

Study Session

Tuesday, August 8, 2023 6:00 PM

Oak-Land Middle School, 820 Manning Ave N, Lake Elmo, MN 55042

I. Call to Order	Speaker (s) : Ms. Alison Sherman, School Board Chair
II. Roll Call	Speaker (s) : Ms. Alison Sherman, School Board Chair
III. Pledge of Allegiance	Speaker (s) : Ms. Alison Sherman, School Board Chair
IV. Approval of Agenda	Speaker (s) : Ms. Alison Sherman, School Board Chair
V. Consent Agenda	
V.A. Payment of Invoices - July 8, 2023 - August 4, 2023 and Off-Cycle Payments from Previous Register	Speaker (s) : Ms. Marie Schrul, Executive Director of Finance
VI. Strategic Direction B: Foster a Safe, Welcoming and Inclusive Environment for All Staff and Students	
VI.A. Report: 2023-2024 Operational Plan	Speaker (s) : Ms. Carissa Keister Chief of Staff
VI.B. Report: District Handbook Update	Speaker (s) : Ms. Carissa Keister Chief of Staff
VII. Strategic Direction C: Utilize Systems and Align Resources in an Efficient Manner to Support Learning	
VII.A. Report: Review and Comment	Speaker (s) : Mr. Mark Drommerhausen, Director of Operations
VIII. Strategic Direction A: Ensure the Learning Process is Adaptable to Meet Individual Student Needs	
VIII.A. Action: 2023 Minnesota Legislative Model Policy Revisions	Speaker (s) : Mr. Bob Graf, Executive Director of Human Resources and Ms. Dawn Waller Lueck, Director of Schools
IX. Strategic Direction D: Develop Strong Partnerships with the Communities We Serve	
X. Closed Session	Speaker (s) : Ms. Alison Sherman, School Board Chair
XI. Closed Session	Speaker (s) : Ms. Alison Sherman, School Board Chair
XII. Adjournment	Speaker (s) : Ms. Alison Sherman,

School Board Chair



2023-2024 OPERATIONAL PLAN

Developed by the students, families and staff of Stillwater Area Public Schools

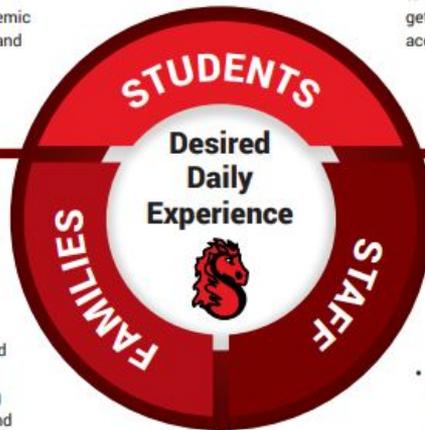
Presented to the School Board
August 8, 2023

We're committed to creating a culture where you can say:

Desired Daily Experiences

NOTE: Statements were developed from focus group discussions with actual district students, families and staff - using their own words

- I feel safe, seen, heard, and accepted at my school and my individuality and diversity is valued.
- I am supported by people that care about my academic success and my mental and physical well-being.
- My teachers are great and help me learn through a variety of real-life courses, experiences and opportunities that engage me and prepare me for my life.
- I understand the rules and expectations and I see staff applying them consistently.
- I like being at school, have time to connect with my friends and get my work done, and I have access to the things I need.



- My child is seen and valued for who they are and is part of a safe community that is kind, loving and respectful of each other.
- My child loves learning and has the opportunity to be challenged while exploring a variety of experiences and activities.
- My child's learning is individualized and sensitive to the cultural needs of all.
- My child's teachers partner with me so I know what is happening in the classroom and can support their academic and behavior needs at home.
- My family receives consistent communication from school and is connected with the school community as a whole.
- I am a valued and respected member of our school's learning community which is an inclusive and welcoming environment for all.
- I am part of an environment focused on academic rigor and excellence for each of our students.
- I feel safe and secure, and I know how to respond when disruptions occur.
- I have access to resources, time and professional development reflective of my needs and the needs of our students.
- There are consistent district and school structures and processes that ensure my voice is heard and my needs are considered.



Our Purpose:

To inspire curiosity and the love of learning in every child. To provide them with a wide range of engaging learning opportunities to build the resilience and empathy they need to successfully navigate their futures.



Stillwater
AREA PUBLIC SCHOOLS

Defining Who We Are

Beliefs

- Everyone belongs
- Everyone has a voice
- All students deserve an excellent education
- The whole child matters
- Curiosity thrives here

WE ARE PONIES

inclusive and welcoming

Belonging is woven into the fabric of our community. No matter who you are – or where you were born – we welcome you!



curious We ask questions. Challenge ourselves and each other to dig deeper and look at things differently.

resilient We have grit and determination. We learn to try harder, and never give up.

empathetic We care. Feelings matter. And we learn how to look at the world from other peoples' perspectives.

spirited and enthusiastic

We have contagious enthusiasm that is unparalleled. Together, we are Ponies.

Strategic Directions

- **Strategic Direction A:** Ensure the learning process is adaptable to meet individual student needs
- **Strategic Direction B:** Foster a safe, welcoming and inclusive environment for all staff and students
- **Strategic Direction C:** Utilize systems and align resources in an efficient manner to support learning
- **Strategic Direction D:** Develop strong partnerships with the communities we serve



Stillwater
AREA PUBLIC SCHOOLS

2023-2024

OUR FOCUS

Literacy

Equity & Inclusion

Social Emotional Learning
& Mental Health

2023-2024 Key Initiatives

Strategic Direction A: Ensure the learning process is adaptable to meet individual student needs	Strategic Direction B: Foster a safe, welcoming and inclusive environment for all staff and students	Strategic Direction C: Utilize systems and align resources in an efficient manner to support learning	Strategic Direction D: Develop strong partnerships with the communities we serve
Grades K-5 <ul style="list-style-type: none"> Literacy Science (K-5) Social Emotional Learning Secondary <ul style="list-style-type: none"> BARR (11-12) Pathways (9-12) Developmental Designs (6-8) AVID (school-wide) ACT Prep (9-12) 	System-wide: <ul style="list-style-type: none"> Alignment of mental health support and services Cultural Competence Community Commitments Secondary: <ul style="list-style-type: none"> Pony Center consistency (9-12) 	System-wide <ul style="list-style-type: none"> Priority-based Budgeting Program evaluation Systems alignment 	System-wide: <ul style="list-style-type: none"> District bond referendum Communications across multiple languages Welcome Center/Family onboarding process
PD Initiatives <ul style="list-style-type: none"> LETRS training K-5 Science Responsive Classroom Technology integration 	PD Initiatives: <ul style="list-style-type: none"> Cultural Competence Racial Harm Protocols Non-Exclusionary Discipline practices 	PD Initiatives: <ul style="list-style-type: none"> PowerSchool (Unified Insights, Performance Matters, etc.) Job-embedded professional development 	PD Initiatives: <ul style="list-style-type: none"> BrightArrow (replacing SchoolMessenger) Customer Service Training

Stillwater Area Public Schools District Vision Card

Key Initiatives: Literacy | School Culture/Equity & Inclusion | Social Emotional Learning/Mental Health

