

Study Session

Tuesday, October 10, 2023 6:00 PM

Stillwater Middle School, 523 Marsh St W, Stillwater, Minnesota 55082

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 - September 23, 2023 - October 6, 2023 & Off-Cycle Payments from Previous Register	Speaker (s) : Ms. Marie Schrul, Executive Director of Finance
V.B. School Age Care Employee Wage Adjustment	Speaker (s) : Ms. Annette Sallman, Executive Director of Community Education
V.C. 2023-2024 Workers' Compensation Renewal	Speaker (s) : Dr. Mike Funk, Superintendent
VI. Strategic Direction A: Ensure the learning process is adaptable to meet individual student needs	
VI.A. 2023 Secondary MCA Data Report	Speaker (s) : Dr. Caleb Drexler-Booth, Director of Teaching and Learning
VI.B. Action: Policy 613 - Graduation Requirements	Speaker (s) : Dr. Caleb Drexler Booth, Director of Teaching and Learning
VI.C. Action: Policy 621 - Literacy and the Read Act	Speaker (s) : Dr. Caleb Drexler Booth, Director of Teaching and Learning
VII. Strategic Direction B: Foster a safe, welcoming and inclusive environment for all staff and students	
VII.A. Action: Policy 516.5 - Overdose Medication	Speaker (s) : Ms. Dawn Waller Lueck, Director of Schools
VIII. Strategic Direction C: Utilize systems and align resources in an efficient manner to support learning	
VIII.A. Teacher Evaluation	Speaker (s) : Ms. Dawn Waller Lueck, Director of Schools
VIII.B. Action: Policy 424 - License Status	Speaker (s) : Ms. Dawn Waller Lueck, Director of Schools
VIII.C. Action: Policy 602 - Organization of School Calendar	Speaker (s) : Ms. Dawn Waller Lueck,

and School Day

VIII.D. Action: Policy 708 - Transportation of Nonpublic
School Students

Director of Schools

Speaker (s) : Ms. Dawn
Waller Lueck,
Director of Schools

IX. **Strategic Direction D: Develop strong partnerships with
the communities we serve**

IX.A. Referendum Update

Speaker (s) : Ms.
Carissa Keister,
Chief of Staff

X. **Adjournment**

Speaker (s) : Ms.
Alison Sherman,
School Board Chair

School Age Care Employee Wage Adjustment

In the fall of 2021 we presented to the board a temporary funding source made available by the legislature for the purpose of increasing wages and/or benefits for child care workers. At that time we understood that the funding would sunset in June of 2023. In the 2023 legislative session permanent funds were provided for this same purpose. With the previous funds, known as Childcare Stabilization Grants, we were compelled to find a temporary solution for distribution so as to avoid confusion when the funds went away. As we explained to the board at that time, we distributed the additional funds by way of a monthly grant payment to each employee based on the number of hours worked. The new Great Start Compensation Support Payment Program is permanent and therefore we are seeking a more predictable and efficient solution for distribution. Consequently we recommend adjusting the placement of the school-age care employees on the pay schedule to capture a wage increase.

School Age Care						
Site Leads		Assistants			Aides	
Old Rate	New Rate	Old Rate	New Rate	Old Rate	New Rate	
\$22.09	\$22.47	\$17.33	\$18.14	\$13.36	\$15.50	
\$22.47	\$22.74	\$17.55	\$18.73	\$13.56		
\$22.74	\$23.04	\$18.14	\$19.32	\$14.14		
\$23.04	\$23.63	\$18.73	\$19.78	\$14.69		
\$23.63	\$24.90	\$19.32	\$20.15	\$15.26		
\$24.90	\$24.90	\$19.78	\$20.72	\$15.71		
\$24.90	\$24.90	\$20.15	\$21.19			
\$24.90	\$26.18	\$20.72	\$21.68			
\$26.18	\$26.68	\$21.19	\$22.18			
		\$21.68	\$22.40			



October 2, 2023

2023-2024 Workers' Compensation Renewal

Attached, please find the renewal notice for our Work Comp policy. The renewal increased by \$85k due to both increases in our total payroll dollars and our high experience/claims from the past year.

The good news is that we have transitioned the management of this benefit within the HR department and have been working closely with our carrier to improve case management and education. We have also been successful in closing some open cases which will lend itself to a better renewal next year. Given the work that has been completed over the last 6 months, we are seeing a dramatic decrease to our overall experience rating year-to-date.

Premium Summary & Comparison

COVERAGE	2022 - 2023 (SFM) EXPIRING PREMIUMS	2023 - 2024 (SFM) PROPOSED RENEWAL PREMIUMS
Workers' Compensation	\$315,322.00	\$400,634.00
Terrorism	Included	Included
Annual Premium:	\$315,322.00	\$400,634.00
Volunteer Accident	\$399.00	\$399.00
Total Estimated Annual Premium:	\$315,721.00	\$401,033.00

PAYMENT TERMS & PLANS:

- Direct Bill: SFM
- Agency Bill – Volunteer Accident

Request to Bind Insurance Coverage

Please bind insurance coverage as specifically quoted and identified in this proposal. I understand coverage is ONLY bound when written confirmation is received from the carrier(s).

Signature: _____ Date: _____

Print Name: _____ Title: _____



Stillwater

AREA PUBLIC SCHOOLS

2023 Secondary MCA Data Report

Presented to the School Board - October 10, 2023

By Dr. Caleb Drexler-Booth

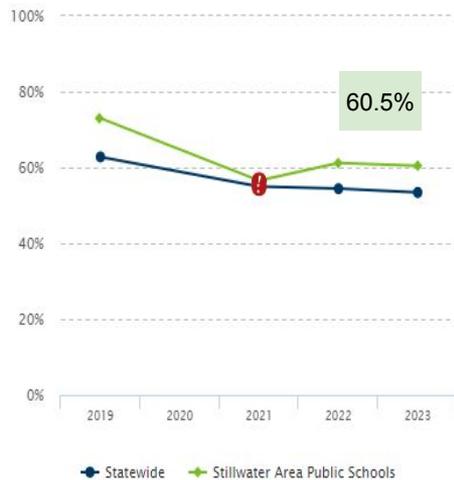


Our Students

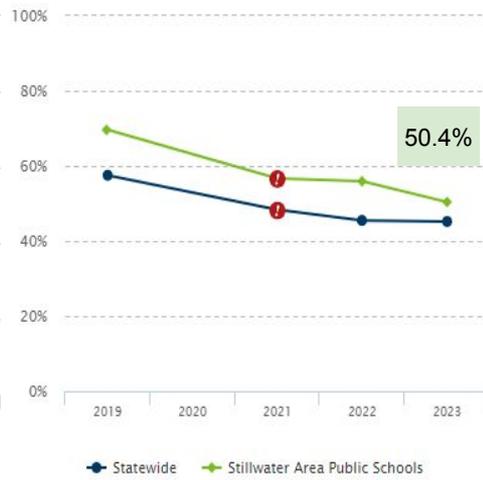
Subgroup	MN	834	Oak-Land Middle	Stillwater Middle	Stillwater Area High	St. Croix Valley ALC
Asian	7.0%	5.1%	8.4%	3.2%	4.7%	0%
Black or African American	11.7%	5.6%	8.0%	2.4%	5.6%	2.7%
Hispanic or Latino	10.6%	7.7%	9.4%	4.7%	8.0%	16.0%
Hawaiian/Pacific Islander	0.1%	0%	0.1%	0%	0%	0%
Native American	3.2%	0%	0%	0%	0%	0%
Other Indigenous Peoples	0.1%	0.2%	0.1%	0.1%	0.2%	2.7%
White	62.3%	76%	68.1%	83.8%	76.8%	72.0%
Two or More Races	5.0%	5.4%	5.9%	5.7%	4.6%	6.7%
Multilingual Learners	9.2%	3.7%	4.1%	0.9%	2.5%	NR
Special Education	17.6%	17.3%	13.6%	16.7%	11.4%	12.0%
Free/Reduced Price Meals	43.4%	22.6%	28.1%	19.5%	19.5%	60.0%
Homeless	1.0%	0.7%	0.5%	0.7%	0.6%	5.3%

District 2023 MCA Reading Comparisons

6th Grade



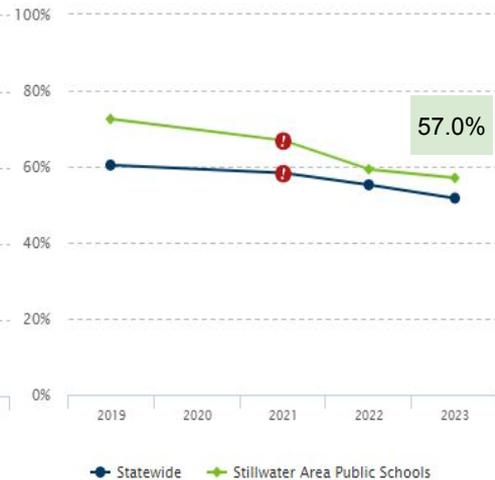
7th Grade



8th Grade



10th Grade



MCA Reading Proficiency Trend by Grade and Cohort

Grade Level	Stillwater			
	2019	2021	2022	2023
6th	73.0%	56.6%	61.2%	60.5%
7th	69.6%	56.7%	55.9%	50.4%
8th	63.1%	53.4%	57.9%	50.2%
10th	72.5%	66.9%	59.3%	57.0%

