

# Special School Board Meeting

Monday, October 21, 2024 5:30 PM

High School Media Center, 810 First Street North, Pine River, MN 56474

## 1. Call to Order and Pledge to the Flag

**Speaker(s):** Board Chair

**Members:** Leslie Bouchonville, Chris Cunningham, Roger D. Hoplin, Nicki Linsten-Lodge, Carrie Maurer-Ackerman, David Sheley, Ryan Trumble and Superintendent Jonathan Clark

## 2. Welcome to Visitors

**Speaker(s):** Board Chair

### 2.1. Public Comments and Time for Interaction with the Board on Agenda Items

**Speaker(s):** Board Chair

## 3. Approve Agenda

## 4. Discussion Items

### 4.1. Capital Projects Levy

## 5. Action Items

5.1. Approve the Hiring of Rick Aulie as Assistant Boys Basketball Coach for the 2024-25 Season

5.2. Authorize Superintendent Clark to Negotiate a Contract with Rapp Strategies, Inc. for Levy Support Services

5.3. Authorize Posting for a School Age Childcare Site Coordinator

5.4. Reading and Approval of Policies:

513 Student Promotion, Retention, and Program Design

601 School District Curriculum and Instruction Goals

603 Curriculum Development

616 School District System Accountability

619 Staff Development for Standards

## 6. Open Forum

## 7. Adjourn



*Pine River-Backus*  
PUBLIC SCHOOLS - PINE RIVER, MN

**ISD 2174**

M.S. 123B.71

**REVIEW & COMMENT PROPOSAL**

2025 Capital Projects Levy

Submitted By:  
Jonathan Clark, Superintendent

November 4, 2024

DRAFT

Willie Jett, Commissioner  
State of Minnesota  
Department of Education  
400 NE Stinson Blvd  
Minneapolis, MN 55413-2614

Dear Commissioner Jett:

Under M.S. 123B.71, the School Board, Superintendent, staff, and communities of the Pine River-Backus School District No. 2174 are pleased to submit the following proposal for review and comment by the Minnesota Department of Education. The Pine River-Backus School Board reviewed and approved this report and the information at its school board meeting on November 4th, 2024.

District 2174 has assessed the district's capital needs. Based on the review the district has increasing technology needs and equipment, aging transportation, roofing and flooring replacement needs, HVAC repairs and replacements and outdated curriculum. All of this is needed to help ensure the Pine River-Backus School District's students have the opportunity for equity with other school districts and meet our mission "to teach and inspire students to grow, excel, reach, & succeed in partnership with our learning community". Thus, the district is proposing to ask district voters to consider a capital projects levy on April 8th, 2025. The question our district is proposing on the April 8, 2025 ballot was discussed by our school board on November 4th, 2024, and is as follows:

The board of Independent School District No.2174 has proposed a capital project levy authorization of 2.75% times the net tax capacity of the district. The additional revenue from the proposed authorization will be used to provide funds for the costs of technology-related personnel and training, bus and vehicle fleet replacement, roofing and flooring replacements, HVAC repairs and replacements and the acquisition of curriculum, textbooks, and materials. The proposed capital project levy authorization will raise approximately \$896,000 for taxes payable in 2026, the first year it is to be levied and would be authorized for ten years. The estimated total revenue of the projects to be funded over that time is approximately \$8,960,000.

