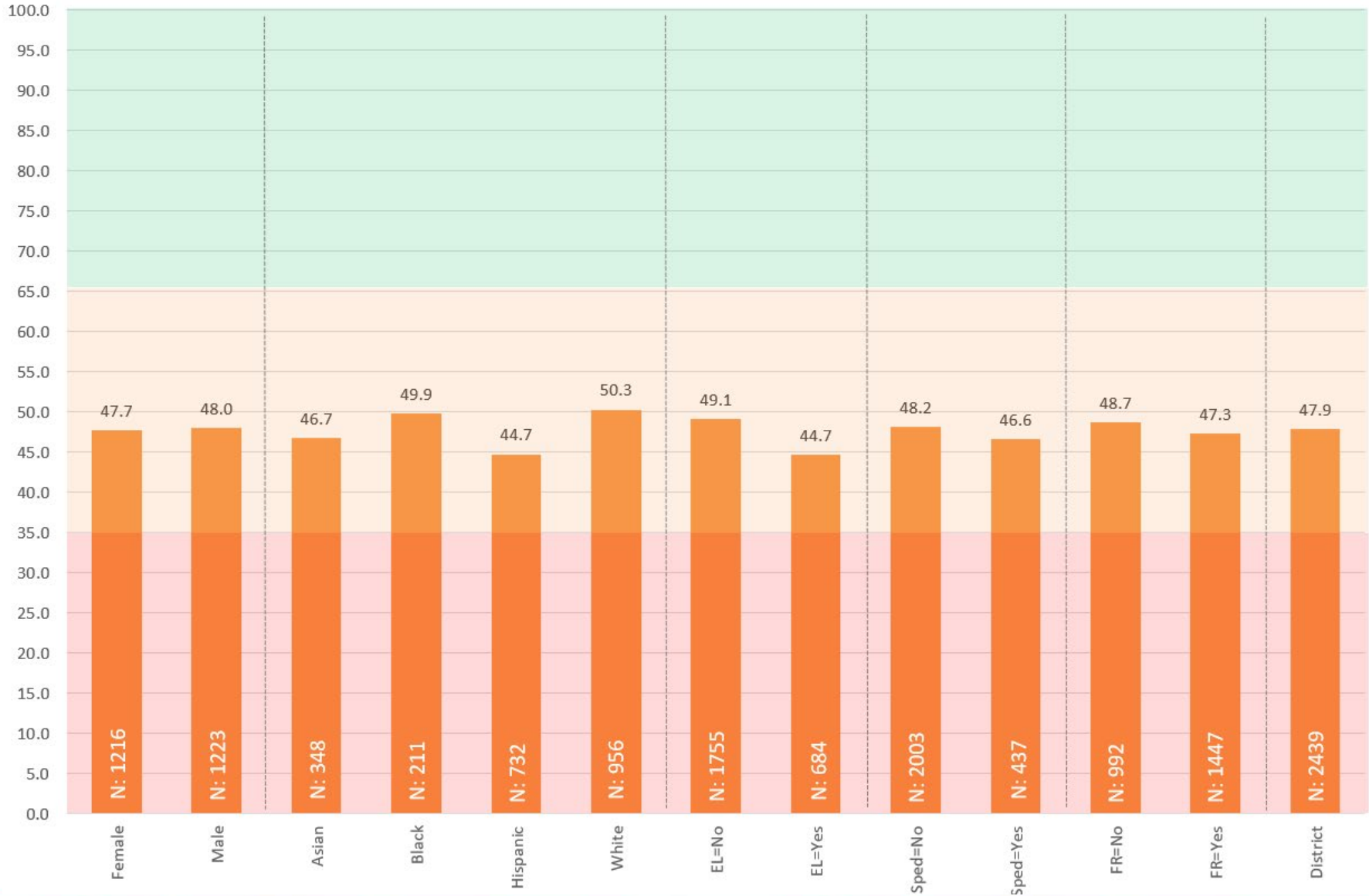
High Growth	815	33.4%
Med Growth	672	27.6%
Low Growth	952	39.0%
Total	2,439	100.0%

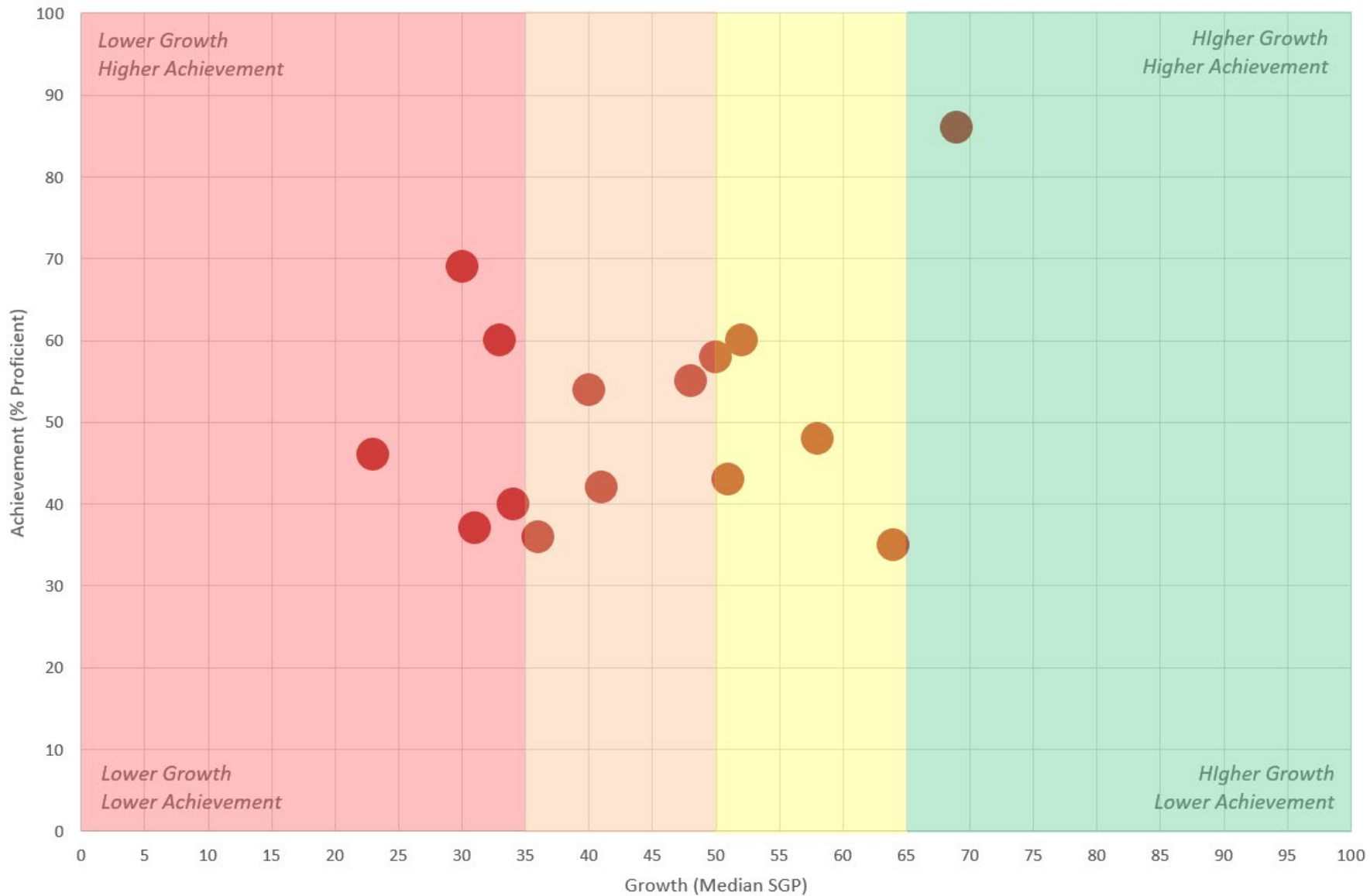
SGP \bar{x} = 47.9

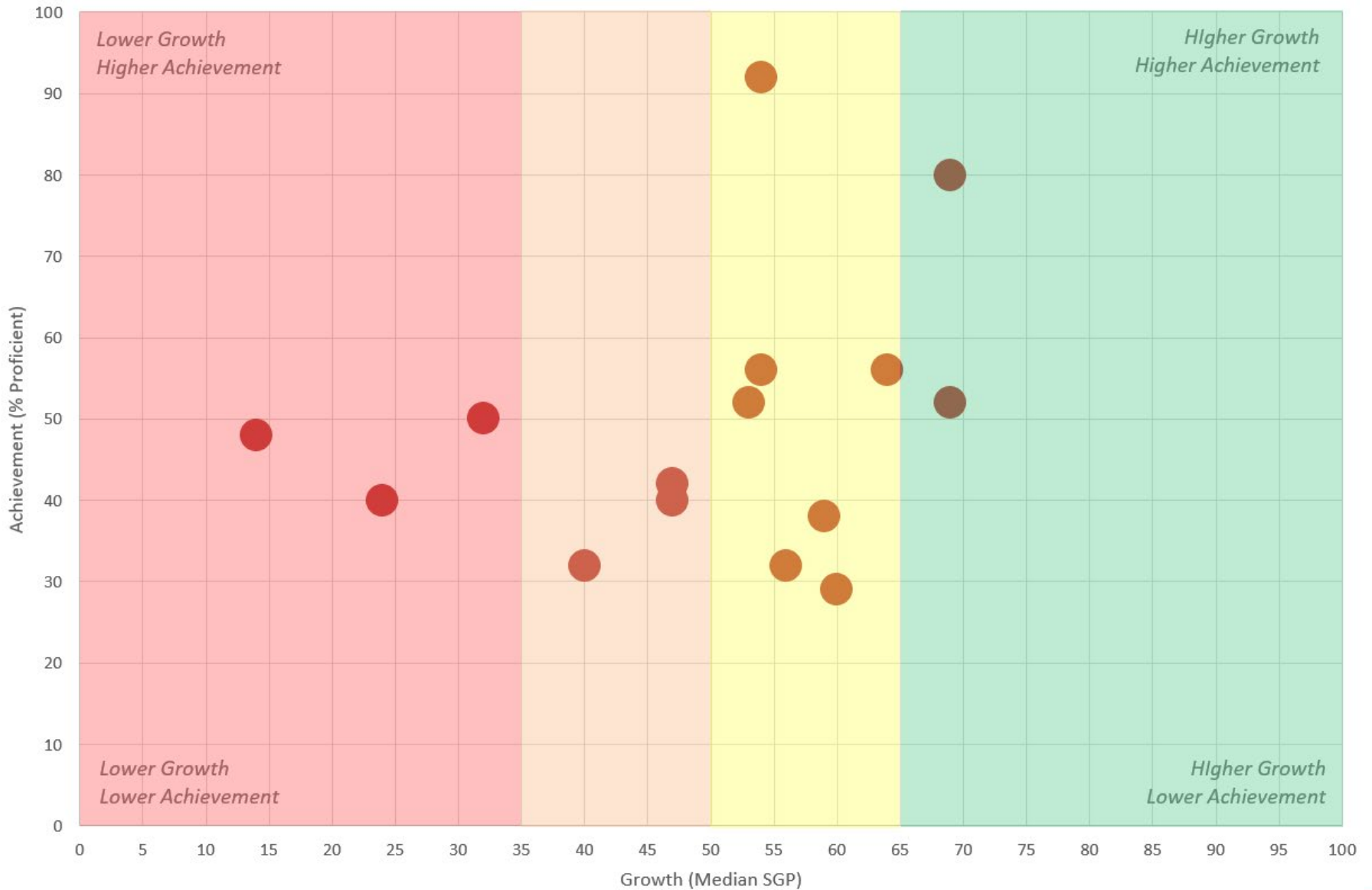


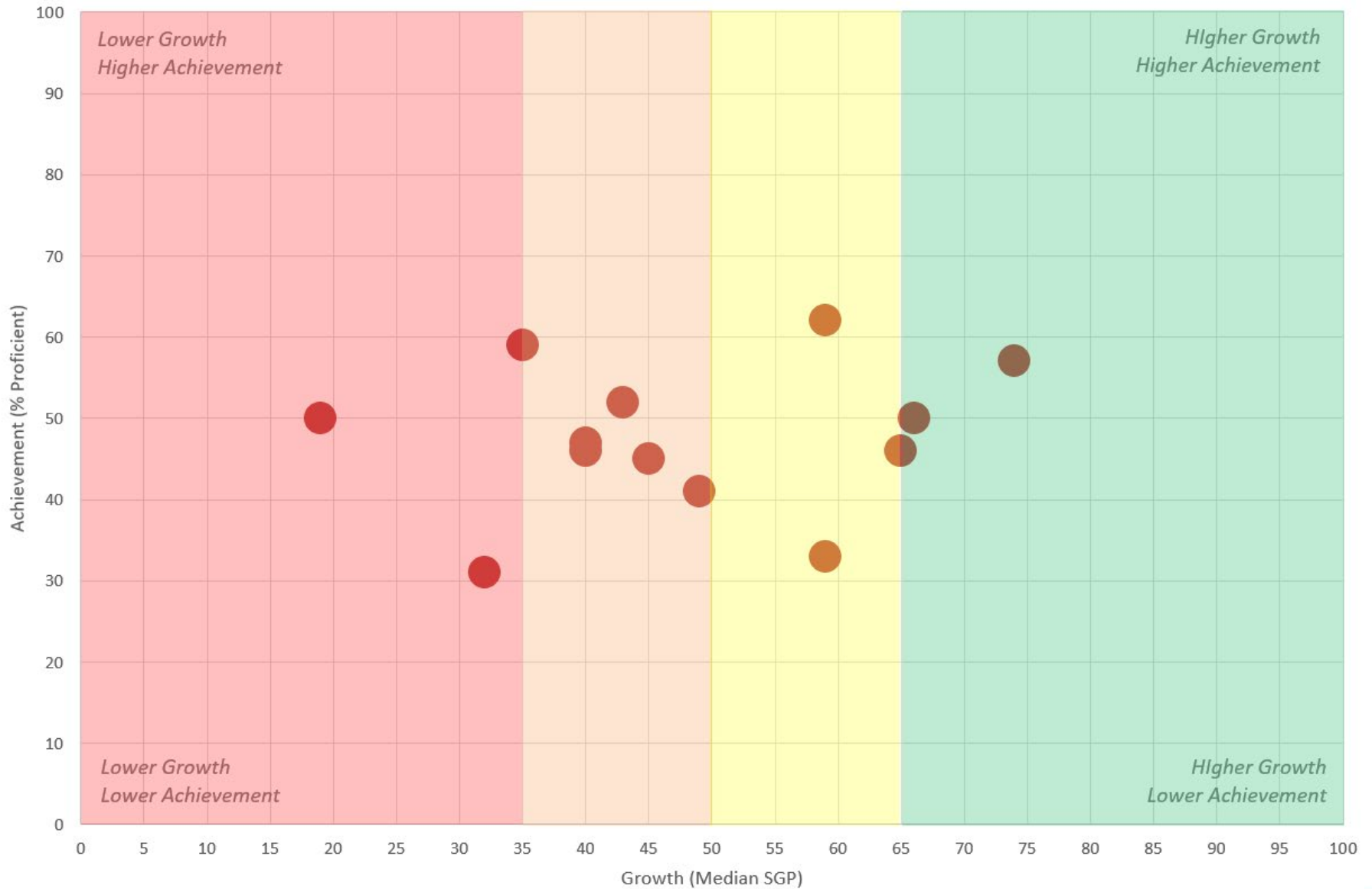
Source: Viewpoint Data Warehouse 2024.12.23







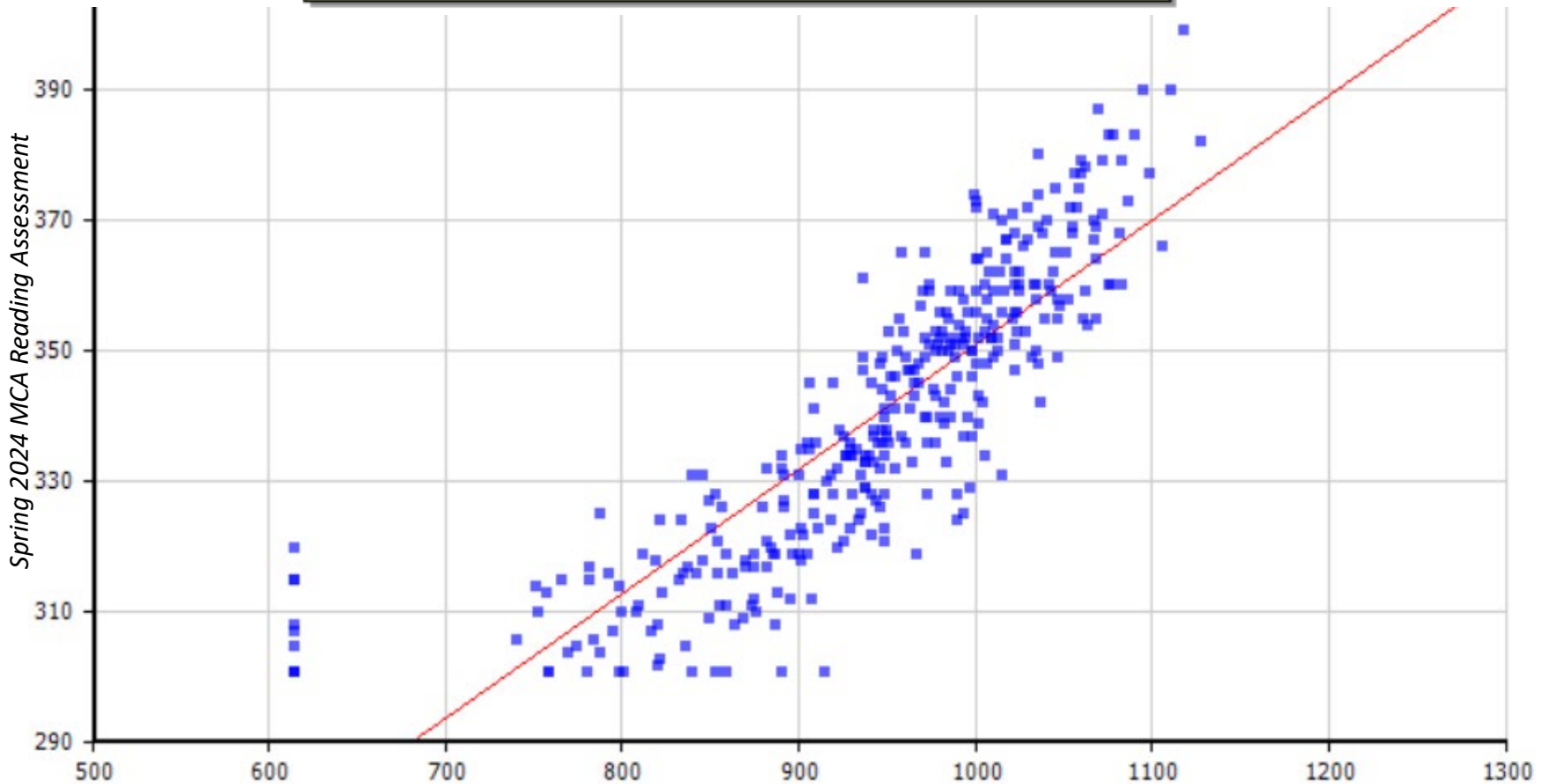






APS492 S24 Gr.03 STAR Reading vs MCA Reading

Number of values: 353	Mean X: 945.25	StdDev X: 96.52
Correlation Coeff: 0.849	Mean Y: 340.40	StdDev Y: 21.60

