

Dawson-Boyd School Board
Monday, January 6, 2025 Regular Meeting Time - 6:00 p.m.
Upstairs High School Commons Area
Monthly Board Meeting
Google Meet joining info:
Regular January School Board Meeting
Monday, January 6, 2025 · 6:00 - 8:00pm
Time zone: America/Chicago
Google Meet joining info
Video call link: <https://meet.google.com/ksc-fuog-dpp>
Or dial: +(US) +1 724-252-2667? PIN: ?204 198 573?#

Meeting Agenda

1. Call to order - 6:00 p.m.
 - Pledge of Allegiance
2. Oath of Office for new board members:

OATH OF OFFICE
I swear that I will support the Constitution of the United States and of this state, and that I will discharge faithfully the duties of the office of school board member of Independent School District No. 378 to the best of my judgment and ability.
3. Adopt/Amend Agenda
4. Reorganization of Dawson-Boyd Public School's Board
 - Elect Officers
 - Board Chair
 - Board Vice Chair
 - Board Clerk
 - Board Treasurer
5. (Chair, Vice Chair, and Treasurer see Tara after meeting)
6. Public Comments
7. Legal
 - a. Establish meeting time and dates
 - January 6, 2025, 6:00pm
 - February 10, 2025, 6:00pm
 - March 10, 2025, 6:00pm
 - April 14, 2025, 6:00pm
 - May 12, 2025, 6:00pm
 - June 9, 2025, 6:00pm
 - July 14, 2025, 6:00pm

- July 16, 2025 (board retreat), 9:00am - 4:00pm
- August 11, 2025, 6:00pm
- September 8, 2025, 6:00pm
- October 14, 2025 (Tuesday), 6:00pm
 - Monday, October 13 is Indigenous Peoples Day
- November 10, 2025, 6:00pm
- December 8, 2025, 6:00pm
- January 12, 2026, 6:00pm

b. Establish School Board Pay
Currently: \$50 per meeting

Establish Officer Salaries
Currently: Chair - \$225, Clerk - \$275, Treasurer - \$175

c. School Board Pay Comparables								
d.	e.	f.	g.	h.	i.	j.	k.	l.
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hh		jj.	kk.	ll.	m		oo	c

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bb		d	eee	fff	g	iii		k
lll.		n	ooo	pp	q	ss		u
vv		x	yyy	zz	a	cc		e
fff	s	h	iii.	jjj	k	m		c

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ttttt. Official Newspaper

- Dawson Sentinel

uuuuu. Official Financial Institutions

- Greater Community Credit Union
- Minnwest Bank

vvvvv. Official School Attorney

- Pemberton Law Office
- Swenson/Nelson/Stulz

wwwww. Authority to contact on school business:

- Board Chair
- Ward
- Stratmoen

xxxxx. Official Auditor

- Dana F Cole

yyyyy. Official Signatories

- Board Chair
- Board Clerk
- Ward
- Stratmoen

zzzzz. Committees

- Policy Committee (3 people)
- Personnel Committee (3 people)
- Finance and Facilities Committee (3 people)
- Committee to Negotiate with Certified Employees (3 people)

- Committee for Discussion with Classified Employees (3 people)
- Staff Development Representative (1 person)
- Health and Safety Representative (1 person)
- Cooperative Sponsorship Representatives (2 people)
- Curriculum & Achievement Representative (1 person)
- MSHSL Representative (1 person)
- Community Education Advisory Representative (1 person)
- Meet and Confer (1 person)
- MRVED Representative (1 person)
- UMRDC Representative (1 person)

8. Consent Agenda: THE FOLLOWING ITEMS ARE SUBMITTED FOR CONSENT APPROVAL

a. Approval of Meeting Minutes

Regular Board Meeting - December 9, 2024 Minutes

Special Meeting - December 30, 2024 Minutes

b. Approval of Financial Report and Monthly Claims and Accounts

c. Approval of Staffing Matters/Personnel

Hiring: Marcia Lund - long term substitute

Time without pay: Leah Prestholdt - February 19, 2025; Karen Anderson - February 20-21, 2025

Resignation: Emily Busch - Title - 1/6/2024

9. Communications: THE FOLLOWING ITEMS ARE SUBMITTED FOR CONSIDERATION

10. Information Items:

- a. Board Member Reports
- b. Teacher Reports
- c. Principal Reports
- d. Superintendent Report

11. Discussion/Approval Items:

12. Action Items:

- a. Resolution of Termination
- b. Resolution-District Donations
- c. Approval of School Fundraisers
 - FFA Chili Feed - 12.18.2024 or 12.20.2024

- NHS Bracelet Fundraiser

d. Policies

Second Readings

- Technical Updates
 - 503 - Student Attendance
- New Policy
 - 606 - Textbook and Instructional Material
- Updated Policy
 - 613 - Graduation Requirements
 - 614 - School District Testing Plan and Procedure
 - 615 - Testing Accommodations, Modifications, and Exemptions for IEPs, Section 504, and LEP Students
 - 617 - School District Assurance of Preparatory and High School Standards
 - MSBA recommends rescission of this policy, which was tied to the profiles of learning that is no longer in statute
 - 701 - Establishment and Adoption of School District Budget

13. Adjournment

Dawson-Boyd Independent School District No. 378
Regular December Board Meeting
December 9, 2024

The regular December meeting of the Board of Education was held on December 9, 2024, in the Dawson-Boyd upstairs common area. Members present were Lund, Buer, Kelly, Schindler, Marotzke, and Perkins as well as student representative Ochsendorf and administrative staff. Director Jurgenson was absent. Superintendent Ward began the Truth in Taxation meeting at 6:00 pm. Chair Kelly called the board meeting to order at 6:19 pm. There were no public comments. The agenda was approved (Perkins/Marotzke - MCU).

In the Consent Agenda, regular claims and accounts totaling \$369,361.74, \$969.56 for student activities, and \$367.06 for the building project were approved as presented. The board approved electronic transfers and state tax payments made in November. Minutes from the November Regular Board meeting and the December New Board Member Orientation were approved as presented (Buer/Lund). Lund asked to approve the staffing matters regarding Schindler and Lund to be presented and approved separately from the other staffing matters. Resignations - Patronelle Steinke - para sub - 11/13/2024, Retirements - Karen Anderson - end of 2024-2025 school year, Hiring - Courtney Bohnen - elementary paraprofessional - 11/25/2024, Erica Mosser - daycare - 11/25/2024, Becky Thoen - 6th-grade long-term sub beginning 12/19/2024, Unpaid leave - Kevin Norman - 1/24/2025 - one day without pay, and a leave request for Tobi Kemen - 12/19/2024 - 2/3/2025 were approved (Buer/Lund). The hiring of Clint Schindler - junior high boys basketball coach - 12/4/2024 and Marcia Lund - 4th-grade long-term sub - 1/20/25-4/14/25 were approved (Perkins/Marotzke with Lund and Schindler abstaining).

In Communications, Connie Forster and Casey Clausen with the Department of Homeland Security presented Superintendent Ward with a Minnesota School Emergency Management Certificate. Forster and Clausen spent the afternoon with Ward reviewing the district's emergency operations plan and touring the school. Principal Stotesbery shared updates regarding the National Honor Society, previous and upcoming concerts, artists in residence, MRVED work he has been doing, and an update on the academic quarter. Stotesbery reported that attendance is at 93.5% and the student count is at 274 for the high school. Athletic Director Stotesbery shared that he is working on 2025-2026 athletic schedules, wrestling will be in the West Central Conference next year on a two-year trial, and an update on winter sports including live-streaming capabilities on HUDL. Stotesbery thanked Carrie Kleven and Chelsie Bothun for their hard work. Stotesbery shared an update on staffing matters including the softball head coach interviews and the junior high baseball coach vacancy. Principal Hiedeman updated the board on the long-term substitute hirings, Ross Sutter Residency, 2-hour late start professional development work happening, song and game residency by Ross Sutter, MDE timelines, math masters update, spelling bees, and her duties as the district assessment coordinator and literacy lead. Hiedeman asked that anyone interested in being a para sub to please apply. Superintendent Ward thanked the outgoing board members, updated on MELT, MASA legislative committee work, the emergency operations plan, new board member orientation

on-boarding, new duties that Hiedeman and Statesbery have taken on, staff development, progress that the calendar committee has made, plans for a finance advisory committee, and work that the board finance committee has been doing. Ward gave additional updates regarding the policy committee, personnel committee, MREA summit, the English learners task force she is a part of, weekly administrative meetings, the upcoming S&P rating call, enrollment projections, and financial projections and thanked Stacy Stratmoen for all of her hard work on the audit and financial transition.

In action items, there were no fundraisers or donations to approve. The board approved the 2025-2025 school calendar (Lund/Marotzke - MCU). RESOLUTION #R1-82A - RESOLUTION OF TERMINATION NOVEMBER 5, 2024. Board member Marotzke moved to terminate the employment of an employee subject to the board's authority identified in the confidential exhibit as Employee A. The employee's employment will end on November 5, 2024 (Marotzke, Perkins - roll call - MCU). RESOLUTION #R1-82B - APPROVAL OF THE FLEXIBLE LEARNING YEAR PROGRAM APPLICATION FOR SCHOOL YEARS 2025-2026 THROUGH 2027-2028 (Buer/Marotzke - MCU). RESOLUTION #R1-82C - RESOLUTION OF THE DAWSON-BOYD SCHOOL BOARD DIRECTING THE SUPERINTENDENT TO DEVELOP RECOMMENDATIONS FOR BUDGET REDUCTIONS TOTALING \$350,000 FOR THE FISCAL YEAR 2026 (Buer/Marotzke - roll call - MCU). The board approved the updated Master Seniority List (Perkins/Schindler - MCU), Staff Development Committee Appointments: Year 1 - Kallie Blascyk, Cory Larson, Chelsea Ludvigson; Year 2 - Karen Anderson, Andrea Knutson, Patti Mork (Perkins/Lund - MCU), and the Levy Certification was set at \$3,164,502.49 (Marotzke/Perkins - roll call - MCU). The board also approved policies 519 and 721 (Buer/Schindler).

With no further business, Vice Chair Lund adjourned the meeting at 7:26 pm (Lund/Marotzke).