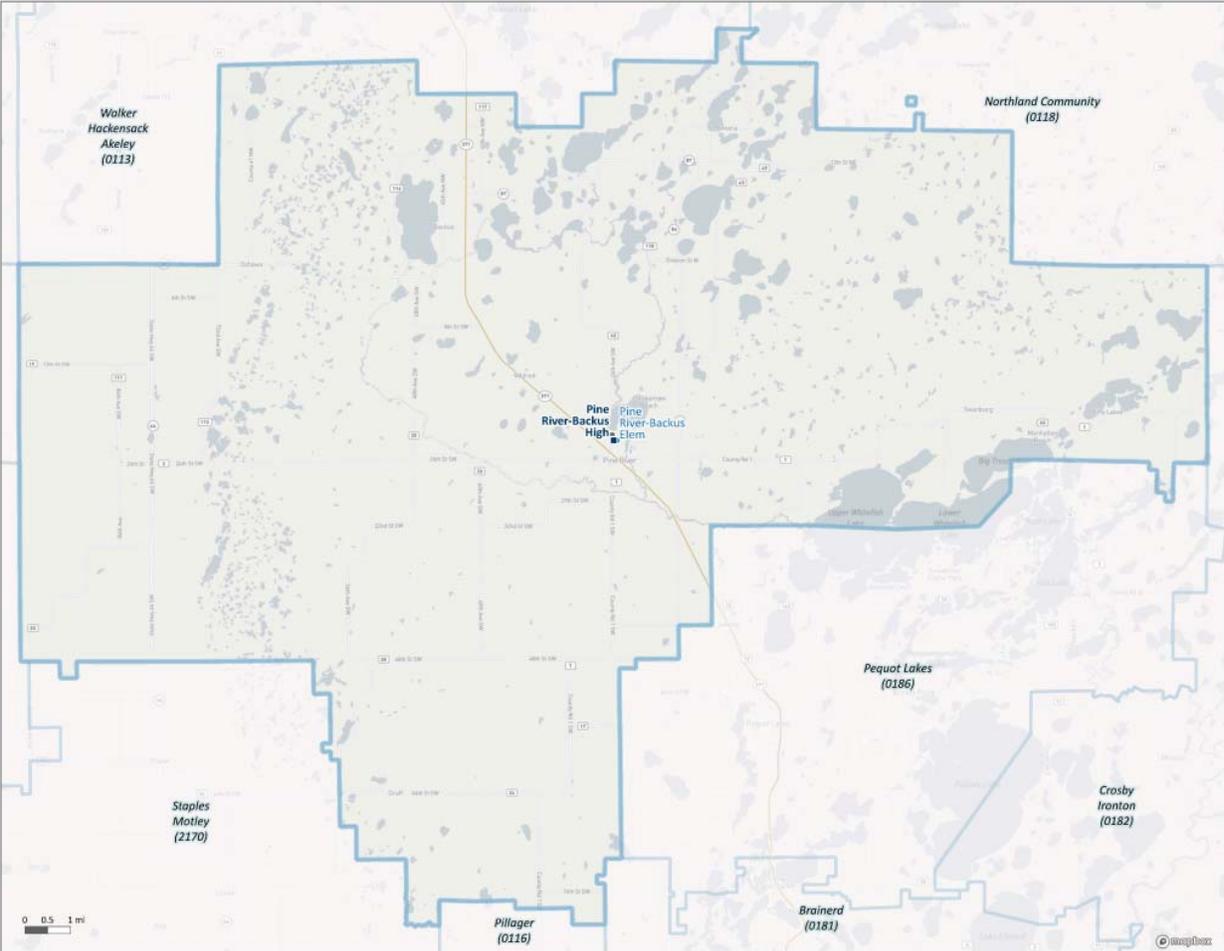
Sincerely,

Jonathan Clark  
Superintendent

**MS 123B.71  
REVIEW & COMMENT CHECKLIST**

**1. The geographic area and population to be served:**

The Pine River-Backus School District (ISD 2174) covers 545 square miles in north central Minnesota. The school district lies predominantly in Cass County and includes a portion of Crow Wing County. The district includes the cities of Pine River, Backus, Fifty Lakes. The total district population as of the 2023 census is listed at 8,114.



The school district served approximately 840 PreK-12 students during the 2023-24 school year. Enrollment is included for the district's Elementary School, High School and Alternative Learning Program. The school district's historical and projected enrollment is included below.

Historical	Actual PreK-12 Enrollment	Projected	Estimated PreK-12 Enrollment
2019-20	922	2024-25	874
2020-21	864	2025-26	873
2021-22	860	2026-27	865
2022-23	853	2027-28	867
2023-24	840	2028-29	855

**2. A list of existing school facilities:**

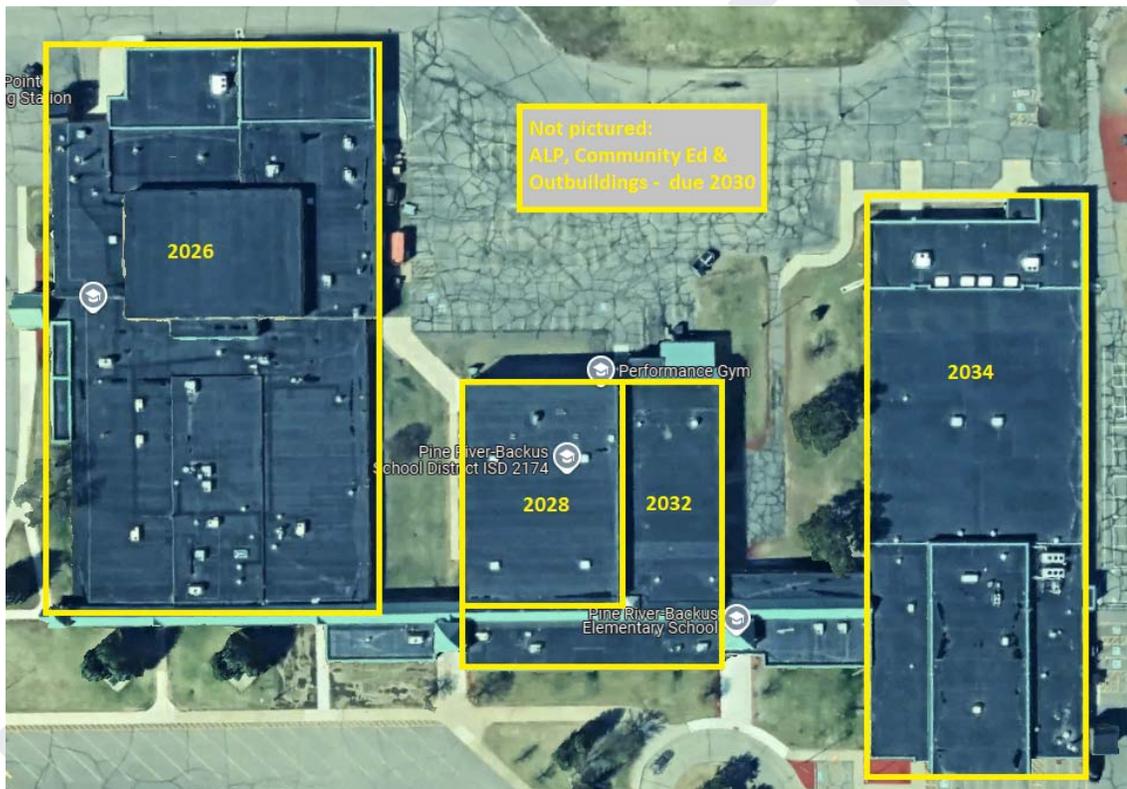
The current district facilities for the student population include an Early Childhood Center, Elementary School, High School, a building for the Alternative Learning Program and a Community Education building. All students grades PreK-12 are housed in one building. The Alternative Learning Program and Community Education buildings are standalone buildings on site. The school buildings and bus garage sit on two parcels of land at a total 44.43 acres.

Facility Use	Grades Served	Year Constructed, Modified	Existing Area
District Office	All	2010	3,100 sq ft
Early Childhood Center	Birth - 4 yrs	2012	4,235 sq ft
Elementary	PreK-6th	1974 - Original 2009 - Walls/Doors added	53,736 sq ft
Commons Area	PreK-12th	1992	37,575 sq ft
High School	7th-12th	1960 - Original 1980, 1990, 2012, 2017 - Additions	77,664 sq ft
Alternative Learning Program	9th-12th	2004	4,331 sq ft
Community Education	All	2005	1,725 sq ft

### 3. A list of specific capital deficiencies of the facility:

The main capital deficiencies to be addressed are roof replacements, HVAC updates, transportation costs, technology needs and flooring updates.

- a. **Roof Replacement and HVAC Updates:** Our building has a number of roof replacement projects that will need to be addressed within the next 5-10 years. Along with the roof replacement is a need to upgrade all rooftop air conditioner and air handler units. With current levels of Operating Capital and Long Term Facility Maintenance revenue the district will not be able to fund these projects without additional funding. Below is a map of needed roofing/HVAC projects and estimated timeline:



- b. **Transportation:** Our district operates an in-house transportation department. We run 12 bus routes, five van routes, after school activity transportation. We employ a full-time Director of Transportation, a part-time maintenance position, and 19 drivers. Our fleet is 20 school buses and nine passenger vans. In order to keep our fleet of buses and vans up to date we schedule to replace one bus and one van each budget year. The costs of vehicle replacements have increased dramatically in the last five years. The latest bus purchase was listed at \$140,000. Currently these funds are spent from the General Fund reducing the funds available to be used in the classroom.