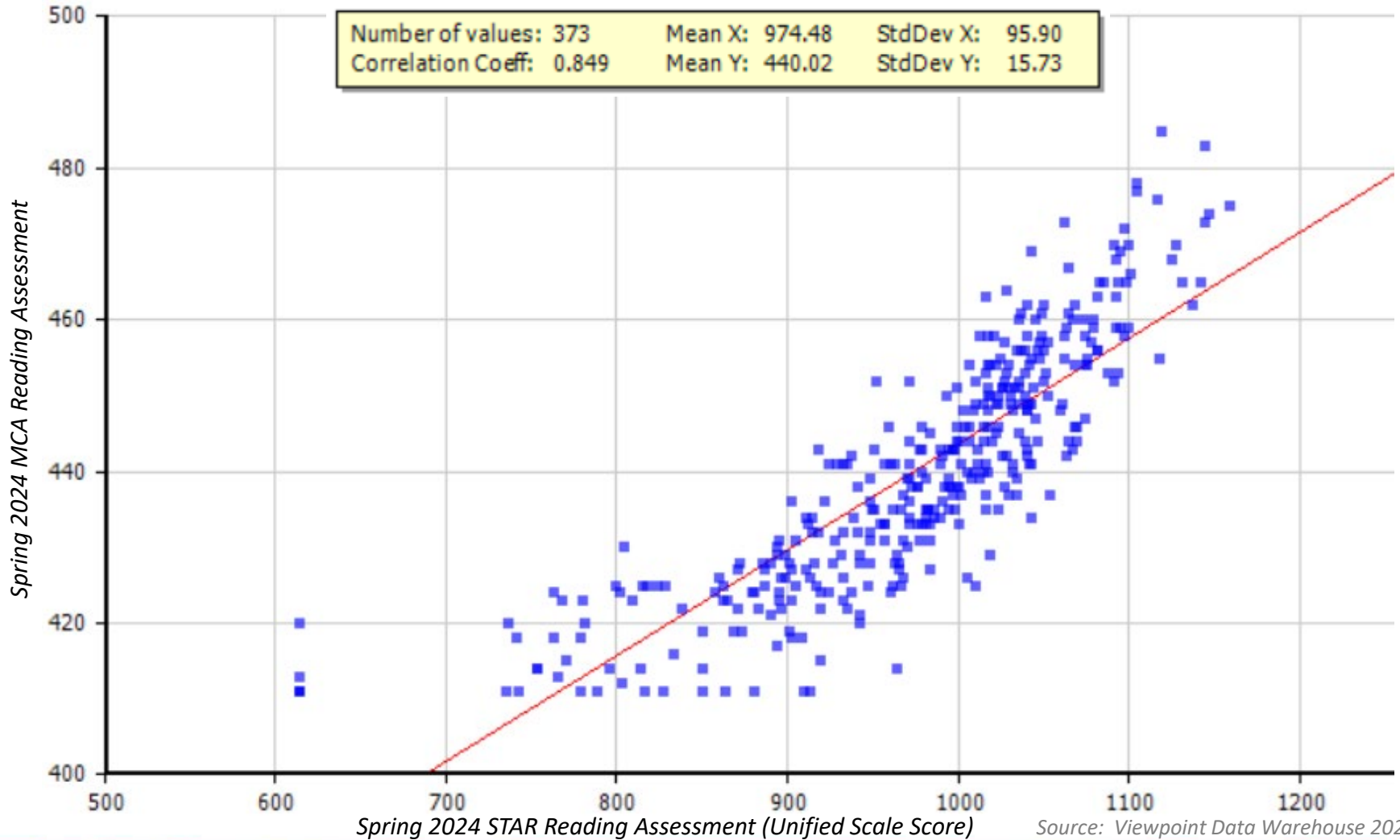


Spring 2024 STAR Reading Assessment (Unified Scale Score)

Source: Viewpoint Data Warehouse 2027.07.27



APS492 S24 Gr.04 STAR Reading vs MCA Reading

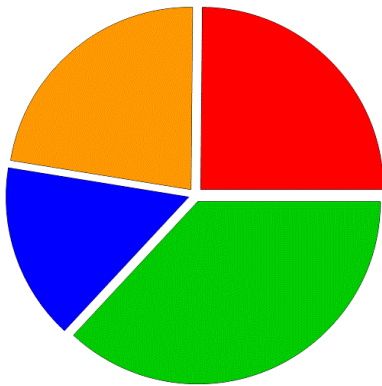




★ Renaissance
Star Assessments

Gr.01-08 W22-23 STAR
Math Risk Level

Selection		
At/Above Benchmark	1,066	36.9%
On Watch	452	15.7%
Intervention	652	22.6%
Urgent Intervention	718	24.9%
Total	2,888	100.0%

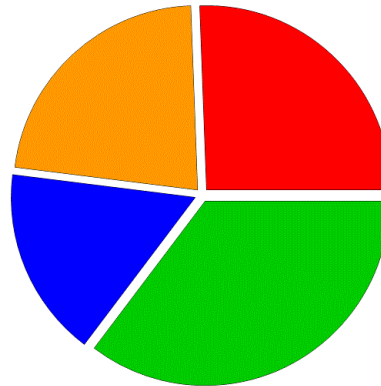


$\Delta = -1.6\%$

★ Renaissance
Star Assessments

Gr.01-08 W23-24 STAR
Math Risk Level

Selection		
At/Above Benchmark	1,029	35.3%
On Watch	486	16.7%
Intervention	654	22.4%
Urgent Intervention	746	25.6%
Total	2,915	100.0%

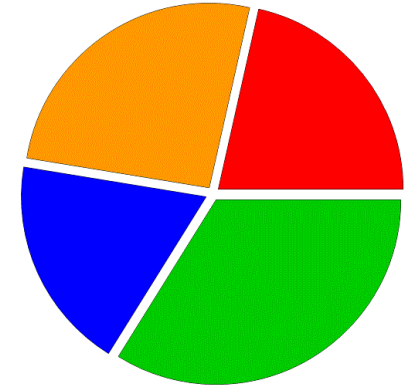


$\Delta = -1.4\%$

★ Renaissance
Star Assessments

Gr.01-08 Fall 24 STAR
Math Risk Level

Selection		
At/Above Benchmark	977	33.9%
On Watch	540	18.7%
Intervention	748	25.9%
Urgent Intervention	620	21.5%
Total	2,885	100.0%

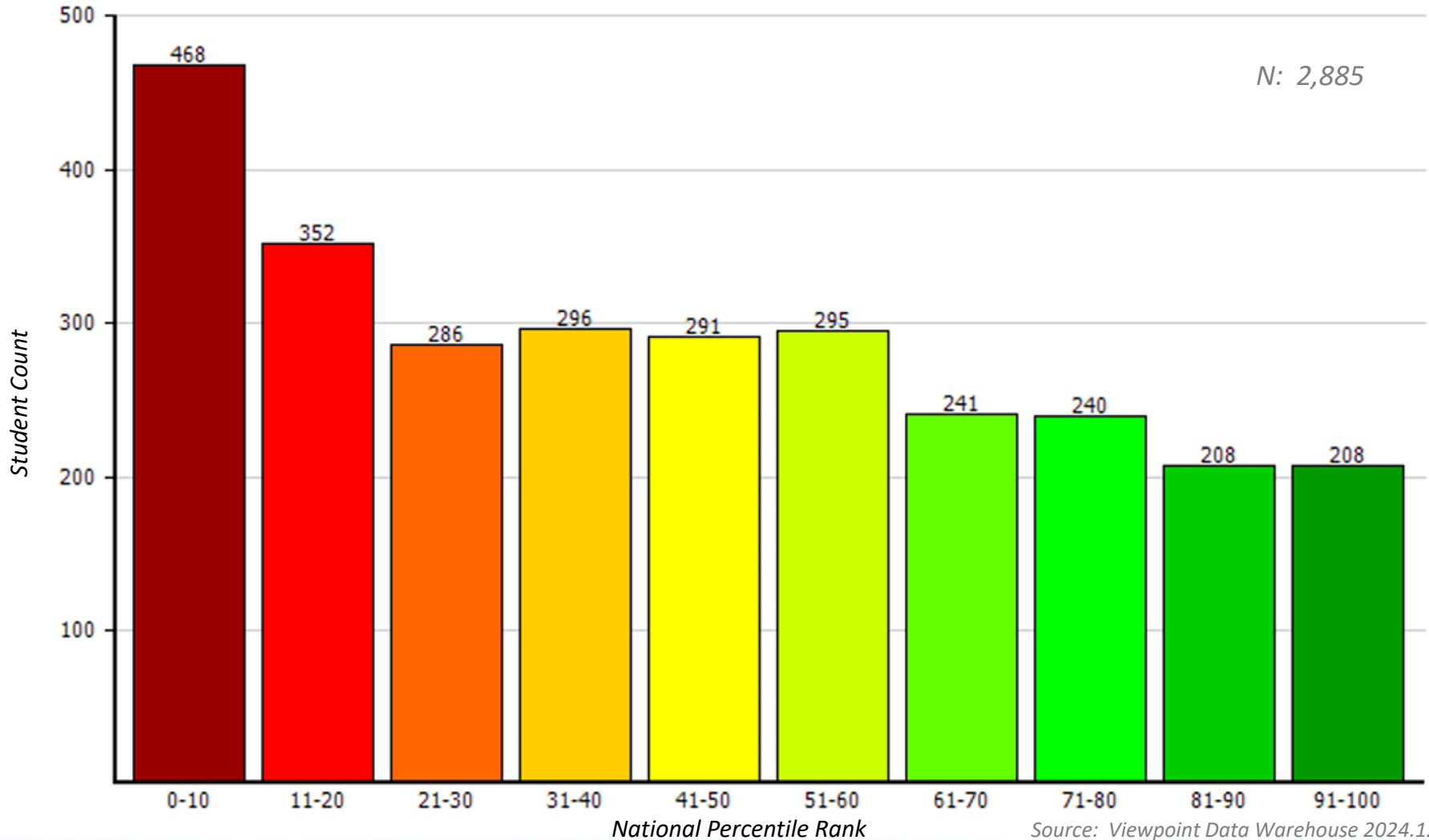


Source: Viewpoint Data Warehouse 2024.12.23

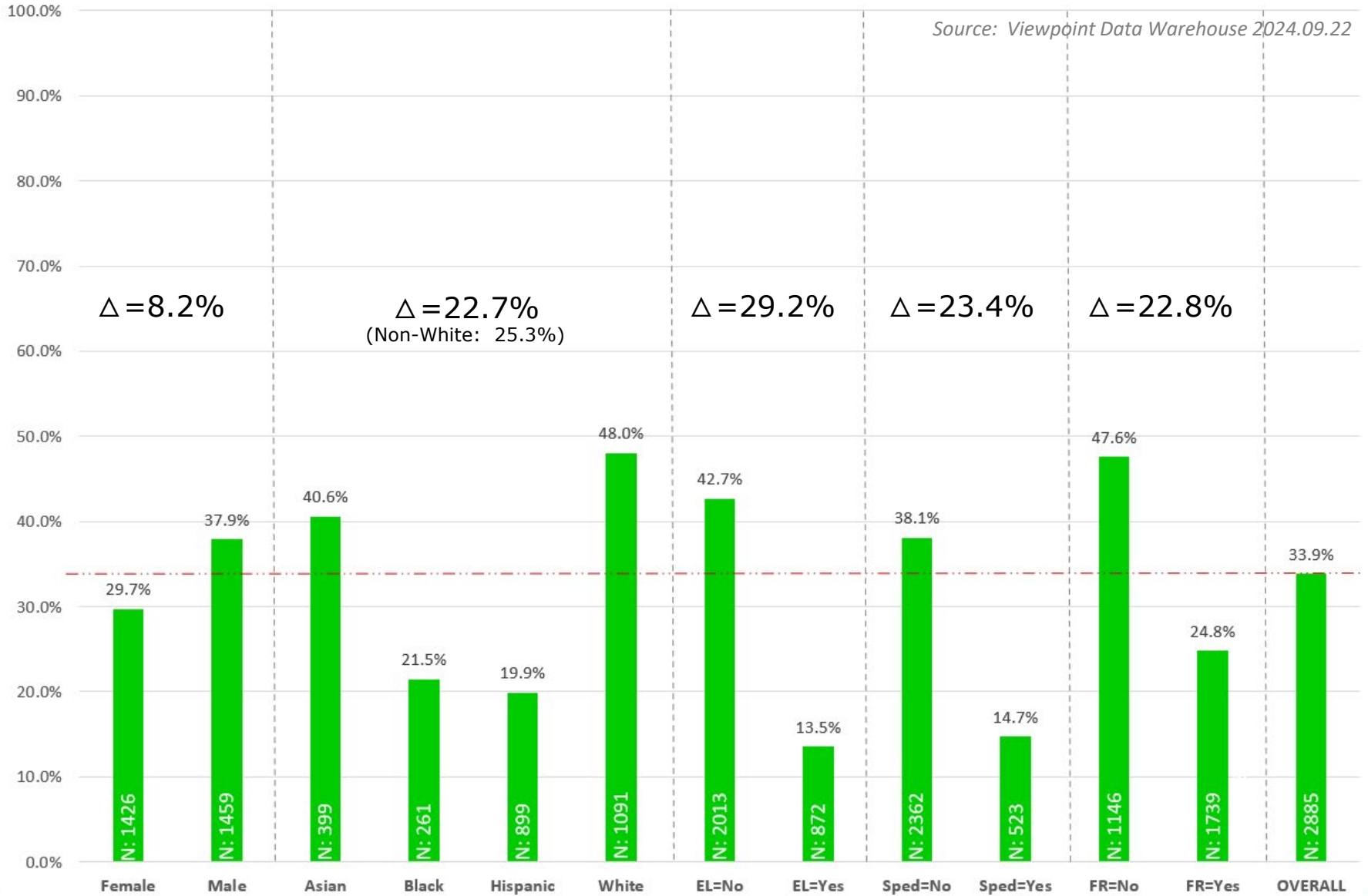


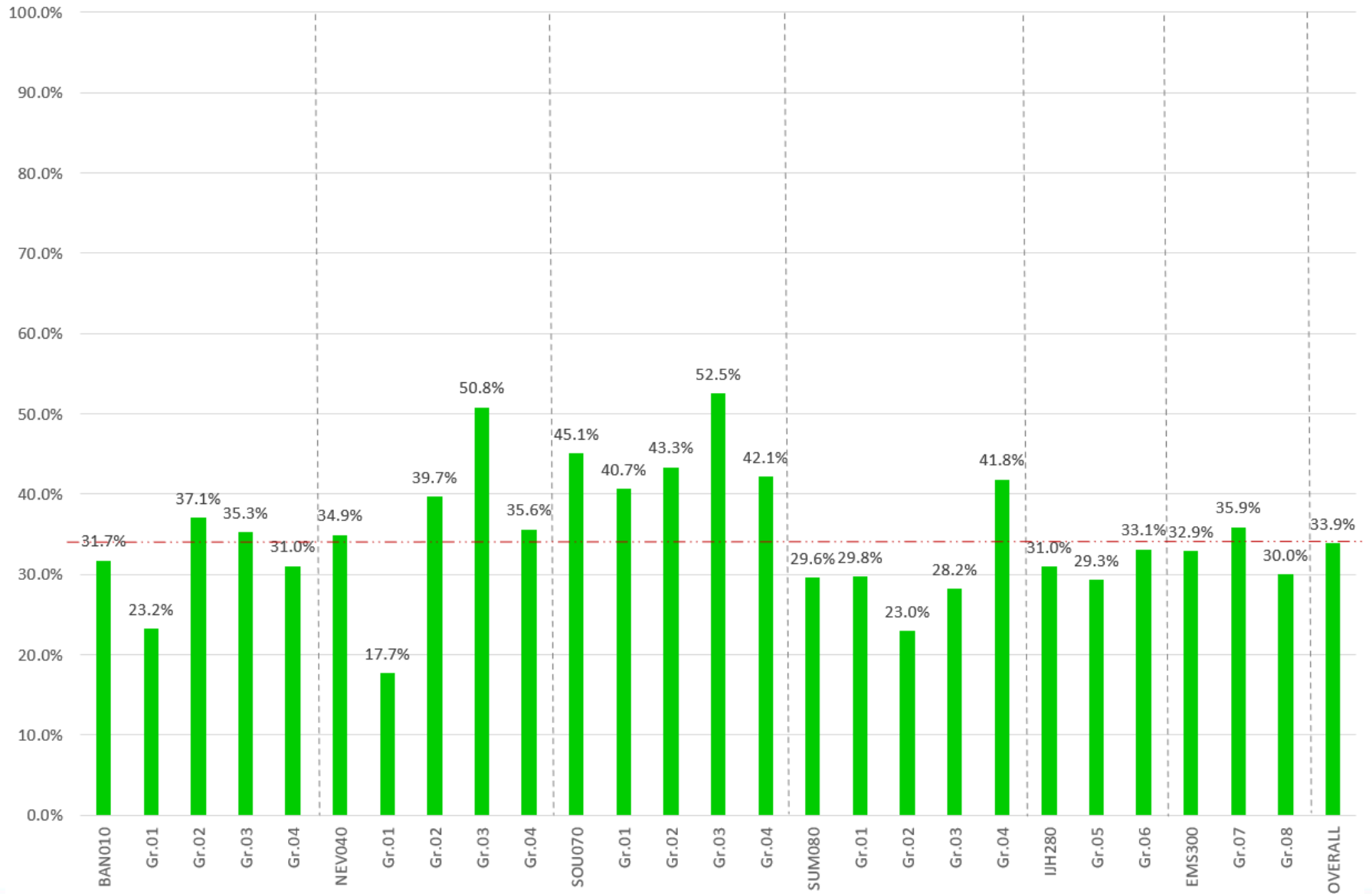
★ Renaissance
Star Assessments

Gr. 01-08 Fall 24 STAR Math Student Count by NPR



Source: Viewpoint Data Warehouse 2024.09.22







Test Performance

Austin Public Schools, 2024 - 2025
Status: All Students
Attribute: Grade-01,02,03,04,05,06,07,08