Strategic Direction	Measure	Source details	Description	Intervention	Baseline	Vision
Direction A: Ensure the learning process is adaptable to meet individual student needs	Achievement	<i>COR Advantage assessment from fall to spring.</i>	% of 4-year old preschool students who demonstrate at least "one level" growth in phonological awareness (WBWF-1)	<70%	70-79%	>79%
		<i>Fastbridge; MAP, MCA</i>	% of students who demonstrate 1 year growth in math	<70%	70%	>70%
		<i>earlyReading composite (K-1); aReading (2nd); MCA (3-8)</i>	% of students meeting or above grade level (WBWF-1 & 3)	<70% of all students and no more than 10% gap between any student group	70-79% of all students and no more than 5% gap between any student group	>79% of all students and no more than 5% gap between any student group
		<i>ACT/SAT/351; Career/351</i>	% of graduating students meeting college/career readiness benchmarks (WBWF-4)	<70% of all students and no more than 10% gap between any student group	70 - 79% of all students and no more than 5% gap between any student group	>79% of all students and no more than 5% gap between any student group
		<i>MDE graduation card</i>	% of students who graduate in 4 years (WBWF-5)	<84%	88 - 92%	>96%
Direction B: Foster a safe, welcoming and inclusive environment for all staff and students	Multi-Tiered System of Support Social and Emotional Learning	<i>Self-evaluation of MTS; District Learning Team (SEMI-DLT)</i>	Lowest component: Infrastructure; Family/Community Engagement; Multi-layered Practices/Interventions; Supports; Assessment; Data-based Decision Making	<50%	50 - 79%	>79%
		<i>Social, Academic, and Emotional Behavior Risk Screener (SAEBRS) Student engagement survey tool (RAMA Education)</i>	% of K-5 students surveyed on the SAEBRS and 6-12 students at low risk on SAEBRS % of students surveyed who ... [TBD]	<70%	70-79%	>79%
		<i>Student survey - to be developed</i>	% of students surveyed agree or strongly agree that they feel safe, seen, heard, and accepted at my school and my individuality and diversity is valued.	<60%	70 - 74%	>80%
School Culture	<i>Staff survey - to be developed</i>	% of staff surveyed agree or strongly agree that they are a valued and respected member of their school's learning community which is an inclusive and welcoming environment for all.				



Stillwater

AREA PUBLIC SCHOOLS

Expect More



August 1, 2023

Dr. Michael Funk, Superintendent
Stillwater Area Public Schools, ISD 0834-01
1875 Greeley Street S
Stillwater, MN 55082-6079

Dear Dr. Funk:

Minnesota Statutes, section 123B.71, requires a review and comment statement on the educational and economic advisability of your proposed school construction project. Information supplied by your school district and from Minnesota Department of Education sources is the basis of this review and comment. With this positive review and comment, voter and school board approval is required for Stillwater Area Public Schools, Independent School District #0834-01, to proceed with the proposed projects.

The district shall publish a summary of the review and comment statement (the final two pages) in the legal newspaper of the district at least 48 days, but not more than 60 days, prior to holding a referendum for bonds or soliciting any bids for the construction, expansion, or remodeling of an educational facility. The department may request a statement certifying the publication, and require the submission, review, and approval of preliminary and final construction plans.

Minnesota Statutes, section 123B.71, requires the commissioner to include comments from residents of the school district in the review and comment. As of the date of this letter, no public comments have been received. In addition, Minnesota Statutes, section 123B.71, ***requires the school board hold a public meeting to discuss the review and comment prior to the date of the bond referendum election.***

Minnesota Statutes, section 123B.71, ***requires that a school district, prior to occupying a new or renovated facility after July 1, 2002, must submit a certification prepared by a system inspector to the commissioner and the building code official that will provide an occupancy permit.*** The certification must verify that the facility's installed or modified heating, ventilation, and air conditioning system operates according to design specifications and code, a system for monitoring outdoor airflow and total airflow of ventilation systems has been installed, and any installed or modified heating, ventilation, or air conditioning system provides an indoor air quality filtration system that meets ASHRAE (American Society of Heating, Refrigerating and Air-Conditioning Engineers) Standard 52.1.

If you have any questions, please contact Chris Kubesh, Education Finance specialist, at 651-582-8319 or chris.kubesh@state.mn.us. Thank you for working with us to improve school facilities for Minnesota students.

Sincerely,

A handwritten signature in black ink, appearing to read 'Willie L. Jett II'.

Willie L. Jett II
Commissioner

cc: Alison Sherman, School Board Chair
Enclosure

**The Commissioner of the Department of Education
Review and Comment on the School Construction
Proposal of Stillwater Area Public Schools, ISD #0834-01**

A review and comment must be provided on a school district construction project proposal before the district conducts a referendum, solicits bids, or issues bonds for the project. A project proposal has been submitted for review and comment according to requirements set forth in Minnesota Statutes, section 123B.71, subdivisions 9 and 10, and Minnesota Statutes, section 123B.72. The district provides the following information:

1. The geographic area and population to be served:
 - a. preschool through grade 12 student enrollment for the past five years, and
 - b. student enrollment projections for the next five years.
2. A list of existing school facilities:
 - a. by year constructed,
 - b. their uses, and
 - c. an assessment of the extent to which alternate facilities are available within school district boundaries and in adjacent school districts.
3. A list of specific deficiencies of the facility:
 - a. demonstrating the need for a new or renovated facility to be provided,
 - b. the process used to determine the deficiencies,
 - c. a list of those deficiencies that will and will not be addressed by the proposed projects,
 - d. a list of specific benefits that the new or renovated facility will provide to students, teachers, and community users served by the facility.
4. A description of the project, including:
 - a. specifications of site and outdoor space acreage,
 - b. square footage allocations for classrooms, laboratories and support spaces,
 - c. estimated expenditures for major portions of the project,
 - d. estimated changes in facility operating costs, and
 - e. dates the project will begin and be completed.
5. A specification of the source of project financing, including:
 - a. applicable statutory citations,
 - b. the scheduled date for a bond issue or school board action,
 - c. a schedule of payments, including debt service equalization aid, and
 - d. the effect of a bond issue on local property taxes by property class and valuation.
6. Documentation obligating the school district and contractors to comply with the following items:
 - a. Minnesota Statutes, section 471.345 governing municipal contracts,
 - b. sustainable design,
 - c. school facility commissioning under Minnesota Statutes, section 123B.72, certifying the plans and designs for heating, ventilating, air conditioning and air filtration for an extensively renovated or new facility meet or exceed current code standards, including ASHRAE air filtration Standard 52.1,
 - d. American National Standards Institute (ANSI) acoustical performance criteria, design requirements and guidelines for schools on maximum background noise levels and reverberation times,
 - e. state fire code,
 - f. chapter 326B governing building codes, and
 - g. consultation with affected government units about the impact of the project on utilities, roads, sewers, sidewalks, retention ponds, school bus and automobile traffic, access to mass transit and safe access for pedestrians and cyclists.

Description of Proposed School Construction Project

Stillwater Area Public Schools, ISD #0834-01, is proposing a single question bond referendum on November 7, 2023 that would authorize \$174,845,000 in bonding authority to finance: two new elementary schools, upgrades to Oak-Land Middle School, a secure entrance addition, along with associated administrative office renovations at the high school and districtwide security equipment upgrades.

The projects would be scheduled for completion in calendar years 2025 and 2026. Cost estimates by location/project component are as follows:

New Lake Elmo Elementary School		New Anderson Elementary School	
Construction	\$54,496,500	Construction	\$35,873,000
Land / Infrastructure	\$5,200,000	Land / Infrastructure	\$3,400,000
Site Improvements	\$5,000,000	Site Improvements	\$5,000,000
Demolish Existing Elementary	\$1,750,000	Demolish Existing Elementary	\$1,400,000
Fees, Permits & Testing	\$12,221,765	Fees, Permits & Testing	\$8,877,330
FF&E / Technology	\$4,355,440	FF&E / Technology	\$2,219,333
Contingency	\$3,062,325	Contingency	\$2,113,650
	\$86,086,030		\$58,883,313
High School		Oak-Land Middle School	
Secure Entrance Addition	\$846,750	Gym / Classroom Additions	\$16,052,125
Renovate Existing Admin. Offices	\$675,000	Renovations	\$1,417,500
Site Improvements	\$300,000	Site Improvements	\$2,000,000
Fees, Permits & Testing	\$561,099	Fees, Permits & Testing	\$1,022,155
FF&E / Technology	\$140,275	FF&E / Technology	\$4,088,622
Contingency	\$182,175	Contingency	\$973,481
	\$2,705,299		\$25,553,883
Districtwide			
Security Upgrades	\$1,000,000	Total Project Cost Estimate	\$176,141,987
Bond Issuance	\$1,913,462		
	\$2,913,462		

Both elementary schools were initially constructed around 1920 and have had a number of small building additions over the years. The proposed, new elementary schools are much larger than the buildings they will replace and would allow the district to provide elementary programming in a much more cost effective manner. The additional classroom and gymnasium space proposed at Oak-Land Middle school will allow the district to serve roughly 150 additional students.