- c. **Technology Needs:** We are a small rural school district and are fortunate to have a Technology Department with three full-time staff. The General Fund currently funds the staff salary/benefits with technology purchases coming from Operating Capital reserves. It is the school district's goal to stay up-to-date with current technology trends and continue to support competitive wages for the Technology Department.
  
- d. **Other Updates:** The district completed a large building addition in 1991 connecting the existing High School to the existing Elementary School by a long hallway. The hallway added six additional classrooms, the commons/cafeteria, Food Service kitchen, gymnasium and locker rooms. The flooring in the hallways, commons/cafeteria and kitchen are all original to the 1991 project. We can no longer find replacement tiles and expansion joints must be added in the hallways to prevent further breakage of tiles.

The Elementary Gymnasium with existing 1974 floor tile will also require upgrades including flooring, lighting and paint.

The district plans to replace aging windows in the main hallway and commons area. These windows were installed in 1991 and are in constant need of repair with moisture damage, fogging and cracking.

The outdoor storage sheds currently used for Buildings & Grounds maintenance equipment and overflow supplies are in need of replacement.

**4. A description of the project costs:**

Pine River-Backus Schools ISD 2174 estimates the following annual project costs:

Year	Roofing	Transportation	Technology	Other	TOTAL
2026-27	500,000	-	275,302	175,000	950,302
2027-28	-	280,000	289,067	40,000	609,067
2028-29	500,000	-	303,520	-	943,520
2029-30	-	140,000	318,696	350,000	668,696
2030-31	200,000	-	334,631	-	814,631
2031-32	-	280,000	351,363	200,000	691,363
2032-33	500,000	140,000	368,931	-	1,008,931
2033-34	-	140,000	387,378	-	527,378
2034-35	500,000	140,000	406,746	-	1,046,746
2035-36	-	140,000	427,084	-	567,084

**5. A specification of the source of funding:**

Pine River-Backus Schools ISD 2174 is proposing a 2.75% Capital Projects Levy generating an estimated \$896,000 in annual revenue. The School Board is scheduled to approve the submission of the Capital Projects Review & Comment on November 4, 2024. The ballot language will be approved at the School Board's regular meeting on January 6, 2025. A special election will be held April 8, 2025. Pending voter approval implementation is scheduled for the 2026-27 fiscal year. Financing the projects above is subject to voter-approved levy under the guidelines for Capital Project Levy. Per the analysis of the district's financial advisor, Ehler's, the table on the following page shows the tax impact of the proposed Capital Project Levy.

**ESTIMATES PRIOR TO ELECTION**

**Pine River-Backus Public Schools, ISD 2174**  
**Estimated Tax Impact of Potential Capital Project Levy**  
**April 2025 Election**

**October 9, 2024**

Annual Revenue for Fiscal Year 2026-27		\$896,000	
Type of Property	Estimated Market Value	Estimated Taxes Payable in 2026 for Capital Project Levy*	
		Annual	Monthly
Residential Homestead	\$100,000	\$17	\$1
	150,000	32	3
	200,000	47	4
	250,000	62	5
	300,000	76	6
	350,000	91	8
	400,000	106	9
	450,000	121	10
	500,000	136	11
	600,000	170	14
Commercial/ Industrial	\$100,000	\$41	\$3
	250,000	116	10
	500,000	252	21
	1,000,000	524	44
	2,500,000	1,341	112
Agricultural Homestead ** (average value per acre of land & buildings)	\$2,000	\$0.27	\$0.02
	3,000	0.41	0.03
	4,000	0.54	0.05
	5,000	0.68	0.06
	6,000	0.82	0.07
Agricultural Non-Homestead ** (average value per acre of land & buildings)	\$2,000	\$0.54	\$0.05
	3,000	0.82	0.07
	4,000	1.09	0.09
	5,000	1.36	0.11
	6,000	1.63	0.14
Seasonal Recreational Residential	\$100,000	\$27	\$2
	200,000	54	5
	300,000	82	7
	400,000	109	9
	500,000	136	11
600,000	170	14	

\* The amounts in the table are based on school district taxes for the proposed capital project levy only, and do not include tax levies for other purposes. Tax increases shown above are gross increases, not including the impact of the homeowner's Homestead Credit Refund ("Circuit Breaker") program. Some owners of homestead property may qualify for a refund, based on their income and total property taxes. This would decrease the net tax impact for those property owners.

\*\* Average value per acre is the total assessed value of all land & buildings divided by total acres. Homestead examples exclude the house, garage, and one acre, which has the same tax impact as a residential homestead.

**Tax Rate to include on Ballot: 2.750%**



**6. Documentation obligating the school district and contractors to comply with the following:**

Not applicable.

**Narrative Description of the Project:**

Pine River-Backus Schools ISD 2174 seeks voter approval for a 2.75% Capital Project Levy to be assessed over 10 years. If approved, the Capital Project Levy will generate \$896,000 in annual funding. Planned projects include roofing, HVAC, transportation, technology and other capital improvement projects.

DRAFT

Pine **River-Backus Public Schools**  
**ISD 2174**

**School Age Childcare Site Supervisor**

<b>Schedule:</b>	<u>School Days:</u> Morning shift 6:30 a.m. to 8:30 a.m. Afternoon shift 1:30 p.m. to 6:30 p.m.  <u>Non School Days and Summer:</u> 8 hours per day. There may be some flexibility to scheduled hours.
<b>Rate per Hour:</b>	\$20 per hour.
<b>Paid Holidays:</b>	12 paid holidays per year
<b>Sick Leave:</b>	Accrue 1.25 days per month. Accumulative to 100 days.
<b>Vacation Leave:</b>	5 days beginning with first year 10 days after three years 15 days after 10 years 20 days after 20 years
<b>Group Health Insurance:</b>	The School District shall contribute \$689 per month toward school group health insurance.
<b>Group Life Insurance:</b>	The School District shall provide term life insurance in the amount of \$20,000. Premiums for term life insurance shall be paid by the District as long as the employee is employed by the School District.
<b>Pension Plan:</b>	Public Employee Retirement Association (PERA).