Test: STAR
Type: Subject
Scale: Local SGP Fall-Winter

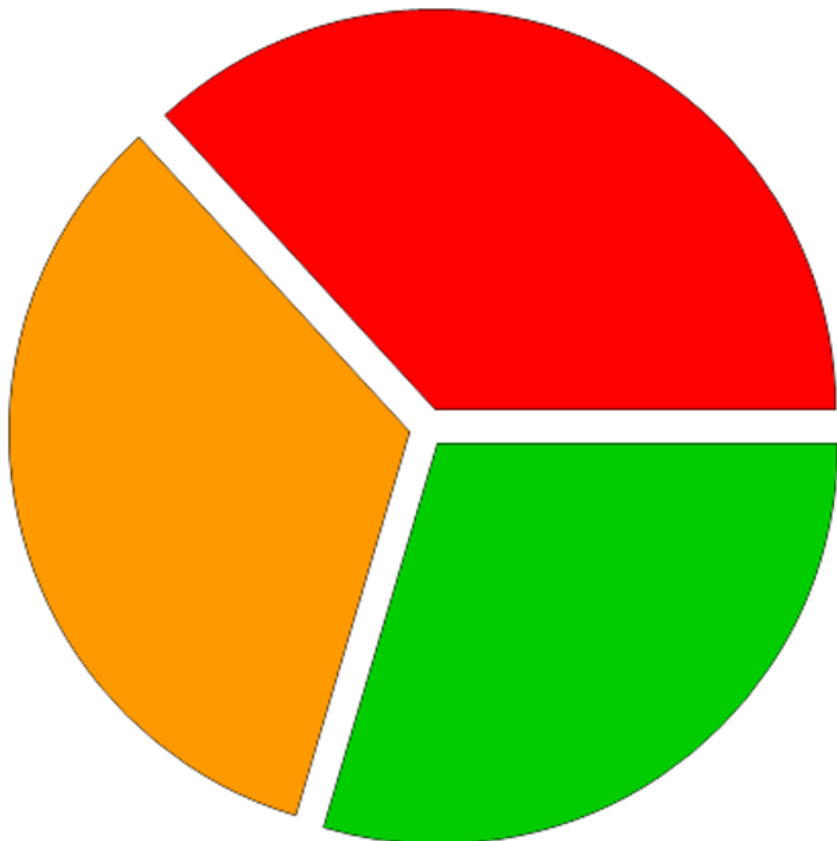
Season: Winter 2024/2025
Category: Math
Test Status: Tested



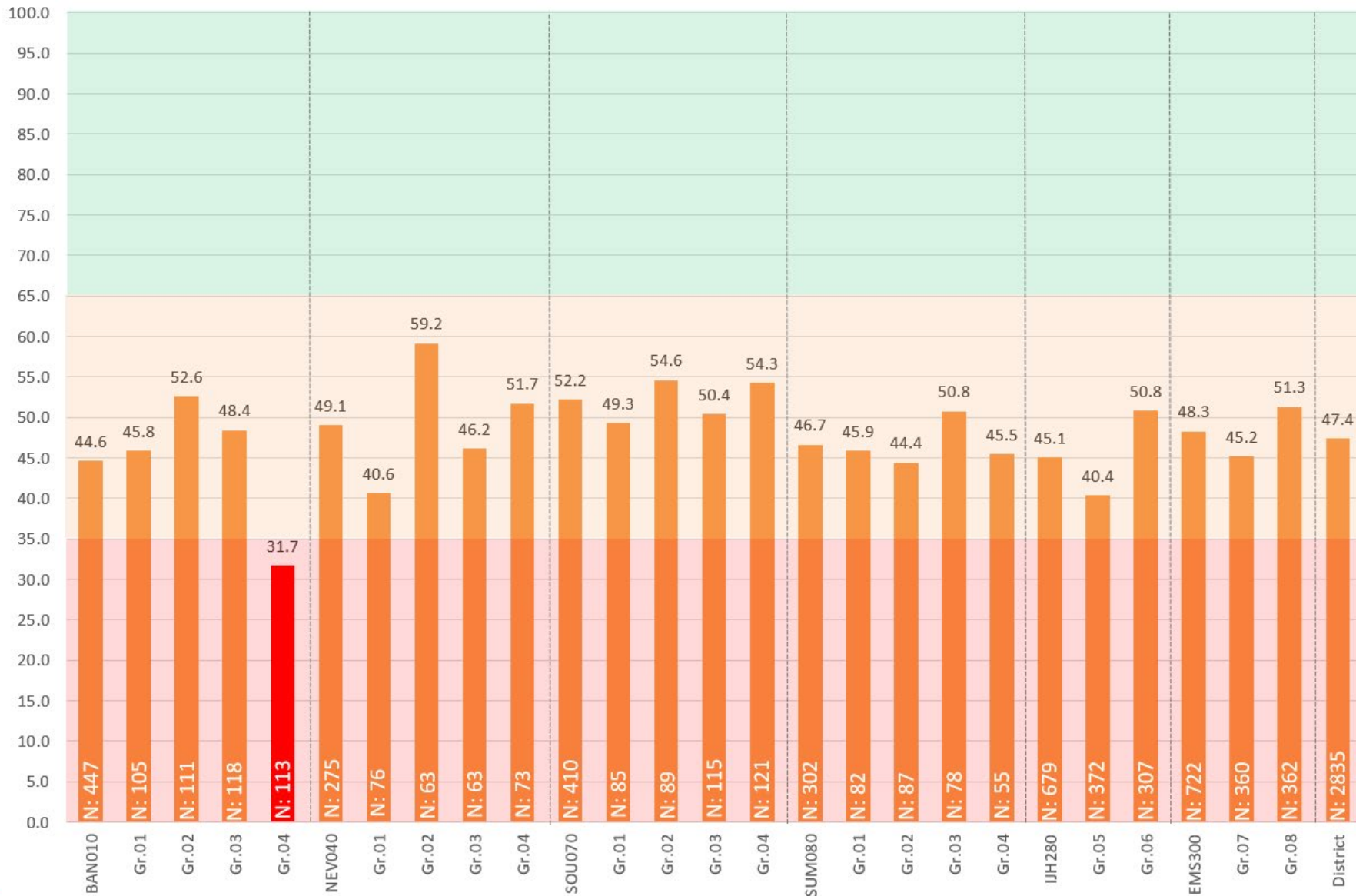
Selection

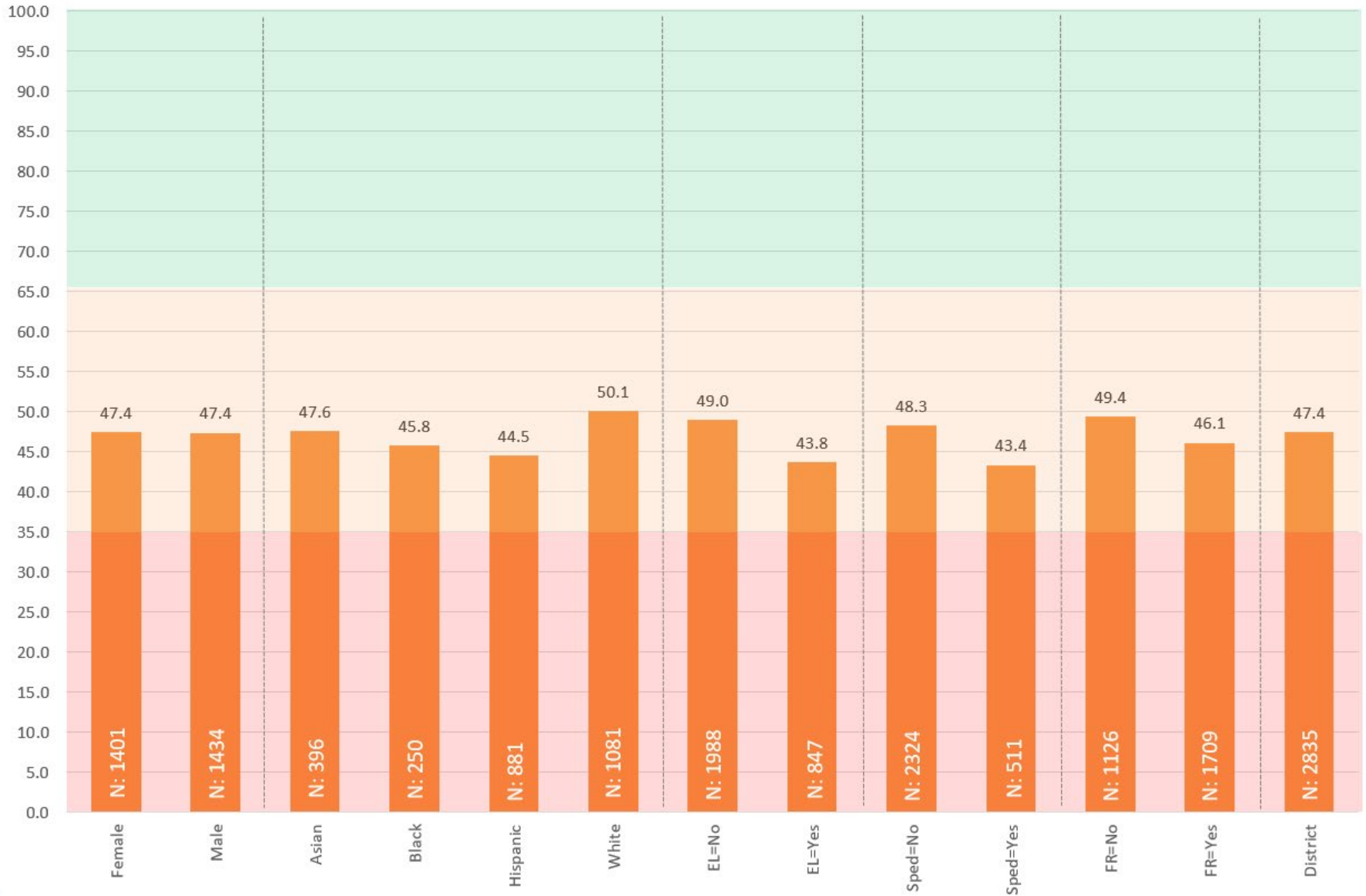
High Growth	839	29.6%
Med Growth	952	33.6%
Low Growth	1,044	36.8%
Total	2,835	100.0%

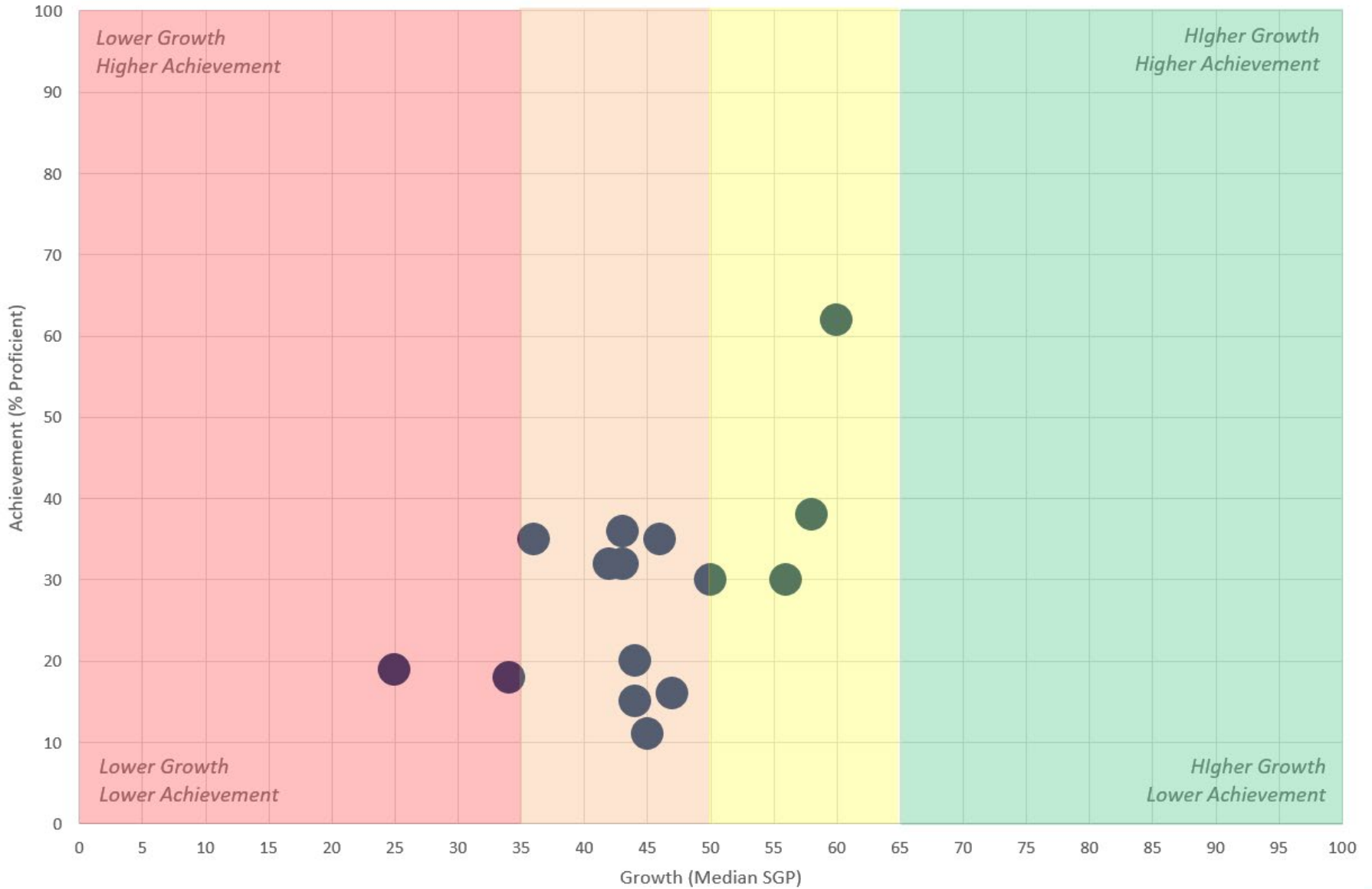
SGP \bar{x} = 47.4

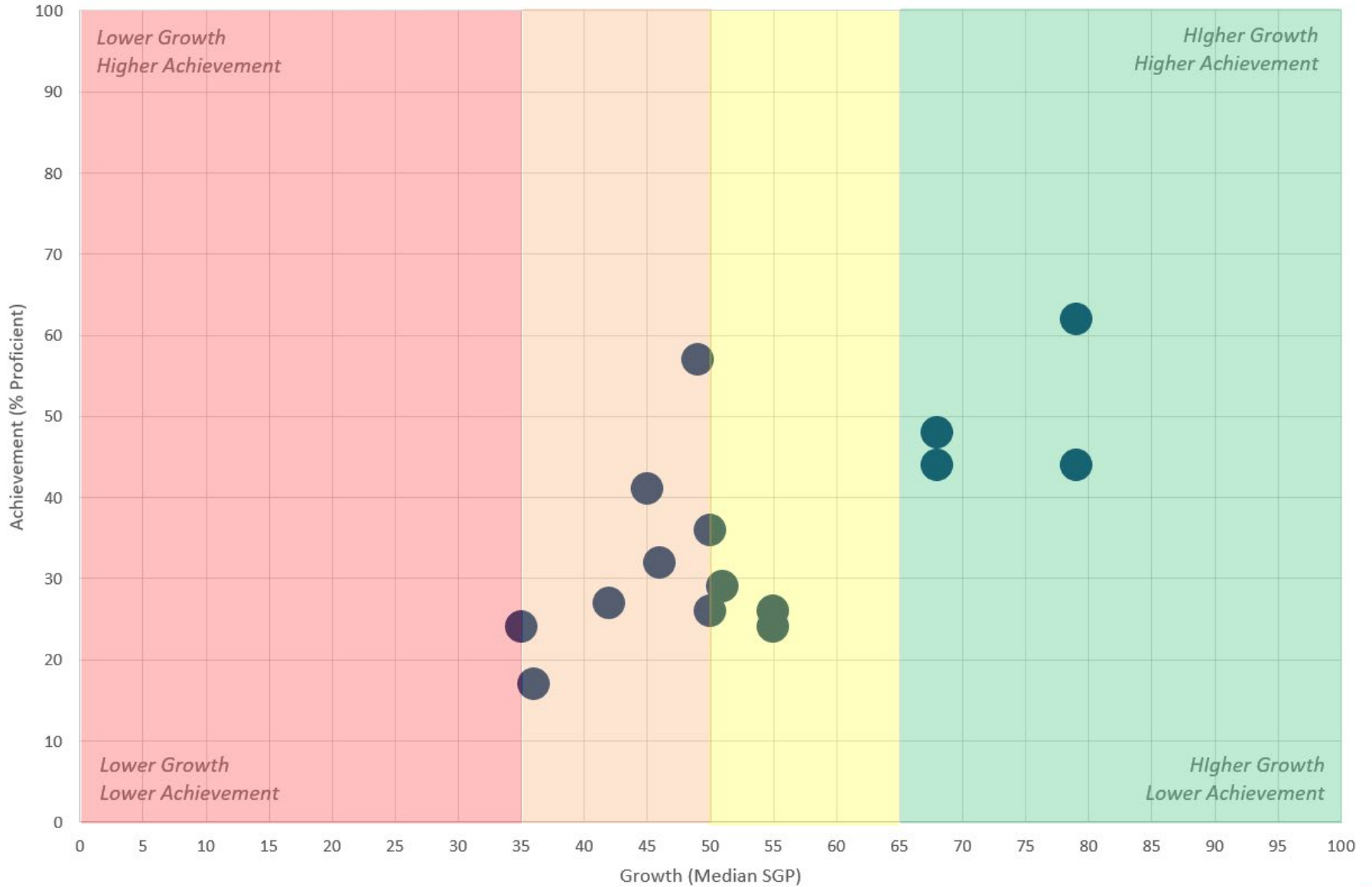


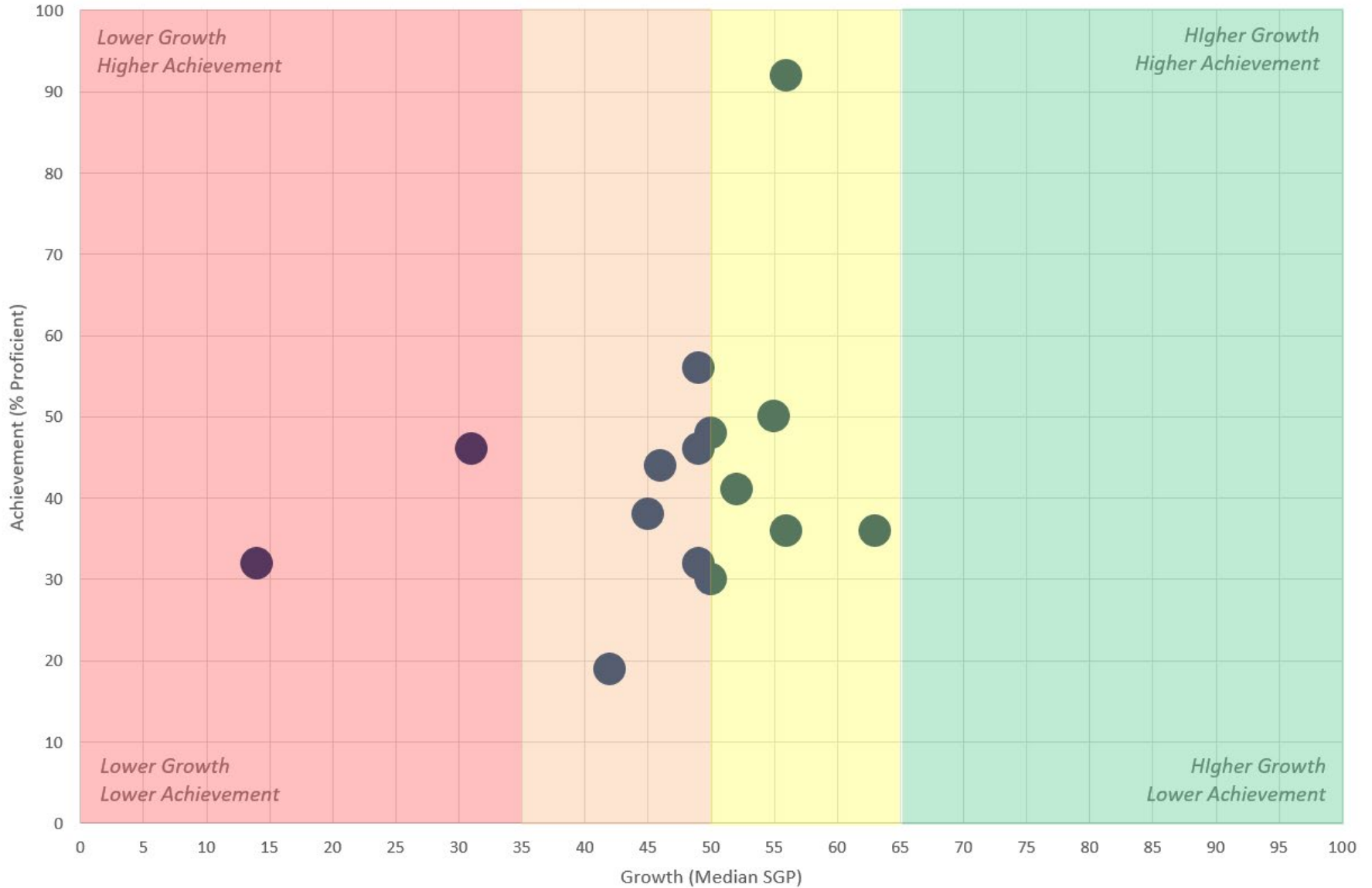
Source: Viewpoint Data Warehouse 2024.12.23