The district has supplied cost estimates to operate and staff the additional building space and it appears existing revenues will be sufficient to fund any associated operational cost increases. The proposed projects appear to be in the long-term interest of the school district.

If the bond referendum is successful and bonds are sold, the debt service on the bonds will be eligible for debt service equalization under Minnesota Statutes, Section 123B.53, subdivision 3, if the bond schedule is approved. The amount of debt service equalization aid, if any, the district receives is determined annually and is dependent upon property wealth, student population, and other statutory requirements.

Review and Comment Statement

Based on the department's analysis of the school district's required documentation and other pertinent information from sources of the Minnesota Department of Education, the Commissioner of Education provides a positive review and comment.

Additional Information is Available

Persons desiring additional information regarding this proposal should contact the school district superintendent's office.



Willie L. Jett II
Commissioner

August 1, 2023

POLICY TITLE	POLICY NUMBER	ADOPTED	REVIEW FREQUENCY
Evaluation of the Instructional Program Curriculum Development	603	Adopted: 1-17-1972 Reviewed: 5-08-1985 Renumbered: 3-11-2021 Revised: 1-24-2023	3-Years Annual

I. PURPOSE

The purpose of this policy is to provide direction for continuous review and improvement of the instructional program 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. ~~Faculty and administration shall regularly evaluate the educational program as a means to improve opportunities for students. Such evaluation may be expected to lead to recommendations for modifications of practice, changes in content and new courses.~~

III. RESPONSIBILITY

A. 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.

A. The school district shall 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 membership shall be a reflection of the school community and, to the extent possible, shall must reflect the diversity of the district and its school sites, and shall include parent, teacher, support staff, student, community residents, and administration representation, and shall provide translation to the extent appropriate and practicable, per Minn. Stat. § 120B.11 Subd. 3. 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, 120B.022 subdivisions 1a and 1b, 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, 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.** Within the ongoing continuous improvement process of curriculum development, the following needs shall be addressed:
1. ~~Provide for the articulation of courses of study from pre-kindergarten through grade twelve.~~
 2. ~~Identify minimum objectives for each course and at each grade level.~~
 3. ~~Provide for continuing evaluation of programs for the purpose of attaining school district objectives.~~
 4. ~~Provide a program for ongoing monitoring of student progress.~~
 5. ~~Provide resources for specific and special needs of all members of the student community.~~
 6. ~~Develop a local literacy plan that is comprehensive, scientifically-based and consistent with law to have every student, including English Learners, reading at grade level.~~
 7. ~~Integrate required and elective course standards in the scope and sequence of the district curriculum.~~
 8. ~~Meet all applicable requirements of the Minnesota Department of Education and federal law.~~
- G. ~~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.~~
- H. ~~The superintendent shall have discretionary authority to develop guidelines and directives to implement school board policy relating to curriculum development.~~

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 a proportionate number of teachers and administrators and at least one parent. The site team can bring recommendations to 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**

- 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)

Minn. Stat. § 120B.12 (Reading Proficiently No Later than the End of Grade 3)

Minn. Stat. § 120B.125(f) (Planning for Students' Successful Transition to Postsecondary Education and Employment)

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 Parts 3501.0700-3501.0745 (Academic Standards for Mathematics)

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

Minn. Rules Parts 3501.0900-3501.0955 (Academic Standards in Science) Minn. Rules Parts 3501.1200-3501.1210 (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)

EDUCATION PROGRAMS

POLICY TITLE	POLICY NUMBER	ADOPTED	REVIEW FREQUENCY
Instructional Curriculum	604	Adopted: 12-13-2001 Revised: 5-22-2008 Renumbered: 3-11-2021 Revised: 1-24-2023	3-Years Annual

I. PURPOSE

The purpose of this policy is to provide for the development of course offerings for students.

II. GENERAL STATEMENT OF POLICY

~~An articulated, aligned curriculum for pre-kindergarten through grade twelve with standards for student performance set at or above state and national expectations shall be developed and maintained.~~

A. Instruction must be provided in at least the following subject areas:

1. basic communication skills including reading and writing, literature, and fine arts;
2. mathematics and science;
3. social studies, including history, geography, economics, government, and citizenship that includes civics (see II.I.);
4. health and physical education;
5. The arts;
6. Career and technical education; and
7. World languages.

B. The basic instructional program shall include all courses required for each grade level by the Minnesota Department of Education (MDE) and all courses required in all elective subject areas. **The instructional approach will be nonsexist and multicultural.**

~~C. The school board, at its discretion, may offer additional courses in the instructional program at any grade level.~~

~~D. The school district may develop grade-level curricula or provide instruction that introduces students to various careers, but must not require any curriculum, instruction, or employment-related activity that obligates an elementary or secondary student to involuntarily select or pursue a career, career interest, employment goals, or related job training.~~

C. Public Elementary and middle schools shall offer at least three, and require at least two, of the following four art areas: dance, music, theater, and visual arts. High schools shall offer at least three, and require at least one, of the following five art areas: media arts, dance, music, theater, and visual arts.

D. The school district must establish and regularly review its own standards for career

and technical education (CTE) programs. Standards must align with CTE frameworks developed by the Department of Education, standards developed by national CTE organizations, or recognized industry standards.

- E. The school board, at its discretion, may offer additional courses in the instructional program at any grade level.
- F. Each instructional program shall be planned for optimal benefit taking into consideration the financial condition of the school district and other relevant factors. Each program plan should contain goals and objectives, materials, minimum student competency levels, and methods for student evaluation
- G. The superintendent shall have discretionary authority to develop guidelines and directives to implement school board policy relating to instructional curriculum.
- H. The school district or charter school may not discriminate against or discipline a teacher or principal on the basis of incorporating into curriculum contributions of persons in a federally protected class or state protected class when the included contribution is in alignment with standards and benchmarks adopted under Minnesota Statutes, sections 120B.021 and 120B.023.
- I. ~~Teachers will provide comprehensive, scientifically based reading instruction so that every child may be expected to achieve grade-level benchmarks. The program or collection of practices must include:
 1. ~~comprehensive instruction in all five areas of reading (phonemic awareness, phonics, fluency, vocabulary development, and reading comprehension);~~
 2. ~~instructional strategies for continuously assessing and evaluating reading progress (including screening for characteristics of dyslexia, unless a different reason for the reading difficulty has been identified)~~
 3. ~~process to communicate the student's reading progress and needs; and~~
 4. ~~alternate instructional strategies under Minn. Stat. § 125A.56, Subd. 1. A, while the student is in the regular classroom, when a student is identified as having a reading difficulty.~~~~

~~For each student who is not reading at or above grade level, the school district shall provide reading intervention to accelerate student growth and reach the goal of reading at or above grade level by the end of the current grade and school year. If a student does not read at or above grade level by the end of grade 3, the school district must continue to provide scientifically based reading intervention until the student reads at grade level. Intervention methods shall encourage family engagement and, where possible, collaboration with appropriate school and community programs. Intervention methods may include, but are not limited to, attendance in summer school, intensified reading instruction that may require that the student be removed from the regular classroom for part of the school day, or extended day programs.~~

