

School Board Study Session  
Tuesday, May 28, 2024 4:00 PM Central

District Office Conference Room, Room 164  
Austin High School  
401 3rd Ave. NW  
Austin, MN 55912

1. Call to Order/Roll Call
2. Approval of agenda (Action)
3. EL program review
4. Overview of 2024-25 Student Handbook updates
5. First reading of revised policy 613 - Graduation Requirements
6. Grading and reporting update
7. Preliminary budget review
8. Strategic Plan Update - Advertising Prospectus
9. Adjournment

# Austin Public Schools EL Program Review May 28, 2024



Center for  
Applied Research and  
Educational Improvement

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Kim Gibbons, Ph.D.  
Becky Linderholm, MSE



# Meet the CAREI Team



Kim Gibbons, Ph.D.  
Director



Becky Linderholm, MSE  
Senior Literacy Specialist

# Agenda

## 1. Setting the Stage:

- Review Process
- Key Ideas

## 2. Findings and Recommendations

## 3. Next Steps

## 4. Questions

Link to Handout:



# Setting the Stage

The US Department of Education Office for Civil Rights and the US Department of Justice, Civil Rights Division stated the following about the Nation's English Learners:

**“It is crucial to the future of our nation that these students, and all students, have equal access to a high-quality education and the opportunity to achieve their full academic potential.”**

(2015, p. 1).

# Review Process (Methods)



- Review of Best Practices in EL Programming
- Staff and Parent Focus Groups
- Staff Surveys
- Program descriptions, Service Model, Staffing Data, Enrollment Data, Academic Achievement Data

# Key Ideas - Best Practices

- APS English Learner Program is designed to meet a wide variety of students' linguistic needs with the goal to empower Multilingual Learners (MLs) and foster an environment for their overall success as students
- Programs should go beyond solely English language instruction and include:
  - family and community engagement
  - staffing and professional development
  - equitable access, inclusion, and meaningful participation in all curricular and extracurricular programs for MLs and their caregivers
- Clear plans for the local **Language Instruction Educational Program (LIEP)** should reflect best practices, meet Minnesota's legal requirements, and be regularly evaluated for effectiveness

# Key Ideas - MN Legal Requirements

1. Identification and reclassification criteria must be documented, uniformly applied, and made available to parents and other relevant parties upon request.
2. A written plan of services that describes programming by English proficiency level which articulates the amount and scope of services the district offers. This plan must be made available to parents upon request.



# Key Ideas - MN Legal Requirements

3. Professional development opportunities for educators directly serving multilingual learners and all staff who work with MLs. The PD opportunities must be coordinated with the district's PD activities, related to the needs of MLs, and ongoing.
4. Programs should avoid isolating MLs for a substantial part of the day
5. MLs must be able to participate fully and equally in “predominantly nonverbal subjects” such as art, music, and PE with their peers. MLs must also be able to participate equally and meaningfully with peers in all extracurricular activities.

# MN Multi-Tiered System of Supports (MnMTSS)



**Infrastructure for  
Continuous  
Improvement**



**Family and  
Community  
Engagement**



**Multi-layered  
Practices and  
Support**



**Assessment**

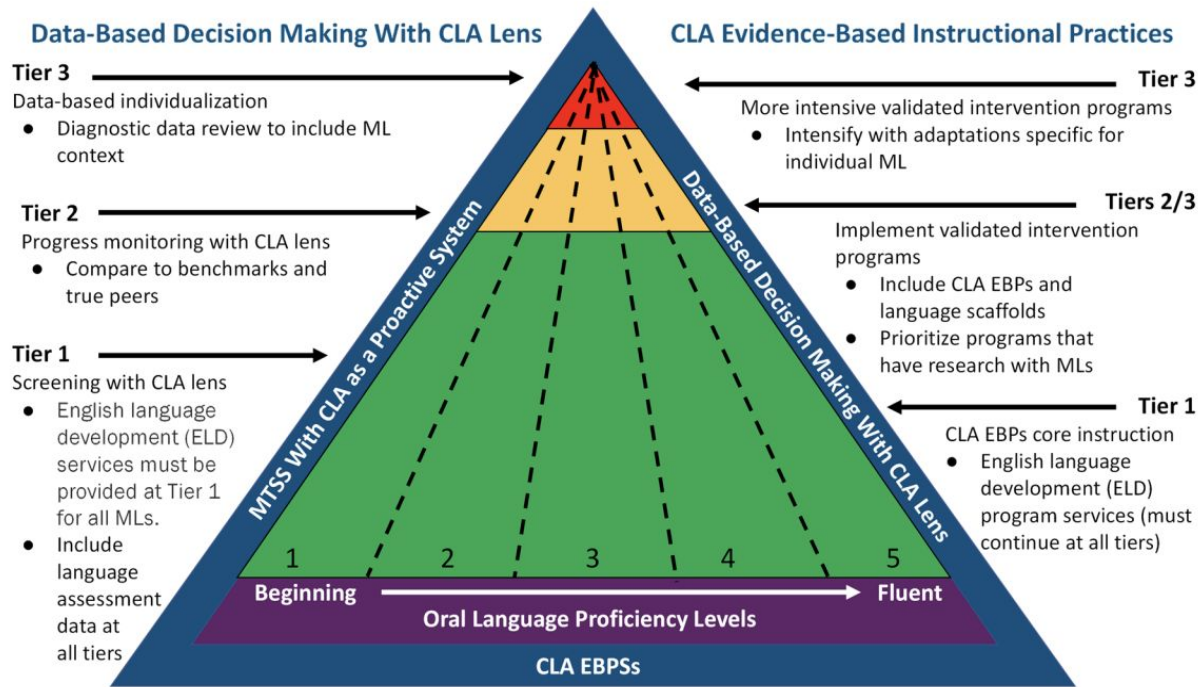


**Data-Based  
Decision  
Making**

Critical element is the integration of culturally and linguistically responsive (CLR) practices within the framework

# Key Ideas: CLR Practices

Exhibit 2. Multi-Level Prevention System of MTSS With Embedded CLA Practices



(Brown et al., 2023)

# Key Ideas - Approaches and Models

- A number of different approaches exist within the literature and fall into two broader categories:
  - English as a Second Language (ESL) Approach
  - Bilingual Approach
- Variety of delivery models are also outlined in the literature
  - Minnesota Department of Education provides guidance for six different models including co-teaching, sheltered instruction, push-in instruction, pull-out instruction, dual-language strand, and heritage language programs
  - Additional guidance is also provided for students that have unique considerations such as limited or interrupted education, newcomers, or long term English learners

# Evaluation Questions

1. What are best practices for English Learner programming and instruction with an emphasis on the populations served in Austin?
2. To what extent is the English Learner programming across the district consistent with best practice research?
3. What are the academic outcomes for students who receive services through the English Learner program?
4. To what extent do families/caregivers perceive English Learner programming as effective?