Lynn Marotzke, School Board Clerk

Dawson-Boyd Independent School District No. 378
Special Board Meeting
December 30, 2024

A special meeting of the Board of Education was held on December 30, 2024, in the Blackjack Den. Members present were Lund, Buer, Kelly, Schindler, Marotzke, and Perkins. Jurgenson was absent. Chair Kelly called the meeting to order at 6:00 p.m. There were no public comments. The agenda was approved (Marotzke/Schindler—MCU).

At 6:01 pm the board moved into a closed session to discuss the separation agreement.

At 6:53 p.m., the board meeting was opened. Kevin Norman's resignation was accepted, including a payout of \$5,364.22 along with the \$5,201.12 of his contract that is owed (Perkins/Marotzke—Roll call: Kelly—yes, Perkins—yes, Buer—yes, Schindler—yes, Lund—abstain, Marotzke—yes. The abstention goes with the majority).

With no further business, Chair Kelly adjourned the meeting at 6:56 pm (Perkins/Buer).

DECEMBER 2024 TRANSFERS FROM MN TRUST TO GREATER COMMUNITY CO-OP CREDIT UNION

12/30/2024 \$ 400,000.00

DECEMBER 2024 TRANSFERS FROM INVESTMENTS (CONSTRUCTION TO GREATER COMM CO-OP CU)

12/31/2024 \$ 50,223.91

DECEMBER 2024 MANUAL CHECKS/VOUCHERS/WIRE PAYMENTS

WIRE	12/30/2024	Aviben	\$ 5,757.53
WIRE	12/30/2024	TRA	\$ 25,780.61
WIRE	12/30/2024	PERA	\$ 12,894.08
WIRE	12/12/2024	Aviben	\$ 5,757.53
WIRE	12/12/2024	Delta Dental of Minnesota	\$ 1,377.95
WIRE	12/12/2024	TRA	\$ 28,619.21
WIRE	12/12/2024	WEX	\$ 3,203.85
WIRE	12/12/2024	PERA	\$ 11,159.28
WIRE	12/20/2024	BCBS Of MN	\$ 69,800.08
WIRE	12/16/2024	Greater Comm Credit Union-CD/Wire trans fee	\$ 20.00
WIRE	12/16/2024	WEX-Flex reimb to staff/monthly fee	\$ 1,763.48
WIRE	12/16/2024	Colonial	\$ 2,764.36
WIRE	12/16/2024	Merchants Bank	\$ 131.59
WIRE	12/16/2024	Payline Data LLC	\$ 25.00
WIRE	12/16/2024	Healthist You Holdings Co	\$ 3,392.50
WIRE	12/31/2024	Delta Dental of Minnesota	\$ 1,302.55
WIRE	12/31/2024	WEX	\$ 3,003.85
72977	12/12/2024	Blake Karas	\$ 150.00
72978	12/12/2024	Eric Smith	\$ 150.00
72979	12/12/2024	Philip Westby	\$ 150.00
72980	12/12/2024	Rick Marks	\$ 150.00
72981	12/12/2024	Spencer Boesen	\$ 150.00
72982	12/12/2024	Wade Powers	\$ 150.00
72983	12/30/2024	DBEA	\$ 4,179.66
72984	12/30/2024	Everly Life Insurance	\$ 99.78
72985	12/30/2024	Madison National Life	\$ 865.24
72986	12/30/2024	NCPERS Group Life Ins.	\$ 16.00
72987	12/20/2024	Brandon Hurley	\$ 100.00
72988	12/20/2024	Canby Farmers Grain Co	\$ 64.50
72989	12/20/2024	Canby News	\$ 125.75
72990	12/20/2024	Career Services Southwest MN State University	\$ 40.00
72991	12/20/2024	City of Dawson	\$ 51.25
72992	12/20/2024	Dept. of Labor & Industry	\$ 100.00
72993	12/20/2024	Elissa Ward	\$ 240.00
72994	12/20/2024	EMC Insurance Company	\$ 10,505.63
72995	12/20/2024	Farmer's Mutual Telephone Company	\$ 447.78
72996	12/20/2024	Great Plains Natural Gas	\$ 4,129.37
72997	12/20/2024	Hampton Studios	\$ 125.00
72998	12/20/2024	Void	\$ 0.00
72999	12/20/2024	Hutt's Texaco	\$ 356.85
73000	12/20/2024	ISD #378-Grandparent lunch	\$ 175.00

73001	12/20/2024	IXL Learning	\$	8,787.50
73002	12/20/2024	Jackson & Associates	\$	9,025.00
73003	12/20/2024	Jim's Clothing	\$	2,010.00
73004	12/20/2024	Kranz Construction	\$	7,742.75
73005	12/20/2024	LQP Co-op Oil	\$	9,667.61
73006	12/20/2024	Lake Country Mechanical	\$	17,480.00
73007	12/20/2024	Medtox Laboratories, Inc.	\$	50.00
73008	12/20/2024	Minneapolis Public School	\$	59.40
73009	12/20/2024	Pemberton, Sorlie, Rufer & Kershner	\$	4,608.00
73010	12/20/2024	Ross Sutter	\$	1,217.00
73011	12/20/2024	Southwest Minnesota EMS	\$	160.00
73012	12/20/2024	SW/WC Service Co-op	\$	46.50
73013	12/20/2024	Swedzinski, Darla	\$	2,714.47
73014	12/20/2024	Willmar Electric Service	\$	7,516.53
73015	12/20/2024	Zach Larson	\$	40.00
			\$	<u>270,400.02</u>

DECEMBER 2024 FEDERAL & STATE TAX PAYMENT

FEDERAL	12/15/24	\$52,665.62	STATE	12/15/24	\$8,894.56
	12/30/24	\$51,835.17		12/30/24	\$8,598.02

Detail Payment Register By Check

Check Number: 0-2147483647 Payment Date: 01/02/2025-01/03/2025 Period: 202501-202508 Void Status: N

Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type	
BNK1	73016	1075		AL'S MERCANTILE		Check	
			E 01 020 211 801 000 899	CHALLENGE PROG			\$49.92
PO#:	Voucher #:		2323 Invoice	Invoice No: 279775	1/2/2025	Paid Amt:	\$49.92
PO#:	Voucher #:		E 01 005 810 000 000 401	MAINT SUPPLIES		Paid Amt:	\$4.99
PO#:	Voucher #:		E 01 020 361 000 830 433	WOOD SHOP SUPPLIES		Paid Amt:	\$25.09
			2324 Invoice	Invoice No: 280006	1/2/2025	Paid Amt:	\$25.09
						Check Amount:	\$80.00
BNK1	73017	1135		AMERICAN WELDING & GAS INC		Check	
			E 01 020 301 501 830 433	WELDING SUPPLIES			\$1,480.80
PO#:	Voucher #:		2326 Invoice	Invoice No: 0010499228	1/2/2025	Paid Amt:	\$1,480.80
						Check Amount:	\$1,480.80
BNK1	73018	1157		ANGELTRAX		Check	
			E 01 005 760 000 720 405	ANNUAL HOSTING FEE			\$1,588.00
PO#:	Voucher #:		2327 Invoice	Invoice No: 0667226	1/2/2025	Paid Amt:	\$1,588.00
						Check Amount:	\$1,588.00
BNK1	73019	2517		BLAKE KARAS		Check	
			E 01 020 296 213 000 305	1/10/2025 GBB VS CGB			\$150.00
PO#:	Voucher #:		2408 Invoice	Invoice No: 1/10/2025 GBB VS CGB	1/2/2025	Paid Amt:	\$150.00
						Check Amount:	\$150.00
BNK1	73020	1398		BREAKDOWN SPORTS USA		Check	
			E 01 020 294 213 000 369	BOYS BASKETBALL			\$125.00
PO#:	Voucher #:		2329 Invoice	Invoice No: BT1101	1/2/2025	Paid Amt:	\$125.00
			E 01 020 294 213 000 369	BOYS BASKETBALL			\$225.00
PO#:	Voucher #:		2330 Invoice	Invoice No: GCC1102	1/2/2025	Paid Amt:	\$225.00
						Check Amount:	\$350.00
BNK1	73021	5063		BRUCE LUND		Check	
			R 01 005 000 000 000 099	BOARD PAY			\$600.27
PO#:	Voucher #:		2396 Invoice	Invoice No: PAYROLL	1/2/2025	Paid Amt:	\$600.27
						Check Amount:	\$600.27
BNK1	73022	1466		CANBY FARMERS GRAIN CO		Check	
			E 01 005 810 000 000 401	POULTRY GRIT			\$107.50
PO#:	Voucher #:		2331 Invoice	Invoice No: 365298	1/2/2025	Paid Amt:	\$107.50
						Check Amount:	\$107.50

Detail Payment Register By Check

Check Number: 0-2147483647 Payment Date: 01/02/2025-01/03/2025 Period: 202501-202508 Void Status: N

Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type	
BNK1	73023	1535		CITY OF DAWSON		Check	
			E 01	005 810 000 330			\$131.64
PO#:	Voucher #:		2392	Invoice	1/2/2025	Paid Amt:	\$131.64
			E 01	005 810 000 330			\$363.84
PO#:	Voucher #:		2395	Invoice	1/2/2025	Paid Amt:	\$363.84
			E 01	005 810 000 330			\$8.00
PO#:	Voucher #:		2394	Invoice	1/2/2025	Paid Amt:	\$8.00
			E 01	005 760 000 330			\$109.39
PO#:	Voucher #:		2391	Invoice	1/2/2025	Paid Amt:	\$109.39
			E 01	005 810 000 330			\$2,771.59
PO#:	Voucher #:		2393	Invoice	1/2/2025	Paid Amt:	\$2,771.59
						Check Amount:	\$3,384.46
BNK1	73024	1654		CULLIGAN WATER CONDITIONING		Check	
			E 01	005 810 000 401			\$710.25
PO#:	Voucher #:		2332	Invoice	1/2/2025	Paid Amt:	\$710.25
						Check Amount:	\$710.25
BNK1	73025	1718		DAWSON SENTINEL		Check	
			E 04	005 580 000 325			\$129.10
			E 01	005 640 000 316			\$654.55
PO#:	Voucher #:		2404	Invoice	1/2/2025	Paid Amt:	\$783.65
						Check Amount:	\$783.65
BNK1	73026	4311		ERIC A. SMITH		Check	
			E 01	020 296 213 000 305			\$150.00
PO#:	Voucher #:		2382	Invoice	1/2/2025	Paid Amt:	\$150.00
						Check Amount:	\$150.00
BNK1	73027	1930		FEDERAL LICENSING INC		Check	
			E 01	005 810 000 401			\$119.00
PO#:	Voucher #:		2333	Invoice	1/2/2025	Paid Amt:	\$119.00
						Check Amount:	\$119.00
BNK1	73028	2122		GRUWELL ELECTRIC		Check	
			E 01	005 865 000 370 305			\$108.50
PO#:	Voucher #:		2401	Invoice	1/2/2025	Paid Amt:	\$108.50
						Check Amount:	\$108.50