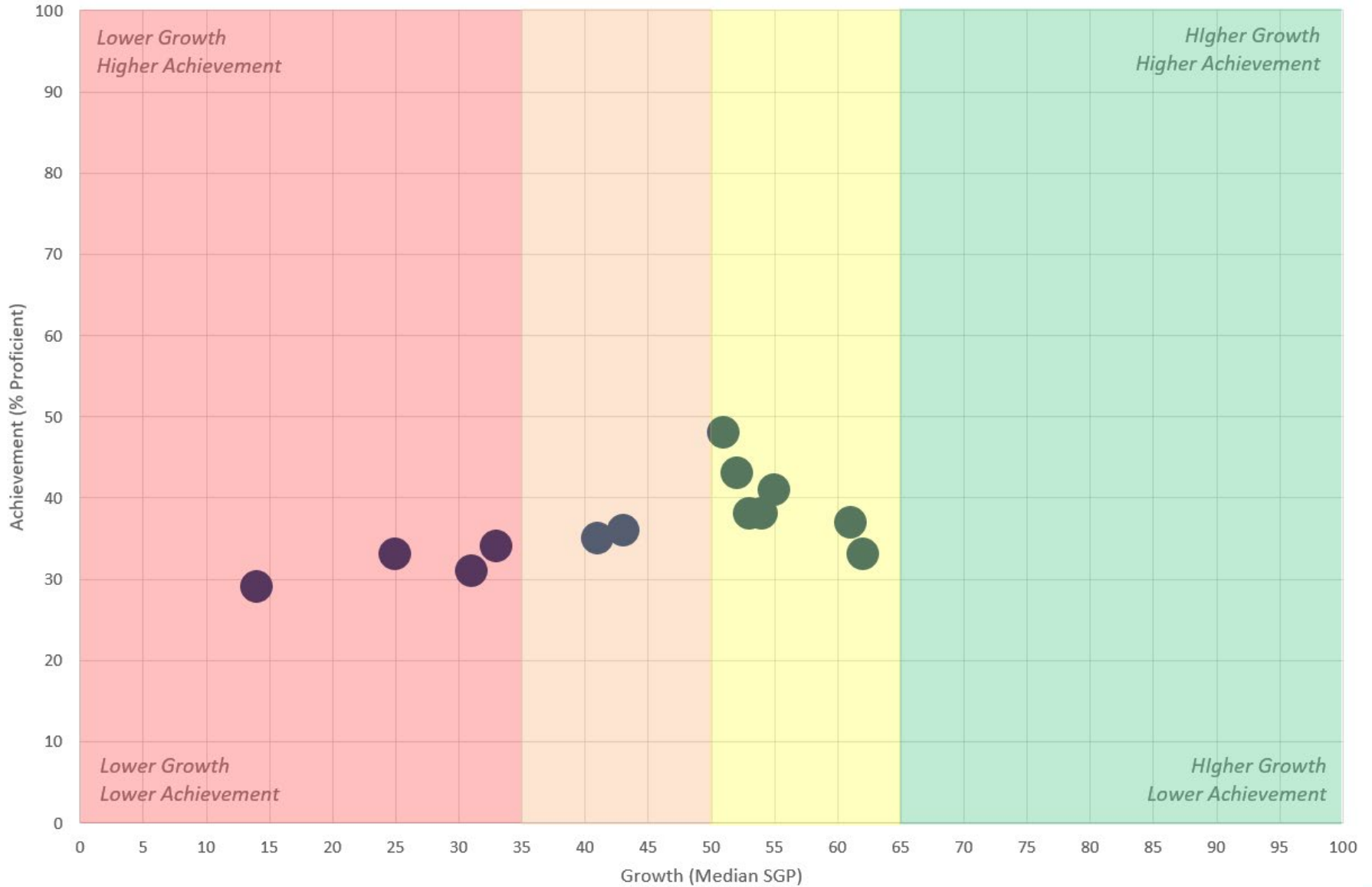








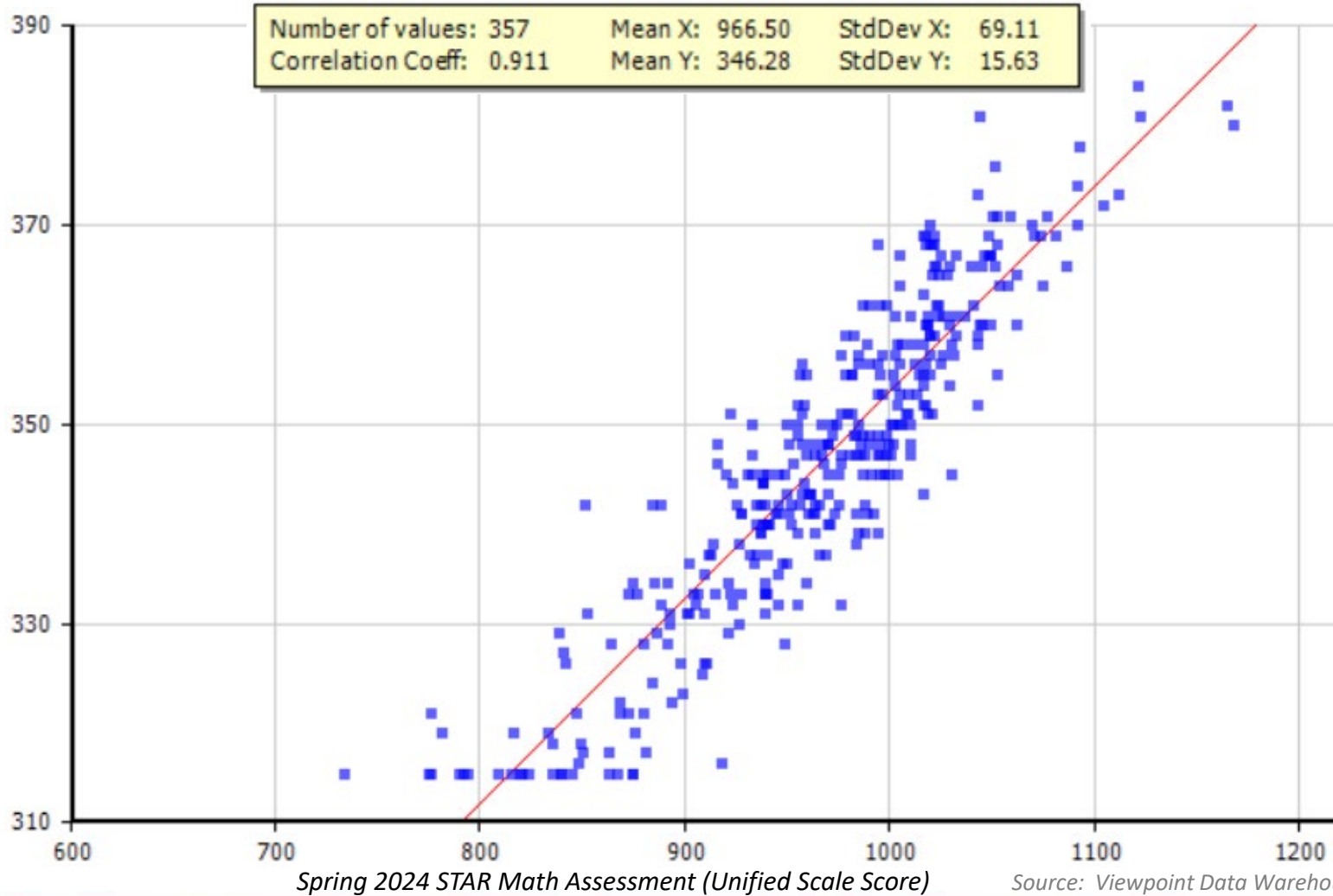






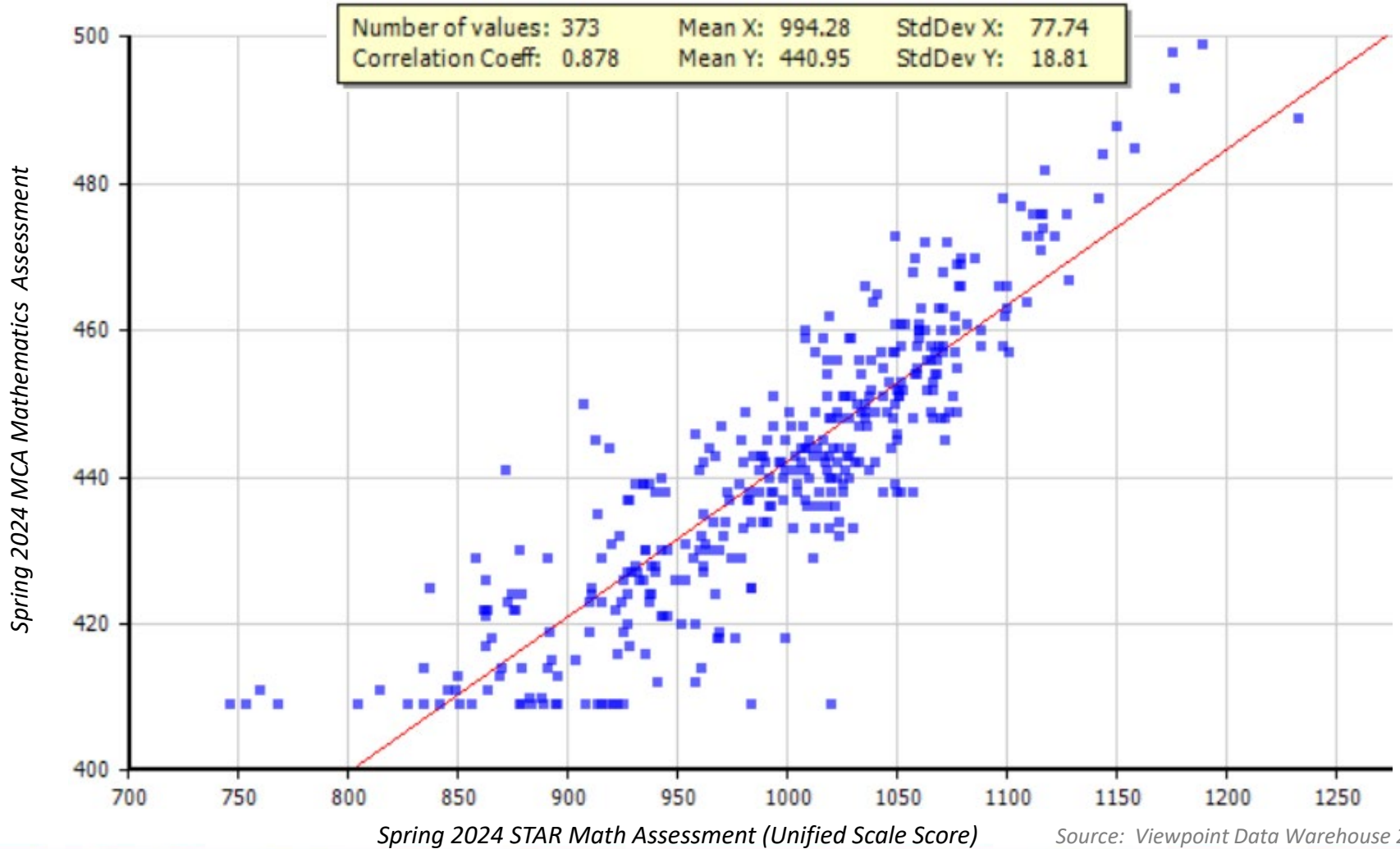
APS492 S24 Gr.03 STAR Math vs MCA Math

Spring 2024 MCA Mathematics Assessment





APS492 S24 Gr.04 STAR Math vs MCA Math



Source: Viewpoint Data Warehouse 2024.07.27



Scale score is more than just a number





Sample Student Detail

A Sample Student

Test Date: Sep 7, 2022 12:07pm | Grade: 7th | Teacher: Finley, F. | Class/Group: 611710 4 - Finley (629956)

District Benchmark, Grade 7

Most Recent Test

Projected

Scaled Score: 700 800 900 1000 1100 1200 1300

■ Urgent Intervention
 ■ Intervention
 ■ On Watch
 ■ At/Above Benchmark

Star Math Enterprise Tests Results

SS
(Scaled Score)

1077

Projected SS
(for 06/30/23)

1102

PR
(Percentile Rank)

49

■ On Watch: Student's Scaled Score is based on the Star Unified scale.

■ On Watch: Projected Scaled Score is based on the Star Unified scale.

■ Student scored higher than 49% of students nationally in the same grade.



Sample Student Detail

Star Math Enterprise Assessment (English): 1077 (9/7/2022) End of School Year Projected Mastery Off

■ Beginning
 ■ Developing
 ■ Secure

Algebra

- ▶ Equivalent Expressions
- ▶ Equations and Inequalities

Data Analysis & Probability

- ▶ Data Analysis
- ▶ Probability

Geometry & Measurement

- ▶ Properties of Geometric Figures

Number & Operation

- ▶ The Real Number System
- ▶ Proportional and Ratio Relationships

Standard Mastery within the *Grade 7* Domain: Equivalent Expressions

< Domains

	0%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%
▶ MN.Math.7.2.3 Apply understanding of order of operations and algebraic properties to generate equivalent numerical expressions.	63%						63%		63%		
▶ Use properties of algebra to generate equivalent numerical expressions.	39%				39%		39%				
▶ MN.Math.7.2.3.2 Evaluate algebraic expressions containing rational numbers.	63%						63%		63%		
▶ MN.Math.7.2.3.3 Apply understanding of order of operations and generate equivalent numerical expressions.	39%				39%		39%				

MASTERY CONFIDENCE

Confidence in mastery score is determined by the amount, type, and recency of student activity for any given domain, standard, or skill.

- High Confidence:**
 Move forward with appropriate skill instruction. Additional assessment is not necessary.
- Medium Confidence:**
 Proceed with appropriate skill instruction or assessment, with some degree of caution. Additional practice/assessment may increase confidence for Standard/Skill/Subskill mastery scores. Domain scores will always remain at a medium confidence level due to these scores being inferred from the most recent Star test and/or state summative test.
- Low Confidence:**
 More instruction/practice/assessment is required to have confidence in the Mastery level. Reassess following instruction/practice.