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# Findings & Recommendations

# Strengths within APS

- More than 65% of educators across APS reported on the staff survey that they strongly or somewhat agreed with the following:
  - The identification process identifies all students who are English Learners
  - The identification process is fair and unbiased
  - There is a process in place to partner and engage with families and caregivers of English Learners
  - Services provided by school and district allow English Learners to be successful
- The instructional practices included within the staff surveys indicate many positive supports in place for students who are English Learners.
- Within the focus groups, it was evident that the ML teachers care deeply about their students' success, Non-ML teachers were very supportive their ML colleagues, and parents spoke positively about their child's education

## Findings

- Staff reported that students can be missed or mislabeled because of how families complete the Home Language Survey (HLS)
- The HLS impacts if a student is screened or is not screened for support
- The parent focus group suggested more clarity around identification, testing, and placement

## Opportunity 1

Develop an  
Austin-Specific LIEP Plan

*MnMTSS Component 1: Infrastructure  
for Continuous Improvement*

# Recommendations for Opportunity 1

- Review each element in MDE's LIEP Plan example with guidance as an ML team/workgroup and describe and document Austin-specific information, practices, protocols, and beliefs
- Invite representatives of relevant groups to offer feedback and suggestions to help solidify elements of the LIEP Plan (*e.g., parents, students, community members, non ML staff, administrators*)
- Calibrate as an ML Team (and any relevant staff in schools and at the district) around elements of the LIEP Plan to support consistent implementation
- Plan for ways to share the LIEP Plan (*What level of information do different interested parties need? Do we need different documents for ML teachers, families, other district staff, etc.?*)



## Findings

- Staff reported that the supports offered to ML students are inconsistent and frequently change
- ML staff indicated that general education teachers are not consistently using adequate visuals and/or verbal supports for ML students
- Only 54% of staff reported that they utilize peer assisted learning always or most of the time

## Opportunity 2

Consistent Use of Instructional Practices That are Proven Effective for Multilingual Learners

*MnMTSS Component 3: Multi-Layered Practices and Supports*

# Recommendations for Opportunity 2

- Anchor educators in the need to ensure access and success for MLs in grade-level core instruction
  - In many cases separate English Language Development curriculum is unnecessary
  - WIDA's 2020 Standards Framework also encourages linking language development support directly to essential content and core instruction
- Review the six broad evidence-based instructional practice (EBIP) areas highlighted in CAREI's Lit Review
  - Are EBIPs already in use that educators may not know benefit MLs? (publicity)
  - Identify areas of strength to leverage expand upon (early wins)
  - Identify additional practices that will support other strategic priorities & initiatives



## Findings

- Little to no family and community engagement beyond family conferences and district newsletter communication
- Staff reported that the language of the newsletter is wordy and sent out electronically which raises concerns regarding accessibility (e.g. accuracy of auto-translation, access to technology)

## Opportunity 3

Improve Communication  
and Engagement with  
Families & Caregivers

*MnMTSS Component 2: Family  
and Community Engagement*

# Recommendations for Opportunity 3

- Determine whether family engagement differs between ML and non-ML families
- Gather additional information from families of MLs to gain clarity on what would be most beneficial to them
  - Provide information about what Austin considers effective family engagement (*Transparency about how other families are involved/included and Austin's values around family engagement help families to identify gaps*)
  - Best ways to receive information (*app, phone, email, US mail, papers sent home, etc.*)
  - Ways to support true partnership & collaboration (*not simply one-way communication*)
  - What barriers to full, timely, equitable inclusion/access can be addressed?
  - What do you hope to understand better in terms of US school/Austin expectations and how your student is doing in school?

## Findings

- 31% of staff never or rarely build connections between concepts in the students native language and in English
- Data from both staff and family focus groups further supported this notion by suggesting that this is an area of improvement for the district
- Research indicates a culturally and linguistically responsive approach to assessment and data-based decision making can improve outcomes

## Opportunity 4

### Infusing Culturally and Linguistically Responsive Practices

*MnMTSS Component 3: Multi-Layered Practices and Supports*

# Recommendations for Opportunity 4

- Define and calibrating around what it means to adopt a culturally and linguistically responsive stance in Austin Public Schools
- Provide ongoing professional development to support staff members in embodying a culturally and linguistically responsive stance. Example topics:
  - Understanding & honoring the cultural backgrounds of students and families in APS
  - Leveraging similarities and valuing the uniqueness between English and the languages of APS students' homes and hearts
  - Unpacking biases, understanding microaggressions
  - Translanguaging research and practices
  - Ensuring a safe, supportive, affirming environment, and effectively responding to actions or words that do not align with those values
  - Culturally and linguistically responsive assessment practices

## Findings

- 2023-2024 ML enrollment in Austin Public Schools is 23%. This is higher than the statewide ML enrollment of 9.7%
- Federal and state legislation requires districts to regularly review EL programs for effectiveness and make improvements. APS has not engaged in regular EL program review.

## Opportunity 5

Regular Evaluation  
of EL Programming as  
Part of a Continuous  
Improvement Process

*MnMTSS Components 3 & 4:  
Assessment and Data-Based Decision  
Making*

# Recommendations for Opportunity 5

- Build annual EL program review into the school calendar
- Gather and disaggregate data in ways that allow for meaningful evaluation of ML programming and improvement efforts
  - **Fidelity of Program Implementation**  
e.g., Are procedures being followed as defined? On time? Is there consistency across school sites? Are the programs and models in use as described? Do students receive services as frequently as they should? Is staffing adequate to effectively implement defined programs? Are families and educators receiving essential information in a timely manner?
  - **Annual & Longitudinal Student Growth & Outcomes**  
e.g., compare ML to non-ML outcomes and rates of progress, exit rates, consider success and needs relative to subgroups of MLs. Are we scaffolding-up rather than differentiating-down to ensure students are successful with grade-level content and instruction?
  - **Representation and Inclusion of MLs**  
e.g., Are MLs over or under-represented within special education, gifted programming, suspensions, behavior referrals, extra curricular activities, etc.? Are students participating in core instruction?