III. **REQUIRED ACADEMIC STANDARDS CURRICULUM REQUIREMENTS**

- A. The following subject areas are required for statewide accountability:
 1. ~~Language arts and basic communication skills, including reading and writing, literature, and fine arts;~~
 2. **Mathematics, encompassing algebra II, integrated mathematics III, or an equivalent in high school, and to be prepared for the three credits of mathematics in grades 9 through 12, the grade 8 standards include the completion of algebra, including algebra, geometry, statistics and probability;**
 3. **Science, including biology, earth and space science, life science, and the physical sciences, including chemistry and physics;**

4. Social studies, including history, geography, economics, government, and citizenship that includes civics;
5. physical education;
6. Health for which locally developed academic standards apply; and
7. The arts, ~~including dance, media arts, music, theater, and visual arts;~~
8. ~~Career and technical education; and~~
9. ~~World languages.~~

IV. PARENTAL CURRICULUM REVIEW

The school district shall have a procedure for a parent, guardian, or an adult student, 18 years of age or older, to review the content of the instructional materials to be provided to a minor child or to an adult student and, if the parent, guardian, or adult student objects to the content, to make reasonable arrangements with school personnel for alternative instruction. Alternative instruction may be provided by the parent, guardian, or adult student if the alternative instruction, if any, offered by the school board does not meet the concerns of the parent, guardian, or adult student. The school board is not required to pay for the costs of alternative instruction provided by a parent, guardian, or adult student. School personnel may not impose an academic or other penalty upon a student merely for arranging alternative instruction under this section. School personnel may evaluate and assess the quality of the student's work.

V. CPR AND AED INSTRUCTION

- J.—The school district will provide one time cardiopulmonary resuscitation (CPR) and automatic external defibrillator (AED) instruction as part of its grade 7 to 12 curriculum.

VI. COLLEGE AND CAREER PLANNING

~~K. The school district will provide appropriate curriculum, targeted materials, professional development opportunities for educators, and sufficient resources to enable English learners to become career and college-ready.~~

A. The school district shall assist all students by no later than grade 9 to explore their educational college and career interests, aptitudes, and aspirations and develop a plan for a smooth and successful transition to postsecondary education or employment. All students' plans must:

1. provide a comprehensive plan to prepare for and complete career and college-ready curriculum by meeting state and local academic standards and developing career and employment-related skills such as team work, collaboration, creativity, communication, critical thinking, and good work habits;
2. emphasize academic rigor and high expectations and inform the student, and the student's parent or guardian if the student is a minor, of the student's achievement level score on the Minnesota Comprehensive Assessments that are administered during high school;
3. help students identify interests, aptitudes, aspirations, and personal learning styles that may affect their career and college-ready goals and postsecondary education and employment choices;
4. set appropriate career and college-ready goals with timelines that identify effective means for achieving those goals;
5. help students access education and career options;
6. integrate strong academic content into career-focused courses and applied and

- experiential learning opportunities and integrate relevant career-focused courses and applied and experiential learning opportunities into strong academic content;
7. help identify and access appropriate counseling and other supports and assistance that enable students to complete required coursework, prepare for postsecondary education and careers, and obtain information about postsecondary education costs and eligibility for financial aid and scholarship; **and**
 8. help identify collaborative partnerships among pre-kindergarten through grade 12 schools, postsecondary institutions, economic development agencies, and local and regional employers that support students' transitions to postsecondary education and employment and provide students with applied and experiential learning opportunities; and
 9. be reviewed and revised at least annually by the student, the student's parent or guardian, and the school district to ensure that the student's course-taking schedule keeps the student making adequate progress to meet state and local academic standards and high school graduation requirements and with a reasonable chance to succeed with employment or postsecondary education without the need to first complete remedial coursework.
- B.** The school district may develop grade-level curricula or provide instruction that introduces students to various careers, but must not require any curriculum, instruction, or employment-related activity that obligates an elementary or secondary student to involuntarily select or pursue a career, career interest, employment goals, or related job training.
- C.** Educators must possess the knowledge and skills to effectively teach all English learners in their classrooms. School districts must provide appropriate curriculum, targeted materials, professional development opportunities for educators, and sufficient resources to enable English learners to become career and college ready.
- D.** When assisting students in developing a plan for a smooth and successful transition to postsecondary education and employment, school districts must recognize the unique possibilities of each student and ensure that the contents of each student's plan reflect the student's unique talents, skills, and abilities as the student grows, develops, and learns.
- E.** If a student with a disability has an Individualized Education Program (IEP) or standardized written plan that meets the plan components herein, the IEP satisfies the requirement, and no additional transition plan is needed.
- F.** Students who do not meet or exceed the 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 the compulsory attendance law. **A student's plan under this provision shall continue while a student is enrolled.**

Legal References:

Minn. Stat. § 120A.22 (Compulsory Instruction)

Minn. Stat. § 120B.101 (Curriculum)

Minn. Stat. § 120B.125 (Planning for Students' Successful Transition to Postsecondary Education and Employment; Personal Learning Plans)

Minn. Stat. § 120B.20 (Parental Curriculum Review)

Minn. Stat. § 120B.021 (Required Academic Standards)

Minn. Stat. § 120B.022 (Elective Standards)

Minn. Stat. § 120B.023 (Benchmarks Implement, Supplement Statewide Academic Standards)

~~Minn. Stat. § 120B.125 (Planning for Students' Successful Transition to Postsecondary Education and Employment; Personal Learning Plans)~~

Minn. Stat. § 120B.234 (Child Sexual Abuse Prevention Education)

Minn. Stat. § 120B.236 (Cardiopulmonary Resuscitation and Automatic External Defibrillator Instruction)

Cross References: MSBA/MASA Model Policy 603 (Curriculum Development)
MSBA/MASA Model Policy 605 (Alternative Programs)

Assessment of Student Achievement	618	Adopted: 12-13-2001 Amended: 9-11-2003 Renumbered: 3-11-2021	Annual
-----------------------------------	-----	--	--------

~~It is the policy of I.S.D. 834 that it shall use a comprehensive assessment model in determining academic success that includes the collection, analysis and reporting of individual, program, and comparative data.~~

~~Rationale: It is imperative that formal and ongoing assessments are complete to provide the Board of Education, parents, staff and students with timely and relevant information about I.S.D. 834's progress towards its ends.~~

I. PURPOSE

The purpose of this policy is to institute a process for the establishment and revision of assessments to measure achievement toward meeting the Minnesota Academic Standards, track academic progress over time, and provide Minnesota graduates information related to career and college readiness

II. GENERAL STATEMENT OF POLICY

The school district has established a procedure by which students shall complete Graduation Requirements. This procedure includes the adoption of performance assessment methods to be used in measuring student performance. The school district strives to continually enhance student achievement of Graduation Requirements.

III. DEFINITIONS

- A. Academic standard” means a summary description of student learning in a required content area or elective content area.
- B. “Benchmark” means the 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.
- C. “Career and college ready,” for purposes of statewide accountability, means a high school graduate has the knowledge, skills, and competencies to successfully pursue a career pathway, including postsecondary credit leading to a degree, diploma, certificate, or industry-recognized credential and employment. Students who are career and college ready are able to successfully complete credit-bearing coursework at a two- or four-year college or university or other credit-bearing postsecondary program without need for remediation.

- D. “Cultural competence,” for purposes of statewide accountability, means the ability and will to interact effectively with people of different cultures, native languages, and socioeconomic backgrounds.
- E. “Elective standards” means a locally adopted expectation for student learning in career and technical education and world languages.
- F. “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, or other cooperative work experience, youth apprenticeship, or employment.
- G. “Required standard” means (1) a statewide adopted expectation for student learning in the content areas of language arts, mathematics, science, social studies, physical education, and the arts, and (2) a locally adopted expectation for student learning in health.