Grade Level	Minnesota			
	2019	2021	2022	2023
6th	62.8%	55.0%	54.4%	53.4%
7th	57.5%	48.3%	45.5%	45.2%
8th	57.7%	49.7%	46.4%	44.8%
10th	60.4%	58.3%	55.2%	51.7

MCA Reading Secondary Student Group Trend

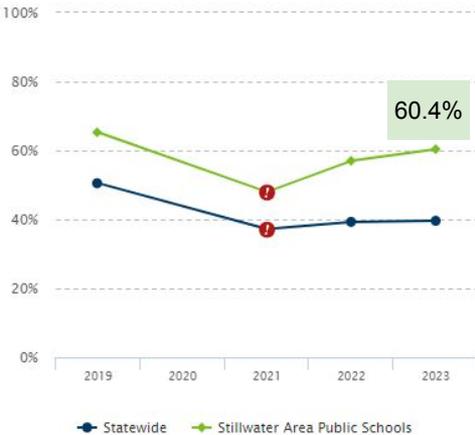
Subgroup	Percent of students proficient				% change from 2018-19 to 2022-23
	2018-19	2020-21	2021-22	2022-23	
Asian	65.4	52.4	48.0	56.2	-9.2
Black or African American	60.5	36.7	39.1	39.1	-21.4
Hispanic or Latino	50.9	36.4	29.7	33.0	-17.9
Native American	48.0	54.5	-	41.7	-6.3
White	71.6	61.0	63.4	58.1	-13.5
Two or More	67.7	57.0	60.8	50.4	-17.3
Multilingual Learners	5.7	5.6	4.3	10.0	4.3
Special Education	36.1	25.6	31.1	29.0	-7.1
Free/Reduced Price Meals	48.9	32.6	33.8	35.6	-13.3

MCA Reading by Secondary Building

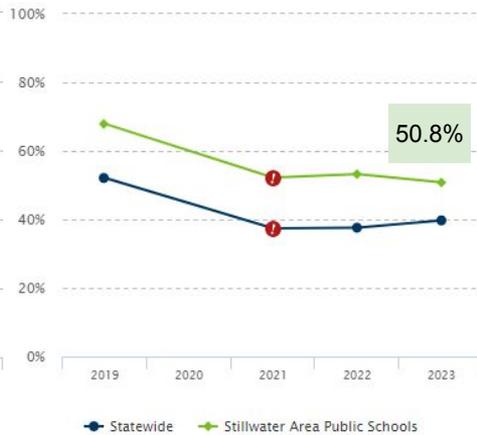
School	Percent of students proficient			
	2018-19	2020-21	2021-22	2022-23
Oak-Land Middle	65.1%	52.0%	51.8%	46.0%
Stillwater Middle	71.7%	59.8%	65.0%	61.8%
Stillwater High School	73.0%	66.3%	59.5%	57.5%
St. Croix Valley ALC	-NA-	-NA-	-NA-	-NA-

District 2023 MCA Math Comparisons

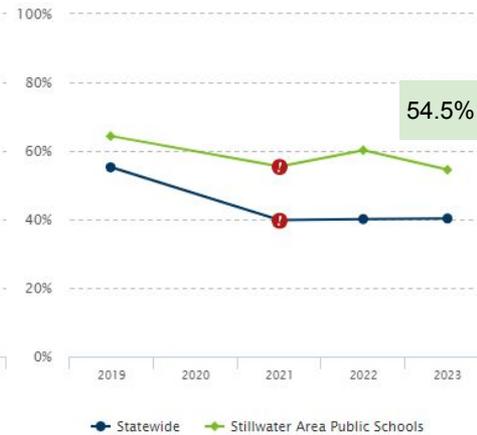
6th Grade



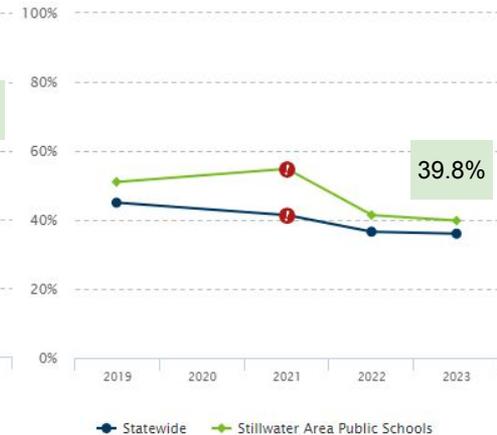
7th Grade



8th Grade



11th Grade



MCA Math Proficiency Trend by Grade and Cohort

Grade Level	Stillwater			
	2019	2021	2022	2023
6th	65.3%	48.0%	57.0%	60.4%
7th	67.9%	52.2%	53.2%	50.8%
8th	64.3%	55.5%	60.2%	54.5%
11th	51.0%	54.8%	41.4%	39.8%

Grade Level	Minnesota			
	2019	2021	2022	2023
6th	50.5%	37.2%	39.3%	39.6%
7th	52.1%	37.4%	37.6%	39.7%
8th	55.2%	39.8%	40.1%	40.3%
11th	45.0%	41.4%	36.6%	36.0%

MCA Math Secondary Student Group Trend

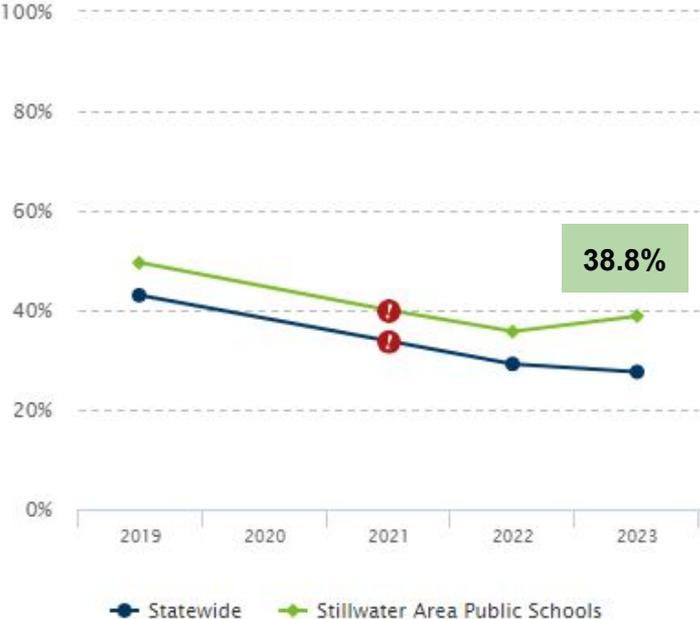
School	Percent of students proficient				% change 2018-19 to 2022-23
	2018-19	2020-21	2021-22	2022-23	
Asian	61.9	53.8	49.1	54.3	-7.6
Black or African American	44.1	27.4	26.9	29.8	-14.3
Hispanic or Latino	43.7	27.3	27.4	23.9	-19.8
Native American	45.8	38.5	-	35.7	-10.1
White	66.4	56.8	59.3	56.8	-9.6
Two or More	52.1	47.0	43.9	45.8	-6.3
Multilingual Learners	22.9	10.0	2.7	5.2	-17.7
Special Education	27.9	23.1	27.8	25.6	-2.3
Free/Reduced Price Meals	37.9	25.2	24.7	29.5	-8.4

MCA Math by Secondary Building

School	Percent of students proficient			
	2018-19	2020-21	2021-22	2022-23
Oak-Land Middle	65.2%	49.6%	51.7%	49.7%
Stillwater Middle	66.6%	54.3%	62.0%	61.2%
Stillwater High School	52.3%	55.9%	41.9%	40.9%

2023 MCA Science Comparisons

8th Grade



After HS Biology



MCA Science Secondary Student Group Trend

Subgroup	Percent of students proficient				% change from 2018-19 to 2022-23
	2018-19	2020-21	2021-22	2022-23	
Asian	60.6	44.1	38.6	38.1	-22.5
Black or African American	50.0	36.6	22.9	22.0	-28
Hispanic or Latino	44.2	28.6	21.2	22.2	-22
Native American	27.3	33.3	-	40.0	12.7
White	64.8	52.4	50.8	49.6	-15.2
Two or More	42.9	50.0	45.3	32.1	-10.8
Multilingual Learners	6.7	0.0	7.1	5.6	-1.1
Special Education	26.5	17.8	23.5	23.4	-3.1
Free/Reduced Price Meals	40.5	27.7	21.9	23.9	-16.6

MCA Science by Secondary Building

School	Percent of students proficient			
	2018-19	2020-21	2021-22	2022-23
Oak-Land Middle	49.1%	30.4%	32.2%	33.5%
Stillwater Middle	49.9%	53.6%	39.2%	44.9%
Stillwater High School	74.6%	64.8%	57.5%	50.4%

High School Absences & Refusals

Absence Level	Percent of Students Proficient	
	MCA Math	MCA Reading
No Absence Issues (0-8 days; <5%)	48.4%	66.2%
Trending Chronic (9-12 days; 5-7%)	37.8%	52.2%
Nearly Chronic (13-17 days; 7-10%)	33.8%	52.6%
Chronically Absent (18+ days; >10%)	23.8%	37.5%

Test Code	Test Refusals	
	Math	Reading
Not Attempted	48	7
Not Completed	1	2
Parent Refusal	81	47
Student Refusal	77	23
Valid Scores	496	583
Expected Tests	682	654