## Findings

- There was little to no professional development around MLs and how to support them
- 53% of staff surveyed (n=118) disagreed that ML professional development opportunities are available in the district

## Opportunity 6

Provide Ongoing  
Professional  
Development

*MnMTSS Component 3: Multi-Layered  
Practices & Supports*

# Recommendations for Opportunity 6

- Identify priorities for professional development based on existing initiatives, strategic priorities, and what data reveal as areas of need
- Braid professional development related to MLs into existing APS initiatives
  - e.g., Act 20 PD can be explicit about effective literacy supports and practices for multilingual learners, PD on new curriculum can explicitly support teachers in finding and thoughtfully using ML supports
  - Make sure PD is specific (*not just, “this works for MLs too” - be clear about why it is important and what considerations educators should keep in mind for MLs*)
  - Make sure PD is ongoing and support is provided to ensure implementation takes root
  - Be intentional about identifying not only what to **start** incorporating to support MLs, but also what staff can **stop** doing
  - Remember that PD goes beyond instructional practices to include how to communicate effectively with newcomer students, ML families, and so much more

# Next Steps

## CAREI supported next steps under the Professional Practice Partnership

- Prioritize recommendations to identify a high-leverage area of focus that supports current strategic priorities
- Develop an action plan with the prioritized recommendations





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## **GRADUATION REQUIREMENTS**

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

### **I. PURPOSE**

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

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

The policy of the school district is that all students entering grade 8 in the 2012-2013 school year and later must demonstrate, as determined by the school district, their satisfactory completion of the credit requirements and their understanding of academic standards. The school district must adopt graduation requirements that meet or exceed state graduation requirements established in law or rule.

### **III. DEFINITIONS**

- A. “Credit” means a student’s successful completion of an academic year of study or a student’s mastery of the applicable subject matter, as determined by the school district.
- B. “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.
- C. “Individualized Education Program” or “IEP” means a written statement developed for a student eligible by law for special education and services.
- D. “English learner” or “EL” student means an individual whose first language is not English and whose test performance may be negatively impacted by lack of English language proficiency.
- E. “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. DISTRICT ASSESSMENT COORDINATOR**

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

**V. GRADUATION ASSESSMENT REQUIREMENTS**

For students enrolled in grade 8 in the 2012-2013 school year and later, 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**

- A. All students must fulfill graduation assessment requirements as established by Minnesota Statute 120B.30.
- B. A student must complete the required Minnesota Academic Standards in language arts, math, science, social studies, the arts, physical education and locally developed standards in health.
- C. Students beginning 8<sup>th</sup> grade in the 2012-2013 school year and later must successfully complete, as determined by the school district, the following high school level credits for graduation:
  - 1. Four credits of language arts sufficient to satisfy all academic standards in English language arts;
  - 2. Three credits of mathematics, including an algebra II credit or its equivalent, geometry, or its equivalent, sufficient to satisfy all of the academic standards in mathematics;
  - 3. Students in the graduation class of 2015 and beyond must complete an algebra 1 credit by the end of 8<sup>th</sup> grade sufficient to satisfy all of the 8<sup>th</sup> grade standards in mathematics;
  - 4. Students in the graduation class of 2028 and beyond must complete three credits of science including 1 credit to satisfy all 9-12 Earth Science standards, 1 credit to satisfy all life science (biology) standards and 1 credit to satisfy all 9-12 standards in chemistry or physics.
  - 5. **All students in the graduating class of 2028 and beyond must complete 3.5 ~~Four~~ credits of social studies encompassing at least 1 credit of United States history, a half credit of human geography, 1 credit of world history, a half credit of government and citizenship and a half credit of economics sufficient to satisfy all academic standards in social studies including the ethnic studies standards. A class covering the government and citizenship and economics standards must be completed during the 11<sup>th</sup> or 12<sup>th</sup> grade year. Students prior to the class of 2028 must complete four credits of social studies encompassing 1 credit of United States history, 1 credit of human geography, 1 credit of world history and a half credit each of government and citizenship and economics.**
  - 6. All students graduating in the class of 2028 and beyond must complete a **half credit of** personal finance course during the 10<sup>th</sup>, 11<sup>th</sup>, or 12<sup>th</sup> grade year in addition to the required economics course.
  - 7. One credit in the arts sufficient to satisfy all of the state academic standards in the arts; and

8. One credit of physical education and one-half credit of health; and
9. A minimum of seven elective credits.

D. Credit equivalencies

1. A one-half credit of economics taught in a school's ~~agriculture~~ agricultural, food, and natural resources education or business education program or department may fulfill a one-half credit in social studies under Paragraph C5., 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 C4., 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 C4., 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 C4, above.
3. A career and technical education credit may fulfill a mathematics or arts credit requirement under Paragraph C2 or Paragraph C6., above.
4. A computer science credit may fulfill a mathematics credit requirement under Paragraph C2, 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 C2. or Paragraph C4., above, if the credit meets the state academic standards in mathematics or science.
6. An ethnic studies course may fulfill a social studies, language arts, arts, math, or science credit if the course meets the applicable state academic standards. An ethnic studies course may fulfill an elective credit if the course meets applicable local standards or other requirements.

**[Note: Starting in the 2026-27 school year, a high school must offer an ethnic studies course; in elementary and middle schools by the 2027-28 school year.]**

- E. Students in the graduating class of 2027 and later must successfully complete, as determined by the school district, the requirements of the Packer Profile in addition to completing all necessary credit 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 an annual basis.\* A school district must use the current world languages standards developed by the American Council on the Teaching of Foreign Languages.

\* Reviews are required to be conducted on a periodic basis. Therefore, this time period may be changed to accommodate individual school district needs.

- C. All students must satisfactorily complete the following required Graduation Standards in accordance with the standards developed by the Minnesota Department of Education (MDE):
1. Minnesota Academic Standards, English Language Arts K-12;
  2. Minnesota Academic Standards, Mathematics K-12;
  3. Minnesota Academic Standards, Science K-12;
  4. Minnesota Academic Standards, Social Studies K-12; and
  5. Minnesota Academic Standards, Physical Education K-12.