Detail Payment Register By Check
 Check Number: 0-2147483647 Payment Date: 01/02/2025-01/03/2025 Period: 202501-202508 Void Status: N

Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type	Check Amount:
BNK1	73029	2202		HARRY'S FROZEN FOOD		Check	\$281.00
PO#:	Voucher #:	2334	Invoice	Invoice No: 79352	1/2/2025	Paid Amt:	\$281.00
BNK1	73030	2278		HILLYARD/HUTCHINSON		Check	\$281.00
PO#:	Voucher #:	2339	Invoice	Invoice No: 605682669	1/2/2025	Paid Amt:	\$717.39
PO#:	Voucher #:	2340	Invoice	Invoice No: 605684320	1/2/2025	Paid Amt:	\$249.58
PO#:	Voucher #:	2341	Invoice	Invoice No: 605690126	1/2/2025	Paid Amt:	\$861.93
PO#:	Voucher #:	2344	Invoice	Invoice No: 605697892	1/2/2025	Paid Amt:	\$122.60
PO#:	Voucher #:	2338	Invoice	Invoice No: 605675950	1/2/2025	Paid Amt:	\$1,237.65
PO#:	Voucher #:	2345	Invoice	Invoice No: 605697916	1/2/2025	Paid Amt:	\$1,121.63
PO#:	Voucher #:	2342	Invoice	Invoice No: 605690127	1/2/2025	Paid Amt:	\$1,061.64
PO#:	Voucher #:	2343	Invoice	Invoice No: 605697891	1/2/2025	Paid Amt:	\$194.20
PO#:	Voucher #:	2337	Invoice	Invoice No: 605675949	1/2/2025	Paid Amt:	\$1,111.93
BNK1	73031	4787		HOLLY L WARD		Check	\$6,678.55
PO#:	Voucher #:	2400	Invoice	Invoice No: EXP REPORT	1/2/2025	Paid Amt:	\$126.00
BNK1	73032	2348		IFD FOODSERVICE DISTRIBUTOR		Check	\$632.52
PO#:	Voucher #:	2355	Invoice	Invoice No: INV-555891	1/2/2025	Paid Amt:	\$506.52
PO#:	Voucher #:	2346	Invoice	Invoice No: INV-553449	1/2/2025	Paid Amt:	\$63.50
							\$276.30
							\$5,307.32
							\$340.12

Detail Payment Register By Check

Check Number: 0-2147483647 Payment Date: 01/02/2025-01/03/2025 Period: 202501-202508 Void Status: N

Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type
BNK1	73032	2348		IFD FOODSERVICE DISTRIBUTOR		Check
			E 02	005 770 000 701 401 FOOD		\$782.32
PO#:	Voucher #:		2347	Invoice Invoice No: INV-553462	1/2/2025	Paid Amt: \$6,429.76
			E 02	005 770 000 701 490 FOOD		\$184.75
PO#:	Voucher #:		2348	Invoice Invoice No: INV-555894	1/2/2025	Paid Amt: \$184.75
			E 02	005 770 000 701 490 FOOD		\$4,070.65
			E 02	005 770 000 701 495 FOOD		\$144.40
			E 02	005 770 000 701 401 FOOD		\$98.19
PO#:	Voucher #:		2349	Invoice Invoice No: INV-555903	1/2/2025	Paid Amt: \$4,313.24
			E 02	005 770 000 701 490 FOOD		\$175.40
PO#:	Voucher #:		2350	Invoice Invoice No: INV-555895	1/2/2025	Paid Amt: \$175.40
			E 01	020 292 000 000 390 FOOD		\$351.50
PO#:	Voucher #:		2351	Invoice Invoice No: INV-555892	1/2/2025	Paid Amt: \$351.50
			E 02	005 770 000 701 490 FOOD		\$131.55
PO#:	Voucher #:		2352	Invoice Invoice No: INV-558164	1/2/2025	Paid Amt: \$131.55
			E 02	005 770 000 701 490 FOOD		\$6,771.86
			E 02	005 770 000 701 495 FOOD		\$144.32
			E 02	005 770 000 701 401 FOOD		\$672.91
PO#:	Voucher #:		2353	Invoice Invoice No: INV-558173	1/2/2025	Paid Amt: \$7,589.09
			E 02	005 770 000 701 490 FOOD		\$63.50
PO#:	Voucher #:		2354	Invoice Invoice No: INV-553451	1/2/2025	Paid Amt: \$63.50
						Check Amount: \$19,578.59
BNK1	73033	2340		I-STATE TRUCK CENTER		Check
			E 01	005 760 000 720 401 BUS #4		\$3,153.80
PO#:	Voucher #:		2357	Credit Invoice No: C243009316:01	1/2/2025	Paid Amt: (\$3,153.80)
			E 01	005 760 000 720 401 BUS #4		\$3,173.79
PO#:	Voucher #:		2356	Invoice Invoice No: C243008985:01	1/2/2025	Paid Amt: \$3,173.79
						Check Amount: \$19.99
BNK1	73034	2467		JOHNSON MEMORIAL HEALTH SVCS		Check
			E 01	020 292 000 000 305 AT-DECEMBER 2024		\$1,617.00
PO#:	Voucher #:		2399	Invoice Invoice No: INV313	1/2/2025	Paid Amt: \$1,617.00
			E 01	005 760 000 720 401 BUS DRIVER TESTING		\$208.00
PO#:	Voucher #:		2405	Invoice Invoice No: 3502900000	1/2/2025	Paid Amt: \$208.00
			E 01	010 420 000 740 394 PT-DECEMBER 2024		\$308.00
PO#:	Voucher #:		2397	Invoice Invoice No: INV311	1/2/2025	Paid Amt: \$308.00

Detail Payment Register By Check

Check Number: 0-2147483647 Payment Date: 01/02/2025-01/03/2025 Period: 202501-202508 Void Status: N

Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type	Check Amount:
BNK1	73034	2467		JOHNSON MEMORIAL HEALTH SVCS		Check	
			E 01	010 420 035 740 394	OT-DECEMBER 2024		\$1,592.50
PO#:	Voucher #:		2398	Invoice	Invoice No: INV312	1/2/2025	Paid Amt: \$1,592.50 Check Amount: \$3,725.50
BNK1	73035	2540		KEMPS LLC (DBA CASS-CLAY CREAMERY)		Check	
			E 02	005 770 000 701 495	MILK		\$1,429.06
PO#:	Voucher #:		2358	Invoice	Invoice No: 5489430	1/2/2025	Paid Amt: \$1,429.06
			E 02	005 770 000 701 495	MILK		\$229.17
PO#:	Voucher #:		2359	Invoice	Invoice No: 5504717	1/2/2025	Paid Amt: \$229.17
			E 02	005 770 000 701 495	MILK		\$893.67
PO#:	Voucher #:		2360	Invoice	Invoice No: 5511799	1/2/2025	Paid Amt: \$893.67
			E 02	005 770 000 701 495	MILK		\$283.58
PO#:	Voucher #:		2361	Invoice	Invoice No: 5518564	1/2/2025	Paid Amt: \$283.58
			E 02	005 770 000 701 495	MILK		\$646.25
PO#:	Voucher #:		2362	Invoice	Invoice No: 5525323	1/2/2025	Paid Amt: \$646.25
			E 02	005 770 000 701 495	MILK		\$226.13
PO#:	Voucher #:		2363	Invoice	Invoice No: 5529856	1/2/2025	Paid Amt: \$226.13 Check Amount: \$3,707.86
BNK1	73036	2800		MADISON BOTTLING CO.		Check	
			E 01	020 292 000 000 390	CONCESSIONS		\$300.00
PO#:	Voucher #:		2364	Invoice	Invoice No: 398683	1/2/2025	Paid Amt: \$300.00 Check Amount: \$300.00
BNK1	73037	2834		MARCO TECHNOLOGIES LLC		Check	
			E 01	005 110 999 000 560	12/17/24-1/17/2025		\$2,104.75
PO#:	Voucher #:		2402	Invoice	Invoice No: 545375016	1/2/2025	Paid Amt: \$2,104.75 Check Amount: \$2,104.75
BNK1	73038	1425		MICHAEL BRUER		Check	
			E 01	020 296 213 000 305	1/10/2025 GBB VS CGB		\$150.00
PO#:	Voucher #:		2409	Invoice	Invoice No: 1/10/2025 GBB VS CGB	1/2/2025	Paid Amt: \$150.00 Check Amount: \$150.00
BNK1	73039	3067		MINNESOTA VALLEY COOP CENTER		Check	
			E 01	010 420 000 740 394	3RD QTR PAYMENT		\$14,354.00
PO#:	Voucher #:		2366	Invoice	Invoice No: 25-1	1/2/2025	Paid Amt: \$14,354.00 Check Amount: \$14,354.00

Detail Payment Register By Check

Check Number: 0-2147483647 Payment Date: 01/02/2025-01/03/2025 Period: 202501-202508 Void Status: N

Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type	Paid Amt:	Check Amount:
BNK1	73040	3039		MN DEPT OF EDUCATION		Check		
		R 04	005	582 000 338 040	REIMB DOUBLE PYMT ELSA		\$1,666.66	
PO#:	Voucher #:	2365	Invoice	Invoice No: ISD0378001	1/2/2025		\$1,666.66	\$1,666.66
BNK1	73041	3211		NAVIGATE360, LLC		Check		
		E 01	005	715 000 342 319	TRAINING		\$1,004.64	
PO#:	Voucher #:	2367	Invoice	Invoice No: INV-26533	1/2/2025		\$1,004.64	\$1,004.64
BNK1	73042	3289		NORTHLAND BOND SERVICES		Check		
		E 07	005	910 000 000 710	ISDDAWS15A		\$120,000.00	
		E 07	005	910 000 000 710	ISDDAWS15A		\$7,146.25	
PO#:	Voucher #:	2368	Invoice	Invoice No: ISDDAWS15A	1/2/2025		\$785,000.00	\$127,146.25
		E 07	005	910 000 000 710	ISDDAW19A		\$355,396.88	
		E 07	005	910 000 000 720	ISDDAW19A		\$205,000.00	
PO#:	Voucher #:	2369	Invoice	Invoice No: ISDDAW19A	1/2/2025		\$103,925.00	\$1,140,396.88
		E 07	005	910 000 000 710	DAWSONBOYDISD23A			
		E 07	005	910 000 000 720	DAWSONBOYDISD23A			
PO#:	Voucher #:	2370	Invoice	Invoice No: DAWSONBOYDISD23A	1/2/2025		\$308,925.00	\$1,576,466.13
BNK1	73043	3371		OTTER TAIL POWER		Check		
		E 01	005	810 000 000 330	UTILITIES		\$5,125.17	
PO#:	Voucher #:	2386	Invoice	Invoice No: 4047205	1/2/2025		\$25.03	\$5,125.17
		E 01	005	810 000 000 330	UTILITIES			
PO#:	Voucher #:	2387	Invoice	Invoice No: 4044935	1/2/2025		\$110.82	\$25.03
		E 01	005	760 000 720 330	UTILITY SERVICES			
PO#:	Voucher #:	2388	Invoice	Invoice No: 4041095	1/2/2025		\$2,837.74	\$110.82
		E 01	005	810 000 000 330	UTILITIES			
PO#:	Voucher #:	2389	Invoice	Invoice No: 4041094	1/2/2025		\$2,390.03	\$2,837.74
		E 01	005	810 000 000 330	UTILITIES			
PO#:	Voucher #:	2390	Invoice	Invoice No: 4041093	1/2/2025		\$27.48	\$2,390.03
		E 01	005	810 000 000 330	UTILITIES			
PO#:	Voucher #:	2385	Invoice	Invoice No: 20036383	1/2/2025		\$27.48	\$27.48
BNK1	73044	3390		PAN-O-GOLD BAKING COMPANY		Check		
		E 02	005	770 000 701 490	BREAD		\$110.40	
PO#:	Voucher #:	2371	Invoice	Invoice No: 10001424338004	1/2/2025		\$110.40	\$110.40

Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type	Check Amount
BNK1	73044	3390		PAN-O-GOLD BAKING COMPANY		Check	
				E 02 005 770 000 701 490 BREAD			\$167.80
PO#:	Voucher #:			2372 Invoice Invoice No: 10001424345004	1/2/2025	Paid Amt:	\$167.80
				E 02 005 770 000 701 490 BREAD			\$79.20
PO#:	Voucher #:			2373 Invoice Invoice No: 10001424354005	1/2/2025	Paid Amt:	\$79.20
						Check Amount:	\$357.40
BNK1	73045	3637		REGENTS OF THE UNIVERSITY OF MINNES		Check	
				E 01 020 407 000 419 433 290076050			\$85.00
PO#:	Voucher #:			2406 Invoice Invoice No: 0290076050	1/2/2025	Paid Amt:	\$85.00
						Check Amount:	\$85.00
BNK1	73046	3092		RYAN MOGARD		Check	
				E 01 020 296 213 000 305 17/2025 GBB VS TMB			\$150.00
PO#:	Voucher #:			2384 Invoice Invoice No: 17/2025 GBB VS TMB	1/2/2025	Paid Amt:	\$150.00
						Check Amount:	\$150.00
BNK1	73047	4273		SFM		Check	
				E 01 005 930 000 000 270 FEBRUARY 2025			\$3,329.00
PO#:	Voucher #:			2403 Invoice Invoice No: 168593.202	1/2/2025	Paid Amt:	\$3,329.00
						Check Amount:	\$3,329.00
BNK1	73048	4291		SIoux FALLS SCHOOL DISTRICT		Check	
				E 01 998 211 000 000 390 L WILCOX			\$656.48
PO#:	Voucher #:			2374 Invoice Invoice No: 25-1035	1/2/2025	Paid Amt:	\$656.48
						Check Amount:	\$656.48
BNK1	73049	4605		TIM'S FOOD PRIDE		Check	
				E 01 020 402 000 419 433 DECEMBER 2024			\$39.03
				E 01 005 640 000 316 366 DECEMBER 2024			\$56.86
				E 04 005 590 977 321 490 DECEMBER 2024			\$4.90
				E 01 020 292 000 000 390 DECEMBER 2024			\$14.34
PO#:	Voucher #:			2375 Invoice Invoice No: DECEMBER 2024	1/2/2025	Paid Amt:	\$115.13
						Check Amount:	\$115.13
BNK1	73050	4607		TITAN MACHINERY		Check	
				E 01 005 760 000 720 401 BLOCK HEATER			\$281.68
PO#:	Voucher #:			2376 Invoice Invoice No: PS0570262-1	1/2/2025	Paid Amt:	\$281.68
				E 01 005 760 000 720 401 WASH FLUID NOZZLE			\$77.34
PO#:	Voucher #:			2377 Invoice Invoice No: PS0572160-1	1/2/2025	Paid Amt:	\$77.34
				E 01 005 760 000 720 401 SURGE TANK HOSE/PROTECTOR			\$56.64
PO#:	Voucher #:			2378 Invoice Invoice No: PS0574489-1	1/2/2025	Paid Amt:	\$56.64

Detail Payment Register By Check

Check Number: 0-2147483647 Payment Date: 01/02/2025-01/03/2025 Period: 202501-202508 Void Status: N

Bank No	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type	Paid Amt:	Check Amount:
BNK1	73050	4607		TITAN MACHINERY		Check		
		E 01	005	760 000 720 401			\$234.38	
PO#:	Voucher #:	2379	Invoice	Invoice No: PS0572174-1	1/2/2025	Paid Amt:	\$234.38	Check Amount: \$650.04
BNK1	73051	4608		TK ELEVATOR CORPORATION		Check		
		E 01	005	865 000 369 305			\$2,697.42	
PO#:	Voucher #:	2380	Invoice	Invoice No: 3008282377	1/2/2025	Paid Amt:	\$2,697.42	Check Amount: \$2,697.42
BNK1	73053	2132		VANCE GULLICKSON		Check		
		E 01	020	296 213 000 305			\$150.00	
PO#:	Voucher #:	2407	Invoice	Invoice No: 1/10/2025 GBB VS CGB	1/2/2025	Paid Amt:	\$150.00	Check Amount: \$150.00
BNK1	73054	4737		VESTIS		Check		
		E 01	005	760 000 720 401			\$208.33	
PO#:	Voucher #:	2381	Invoice	Invoice No: 2560328316	1/2/2025	Paid Amt:	\$208.33	Check Amount: \$208.33
BNK1	73055	4760		VON HANSON'S SNACKS INC		Check		
		E 01	020	292 000 000 390			\$213.04	
PO#:	Voucher #:	2335	Invoice	Invoice No: 25043	1/2/2025	Paid Amt:	\$213.04	
		E 01	020	292 000 000 390			\$212.94	
PO#:	Voucher #:	2336	Invoice	Invoice No: 25374	1/2/2025	Paid Amt:	\$212.94	Check Amount: \$425.98
							Report Total:	\$1,659,625.67

ISD 378 Dawson Boyd Public Schools
Detail Payment Register By Check
Fund Summary

Fund Description	Total
01 General	\$57,002.89
02 Food Service	\$24,353.99
04 Community Service	\$1,800.66
07 Debt Redemption	\$1,576,468.13
Report Total	\$1,659,625.67

ISD 378 Dawson Boyd Public Schools Reconciliation Worksheet Report

01/31/2025

Audit No	Statement Date	Co	Bank Code	Bank Name/Description
1015	01/31/2025	0378	BNK1	Greater Community Credit Union Finance Checking

Statement Amount 225,382.86

Deposits in Transit 0.00

Outstanding Payments

Checks 40,687.39

Wires 9,568.73

SHR - Payments 0.00

SHR - Third Party 0.00

Cash 0.00

ACH 0.00

Adjustment Amount

Amount Per Bank 175,126.74

GL Account Balance 175,126.74

Co L Fd Org Pro Crs Fin O/S
0378 B 01 101 000

Ty
F

Difference 0.00

Adjustments
00/00/0000

ISD 378 Dawson Boyd Public Schools Reconciliation Worksheet Report

01/31/2025

Audit No	Statement Date	Co	Bank Code	Bank Name/Description
1014	01/31/2025	0378	PMA	PMA/MNTrust PMA Bank