ACT - Junior Year / March

Class	Average Score			
	Class of 2021	Class of 2022	Class of 2023	Class of 2024
Test Date	October 2020	March 2021	March 2022	March 2023
Number of Tests	349	431	216	496
Composite	23.8	22.0	23.4	21.8
Math	23.7	21.7	22.9	21.4
Science	23.8	22.1	23.6	22.3
English	22.6	20.9	22.5	20.7
Reading	24.5	22.8	23.9	22.3

ACT - Superscores* of Graduating Seniors

Class	Average Superscore			
	Class of 2021	Class of 2022	Class of 2023	Class of 2024
Number of Tests	473	624	372	514
Composite (max score)	24.1	22.8	24.1	22.0
Composite (calculated superscore)	24.2	22.9	24.3	22.1
Math	24.2	22.5	23.6	21.6
Science	24.2	22.9	24.4	22.6
English	23.1	21.9	23.3	21.0
Reading	24.9	23.7	21.0	22.7

Systemic Issues: Curriculum

Reading

- Inconsistent professional development in the middle school ELA workshop model
- Little structure for reading 6-12 interventions

Math:

- High school course sequence and standards alignment
- Little structure for 6-12 interventions

Other Systemic Issues

- Lack of access to professional development and sustained implementation support
- Lack of adherence to district-approved curriculum
- Inconsistent use of Instructional Coaches (4 of 5 new in the last year)

Future Opportunities for Improvement

- More collaboration with teachers and administrators around data
- Building leadership working with teachers to adhere to standards
- Curriculum review committee to revise literacy plan and select new instructional materials
- Commitment to standards-aligned instruction in math
- New science standards implementation
- Academic calendar designed to provide more professional development opportunities
- Working with families to understand importance of consistent attendance
- On To College ACT prep program
- Improved onboarding process to increase employee retention



Questions

Educational Programs

Graduation Requirements	613	Annual

I. PURPOSE

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

II. GENERAL STATEMENT OF POLICY

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

III. DEFINITIONS

- A. "Credit" means a student's successful completion of one semester of study or a student's mastery of the applicable subject matter, as determined by the school district. B. "Individualized Education Program" or "IEP" means a written statement developed for a student eligible by law for special education and services.
- C. "English language learners" or "ELL" student means an individual whose first language is not English and whose test performance may be negatively impacted by lack of English language proficiency.
- D. "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.
- E. "Section 504 Accommodation" means the defined appropriate accommodations or modifications that must be made in the school environment to address the needs of an individual student with disabilities.

IV. DISTRICT ASSESSMENT COORDINATOR

The Data and Assessment Coordinator shall be in charge of all test procedures and shall bring recommendations to the school board annually for approval.

V. GRADUATION ASSESSMENT REQUIREMENTS

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

- A. Achievement and career and college readiness in mathematics, reading, and writing, as measured against 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 the need for postsecondary remediation and which facilitates the monitoring of students' continuous development of and growth in requisite knowledge and skills; analysis of students' progress and performance levels, identification of students' academic strengths and diagnosis of areas where students require curriculum or instructional adjustments, targeted interventions, or remediation; and determination of students' learning and instructional needs and the instructional tools and best practices that support academic rigor for the student based on analysis of students' progress and performance data; and
- B. Consistent with this paragraph and Minnesota Statutes section 120B.125 (*see Policy 604, Section II.H.*), age-appropriate exploration and planning activities and career assessments to encourage students to identify personally relevant career interests and aptitudes and help students and their families develop a regularly reexamined transition plan for postsecondary education or employment without need for postsecondary remediation.
 - C. Based on appropriate state guidelines, students with an IEP may satisfy state graduation requirements by achieving an individual score on the state-identified alternative assessments.
 - D. Students meeting the state graduation requirements under this section must receive targeted, relevant, academically rigorous, and resourced instruction which may include a targeted instruction and intervention plan focused on improving the student's knowledge and skills in core subjects so that the student has a reasonable chance to succeed in a career or college without need for postsecondary remediation.
 - E. Students meeting the state graduation requirements under this section and who are students in grade 11 or 12 and who are identified as academically ready for a career or college are actively encouraged by the school district to participate in courses and programs awarding college credit to high school students. Students are not required to achieve a specified score or level of proficiency on an assessment to graduate from high school.
 - F. A student's progress toward career and college readiness must be recorded on the student's high school transcript.

VI. GRADUATION CREDIT REQUIREMENTS

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

- A. Eight credits of language arts sufficient to satisfy all academic standards in English language arts;
- B. Six credits of mathematics, including an algebra II credit or its equivalent, sufficient to satisfy all of the academic standards in mathematics;
- C. An algebra I credit by the end of 8th grade sufficient to satisfy all of the 8th grade standards in mathematics;
- D. Six credits of science, including at least: (a) ~~one~~ **two** credits of biology; (b) ~~one~~ **two** credits of chemistry or physics; and (c) ~~one~~ **two** elective credits of science. The

- combination of credits must be sufficient to satisfy (i) all of the academic standards in either chemistry or physics and (ii) all other academic standards in science;
- E. Eight ~~and one-half~~ credits of social studies, encompassing at least United States history, geography, government and citizenship, world history, and economics sufficient to satisfy all of the academic standards in social studies;
 - F. Two credits in the arts sufficient to satisfy all of the state or local academic standards in the arts;
 - G. One Health credit; and
 - H. One PE credit
 - I. A minimum of eleven elective credits.
 - J. Credit equivalencies
 - 1. ~~OneTwo~~ credits of economics taught in a school's agricultural, food, and natural resources education or business education program or department may fulfill one credit in social studies under Paragraph E., above, if the credit is sufficient to satisfy all of the academic standards in economics.
 - 2. An agriculture science or career and technical education credit may fulfill the elective science credit required under Paragraph D., above, if the credit meets the state physical science, life science, earth and space science, chemistry, or physics academic standards or a combination of these academic standards as approved by the school district. An agriculture or career and technical education credit may fulfill the credit in chemistry or physics required under Paragraph D., above, if the credit meets the state chemistry or physics academic standards as approved by the school district. A student must satisfy either all of the chemistry or physics academic standards prior to graduation. An agriculture science or career and technical education credit may not fulfill the required biology credit under Paragraph D., above.
 - 3. A career and technical education credit may fulfill a mathematics or arts credit requirement under Paragraph B. or Paragraph F., above.
 - 4. A computer science credit may fulfill a mathematics credit requirement under Paragraph B., above, if the credit meets state academic standards in mathematics.
 - 5. A Project Lead the Way credit may fulfill a mathematics or science credit requirement under Paragraph B. or Paragraph D., above, if the credit meets the state academic standards in mathematics or science.
 - 6. An ethnic studies course may fulfill a social studies, language arts, arts, math, or science credit if the course meets the applicable state academic standards. An ethnic studies course may fulfill an elective credit if the course meets applicable local standards or other requirements.

VII. GRADUATION STANDARDS REQUIREMENTS

- A. All students must demonstrate their understanding of the following academic standards:
 - 1. School District Standards, Health (K-12);
 - 2. School District Standards, Career and Technical Education (K-12); and
 - 3. School District Standards, World Languages (K-12).

- B. Academic standards in health, world languages, and career and technical education will be reviewed on a periodic basis. A school district must use the current world languages standards developed by the American Council on the Teaching of Foreign Languages.
- C. All students must satisfactorily complete the following required Graduation Standards in accordance with the standards developed by the Minnesota Department of Education (MDE):
 - 1. Minnesota Academic Standards, English Language Arts K-12;
 - 2. Minnesota Academic Standards, Mathematics K-12;
 - 3. Minnesota Academic Standards, Science K-12;
 - 4. Minnesota Academic Standards, Social Studies K-12; and
 - 5. Minnesota Academic Standards, Physical Education K-12.
- D. State standards in the Arts K-12 are available, or school districts may choose to develop their own standards.
- E. The academic standards for language arts, mathematics, and science apply to all students except the very few students with extreme cognitive or physical impairments for whom an IEP team has determined that the required academic standards are inappropriate. An IEP team that makes this determination must establish alternative standards.

VIII. EARLY GRADUATION

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

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

Legal References:

Minn. Stat. § 120B.018 (Definitions)

Minn. Stat. § 120B.02 (Educational Expectations and Graduation Requirements for Minnesota's Students)

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

Minn. Stat. § 120B.023 (Benchmarks)

Minn. Stat. § 120B.024 (Credits)

Minn. Stat. § 120B.07 (Early Graduation)

Minn. Stat. § 120B.11 (School District Process for Reviewing Curriculum, Instruction, and Student Achievement; Striving for the World's Best Workforce)

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

Minn. Stat. § 120B.30 (Statewide Testing and Reporting System)

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 3501.1300-3501.1345 (Academic Standards for Social Studies)
Minn. Rules Parts 3501.1400-3501.1410 (Academic Standards for Physical Education)
20 U.S.C. § 6301, *et seq.* (Every Student Succeeds Act)

Cross References:

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

Educational Programs

POLICY TITLE	POLICY NUMBER	ADOPTED	REVIEW FREQUENCY
Literacy and the Read Act	621		Annual

I. PURPOSE

This policy aligns with Minnesota law established in the Read Act and on other topics related to reading.