**Employment is contingent upon completion of a successful background check.**

**PINE RIVER-BACKUS PUBLIC SCHOOLS**  
**I.S.D. #2174**  
**JOB DESCRIPTION**

<b>Job Title:</b> School Age Childcare Site Supervisor	<b>Department/Location:</b> District
<b>Supervisor:</b> Community Education Director and Superintendent of Schools	<b>Date Updated:</b> October 2024

**JOB SUMMARY:** Under the supervision of the Community Education Director and Superintendent of Schools, Cub Care is a school age care program for Pine River-Backus Schools. As a quality school age care program, we work to provide each and every child with a safe and wholesome environment to play and interact. Cub Care participants will experience caring staff who offer meaningful student learning and recreational opportunities designed to enhance a child's social, physical, cognitive, and recreational skills.

The Site Supervisor plays a crucial role in providing leadership and support within the Community Education Department. Responsible for overseeing program operations, staff management, and addressing the needs of the students, parents/guardians, and staff. This position involves planning, program content development, professionalism, and other related duties.

**ASSIGNMENT:** See Classified Personnel Policies and School Age Care Site Supervisor Letter of Assignment

**MAJOR AREAS OF ACCOUNTABILITY:**

- A. Work with colleagues to maintain order and discipline while providing a safe and secure environment at all times
- B. Responsible for weekly scheduling of staff
- C. Responsible for the day to day functions of the program
- D. Communicate effectively with parents, students and staff
- E. Work cooperatively and effectively as a team member by communicating and contributing necessary information
- F. Responsible for ordering equipment and consumables such as snacks
- G. Planning for daily activities and field trips that provide a stimulating experience to help the child grow physically, intellectually, emotionally and creatively
- H. Attend staff development offerings, trainings, workshops, orientations and staff meetings as necessary and required
- I. Assist in maintaining a safe environment, including providing periodic testing of emergency response plans and timely reporting of safety hazards
- J. Responsible for direct care supervision of the participants during care time
- K. Supervise, direct and evaluate staff on a day to day basis, helping with staff trainings and interventions when needed

- L. Assist with on-going program development and program evaluation
- M. Assist in maintaining, updating and preparing site files, records and reports in accordance with program requirements
- N. Act as a liaison and maintain open communication with the Community Education Coordinator, Community Education Director and Superintendent of Schools
- O. Implement school district policies and procedures
- P. Other duties as assigned

## **CRITICAL SKILLS/EXPERTISE**

### **Physical Involvement:**

- A. Occasional lifting up to 40 lbs
- B. Ability to tolerate frequent bending and lifting
- C. Frequent walking and moving around the buildings/grounds

### **Mental Involvement:**

- A. Ability to take initiative and work independently
- B. Ability to work as a team member with staff and parents
- C. Ability to follow policies on confidentiality and mandated reporting
- D. Ability to work with students in a firm but positive manner
- E. Ability to interact appropriately with adults

### **Working Conditions:**

- A. Normal classroom conditions
- B. Occasional exposure to bodily fluids and airborne pathogens
- C. Occasional lifting/restraining of students
- D. May require exposure to outside temperatures and weather conditions

**Supervision of Other Employees:** Supervision of child care support staff

## **MINIMUM QUALIFICATIONS**

### **Education:**

- A. High School diploma or equivalent is required, an associates degree is preferred

### **Special Knowledge or Skills:**

- A. Knowledge of safe and appropriate activities for children
- B. Experience working with families with diverse cultural and economic backgrounds
- C. Valid driver's license
- D. CPR and First Aid, certified within 90 days of employment
- E. Strong written and verbal communication skills
- F. Strong organizational skills
- G. Strong customer service and conflict resolution skills
- H. Proficient in Google software
- I. Demonstrate consistent and reliable attendance

**JOB OUTCOMES:**

- A. Projects a positive, flexible, cooperative and respectful attitude with staff, students, parents and community members.
- B. Positive internal and external communication.
- C. Positively promotes the Cub Care program.

***This description describes the general nature and work expected of an individual assigned to this position. Employees may be required to perform other job-related duties as requested by their supervisor. All requirements are subject to possible modification to reasonably accommodate individuals with a disability.***

Adopted: \_\_\_\_\_

MSBA/MASA Model Policy 616

Orig. 1997

Revised: \_\_\_\_\_

Rev. 2024~~3~~

## 616 SCHOOL DISTRICT SYSTEM ACCOUNTABILITY

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

### I. PURPOSE

The purpose of this policy is to focus public education strategies on a process that promotes higher academic achievement for all students and ensures broad-based community participation in decisions regarding implementation of the Minnesota K-12 Academic Standards and federal law.

### II. GENERAL STATEMENT OF POLICY

Implementation of the Minnesota K-12 Academic Standards and federal law requires accountability for the school district. The school district established a system to transition to the graduation requirements of the Minnesota K-12 Academic Standards. The school district also established a system to review and improve instruction, curriculum, and assessment which will include substantial input by students, parents or guardians, and local community members. The school district will be accountable to the public and the state through annual reporting.

### III. DEFINITIONS

- A. ~~“Comprehensive achievement and civic readinessWorld’s best workforce”~~ means striving to: meet school readiness goals; close the academic achievement gap among all racial and ethnic groups of students and between students living in poverty and students not living in poverty; have all students attain career and college readiness before graduating from high school; and have all students graduate from high school; and prepare students to be lifelong learners.

[NOTE: The 2024 Minnesota legislature revised Minnesota Statutes, section 120B.11, including replacement of the term “world’s best workforce” with “comprehensive achievement and civic readiness.”]

- B. “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.

### IV. ESTABLISHMENT OF GOALS; IMPLEMENTATION; EVALUATION AND REPORTING

#### A. School District Goals

1. The school board has established school district-wide goals that provide broad direction for the school district. Incorporated in these goals are the graduation and education standards contained in the Minnesota K-12 Academic Standards

and federal law. The broad goals shall be reviewed annually and approved by the school board. The school board shall adopt annual goals based on the recommendations of the school district's Advisory Committee.

2. The District Advisory Committee created under Policy 603 (Curriculum Development) is established by the school board to ensure active community participation in all phases of planning and improving the instruction and curriculum affecting state and district academic standards.
3. The school district-wide improvement goals should address recommendations identified through the District Advisory Committee process. The school district's goal setting process will include consideration of individual site goals. School district goals may also be developed through an education effectiveness program, ~~an evaluation of student progress committee,~~ or through some other locally determined process.