Statement Amount 1,258,813.42

Deposits in Transit 0.00

Outstanding Payments

Checks 0.00

Wires 0.00

SHR - Payments 0.00

SHR - Third Party 0.00

Cash 0.00

ACH 0.00

Adjustment Amount

Amount Per Bank 1,258,813.42

GL Account Balance 1,258,813.42

Difference 0.00

Co L Fd Org Pro Crs Fin O/S
0378 B 01 104 000

Ty
F

Adjustments
00/00/0000

11/10/2024	Music Dept.-in memory of Robert Hull	Lewis "Wally" Hull	\$100.00
11/10/2024	Music Dept.-in memory of R Gerbig	Jeff & Janet Liebl	\$25.00
11/10/2024	Music Dept.-in memory of R Gerbig	Jim Prestholdt	\$10.00
11/12/2024	Skatetime at Stevens Elem	Greater Community Credit Union	\$188.00
11/13/2024	Theresa Vogel-Elem Library	Dawson Fire Department	\$300.00
11/13/2024	Sadie Solem-11/12 English	Dawson Fire Department	\$300.00
11/13/2024	Steph Kelly-Preschool	Dawson Fire Department	\$500.00
11/13/2024	Ronda Krosch-Sped	Dawson Fire Department	\$350.00
11/13/2024	Kallie Blascyk-Sped	Dawson Fire Department	\$250.00
11/13/2024	Chris Lehne-Band	Dawson Fire Department	\$500.00
11/13/2024	Ashley Schacherer-HS Health	Dawson Fire Department	\$529.00
11/13/2024	Bethany Wager-Gr 2	Dawson Fire Department	\$225.00
11/13/2024	Chelsea Ludvigson-Prairie Winds trip	Dawson Fire Department	\$500.00
11/13/2024	Karen Anderson-Child Development	Dawson Fire Department	\$500.00
11/13/2024	Rhonda Olson-Challenge	Dawson Fire Department	\$400.00
11/13/2024	Darla Swedzinski-Project Respect	Dawson Fire Department	\$250.00
11/13/2024	Darla Swedzinski-Mental Health Event	Dawson Fire Department	\$500.00
11/13/2024	Carrie Kleven-BJB	Dawson Fire Department	\$250.00
11/13/2024	Carrie Kleven-Jr Jacks	Dawson Fire Department	\$250.00
11/13/2024	Nichole Andrews-Sped	Dawson Fire Department	\$300.00
11/13/2024	Nichole Andrews-Robotics	Dawson Fire Department	\$500.00
11/13/2024	Allysa Hurley-Music dept	Dawson Fire Department	\$500.00
11/13/2024	Kassi Albertson-Preschool	Dawson Fire Department	\$500.00
11/13/2024	Dawson-Boyd Music Department	Charlie & Janice Prestholdt	\$50.00
12/12/2024	Musical Department	JMHS employees-In memory of R.Gerbig	\$425.00
12/12/2024	Musical Department	David & Damaris Bergeson	\$500.00
12/12/2024	Musical Department	Hilltop Bar & Grill	\$40.00
12/12/2024	Loral Webster-English department	Mpls Foundation-Understand Native MN Fund	\$850.00
12/12/2024	Girls Golf-Student Activities	Alvin Kvaal	\$100.00
12/12/2024	Industrial Arts Classroom	Dawson Drug-Evert Olesen	\$200.00
12/12/2024	Ashley Schacherer-HS Health	Farmers For Dawson	\$1,730.00
12/12/2024	Backpack for Kids	Dawson-Boyd Music Department	\$100.00
12/12/2024	Boys Basketball Team	Family of Rodney & Susan Anderson	\$800.00

12/19/2024	Music Department	Susan Gerbig family	\$1,205.00	Approved @ the 1/06/25 mtg.
12/12/2024	Musical Department	Charlie & Jan Prestholdt-in memory of Ralph Gerbig	\$50.00	

Independent School District No. 378
Dawson-Boyd Public Schools

FUNDRAISER APPLICATION

Today's Date: 12-16-21

Person Completing Form: John Shurb

Organization Represented: FPA

Describe Fundraiser Activity: [i.e. varsity hockey team selling candy door-to-door]

chilli: Peed for food shelf either 2-18-25 or 2-20-25

Start Date & End Date: 2-18-25 or 2-20-25

Estimated Revenue From Activity: \$ 102

Who Will Collect/Receipt Revenue: John Shurb

How Will Revenue Be Used: given to local food shelf

Who Makes Decisions On How Revenue Will Be Disbursed: food shelf

John Shurb
Signature of Advisor / or /
Organization Representative

- ▶ For Office Use Only ◀
- ▶ Fundraiser ◀
- ▶ _____ Authorized ◀
- ▶ _____ Not Authorized ◀

Adopted: _____

Revised: 12/9/2024

MSBA/MASA Model Policy 503
Orig. 1995
Rev. 2024

503 STUDENT ATTENDANCE

[NOTE: The provisions of this policy substantially reflect statutory requirements.]

I. PURPOSE

- A. The school board believes that regular school attendance is directly related to success in academic work, benefits students socially, provides opportunities for important communications between teachers and students, and establishes regular habits of dependability important to the future of the student. The purpose of this policy is to encourage regular school attendance. It is intended to be positive and not punitive.
- B. This policy also recognizes that class attendance is a joint responsibility to be shared by the student, parent or guardian, teacher, and administrators. This policy will assist students in attending class.

II. GENERAL STATEMENT OF POLICY

A. Responsibilities

1. Student's Responsibility

It is the student's right to be in school. It is also the student's responsibility to attend all assigned classes and study halls every day that school is in session and to be aware of and follow the correct procedures when absent from an assigned class or study hall. Finally, it is the student's responsibility to request any missed assignments due to an absence.

2. Parent or Guardian's Responsibility

It is the responsibility of the student's parent or guardian to ensure the student is attending school, to inform the school in the event of a student absence, and to work cooperatively with the school and the student to solve any attendance problems that may arise.

3. Teacher's Responsibility

It is the teacher's responsibility to take daily attendance and to maintain accurate attendance records in each assigned class and study hall. It is also the teacher's responsibility to be familiar with all procedures governing attendance and to apply these procedures uniformly. It is also the teacher's responsibility to provide any student who has been absent with any missed assignments upon request. Finally, it is the teacher's responsibility to work cooperatively with the student's parent or guardian and the student to solve any attendance problems that may arise.

4. Administrator's Responsibility

- a. It is the administrator's responsibility to require students to attend all assigned classes and study halls. It is also the administrator's responsibility to be familiar with all procedures governing attendance and to apply these procedures uniformly to all students, to maintain accurate records on student attendance, and to prepare a list of the previous day's absences stating the status of each. Finally, it is the administrator's responsibility to inform the student's parent or

guardian of the student's attendance and to work cooperatively with them and the student to solve attendance problems.

- b. In accordance with the Minnesota Compulsory Instruction Law, Minnesota Statutes, section 120A.22, the students of the school district are REQUIRED to attend all assigned classes and/or study halls every day school is in session, unless the student has been excused by the school board from attendance because the student has already completed state and school district standards required to graduate from high school, has withdrawn, or has a valid excuse for absence.

B. Attendance Procedures

Attendance procedures shall be presented to the school board for review and approval. When approved by the school board, the attendance procedures will be included as an addendum to this policy.

1. Excused Absences

- a. A parent, guardian, or other person having control of a child may apply to a school district to have the child excused from attendance for the whole or any part of the time school is in session during any school year. Application may be made to any member of the board, a truant officer, a principal, or the superintendent. A note from a physician or a licensed mental health professional stating that the child cannot attend school is a valid excuse.
- b. To be considered an excused absence, the student's parent or legal guardian may be asked to verify, in writing, the reason for the student's absence from school.
- c. The board of the district in which the child resides may approve the application under subparagraph (a) above upon a legitimate exception being demonstrated to the satisfaction of that board.
- d. Legitimate Exceptions

The following reasons shall be sufficient to constitute excused absences:

- (1) that the child's physical or mental health is such as to prevent attendance at school or application to study for the period required, which includes:
 - (a) child illness, medical, dental, orthodontic, or counseling appointments, including appointments conducted through telehealth
 - (b) family emergencies;
 - (c) the death or serious illness or funeral of an immediate family member;
 - (d) active duty in any military branch of the United States;
 - (e) the child has a condition that requires ongoing treatment for a mental health diagnosis;
 - (f) Two days per school year for juniors and seniors for college visits with supporting documentation

- (g) Vacations with family will count as one unexcused absence and the subsequent days will be excused *when the office is notified in advance*, or
- (f) other exemptions included in this attendance policy.
- (2) that the child has already completed state and district standards required for graduation from high school; or
- (3) that it is the wish of the parent, guardian, or other person having control of the child, that the child attend for a period or periods not exceeding in the aggregate three hours in any week, instruction conducted by a Tribal spiritual or cultural advisor, or a school for religious instruction conducted and maintained by a church, or association of churches, or any Sunday school association incorporated under the laws of this state, or any auxiliary thereof. This instruction must be conducted and maintained in a place other than a public school building, and it must not, in whole or in part, be conducted and maintained at public expense. A child may be absent from school on days that the child attends upon instruction according to this clause.

c. Consequences of Excused Absences

- (1) Students whose absences are excused are required to make up all assignments missed or to complete alternative assignments as deemed appropriate by the classroom teacher.
- (2) Work missed because of absence must be made up within two days from the date of the student's return to school. Any work not completed within this period shall result in "no credit" for the missed assignment. However, the building principal or the classroom teacher may extend the time allowed for completion of make-up work in the case of an extended illness or other extenuating circumstances.

2. Unexcused Absences

a. The following are examples of absences which will not be excused:

- (1) Truancy. An absence by a student which was not approved by the parent and/or the school district.
- (2) Any absence in which the student failed to comply with any reporting requirements of the school district's attendance procedures.
- (3) Work at home.
- (4) Work at a business, except under a school-sponsored work release program.
- (5) Vacations with family will count as one unexcused absence regardless of the length of time the student is out of school and all subsequent days will be counted as excused absences *if the office is notified in advance*. If the office receives no advanced notification of the vacation, the duration of the

absence will be unexcused.

- (6) Personal trips to schools or colleges beyond allotted two days for juniors and seniors.
- (7) For Dawson-Boyd Secondary students, absences resulting from cumulated unexcused tardies (two tardies equal one unexcused absence).
- (8) Any other absence not included under the attendance procedures set out in this policy.

b. Consequences of Unexcused Absences

- (1) Absences resulting from official suspension will be handled in accordance with the Pupil Fair Dismissal Act, Minnesota Statutes, sections 121A.40-121A.56.
- (2) Days during which a student is suspended from school shall not be counted in a student's total cumulated unexcused absences.
- (3) In cases of recurring unexcused absences, the administration may also request the county attorney to file a petition with the juvenile court, pursuant to Minnesota statutes.
- (4) Students with unexcused absences shall be subject to discipline in the following manner:
 - (a) On the fourth unexcused absence for 7-12 grades, the student's grade will be docked for lack of participation in school activities including daily classes.
 - (b) On the 4th failure to participate, a 7% grade reduction will occur in each class.
 - (c) Each additional failure to participate will lower the grade by 2% until the grade is 68%. Students will not fail as a result of this policy

C. Tardiness

1. Definition: Students are expected to be in their assigned area at designated times. Failure to do so constitutes tardiness.
2. Procedures for Reporting Tardiness
 - a. Students tardy at the start of school must report to the school office for an admission slip.
 - b. Tardiness between periods will be handled by the teacher.
3. Excused Tardiness

Valid excuses for tardiness are:

 - a. Illness.
 - b. Serious illness in the student's immediate family.
 - c. A death or funeral in the student's immediate family or of a close

friend or relative.