IV. ESTABLISHMENT OF CRITERIA FOR ASSESSMENT

- A. The School District shall establish criteria by which student performance of local academic standards and elective standards are to be evaluated and approved. The criteria will be submitted to the school board for approval. Upon approval by the school board, the criteria shall be deemed part of this policy.
- B. The superintendent shall ensure that students and parents or guardians are provided with notice of the process by which academic standards will be assessed.
- C. Staff members will be expected to utilize staff development opportunities to the extent necessary to ensure effective implementation and continued improvement of the implementation of assessments under the Minnesota Academic Standards.

V. STANDARDS FOR MINNESOTA ACADEMIC STANDARDS PERFORMANCE ASSESSMENTS

A. Benchmarks

The school district will offer and students must achieve all benchmarks for an academic standard to satisfactorily complete that state standard. These benchmarks will be used by the school district and its staff in developing tests to measure student academic knowledge and skills

B. Statewide Academic Standards Testing

1. The school district will utilize statewide assessments developed from and aligned with the state’s required academic standards as these tests become available to evaluate student progress toward career and college readiness in the context of the state’s academic standards.
2. The school district will administer annually, in accordance with the process determined by the Minnesota Department of Education, the state-constructed tests aligned with state standards to all students in grades 3 through 8 and at the high school level as follows:
 - a) computer-adaptive reading and mathematics assessments in grades 3 through 8;
 - b) high school reading in grade 10, mathematics in grade 11, and a high school writing test, when it becomes available; and
 - c) science assessments in one grade in the grades 3 through 5 span, the grades 6 through 8 span, and a life science assessment in the grades 9 through 12 span (a passing score on high school science assessments is

not a condition of receiving a diploma).

3. The school district will develop and administer locally constructed tests in social studies, health and physical education, and the arts to determine if a student has met the required academic standards in these areas.
4. The school district may use a student's performance on a statewide assessment as one of the multiple criteria to determine grade promotion or retention. The school district also may use a high school student's performance on a statewide assessment as a percentage of the student's final grade in a course, or place a student's assessment score on the student's transcript.
5. For students in grade 8 in the 2012-2013 school year and later, the school district must record on the high school transcript a student's progress toward career and college readiness. For other students, this record of progress must be made as soon as practicable. In addition, the school district may include a notation of high achievement on the high school diplomas of those graduating seniors who, according to established school board criteria, demonstrate exemplary academic achievement during high school.
6. Students who do not meet or exceed the Minnesota Academic Standards, as measured by the Minnesota Comprehensive Assessments administered in high school, must be informed that admission to a public school is free and available to any resident under 21 years of age. The school district will determine how this notice is given.

C. Student Participation

1. The Minnesota Commissioner of Education must create and publish a form for parents and guardians that:
 - a) explains the need for state academic standards;
 - b) identifies the state assessments that are aligned with state standards;
 - c) identifies the consequences, if any, the school or student may face if a student does not participate in state or locally required standardized assessments;
 - d) states that students who receive a college ready benchmark on the high school Minnesota Comprehensive Assessment are not required to take a remedial, noncredit course at a Minnesota state college or university in the corresponding subject area;
 - e) summarizes the provisions in Minnesota Statutes section 120B.301(a) and (c); and
 - f) notifies a parent of the right to not have the parent's child participate in the state and locally required assessments and asks a parent that chooses to not have a child participate in the assessments the basis for the decision.
2. The school district must post the form created by the Commissioner on the school district website and include it in the school district's student handbook.

VI. RIGOROUS COURSE OF STUDY WAIVER

- A. Upon receiving a student's application signed by the student's parent or guardian, the school district must declare that a student meets or exceeds a specific academic standard required for graduation if the school board determines that the student:
 1. is participating in a course of study, including an advanced placement or international baccalaureate course or program; a learning opportunity outside

- the curriculum of the school district; or an approved preparatory program for employment or post-secondary education that is equally or more rigorous than the corresponding state or local academic standard required by the school district;
2. would be precluded from participating in the rigorous course of study, learning opportunity, or preparatory employment or post-secondary education program if the student were required to achieve the academic standard to be waived; and
 3. satisfactorily completes the requirements for the rigorous course of study, learning opportunity, or preparatory employment or post-secondary education program.
- B. The school board also may formally determine other circumstances in which to declare that a student meets or exceeds a specific academic standard that the site requires for graduation under this section.
- C. A student who satisfactorily completes a post-secondary enrollment options course or program or an advanced placement or international baccalaureate course or program is not required to complete other requirements of the academic standards corresponding to that specific rigorous course of study.

VII. CAREER EXPLORATION ASSESSMENT

- A. Student assessments, in alignment with state academic standards, shall include clearly defined career and college readiness benchmarks and satisfy Minnesota's postsecondary admissions requirements. Achievement and career and college readiness in mathematics, reading, and writing must also be assessed. When administering formative or summative assessments used to measure the academic progress, including the oral academic development, of English learners and inform their instruction, schools must ensure that the assessments are accessible to the students and students have the modifications and supports they need to sufficiently understand the assessments.
- B. On an annual basis, the school district must use the career exploration elements in these assessments, beginning no later than grade 9, to help students and their families explore and plan for postsecondary education or careers based on the students' interests, aptitudes, and aspirations. The school district must use timely regional labor market information and partnerships, among other resources, to help students and their families successfully develop, pursue, review, and revise an individualized plan for postsecondary education or a career. This process must help increase students' engagement in and connection to school, improve students' knowledge and skills, and deepen students' understanding of career pathways as a sequence of academic and career courses that lead to an industry-recognized credential, an associate's degree, or a bachelor's degree and are available to all students, whatever their interests and career goals.
- C. All students, except those eligible for alternative assessments, will be encouraged to participate in a nationally normed college entrance exam in grade 11 or 12. A student under this paragraph who demonstrates attainment of required state academic standards on these assessments, which include career and college readiness benchmarks, is academically ready for a career or college and is encouraged to participate in courses awarding college credit to high school students. Such courses and programs may include sequential courses of study within broad career areas and technical skill assessments that extend beyond course grades.

To the extent state funding for college entrance exam fees is available, the school district will pay the cost, one time, for an interested student in grade 11 or 12, who is eligible for a free or reduced-priced meal, to take a nationally recognized college entrance exam before graduating. The school district may require a student who is not eligible for a free or reduced-priced meal to pay the cost of taking a nationally recognized college entrance exam. The school district will waive the cost for a student who is unable to pay.

- D. 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
- E. In developing, supporting, and improving students' academic readiness for a career or college, the school district must have a continuum of empirically derived, clearly defined benchmarks focused on students' attainment of knowledge and skills so that students, their parents, and teachers know how well students must perform to have a reasonable chance to succeed in a career or college without need for postsecondary remediation.

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.022 (Elective Standards)
Minn. Stat. § 120B.023 (Benchmarks)
Minn. Stat. § 120B.11 (School District Process for Reviewing Curriculum, Instruction, and Student Achievement; Striving for the World's Best Workforce)
Minn. Stat. § 120B.30 (Statewide Testing and Reporting System)
Minn. Stat. § 120B.31 (System Accountability and Statistical Adjustments)
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 3501.3520 (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 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)

EDUCATION PROGRAMS

Credit for Learning	620	Adopted: 11-14-2019	3-year Annual

I. PURPOSE

The ~~purpose of this policy is to~~ recognize student achievement which occurs in Post-Secondary Enrollment Options and other advanced enrichment programs. The purpose of this policy also is to recognize student achievement which occurs in other schools, in alternative learning sites, and in out-of-school experiences such as community organizations, work-based learning, and other educational activities and opportunities. The purpose of this policy also is to address the transfer of student credit from out-of-state, private, or home schools and online learning programs and to address how the school district will recognize student achievement obtained outside of the school district.