QUESTIONS ASKED

The number of questions a student was asked that tested for any given standard or skill.

n items

AP5492 W24-25 STAR Mathematics Standards Summary - Grade 02	Average of StandardPercentMastery	Count of StandardPercentMastery
MN.Math.2.1.2.6: Use addition and subtraction to create and obtain information from tables, bar graphs and tally charts.	60.6	372
MN.Math.2.1.2.4: Use mental strategies and algorithms based on knowledge of place value to add and subtract two-digit numbers. Strategies may include decomposition, expanded notation, and partial sums and differences.	58.4	372
MN.Math.2.1.1.1: Read, write and represent whole numbers up to 1000. Representations may include numerals, addition, subtraction, multiplication, words, pictures, tally marks, number lines and manipulatives, such as bundles of sticks and base 10 blocks.	54.2	372
MN.Math.2.3.1.1: Describe, compare, and classify two- and three-dimensional figures according to number and shape of faces, and the number of sides, edges and vertices (corners).	54.1	372
MN.Math.2.3.1: Identify, describe and compare basic shapes according to their geometric attributes.	54.1	372
MN.Math.2.1.2: Demonstrate mastery of addition and subtraction basic facts; add and subtract one- and two-digit numbers in real-world and mathematical problems.	53.2	372
MN.Math.2.1.1.4: Round numbers up to the nearest 10 and 100 and round numbers down to the nearest 10 and 100.	52.7	372
MN.Math.2.3.3.1: Tell time to the quarter-hour and distinguish between a.m. and p.m.	52.6	372
MN.Math.2.3.3: Use time and money in real-world and mathematical situations.	52.6	372
MN.Math.2.1.2.1: Use strategies to generate addition and subtraction facts including making tens, fact families, doubles plus or minus one, counting on, counting back, and the commutative and associative properties. Use the relationship between addition and subtraction to generate basic facts.	50.8	372
MN.Math.2.1.2.2: Demonstrate fluency with basic addition facts and related subtraction facts.	48.0	372
MN.Math.2.1.1.2: Use place value to describe whole numbers between 10 and 1000 in terms of hundreds, tens and ones. Know that 100 is 10 tens, and 1000 is 10 hundreds.	47.2	372
MN.Math.2.1.1.3: Find 10 more or 10 less than a given three-digit number. Find 100 more or 100 less than a given three-digit number.	46.3	372
MN.Math.2.2.2.1: Understand how to interpret number sentences involving addition, subtraction and unknowns represented by letters. Use objects and number lines and create real-world situations to represent number sentences.	43.5	372
MN.Math.2.1.1: Compare and represent whole numbers up to 1000 with an emphasis on place value and equality.	43.2	372
MN.Math.2.2.1.1: Identify, create and describe patterns to solve problems in various situations.	43.2	372
MN.Math.2.2.1: Recognize, create, describe and extend patterns.	43.2	372
MN.Math.2.3.2.1: Understand the relationship between length and area.	43.2	372
MN.Math.2.3.2: Understand length and area.	43.2	372
MN.Math.2.3.2.2: Demonstrate an understanding of area and perimeter.	43.2	372
MN.Math.2.1.1.5: Compare and order whole numbers up to 1000.	43.2	372
MN.Math.2.1.2.8: Estimate sums and differences up to 200.	43.2	372
MN.Math.2.3.3.2: Identify pennies, nickels, dimes and quarters. Find the value of a group of coins and determine combinations of coins that equal a given amount.	38.9	372
MN.Math.2.2.2: Use number sentences involving addition, subtraction, and unknowns to represent given problem situations. Use number sense and properties of addition and subtraction to find values for the unknowns that make the number sentences true.	37.5	372
MN.Math.2.2.2: Use number sentences involving addition, subtraction and unknowns to represent and solve real-world and mathematical problems; create real-world situations corresponding to number sentences.	37.5	372
MN.Math.2.1.2.5: Solve real-world and mathematical addition and subtraction problems involving whole numbers with up to 2 digits.	35.7	372
MN.Math.2.3.1.2: Identify and name basic two- and three-dimensional shapes, such as squares, circles, triangles, rectangles, trapezoids, hexagons, cubes, rectangular prisms, cones, cylinders and spheres.	34.8	372

MN.Math.2.3.1.2: Identify and name basic two- and three-dimensional shapes, such as squares, circles, triangles, rectangles, trapezoids, hexagons, cubes, rectangular prisms, cones, cylinders and spheres.



AUSTIN PUBLIC SCHOOLS
Information Services



Renaissance
Star Assessments



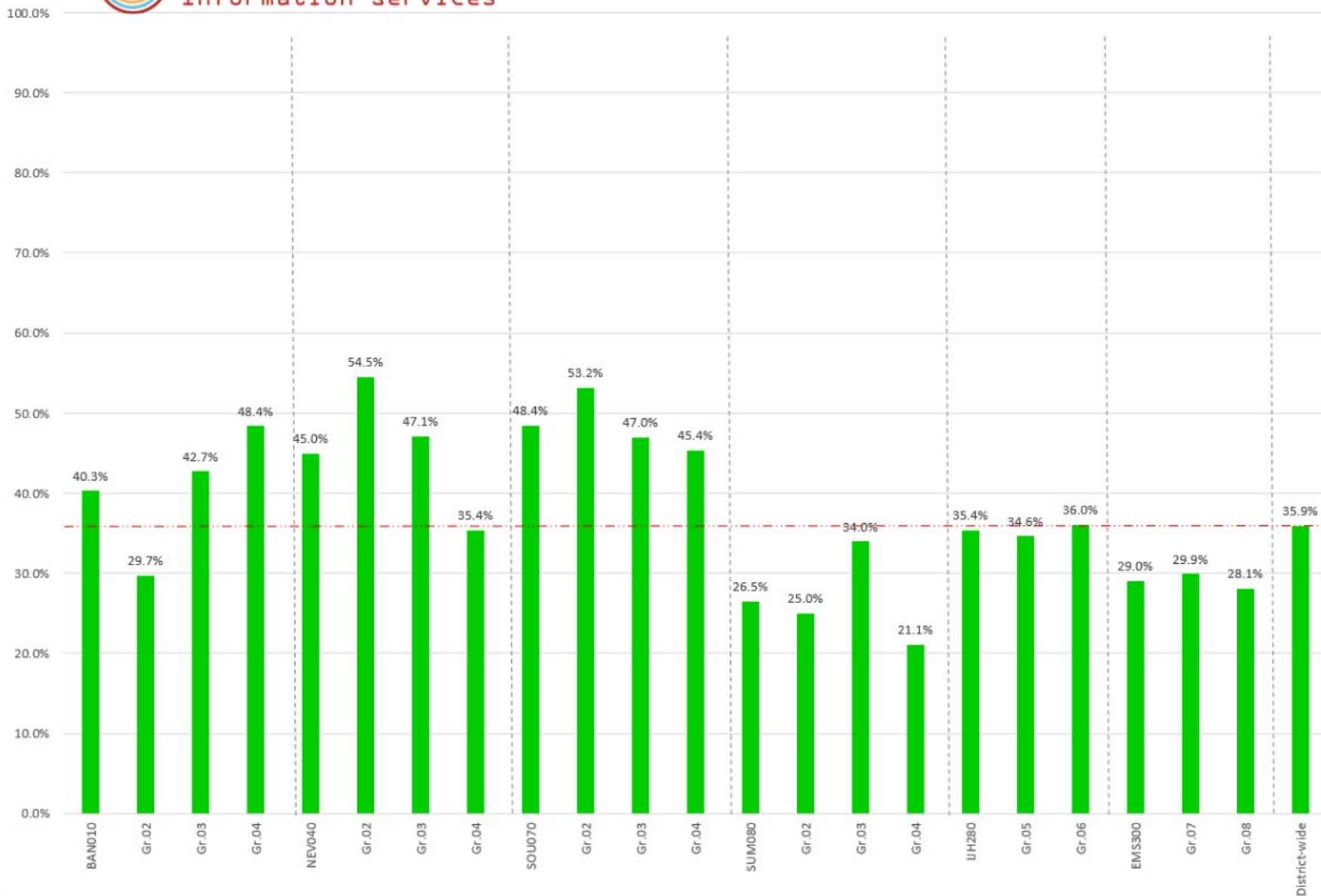
Renaissance
FastBridge

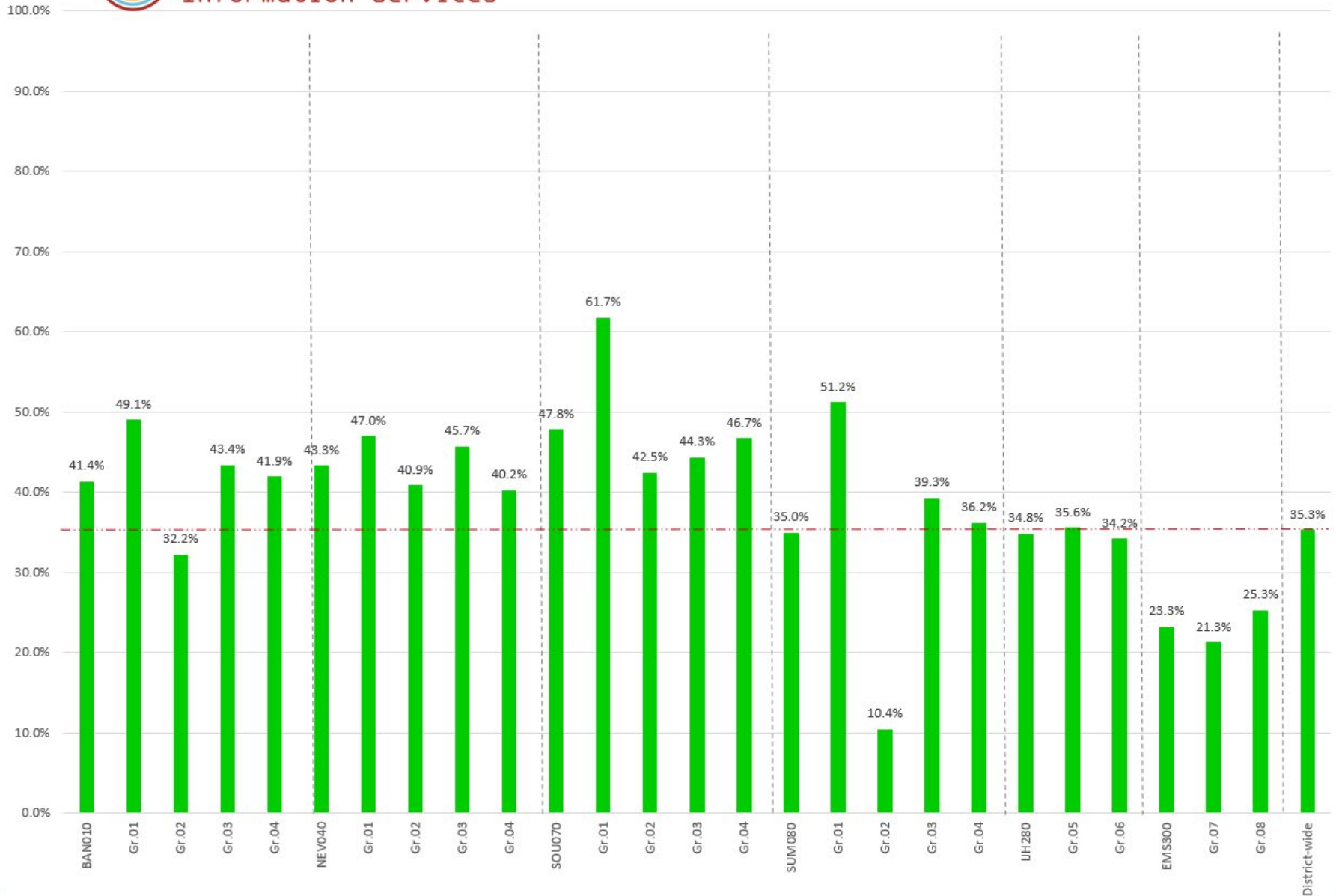
W24-25 Assessment Review

School Board Study Session

01/27/2025

*Presented by: Corey Haugen
Director of Information Services*







DATE: January 27, 2025
TITLE: Updates on VPK Requirements from MDE
TYPE: Information
PRESENTER: Jennifer Lawhead

BACKGROUND:

Voluntary Prekindergarten (VPK) is high-quality, publicly funded prekindergarten programs. Programs across Minnesota serve over 12,000 children throughout the state in 208 school districts and charter schools. Four-year-old prekindergarten at the CLC is our district's Voluntary Preschool Program.

Austin Public Schools has been receiving VPK funds through the state of Minnesota since 2017. APS was one of the first districts to apply for and receive these funds to support students attending preschool at no cost the year before kindergarten.

Information:

Due to changes in Minnesota law the eligibility requirements for Austin Public Schools Prekindergarten (4-year-old preschool) program at the CLC has changed beginning in the 2025-26 school year.

Children are eligible for 4-year-old Prekindergarten at the CLC if they are four years of age as of September 1 in the calendar year in which the school year begins and meet one of the following criteria:

- Qualify for educational benefits
- Qualify using state general financial eligibility requirements
- Is an English language learner
- Is an American Indian · Has experienced homelessness in the last 24 months
- Is identified through health and developmental screening with a potential risk factor that may influence learning
- Is in foster care, kinship care, or needs child protection services
- Has a parent who is a migrant or seasonal agricultural laborer
- Has a parent who is incarcerated
- Is defined as at risk by the school district

Therefore, some students attending four-year-old preschool (Prekindergarten) at the CLC will be paying fees to attend preschool based on a sliding scale.

VPK Update

January 2025

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



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

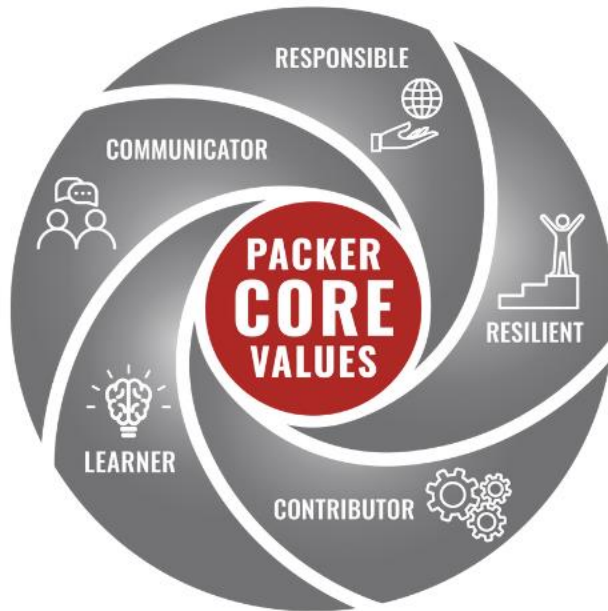
I work in a district that is willing to adapt and change when necessary to best meet the needs of all students

- 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



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

Topics for Today

- Value of Early Childhood Education
- Current Preschool Model in APS
- Changes in Voluntary Prekindergarten from the Minnesota Department of Education
- Austin Public School's Plan

Return on Investment

Economic return

- A study by Nobel Prize-winning economist James J. Heckman found that **every dollar** invested in high-quality early childhood programs can yield a **13% return on investment**.

Public benefits

- A study by Art Rolnick, former director of research at the Federal Reserve Bank of Minneapolis, found that investing in early childhood education results in an **18% inflation-adjusted return, with most of the return being public**.



Impact of Preschool in Austin

Fall 24 earlyReading Risk Level Students w/No-Preschool Experience

Low Risk	35	31.8%
Some Risk	23	20.9%
High Risk	52	47.3%



Fall 24 FAST earlyReading Risk Level Students w/Preschool Experience

Low Risk	143	51.3%
Some Risk	63	22.6%
High Risk	73	26.2%



Early Childhood Programs at the CLC

- Discovery preschool – 3-year-olds
 - General Education
 - Inclusion
- K Prep preschool– 4-year-olds
 - General Education
 - Inclusion
- Early Childhood Family Education – Birth through age 5
 - Packer Play and Learn
 - Parent and Child Together
 - FACT Events
- Early Childhood Special Education
 - B3 Home Visiting
 - Inclusion Classrooms
 - Self-Contained Classrooms
- Early Childhood Screening – Starting at 3



VPK History

Voluntary Prekindergarten (VPK) is high-quality, publicly funded prekindergarten programs. Programs across Minnesota serve over 12,000 children throughout the state in 208 school districts and charter schools. Four-year-old prekindergarten at the CLC is our district's Voluntary Preschool Program.

Austin Public Schools has been receiving VPK funds through the state of Minnesota since 2017. APS was one of the first districts to apply for and receive these funds to support students attending preschool at no cost the year before kindergarten.

MDE Update

Minnesota law has changed the eligibility requirements for Austin Public Schools Prekindergarten (4-year-old preschool) beginning in the 2025-26 school year.

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- *Qualify using state general financial eligibility requirements*
- *Is an English language learner*
- *Is an American Indian*
- *Has experienced homelessness in the last 24 months*
- *Is identified through health and developmental screening with a potential risk factor that may influence learning*
- *Is in foster care, kinship care, or needs child protection services*
- *Has a parent who is a migrant or seasonal agricultural laborer.*
- *Has a parent who is incarcerated.*
- *Is defined as at risk by the school district.*

Is defined as at risk by the school district.

- **Socioeconomic factors:**
 - Receiving government assistance like food stamps or Medicaid
 - Single parent household
 - Teen parent
- **Language factors:**
 - Not speaking English as a primary language
 - Limited English proficiency
- **Educational factors:**
 - Parent with limited education level
 - Lack of access to early childhood education
- **Developmental factors:**
 - Identified developmental delays through screening
 - Concerns about cognitive or social-emotional development
- **Health and stability factors:**
 - Frequent changes in caregivers
 - Health concerns impacting learning

Impact in Austin

Some students attending four-year-old preschool (Prekindergarten) at the CLC will be paying fees to attend preschool based on a sliding scale.

Proposed Preschool Tuition Scale for the 2025-2026 School Year

Family size	VPK or Scholarship Income Eligible - Tuition Free	Reduced Fee 1	Reduced Fee 2	Pay in Full
2	<\$44,006	\$44,007-\$62,731	\$62,732-\$79,584	\$79,585 +
3	<\$54,360	\$53,361-\$77,492	\$77,493-\$98,310	\$98,311 +
4	<\$64,714	\$64,715-\$92,252	\$92,253-\$117,036	\$117,037 +
5	<\$75,068	\$75,069-\$107,012	\$107,013-\$135,761	\$135,762+
6	<\$85,423	\$85,424-\$121,773	\$121,774-\$154,487	\$154,488+
7	<\$87,365	\$87,366-\$124,541	\$124,542-\$157,999	\$158,000+
8	<\$89,306	\$89,307-\$127,308	\$127,309-\$161,509	\$161,510+
9	<\$91,247	\$91,248-\$130,076	\$130,077-\$165,021	\$165,022+
Discovery	\$0	\$100	\$150	\$200
Kprep	\$0	\$100	\$150	\$200

Families whose household income falls in the "tuition free" column of the sliding fee scale, will be given priority for scholarships and Voluntary Prekindergarten (VPK) funding. Determinations will be made by August 2025.

Questions?

INTERVIEWS OF STUDENTS BY OUTSIDE AGENCIES

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I. PURPOSE

There are occasions in which persons other than school district officials and employees find it necessary to speak with a student during the school day. Student safety and disruption of the educational program is of concern to the school district. The purpose of this policy is to establish the procedures for access to students by authorized individuals during the school day.

II. GENERAL STATEMENT OF POLICY

- A. Generally, students may not be interviewed during the school day by persons other than a student's parents, school district officials, employees and/or agents, except as otherwise provided by law and/or this policy.
- B. Requests from law enforcement officers and those other than a student's parents, school district officials, employees and/or agents to interview students shall be made through the principal's office. Upon receiving a request, it shall be the responsibility of the principal to determine whether the request will be granted. Prior to granting a request, the principal shall attempt to contact the student's parents to inform them of the request, except where otherwise prohibited by law.

III. INTERVIEWS CONDUCTED UNDER THE MALTREATMENT OF MINORS ACT

- A. In the case of an investigation pursuant to the Reporting of Maltreatment of Minors Act, Minnesota Statutes Chapter 260E, a local welfare agency, the agency responsible for investigating the report, and a local law enforcement agency may interview, without parental consent, an alleged victim and any minors who currently reside with or who have resided with the alleged perpetrator. The interview may take place at school and during school hours. School district officials will work with the local welfare agency, the agency responsible for investigating the report, or law enforcement agency to select a place appropriate for the interview. **When it is possible and the report alleges substantial child endangerment or sexual abuse, the** interview may take place outside the presence of the alleged offender and may take place prior to any interviews of the alleged offender ~~perpetrator or parent, legal custodian, guardian, or school district official.~~

[NOTE: This change is found in Minnesota Statutes, section 260E.22.]