- d. Medical, dental, orthodontic, or mental health treatment.
- e. Court appearances occasioned by family or personal action.
- f. Physical emergency conditions such as fire, flood, storm, etc.
- g. Any tardiness for which the student has been excused in writing by an administrator or faculty member.

4. Unexcused Tardiness

- a. An unexcused tardiness is failing to be in an assigned area at the designated time class period commences without a valid excuse.
- b. For students in grades 7-12, two tardies will equal one unexcused absence for that class.
- c. If a student wishes to remove 2 tardies from their attendance totals, an after-school detention will need to be completed by the student.

D. Participation in Extracurricular Activities and School-Sponsored On-the-Job Training Programs

- 1. This policy applies to all students involved in any extracurricular activity scheduled either during or outside the school day and any school-sponsored on-the-job training programs.
- 2. School-initiated absences will be accepted and participation permitted.
- 3. A student may not participate in any activity or program if he or she has an unexcused absence from any class during the day.
- 4. If a student is suspended from any class, he or she may not participate in any activity or program that day.
- 5. If a student is absent from school due to medical reasons, he or she must present a physician's statement or a statement from the student's parent or guardian clearing the student for participation that day. The note must be presented to the coach or advisor before the student participates in the activity or program.

III. RELIGIOUS OBSERVANCE ACCOMMODATION

Reasonable efforts will be made by the school district to accommodate any student who wishes to be excused from a curricular activity for a religious observance. Requests for accommodation should be directed to the building principal.

IV. DISSEMINATION OF POLICY

- A. Copies of this policy shall be made available to all students and parents at the commencement of each school year. This policy shall also be available upon request in each principal's office.
- B. The school district will provide annual notice to parents of the school district's policy relating to a student's absence from school for religious observance.

V. REQUIRED REPORTING

A. Continuing Truant

Minnesota Statutes, section 260A.02 provides that a continuing truant is a student who is subject to the compulsory instruction requirements of Minnesota Statutes, section 120A.22 and is absent from instruction in a school, as defined in Minnesota Statutes, section 120A.05, without valid excuse within a single school year for:

1. Three days if the child is in elementary school; or
2. Three or more class periods on three days if the child is in middle school, junior high school, or high school.

B. Reporting Responsibility

When a student is initially classified as a continuing truant, Minnesota Statutes, section 260A.03 provides that the school attendance officer or other designated school official shall notify the student's parent or legal guardian, by first class mail or other reasonable means, of the following:

1. That the child is truant;
2. That the parent or guardian should notify the school if there is a valid excuse for the child's absences;
3. That the parent or guardian is obligated to compel the attendance of the child at school pursuant to Minnesota Statutes, section 120A.22 and parents or guardians who fail to meet this obligation may be subject to prosecution under Minnesota Statutes, section 120A.34;
4. That this notification serves as the notification required by Minnesota Statutes, section 120A.34;
5. That alternative educational programs and services may be available in the child's enrolling or resident district;
6. That the parent or guardian has the right to meet with appropriate school personnel to discuss solutions to the child's truancy;
7. That if the child continues to be truant, the parent and child may be subject to juvenile court proceedings under Minnesota Statutes, chapter 260C;
8. That if the child is subject to juvenile court proceedings, the child may be subject to suspension, restriction, or delay of the child's driving privilege pursuant to Minnesota Statutes, section 260C.201; and
9. That it is recommended that the parent or guardian accompany the child to school and attend classes with the child for one day.

C. Habitual Truant

1. A habitual truant is a child under the age of 17 years who is absent from attendance at school without lawful excuse for seven school days per school year if the child is in elementary school or for one or more class periods on seven school days per school year if the child is in middle school, junior high school, or high school, or a child who is 17 years of age who is absent from attendance at school without lawful excuse for one or more class periods on seven school days per school year and who has not lawfully withdrawn from school.

2. A school district attendance officer shall refer a habitual truant child and the child's parent or legal guardian to appropriate services and procedures, under Minnesota Statutes, chapter 260A.

Legal References:

Minn. Stat. § 120A.05 (Definitions)
Minn. Stat. § 120A.22 (Compulsory Instruction)
Minn. Stat. § 120A.24 (Reporting)
Minn. Stat. § 120A.26 (Enforcement and Prosecution)
Minn. Stat. § 120A.34 (Violations; Penalties)
Minn. Stat. § 120A.35 (Absence from School for Religious Observance)
Minn. Stat. §§ 121A.40-121A.56 (Pupil Fair Dismissal Act)
Minn. Stat. § 260A.02 (Definitions)
Minn. Stat. § 260A.03 (Notice to Parent or Guardian When Child is a Continuing Truant)
Minn. Stat. § 260A.05 (School Attendance Review Boards)
Minn. Stat. § 260A.06 (Referral of Truant Students to School Attendance Review Board)
Minn. Stat. § 260A.03 (Notice to Parent or Guardian When Child is a Continuing Truant)
Minn. Stat. § 260C.007, subd. 19 (Habitual Truant Defined)
Minn. Stat. § 260C.201 (Dispositions; Children in Need of Protection or Services or Neglected and in Foster Care)
Goss v. Lopez, 419 U.S. 565 (1975)
Slocum v. Holton Bd. of Educ., 429 N.W.2d 607 (Mich. App. Ct. 1988)
Campbell v. Bd. of Educ. of New Milford, 475 A.2d 289 (Conn. 1984)
Hamer v. Bd. of Educ. of Twp. High Sch. Dist. No. 113, 66 Ill. App.3d 7, 383 N.E.2d 231 (1978)
Gutierrez v. Sch. Dist. R-1, 585 P.2d 935 (Co. Ct. App. 1978)
Knight v. Bd. of Educ., 38 Ill. App. 3d 603, 348 N.E.2d 299 (1976)
Dorsey v. Bale, 521 S.W.2d 76 (Ky. 1975)

Cross References:

MSBA/MASA Model Policy 506 (Student Discipline)

606 TEXTBOOKS AND INSTRUCTIONAL MATERIALS

I. PURPOSE

The purpose of this policy is to provide direction for selection of textbooks and instructional materials.

II. GENERAL STATEMENT OF POLICY

The school board recognizes that selection of textbooks and instructional materials is a vital component of the school district's curriculum. The school board also recognizes that it has the authority to make final decisions on selection of all textbooks and instructional materials.

III. RESPONSIBILITY OF SELECTION

- A. While the school board retains its authority to make final decisions on the selection of textbooks and instructional materials, the school board recognizes the expertise of the professional staff and the vital need of such staff to be primarily involved in the recommendation of textbooks and instructional materials. Accordingly, the school board delegates to the superintendent the responsibility to direct the professional staff in formulating recommendations to the school board on textbooks and other instructional materials.
- B. In reviewing textbooks and instructional materials during the selection process, the professional staff shall select materials that:
 - 1. support the goals and objectives of the education programs;
 - 2. consider the needs, age, and maturity of students;
 - 3. foster respect and appreciation for cultural diversity and varied opinion;
 - 4. fit within the constraints of the school district budget;
 - 5. are in the English language. Another language may be used, pursuant to Minnesota Statutes, sections 124D.59 to 124D.61;
 - 6. permit grade-level instruction for students to read and study America's founding documents, including documents that contributed to the foundation or maintenance of America's representative form of limited government, the Bill of Rights, our free-market economic system, and patriotism; and
 - 7. do not censor or restrain instruction in American or Minnesota state history or heritage based on religious references in original source documents, writings, speeches, proclamations, or records.
- C. The superintendent shall be responsible for developing procedures and guidelines to establish an orderly process for the review and recommendation of textbooks and other instructional materials by the professional staff. Such procedures and guidelines shall provide opportunity for input and consideration of the views of students, parents, and other interested members of the school district community. This procedure shall be coordinated with the school district's curriculum development effort and may utilize advisory committees.

IV. SELECTION OF TEXTBOOKS AND OTHER INSTRUCTIONAL MATERIALS

- A. The superintendent shall be responsible for keeping the school board informed of progress on the part of staff and others involved in the textbook and other instructional materials review and selection process.
- B. The superintendent shall present a recommendation to the school board on the selection of textbooks and other instructional materials after completion of the review process as outlined in this policy.

V. RECONSIDERATION OF TEXTBOOKS OR OTHER INSTRUCTIONAL MATERIALS

- A. The school board recognizes differences of opinion on the part of some members of the school district community relating to certain areas of the instruction program. Interested persons may request an opportunity to review materials and submit a request for reconsideration of the use of certain textbooks or instructional materials.
- B. The superintendent shall be responsible for the development of guidelines and procedures to identify the steps to be followed to seek reconsideration of textbooks or other instructional materials.
- C. The superintendent shall present a procedure to the school board for review and approval regarding reconsideration of textbooks or other instructional materials. When approved by the school board, such procedure shall be an addendum to this policy.

Legal References: Minn. Stat. § 120A.22, Subd. 9 (Compulsory Instruction)
Minn. Stat. § 120B.235 (American Heritage Education)
Minn. Stat. § 123B.02, Subd. 2 (General Powers of Independent School Districts)
Minn. Stat. § 123B.09, Subd. 8 (School Board Responsibilities)
Minn. Stat. § 124D.59-124D.61 (Education for English Learners Act)
Minn. Stat. § 127A.10 (State Officials and School Board Members to be Disinterested; Penalty)
Hazelwood Sch. Dist. v. Kuhlmeier, 484 U.S. 260 (1988)
Pratt v. Independent Sch. Dist. No. 831, 670 F.2d 771 (8th Cir. 1982)

Cross References: MSBA/MASA Model Policy 603 (Curriculum Development)
MSBA/MASA Model Policy 604 (Instructional Curriculum)

Adopted: _____

Revised: 12/9/2024

MSBA/MASA Model Policy 613
Orig. 1997
Rev. 2024 (Nov.)

613 GRADUATION REQUIREMENTS

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

I. PURPOSE

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

II. GENERAL STATEMENT OF POLICY

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

III. DEFINITIONS

- A. "Credit" means a student's successful completion of an academic year of study or a student's mastery of the applicable subject matter, as determined by the school district.
- B. "English language learners" or "ELL" student means an individual whose first language is not English and whose test performance may be negatively impacted by lack of English language proficiency.
- C. "Individualized Education Program" or "IEP" means a written statement developed for a student eligible by law for special education and services.
- D. "Required standard" means a statewide adopted expectation for student learning in the content areas of language arts, mathematics, science, social studies, physical education, health, and the arts. Locally developed academic standards in health apply until statewide rules implementing statewide health standards under Minnesota Statutes, section 120B.021, subdivision 3, are required to be implemented in the classroom.