II. GENERAL STATEMENT OF POLICY

The policy of the school district is to provide a process for awarding student’s credit toward graduation requirements for credits and grades students complete in other schools, post-secondary or higher education institutions, other learning environments, and online courses and programs.

III. DEFINITIONS

- A. “Accredited school” means a school that is accredited by an accrediting agency, recognized according to Minn. Stat. § 123B.445 or recognized by the Commissioner of the Minnesota Department of Education (MDE).
- ~~B. “Blended learning” is a form of digital learning that occurs when a student learns part time in a supervised physical setting and part time through digital delivery of instruction, or a student learns in a supervised physical setting where technology is used as a primary method to deliver instruction.~~
- ~~C. “Commissioner” means the Commissioner of MDE.~~
- B. “Concurrent Enrollment” means college nonsectarian courses in which an eligible pupil under subdivision 5 or 5b enrolls to earn both secondary and postsecondary credits, are taught by a secondary teacher or a postsecondary faculty member, and are offered at the high school, for which the district is eligible to receive concurrent enrollment program aid under Minnesota Statutes, section 124D.091. usually taught by a trained high school teacher. These are offered in partnership with a college or university. Students who

~~successfully complete these courses generate both high school and transcribed college credit from the partnering postsecondary institution “Concurrent Enrollment” means college courses offered at the high school, usually taught by a trained high school teacher. These are offered in partnership with a college or university. Students who successfully complete these courses generate both high school and transcribed college credit from the partnering postsecondary institution~~

~~C. “Digital learning” is learning facilitated by technology that offers students an element of control over the time, place, path, or pace of their learning and includes blended and online learning.~~

C. “Course” means a course or program.

D. “Eligible institution” means a Minnesota public post-secondary institution, a private, nonprofit two-year trade and technical school granting associate degrees, an opportunities industrialization center accreditor recognized by the United States Department of Education, or a private, residential, two-year or four-year, liberal arts, degree-granting college or university located in Minnesota.

E. “Nonpublic school” is a private school or home school in which a child is provided instruction in compliance with the Minnesota compulsory attendance laws.

F. “Online learning” is a form of digital learning delivered by an approved online learning provider.

~~G. “Online learning provider” is a school district, an intermediate school district, an organization of two or more school districts operating under a joint powers agreement, or a charter school located in Minnesota that provides online learning to students and is approved by MDE to provide online learning courses.~~

~~H. “Post-secondary enrollment options” (PSEO) is a dual credit program that allows high school students to simultaneously earn high school and college credit through enrollment in and successful completion of college-level courses on a college campus or online. Students may take PSEO courses on a full or part-time basis. The PSEO program provides students with a greater variety of class offerings as well as the opportunity to pursue more challenging coursework than may be available at the high school. The tuition, fees and required textbooks are at no cost to students.~~

I. “Weighted grade” is a letter or numerical grade that is assigned a numerical advantage when calculating the grade point average.

IV. TRANSFER OF CREDIT FROM OTHER SCHOOLS

A. Transfer of Academic Requirements from Other Minnesota Public Secondary Schools

1. The school district will accept and transfer secondary credits and grades awarded to a student from another Minnesota public secondary school upon presentation of a certified transcript from the transferring public secondary school evidencing the course taken and the grade and credit awarded.

B. Transfer of Academic Requirements from Other Schools

1. The school district will accept secondary credits and grades awarded to a student for courses successfully completed at a public school outside of Minnesota or an accredited nonpublic school upon presentation of a certified transcript from the transferring public school in another state or nonpublic school evidencing the course taken and the grade and credit awarded.
 - a. When a determination is made that the content of the course aligns directly with school district graduation requirements, the student will be awarded commensurate credits and grades.
 - b. In the event the content of a course taken at an accredited nonpublic school or public school in another state does not fully align with the content of the school district's high school graduation requirements, but is comparable to elective credits offered by the school district for graduation, the student may be provided elective credit applied toward graduation requirements. Credit that does not fully align with the school district's high school graduation requirements will not be used to compute honor roll and/or class rank.
 - c. If no comparable course is offered by the school district for which high school graduation credit would be provided, an elective credit will be provided to the student.
2. Students transferring from a non-accredited, nonpublic school shall receive credit from the school district upon presentation of a transcript or other documentation evidencing the course taken and grade and credit awarded.
 - a. Students will be required to provide copies of course descriptions, syllabi, or work samples for determination of appropriate credit. In addition, students also may be asked to provide interviews/conferences with the student and/or student's parent and/or former administrator or teacher; review of a record of the student's entire curriculum at the nonpublic school; and review of the student's complete record of academic achievement.
 - b. Where the school district determines that a course completed by a student at a non-accredited, nonpublic school is commensurate with school district graduation requirements, credit shall be awarded, but the grade shall be "P" (pass).
 - c. In the event the content of a course taken at a non-accredited, nonpublic school does not fully align with the content of the school district's high school graduation requirements, the student may be provided elective credit applied toward graduation requirements.
 - d. If no comparable course is offered by the school district for which local high school graduation credit would be provided, an elective credit will be provided to the student.
 - e. Credit and grades earned from a non-accredited nonpublic school shall not be used to compute honor roll and/or class rank.

C. A student must provide the school with a copy of the student's grades in each course taken for secondary credit under this policy, including interim or nonfinal grades earned during the academic term.

V. **POST-SECONDARY ENROLLMENT CREDIT**

- A. A student who satisfactorily completes a post-secondary enrollment options course or program under Minn. Stat. § 124D.09 that has been approved as meeting the necessary requirements is not required to complete other requirements of the Minnesota Academic Standards content standards corresponding to that specific rigorous course of study.
- B. Secondary credits granted to a student through a post-secondary enrollment options course or program ~~that meets or exceeds a graduation standard or requirement shall~~ **must** be counted toward the graduation and credit requirements ~~of a student completing the Minnesota Academic Standards~~ **and subject area requirements of the district.**
 - 1. Course credit will be considered by the school district only upon presentation of a certified transcript from an eligible institution evidencing the course taken and the grade and credit awarded.
 - 2. Seven quarter or four semester post-secondary credits shall equal at least one full year of high school credit. Fewer post-secondary credits may be prorated.
 - 3. When a determination is made that the content of the post-secondary course aligns directly with a required course for high school graduation, the commensurate credit and grade will be recorded on the student's transcript as a course credit applied toward graduation requirements.
 - 4. In the event the content of the post-secondary course does not fully align with the content of a high school course required for graduation the school district may provide elective credit and the grade may be recorded on the student's transcript as an elective course credit applied toward graduation requirements.
 - 5. If no comparable course is offered by the school district for which high school graduation credit would be provided, the school district will notify the Commissioner, who shall determine the number of credits that shall be granted to a student.
 - 6. When secondary credit is granted for post-secondary credits taken by a student, the school district will record those credits on the student's transcript as credits earned at a post-secondary institution.
- C. A list of the courses or programs meeting the necessary requirements may be obtained from the school district.
- D. **By the earlier of (1) three weeks prior to the date by which a student must register for district courses for the following school year, or (2) March 1 of each year, the school district must provide up-to-date information on the district's website and in materials that are distributed to parents and students about the program, including information about enrollment requirements and the ability to earn postsecondary credit to all pupils in grades 8, 9, 10, and 11.**

VI. ~~CREDIT FROM ONLINE LEARNING COURSES~~ CREDIT FOR EMPLOYMENT WITH HEALTH CARE PROVIDERS

Consistent with the career and technical pathways program, a student in grade 11 or 12 who

is employed by an institutional long-term care or licensed assisted living facility, a home and community-based services and supports provider, a hospital or health system clinic, or a child care center may earn up to two elective credits each year toward graduation under Minnesota Statutes, section 120B.024, subdivision 1, paragraph (a), clause (7), at the discretion of the enrolling school district. A student may earn one elective credit for every 350 hours worked, including hours worked during the summer. A student who is employed by an eligible employer must submit an application, in the form or manner required by the school district, for elective credit to the school district in order to receive elective credit. The school district must verify the hours worked with the employer before awarding elective credit.