II. GENERAL STATEMENT OF POLICY

A. The school district recognizes the centrality of reading in a student’s educational experience.

III. DEFINITIONS

- A. "Evidence-based" means the instruction or item described is based on reliable, trustworthy, and valid evidence and has demonstrated a record of success in increasing students' reading competency in the areas of phonological and phonemic awareness, phonics, vocabulary development, reading fluency, and reading comprehension. Evidence-based literacy instruction is explicit, systematic, and includes phonological and phonemic awareness, phonics and decoding, spelling, fluency, vocabulary, oral language, and comprehension that can be differentiated to meet the needs of individual students. Evidence-based instruction does not include the three-cueing system, as defined in subdivision 16.
- B. "Fluency" means the ability of students to read text accurately, automatically, and with proper expression.
- C. "Foundational reading skills" includes phonological and phonemic awareness, phonics and decoding, and fluency. Foundational reading skills appropriate to each grade level must be mastered in kindergarten, grade 1, grade 2, and grade 3. Struggling readers in grades 4 and above who do not demonstrate mastery of grade-level foundational reading skills must continue to receive explicit, systematic instruction to reach mastery.
- D. "Literacy specialist" means a person licensed by the Professional Educator Licensing and Standards Board as a teacher of reading, a special education teacher, or a kindergarten through grade 6 teacher, who has completed professional development approved by the Minnesota Department of Education (MDE) in structured literacy. A literacy specialist employed by the department under Minnesota Statutes, section 120B.123, subdivision 7, or by a district as a literacy lead, is not required to complete the approved training before August 30, 2025.
- E. "Literacy lead" means a literacy specialist with expertise in working with educators as adult learners. A district literacy lead must support the district's implementation of the Read Act; provide support to school-based coaches; support the implementation of structured literacy, interventions, curriculum delivery, and teacher training; assist with the development of personal learning plans; and train paraprofessionals and other

- support staff to support classroom literacy instruction. A literacy lead may be employed by one district, jointly by two or more districts, or may provide services to districts through a partnership with the regional service cooperatives or another district.
- F. "Multitiered system of support" or "MTSS" means a systemic, continuous improvement framework for ensuring positive social, emotional, behavioral, developmental, and academic outcomes for every student. The MTSS framework provides access to layered tiers of culturally and linguistically responsive, evidence-based practices and relies on the understanding and belief that every student can learn and thrive. Through a MTSS at the core (Tier 1), supplemental (Tier 2), and intensive (Tier 3) levels, educators provide high quality, evidence-based instruction and intervention that is matched to a student's needs; progress is monitored to inform instruction and set goals and data is used for educational decision making.
 - G. "Oral language," also called "spoken language," includes speaking and listening, and consists of five components: phonology, morphology, syntax, semantics, and pragmatics.
 - H. "Phonemic awareness" means the ability to notice, think about, and manipulate individual sounds in spoken syllables and words.
 - I. "Phonics instruction" means the explicit, systematic, and direct instruction of the relationships between letters and the sounds they represent and the application of this knowledge in reading and spelling.
 - J. "Progress monitoring" means using data collected to inform whether interventions are working. Progress monitoring involves ongoing monitoring of progress that quantifies rates of improvement and informs instructional practice and the development of individualized programs using state-approved screening that is reliable and valid for the intended purpose.
 - K. "Reading comprehension" means a function of word recognition skills and language comprehension skills. It is an active process that requires intentional thinking during which meaning is constructed through interactions between the text and reader. Comprehension skills are taught explicitly by demonstrating, explaining, modeling, and implementing specific cognitive strategies to help beginning readers derive meaning through intentional, problem-solving thinking processes.
 - L. "Structured literacy" means an approach to reading instruction in which teachers carefully structure important literacy skills, concepts, and the sequence of instruction to facilitate children's literacy learning and progress. Structured literacy is characterized by the provision of systematic, explicit, sequential, and diagnostic instruction in phonemic awareness, phonics, fluency, vocabulary and oral language development, and reading comprehension.
 - M. "Three-cueing system," also known as "meaning structure visual (MSV)," means a method that teaches students to use meaning, structure and syntax, and visual cues when attempting to read an unknown word.
 - N. "Vocabulary development" means the process of acquiring new words. A robust vocabulary improves all areas of communication, including listening, speaking, reading, and writing. Vocabulary growth is directly related to school achievement and is a strong predictor for reading success.

IV. READING SCREENER; PARENT NOTIFICATION AND INVOLVEMENT

- A. The school district must administer an approved evidence-based reading screener to students in kindergarten through grade 3 within the first six weeks of the school year, and again within the last six weeks of the school year. The screener must be one of the screening tools approved by the Minnesota Department of Education (MDE).
- B. The school district must identify any screener it uses in the district's annual literacy plan, and submit screening data with the annual literacy plan by June 15.
- C. Schools, at least biannually after administering each screener, must give the parent of each student who is not reading at or above grade level timely information about:
 - 1. the student's reading proficiency as measured by a screener approved by MDE;
 - 2. reading-related services currently being provided to the student and the student's progress; and
 - 3. strategies for parents to use at home in helping their student succeed in becoming grade-level proficient in reading in English and in their native language.
- D. The school district may not use this section to deny a student's right to a special education evaluation.

V. IDENTIFICATION AND REPORT

- A. Students enrolled in kindergarten, grade 1, grade 2, and grade 3, including multilingual learners and students receiving special education services, must be universally screened for mastery of foundational reading skills, including phonemic awareness, phonics, decoding, fluency, oral language, and for characteristics of dyslexia as measured by a screening tool approved by MDE. The screening for characteristics of dyslexia may be integrated with universal screening for mastery of foundational skills and oral language.
- B. The school district must submit data on student performance in kindergarten, grade 1, grade 2, and grade 3 on foundational reading skills, including phonemic awareness, phonics, decoding, fluency, and oral language to MDE in the annual local literacy plan submission due on June 15.
- C. Students in grades 4 and above, including multilingual learners and students receiving special education services, who do not demonstrate mastery of foundational reading skills, including phonemic awareness, phonics, decoding, fluency, and oral language, must be screened using a screening tool approved by MDE for characteristics of dyslexia and must continue to receive evidence-based instruction, interventions, and progress monitoring until the students achieve grade-level proficiency. A parent, in consultation with a teacher, may opt a student out of the literacy screener if the parent and teacher decide that continuing to screen would not be beneficial to the student. In such limited cases, the student must continue to receive progress monitoring and literacy interventions.
- D. Reading screeners in English, and in the predominant languages of school district students where practicable, must identify and evaluate students' areas of academic need related to literacy. The school district also must monitor the progress and provide reading instruction appropriate to the specific needs of multilingual learners. The school district must use an approved, developmentally appropriate, and culturally responsive screener and annually report summary screener results to the MDE Commissioner by June 15 in the form and manner determined by the MDE Commissioner.

- E. The school district must include in its literacy plan a summary of the district's efforts to screen, identify, and provide interventions to students who demonstrate characteristics of dyslexia as measured by a screening tool approved by MDE. With respect to students screened or identified under paragraph (a), the report must include:
1. a summary of the school district's efforts to screen for dyslexia;
 2. the number of students universally screened for that reporting year;
 3. the number of students demonstrating characteristics of dyslexia for that year; and
 4. an explanation of how students identified under this subdivision are provided with alternate instruction and interventions under Minnesota Statutes, section 125A.56, subdivision 1.

VI. INTERVENTION

- A. For each student identified under the screening identification process, 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.
- B. The school district must implement progress monitoring, as defined in Minnesota Statutes, section 120B.1118, for a student not reading at grade level.
- C. The school district must use evidence-based curriculum and intervention materials at each grade level that are designed to ensure student mastery of phonemic awareness, phonics, vocabulary development, reading fluency, and reading comprehension. Starting July 1, 2023, if the school district purchases new literacy curriculum, or literacy intervention or supplementary materials, the curriculum or materials must be evidence-based as defined in Minnesota Statutes, section 120B.1118.
- D. If a student does not read at or above grade level by the end of the current school year, the school district must continue to provide reading intervention until the student reads at grade level. School district intervention methods shall encourage family engagement and, where possible, collaboration with appropriate school and community programs that specialize in evidence-based instructional practices and measure mastery of foundational reading skills, including phonemic awareness, phonics, decoding, fluency, and oral language.
- E. By the 2025-2026 school year, intervention programs must be taught by an intervention teacher or special education teacher who has successfully completed training in evidence-based reading instruction approved by MDE. Intervention may include but is not limited to requiring student 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, extended-day programs, or programs that strengthen students' cultural connections.
- F. The school district must determine the format of the personal learning plan in collaboration with the student's educators and other appropriate professionals. The school must develop the learning plan in consultation with the student's parent or guardian. The personal learning plan must include targeted instruction that is evidence-based and ongoing progress monitoring, and address knowledge gaps and skill deficiencies through strategies such as specific exercises and practices during and

outside of the regular school day, group interventions, periodic assessments or screeners, and reasonable timelines. The personal learning plan may include grade retention, if it is in the student's best interest; a student may not be retained solely due to delays in literacy or not demonstrating grade-level proficiency. A school must maintain and regularly update and modify the personal learning plan until the student reads at grade level. This paragraph does not apply to a student under an individualized education program.