[NOTE: The 2024 Minnesota legislature enacted this change. Paragraphs B and C are flipped to create alphabetical order.]

- E. "Section 504 Accommodation" means the defined appropriate accommodations or modifications that must be made in the school environment to address the needs of an individual student with disabilities.

IV. DISTRICT ASSESSMENT COORDINATOR

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

V. ASSESSMENT GRADUATION REQUIREMENTS

A. Graduation Requirements

Students' state graduation requirements, based on a longitudinal, systematic approach to student education and career planning, assessment, instructional support, and evaluation, include the following:

1. Achievement and career and college readiness in mathematics, reading, and writing, consistent with paragraph (k) and to the extent available, to monitor students' continuous development of and growth in requisite knowledge and skills; analyze students' progress and performance levels, identifying students' academic strengths and diagnosing areas where students require curriculum or instructional adjustments, targeted interventions, or remediation; and, based on analysis of students' progress and performance data, determine students' learning and instructional needs and the instructional tools and best practices that support academic rigor for the student; and
2. Consistent with this paragraph and Minnesota Statutes, section 120B.125 (see Policy 604, Section II.H.), age-appropriate exploration and planning activities and career assessments to encourage students to identify personally relevant career interests and aptitudes and help students and their families develop a regularly reexamined transition plan for postsecondary education or employment without need for postsecondary remediation.
3. Based on appropriate state guidelines, students with an IEP may satisfy state graduation requirements by achieving an individual score on the state-identified alternative assessments.

[NOTE: Minnesota Statutes 120B.303 includes the reference to paragraph (k) found in subparagraph 1. above. This statute no longer has a paragraph (k). MSBA has informed the Minnesota Revisor's Office, which replied that it will seek correction during the 2025 legislative session.]

B. Targeted Instruction Plan

1. A student must receive targeted, relevant, academically rigorous, and resourced instruction, which may include a targeted instruction and intervention plan focused on improving the student's knowledge and skills in core subjects so that the student has a reasonable chance to succeed in a career or college without need for postsecondary remediation.
2. Consistent with Minnesota Statutes, sections 120B.13, 124D.09, 124D.091, 124D.49, and related sections, an enrolling school or district must actively encourage a student in grade 11 or 12 who is identified as academically ready for a career or college to participate in courses and programs awarding college credit to high school students. Students are not required to achieve a specified score or level of proficiency on an assessment under this subdivision to graduate from high school.
3. As appropriate, students through grade 12 must continue to participate in targeted instruction, intervention, or remediation and be encouraged to participate in courses awarding college credit to high school students.

[NOTE: The revisions in Paragraphs A and B align the model policy language with Minnesota Statutes 120B.303.]

- C. A student's progress toward career and college readiness must be recorded on the

student's high school transcript.

VI. GRADUATION CREDIT REQUIREMENTS

Students must successfully complete, as determined by the school district, the following high school level credits for graduation:

A. Credit Requirements

1. Four credits of language arts sufficient to satisfy all academic standards in English language arts;
2. Three credits of mathematics sufficient to satisfy all of the academic standards in mathematics;
3. Three credits of science, including one credit to satisfy all the earth and space science standards for grades 9 through 12, one credit to satisfy all the life science standards for grades 9 through 12, and one credit to satisfy all the chemistry or physics standards for grades 9 through 12;
4. Three and one-half credits of social studies, encompassing at least United States history, geography, government and citizenship in either grade 11 or 12 for students beginning in grade 9 in the 2025-2026 school year and later or an advanced placement, international baccalaureate, or other rigorous course on government and citizenship under Minnesota Statutes, section 120B.21, subdivision 1a, and a combination of other credits encompassing at least United States history, geography, government and citizenship, world history, and economics sufficient to satisfy all of the academic standards in social studies;

[NOTE: This revision includes the 2024 change on implementation of the government and citizenship requirement to the 2025-26 school year.]

5. One credit in the arts sufficient to satisfy all of the academic standards in the arts;
6. Credit sufficient to satisfy the state standards in physical education; and
7. A minimum of seven elective credits.
8. Students who begin grade 9 in the 2024-2025 school year and later must successfully complete a course for credit in personal finance in grade 10, 11, or 12. A teacher of a personal finance course that satisfies the graduation requirement must have a field license or out-of-field permission in agricultural education, business, family and consumer science, social studies, or math.

[NOTE: The revisions above align the policy language with Minnesota law, including changes enacted by the 2024 Minnesota legislature concerning physical education credit and state standards in health. Paragraph 8 was enacted in 2023; it affects students who begin grade 9 in the 2024-25 school year.]

B. Credit equivalencies

1. A one-half credit of economics taught in a school's agricultural, food, and natural resources education or business education program or department may fulfill a one-half credit in social studies under Paragraph A.4, above, if the credit is sufficient to satisfy all of the academic standards in economics.

2. An agriculture science or career and technical education credit may fulfill the elective science credit required under Paragraph A.3, above, if the credit meets the state physical science, life science, earth and space science, chemistry, or physics academic standards or a combination of these academic standards as approved by the school district. An agriculture or career and technical education credit may fulfill the credit in chemistry or physics required under Paragraph A.3, above, if the credit meets the state chemistry or physics academic standards as approved by the school district. A student must satisfy either all of the chemistry academic standards or all of the physics academic standards prior to graduation. An agriculture science or career and technical education credit may not fulfill the required biology credit under Paragraph A.3, above.
3. A career and technical education credit may fulfill a mathematics or arts credit requirement under Paragraph A.2 or Paragraph A.5, above.
4. A computer science credit may fulfill a mathematics credit requirement under Paragraph A.2, above, if the credit meets state academic standards in mathematics.
5. A Project Lead the Way credit may fulfill a mathematics or science credit requirement under Paragraph A.2 or Paragraph A.3, above, if the credit meets the state academic standards in mathematics or science.
6. An ethnic studies course may fulfill a social studies, language arts, arts, math, or science credit if the course meets the applicable state academic standards. An ethnic studies course may fulfill an elective credit if the course meets applicable local standards or other requirements.

[Note: The revisions above align the policy language with Minnesota law, including changes enacted by the 2024 Minnesota legislature. Starting in the 2026-27 school year, a high school must offer an ethnic studies course; in elementary and middle schools by the 2027-28 school year.]

VII. GRADUATION STANDARDS REQUIREMENTS

- A. All students must demonstrate their understanding of the following academic standards:
 1. School District Standards, Health (K-12);
 2. School District Standards, Career and Technical Education (K-12); and
 3. School District Standards, World Languages (K-12).
- B. Academic standards in health, world languages, and career and technical education will be reviewed on an annual basis.* A school district must use the current world languages standards developed by the American Council on the Teaching of Foreign Languages.

* Reviews are required to be conducted on a periodic basis. Therefore, this time period may be changed to accommodate individual school district needs.
- C. All students must satisfactorily complete the following required Graduation Standards in accordance with the standards developed by the Minnesota Department of Education (MDE):
 1. Minnesota Academic Standards, English Language Arts K-12;

2. Minnesota Academic Standards, Mathematics K-12;
 3. Minnesota Academic Standards, Science K-12;
 4. Minnesota Academic Standards, Social Studies K-12; and
 5. Minnesota Academic Standards, Physical Education K-12.
- D. State standards in the Arts K-12 are available, or school districts may choose to develop their own standards.
- E. The academic standards for language arts, mathematics, and science apply to all students except the very few students with extreme cognitive or physical impairments for whom an IEP team has determined that the required academic standards are inappropriate. An IEP team that makes this determination must establish alternative standards.

VIII. EARLY GRADUATION

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

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

Legal References: Minn. Stat. § 120B.018 (Definitions)
Minn. Stat. § 120B.02 (Educational Expectations and Graduation Requirements for Minnesota's Students)
Minn. Stat. § 120B.021 (Required Academic Standards)
Minn. Stat. § 120B.023 (Benchmarks)
Minn. Stat. § 120B.024 (Credits)
Minn. Stat. § 120B.07 (Early Graduation)
Minn. Stat. § 120B.11 (School District Process for Reviewing Curriculum, Instruction, and Student Achievement Goals; Striving for Comprehensive Achievement and Civic Readiness)
Minn. Stat. § 120B.125 (Planning for Students' Successful Transition to Postsecondary Education and Employment; Personal Learning Plans)
Minn. Stat. § 120B.30 (General Requirements; Statewide Assessments)
Minn. Stat. § 120B.303 (Assessment Graduation Requirements)
Minn. Stat. § 120B.307 (College and Career Readiness)
Minn. Rules Part 3501.0660 (Academic Standards For Kindergarten through Grade 12)
Minn. Rules Parts 3501.0700-3501.0745 (Academic Standards for Mathematics)
Minn. Rules Part 3501.0820 (Academic Arts Standards for Kindergarten through Grade 12)
Minn. Rules Parts 3501.0900-3501.0960 (Academic Standards in Science)
Minn. Rules Parts 3501.1200-1210 (Academic Standards for English Language Development)
Minn. Rules Parts 3501.1300-3501.1345 (Academic Standards for Social Studies)
Minn. Rules Parts 3501.1400-3501.1410 (Academic Standards for Physical Education)
20 U.S.C. § 6301, *et seq.* (Every Student Succeeds Act)

Cross References: MSBA/MASA Model Policy 104 (School District Mission Statement)
MSBA/MASA Model Policy 601 (School District Curriculum and Instruction Goals)
MSBA/MASA Model Policy 614 (School District Testing Plan and Procedure)
MSBA/MASA Model Policy 615 (Testing Accommodations, Modifications, and Exemptions for IEPs, Section 504 Plans, and LEP Students)
MSBA/MASA Model Policy 616 (School District System Accountability)

Adopted: _____

MSBA/MASA Model Policy 614

Orig. 1997

Revised: 12/9/2024

Rev. 2024 (Nov.)

614 SCHOOL DISTRICT TESTING PLAN AND PROCEDURE

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*.