- B. System for Reviewing All Instruction and Curriculum. Incorporated in the process will be analysis of the school district's progress toward implementation of the Minnesota Academic Standards. Instruction and curriculum shall be reviewed and evaluated by taking into account strategies and best practices, student outcomes, principal evaluations under Minnesota Statutes, section 123B.147, and teacher evaluations under Minnesota Statutes, section 122A.40 or 122A.41.

**[Insert Local Cycle in this space]**

- C. Implementation of Graduation Requirements

1. The District Advisory Committee shall also advise the school board on implementation of the state and local graduation requirements, including K-12 curriculum, assessment, student learning opportunities, and other related issues. Recommendations of the District Advisory Committee shall be published annually to the community. The school board shall receive public input and comment and shall adopt or update this policy at least annually.
2. The school board shall annually review and determine if student achievement levels at each school site meet federal expectations. If the school board determines that student achievement levels at a school site do not meet federal expectations and the site has not made adequate yearly progress for two consecutive school years, the District Advisory Committee shall work with the school site to adopt a plan to raise student achievement levels to meet federal expectations. The District Advisory Committee may seek assistance from the Commissioner of the Minnesota Department of Education (MDE) (Commissioner) in developing a plan which must include parental involvement components.
3. The educational assessment system component utilized by the school board to measure individual students' educational progress must be based, to the extent annual tests are administered, on indicators of current achievement that show growth relative to an individual student's prior achievement. Indicators of achievement and prior achievement must be based on highly reliable statewide or districtwide assessments. The school board will utilize models developed by the Commissioner for measuring individual student progress. The school board must coordinate with MDE in evaluating school sites and continuous improvement plans, consistent with best practices.

D. Comprehensive Continuous Improvement of Student Achievement

1. By [    date    ] of each year, the District Advisory Committee will meet to advise and assist the school district in the implementation of the school district system accountability and comprehensive continuous improvement process.
  2. The District Advisory Committee, working in cooperation with other committees of the school district [*such as the Technology, Educational Effectiveness, Grade Level, Site Instruction, Curriculum and Assessment Committees, etc.*], will provide active community participation in:
    - a. Reviewing the school district instructional and curriculum plan, with emphasis on implementing the Minnesota K-12 Academic Standards;
    - b. Identifying annual instruction and curriculum improvement goals for recommendation to the school board;
    - c. Making recommendations regarding the evaluation process that will be used to measure school district progress toward its goals; and,
    - d. Advising the school board about development of the annual budget.
  3. The District Advisory Committee shall meet the following criteria:
    - a. The District Advisory Committee shall ensure active community participation in all planning for instruction and curriculum affecting Graduation Standards.
    - b. The District Advisory Committee shall make recommendations to the school board on school district-wide standards, assessments, and program evaluation.
    - c. Building teams may be established as subcommittees to develop and implement an education effectiveness plan and to carry out methods to improve instruction, curriculum, and assessments as well as methods to use technology in meeting the school district improvement plan.
    - d. A local plan to evaluate student progress, using a local process, shall be used for developing a plan for assessment of student progress toward the Graduation Standards, as well as program evaluation data for use by the District Advisory Committee in the instruction and curriculum review process. This plan shall annually be approved by the school board.
- | 45. Translation services should be provided to the extent appropriate and practicable.
- | 56. The District Advisory Committee shall meet the following timeline each year:
- Month: Organizational meeting of the Committee to review the authorizing legislation and the roles and responsibilities of the Committee as determined by the school board.

Month(s): Agree on the process to be used. Become familiar with the instruction and curriculum of the cycle content area.

Month(s): Review evaluation results and prepare recommendations.

Month: Present recommendations to the school board for its input and approval.

E. Evaluation of Student Progress Committee

A committee of professional staff shall develop a plan for assessment of student progress, the Graduation Standards, as well as program evaluation data for use by the District Advisory Committee to review instruction and curriculum, cultural competencies, including cultural awareness and cross-cultural communication, and student achievement at the school site. This plan shall annually be approved by the school board.

[NOTE: The school board may choose to delete this paragraph regarding an Evaluation of Student Progress Committee upon consultation with school administration.]

F. Reporting

1. Consistent with Minnesota Statutes, section 120B.36, subdivision. 1, the school board shall publish a report in the local newspaper with the largest circulation in the district, by mail, or by electronic means on the school district website. The school board shall hold an annual public meeting to review and revise, where appropriate, student achievement goals, local assessment outcomes, plans, strategies, and practices for improving curriculum and instruction and cultural competency and efforts to equitably distribute diverse, effective, experienced, and in-field teachers, and to review school district success in realizing the previously adopted student achievement goals and related benchmarks and the improvement plans leading to comprehensive achievement and civic readiness ~~the world's best workforce~~. The school board must transmit an electronic summary of its report to the Commissioner in the form and manner the Commissioner determines. The school district shall periodically survey affected constituencies in their native languages, where appropriate and practicable, about their connection to and level of satisfaction with school. The school district shall include the results of this evaluation in its published reports and in its summary report to the Commissioner.
2. The school performance report for a school site and a school district must include performance reporting information and calculate proficiency rates as required by the most recently reauthorized Elementary and Secondary Education Act.
3. The school district must annually report the district's class size ratios by each grade to the Commissioner of education in the form and manner specified by the eCommissioner.
4. The school district must report whether programs funded with compensatory revenue are consistent with best practices demonstrated to improve student achievement.