VII. LOCAL LITERACY PLAN

A. The school district must adopt a local literacy plan to have every child reading at or above grade level every year beginning in kindergarten and to support multilingual learners and students receiving special education services in achieving their individualized reading goals. The school district must update and submit the plan to the Commissioner of MDE by June 15 each year. The plan must be consistent with the Read Act, and include the following:

1. a process to assess students' foundational reading skills, oral language, and level of reading proficiency and the screeners used, by school site and grade level, under Minnesota Statutes, section 120B.123;
2. a process to notify and involve parents;
3. a description of how schools in the school district will determine the targeted reading instruction that is evidence-based and includes an intervention strategy for a student and the process for intensifying or modifying the reading strategy in order to obtain measurable reading progress;
4. evidence-based intervention methods for students who are not reading at or above grade level and progress monitoring to provide information on the effectiveness of the intervention;
5. identification of staff development needs, including a plan to meet those needs;
6. the curricula used by school site and grade level;
7. a statement of whether the school district has adopted a MTSS framework;
8. student data using the measures of foundational literacy skills and mastery identified by MDE for the following students:
 - a) students in kindergarten through grade 3;
 - b) students who demonstrate characteristics of dyslexia; and
 - c) students in grades 4 to 12 who are identified as not reading at grade level; and

B. the number of teachers and other staff that have completed training approved by the department.

VIII. STAFF TRAINING

A. Beginning July 1, 2024, a school district must provide access to the training required under Minnesota Statutes, section 120B.123, subdivision 5, to:

1. intervention teachers working with students in kindergarten through grade 12;
2. all classroom teachers of students in kindergarten through grade 3 and children in prekindergarten programs;
3. special education teachers;

4. curriculum directors;
 5. instructional support staff who provide reading instruction; and
 6. employees who select literacy instructional materials for a district.
- B. The school district must provide training from a menu of approved evidence-based training programs to all reading intervention teachers, literacy specialists, and other teachers and staff identified in Minnesota Statutes, section 120B.12, subdivision 1, paragraph (b), by July 1, 2025; and by July 1, 2027, to other teachers in the school district, prioritizing teachers who work with students with disabilities, English learners, and students who qualify for the graduation incentives program under Minnesota Statutes, section 124D.68. The Commissioner of MDE may grant a school district an extension to these deadlines.
- C. By August 30, 2025, the school district must employ or contract with a literacy lead, or be actively supporting a designated literacy specialist through the process of becoming a literacy lead. The school board may satisfy the requirements of this subdivision by contracting with another school board or cooperative unit under Minnesota Statutes, section 123A.24 for the services of a literacy lead by August 30, 2025. The school district literacy lead must collaborate with school district administrators and staff to support the school district's implementation of requirements under the Read Act.

IX. STAFF DEVELOPMENT

- A. The school district must provide training programs on evidence-based reading instruction to teachers and instructional staff in accordance with subdivision 1, paragraph (b). The training must include teaching in the areas of phonemic awareness, phonics, vocabulary development, reading fluency, reading comprehension, and culturally and linguistically responsive pedagogy.
- B. The school district shall use the data under Article V. above to identify the staff development needs so that:
1. elementary teachers are able to implement explicit, systematic, evidence-based instruction in the five reading areas of phonemic awareness, phonics, fluency, vocabulary, and comprehension with emphasis on mastery of foundational reading skills as defined in Minnesota Statutes, section 120B.1118 and other literacy-related areas including writing until the student achieves grade-level reading and writing proficiency;
 2. elementary teachers have sufficient training to provide students with evidence-based reading and oral language instruction that meets students' developmental, linguistic, and literacy needs using the intervention methods or programs selected by the school district for the identified students;
 3. licensed teachers employed by the school district have regular opportunities to improve reading and writing instruction;
 4. licensed teachers recognize students' diverse needs in cross-cultural settings and are able to serve the oral language and linguistic needs of students who are multilingual learners by maximizing strengths in their native languages in order to cultivate students' English language development, including oral academic language development, and build academic literacy; and

5. licensed teachers are well trained in culturally responsive pedagogy that enables students to master content, develop skills to access content, and build relationships.

- C. The school district must provide staff in early childhood programs sufficient training to provide children in early childhood programs with explicit, systematic instruction in phonological and phonemic awareness; oral language, including listening comprehension; vocabulary; and letter-sound correspondence.

X. LITERACY INCENTIVE AID USES

The school district must use its literacy incentive aid to support implementation of evidence-based reading instruction. The following are eligible uses of literacy incentive aid:

1. training for kindergarten through grade 3 teachers, early childhood educators, special education teachers, reading intervention teachers working with students in kindergarten through grade 12, curriculum directors, and instructional support staff that provide reading instruction, on using evidence-based screening and progress monitoring tools;
2. evidence-based training using a training program approved by MDE;
3. employing or contracting with a literacy lead, as defined in Minnesota Statutes, section 120B.1118;
4. materials, training, and ongoing coaching to ensure reading interventions under Minnesota Statutes, section 125A.56, subdivision 1, are evidence-based; and costs of substitute teachers to allow teachers to complete required training during the teachers' contract day.

References: Minn. Stat. § 120B.1118 (Read Act Definitions)

Minn. Stat. § 120B.12 (Read Act Goal and Interventions)

Minn. Stat. § 120B.123 (Read Act Implementation)

Minn. Stat. § 123A.24 (Withdrawing from a Cooperative Unit; Appealing Denial of Membership)

Minn. Stat. § 124D.68 (Graduation Incentives Program)

Minn. Stat. § 124D.98 (Literacy Incentive Aid)

Minn. Stat. § 125A.56 (Alternate Instruction Required before Assessment Referral)

Cross References: None



Action: 10-10-2023

New Policy

Students

POLICY TITLE	POLICY NUMBER	ADOPTED	REVIEW FREQUENCY
Overdose Medication	516.5		Annual

I. PURPOSE

As a means of enhancing the health and safety of its students, staff and visitors, the school district will acquire, administer, and store doses of an opiate antagonist, specifically Naloxone (Narcan)¹, and administration devices or kits for emergency use to assist a student, staff member, or other individual believed or suspected to be experiencing an opioid overdose on school district property during the school day. ~~or at school district activities.~~

II. GENERAL STATEMENT OF POLICY

The school board authorizes school administration to obtain and possess opioid overdose reversal medication, such as Naloxone, to be maintained and administered to a student or other individual by trained school staff if the staff member determines in good faith that the person to whom the medication is administered is experiencing an opioid overdose. Authorization for obtaining, possessing and administering Naloxone or similar permissible medications under this policy are contingent upon: 1) the continued validity of state and federal law that permit a person who is not a healthcare professional to dispense an opiate antagonist to the school district and its employees by law; 2) that the school district and its staff are immune from criminal prosecution and not otherwise liable for civil damages for administering the opiate antagonist to another person who the staff member believes in good faith to be suffering from a drug overdose; and 3) the availability of funding either from outside sources or as approved by the school board to obtain and administer opioid overdose reversal medication.

III. DEFINITIONS

- A. **"Drug-related overdose"** means an acute condition, including mania, hysteria, extreme physical illness, respiratory depression or coma, resulting from the consumption or use of a controlled substance, or another substance with which a controlled substance was combined, and that a layperson would reasonably believe to be a drug overdose that requires immediate medical assistance.
- B. **"Naloxone Coordinator"** is a school district staff person or administrator appointed to monitor adherence to protocols outlined in this policy and referenced procedures. The Naloxone Coordinator is responsible for building-level administration and management of Opiate Antagonist medications and supplies. The school district's Naloxone Coordinator is Executive Director of Special Services.
- C. **"Opiate"** means any dangerous substance having an addiction forming or addiction sustaining liability similar to morphine or being capable of conversion into a drug having such addiction forming or addiction sustaining liability.
- D. **"Opiate Antagonist"** means naloxone hydrochloride ("Naloxone") or any similarly acting drug approved by the federal Food and Drug Administration for the treatment of a drug overdose.
- E. **"Standing Order"** means directions from a licensed school district's medical provider that sets forth how to house and administer Naloxone or other Opiate Antagonist medications to students, staff members or other individuals believed or suspected to be experiencing an opioid overdose. This Standing Order should include the following information:

¹ Naloxone is the medication that reverses an opioid overdose. Narcan® is the brand name for the intranasal applicator (nasal spray) form of naloxone. Naloxone usually refers to an intramuscular (IN+M) naloxone form that comes in a vial and is administered with a syringe, normally dispensed as an "IM kit."