- ~~D.~~ 6. Minnesota Academic Standards, Arts K-12

- ~~E.D.~~ 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 Minn. Stat. § 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.02 (Educational Expectations for Minnesota's Students)  
Minn. Stat. § 120B.018 (Definitions)  
Minn. Stat. § 120B.021 (Required Academic Standards)  
Minn. Stat. § 120B.023 (Benchmarks)  
Minn. Stat. § 120B.024 (Graduation Requirements; Course Credits)  
Minn. Stat. § 120B.07 (Early Graduation)  
Minn. Stat. § 120B.11 (School District Process)  
Minn. Stat. § 120B.125 (Planning for Students' Successful Transition to Postsecondary Education and Employment; Involuntary Career Tracking Prohibited)  
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 Parts 3501.0800-3501.0815 (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)

Policy Adopted: 07/28/14  
Policy Revised: 12/12/16  
Policy Updated: 8/9/21

Policy Revised: 7/11/22  
Policy Revised: 7/10/23  
Policy Revised: 12/11/23

## Social Studies Course Scope and Sequence

### Beginning Class of 2028 and Beyond

[2021 Minnesota K12 Academic Standards in Social Studies FINAL \(1\).pdf](#)

<b>9th Grade</b>	World History or AP World History	(1 year, 2 semesters)
<b>10<sup>th</sup> Grade</b>	Human Geography or AP Human Geography	(1/2-year, 1 semester)
<b>11<sup>th</sup> Grade</b>	United States History or RCC United States History PSEO History	(1 year, 2 semesters) (must meet grad requirements)
<b>12<sup>th</sup> Grade</b>	Government or RCC Government Economics or RCC Economics PSEO Government and Economics	(1/2-year, 1 semester) (1/2-year, 1 semester) (must meet grad requirements)
<b>10<sup>th</sup> -12<sup>th</sup> Grade</b>	Personal Finance PSEO Personal Finance	(1/2-year, 1 semester) (must meet grad requirements)
<i>(Offered grades 10-12 recommend that the course be taken in the student's 11<sup>th</sup> or 12<sup>th</sup> grade year.)</i>		
<b>Elective Options</b>	Criminal Justice Current Events Psychology Sociology The World at War	(1/2-year, 1 semester) (1/2-year, 1 semester) (1/2-year, 1 semester) (1/2-year, 1 semester) (1/2-year, 1 semester)

#### Rationale and Implication for Changes

- Government
  - Students must take a citizenship/government course in 11<sup>th</sup> or 12 grade [Sec. 120B.024 MN Statutes](#)
  - No change to our current practice
- Personal Finance
  - Students who enter ninth grade in 2024-25 will be required to take a personal finance course in 10<sup>th</sup>, 11<sup>th</sup>, or 12<sup>th</sup> grade. [Sec. 120B.024 MN Statutes](#)
  - Austin Public Schools recommends that students take the course in their 11<sup>th</sup> or 12<sup>th</sup> grade year.
  - This course requirement is separate from the required 3.5 credits in social studies required by the state. Students will earn a half credit toward the 24 credits required by APS to graduate.
- Human Geography
  - The 1.0 credit requirement set by APS for Human Geography will be reduced to a half credit requirement or 1 semester course.
  - The number of standards and benchmarks in the course (5 standards, 20 benchmarks) aligns to a half-year course. (ex. Government 6 standards, 29 benchmarks or US History, 5 standards, 42 benchmarks). These standard and benchmark numbers exclude the ethnic studies standards and benchmarks that will be embedded into course appropriate content. (3 standards/12 benchmarks)
  - By reducing the Human Geography requirement to a half credit and with the additional of the .5 credit of Personal Finance, the number of credits (24) to graduate from Austin High School will remain the same.



## **GRADING AND REPORTING UPDATES**

### **FOR THE 2024-2025 SCHOOL YEAR**

The following grading practices in APS are a culmination of the district grading and reporting committee work from the 22-23 and 23-24 school years. This work consisted of a review of the current context, 5-12 staff surveys in 22-23, and collaboration in professional learning by the student and staff grading and reporting committees in 23-24.

These grading practices apply to students in grades 5-12.

#### **PARAMETERS FOR STUDENT GRADES**

Teachers will utilize the following parameters for grading and reporting for students. School leadership teams will develop procedures for staff to follow in implementing these parameters. The procedures will be shared with staff, students and families at the beginning of the school year.

#### **GRADED CATEGORIES**

##### **Summative & Performance Assessments:**

In Austin Public Schools, Summative & Performance Assessments are defined as the evaluation aligned to standards or benchmarks that takes place after the learning has been completed. Examples of Summative & Performance Assessments include chapter or unit tests, final tests, final projects, final papers, final performances.

Student performance on Summative & Performance Assessments will count for the following % of the student's grade.

- IJ Holton: 60%
- Ellis Middle School: 70%
- Austin High School: 70%

##### **Practice Work & Formative Evidence:**

In Austin Public Schools, Practice Work & Formative Evidence is defined as student learning and practice work that is used by teachers and students to inform, respond, and adjust learning experiences to enhance learning and understanding. Examples of Practice Work & Formative Evidence include quizzes, observations, exit tickets, practice problems, written responses, and learning activities.

Student performance and engagement with Practice Work & Formative Evidence will count for % of the student grade.

- IJ Holton: 40%
- Ellis Middle School: 30%
- Austin High School: 30%

# SUMMARY OF THE GRADED CATEGORY CHANGES FOR 2024-2025

## CURRENT SYSTEM

## CHANGES FOR 2024-2025

**Ellis Middle School & IJ Holton:** Assessments  
**AHS:** Knowledge Assessments & Performance Tasks

- IJ Holton: 85%
- Ellis Middle School: 90%
- Austin High School: 90%

**Ellis Middle School & IJ Holton:** Practice  
**AHS:** Practice & Progress Checks

- IJ Holton: 15%
- Ellis Middle School: 10%
- Austin High School: 10%

**AHS / Ellis / IJ Holton:**  
Summative & Performance Assessments

- IJ Holton: 60%
- Ellis Middle School: 70%
- Austin High School: 70%

**AHS / Ellis / IJ Holton:**  
Practice Work & Formative Evidence

- IJ Holton: 40%
- Ellis Middle School: 30%
- Austin High School: 30%

## NON-GRADED PARAMETERS

### Student Participation:

In Austin Public Schools, student participation is defined as students actively engaged in their learning by listening, speaking, reading, and writing to support their comprehension of the learning targets. Teachers will provide small group activities, performances, discussions, and presentations that create opportunities for students to work on the skills imperative to the learning process.

### Reassessments:

In Austin Public Schools, reassessment is another opportunity for students to learn and demonstrate their knowledge. Reassessments will be provided to students and are a component of the Summative & Performance Assessments category. When Practice Work & Formative Evidence assignments are completed prior to the original summative assessment, student wanting to reassess will work with the teacher to do additional learning to prepare for the reassessment. Teachers have the option to give students flexibility if there are extenuating circumstances.