- B. If the interview took place or is to take place on school district property, an order of the juvenile court pursuant to Minnesota Statutes Chapter 260E may specify that school district officials may not disclose to the parent, legal custodian, or guardian the contents of the notification of intent to interview the child on school district property and/or any other related information regarding the interview that may be a part of the child's record. The school district official must receive a

copy of the order from the local welfare or law enforcement agency.

- C. When the local welfare agency, local law enforcement agency, or agency responsible for assessing or investigating a report of maltreatment determines that an interview should take place on school district property, school district officials must receive written notification of intent to interview the child on school district property prior to the interview. The notification shall include the name of the child to be interviewed, the purpose of the interview, and a reference to the statutory authority to conduct an interview on school district property. Where the interviews are conducted by the local welfare agency, the notification must be signed by the chair of the local social services agency or the chair's designee. The notification is private educational data on the student. School district officials may not disclose to the parent, legal custodian or guardian the contents of the notification or any other related information regarding the interview until notified in writing by the local welfare or law enforcement agency that the investigation or assessment has been concluded, unless a school employee or agent is alleged to have maltreated the child. Until school district officials receive said notification, all inquiries regarding the nature of the investigation or assessment should be directed to the local welfare or law enforcement agency or the agency responsible for assessing or investigating a report of maltreatment shall be solely responsible for any disclosure regarding the nature of the assessment or investigation.

- D. School district officials shall have discretion to reasonably schedule the time, place, and manner of an interview by a local welfare or local law enforcement agency on school district premises. However, where the alleged perpetrator is believed to be a school district official or employee, the local welfare or local law enforcement agency will have discretion to determine where the interview will be held. The interview must be conducted not more than 24 hours after the receipt of the notification unless another time is considered necessary by agreement between the school district officials and the local welfare or law enforcement agency. However, school district officials must yield to the discretion of the local welfare or law enforcement agency concerning other persons in attendance at the interview. School district officials will make every effort to reduce the disruption to the educational program of the child, other students, or school staff when an interview is conducted on school district premises.

- E. Students shall not be taken from school district property without the consent of the principal and without proper warrant.

Legal References: Minn. Stat. § 13.32 (Educational Data)
Minn. Stat. Ch. 260E (Reporting of Maltreatment of Minors)

Cross References: MSBA/MASA Model Policy 103 (Complaints – Students, Employees, Parents, Other Persons)
MSBA/MASA Model Policy 414 (Mandated Reporting of Child Neglect)

or Physical or Sexual Abuse)
MSBA/MASA Model Policy 515 (Protection and Privacy of Pupil
Records)

Policy Adopted: 2/14/05
Policy Reviewed: 04/09/12
Policy Reviewed: 01/13/14
Policy Reviewed: 9/10/18
Policy Reviewed: 05/10/21
Policy Updated: 02/14/21
Policy Updated: 04/24/23

SCHOOL DISTRICT TESTING PLAN AND PROCEDURE

614

I. PURPOSE

The purpose of this policy is to set forth the school district's testing plan and procedure.

II. GENERAL STATEMENT OF POLICY

The policy of the school district is to implement procedures for testing, test security, documentation, and record keeping.

III. DUTIES OF SCHOOL DISTRICT PERSONNEL REGARDING TEST ADMINISTRATION

A. Superintendent

1. Responsibilities before testing.
 - a. Designate a district assessment coordinator and district technology coordinator.
 - b. The superintendent, or a designee who has been authorized to be the identified official with authority by the school board, pre-authorizes staff access for applicable Minnesota Department of Education (MDE) secure systems.
 - c. Annually review and recertify staff who have access to MDE secure systems.
 - d. Read and complete the *Assurance of Test Security and Non-Disclosure*.
 - e. Establish a culture of academic integrity.
 - f. Fully cooperate with MDE representatives conducting site visits or Minnesota Test of Academic Skills (MTAS) audits during testing.
 - g. Ensure student information is current and accurate.
 - h. Ensure that a current district test security procedure is in place and that all relevant staff have been provided district training on test administration and test security.
 - i. Ensure that a current process is included for tracking which students tested with which test monitors and any other adult(s) who

were present in the testing room (e.g., staff providing assistance, paraprofessionals, etc.).

- j. Confirm the district assessment coordinator has current information and training specific to test security and the administration of statewide assessments.
- k. Confirm the district assessment coordinator completes Pre-test Editing in the Test Web Edit System (WES).
- l. Post on the school district website the complete Parent/Guardian Guide and Refusal for Student Participation in Statewide Testing form.

2. Responsibilities after testing.

- a. Confirm the district assessment coordinator and Minnesota Automated Reporting Student System (MARSS) coordinator complete Post-test Editing in Test WES.
- b. Verify with the district assessment coordinator that all test security issues have been reported to MDE and are being addressed.
- c. Confirm the MARSS coordinator has updated all student records for Post-test Editing.
- d. Confirm the district assessment coordinator has finalized the district's assessment information prior to the close of Post-test Editing in Test WES.
- e. Confirm the district assessment coordinator, or designee, has access to the Graduation Requirements Records (GRR) system and enters necessary information.
- f. Discuss assessment results with the district assessment coordinator and school administrators.

B. District Assessment Coordinator

1. Responsibilities before testing.

- a. Serve as primary contact with MDE regarding policy and procedure questions related to test administration.
- b. Read and complete the *Assurance of Test Security and Non-Disclosure*.

- c. Confirm all staff who handle test materials, administer tests, or have access to secure test content have completed the *Assurance of Test Security and Non-Disclosure*.
 - (1) Maintain the completed *Assurance of Test Security and Non-Disclosure* for two years after the end of the academic school year in which testing took place.
- d. Review with all staff the *Assurance of Test Security and Non-Disclosure* and their responsibilities thereunder.
- e. Identify appropriate tests for students and ensure student data sent to service providers for testing are correct.
- f. Establish district testing schedule within the testing windows specified by the MDE and service providers.
- g. Prepare testing conditions, including user access to service provider websites, preparing readiness for online testing, preparing a plan for tracking which students test on which computers or devices, ensure accommodations are indicated as necessary, providing students with opportunity to become familiar with test format, item types, and tools prior to test administration; establishing process for inventorying and distributing secure test materials where necessary; preparing procedures for expected and unexpected situations occurring during testing; planning for addressing technical issues while testing; identify staff who will enter student responses from paper accommodated test materials and scores from MTAS administration online.
- h. Train school assessment coordinators, test monitors, MTAS test administrators, and ACCESS (test for English language learners) and Alternate ACCESS test administrators.
 - (1) Provide training on proper test administration and test security (Pearson's Training Management System).
 - (2) Verify staff complete any and all test-specific training.
- i. Maintain security of test content, test materials, and record of all staff involved.
 - (1) Receive secure paper test materials from the service provider and immediately lock them in a previously identified secure area, inventory same, and contact service provider with any discrepancies.

- (2) Organize secure test materials for online administrations and keep them secure.
 - (3) Define chain of custody for providing test materials to test monitors and administrators. The chain of custody must address the process for providing test materials on the day of testing, distributing test materials to and collecting test materials from students at the time of testing, keeping test materials secure between testing sessions, and returning test materials after testing is completed.
- j. Confirm that all students have appropriate test materials.
2. Responsibilities on testing day(s).
- a. Conduct random, unannounced visits to testing rooms to observe staff adherence to test security and policies and procedures.
 - b. Fully cooperate with MDE representatives conducting site visits or MTAS audits.
 - c. Contact the MDE assessment contact within 24 hours of a security breach and submit the *Test Security Notification* in Test WES within 48 hours.
 - d. Address invalidations and test or accountability codes.
3. Responsibilities after testing.
- a. Ensure that student responses from paper accommodated test materials and MTAS scores are entered.
 - b. Arrange for secure disposal of all test materials that are not required to be returned within 48 hours after the close of the testing window.
 - c. Return secure test materials as outlined in applicable manuals and resources.
 - d. Collect security documents and maintain them for two years from the end of the academic school year in which testing took place.
 - e. Review student assessment data and resolve any issues.
 - f. Distribute Individual Student Reports no later than fall parent/teacher conferences.
 - g. Enter Graduation Requirements Records in the GRR system.

C. School Principal

1. Responsibilities before testing.
 - a. Designate a school assessment coordinator and technology coordinator for the building.
 - b. Be knowledgeable about proper test administration and test security as outlined in manuals and directions.
 - c. Read and complete the *Assurance of Test Security and Non-Disclosure*.
 - d. Communicate the importance of test security and expectation that staff will keep test content secure and act with honesty and integrity during test administration.
 - e. Provide adequate secure storage space for secure test materials before, during, and after testing until they are returned to the service provider or securely disposed of.
 - f. Ensure adequate computers and/or devices are available and rooms are appropriately set up for online testing.
 - g. Verify that all test monitors and test administrators receive proper training for test administration.
 - h. Ensure students taking specified tests have opportunity to become familiar with test format, item types, and tools prior to test administration.
 - i. Include the complete Parent/Guardian Guide and Refusal for Student Participation in Statewide Testing form in the student handbook.
2. Responsibilities on testing day(s).
 - a. Ensure that test administration policies and procedures and test security requirements in all manuals and directions are followed.
 - b. Fully cooperate with MDE representatives conducting site visits or MTAS audits.
3. Responsibilities after testing.
 - a. Ensure all secure test materials are collected, returned, and/or disposed of securely as required in any manual.

- b. Ensure requirements for embargoed final assessment results are followed.

D. School Assessment Coordinator

- 1. Responsibilities before testing.
 - a. Implement test administration and test security policies and procedures.
 - b. Read and complete the *Assurance of Test Security and Non-Disclosure*.
 - c. Ensure all staff who handle test materials, administer tests, or have access to secure test content read and complete the *Assurance of Test Security and Non-Disclosure*.
 - d. Identify appropriate tests for students and ensure student data sent to service providers for testing are correct.
 - e. Prepare testing conditions, including the following: schedule rooms and computer labs; arrange for test monitors and administrators; arrange for additional staff to assist with unexpected situations; arrange for technology staff to assist with technical issues; develop a plan for tracking which students test on which computers or devices; plan seating arrangements for students; ensure preparations are completed for Optional Local Purpose Assessment (OLPA), Minnesota Comprehensive Assessment (MCA), and ACCESS online testing; ensure accommodations are properly reported; confirm how secure paper test materials will arrive and quantities to expect; address accommodations and specific test administration procedures; determine staff who will enter the student responses from paper accommodated test materials and scores from MTAS administrations online.
 - f. Train staff, including all state-provided training materials, policies and procedures, and test-specific training.
 - g. Maintain security of test content and test materials.
 - (1) Receive secure paper test materials from the service provider and immediately lock them in a previously identified secure area, inventory same, and contact service provider with any discrepancies.

- (2) Organize secure test materials for online administrations and keep them secure.
 - (3) Follow chain of custody for providing test materials to test monitors and administrators. The chain of custody must address the process for providing test materials on the day of testing, distributing test materials to and collecting test materials from students at the time of testing, keeping test materials secure between testing sessions, and returning test materials after testing is completed.
 - (4) Identify need for additional test materials to district assessment coordinator.
 - (5) Provide MTAS student data collection forms if necessary.
 - (6) Distribute applicable ACCESS and Alternate ACCESS *Test Administrator Scripts* and *Test Administration Manuals* to test administrators so they can become familiar with the script and prepare for test administration.
 - (7) Confirm that all students taking ACCESS and Alternate ACCESS have appropriate test materials and preprinted student information on the label is accurate.
2. Responsibilities on testing day(s).
- a. Distribute materials to test monitors and ACCESS test administrators and ensure security of test materials between testing sessions and that district procedures are followed.
 - b. Ensure *Test Monitor and Student Directions* and *Test Administrator Scripts* are followed and answer questions regarding same.
 - c. Fully cooperate with MDE representatives conducting site visits or MTAS audits, as applicable.
 - d. Conduct random, unannounced visits to testing rooms to observe staff adherence to test security and test administration policies and procedures.
 - e. Report testing irregularities to district assessment coordinator using the *Test Administration Report*.

[Note: This form is available on the Minnesota PearsonAccess Next website—see Cross References for website address.]

f. Report security breaches to the district assessment coordinator as soon as possible.

3. Responsibilities after testing.

a. Ensure that all paper test materials are kept locked and secure and security checklists completed.

b. Ensure that student responses from paper accommodated test materials and MTAS scores are entered.

c. Arrange for secure disposal of all test materials that are not required to be returned within 48 hours after the close of the testing window.

d. Return secure test materials as outlined in applicable manuals and resources.

e. Prepare materials for pickup by designated carrier on designated date(s). Maintain security of all materials.

f. Ensure requirements for embargoed final assessment results are followed.

E. Technology Coordinator

1. Ensure that district is prepared for online test administration and provide technical support to district staff.

2. Acquire all necessary user identifications and passwords.

3. Read and complete the *Assurance of Test Security and Non-Disclosure*.

4. Fully cooperate with MDE representatives conducting site visits or MTAS audits.

5. Attend district training and any service provider technology training.

6. Review, use, and be familiar with all service provider technical documentation.

7. Prepare computers and devices for online testing.

8. Confirm site readiness.

9. Provide all necessary accessories for testing, technical support/troubleshooting during test administration and contact service provider help desks as needed.

F. Test Monitor

1. Responsibilities before testing.
 - a. Read and complete the *Assurance of Test Security and Non-Disclosure*.
 - b. Attend trainings related to test administration and security.
 - c. Complete required training course(s) for tests administering.
 - d. Be knowledgeable about how to contact the school assessment coordinator during testing, where to pick up materials on day of test, and plan for securing test materials between test sessions.
 - e. Be knowledgeable regarding student accommodations.
 - f. Remove or cover any instructional posters or visual materials in the testing room.
2. Responsibilities on testing day(s).
 - a. Before test.
 - (1) Receive and maintain security of test materials.
 - (2) Verify that all test materials are received.
 - (3) Ensure proper number of computers/devices or paper accommodated test materials are present.
 - (4) Verify student testing tickets and appropriate allowable materials.
 - (5) Assign numbered test books to individual students.
 - (6) Complete information as directed.
 - (7) Record extra test materials.
 - b. During test.
 - (1) Verify that students are logged in and taking the correct test or using the correct grade-level and tier test booklet for students with paper accommodated test materials.
 - (2) Follow all directions and scripts exactly.

- (3) Follow procedures for restricting student access to cell phones and other electronic devices, including wearable electronic devices.
- (4) Stay in testing room and remain attentive during entire test session. Practice active monitoring by circulating throughout the room during testing.

[Note: School districts may allow test monitors to use their cell phones only to alert other staff of issues. If allowed, the school district should train the test monitors on proper and improper use.]

- (5) Be knowledgeable about responding to emergency or unusual circumstances and technology issues.
- (6) Do not review, discuss, capture, email, post, or share test content in any format.
- (7) Ensure all students have been provided the opportunity to independently demonstrate their knowledge.
- (8) Fully cooperate with MDE representatives conducting site visits or MTAS audits.
- (9) Document the students who tested with the test monitor and any other adult(s) who were present in the testing room (e.g., staff providing assistance, paraprofessionals, etc.).
- (10) Document students who require a scribe or translated directions or any unusual circumstances and report to school assessment coordinator.
- (11) Report any possible security breaches as soon as possible.

c. After test.

- (1) Follow directions and scripts exactly.
- (2) Collect all materials and keep secure after each session. Upon completion return to the school assessment coordinator.
- (3) Immediately report any missing test materials to the school assessment coordinator.

G. MTAS Test Administrator

1. Before testing.
 - a. Read and complete the *Assurance of Test Security and Non-Disclosure*.
 - b. Attend trainings related to test administration and security.
 - c. Complete required training course(s) for tests administering.
 - d. Be knowledgeable as to when and where to pick up MTAS materials and the school's plan for keeping test materials secure.
 - e. Prepare test materials for administration, including objects and manipulatives, special instructions, and specific adaptations for each student.
2. Responsibility on testing day(s).
 - a. Before the test.
 - (1) Maintain security of materials.
 - (2) Confirm appropriate MTAS materials are available and prepared for student.
 - b. During the test.
 - (1) Administer each task to each student and record the score.
 - (2) Be knowledgeable about how to contact the district or school assessment coordinator, if necessary, and responding to emergency and unusual circumstances.
 - (3) Fully cooperate with MDE representatives conducting site visits or MTAS audits.
 - (4) Document and report and unusual circumstances to district or school assessment coordinator.
 - c. After the test.
 - (1) Keep materials secure.
 - (2) Return all materials.
 - (3) Return objects and manipulatives to classroom.

- (4) Enter MTAS scores online or return data collection forms to the district or school assessment coordinator.

H. MARSS Coordinator

1. Responsibilities before testing.
 - a. Confirm all eligible students have unique state student identification (SSID) or MARSS numbers.
 - b. Ensure English language and special education designations are current and correct for students testing based on those designations.
 - c. Submit MARSS data on an ongoing basis to ensure accurate student demographic and enrollment information.
2. Responsibilities after testing.
 - a. Ensure accurate enrollment of students in schools during the accountability windows.
 - b. Ensure MARSS identifying characteristics are correct, especially for any student not taking an accountability test.
 - c. Work with district assessment coordinator to edit discrepancies during the Post-test Edit window in Test WES.

I. Any Person with Access to Test Materials

Read and complete the *Assurance of Test Security and Non-Disclosure*.

IV. TEST SECURITY

- A. Test Security Procedures will be adopted by school district administration.

[Note: This form is available on the Minnesota PearsonAccess Next website—see Cross References for website address..]

- B. Students will be informed of the following:

1. The importance of test security;
2. Expectation that students will keep test content secure;
3. Expectation that students will act with honesty and integrity during test administration;

4. Expectation that students will not access cell phones, wearable technology (e.g., smart watches, fitness trackers), or other devices that can electronically send or receive information. The test of a student who wears a device during testing must be invalidated.

If a student completes testing and then accesses a cell phone or other prohibited device (including wearable technology), the school district must take further action to determine if the test should be invalidated, rather than automatically invalidating the test.

5. Availability of the online Test Security Tip Line on the MDE website for reporting suspected incidents of cheating or other improper or unethical behavior.

C. Staff will be informed of the following:

1. Availability of the online Test Security Tip Line on the MDE website for reporting suspected incidents of cheating or other improper or unethical behavior.
2. Other contact information and options for reporting security concerns.

V. REQUIRED DOCUMENTATION FOR PROGRAM AUDIT

A. The school district shall maintain records necessary for program audits conducted by MDE. The records must include documentation consisting of the following:

1. Signed *Assurance of Test Security and Non-Disclosure* forms must be maintained for two years after the end of the academic year in which the testing took place.
2. School district security checklists provided in the test materials shipment must be maintained for two years after the end of the academic school year in which testing took place.
3. School security checklists provided in the test materials shipment must be maintained for two years after the end of the academic school year in which testing took place.
4. Test Monitor Test Materials Security Checklist provided for each group of students assigned to a test monitor must be maintained for two years after the end of the academic school year in which testing took place.
5. School district test monitor tracking documentation must be maintained for two years after the end of the academic year in which the tracking took place.