1. Administration type
2. Dosage
3. Date of issuance
4. Signature of the authorized provider

IV. GENERAL STATEMENT OF POLICY AND RESPONSIBILITIES

- A. The school district must maintain a supply of opiate antagonists at each school site to be administered in compliance with Minnesota law. Each school building must have two doses of nasal naloxone available on-site.
- B. A licensed physician, a licensed advanced practice registered nurse authorized to prescribe drugs pursuant to Minnesota Statutes, section 148.235, or a licensed physician assistant may authorize a nurse or other personnel employed by, or under contract with, a public school may be authorized to administer opiate antagonists as defined under Minnesota Statutes, section 604A.04, subdivision 1.
- C. A licensed practical nurse is authorized to possess and administer an opiate antagonist in a school setting notwithstanding Minnesota Statutes, 148.235, subdivisions 8 and 9.
- D. School District Collaborative Planning and Implementation Team
To the extent Naloxone is obtained for use consistent with this policy, the school district will establish a school district-wide collaborative planning and implementation team ("School District Planning Team") who will oversee the general development and operations related to the use of opiate antagonist Naloxone and regularly report to the school board as to its activities.
 1. The School District Planning Team will include the Naloxone Coordinator and may include the superintendent (or designee), health services supervisor, school nurse, public health experts, first responders, student or family representatives, and community partners who will be assigned to the Team by the superintendent or designee or solicited as volunteers by the superintendent.
 2. The School District Planning Team, through the Naloxone Coordinator, will obtain a protocol or Standing Order from a licensed medical prescriber for the use of Naloxone or other Opiate Antagonist by school district staff in all school facilities and activities and will update or renew the protocol or Standing Order annually or as otherwise required. A copy of the protocol or Standing Order will be maintained in the office of the Naloxone Coordinator.
 3. The School District Planning Team will develop school district-wide guidelines and procedures and determine the form(s) of Naloxone to be used within the school district (nasal, auto injector, manual injector) and the method and manner of arranging for the financing and purchasing, storage and use of Naloxone to be approved by the school board. Once approved by the school district board, these guidelines and procedures will be attached and incorporated into this policy. At a minimum, these guidelines and procedures will:
 - a) Ensure that when Naloxone is administered, school district employees must activate the community emergency response system (911) to ensure additional medical support due to the limited temporary effect of Naloxone and the continued need of recipients of additional medical care;
 - b) Require school district employees to contact a school district healthcare professional to obtain medical assistance for the recipient of the Naloxone, if possible, pending arrival of emergency personnel;
 - c) Direct school district employees to make immediate attempts to determine if the recipient is a minor and, if so, locate the identity of the parent or guardian of the minor and ensure contact with that parent or guardian is made as soon as possible after administration of the Naloxone for the purpose of informing the parent or guardian of the actions that have been taken; and
 - d) Require school district staff to inform the building administrator or other administrator overseeing an event or activity of the administration of Naloxone, as well as the Naloxone Coordinator, after taking necessary immediate emergency steps.
 4. The School District Planning Team will determine the type and method of annual training, identify staff members at each school site to be trained and coordinate the implementation of the training with the assistance of the Naloxone Coordinator.
- E. Site Planning Teams
 1. In consultation with the School District Planning Team, the administrator at each school site may establish, in the manner the superintendent or Naloxone Coordinator deems appropriate, a Site Planning Team within the school site.
 2. The Site Planning Team will be responsible for the coordination and implementation of this policy, school district-wide guidelines and procedures within the school site and will develop and implement any specific guidelines and procedure for the storage and use of Naloxone within the school site in a manner consistent with this policy and school district wide procedures and guidelines.
- F. School District Staff

School district staff members will be responsible for attending all required training pertaining to the policy, procedures and guidelines for the storage and use of Naloxone and performing any assigned responsibilities pursuant to the guidelines and procedures.

V. **NALOXONE STORAGE**

- A. The Site Planning Team will select ~~numerous~~ **the** Naloxone storage locations within the school site. ~~and outside the school site when activities are conducted off school grounds (i.e., transportation services, field trips, etc.).~~
- B. The selected storage locations of Naloxone will be classified as non-public "security information" as the school board has determined that the disclosure of this data to the general public would be likely to substantially jeopardize the security of the medication that could be subject to theft, tampering, and improper use. Therefore, the identity of the storage locations will be shared only with those school district staff members whom the School District Planning Team or Site Team have determined need access to this information to aid public health and safety as determined in the procedures and guidelines.
- C. Stock Naloxone will be clearly labeled, monitored for expiration dates, and stored in a secured location that is accessible by trained staff as set forth in paragraph V.B.

VI. **Privacy Protections**

The school school district will maintain the privacy of students and staff related to the administration of Naloxone as required by law.

- Legal References:**
- Minn. Stat. § 13.32 (Educational Data)
 - Minn. Stat. § 13.43 (Personnel Data)
 - Minn. Stat. § 13.37 (General Nonpublic Data)
 - Minn. Stat. § 121A.21 (School Health Services)
 - Minn. Stat. § 121A.22 (Administration of Drugs and Medicine)
 - Minn. Stat. § 121A.224 (Opiate Antagonists)
 - Minn. Stat. § 144.344 (Emergency Treatment)
 - Minn. Stat. § 148.235 (Prescribing Drugs and Therapeutic Devices)
 - Minn. Stat. § 151.37 (Legend Drugs; Who May Prescribe, Possess)
 - Minn. Stat. § 152.01 (Definitions)
 - Minn. Stat. § 152.02 (Schedules of Controlled Substances)
 - Minn. Stat. § 604A.01 (Good Samaritan Law)
 - Minn. Stat. § 604A.015 (School Bus Driver Immunity from Liability)
 - Minn. Stat. § 604A.04 (Good Samaritan Overdose Prevention)
 - Minn. Stat. § 604A.05 (Good Samaritan Overdose Medical Assistance)
 - Minn. R. Pt. 6800.4220 (Schedule II Controlled Substances)
 - 20 U.S.C. § 1232g (Family Educational and Privacy Rights)

Cross Reference: MSBA/MASA Model Policy 516 (Student Medication)
Minnesota Department of Health Toolkit on the Administration of Naloxone



Stillwater

AREA PUBLIC SCHOOLS

Teacher Evaluation

Presented to the School Board - Oct. 10, 2023

By Dawn Waller Lueck, Director of Schools

The primary purpose of teacher evaluation in ISD 834 is to foster **professional growth and development**, operating within a framework of collaboration and trust.

The **main outcome** of such evaluation is **improved student learning** through strengthened educator practices.



Key Messages

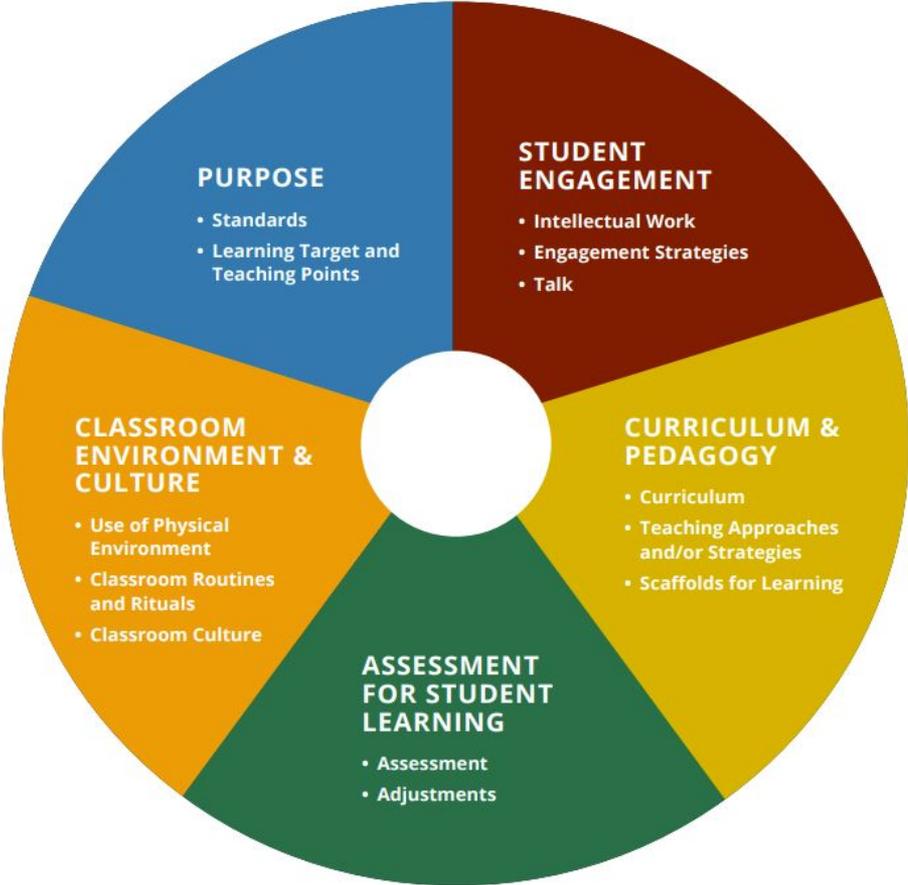
- Evaluation tools are based on a growth model.
- Our evaluation system aligns with state statutes regarding teacher evaluation.
- Teacher evaluation tools need to be agreed upon between the district and the teacher union.
- Expectations differ between non-tenured and tenured staff.
- Our evaluation tools allow for reflection.

Teacher Evaluation System

According to state statute, the plan must include:

- 3-year professional review cycle with a summative evaluation in the third year, an individual growth and development plan, a peer review process and the opportunity to participate in a professional learning community.
- Support and evaluation of all probationary teachers.
- Professional teaching standards.
- Option for teachers to present a portfolio.
- State or local measures of student growth, as well as longitudinal data on student engagement and other student outcome measures.
- Teacher improvement process.