**DATE:** 05/28/2024

**TITLE:** Draft Review of the 2024-2025 Revised Budget

**TYPE:** ~~OBJ~~ Discussion Item

**PRESENTER:** Todd Lechtenberg, Executive Director of Finance and Operations

**BACKGROUND:**

Minnesota Statute 123B.77 Accounting, Budgeting, and Reporting Requirement provides guidance for the adoption of School District budgets each year. Statute 123B.77 subdivision 4 notes budget approval is required before July 1 of each year. This statute also provides for the necessity for budget amendments prior to the end of each fiscal year.

**RATIONALE:**

The [2024-2025 Preliminary Budget](#) was prepared in accordance with school board decisions. During this meeting we want to provide updates on the following items:

- 1) Projected Enrollment
- 2) Insurance Impact
- 3) ESSER (Elementary and Secondary School Emergency Relief) Funds Impact

School board policy 714 requires that the district maintain an unassigned operating fund balance of 8.33% which equates to one month's expenditures. The budget that will be presented in June will meet this policy.

**RECOMMENDATION:**

To approve 2024-2025 Adopted Budget at the June 24th board meeting.



# Austin Public Schools 2024-2025 Preliminary Budget Review

5.28.2024

## OUR MISSION

*(Our Core Purpose)*

INSPIRE. EMPOWER. ACCELERATE.

## OUR VISION

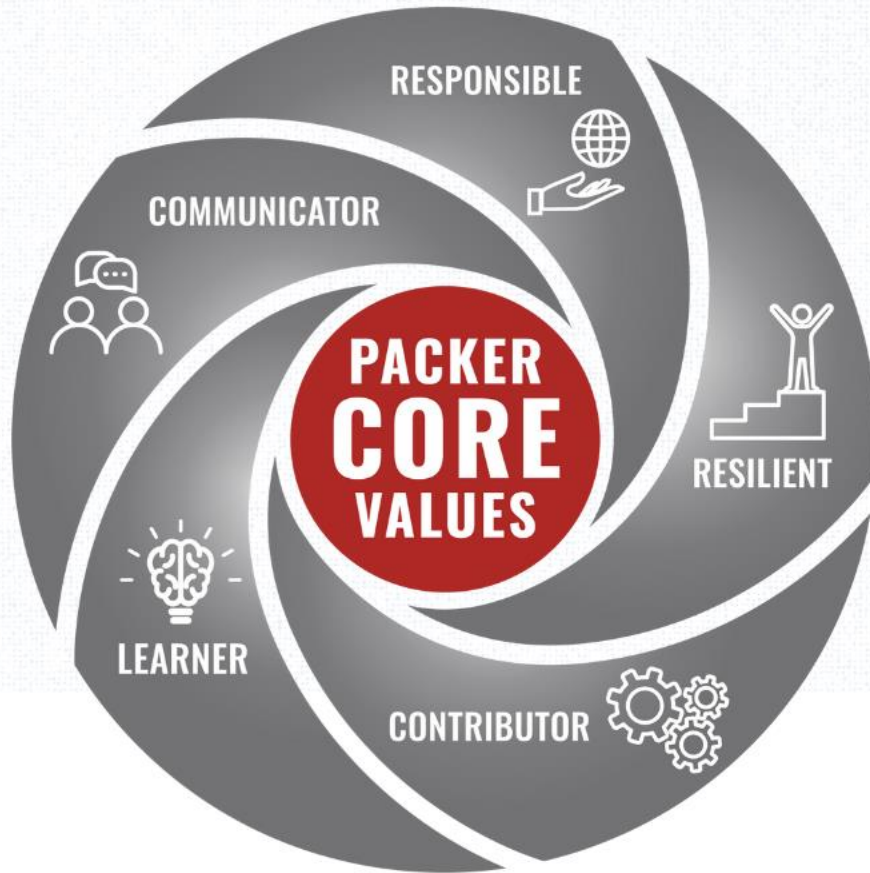
*(What We Intend to Create)*

PREPARING ALL LEARNERS TO MAKE A  
DIFFERENCE IN THE WORLD.

## OUR STRATEGIC PRIORITIES

*(Drivers of Our Continuous Improvement)*

1. Support and resources to ensure a safe and welcoming learning environment
2. Packer Profile for all learners
3. District-wide multi-tiered systems of support for all learners
4. Excellence in resource management



## OUR CORE VALUES

*(Drivers of Our Words and Actions)*

- **Responsible:** Demonstrates accountability to self and others
- **Resilient:** Develops perseverance and self-confidence
- **Learner:** Challenges self to think critically
- **Communicator:** Listens actively and shares learning and experiences
- **Contributor:** Engages as a productive member of the community and global society

# Preliminary Enrollment

	<i>2024-2025 "Staffing" Projected</i>	<i>8/26/2024 Actual</i>	<i>Difference</i>	<i>Budget</i>
Gr.KG	346		TBD	346
Gr.01	361		TBD	361
Gr.02	351		TBD	350
Gr.03	381		TBD	380
Gr.04	364		TBD	364
Gr.05	389		TBD	391
Gr.06	326		TBD	328
Gr.07	379		TBD	377
Gr.08	376		TBD	373
Gr.09	395		TBD	390
Gr.10	399		TBD	388
Gr.11	460		TBD	440
Gr.12	400		TBD	370
<b>Total:</b>	<b>4927</b>	<b>0</b>	<b>0</b>	<b>4858</b>

*\*Projection based on 04/29/2024 Scenario*

# Insurance Impact

- FY25 School Year
  - Insurance rates are increasing by 24%
    - Impact to fund balance (\$1,048,000)
- FY26 School year
  - Projected to increase double digits
- Why are we seeing this increase
  - Rising healthcare cost
  - Increasing claims
  - Market Tend
- Fund Balance
  - Need to maintain a healthy fund balance in our health insurance fund

# FY25 Budget Notes

- Budget will be a balanced budget and within the board targeted fund balance policy
  - Health Insurance Premiums increasing
    - 24% increase (estimated at \$1.05 million)
  - No more ESSER Funds
    - Impact of \$1.99 million

# Next steps

- Next Steps
  - Finance Committee deep dive on June 5th
  - Board hears draft presentation on June 10th
  - Board approves Final Budget on June 24th



**AUSTIN PUBLIC SCHOOLS**

INSPIRE • EMPOWER • ACCELERATE

# SPONSORSHIP GUIDE

2023-2024





## WHO WE ARE

As Superintendent of Austin Public Schools, I feel privileged to help lead one of the finest school districts in Minnesota. Here in Austin, we pride ourselves on our commitment to student excellence, whether that be in the classroom, on the stage, or at the the athletic field.