**Legal References:** Minn. Stat. § 120B.018 (Definitions)  
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 Goals; Striving for Comprehensive Achievement and Civic Readiness~~the World’s Best Workforce~~)  
Minn. Stat. § 120B.35 (Student Academic Achievement and Growth)  
Minn. Stat. § 120B.36 (School Accountability)  
Minn. Stat. § 122A.40 (Employment; Contracts; Termination)  
Minn. Stat. § 122A.41 (Teacher Tenure Act; Cities of the First Class; Definitions)  
Minn. Stat. § 123B.04 (Site Decision Making; Individualized Learning Agreement; Other Agreements)  
Minn. Stat. § 123B.147 (Principals)  
Minn. Stat. § 126C.12 (Learning and Development Revenue Amount and Use)  
Minn. Rules Parts 3501.06~~6040-3501.0655~~ (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 3501.0900-3501.09~~6055~~ (Academic Standards in Science)  
Minn. Rules Parts 3501.1300-3501.1345 (Academic Standards for Social Studies)  
Minn. Rules Parts 3501.1400-3501.1410 (Academic Standards for Physical Education)  
20 U.S.C. § 6301, *et seq.* (Every Student Succeeds Act)

**Cross References:** MSBA/MASA Model Policy 104 (School District Mission Statement)  
MSBA/MASA Model Policy 601 (School District Curriculum and Instruction Goals)  
MSBA/MASA Model Policy 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 617 (School District Ensurance of Preparatory and High School Standards)  
MSBA/MASA Model Policy 618 (Assessment of Student Achievement)  
MSBA/MASA Model Policy 619 (Staff Development for Standards)  
MSBA/MASA Model Policy 620 (Credit for Learning)

Adopted: \_\_\_\_\_

MSBA/MASA Model Policy 619 Charter

Orig. 1998 (as ISD Policy)

Revised: \_\_\_\_\_

Orig. 2022 (as Charter Policy)

Rev. 2024

## **619 STAFF DEVELOPMENT FOR STANDARDS**

### **I. PURPOSE**

The purpose of this policy is to establish opportunities for staff development that advance the staff's ability to work effectively with the Graduation Assessment Requirements and with students as they progress to achievement of those Graduation Assessment Requirements and meet the requirements of federal law.

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

The charter school is committed to developing staff policies and processes for continuous improvement of curriculum, instruction, and assessment to ensure effective implementation of the Graduation Assessment Requirements and federal law at all levels.

### **III. STANDARDS FOR STAFF DEVELOPMENT**

- A. The Advisory Committee for Comprehensive Continuous Improvement of Student Achievement (Committee) shall address the needs of all staff in prioritizing staff development which will ensure effective implementation of the Graduation Assessment Requirements and federal law at all levels. The Committee will advise the school board on the planning of staff development opportunities.
- B. The charter school shall place a high priority on staff development including activities, programs, and other efforts to implement the Graduation Assessment Requirements effectively and to upgrade that implementation continuously.
- C. Staff development plans for the charter school shall address identified needs for Graduation Assessment Requirements implementation throughout all levels of the charter school programs.
- D. In service, staff meeting, ~~and district~~ and building level staff development plans and programs shall focus on improving implementation of the Graduation Assessment Requirements at all levels for all students, including those with special needs.

### **IV. TRAINING AND PROFESSIONAL DEVELOPMENT**

#### **A. Paraprofessionals**

The charter school will provide each paraprofessional who assists a licensed teacher in providing student instruction with initial training. Such training will include training in emergency procedures, confidentiality, vulnerability, reporting obligations, discipline, policies, roles and responsibilities, and building orientation. Training will be provided within the first 60 days a paraprofessional begins supervising or working with students.

Additionally, with regard to paraprofessionals providing support to special education students, the charter school will ensure that annual training opportunities are required to enable the paraprofessional to further develop the knowledge and skills that are specific to the students with whom the paraprofessional works, including understanding disabilities, the unique and individual needs of each student according to the student's

disability and how the disability affects the student's education and behavior, following lesson plans, and implementing follow-up instructional procedures and activities.

B. Teachers/Administrators

The charter school will provide high quality and ongoing professional development activities as required by state and federal laws.

**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 Goals; Striving for Comprehensive Achievement and Civic Readiness~~the World's Best Workforce~~)  
Minn. Stat. § 120B.363 (Credential for Education Paraprofessionals)  
Minn. Stat. § 122A.16 (Qualified Teacher Defined)  
Minn. Stat. § 122A.60 (Staff Development Program)  
Minn. Rules Parts 3501.06~~6040-3501.0655~~ (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)  
20 U.S.C. § 6301, *et seq.* (Every Student Succeeds Act)

**Cross References:** MSBA/MASA Model Policy 104 (Charter School Mission Statement)  
MSBA/MASA Model Policy 601 (Charter School Curriculum and Instruction Goals)  
MSBA/MASA Model Policy 613 (Graduation Requirements)  
MSBA/MASA Model Policy 616 (Charter School System Accountability)

Adopted: \_\_\_\_\_

MSBA/MASA Model Policy 601

Orig. 1995

Revised: \_\_\_\_\_

Rev. 20243

## 601 SCHOOL DISTRICT CURRICULUM AND INSTRUCTION GOALS

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

### I. PURPOSE

The purpose of this policy is to establish broad curriculum parameters for the school district that encompass the Minnesota Academic Standards and federal law and are aligned with comprehensive achievement and civic readiness~~creating the world's best workforce~~.

### II. GENERAL STATEMENT OF POLICY

The policy of the school district is to ~~establish the "world's best workforce"~~strive for comprehensive achievement and civic readiness in which all learning in the school district should be directed and for which all school district learners should be held accountable.

### III. DEFINITIONS

- A. "Academic standard" means a summary description of student learning in a required content area or elective content area.
- B. "Antiracist" means actively working to identify and eliminate racism in all forms in order to change policies, behaviors, and beliefs that perpetuate racist ideas and actions.
- C. "Benchmark" means specific knowledge or skill that a student must master to complete part of an academic standard by the end of the grade level or grade band.
- D. "Comprehensive Achievement and Civic Readiness" means striving to: meet school readiness goals; close the academic achievement gap among all racial and ethnic groups of students and between students living in poverty and students not living in poverty; have all students attain career and college readiness before graduating from high school; have all students graduate from high school; and prepare students to be lifelong learners.
- E. "Culturally sustaining" means integrating content and practices that infuse the culture and language of Black, Indigenous, and People of Color communities who have been and continue to be harmed and erased through the education system.
- F. "Curriculum" means district or school adopted programs and written plans for providing students with learning experiences that lead to expected knowledge, skills, and career and college readiness.
- G. "Ethnic studies" as defined in Minnesota Statutes, section 120B.25, has the same meaning for purposes of this section. Ethnic studies curriculum may be integrated in existing curricular opportunities or provided through additional curricular offerings.