6. ACCESS and Alternate ACCESS Packing List and Security Checklist provided in the test materials shipment must be maintained for two years after the end of the academic school year in which testing took place.
7. Documentation of school district staff training on test administration and test security must be maintained for two years after the end of the academic school year in which testing took place.
8. *Test Security Notification* must be maintained for two years after the end of the academic school year in which testing took place.
9. *Test Administration Report* must be maintained for one year after the end of the academic school year in which testing took place.
10. Record of staff trainings and test-specific trainings must be maintained for one year after the end of the academic year in which testing took place.

~~VI. RETALIATION PROHIBITED~~

~~An employee who discloses information to the MDE Commissioner or a parent or guardian about service disruptions or technical interruptions related to administering assessments under this section is protected under section 181.932, governing disclosure of information by employees.~~

~~[NOTE: The 2024 Minnesota legislature enacted this provision.]~~

~~MSBA recommends deletion of Article VI as this protection is not part of the testing procedure itself.~~

Legal References: Minn. Stat. § 13.34 (Examination Data)
Minn. Stat. § 120B.11 (School District Process for Reviewing Curriculum Instruction, and Student Achievement Goals; Striving for Comprehensive Achievement and Civic Readiness)
Minn. Stat. § 120B.30 (Statewide Testing and Reporting System)
Minn. Stat. § 120B.36, Subd. 2 (School Accountability)
Minn. Rules Parts 3501.0660 (Academic Standards for Language Arts)
Minn. Rules Parts 3501.0700-3501.0745 (Academic Standards for Mathematics)
Minn. Rules Parts 3501.0820 (Academic Standards for the Arts)
Minn. Rules Parts 3501.0900-3501.0960 (Academic Standards in Science)
Minn. Rules Parts 3501.1300-3501.1345 (Academic Standards for Social Studies)
Minn. Rules Parts 3501.1400-3501.1410 (Academic Standards for Physical Education)
20 U.S.C. § 6301, *et seq.* (Every Student Succeeds Act)

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

MSBA/MASA Model Policy 613 (Graduation Requirements)

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

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

Minnesota PearsonAccess Next Resources and Forms:

<http://minnesota.pearsonaccessnext.com/policies-and-procedures/>

Policy Adopted: 5/23/05
Policy Revised: 9/12/12
Policy Reviewed: 3/10/14
Policy Updated: 1/14/19
Policy Updated: 5/22/23
Policy Revised: 07/08/24

ESTABLISHMENT AND ADOPTION OF SCHOOL DISTRICT BUDGET

701

I. PURPOSE

The purpose of this policy is to establish lines of authority and procedures for the establishment of the school district's revenue and expenditure budgets.

II. GENERAL STATEMENT OF POLICY

The policy of the school district is to establish its revenue and expenditure budgets in accordance with the applicable provisions of law. Budget planning is an integral part of program planning so that the annual budget will effectively express and implement school board goals and the priorities of the school district.

III. REQUIREMENT

- A. The superintendent or such other school official as designated by the superintendent or the school board shall each year prepare preliminary revenue and expenditure budgets for review by the school board or its designated committee or committees. The preliminary budgets shall be accompanied by such written commentary as may be necessary for them to be clearly understood by the members of the school board and the public. The school board shall review the projected revenues and expenditures for the school district for the next fiscal year and make such adjustments in the expenditure budget as necessary to carry out the education program within the revenues projected. **When projected expenditures exceed projected revenues, the school board may consider use of an available fund balance, if one exists.**
- B. The school district must maintain separate accounts to identify revenues and expenditures for each building. Expenditures shall be reported in compliance with Minnesota Statutes section 123B.76.
- C. Prior to July 1 of each year, the school board shall approve and adopt its initial revenue and expenditure budgets for the next school year. The adopted expenditure budget document shall be considered the school board's expenditure authorization for that school year. No funds may be expended for any purpose in any school year prior to the adoption of the budget document which authorizes that expenditure for that year, or prior to the adoption of an amendment to that budget document by the school board to authorize that expenditure for that year.
- D. Each year, the school district shall publish its adopted revenue and expenditure budgets for the current year, the actual revenues, expenditures, and fund balances for the prior year, and the projected fund balances for the current year in the form prescribed by the **Minnesota** Commissioner of **the Minnesota Department of Education** within one week of the acceptance of the final audit by the school board, or November 30, whichever is earlier. A statement shall be included in the publication that the complete budget in detail may be inspected by any resident of

the school district upon request to the superintendent. A summary of this information and the address of the school district's official website where the information can be found must be published in a newspaper of general circulation in the school district. At the same time as this publication, the school district shall publish the other information required by Minnesota Statutes section 123B.10.

- E. At the public hearing on the adoption of the school district's proposed property tax levy, the school board shall review its current budget and the proposed property taxes payable in the following calendar year.
- F. The school district must also post the materials specified in Paragraph III.D. above on the school district's official website, including a link to the school district's school report card on the Minnesota Department of Education's website, and publish a summary of information and the address of the school district's website where the information can be found in a qualified newspaper of general circulation in the district.

IV. IMPLEMENTATION

- A. The school board places the responsibility for administering the adopted budget with the superintendent. The superintendent may delegate duties related thereto to other school officials, but the superintendent maintains the ultimate responsibility for this function.
- B. The program-oriented budgeting system will be supported by a program-oriented accounting structure organized and operated on a fund basis as provided for in Minnesota statutes through the Uniform Financial Accounting and Reporting Standards for Minnesota School Districts (UFARS).
- C. The superintendent or the superintendent's designee is authorized to make payments of claims or salaries authorized by the adopted or amended budget prior to school board approval.
- D. Supplies and capital equipment can be ordered prior to budget adoption only by authority of the school board. If additional personnel are provided in the proposed budget, actual hiring may not occur until the budget is adopted unless otherwise approved by the school board. Other funds to be expended in a subsequent school year may not be encumbered prior to budget adoption unless specifically approved by the school board.
- E. The school district shall make such reports to the ~~Minnesota~~ Commissioner of ~~Education~~ as required relating to initial allocations of revenue, reallocations of revenue, and expenditures of funds.

Legal References: Minn. Stat. § 123B.10 (Publication of Financial Information)
Minn. Stat. § 123B.76 (Expenditures; Reporting)
Minn. Stat. § 123B.77 (Accounting, Budgeting, and Reporting)

Requirements)

Cross References: MSBA/MASA Model Policy 701.1 (Modification of School District Budget)
MSBA/MASA Model Policy 702 (Accounting)

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MSBA/MASA Model Policy 721

Orig. 2016

Revised: _____

Rev. 2024~~2~~

721 UNIFORM GRANT GUIDANCE POLICY REGARDING FEDERAL REVENUE SOURCES

[NOTE: School districts are required by the federal Uniform Grant Guidance ([UGG](#)) regulations, 2 Code of Federal Regulations, Part 200, to have the policies that establish uniform administrative requirements, cost principles, and audit requirements for federal awards to non-federal entities including school districts. In June 2018, the United States Office of Management and Budget increased the threshold dollar amounts for both simplified acquisition costs (\$250,000) and micro-purchases (\$10,000).]

I. PURPOSE

The purpose of this policy is to ensure compliance with the requirements of the federal Uniform Grant Guidance regulations by establishing uniform administrative requirements, cost principles, and audit requirements for federal grant awards received by the school district.

II. DEFINITIONS

[NOTE: In October 2024, MSBA updated Article II to ensure that the definitions are presented in alphabetical order. School districts may choose whether to adopt this change.]

- A. "Compensation for personal services" includes all remuneration, paid currently or accrued, for services of employees rendered during the period of performance under the federal award, including, but not necessarily limited to, wages and salaries. Compensation for personal services may also include fringe benefits which are addressed in 2 Code of Federal Regulations, section 200.431 (Compensation - Fringe Benefits).
- B. "Contract" means a legal instrument by which a non-federal entity purchases property or services needed to carry out the project or program under a federal award. The term, as used in 2 Code of Federal Regulations, Part 200, does not include a legal instrument, even if the non-federal entity considers it a contract, when the substance of the transaction meets the definition of a federal award or subaward.
- C. "Direct costs" are those costs that can be identified specifically with a particular final cost objective, such as a federal award, or other internally or externally funded activity, or that can be directly assigned to such activities relatively easily with a high degree of accuracy.
- D. "Equipment" means tangible personal property (including information technology systems) having a useful life of more than one year and a per-unit acquisition cost which exceeds the lesser of the capitalization level established by the non-federal entity for financial statement purposes, or \$10,000.
- E. "Federal award" has the meaning, depending on the context, in either paragraph 1. or 2. of this definition:
 - 1. a. The federal financial assistance that a non-federal entity receives directly from a federal awarding agency or indirectly from a pass-through entity, as described in 2 Code of Federal Regulations, section 200.101 (Applicability); or

- b. The cost-reimbursement contract under the federal Acquisition Regulations that a non-federal entity receives directly from a federal awarding agency or indirectly from a pass-through entity, as described in 2 Code of Federal Regulations, section 200.101 (Applicability).
2. The instrument setting forth the terms and conditions. The instrument is the grant agreement, cooperative agreement, other agreement for assistance covered in paragraph (b) of 2 Code of Federal Regulations, section 200.40 (Federal Financial Assistance), or the cost-reimbursement contract awarded under the federal Acquisition Regulations.
3. "Federal award" does not include other contracts that a federal agency uses to buy goods or services from a contractor or a contract to operate federal-government-owned, contractor-operated facilities.

F. Grants

1. "State-administered grants" are those grants that pass through a state agency such as the Minnesota Department of Education (MDE).
2. "Direct grants" are those grants that do not pass through another agency such as MDE and are awarded directly by the federal awarding agency to the grantee organization. These grants are usually discretionary grants that are awarded by the U.S. Department of Education (DOE) or by another federal awarding agency.

[NOTE: All ~~of the~~ requirements outlined in this policy apply to both direct grants and state-administered grants.]

- G. "Non-federal entity" means a state, local government, Indian tribe, institution of higher education, or nonprofit organization that carries out a federal award as a recipient or subrecipient.
- H. "Post-retirement health plans" refer to costs of health insurance or health services not included in a pension plan covered by 2 Code of Federal Regulations, section 200.431(g) for retirees and their spouses, dependents, and survivors.

I. Procurement Methods

1. "Procurement by micro-purchase" is the acquisition of supplies or services, the aggregate dollar amount of which does not exceed the micro-purchase threshold (generally \$10,000, except as otherwise discussed in 48 Code of Federal Regulations, Subpart 2.1 or as periodically adjusted for inflation).

[NOTE: Minnesota school districts may choose to increase their federal micro-purchase threshold to \$25,000, which would align with the Minnesota limit. School districts choosing to adopt this increase must annually certify the higher threshold and the justification for using the higher threshold. Acceptable reasons for justification must meet *one* of the following criteria: (1) a qualification as a low-risk auditee, in accordance with the criteria established in 2 Code of Federal Regulations, section 200.520; (2) an annual internal institutional risk assessment to identify, mitigate, and manage financial risks; or (3) a higher threshold consistent with state law.]

2. "Procurement by small purchase procedures" are those relatively simple and informal procurement methods for securing services, supplies, or other

property that do not cost more than ~~\$175,000~~~~\$250,000~~ (periodically adjusted for inflation).

[NOTE: Despite the federal government's increase in the dollar cap for small purchases, Minnesota law limits the cap to \$175,000.]

3. "Procurement by sealed bids (formal advertising)" is a publicly solicited and a firm, fixed-price contract (lump sum or unit price) awarded to the responsible bidder whose bid, conforming to all the material terms and conditions of the invitation for bids, is the lowest in price.
4. "Procurement by competitive proposals" is normally conducted with more than one source submitting an offer, and either a fixed-price or cost-reimbursement type contract is awarded. Competitive proposals are generally used when conditions are not appropriate for the use of sealed bids.
5. "Procurement by noncompetitive proposals" is procurement through solicitation of a proposal from only one source.
- J. "Relocation costs" are costs incident to the permanent change of duty assignment (for an indefinite period or for a stated period not less than 12 months) of an existing employee or upon recruitment of a new employee.
- K. "Severance pay" is a payment in addition to regular salaries and wages by the non-federal entities to workers whose employment is being terminated.
- L. "Travel costs" are the expenses for transportation, lodging, subsistence, and related items incurred by employees who are in travel status on official business of the school district.

III. CONFLICT OF INTEREST

A. Employee Conflict of Interest

No employee, officer, or agent may participate in the selection, award, or administration of a contract supported by a federal award if he or she has a real or apparent conflict of interest. Such a conflict of interest would arise when the employee, officer, or agent, any member of his or her immediate family, his or her partner, or an organization which employs or is about to employ any of the parties indicated herein, has a financial or other interest in or a tangible personal benefit from a firm considered for a contract. The employees, officers, and agents of the school district may neither solicit nor accept gratuities, favors, or anything of monetary value from contractors or parties to subcontracts. However, the school district may set standards for situations in which the financial interest is not substantial or the gift is an unsolicited item of nominal value. The standards of conduct must provide for disciplinary actions to be applied for violations of such standards by employees, officers, or agents of the school district.

B. Organizational Conflicts of Interest

The school district is unable or appears to be unable to be impartial in conducting a procurement action involving the related organization because of relationships with a parent company, affiliate, or subsidiary organization.

C. Disclosing Conflicts of Interest

The school district must disclose in writing any potential conflict of interest to MDE in accordance with applicable federal awarding agency policies.

IV. ACCEPTABLE METHODS OF PROCUREMENT

A. General Procurement Standards

The school district must use its own documented procurement procedures which reflect applicable state laws, provided that the procurements conform to the applicable federal law and the standards identified in the Uniform Grant Guidance.

B. The school district must maintain oversight to ensure that contractors perform in accordance with the terms, conditions, and specifications of their contracts or purchase orders.

C. The school district's procedures must avoid acquisition of unnecessary or duplicative items. Consideration should be given to consolidating or breaking out procurements to obtain a more economical purchase. Where appropriate, an analysis will be made of lease versus purchase alternatives and any other appropriate analysis to determine the most economical approach.

D. The school district must award contracts only to responsible contractors possessing the ability to perform successfully under the terms and conditions of a proposed procurement. Consideration will be given to such matters as contractor integrity, compliance with public policy, record of past performance, and financial and technical resources.

E. The school district must maintain records sufficient to detail the history of procurement. These records will include, but are not necessarily limited to, the following: rationale for the method of procurement; selection of the contract type; contractor selection or rejection; and the basis for the contract price.

F. The school district alone must be responsible, in accordance with good administrative practice and sound business judgment, for the settlement of all contractual and administrative issues arising out of procurements. These issues include, but are not limited to, source evaluation, protests, disputes, and claims. These standards do not relieve the school district of any contractual responsibilities under its contracts.

G. The school district must take all necessary affirmative steps to assure that minority businesses, women's business enterprises, [veteran-owned businesses](#), and labor surplus area firms are ~~considered used when possible~~.

[\[NOTE: This change appears in the 2024 amended UGG.\]](#)

H. Methods of Procurement

The school district must use one of the following methods of procurement:

1. Procurement by micro-purchases. To the extent practicable, the school district must distribute micro-purchases equitably among qualified suppliers. Micro-purchases may be awarded without soliciting competitive quotations if the school district considers the price to be reasonable.
2. Procurement by small purchase procedures. If small purchase procedures are used, price or rate quotations must be obtained from an adequate number of qualified sources.
3. Procurement by sealed bids (formal advertising).
4. Procurement by competitive proposals. If this method is used, the following requirements apply:

- a. Requests for proposals must be publicized and identify all evaluation factors and their relative importance. Any response to publicized requests for proposals must be considered to the maximum extent practical;
 - b. Proposals must be solicited from an adequate number of qualified sources;
 - c. The school district must have a written method for conducting technical evaluations of the proposals received and for selecting recipients;
 - d. Contracts must be awarded to the responsible firm whose proposal is most advantageous to the program, with price and other factors considered; and
 - e. The school district may use competitive proposal procedures for qualifications-based procurement of architectural/engineering (A/E) professional services whereby competitors' qualifications are evaluated and the most qualified competitor is selected, subject to negotiation of fair and reasonable compensation. The method where price is not used as a selection factor can only be used in procurement of A/E professional services; it cannot be used to purchase other types of services, though A/E firms are a potential source to perform the proposed effort.
5. Procurement by noncompetitive proposals. Procurement by noncompetitive proposals may be used only when one or more of the following circumstances apply:
- a. The item is available only from a single source;
 - b. The public exigency or emergency for the requirement will not permit a delay resulting from competitive solicitation;
 - c. The DOE or MDE expressly authorizes noncompetitive proposals in response to a written request from the school district; or
 - d. After solicitation of a number of sources, competition is determined inadequate.

I. Competition

The school district must have written procedures for procurement transactions. These procedures must ensure that all solicitations:

- 1. Incorporate a clear and accurate description of the technical requirements for the material, product, or service to be procured. Such description must not, in competitive procurements, contain features which unduly restrict competition. The description may include a statement of the qualitative nature of the material, product, or service to be procured and, when necessary, must set forth those minimum essential characteristics and standards to which it must conform if it is to satisfy its intended use. Detailed product specifications should be avoided if at all possible. When making a clear and accurate description of the technical requirements is impractical or uneconomical, a "brand name or equivalent" description may be used as a means to define the performance or other salient requirements of procurement. The specific features of the named brand which must be met by offers must be clearly stated; and

2. Identify all requirements which the offerors must fulfill and all other factors to be used in evaluating bids or proposals.
- J. The school district must ensure that all prequalified lists of persons, firms, or products which are used in acquiring goods and services are current and include enough qualified sources to ensure maximum open and free competition. Also, the school district must not preclude potential bidders from qualifying during the solicitation period.
- K. Non-federal entities are prohibited from contracting with or making subawards under "covered transactions" to parties that are suspended or debarred or whose principals are suspended or debarred. "Covered transactions" include procurement contracts for goods and services awarded under a grant or cooperative agreement that are expected to equal or exceed \$25,000.
- L. All nonprocurement transactions entered into by a recipient (i.e., subawards to subrecipients), irrespective of award amount, are considered covered transactions, unless they are exempt as provided in 2 Code of Federal Regulations, section 180.215.

V. MANAGING EQUIPMENT AND SAFEGUARDING ASSETS

A. Property Standards

The school district must, at a minimum, provide the equivalent insurance coverage for real property and equipment acquired or improved with federal funds as provided to property owned by the non-federal entity. Federally owned property need not be insured unless required by the terms and conditions of the federal award. The school district must adhere to the requirements concerning real property, equipment, supplies, and intangible property set forth in 2 Code of Federal Regulations, sections 200.311, 200.314, and 200.315.

B. Equipment

Management requirements.