Focus Areas for Teacher Evaluation



Probationary TDEP Process and Flow

- Self Assessment
- Set Individual Student Achievement Goal
- Observation 1
 - Wonderings | Reflection | Review/Conference
- Observation 2
 - Wonderings | Reflection | Review/Conference
- Observation 3
 - Wonderings | Reflection | Review/Conference
- Summative Evaluation by end of February

Tenured Year 1 and 2 TDEP Process and Flow

- Self Assessment
- Set Individual Student Achievement Goal
- Observation 1
 - Wonderings | Reflection | Review/Conference
- End of Year Reflection
 - Self Assessment | Student Achievement | School Year Reflection

Tenured Year 3 TDEP Process and Flow

- Self Assessment
- Set Individual Student Achievement Goal
- Observation 1
 - Wonderings | Reflection | Review/Conference
- Summative
 - Self Assessment | Student Achievement | School Year Reflection | Summative Ratings and Feedback

Teacher Evaluation

Three components:

- Teacher practice
- Student engagement
- 35% student learning and achievement



Process and Measurement

Building Instructional Leadership Teams (BILT) met once in June and in August to review their school's data and create action cards for each of the 4 Pony Plan 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

Setting Bold Goals

This year:

Staff are setting Collaborative Action Team (CAT) and individual growth goals at 80 to 85% proficiency in student achievement.

Past practice:

The district set a 2% increase, followed by a 2% increase at the building level, 2% for CAT, and 2% for individual staff.

So why 80 to 85%?

- Research shows effective learning systems meet the needs of 80-85% of students.
- Interventions (Tier 2 and 3) are maximized for the 15-20% of students with more intensive needs.
- The district vision card has established 80% as the threshold when measuring progress across the system, student achievement included.

SMART Goals

SMART goals help educators improve student achievement in a targeted area. A SMART goal clarifies exactly what students should learn, the standard of learning expected, and the measure used to determine if students achieved that standard.

A SMART goal is:

- **Specific**
- **Measurable**
- **Attainable**
- **Results Oriented**
- **Time Bound**

Based on the reading FAST Fall benchmark assessment, 45% of my students scored proficient or higher. The goal for 2023-24 is to increase the number of students who scored proficient or higher on their spring reading FAST benchmark assessment to 70%, an increase of 25% and six students.

Based on beginning of course assessments, of the students in Algebra II classes as a whole, 45% scored a B- or better (80%) on course standards. Our team's goal for 2023-24 is to increase this to 50% as determined by the end of course assessments. This will contribute to reaching our building goal to increase 7th and 8th grade MCA math and science scores by two percent in each tested area.

Based on the Fall 22 Student Engagement Survey, 57% of students indicated they felt comfortable in class. The goal for 2023-24 is to increase this to 90% based on the Spring 2017 Student Engagement Survey results. This is an increase of 33% and 14 students.

Role of Instructional Coaches

- Help staff set their learning and achievement goals
 - Must be a SMART goal
- Support probationary staff
- Provide peer reviews for probationary staff
- Provide learning lab and peer opportunities for observation and review for all teaching staff
- Help facilitate reflection and professional conversations, along with support.

Alignment to Pony Plan

- School-wide improvement goal for the building is based off of Action Card 1/Strategic Direction A
- Collaborative Action Teams (CAT)
 - Inquiry Cycle 1: Teams set a grade level/dept goal based on a summative assessment
- The student achievement goal set by teachers in the evaluation process should align with this goal

Shift in Practice of Observation

Formal observations for evaluation	Classroom walkthroughs for data-gathering and the building of a shared vision for student learning
General feedback during formal evaluation	Frequent, ongoing conversations and feedback to teachers around specific aspects of the practice
Analyze test scores results to set goals	Use of anecdotal, qualitative, and quantitative data focused on student growth and experience
Pre-packaged professional development	Differentiated professional learning that is ongoing and job-embedded



Questions



Action: 10-10-2023

New Policy

SCHOOL BOARD

POLICY TITLE	POLICY NUMBER	ADOPTED	REVIEW FREQUENCY
License Status	424		Annual

I. PURPOSE

The purpose of this policy is to ensure that qualified teachers are employed by the school district and to fulfill its duty to ascertain the licensure status of its teachers. A school board that employs a teacher who does not hold a valid teaching license or permit places itself at risk for a reduction in state aid. This policy does not negate a teacher’s duty and responsibility to maintain a current and valid teaching license.

II. GENERAL STATEMENT OF POLICY

- A. A qualified teacher is one holding a valid license to perform the particular service for which the teacher is employed by the school district.
- B. No person shall be a qualified teacher until the school district verifies, through the Minnesota education licensing system available on the Minnesota Professional Educator Licensing and Standards Board website, that the person is a qualified teacher consistent with state law.
- C. The school district has a duty to ascertain the licensure status of its teachers and ensure that the school district’s teacher license files are up to date. The school district shall establish a procedure for annually reviewing its teacher license files to verify that every teacher’s license is current and appropriate to the particular service for which the teacher is employed by the school district.
- D. The school district must annually report to the Professional Educator Licensing and Standards Board: (1) all new teacher hires and terminations, including layoffs, by race and ethnicity; and (2) the reasons for all teacher resignations and requested leaves of absence. The report must not include data that would personally identify individuals.

III. PROCEDURE

- A. The superintendent or the superintendent’s designee shall establish a schedule for the annual review of teacher licenses.
- B. Where it is discovered that a teacher’s license will expire within one year from the date of the annual review, the superintendent or the superintendent’s designee will advise the teacher in writing of the approaching expiration and that the teacher must complete the renewal process and file the license with the superintendent prior to the expiration of the current license. However, failure to provide this notice does not relieve a teacher from his/her duty and responsibility of ensuring that his/her teaching license is valid, current and appropriate to his/her teaching assignment.
- C. If it is discovered that a teacher’s license has expired, the superintendent will immediately

investigate the circumstances surrounding the lack of license and will take appropriate action. The teacher shall be advised that the teacher's failure to have the license reinstated will constitute gross insubordination, inefficiency and willful neglect of duty which are grounds for immediate discharge from employment.

- D. The duty and responsibility of maintaining a current and valid teaching license appropriate to the teaching assignment as required by this policy shall remain with the teacher, notwithstanding the superintendent's failure to discover a lapsed license or license that does not support the teaching assignment. A teacher's failure to comply with this policy may be grounds for the teacher's immediate discharge from employment.

Legal References:

Minn. Stat. § 122A.16 (Qualified Teacher Defined)

Minn. Stat. § 122A.22 (District Verification of Teacher Licenses)

Minn. Stat. § 122A.40 (Employment; Contracts; Termination – Immediate Discharge)

Minn. Stat. § 127A.42 (Reduction of Aid for Violation of Law)

Vettleson v. Special Sch. Dist. No. 1, 361 N.W.2d 425 (Minn. App. 1985)

Lucio v. School Bd. of Independent Sch. Dist. No. 625, 574 N.W.2d 737 (Minn. App. 1998)

In the Matter of the Proposed Discharge of John R. Statz (Christine D. VerPloeg), June 8, 1992, *affirmed*, 1993 WL 129639 (Minn. App. 1993)

Cross References: None

POLICY TITLE	POLICY NUMBER	ADOPTED	REVIEW FREQUENCY
Organization of School Calendar and School Day	602		Annual

I. PURPOSE

The purpose of this policy is to provide for a timely determination of the school calendar and school day.

II. GENERAL STATEMENT OF POLICY

The school calendar and schedule of the school day are important to parents, students, employees, and the general public for advance, effective planning of the school year.

III. CALENDAR RESPONSIBILITY

- A. The school calendar shall be adopted annually by the school board. It shall meet all provisions of Minnesota statutes pertaining to minimum number of school days and other provisions of law. The school calendar shall establish student days, workshop days for staff, provide for emergency closings and other information related to students, staff, and parents.

- B. Except for learning programs during summer and flexible learning year programs, the school district will not commence an elementary or secondary school year before Labor Day, except as provided in Section III.B.1., III.B.2., or III.B.3. Days devoted to teacher’s workshops may be held before Labor Day.
 - 1. The school district may begin the school year on any day before Labor Day to accommodate a construction or remodeling project of \$400,000 or more affecting a school district school facility.
 - 2. The school district may begin the school year on any day before Labor Day if the school district has agreement under Minnesota Statutes section 123A.30, 123A.32, or 123A.35 with a school district that qualifies under Section III.B.1.
 - 3. The school district may begin the school year on any day before Labor Day if the school district agrees to the same schedule with a school district in an adjoining state.

- C. Employee and advisory groups shall be provided an opportunity to participate in school calendar considerations through a meet and confer process.

IV. SCHOOL DAY RESPONSIBILITY

- A. The superintendent shall be responsible for developing a schedule for the student day, subject to review by the school board. All requirements and provisions of Minnesota Statutes and Minnesota Department of Education Rules shall be met.

- B. In developing the student day schedule, the superintendent shall consider such factors as school bus schedules, cooperative programs, differences in time requirements at various grade levels, effective utilization of facilities, cost effectiveness, and other concerns deserving of attention.
- C. Proposed changes in the school day shall be subject to review and approval by the school board.

V. E-LEARNING DAYS

- A. An “e-learning day” is a school day where a school offers full access to online instruction provided by students’ individual teachers due to inclement weather.
- B. A school district may designate up to five e-learning days in one school year.
- C. An e-learning day is counted as a day of instruction and included in the hours of instruction pursuant to Section III.A., above.
- D. A school board may adopt an e-learning day plan after consulting with the exclusive representative of the teachers. The e-learning day plan developed by the school district will include accommodations for students without Internet access at home and for digital device access for families without the technology or with an insufficient amount of technology for the number of children in the household. The plan must also provide accessible options for students with disabilities.
- E. The school district must notify parents and students of its e-learning day plan at the beginning of each school year.
- F. When an e-learning day is declared by the school district, notice must be provided to parents and students at least two hours prior to the normal school start time that students will need to follow the e-learning day plan for that day.
- G. On an e-learning day, each student’s teacher must be accessible both online and by telephone during normal school hours to assist students and parents.
- H. When the school district declares an e-learning day, it must continue to pay the full wages for scheduled work hours and benefits of all school employees for the duration of the e-learning period. During the e-learning period, school employees must be allowed to work from home to the extent practicable, be assigned to work in an alternative location, or be retained on an on-call basis for any potential need.