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

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/>

Adopted: _____

MSBA/MASA Model Policy 615
Orig. 1997
Rev. 2024 (Nov.)

Revised: 12/9/2024

615 TESTING ACCOMMODATIONS, MODIFICATIONS, AND EXEMPTIONS FOR IEPs, SECTION 504 PLANS, AND LEP STUDENTS

I. PURPOSE

The purpose of the policy is to provide adequate opportunity for students identified as having individualized education program (IEP), Rehabilitation Act of 1973, Section 504 accommodation plan (504 plan), or English Learner (EL) needs to participate in statewide assessment systems designed to hold schools accountable for the academic performance of all students.

II. GENERAL STATEMENT OF POLICY

A. Minnesota Test of Academic Skills (MTAS)

1. The school district will utilize the existing annual review of IEPs or 504 plans to review, on a case-by-case basis, and determine how a student with a disability will participate in statewide testing.
2. Participation decisions will be made separately for mathematics, reading, and science. The assessment options are the Minnesota Comprehensive Assessment (MCA) and the MTAS.
3. Eligibility Requirements
 - a. The following requirements must be met for a student with a significant cognitive disability to be eligible for the MTAS:
 - (1) The IEP team must consider the student's ability to access the MCA, with or without accommodations;
 - (2) The IEP must review the student's instructional program to ensure that the student is receiving instruction linked to the general education curriculum to the extent appropriate. If instruction is not linked to the general education curriculum, the IEP team must review the student's goals and determine how access to the general curriculum will be provided;
 - (3) The IEP team determined the student's cognitive functioning to be significantly below age expectations. The team also determined that the student's disability has a significant impact on his or her ability to function in multiple environments, including home, school, and community;
 - (4) The IEP team determined that the student needs explicit and intensive instruction and/or extensive supports in multiple settings to acquire, maintain, and generalize academic and life skills in order to actively participate in school, work, home, and community environments;

- (5) The IEP team must document, in the IEP, reasons the MCA is or is not an appropriate measure of the student's academic progress and how the student would participate in statewide testing.
- b. MTAS participation decisions must not be made on the following factors:
- (1) Student's disability category;
 - (2) Placement;
 - (3) Participation in a separate, specialized curriculum;
 - (4) An expectation that the student will receive a low score on the MCA;
 - (5) Language, social, cultural, or economic differences;
 - (6) Concern for accountability calculations.

B. Alternate ACCESS for ELs

1. The school district will utilize the existing annual review of IEPs or 504 plans to review, on a case-by-case basis, and determine how an identified EL student with a disability will participate in statewide testing.
2. Eligibility Requirements
 - a. The student must be identified as EL in MARSS in order to take an English language proficiency assessment.
 - b. The student must have a significant cognitive disability. If the student has been identified as eligible to take the MTAS in mathematics, reading, or science, the student meets this criterion.
 - c. For students in grades that the MTAS is not administered:
 - (1) the student must have cognitive functioning significantly below age level;
 - (2) the student's disability must have a significant impact on his or her ability to function in multiple environments, including home, school, and community; and
 - (3) the student needs explicit and intensive instruction and/or extensive supports in multiple settings to acquire, maintain, and generalize academic and life skills in order to actively participate in school, work, home, and community environments.
 - d. The IEP team must consider the student's ability to access the ACCESS, with or without accommodations.

- e. The IEP team must document, in the IEP, reasons the MCA is or is not an appropriate English language proficiency assessment for the student.
3. Alternate ACCESS participation decisions must not be made on the following factors:
- a. Student's disability category;
 - b. Participation in a separate, specialized curriculum;
 - c. Current level of English language proficiency;
 - d. The expectation that the student will receive a low score on the ACCESS for ELs;
 - e. Language, social, cultural, or economic differences;
 - f. Concern for accountability calculations.

C. EL Students New to the United States

EL students new to the United States will take all assessments, including all academic assessments (math, reading, and science), as well as the English Language Proficiency Assessment (ACCESS).

III. DEFINITION OF TERMS

See the current "Procedures Manual for the Minnesota Assessments" which is produced by the Minnesota Department of Education and available through minnesota.pearsonaccessnext.com/policies-and-procedures.

IV. GRANTING AND DOCUMENTING ACCOMMODATIONS, MODIFICATIONS, OR EXEMPTIONS FOR TESTING

See Chapter 4 of the current "Procedures Manual for the Minnesota Assessments" and Guidelines for Administration of Accommodations and Linguistic Supports.

V. RECORDS

All test accommodations, modifications, or exemptions shall be reported to the school district test administrator. The school district test administrator shall be responsible for keeping a list of all such test accommodations, modifications, and exemptions for school district audit purposes. Testing results will be documented and reported.

- Legal References:**
- 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. § 125A.08 (Individualized Education Programs)
 - 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)

Eligibility Requirements for the Minnesota Test of Academic Skills (MTAS)

<https://education.mn.gov/mdeprod/groups/educ/documents/hiddencontent/mdaw/mda2/~edisp/006087.pdf>

Alternate ACCESS for ELLs Participation Guidelines,

<https://education.mn.gov/mdeprod/groups/educ/documents/hiddencontent/mdaw/mdq5/~edisp/049763.pdf>

Cross References:

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

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

MSBA/MASA Model Policy 613 (Graduation Requirements)

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

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

Adopted: _____

MSBA/MASA Model Policy 617

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Rev. 2023

617 SCHOOL DISTRICT ENSURANCE OF PREPARATORY AND HIGH SCHOOL STANDARDS

[Note: With repeal of the Profile of Learning, school districts no longer are required to comply with the procedures set forth in this policy. School districts that retain any portion of the Profile of Learning graduation requirements, however, may choose to retain all or a portion of this policy and may implement and manage the Profile of Learning content standards in whatever manner they deem appropriate.]

I. PURPOSE

The purpose of this policy is to ensure that all locally adopted preparatory and high school content standards of the Profile of Learning are addressed directly in both curriculum and assessment for all students, including those with special needs.

II. GENERAL STATEMENT OF POLICY

- A. The policy of the school district is to implement the Minnesota Graduation Standards, including local adoption of the former Profile of Learning content standards, during the transition to the implementation of the required Minnesota Academic Standards.
- B. This policy ensures that all students who qualify and elect to satisfy their graduation requirements will continue to receive instruction, curriculum and assessment which address the preparatory and high school content standards This policy also defines how technology will be integrated across student learning areas. ***[Note: With repeal of the Profile of Learning, school districts are not required to integrate technology across learning areas and may, in their discretion, delete this provision.]*** In implementing the preparatory and high school content standards, the school district will work to improve the scope and sequences of curriculum, research-based instructional skills of teachers and other district staff who work with students, and alternative assessments of student achievement while making the transition to the required Minnesota Academic Standards.

III. ESTABLISHMENT OF CURRICULUM AND INSTRUCTION

A. Preparatory Content Standards

[To the extent school districts retain preparatory content standards as part of their locally adopted academic standards, school districts should insert in this section how their curriculum and instructional opportunities for all students will address the preparatory content standards, including the primary, intermediate and middle level standards. This section should contain an outline of each learning area's sequence in a manner which provides notice as to when various achievements are expected.]

B. High School Content Standards

The school district will follow Policy 613, Graduation Requirements, as it implements the graduation standards. This policy ensures that all students will receive instruction, curriculum and assessment which addresses the high school content standards of the Profile of Learning in all learning areas and that the uses of technology are integrated across student learning areas. ***[Note: With the repeal of the Profile of Learning, school districts are not required to integrate technology across learning areas and may, in their discretion, delete this provision.]***

[Note: School districts should examine existing graduation requirements and align them to the new requirements.]

C. Assessment of Content Standards

[School districts should insert their procedure for determining where student achievement of preparatory and high school content standards will be assessed.]

D. Additional Requirements

[School districts may wish to consider including additional graduation requirements beyond those required by the Minnesota Academic Standards.]

E. Special Needs Students

[School districts should insert their procedure for addressing preparatory and high school content standards for students with special needs.]

F. Integration of Technology

[School districts may insert their procedure for addressing how technology will be integrated across the learning areas. With the repeal of the Profile of Learning, school districts are not required to integrate technology across learning areas and may, in their discretion, delete this provision.]

G. Evaluation and Remediation of Student Difficulties and Achievement

[School districts should insert their procedure for addressing how diagnosis of student difficulties and remediation will be accomplished as well as how diagnosis of student achievement and acceleration or continuous progress will be accomplished.]

Legal References: Minn. Stat. § 120B.02 (Educational Expectations and Graduation Requirements for Minnesota's Students)
Minn. Stat. § 120B.11 (School District Process for Reviewing Curriculum, Instruction, and Student Achievement; Striving for the World's Best Workforce)
Minn. Rules Parts 3501.0640-3501.0655 (Academic Standards for Language Arts)
Minn. Rules Parts 3501.0700-3501.0745 (Academic Standards for Mathematics)
Minn. Rules Parts 3501.0820 (Academic Standards for the Arts)
Minn. Rules Parts 3501.0900-3501.0960 (Academic Standards in Science)
Minn. Rules Parts 3501.1200-3501.1210 (Academic Standards for English Language Development)
Minn. Rules Parts 3501.1300-3501.1345 (Academic Standards for Social Studies)
Minn. Rules Parts 3501.1400-3501.1410 (Academic Standards for Physical Education)

Cross References: MSBA/MASA Model Policy 104 (School District Mission Statement)
MSBA/MASA Model Policy 601 (School District Curriculum and Instruction Goals)
MSBA/MASA Model Policy 613 (Graduation Requirements)
MSBA/MASA Model Policy 614 (School District Testing Plan and Procedure)
MSBA/MASA Model Policy 615 (Testing Accommodations, Modifications, and Exemptions for IEPs, Section 504 Plans, and LEP Students)
MSBA/MASA Model Policy 616 (School District System Accountability)
MSBA/MASA Model Policy 618 (Assessment of Student Achievement)

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MSBA/MASA Model Policy 701
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Rev. 2024 (Nov.)

701 ESTABLISHMENT AND ADOPTION OF SCHOOL DISTRICT BUDGET

[NOTE: The provisions of this policy substantially reflect the requirements of Minnesota Statutes.]

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 Commissioner of the Minnesota Department of Education (Commissioner) 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 Commissioner 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)