We put student needs above all else and we have four strategic priorities which help guide us:

1. Support and resources to ensure a safe and welcoming learning environment.
2. Packer Profile for all learners.
3. District-wide multi-tiered systems of support for all learners.
4. Excellence in resource management.

As we move forward into the 2023-2024 school year (and beyond), we are working to ensure student success. At Austin Public Schools we are invested in every one of our students, and we would like to invite you to consider joining us in that investment.

## DISTRICT MISSION

To inspire, empower, and accelerate our students.

## DISTRICT VISION

At Austin Public Schools, we are preparing all learners to make a difference in the world.



*Joey Page*

Dr. Joey Page, Superintendent

## Why Sponsorships?

### PURPOSE

The purpose of this guide is to provide information regarding the sponsorship opportunities within the Austin Public Schools and the process by which those opportunities can be taken advantage of by interested parties. These sponsorship opportunities are a way for businesses to gain exposure in the community, for individuals to dedicate a specific venue that holds a special place for them, or even an organization to assist the district in achieving its academic goals. There are many varied and valuable opportunities contained within this guide, however, these are not the only options available. If you have a sponsorship idea outside of those contained within this guide, please feel free to complete the enclosed application and make a proposal of your own.

### CONTENTS

Within this guide you will find the following sections:

- Board Policy 905 - Advertising
- Process
- Sponsorship Opportunities: Academic
- Sponsorship Opportunities: Athletics
- Sponsorship Opportunities: The Arts
- Sponsorship Opportunities: Other
- Application
- Sample Agreement

Please note the fees listed for each item are suggestions only and may be modified by the applicant and/or APS. Also, please note that not all opportunities are listed within this guide. Applicants are encouraged to create alternate sponsorships as well.

### CONTACT

For more information or if you have questions regarding Austin Public Schools sponsorships, contact:

**Andrew Adams, Executive Director of Finance and Operations**

401 3rd Ave NW

Austin, MN 55912

andrew.adams@austin.k12.mn.us

507-460-1913

### PUBLIC RECORDS

Please note that all documents, email correspondence, etc., related to any sponsorship proposal or agreement are public records and available to anyone that may inquire under the State of Minnesota Open Records Law.

# School Board Policy

## I. PURPOSE

The purpose of this policy is to provide guidelines for the advertising or promoting of products or services to students and parents in the schools.

## II. GENERAL STATEMENT OF POLICY

The school district's policy is that the name, facilities, staff, students, or any part of the school district shall not be used for advertising or promoting the interests of a commercial or nonprofit agency or organization except as set forth below.

## III. ADVERTISING GUIDELINES

- School publications, including publications such as programs and calendars, may accept and publish paid advertising provided they receive advance approval from the appropriate administrator. In no instance shall publications accept advertising or advertising images for alcohol, tobacco, drugs, drug paraphernalia, weapons, or obscene, pornographic, or illegal materials. Advertisements may be rejected by the school district if determined to be inconsistent with the educational objectives of the school district or inappropriate for inclusion in the publication. For example, advertisements may be rejected if determined to be false, misleading, or deceptive, or if they relate to an illegal activity or antisocial behavior. The faculty advisor is responsible for screening all such advertising for appropriateness, including compliance with the school district policy prohibiting sexual, racial, and religious harassment.
- The school board may approve advertising in school district facilities or on school district property. Any approval will state precisely where such advertising may be placed. The restrictions listed in Section A above will apply. Advertising will not be allowed outside the specific area approved by the school board. Specific advertising must be approved by the superintendent or designee. In no instance will an advertising device be erected or maintained within 100 feet of a school that is visible to and primarily intended to advertise and inform or to attract or which does attract the attention of operators and occupants of motor vehicles.
- Donations which include or carry advertisements must be approved by the school board.
- The school district or a school may acknowledge a donation it has received from an organization by displaying a "donated by," "sponsored in part by," or a similar by-line with the organization's name and/or symbol on the item. Examples include activity programs or yearbooks.
- Nonprofit entities and organizations may be allowed to use the school district name, students, or facilities for purposes of advertising or promotion if the purpose is determined to be educationally related and prior approval is obtained from the school board. Advertising will be limited to the specific event or purpose approved by the school board.
- Contracts for computers or related equipment or services that require advertising to be disseminated to students will not be entered into or permitted unless done pursuant to and in accordance with state law.
- The inclusion of advertisements in school district publications, in school district facilities, or on school district property does not constitute approval and/or endorsement of any product, service, organization, or activity. Approved advertisements will not imply or declare such approval or endorsement.

## IV. ACCOUNTING

Advertising revenues must be accounted for and reported in compliance with UFARS. A periodic report shall be made to the school board by the superintendent regarding the scope and amount of such revenues.

### Legal References:

- Minn. Stat. § 123B.93 (Advertising on School Buses)
- Minn. Stat. § 125B.022 (Contracts for Computers or Related Equipment or Service)
- Minn. Stat. § 173.08 (Excluded Road Advertising Devices)

### Cross References:

- MSBA/MASA Model Policy 421 (Gifts to Employees and School Board Members)
- MSBA/MASA Model Policy 702 (Accounting)

### GETTING STARTED

1. The applicant shall choose a package that meets their needs, or may make a proposal for a sponsorship that better suits their desires. The funds associated with the package may be designated by the applicant as “Reserved” or “Unreserved” as follows:

- Reserved - Applicant desires that the funds from the sponsorship be used only for the program or venue associated with the sponsorship.
- Unreserved - Applicant has no desire to designate how the funds from the sponsorship be used. These funds would then be distributed for projects or programs throughout the district as needed as determined by district officials.

2. The applicant shall complete the application and submit it to the Executive Director of Finance and Operations. A copy of the advertisement, logo or sample marketing materials must be submitted along with the application to be considered. The Executive Director of Finance and Operations shall note on the application the date and time received.

3. The applicant shall meet with the Executive Director of Finance and Operations and/or other pertinent district staff prior to gain a better understanding of the sponsor’s proposal and intentions.

4. Per School Board Policy, contracts for a duration of greater than 24 months and sponsorships in an amount greater than \$10,000 shall be submitted to the Board for approval.