- ~~A. Secondary credits granted to a student through an online learning course or program that meets or exceeds a graduation standard or requirement shall be counted toward the graduation and credit requirements of a student completing the Minnesota Academic Standards.~~
- ~~B. Course credit will be considered only upon official documentation from the online learning provider evidencing the course taken and the grade and credit awarded to the student.~~
- ~~C. When a student provides documentation from an online learning provider, the course credit and course grade shall be recorded and counted toward graduation credit requirements for all courses or programs that meet or exceed the school district's graduation requirements in the same manner as credits are awarded for students transferring from another Minnesota public school as set forth in Section IV.A. above.~~
- ~~D. When a determination is made that the content of the advanced academic course aligns directly with a required course for high school graduation, the commensurate credit and grade will be recorded on the student's transcript as a course credit applied toward graduation requirements.~~
- ~~E. In the event the content of the advanced academic course does not fully align with the content of a high school course required for graduation but is comparable to elective credits offered by the school district for graduation, the school district may provide elective credit and the grade may be recorded on the student's transcript as an elective course credit applied toward graduation requirements.~~

VII. ADVANCED ACADEMIC CREDIT

- A. The school district will grant academic credit to a student attending an accelerated or advanced academic course offered by a higher education institution or a nonprofit public agency, other than the school district.
- B. Course credit will be considered only upon official documentation from the higher education institution or nonprofit public agency that the student successfully completed the course attended and passed an examination approved by the school district.
- C. In the event the content of the course does not fully align with the content of a high school course required for graduation but is comparable to elective credits offered by the school district for graduation, the school district may provide elective credit and

the grade will be recorded on the student's transcript as an elective course credit applied toward graduation requirements.

- D. When a determination is made that the content of the advanced academic course aligns directly with a required course for high school graduation, the commensurate credit and grade will be recorded on the student's transcript as a course credit applied toward graduation requirements.
- E. In the event the content of the advanced academic course does not fully align with the content of a high school course required for graduation but is comparable to elective credits offered by the school district for graduation, the school district may provide elective credit and the grade may be recorded on the student's transcript as an elective course credit applied toward graduation requirements.
- F. If no comparable course is offered by the school district for which high school graduation credit would be provided, the school district will notify the Commissioner and request a determination of the number of credits that shall be granted to a student.

~~VIII. Concurrent Enrollment~~

- ~~A. Students who successfully complete these courses generate both high school and transcribed college credit from the partnering postsecondary institution.~~
- ~~B. Students must follow registration procedures established through the higher educational institution to receive credit.~~
- ~~C. A list of the courses or programs meeting the necessary requirements may be obtained from the school district.~~

VIII. WEIGHTED GRADES

- A. The school district offers weighted grades for courses that are identified as more rigorous or academically challenging as follows:
 - 1. A grade awarded in an Advanced Placement course will be multiplied by a factor of 1.2.
 - 2. A grade awarded in a College In the Schools course will be multiplied by a factor of 1.2.
 - 3. A grade awarded in a course in a concurrent enrollment course will be multiplied by a factor of 1.2.
- ~~B. Honors courses and PSEO courses are not awarded weighted grades, and do not use a multiplier.~~
- C. The school district will update its website prior to the beginning of each school year with a listing of the courses for which a student may earn a weighted grade.

X. PROCESS FOR AWARDING CREDIT

- A. The ~~student's counselor~~ **building principal** will be responsible for carrying out the process to award credits and grades pursuant to this policy. In the event of disputes, the building principal will decide how credits and grades will be awarded.
- B. A student or the student's parent or guardian may seek reconsideration of the decision by the building principal as to credits and/or grades awarded upon request of a student or the student's parent or guardian if the request is made in writing to the superintendent within five school days of the date of the building principal's decision. The request should set forth the credit and/or grade requested and the reason(s) why credit(s)/grade(s) should be provided as requested. Any pertinent documentation in support of the request should be submitted.
- C. The decision of the superintendent as to the award of credits or grades shall be a final decision by the school district and shall not be appealable by the student or student's parent or guardian except as set forth in Section X.D. below.
- D. If a student disputes the number of credits granted by the school district for a particular post-secondary enrollment course, online learning course, or advanced academic credit course, the student may appeal the school district's decision to the Commissioner. The decision of the Commissioner shall be final.
- E. At any time during the process, the building principal or superintendent may ask for course descriptions, syllabi, or work samples from a course where content of the course is in question for purposes of determining alignment with graduation requirements or the number of credits to be granted. Students will not be provided credit until requested documentation is available for review, if requested.

Legal References: Minn. Stat. § 120B.02 (Educational Expectations for Minnesota's Students)
Minn. Stat. § 120B.021 (Required Academic Standards)
Minn. Stat. § 120B.11 (School District Process)
Minn. Stat. § 120B.14 (Advanced Academic Credit)
Minn. Stat. § 123B.02 (General Powers of Independent School Districts)
Minn. Stat. § 123B.445 (Nonpublic Education Council)
Minn. Stat. § 124D.03, Subd. 9 (Enrollment Options Program, Credits toward graduation)
Minn. Stat. § 124D.09 (Post-Secondary Enrollment Options Act)
Minn. Stat. § 124D.094 (Online Instruction Act)
~~Minn. Stat. § 124D.095 (Online Learning Option)~~
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 3501.0800-3501.0815 (Academic Standards for the Arts)~~
Minn. Rules Parts 3501.0820 (Academic Standards for the Arts)
Minn. Rules Parts 3501.0900-3501.0955 (Academic Standards in Science)

~~Minn. Rules Parts 3501.1000-3501.1190 (Graduation-Required Assessment for Diploma) (repealed Minn. L. 2013, Ch. 116, Art. 2, § 22)~~

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)
MSBA/MASA Model Policy 624 (Online Instruction)

Online Learning Instruction	624	Adopted: 04-06-2006 Renumbered: 03-11-2021	Annual

I. PURPOSE

The purpose of this policy is to recognize and govern Online ~~Learning (OLL)~~ **instruction Learning (OLL)** options of students enrolled in the school district for purposes of compulsory attendance. ~~and address enrollment of students with an online instruction site for supplemental or full-time online learning.~~ **Students enrolled in Stillwater Area Public Schools or who are residents of the State of Minnesota and enroll in Stillwater Area Public Schools as a part of Stillwater's OLL program, are eligible to participate in OLL coursework.**

II. GENERAL STATEMENT OF POLICY

- A. The school district shall not prohibit an enrolled student from applying to enroll in online instruction.
- B. The school district shall grant academic credit for completing the requirements of an online instruction course or program.

III. DEFINITIONS

- A. "Blended instruction" means a form of digital instruction that occurs when a student learns part time in a supervised physical setting and part time through online instruction under paragraph (E).
- B. "Digital instruction" means instruction facilitated by technology that offers students an element of control over the time, place, path, or pace of learning and includes blended and online instruction.
- C. "Enrolling district" means the school district in which a student is enrolled under Minnesota Statutes, section 120A.22, subdivision 4
- D. "Online course syllabus" means a written document that identifies the state academic standards taught and assessed in a supplemental online course under paragraph (I); course content outline; required course assessments; instructional methods; communication procedures with students, guardians, and the enrolling district under paragraph (C); and supports available to the student.
- E. "Online instruction" means a form of digital instruction that occurs when a student learns primarily through digital technology away from a supervised physical setting.
- F. "Online instructional site" means a site that offers courses using online instruction under paragraph (E) and may enroll students receiving online instruction under paragraph (E).
- G. "Online teacher" means an employee of the enrolling district under paragraph (C) or the supplemental online course provider under paragraph (J) who holds the appropriate licensure under Minnesota Rules, chapter 8710, and is trained to provide online instruction under paragraph (E).