- H. “Experiential learning” means learning for students that includes career exploration through a specific class or course or through work-based experiences such as job shadowing, mentoring, entrepreneurship, service learning, volunteering, internships, other cooperative work experience, youth apprenticeship, or employment.
- I. “Institutional racism” means structures, policies, and practices within and across institutions that produce outcomes that disadvantage those who are Black, Indigenous, and People of Color.
- J. “Instruction” means methods of providing learning experiences that enable students to meet state and district academic standards and graduation requirements including applied and experiential learning.
- K. “Performance measures” are measures to determine school district and school site progress in striving for comprehensive achievement and civic readiness to create the world’s best workforce and must include at least the following:
  1. the size of the academic achievement gap; rigorous course taking, including college-level advanced placement, international baccalaureate, postsecondary enrollment options, including concurrent enrollment, other rigorous courses of study or industry certification courses or programs, and enrichment experiences by student subgroup;
  2. student performance on the Minnesota Comprehensive Assessments;
  3. high school graduation rates; and
  4. career and college readiness under Minnesota Statutes, section 120B.30, subdivision 1.

~~K. “World’s best workforce” means striving to: meet school readiness goals; close the academic achievement gap among all racial and ethnic groups of students and between students living in poverty and students not living in poverty; have all students attain career and college readiness before graduating from high school; and have all students graduate from high school.~~

**[Note: Definitions B, E, G, and I are were added to Minnesota Statutes, section 120B.11—the World’s Best Workforce Comprehensive Achievement and Civic Readiness law—effective August 1, 2023. The definitions apply to revisions to the World’s Best Workforce Comprehensive Achievement and Civic Readiness law regarding ~~strategic plans~~; these revisions are effective “for all strategic plans reviewed and updated after June 30, 2024.”]**

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

#### IV. LONG-TERM STRATEGIC PLAN

- A. The school board, at a public meeting, must adopt a comprehensive, long-term strategic plan to support and improve teaching and learning that is aligned with ~~creating the~~

~~world's best workforce~~ striving for comprehensive achievement and civic readiness and includes the following:

1. clearly defined school district and school site goals and benchmarks for instruction and student achievement for all student categories identified in Minnesota Statutes, section 120B.35, subdivision 3, paragraph (b)(2)-;

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

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

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

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

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

4. strategies for improving instruction, curriculum, and student achievement, including the English and, where practicable, the native language development and the academic achievement of English learners;

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

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

6. education effectiveness practices that
  - a. integrate high-quality instruction, technology, and curriculum that is rigorous, accurate, antiracist, and culturally sustaining;
  - b. ensure learning and work environments validate, affirm, embrace, and integrate cultural and community strengths for all students, families, and employees;
  - c. provide a collaborative professional culture that seeks to retain qualified, racially and ethnically diverse staff effective at working with

diverse students while developing and supporting teacher quality, performance, and effectiveness; and

7. an annual budget for continuing to implement the school district plan; and
  8. identifying a list of suggested and required materials, resources, sample curricula, and pedagogical skills for use in kindergarten through grade 12 that accurately reflect the diversity of the state of Minnesota.
- B. The school district is not required to include information regarding literacy in a plan or report required under this section, except with regard to the academic achievement of English learners.
- C. Every child is reading at or above grade level every year, beginning in kindergarten, and multilingual learners and students receiving special education services are receiving support in achieving their individualized reading goals pursuant to Policy ~~621XXX~~ (LiteracyReading and the Read Act)

**Legal References:** Minn. Stat. § 120B.018 (Definitions)  
Minn. Stat. § 120B.02 (Educational Expectations and Graduation Requirements for Minnesota Students)  
Minn. Stat. § 120B.11 (School District Process for Reviewing Curriculum, Instruction, and Student Achievement Goals; Striving for Comprehensive Achievement and Civic Readiness ~~the World's Best Workforce~~)  
Minn. Stat. § 120B.12 (Read Act Goal and Interventions)  
Minn. Stat. § 120B.30, Subd. 1 (Statewide Testing and Reporting System)  
Minn. Stat. § 120B.35, Subd. 3 (Student Academic Achievement and Growth)  
Minn. Stat. § 122A.40, Subd. 8 (Employment; Contracts; Termination)  
Minn. Stat. § 122A.41, Subd. 5 (Teacher Tenure Act; Cities of the First Class; Definitions)  
Minn. Stat. § 123B.147, Subd. 3 (Principals)  
Minn. Stat. § 125A.56, Subd. 1 (Alternate Instruction Required before Assessment Referral)  
20 U.S.C. § 5801, *et seq.* (National Education Goals)  
20 U.S.C. § 6301, *et seq.* (Every Student Succeeds Act)

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

Adopted: \_\_\_\_\_

MSBA/MASA Model Policy 603

Orig. 1995

Revised: \_\_\_\_\_

Rev. 2024

## **603 CURRICULUM DEVELOPMENT**

**[NOTE: Minnesota Statutes, section 120B.11 requires school districts to adopt a comprehensive long-term strategic plan that addresses the review of curriculum, instruction, student achievement, and assessment. MSBA/MASA Model Policies 601, 603, and 616 address these statutory requirements. In addition, MSBA/MASA Model Policies 613-615 and 618-620 provide procedures to further implement the requirements of Minnesota Statutes, section 120B.11.]**

### **I. PURPOSE**

The purpose of this policy is to provide direction for continuous review and improvement of the school curriculum.

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

Curriculum development shall be directed toward the fulfillment of the goals and objectives of the education program of the school district.

### **III. RESPONSIBILITY**

The superintendent shall be responsible for curriculum development and for determining the most effective way of conducting research on the school district's curriculum needs and establishing a long-range curriculum development program. Timelines shall be determined by the superintendent that will provide for periodic reviews of each curriculum area.

### **IV. DISTRICT ADVISORY COMMITTEE**

- A. The school board must establish an advisory committee to ensure active community participation in all phases of planning and improving the instruction and curriculum affecting state and district academic standards.
- B. The District Advisory Committee, to the extent possible, must reflect the diversity of the district and its school sites, include teachers, parents, support staff, students, and other community residents, and provide translation to the extent appropriate and practicable. Whenever possible, parents and other community residents must comprise at least two-thirds of committee members.
- C. The District Advisory Committee must pursue community support to accelerate the academic and native literacy and achievement of English learners with varied needs, from young children to adults, consistent with Minnesota Statutes, section 124D.59, subdivisions 2 and 2a.
- D. The school district may establish site teams as subcommittees of the District Advisory Committee.
- E. The District Advisory Committee must recommend to the school board

1. rigorous academic standards, student achievement goals and measures consistent with Minnesota Statutes, sections 120B.11, subdivision 1a~~7~~ 120B.022~~4~~ subdivisions 1a and 1b~~7~~ and 120B.35;
  2. district assessments;
  3. means to improve students' equitable access to effective and more diverse teachers;
  4. strategies to ensure the curriculum is rigorous, accurate, antiracist, culturally sustaining, and reflects the diversity of the student population;
  5. strategies to ensure that curriculum and learning and work environments validate, affirm, embrace, and integrate the cultural and community strengths of all racial and ethnic groups; and
  6. program evaluations.
- F. School sites may expand upon district evaluations of instruction, curriculum, assessments, or programs.