Procedures for managing equipment (including replacement equipment), whether acquired in whole or in part under a federal award, until disposition takes place will, at a minimum, meet the following requirements:

1. Property records must be maintained that include a description of the property; a serial number or other identification number; the source of the funding for the property (including the federal award identification number (FAIN)); who holds title; the acquisition date; the cost of the property; the percentage of the federal participation in the project costs for the federal award under which the property was acquired; the location, use, and condition of the property; and any ultimate disposition data, including the date of disposition and sale price of the property.
2. A physical inventory of the property must be taken and the results reconciled with the property records at least once every two years.
3. A control system must be developed to ensure adequate safeguards to prevent loss, damage, or theft of the property. Any loss, damage, or theft must be investigated.
4. Adequate maintenance procedures must be developed to keep property in good condition.

5. If the school district is authorized or required to sell the property, proper sales procedures must be established to ensure the highest possible return.

C. Cybersecurity

The school district must take reasonable cybersecurity and other measures to safeguard

1. Personally identifiable information;
2. Information that the federal agency or pass-through entity designates as sensitive; and
3. other information that the school district considers sensitive and is consistent with applicable Federal, State, local, and tribal laws regarding privacy and responsibility over confidentiality.

[NOTE: See 2 CFR 200.303, which establishes internal controls that the school district must implement.]

VI. FINANCIAL MANAGEMENT REQUIREMENTS

A. Financial Management.

The school district's financial management systems, including records documenting compliance with federal statutes, regulations, and the terms and conditions of the federal award, must be sufficient to permit the preparation of reports required by general and program-specific terms and conditions; and the tracing of funds to a level of expenditures adequate to establish that such funds have been used according to the federal statutes, regulations, and the terms and conditions of the federal award.

B. Payment

The school district must be paid in advance, provided it maintains or demonstrates the willingness to maintain both written procedures that minimize the time elapsing between the transfer of funds and disbursement between the school district and the financial management systems that meet the standards for fund control.

Advance payments to a school district must be limited to the minimum amounts needed and timed to be in accordance with the actual, immediate cash requirements of the school district in carrying out the purpose of the approved program or project. The timing and amount of advance payments must be as close as is administratively feasible to the actual disbursements by the non-federal entity for direct program or project costs and the proportionate share of any allowable indirect costs. The school district must make timely payment to contractors in accordance with the contract provisions.

C. Internal Controls

The school district must establish and maintain effective internal control over the federal award that provides reasonable assurance that the school district is managing the federal award in compliance with federal statutes, regulations, and the terms and conditions of the federal award. These internal controls should ~~align~~be in compliance with guidance in "Standards for Internal Control in the Federal Government," issued by the Comptroller General of the United States, or the "Internal Control Integrated Framework," issued by the Committee of Sponsoring Organizations of the Treadway Commission (COSO).

The school district must comply with [the United States Constitution](#), federal statutes, regulations, and the terms and conditions of the federal award.

The school district must ~~also~~ evaluate and monitor the school district's compliance with statutes, regulations, and the terms and conditions of the federal award.

The school district must ~~also~~ take prompt action when instances of noncompliance are identified, including noncompliance identified in audit findings.

The school district must take reasonable measures to safeguard protected personally identifiable information considered sensitive consistent with applicable federal and state laws regarding privacy and obligations of confidentiality.

VII. ALLOWABLE USE OF FUNDS AND COST PRINCIPLES

A. Allowable Use of Funds

The school district administration and board will enforce appropriate procedures and penalties for program, compliance, and accounting staff responsible for the allocation of federal grant costs based on their allowability and their conformity with federal cost principles to determine the allowability of costs.

B. Definitions

1. "Allowable cost" means a cost that complies with all legal requirements that apply to a particular federal education program, including statutes, regulations, guidance, applications, and approved grant awards.
2. "Education Department General Administrative Regulations (EDGAR)" means a compilation of regulations that apply to federal education programs. These regulations contain important rules governing the administration of federal education programs and include rules affecting the allowable use of federal funds (including rules regarding allowable costs, the period of availability of federal awards, documentation requirements, and grants management requirements). EDGAR can be accessed at: <http://www2.ed.gov/policy/fund/reg/edgarReg/edgar.html>.
3. "Omni Circular" or "2 Code of Federal Regulations, Part 200s" or "Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards" means federal cost principles that provide standards for determining whether costs may be charged to federal grants.
4. "Advance payment" means a payment that a federal awarding agency or passthrough entity makes by any appropriate payment mechanism, including a predetermined payment schedule, before the non-federal entity disburses the funds for program purposes.

C. Allowable Costs

The following items are costs that may be allowable under the 2 Code of Federal Regulations, Part 200s under specific conditions:

1. Advisory councils;
2. Audit costs and related services;
3. Bonding costs;
4. Communication costs;

5. Compensation for personal services;
6. Depreciation and use allowances;
7. Employee morale, health, and welfare costs;
8. Equipment and other capital expenditures;
9. Gains and losses on disposition of depreciable property and other capital assets and substantial relocation of federal programs;
10. Insurance and indemnification;
11. Maintenance, operations, and repairs;
12. Materials and supplies costs;
13. Meetings and conferences;
14. Memberships, subscriptions, and professional activity costs;
15. Security costs;
16. Professional service costs;
17. Proposal costs;
18. Publication and printing costs;
19. Rearrangement and alteration costs;
20. Rental costs of building and equipment;
21. Training costs; and
22. Travel costs.

D. Costs Forbidden by Federal Law

2 Code of Federal Regulations, Part 200s and EDGAR identify certain costs that may never be paid with federal funds. The following list provides examples of such costs. If a cost is on this list, it may not be supported with federal funds. The fact that a cost is not on this list does not mean it is necessarily permissible. Other important restrictions apply to federal funds, such as those items detailed in the 2 Code of Federal Regulations, Part 200s; thus, the following list is not exhaustive:

1. Advertising and public relations costs (with limited exceptions), including promotional items and memorabilia, models, gifts, and souvenirs;
2. Alcoholic beverages;
3. Bad debts;
4. Contingency provisions (with limited exceptions);
5. Fundraising and investment management costs (with limited exceptions);
6. Donations;
7. Contributions;
8. Entertainment (amusement, diversion, and social activities and any associated costs);
9. Fines and penalties;

10. General government expenses (with limited exceptions pertaining to Indian tribal governments and Councils of Government (COGs));
11. Goods or services for personal use;
12. Interest, except interest specifically stated in 2 Code of Federal Regulations, section 200.441 as allowable;
13. Religious use;
14. The acquisition of real property (unless specifically permitted by programmatic statute or regulations, which is very rare in federal education programs);
15. Construction (unless specifically permitted by programmatic statute or regulations, which is very rare in federal education programs); and
16. Tuition charged or fees collected from students applied toward meeting matching, cost sharing, or maintenance of effort requirements of a program.

E. Program Allowability

1. Any cost paid with federal education funds must be permissible under the federal program that would support the cost.
2. Many federal education programs detail specific required and/or allowable uses of funds for that program. Issues such as eligibility, program beneficiaries, caps or restrictions on certain types of program expenses, other program expenses, and other program specific requirements must be considered when performing the programmatic analysis.
3. The two largest federal K-12 programs, Title I, Part A, and the Individuals with Disabilities Education Act (IDEA), do not contain a use of funds section delineating the allowable uses of funds under those programs. In those cases, costs must be consistent with the purposes of the program in order to be allowable.

F. Federal Cost Principles

1. The Omni Circular defines the parameters for the permissible uses of federal funds. While many requirements are contained in the Omni Circular, it includes five core principles that serve as an important guide for effective grant management. These core principles require all costs to be:
 - a. Necessary for the proper and efficient performance or administration of the program.
 - b. Reasonable. An outside observer should clearly understand why a decision to spend money on a specific cost made sense in light of the cost, needs, and requirements of the program.
 - c. Allocable to the federal program that paid for the cost. A program must benefit in proportion to the amount charged to the federal program – for example, if a teacher is paid 50% with Title I funds, the teacher must work with the Title I program/students at least 50% of the time. Recipients also need to be able to track items or services purchased with federal funds so they can prove they were used for federal program purposes.
 - d. Authorized under state and local rules. All actions carried out with federal funds must be authorized and not prohibited by state and local laws and policies.

- e. Adequately documented. A recipient must maintain proper documentation so as to provide evidence to monitors, auditors, or other oversight entities of how the funds were spent over the lifecycle of the grant.

G. Program Specific Fiscal Rules

The Omni Circular also contains specific rules on selected items of costs. Costs must comply with these rules in order to be paid with federal funds.

1. All federal education programs have certain program specific fiscal rules that apply. Determining which rules apply depends on the program; however, rules such as supplement, not supplant, maintenance of effort, comparability, caps on certain uses of funds, etc., have an important impact when analyzing whether a particular cost is permissible.
2. Many state-administered programs require local education agencies (LEAs) to use federal program funds to supplement the amount of state, local, and, in some cases, other federal funds they spend on education costs and not to supplant (or replace) those funds. Generally, the "supplement, not supplant" provision means that federal funds must be used to supplement the level of funds from non-federal sources by providing additional services, staff, programs, or materials. In other words, federal funds normally cannot be used to pay for things that would otherwise be paid for with state or local funds (and, in some cases, with other federal funds).
3. Auditors generally presume supplanting has occurred in three situations:
 - a. School district uses federal funds to provide services that the school district is required to make available under other federal, state, or local laws.
 - b. School district uses federal funds to provide services that the school district provided with state or local funds in the prior year.
 - c. School district uses Title I, Part A, or Migrant Education Program funds to provide the same services to Title I or Migrant students that the school district provides with state or local funds to nonparticipating students.
4. These presumptions apply differently in different federal programs and also in schoolwide program schools. Staff should be familiar with the supplement not supplant provisions applicable to their program.

H. Approved Plans, Budgets, and Special Conditions

1. As required by the Omni Circular, all costs must be consistent with approved program plans and budgets.
2. Costs must also be consistent with all terms and conditions of federal awards, including any special conditions imposed on the school district's grants.

I. Training

1. The school district will provide training on the allowable use of federal funds to all staff involved in federal programs.
2. The school district will promote coordination between all staff involved in federal programs through activities, such as routine staff meetings and training sessions.

J. Employee Sanctions

Any school district employee who violates this policy will be subject to discipline, as appropriate, up to and including the termination of employment.

K. Mandatory Disclosures

The school district must promptly disclose whenever, in connection with the Federal award (including any activities or subawards thereunder), it has credible evidence of the commission of a violation of Federal criminal law involving fraud, conflict of interest, bribery, or gratuity violations found in 18 United States Code or a violation of the civil False Claims Act (31 United States Code, sections 3729–3733).

The disclosure must be made in writing to the Federal agency, the agency’s Office of Inspector General, and pass-through entity (if applicable). School districts are also required to report matters related to recipient integrity and performance in accordance with Appendix XII of this part. Failure to make required disclosures can result in any of the remedies described in 2 Code of Federal Regulations, section 200.339.

VIII. COMPENSATION – PERSONAL SERVICES EXPENSES AND REPORTING

A. Compensation – Personal Services

Costs of compensation are allowable to the extent that they satisfy the specific requirements of the Uniform Grant Guidance and that the total compensation for individual employees:

1. Is reasonable for the services rendered and conforms to the established written policy of the school district consistently applied to both federal and non-federal activities; and
2. Follows an appointment made in accordance with a school district’s written policies and meets the requirements of federal statute, where applicable.

Unless an arrangement is specifically authorized by a federal awarding agency, a school district must follow its written non-federal, entity-wide policies and practices concerning the permissible extent of professional services that can be provided outside the school district for non-organizational compensation.

B. Compensation – Fringe Benefits

1. During leave.

The costs of fringe benefits in the form of regular compensation paid to employees during periods of authorized absences from the job, such as for annual leave, family-related leave, sick leave, holidays, court leave, military leave, administrative leave, and other similar benefits, are allowable if all of the following criteria are met:

- a. They are provided under established written leave policies;
 - b. The costs are equitably allocated to all related activities, including federal awards; and
 - c. The accounting basis (cash or accrual) selected for costing each type of leave is consistently followed by the school district.
2. The costs of fringe benefits in the form of employer contributions or expenses for social security; employee life, health, unemployment, and worker’s

compensation insurance (except as indicated in 2 Code of Federal Regulations, section 200.447(d)); pension plan costs; and other similar benefits are allowable, provided such benefits are granted under established written policies. Such benefits must be allocated to federal awards and all other activities in a manner consistent with the pattern of benefits attributable to the individuals or group(s) of employees whose salaries and wages are chargeable to such federal awards and other activities and charged as direct or indirect costs in accordance with the school district's accounting practices.

3. Actual claims paid to or on behalf of employees or former employees for workers' compensation, unemployment compensation, severance pay, and similar employee benefits (e.g., post-retirement health benefits) are allowable in the year of payment provided that the school district follows a consistent costing policy.
4. Pension plan costs may be computed using a pay-as-you-go method or an acceptable actuarial cost method in accordance with the written policies of the school district.
5. Post-retirement costs may be computed using a pay-as-you-go method or an acceptable actuarial cost method in accordance with established written policies of the school district.
6. Costs of severance pay are allowable only to the extent that, in each case, severance pay is required by law; employer-employee agreement; established policy that constitutes, in effect, an implied agreement on the school district's part; or circumstances of the particular employment.

C. Insurance and Indemnification

Types and extent and cost of coverage are in accordance with the school district's policy and sound business practice.

D. Recruiting Costs

Short-term travel visa costs (as opposed to longer-term, immigration visas) may be directly charged to a federal award, so long as they are:

1. Critical and necessary for the conduct of the project;
2. Allowable under the cost principles set forth in the Uniform Grant Guidance;
3. Consistent with the school district's cost accounting practices and school district policy; and
4. Meeting the definition of "direct cost" in the applicable cost principles of the Uniform Grant Guidance.

E. Relocation Costs of Employees

Relocation costs are allowable, subject to the limitations described below, provided that reimbursement to the employee is in accordance with the school district's reimbursement policy.

F. Travel Costs

Travel costs may be charged on an actual cost basis, on a per diem or mileage basis in lieu of actual costs incurred, or on a combination of the two, provided the method used is applied to an entire trip and not to selected days of the trip, and results in charges consistent with those normally allowed in like circumstances in the school district's non-federally funded activities and in accordance with the school district's reimbursement policies.

Costs incurred by employees and officers for travel, including costs of lodging, other subsistence, and incidental expenses, must be considered reasonable and otherwise allowable only to the extent such costs do not exceed charges normally allowed by the school district in its regular operations according to the school district's written reimbursement and/or travel policies.

In addition, when costs are charged directly to the federal award, documentation must justify the following:

1. Participation of the individual is necessary to the federal award; and
2. The costs are reasonable and consistent with the school district's established travel policy.

Temporary dependent care costs above and beyond regular dependent care that directly results from travel to conferences is allowable provided the costs are:

1. A direct result of the individual's travel for the federal award;
2. Consistent with the school district's documented travel policy for all school district travel; and
3. Only temporary during the travel period.

[NOTE: Noncompliance. If a school district fails to comply with federal statutes, regulations, or the terms and conditions of a federal award, the DOE or MDE may impose additional conditions, as described in 2 Code of Federal Regulations, section 200.208 (Specific Conditions). If the DOE or MDE determines that noncompliance cannot be remedied by imposing additional conditions, the DOE or MDE may take one or more of the following actions, as appropriate under the circumstances: 1) Temporarily withhold cash payments pending correction of the deficiency by the school district or more severe enforcement action by the DOE or MDE; 2) Disallow (that is, deny both use of funds and any applicable matching credit for) all or part of the cost of the activity or action not in compliance; 3) Wholly or partly suspend or terminate the federal award; 4) Initiate suspension or debarment proceedings as authorized under 2 Code of Federal Regulations, Part 180 and DOE regulations (or, in the case of MDE, recommend such a proceeding be initiated by the DOE); 5) Withhold further federal awards for the project or program; and/or 6) Take other remedies that may be legally available.]

Legal References: [2 C.F.R. § 200.1](#) (Definitions: Capital Assets)
[2 C.F.R. § 200.112](#) (Conflict of Interest)
[2 C.F.R. § 200.113](#) (Mandatory Disclosures)
[2 C.F.R. § 200.205\(d\)](#) (Federal Awarding Agency Review of [Merit of Proposals](#)~~Risk Posed by Applicants~~)
[2 C.F.R. § 200.214](#) (Suspension and Debarment)
[2 C.F.R. § 200.300\(b\)](#) (Statutory and National Policy Requirements)
[2 C.F.R. § 200.302](#) (Financial Management)
[2 C.F.R. § 200.303](#) (Internal Controls)
[2 C.F.R. § 200.305\(b\)\(1\)](#) (Federal Payment)

[2 C.F.R. § 200.310](#) (Insurance Coverage)
[2 C.F.R. § 200.311](#) (~~Federally-owned and Exempt~~Real Property)
[2 C.F.R. § 200.312](#) (~~Federally-owned and Exempt~~ Property)
[2 C.F.R. § 200.313\(d\)](#) (Equipment)
[2 C.F.R. § 200.314](#) (Supplies)
[2 C.F.R. § 200.315](#) (Intangible Property)
[2 C.F.R. § 200.318](#) (General Procurement Standards)
[2 C.F.R. § 200.319\(c\)](#) (Competition)
[2 C.F.R. § 200.320](#) (Methods of Procurement to be Followed)
[2 C.F.R. § 200.321](#) (Contracting with Small and Minority Businesses, Women's Business Enterprises, and Labor Surplus Area Firms)
[2 C.F.R. § 200.328](#) (Financial Reporting)
[2 C.F.R. § 200.339](#) (Remedies for Noncompliance)
[2 C.F.R. § 200.403\(c\)](#) (Factors Affecting Allowability of Costs)
[2 C.F.R. § 200.430](#) (Compensation – Personal Services)
[2 C.F.R. § 200.431](#) (Compensation – Fringe Benefits)
[2 C.F.R. § 200.447](#) (Insurance and Indemnification)
[2 C.F.R. § 200.463](#) (Recruiting Costs)
[2 C.F.R. § 200.464](#) (Relocation Costs of Employees)
[2 C.F.R. § 200.474](#) (Transportation Costs)
[2 C.F.R. § 200.475](#) (Travel Costs)

Cross References: MSBA/MASA Model Policy 208 (Development, Adoption, and Implementation of Policies)
MSBA/MASA Model Policy 210 (Conflict of Interest – School Board Members)
~~MSBA/MASA Model Policy 210.1 (Conflict of Interest – Charter School Board Members)~~
MSBA/MASA Model Policy 412 (Expense Reimbursement)
MSBA/MASA Model Policy 701 (Establishment and Adoption of School District Budget)
MSBA/MASA Model Policy 701.1 (Modification of School District Budget)
MSBA/MASA Model Policy 702 (Accounting)
MSBA/MASA Model Policy 703 (Annual Audit)