- H. "Student" means a Minnesota resident enrolled in a school defined under Minnesota Statutes, section 120A.22, subdivision 4, in kindergarten through grade 12 up to the age of 21.
- I. "Supplemental online course" means an online learning course taken in place of a course provided by the student's enrolling district under paragraph (C).
- J. "Supplemental online course provider" means a school district, an intermediate school district, an organization of two or more school districts operating under a joint powers agreement, or a charter school located in Minnesota that is authorized by the Minnesota Department of Education (MDE) to provide supplemental online courses under paragraph (I).

IV. DIGITAL INSTRUCTION

- A. An enrolling district may provide digital instruction, including blended instruction and online instruction, to the district's own enrolled students. Enrolling districts may establish agreements to provide digital instruction, including blended instruction and online instruction, to students enrolled in the cooperating schools.
- B. When online instruction is provided, an online teacher shall perform all duties of teacher of record under Minnesota Rules, part 8710.0310. Unless the Commissioner of MDE grants a waiver, a teacher providing online instruction shall not instruct more than 40 students in any one online learning course or section.
- C. Students receiving online instruction full time shall be reported as enrolled in an online instructional site.
- D. Curriculum used for digital instruction shall be aligned with Minnesota's current academic standards and benchmarks.
- E. Digital instruction shall be accessible to students under section 504 of the federal Rehabilitation Act and Title II of the federal Americans with Disabilities Act.
- F. An enrolling district providing digital instruction and a supplemental online course provider shall assist an enrolled student whose family qualifies for the education tax credit under Minnesota Statutes, section 290.0674 to acquire computer hardware and educational software so they may participate in digital instruction. Funds provided to a family to support digital instruction or supplemental online courses may only be used for qualifying expenses as determined by the provider. Nonconsumable materials purchased with public education funds remain the property of the provider. Records for any funds provided must be available for review by the public or MDE.
- G. An enrolling district providing digital instruction shall establish and document procedures for determining attendance for membership and keep accurate records of daily attendance under Minnesota Statutes, section 120A.21.

V. SUPPLEMENTAL ONLINE COURSES

- A. Notwithstanding Minnesota Statutes, sections 124D.03 and 124D.08 and Minnesota Statutes, chapter 124E, procedures for applying to take supplemental online courses other than those offered by the student's enrolling district are as provided in this subdivision.
- B. Any kindergarten through grade 12 student may apply to take a supplemental online course. The student, or the student's parent or guardian for a student under age 17, must submit an application for the proposed supplemental online course or courses. A student may:
 - 1. apply to take an online course from a supplemental online course provider that meets or exceeds the academic standards of the course in the enrolling district they are replacing;
 - 2. apply to take supplemental online courses for up to 50 percent of the student's

- 3. apply to take supplemental online courses no later than 15 school days after the student's enrolling district's term has begun. An enrolling district may waive the 50 percent course enrollment limit or the 15-day time limit.
- C. A student taking a supplemental online course must have the same access to the computer hardware and education software available in a school as all other students in the enrolling district.
- D. A supplemental online course provider must have a current, approved application to be listed by MDE as an approved provider. The supplemental online course provider must:
 - 1. use an application form specified by MDE;
 - 2. notify the student, the student's guardian if they are age 17 or younger, and enrolling district of the accepted application to take a supplemental online course within ten days of receiving a completed application;
 - 3. notify the enrolling district of the course title, credits to be awarded, and the start date of the online course. A supplemental online course provider must make the online course syllabus available to the enrolling district;
 - 4. request applicable academic support information for the student, including a copy of the IEP, EL support plan, or 504 plan; and
 - 5. track student attendance and monitor academic progress and communicate with the student, the student's guardian if they are age 17 or younger, and the enrolling district's designated online learning liaison.
- E. A supplemental online course provider may limit enrollment if the provider's school board or board of directors adopts by resolution specific standards for accepting and rejecting students' applications. The provisions may not discriminate against any protected class or students with disabilities.
- F. A supplemental online course provider may request that MDE review an enrolling district's written decision to not accept a student's supplemental online course application. The student may participate in the supplemental online course while the application is under review. Decisions shall be final and binding for both the enrolling district and the supplemental online course provider.
- G. A supplemental online course provider must participate in continuous improvement cycles with MDE.

VI. ENROLLING DISTRICT

- A. An enrolling district may not restrict or prevent a student from applying to take supplemental online courses.
- B. An enrolling district may request an online course syllabus to review whether the academic standards in the online course meet or exceed the academic standards in the course it would replace at the enrolling district.
- C. Within 15 days after receiving notice of a student applying to take a supplemental online course, the enrolling district must notify the supplemental online course provider whether the student, the student's guardian, and the enrolling district agree that academic standards in the online course meet or exceed the academic standards in the course it would replace at the enrolling district. If the enrolling district does not agree that the academic standards in the online course meet or exceed the academic standards in the course it would replace at the enrolling district, then:
 - 1. the enrolling district must provide a written explanation of the district's decision to the student, the student's guardian, and the supplemental online course provider; and
 - 2. the online provider must provide a response to the enrolling district explaining

how the course or program meets the graduation requirements of the enrolling district.

- D. An enrolling district may reduce the course schedule of a student taking supplemental online courses in proportion to the number of supplemental online learning courses the student takes.
- E. An enrolling district must appoint an online learning liaison who:
 - 1. provides information to students and families about supplemental online courses;
 - 2. provides academic support information including IEPs, EL support plans, and 504 plans to supplemental online providers; and
 - 3. monitors attendance and academic progress, and communicates with supplemental online learning providers, students, families, and enrolling district staff.
- F. An enrolling district must continue to provide support services to students taking supplemental online courses as they would for any other enrolled student including support for English learners, case management of an individualized education program, and meal and nutrition services for eligible students.
- G. An online learning student must receive academic credit for completing the requirements of a supplemental online learning course. If a student completes an online learning course that meets or exceeds a graduation standard or the grade progression requirement at the enrolling district, that standard or requirement is met.
- H. Secondary credits granted to a supplemental online learning student count toward the graduation and credit requirements of the enrolling district. The enrolling district must apply the same graduation requirements to all students, including students taking supplemental online courses.
- I. An enrolling district must provide access to extracurricular activities for students taking supplemental online courses on the same basis as any other enrolled student.

VII. REPORTING

Courses that include blended instruction and online instruction must be reported in the manner determined by the Commissioner of MDE.

~~District 834 offers Online Learning (OLL) opportunities for all students, including special education students and those seeking enrichment and credit recovery. OLL is available to full or part time students in grades 7-12.~~

Legal Reference:

Minn. Stat. § 120A.21 (Enrollment of a Student in Foster Care)

Minn. Stat. § 120A.22 (Compulsory Instruction)

Minn. Stat. § 120A.24 (Reporting)

Minn. Stat. _ 123B.42. Subd. 1 (Curriculum; Electronic Components)

Minn. Stat. _ 124D.03 (Enrollment Options Program)

Minn. Stat. § 124D.08 (School Board's Approval to Enroll in Nonresident District; Exceptions)

Minn. Stat. _ 124D.09 (Post-Secondary Enrollment Options Act)

Minn. Stat. _ 124D.095 (Online Learning Option Act)

Minn. Stat. § 124D.094 (Online Instruction Act)

Minn. Stat. Ch. 124E (Charter Schools)

Minn. Rules Ch. 8710 (Teacher and Other School Professional Licensing)

CROSS REFERENCES: MSBA/MASA Model Policy 613 (Graduation Requirements)
MSBA/MASA Model Policy 620 (Credit for Learning)