Legal References:

Minn Stat. 10.55 (Juneteenth)

Minn. Stat. § 120A.40 (School Calendar)

Minn. Stat. § 120A.41 (Length of School Year; Hours of Instruction)

Minn. Stat. § 120A.414 (E-Learning Days)

Minn. Stat. § 120A.415 (Extended School Calendar)

Minn. Stat. § 120A.42 (Conduct of School on Certain Holidays)

Minn. Stat. § 122A.40, Subds. 7 and 7a (Employment; Contracts; Termination)

Minn. Stat. § 122A.41, Subds. 4 and 4a (Teacher Tenure Act; Cities of the First Class; Definitions)

Minn. Stat. § 123A.30 (Agreements for Secondary Education)

Minn. Stat. § 123A.32 (Interdistrict Cooperation)

Minn. Stat. § 123A.35 (Cooperation and Combination)

Minn. Stat. § 124D.126 (Powers and Duties of Commissioner; Flexible Learning Year Programs)

Minn. Stat. § 124D.151 (Voluntary Prekindergarten Program)

Minn. Stat. § 124E.25 (Payment of Aids to Charter Schools)

Minn. Stat. § 127A.41, Subd. 7 (Distribution of School Aids; Appropriation)

Minn. Stat. § 645.44 (Words and Phrases Defined)

Cross References: MSBA/MASA Model Policy 425 (Staff Development)

NON-INSTRUCTIONAL OPERATIONS

POLICY TITLE	POLICY NUMBER	ADOPTED/REVIEWED	REVIEW FREQUENCY
Transportation of Nonpublic Students	708		Annual

I. PURPOSE

The purpose of this policy is to address transportation rights of nonpublic school students and to provide equality of treatment in transporting such students pursuant to law.

II. GENERAL STATEMENT OF POLICY

The policy of the school district is to recognize the rights of nonpublic school students and to provide equal transportation to those students as required by law.

III. ELIGIBILITY

- A. The school district shall provide equal transportation within the district for all students to any school when transportation is deemed necessary by the school district because of distance or traffic conditions in like manner and form as provided in Minnesota Statutes, sections 123B.88 and 123B.92 when applicable.
- B. Upon the request of a parent or guardian, the school district must provide school bus transportation to the school district boundary for students residing in the school district at least the same distance from a nonpublic school actually attended in another school district as public school students are transported in the transporting school district. Such transportation must be provided whether or not there is another nonpublic school within the transporting school district, if the transportation is to schools maintaining grades or departments not maintained in the school district or if the attendance of such students at school can more safely, economically, or conveniently be provided for by such means.
- C. The school district may provide school bus transportation to a nonpublic school in another school district for students residing in the school district and attending that school, whether there is or is not another nonpublic school within the transporting school district, if the transportation is to schools maintaining grades or departments not maintained in the school district or if the attendance of such students at school can more safely, economically, or conveniently be provided for by such means. If the school district transports students to a nonpublic school located in another school district, the nonpublic school shall pay the cost of such transportation provided outside the school district boundaries.
- D. The school district must provide the necessary transportation within school district boundaries between the nonpublic school and a public school or neutral site for nonpublic school students who are provided pupil support services if the school district elects to provide pupil support services at a site other than a nonpublic school.
- E. When transportation is provided, the scheduling of routes, manner and method of transportation, control and discipline of students, and any other matter relating thereto shall be within the sole discretion, control, and management of the school district. A nonpublic or charter school student transported by the school district shall comply with school district student bus conduct and student bus discipline policies.
- F. The school board and a nonpublic school may mutually agree to a written plan for the board to provide nonpublic pupil transportation to nonpublic school students. The school district must report the number of nonpublic school students transported and the nonpublic pupil transportation expenditures incurred in the form and manner specified by the Minnesota Commissioner of Education.
- G. If the school board provides pupil transportation through the school's employees, the

school board may transport nonpublic school students according to the plan and retain the nonpublic pupil transportation aid attributable to that plan. A nonpublic school may make a payment to the school district to cover additional transportation services agreed to in the written plan for nonpublic pupil transportation services not required under Minnesota Statutes, sections 123B.84 to 123B.87.

- H. A school board that contracts for pupil transportation services may enter into a contractual arrangement with a school bus contractor according to the written plan adopted by the school board and the nonpublic school to transport nonpublic school students and retain the nonpublic pupil transportation aid attributable to that plan for the purposes of paying the school bus contractor. A nonpublic school may make a payment to the school district to cover additional transportation services agreed to in the written plan for nonpublic pupil transportation services included in the contract that are not required under Minnesota Statutes, sections 123B.84 to 123B.87.
- I. Additional transportation to and from a nonpublic school may be provided at the expense of the school district when such services are provided in the discretion of the school district.

IV. **STUDENTS WITH DISABILITIES**

- A. If a resident student with a disability attends a nonpublic school located within the school district, the school district must provide necessary transportation for the student within the school district between the nonpublic school and the educational facility where special instruction and services are provided on a shared-time basis. If a resident student with a disability attends a nonpublic school located in another school district and if no agreement exists for the provision of special instruction and services on a shared time basis to that student by the school district of attendance and where the special instruction and services are provided within the school district, the school district shall provide necessary transportation for that student between the school district boundary and the educational facility. The school district may provide necessary transportation for that student between its boundary and the nonpublic school attended, but the nonpublic school shall pay the cost of transportation provided outside the school district boundary. School districts may make agreements for who provides transportation. Parties serving students on a shared time basis have access to a due process hearing system as provided by law.
- B. When the disabling conditions of a student with a disability are such that the student cannot be safely transported on the regular school bus and/or school bus route and/or when the student is transported on a special route for the purpose of attending an approved special education program, the student shall be entitled to special transportation at the expense of the school district or the day training and habilitation program attended by the student. The school district shall determine the type of vehicle used to transport students with a disability on the basis of the disabling conditions and applicable laws. This section shall not be applicable to parents who transport their own child under a contract with the school district.
- C. Each driver and aide assigned to a vehicle transporting students with a disability must (1) be instructed in basic first aid and procedures for the students under their care; (2) within one month after the effective date of assignment, participate in a program of in-service training on the proper methods of dealing with the specific needs and problems of students with disabilities; (3) assist students with disabilities on and off the bus when necessary for their safe ingress and egress from the bus; and (4) ensure that proper safety devices are in use and fastened properly.
- D. Each driver and aide assigned to a vehicle transporting students with a disability shall have available to them the following information in hard copy or immediately accessible through a two-way communication system: (1) the student's name and address; (2) the nature of the student's disabilities; (3) emergency health care information; and (4) the names and telephone numbers of the student's physician, parents, guardians, or custodians, and some person other than the student's parents or custodians who can be contacted in case of an emergency.
- E. Any parent of a student with a disability who believes that the transportation services provided for that child are not in compliance with the applicable law may utilize the due process procedures provided for in Minnesota Statutes chapter 125A

V. **APPLICATION OF GENERAL POLICY**

The provisions of the school district's policy on transportation of public school students [*Model Policy 707*] shall apply to the transportation of nonpublic school students except as specifically

provided herein.

Legal References: Minn. Stat. § 123B.44 (Provision of Pupil Support Services)
Minn. Stat. § 123B.84 (Policy)
Minn. Stat. § 123B.86 (Equal Treatment)
Minn. Stat. § 123B.88 (Independent School Districts, Transportation)
Minn. Stat. § 123B.91, Subd. 1a (School District Bus Safety Requirements)
Minn. Stat. § 123B.92 (Transportation Aid Entitlement)
Minn. Stat. Ch. 125A (Special Education and Special Programs)
Minn. Stat. § 125A.18 (Special Instruction; Nonpublic Schools)
Minn. Rules Part 7470.1600 (Transporting Pupils with Disability)
Minn. Rules Part 7470.1700 (Drivers and Aides for Pupils with Disability)
Americans United, Inc. as Protestants and Other Am. United for Separation of Church and State, et al. v. Independent Sch. Dist. No. 622, et al., 288 Minn. 1996, 179 N.W.2d 146 (Minn. 1970)
Eldredge v. Independent Sch. Dist. No. 625, 422 N.W.2d 319 (Minn. Ct. App. 1988)
Healy v. Independent Sch. Dist. No. 625, 962 F.2d 1304 (8th Cir. 1992)
Minn. Op. Atty. Gen. 166a-7 (June 3, 1983)
Minn. Op. Atty. Gen. 166a-7 (Sept. 14, 1981)
Minn. Op. Atty. Gen. 166a-7 (July 15, 1976)
Minn. Op. Atty. Gen. 166a-7 (July 17, 1970)
Minn. Op. Atty. Gen. 166a-7 (Oct. 3, 1969)
Minn. Op. Atty. Gen. 166a-7 (Sept. 12, 1969)

Cross References: MSBA/MASA Model Policy 707 (Transportation of Public School Students)
MSBA/MASA Model Policy 709 (Student Transportation Safety Policy)