5. Once the application has been reviewed and accepted, the applicant will be contacted to execute the agreement, to pay all deposits or fees due, and to provide any other materials or information that may be needed by the district to implement the sponsorship.

6. Once the agreement has been executed and all the fees have been received, the district will begin the process of implementing the agreed upon sponsorship.





**ATHLETIC OPPORTUNITIES**



# Athletic Sponsorship / Naming Rights Opportunities

## WESCOTT ATHLETIC COMPLEX

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### ART HASS SCOREBOARD (LIMITED TO 4)

**Fee:** \$12,500 (\$2,500/year)

- Sponsor logo and name added to scoreboard
- Five (5) year agreement with first right of refusal at renewal time
- Two Packer Activity passes for entry to regular season contests and activities
- Website presence with logo, link, and/or information

### LARRY GILBERTSON SCOREBOARD (LIMITED TO 4)

**Fee:** \$12,500 (\$2,500/year)

- Sponsor logo and name added to scoreboard
- Five (5) year agreement with first right of refusal at renewal time
- Two Packer Activity passes for entry to regular season contests and activities
- Website presence with logo, link, and/or information

### FENCE BANNERS

**Fee:** \$2,500 (\$500/year)

- Sponsor banner (6'x3') hung on fencing at Wescott. Location may change throughout year.
- Five (5) year agreement with first right of refusal at renewal time
- Two Packer Activity passes for entry to regular season contests and activities
- Website presence with logo, link, and/or information

## PACKER GYM

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### SCOREBOARD SPONSORSHIP (LIMITED TO 6)

**Fee:** \$12,500 (\$2,500/year)

- Sponsor logo and name added to scoreboard
- Five (5) year agreement with first right of refusal at renewal time
- Two Packer Activity passes for entry to regular season contests and activities
- Website presence with logo, link, and/or information

## OVE BERVEN GYM

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### SCOREBOARD SPONSORSHIP (LIMITED TO 6)

**Fee:** \$12,500 (\$2,500/year)

- Sponsor logo and name added to scoreboard
- Five (5) year agreement with first right of refusal at renewal time
- Two Packer Activity passes for entry to regular season contests and activities
- Website presence with logo, link, and/or information

## GAME/MATCH ANNOUNCEMENT SPONSORSHIPS

**Fee:** \$1,000 (\$200/year)

- Sponsor mentioned during in-game announcing
- Five (5) year agreement with first right of refusal at renewal time
- Two Packer Activity passes for entry to regular season contests and activities
- Website presence with logo, link, and/or information

## HASTINGS GYM

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### SCOREBOARD SPONSORSHIP (LIMITED TO 4)

**Fee:** \$12,500 (\$2,500/year)

- Sponsor logo and name added to scoreboard
- Five (5) year agreement with first right of refusal at renewal time
- Two Packer Activity passes for entry to regular season contests and activities
- Website presence with logo, link, and/or information

### WALL BANNERS

**Fee:** \$2,500 (\$500/year)

- Sponsor banner (6'x3') hung on wall in gym. Location may change throughout year.
- Five (5) year agreement with first right of refusal at renewal time
- Two Packer Activity passes for entry to regular season contests and activities
- Website presence with logo, link, and/or information

## BUD HIGGINS POOL

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### SCOREBOARD SPONSORSHIP (LIMITED TO 2)

**Fee:** \$12,500 (\$2,500/year)

- Sponsor logo and name added to scoreboard
- Five (5) year agreement with first right of refusal at renewal time
- Two Packer Activity passes for entry to regular season contests and activities
- Website presence with logo, link, and/or information

### WALL BANNERS

**Fee:** \$2,500 (\$500/year)

- Sponsor banner (6'x3') hung on wall in gym. Location may change throughout year.
- Five (5) year agreement with first right of refusal at renewal time
- Two Packer Activity passes for entry to regular season contests and activities
- Website presence with logo, link, and/or information

# ACADEMIC OPPORTUNITIES



# Academic Sponsorship / Naming Rights Opportunities

## IJ HOLTON INTERMEDIATE SCHOOL

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### IJ HOLTON LIBRARY

**Fee:** \$25,000

- Venue named after sponsor
- Five (5) year agreement with first right of refusal at renewal time
- Sponsor logo and name signage at center's entrance
- Website presence with logo, link and /or information posted regarding specific program

### IJ HOLTON MAKERSPACE

**Fee:** \$10,000

- Venue named after sponsor
- Plaque / signage located inside / outside room recognizing sponsorship
- Five (5) year agreement with first right of refusal at renewal time
- Website presence with logo, link and /or information posted regarding specific program

### IJ HOLTON FTLA

**Fee:** \$25,000

- FTLA named after the sponsor
- Plaque / signage located in FTLA indicating the sponsorship
- Five (5) year agreement with first right of refusal at renewal time

### IJ HOLTON CLASSROOM

**Fee:** \$2,000

- Venue named after sponsor
- Five (5) year agreement with first right of refusal at renewal time
- Sponsor logo and name signage at room's entrance
- Website presence with logo, link and /or information posted regarding specific program

### IJ HOLTON CAFETERIA

**Fee:** \$10,000

- Venue named after sponsor
- Five (5) year agreement with first right of refusal at renewal time
- Plaque / signage located in FTLA indicating the sponsorship
- Website presence with logo, link and /or information posted regarding specific program

## ELLIS MIDDLE SCHOOL

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### ELLIS LIBRARY

**Fee:** \$25,000

- Venue named after sponsor
- Five (5) year agreement with first right of refusal at renewal time
- Sponsor logo and name signage at center's entrance
- Website presence with logo, link and /or information posted regarding specific program

### ELLIS COMMONS

**Fee:** \$10,000

- Venue named after sponsor
- Plaque / signage located inside / outside room recognizing sponsorship
- Five (5) year agreement with first right of refusal at renewal time
- Website presence with logo, link and /or information posted regarding specific program

### ELLIS FTLA

**Fee:** \$25,000

- FTLA named after the sponsor
- Plaque / signage located in FTLA indicating the sponsorship
- Five (5) year agreement with first right of refusal at renewal time

### ELLIS CLASSROOM

**Fee:** \$2,000

- Venue named after sponsor
- Five (5) year agreement with first right of refusal at renewal time
- Sponsor logo and name signage at room's entrance
- Website presence with logo, link and /or information posted regarding specific program