#### V. SCHOOL SITE TEAM

Each school must establish a site team to develop and implement strategies and education effectiveness practices to improve instruction, curriculum, cultural competencies, including cultural awareness and cross-cultural communication, and student achievement at the school site. The site team must include an equal number of teachers and administrators and at least one parent. The site team advises the board and the advisory committee about developing the annual budget and creates an instruction and curriculum improvement plan to align curriculum, assessment of student progress, and growth in meeting state and district academic standards and instruction.

#### VI. CURRICULUM DEVELOPMENT PROCESS

**[Note: In light of changes in Minnesota law regarding curriculum, MSBA encourages school districts to consider deleting Article VI, Section A or revising it to reflect local curriculum development processes. Literacy planning is now addressed in new model policy 621: Literacy and the READ Act.]**

- A. Students who do not meet or exceed Minnesota academic standards, as measured by the Minnesota Comprehensive Assessments that are administered during high school, shall be informed that admission to a public school is free and available to any resident under 21 years of age or who meets the requirements of Minnesota Statutes, section 120A.20, subdivision 1(c). A student's plan under this section shall continue while the student is enrolled.
- B. The superintendent shall be responsible for keeping the school board informed of all state-mandated curriculum changes, as well as recommended discretionary changes, and for periodically presenting recommended modifications for school board review and approval.
- C. The superintendent shall have discretionary authority to develop guidelines and directives to implement school board policy relating to curriculum development.

**Legal References:** Minn. Stat. § 120A.20 (Admission to Public School)  
Minn. Stat. § 120B.10 (Findings; Improving Instruction and Curriculum)  
Minn. Stat. § 120B.11 (School District Process for Reviewing Curriculum, Instruction, and Student Achievement Goals; Striving for Comprehensive Achievement and Civic Readiness~~the World's Best Workforce~~)  
Minn. Stat. § 120B.12 (~~Reading Proficiently No Later than the End of Grade 3~~Read Act Goal and Interventions)  
Minn. Stat. § 120B.125(f) (Planning for Students' Successful Transition to Postsecondary Education and Employment; Personal Learning Plans)  
Minn. Stat. § 124D.59 (Definitions)  
Minn. Rules Part 3500.0550 (Inclusive Educational Program)  
~~Minn. Rules Parts 3501.0640-3501.0655 (Academic Standards for Language Arts)~~  
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 Standards for the Arts)  
Minn. Rules Parts 3501.0900-3501.09~~6055~~ (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)  
20 U.S.C. § 6301, *et seq.* (Every Student Succeeds Act)

**Cross References:** MSBA/MASA Model Policy 604 (Instructional Curriculum)  
MSBA/MASA Model Policy 605 (Alternative Programs)  
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)  
MSBA/MASA Model Policy 619 (Staff Development for Standards)  
MSBA/MASA Model Policy 620 (Credit for Learning)  
MSBA/MASA Model Policy 623 (Mandatory Summer School Instruction)

Adopted: \_\_\_\_\_

MSBA/MASA Model Policy 513

Orig. 1995

Revised: \_\_\_\_\_

Rev. 2024~~3~~

## 513 STUDENT PROMOTION, RETENTION, AND PROGRAM DESIGN

### I. PURPOSE

The purpose of this policy is to provide guidance to professional staff, parents, and students regarding student promotion, retention, and program design.

### II. GENERAL STATEMENT OF POLICY

The school board expects all students to achieve at an acceptable level of proficiency. Parental assistance, tutorial and remedial programs, counseling, and other appropriate services shall be coordinated and utilized to the greatest extent possible to help students succeed in school.

#### A. Promotion

Students who achieve at levels deemed acceptable by local and state standards shall be promoted to the next grade level at the completion of each school year.

#### B. Retention

Retention of a student may be considered when professional staff and parents feel that it is in the best interest of the student. Physical development, maturity, and emotional factors shall be considered, as well as scholastic achievement. The superintendent's decision shall be final.

#### C. Program Design

1. The superintendent, with participation of the professional staff and parents, shall develop and implement programs to challenge students that are consistent with the needs of students at every level. A process to assess and evaluate students for program assignment shall be developed in coordination with such programs. Opportunities for special programs and placement outside of the school district shall also be developed as additional options. All programs will be aligned with creating comprehensive achievement and civic readiness, the World's Best Workforce.
2. The school district may identify students, locally develop programs and services addressing instructional and affective needs, provide staff development, and evaluate programs to provide gifted and talented students with challenging and appropriate educational programs and services.
3. The school district must adopt guidelines for assessing and identifying students for participation in gifted and talented programs and services consistent with Minnesota Statutes, section 120B.11. The guidelines should include the use of:
  - a. multiple objective criteria; and
  - b. assessments and procedures that are valid and reliable, fair, and based on current theory and research. Assessments and procedures should be sensitive to under-represented groups, including, but not limited to, low-income, minority, twice-exceptional, and English learners.

4. The school district must adopt procedures for the academic acceleration of gifted and talented students. These procedures will include how the school district will:
  - a. assess a student's readiness and motivation for acceleration; and
  - b. match the level, complexity, and pace of the curriculum to a student to achieve the best type of academic acceleration for that student.
5. The school district must adopt procedures consistent with Minnesota Statutes, section 124D.02 for early admission to kindergarten or first grade of gifted or talented learners consistent with Minnesota Statutes, section 120B.11, subdivision 2, clause (2). The procedures must be sensitive to underrepresented groups.

**Legal References:** Minn. Stat. § 120B.15 (Gifted and Talented Students Program)  
Minn. Stat. § 123B.143, Subd. 1 (Superintendent)

**Cross References:** 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 617 (School District Ensurance of Preparatory and High School Standards)  
MSBA/MASA Model Policy 618 (Assessment of Student Achievement)  
MSBA/MASA Model Policy 620 (Credit for Learning)