### ELLIS CAFETERIA

**Fee:** \$10,000

- Venue named after sponsor
- Five (5) year agreement with first right of refusal at renewal time
- Plaque / signage located in FTLA indicating the sponsorship
- Website presence with logo, link and /or information posted regarding specific program

# Academic Sponsorship / Naming Rights Opportunities

## AUSTIN HIGH SCHOOL

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### AHS LIBRARY

**Fee:** \$25,000

- Venue named after sponsor
- Five (5) year agreement with first right of refusal at renewal time
- Sponsor logo and name signage at center's entrance
- Website presence with logo, link and /or information posted regarding specific program

### AHS MAKERSPACE

**Fee:** \$10,000

- Venue named after sponsor
- Plaque / signage located inside / outside room recognizing sponsorship
- Five (5) year agreement with first right of refusal at renewal time
- Website presence with logo, link and /or information posted regarding specific program

### AHS COMMONS

**Fee:** \$25,000

- FTLA named after the sponsor
- Plaque / signage located in FTLA indicating the sponsorship
- Five (5) year agreement with first right of refusal at renewal time

### AHS CLASSROOM

**Fee:** \$2,000

- Venue named after sponsor
- Five (5) year agreement with first right of refusal at renewal time
- Sponsor logo and name signage at room's entrance
- Website presence with logo, link and /or information posted regarding specific program

### AHS CAFETERIA

**Fee:** \$10,000

- Venue named after sponsor
- Five (5) year agreement with first right of refusal at renewal time
- Plaque / signage located in FTLA indicating the sponsorship
- Website presence with logo, link and /or information posted regarding specific program

## ELEMENTARY SCHOOLS

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### ELEMENTARY GYM

**Fee:** \$25,000

- Venue named after sponsor
- Five (5) year agreement with first right of refusal at renewal time
- Sponsor logo and name signage at center's entrance
- Website presence with logo, link and /or information posted regarding specific program

### ELEMENTARY LIBRARY

**Fee:** \$10,000

- Venue named after sponsor
- Plaque / signage located inside / outside room recognizing sponsorship
- Five (5) year agreement with first right of refusal at renewal time
- Website presence with logo, link and /or information posted regarding specific program

### ELEMENTARY PLAYGROUND

**Fee:** \$25,000

- FTLA named after the sponsor
- Plaque / signage located in FTLA indicating the sponsorship
- Five (5) year agreement with first right of refusal at renewal time

### ELEMENTARY CLASSROOM

**Fee:** \$2,000

- Venue named after sponsor
- Five (5) year agreement with first right of refusal at renewal time
- Sponsor logo and name signage at room's entrance
- Website presence with logo, link and /or information posted regarding specific program

### ELEMENTARY CAFETERIA

**Fee:** \$10,000

- Venue named after sponsor
- Five (5) year agreement with first right of refusal at renewal time
- Plaque / signage located in FTLA indicating the sponsorship
- Website presence with logo, link and /or information posted regarding specific program



## ARTS OPPORTUNITIES



# Arts Sponsorship / Naming Rights Opportunities

## IJ HOLTON INTERMEDIATE SCHOOL

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### IJ HOLTON LIBRARY

**Fee:** \$25,000

- Venue named after sponsor
- Five (5) year agreement with first right of refusal at renewal time
- Sponsor logo and name signage at center's entrance
- Website presence with logo, link and /or information posted regarding specific program

### IJ HOLTON MAKERSPACE

**Fee:** \$10,000

- Venue named after sponsor
- Plaque / signage located inside / outside room recognizing sponsorship
- Five (5) year agreement with first right of refusal at renewal time
- Website presence with logo, link and /or information posted regarding specific program

### IJ HOLTON FTLA

**Fee:** \$25,000

- FTLA named after the sponsor
- Plaque / signage located in FTLA indicating the sponsorship
- Five (5) year agreement with first right of refusal at renewal time

### IJ HOLTON CLASSROOM

**Fee:** \$2,000

- Venue named after sponsor
- Five (5) year agreement with first right of refusal at renewal time
- Sponsor logo and name signage at room's entrance
- Website presence with logo, link and /or information posted regarding specific program

### IJ HOLTON CAFETERIA

**Fee:** \$10,000

- Venue named after sponsor
- Five (5) year agreement with first right of refusal at renewal time
- Plaque / signage located in FTLA indicating the sponsorship
- Website presence with logo, link and /or information posted regarding specific program

## ELLIS MIDDLE SCHOOL

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### ELLIS LIBRARY

**Fee:** \$25,000

- Venue named after sponsor
- Five (5) year agreement with first right of refusal at renewal time
- Sponsor logo and name signage at center's entrance
- Website presence with logo, link and /or information posted regarding specific program

### ELLIS COMMONS

**Fee:** \$10,000

- Venue named after sponsor
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- Five (5) year agreement with first right of refusal at renewal time
- Website presence with logo, link and /or information posted regarding specific program

### ELLIS FTLA

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- Plaque / signage located in FTLA indicating the sponsorship
- Five (5) year agreement with first right of refusal at renewal time

### ELLIS CLASSROOM

**Fee:** \$2,000

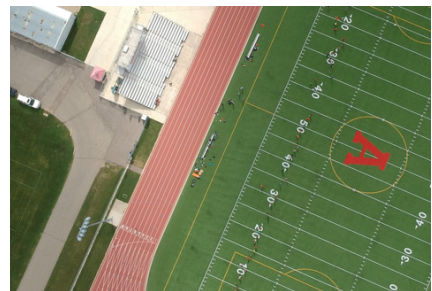
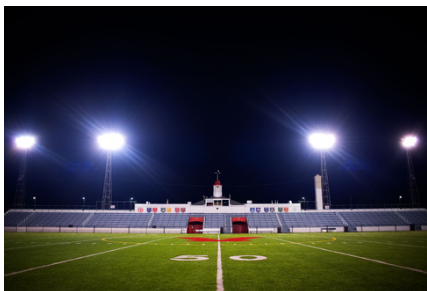
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# OTHER OPPORTUNITIES



## Other Sponsorship / Naming Rights Opportunities

### IJ HOLTON INTERMEDIATE SCHOOL

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#### IJ HOLTON LIBRARY

**Fee:** \$25,000

- Venue named after sponsor
- Five (5) year agreement with first right of refusal at renewal time
- Sponsor logo and name signage at center's entrance
- Website presence with logo, link and /or information posted regarding specific program

#### IJ HOLTON MAKERSPACE

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- Website presence with logo, link and /or information posted regarding specific program

### ELLIS MIDDLE SCHOOL

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