

ISD #314  
Isanti, Pine, Chisago,  
& Kanabec Counties  
Braham, MN 55006

AGENDA  
REGULAR SCHOOL BOARD MEETING  
Monday, September 18, 2017  
7:00 pm – BAHS Community Room

1. Regular meeting called to order by Chair. Pledge of Allegiance.
2. Adopt Agenda.
3. Consent Agenda:
  - a. Approve the minutes of the August 21st Regular School Board meeting.
  - b. Approve the August additional and September bills.
  - c. Review and accept the September Treasurer's report.
  - d. Personnel
  - e. Enrollment
4. Acknowledgement of Donations or Contributions
5. Open Forum.
6. Presentation by PLC Leadership Team.
7. Review Elementary Principal's report.
8. Review High School Principal - Activities Director report
9. Review Community Ed report.
10. Superintendent's Report.
11. Acknowledge Braham "HONORS" Recipients.
12. Review Student Council Representative's report.
13. School Board members' reports/updates.
14. Consider proposed property tax levy for the 2017 Payable 2018.
15. Announcement of Truth-in-Taxation Public Hearing
16. Consider Resolution Appointing Election Judges for the November 7, 2017 General School Board Member Election.
17. Consider adding Braham Education Foundation to the not-for-profit groups on Policy #902.
18. Consider approval protocol regarding busing of students residing outside the district.
19. Consider authorizing calling for bids for lease agreement on school owned property (farmland) for 2018 growing season.
20. Consider approval of MOU with three SEIU Bargaining Units.
21. Consider SECOND reading of updated #506 - Student Discipline Policy. - Page 16
22. Consider FIRST reading of three MSBA policies. - Page 32
23. Consider cycle review of district policies for adoption. - Page 48
24. Reminder of the October School Board meeting.
25. Adjourn.

**1. Meeting called to order by Chair. Pledge of Allegiance.**

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Roll Call.

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**2. Adopt agenda.**

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**3. Consent Agenda:**

- a. Approve the minutes of the August 21st Regular School Board meetings.

Ind. School District No. 314  
Isanti, Pine, Chisago & Kanabec Counties  
Braham, MN 55006

Regular School Board Meeting  
Monday, August 21, 2017  
7:00 pm – BAHS Community Room

The regular school board meeting was called to order by Chair Steven Eklund at 7:00 p.m. The Pledge of Allegiance was recited.

Chair Eklund welcomed appointed school board member Robert Hughes and administered the oath of office. Mr. Hughes is appointed to fill the seat vacated by board member Robert Wyganowski who moved out of the district.

Members present: S. Eklund, M. Thompson, T. Cuda, A. Londgren, J. Paitl, R. Hughes and Supt. Gagner.  
Members absent: A. Flowers

Motion by M. Thompson, second by T. Cuda to adopt the agenda. Carried.

Motion by A. Londgren, second by R. Hughes to approve the minutes of the July 17, 2017 Regular meeting, approve the August bills \$144,704.37; and, accept the August Treasurer’s report.

The board accepted the resignations of:

- 1) **Cydney Bettendorf**, 1st grade long-term substitute teacher, declined the position.
- 2) **Julie Merchlewicz**, elementary lunchroom para, last day was May 4, 2017.
- 3) **Melodi Goble**, 1:1 special ed para, effective immediately.
- 4) **Nicole Zimpel**, special ed para, effective immediately.
- 5) **April White**, BASK Coordinator, from her afternoon BASK responsibilities effective fall 2017.

The board approved the hirings of: 1) **Drew Klemz**, as the District Technology Coordinator. His start date was August 2, 2017. 2) **Kalyn Heitkamp**, as a 1.0 FTE - 2nd grade teacher. Her start date is August 28, 2017. She will be paid at MA, Step 5. 3) **Kelly Monson**, as the ESY special education para for 24 hours total during June, July and August, 2017. She will be paid at Step 3. 4) **Ryan Ferrin**, as a 1.0 FTE HS Business teacher. His start date is August 28, 2017. He will be paid at MA, Step 5. 5) **Nicole Zimpel**, as the helper/server salad bar worker at the high

school. Her start date will be August 25, 2017. She will be paid at Step 1 of the helper/server pay scale in the food service worker's contract. 6) **Nicole Wink**, as the 1st grade long-term substitute teacher. Her start date is August 28, 2017. She will be paid at BA, Step 1. 7) **April White**, as a Title One para. This position is 27.5 hrs/wk and her start date will be August 28, 2017. She will be paid at Step 3 of the title portion of the Para/Sec contract. 8) **Lindsey Atchison**, as an EC Special Ed para. This position is 33.75 hrs/wk. Her start date is August 28, 2017. She will be paid at Step 1 of the para contract. 9) **Ryan Ferrin**, as the Head JV Football Coach. His start date was August 14, 2017. He will be paid Lane 9, Step 5 of the C-Schedule. 10) **Jay Sparling, Jonelle Klemz, Beth Stone, Mariah Olson, Lindsey Rasmussen**, as new teacher mentors and, **Andrea DeRushia and Kim Halvorson** will share responsibilities for the 2nd grade teacher.

The board approved the leave request for **Katie Blomdahl**, 1st grade teacher beginning approximately December 20, 2017 through the end of the 2017-18 school year. Carried

Motion by A. Londgren, second by J. Paitl to acknowledge the August 2017 donations for the purposes requested: for the BAES climbing wall \$3,000 from the Grandy Lions and \$100 from Robert Hughes; for the Dallas Brass Concert at BAHS \$1,500 from the Grandy Lions; and, \$75 value of school supplies from Renee Sutton. Carried.

No comments during Open Forum.

Principal Eklund reviewed his written report. He attended the Lake ECMECC conference and stated we are lucky to have Marc Johnson and John Larson so close at hand. There's something good for everyone at Lake ECMECC. He also attended A+ Education conference sessions on ESSA, MN Standards Portal, and Reading Well by 3rd Grade.

Principal/AD Kuhnke reviewed his written report. Fall practices for football, volleyball, cross country and the musical have already begun. He attended Lake ECMECC conference sessions on Google Expeditions, Tracking Student Progress and Suicide Prevention. He also attended the A+ Education conference sessions on ESSA and MN SLEDS - Obstacles and Opportunities from Education to Employment. He participated in the safety meeting with local law enforcement agencies on July 25 & 26th.

There was no Community Ed report.

Supt. Gagner reviewed his written report. Contracts have been reached with the three SEIU bargaining units. BEA negotiations are on-going. Five candidates have filed for the three open four year term seats. They are: Steven Eklund, Allison Londgren, Darrin Davis, Brad Schmitz, and Michael Wickeham. Mike Thompson filed for the two year open seat. The election will be held on November 7, 2017 from 8 a.m. to 8 p.m. in B100 (Community Room) at the high school.

Supt. Gagner congratulated the following staff, students and community members for their accomplishments as "Braham HONORS" recipients. They are: Sam Schusted, Matt Shockman, Jake Shockman, David Shockman, Benji Leaf, Barrett Nelson, John Timm, Jeff Busby, Pete Hesselroth, Jimmy Swanson, Bob Bendickson, Tony Cuda, Kevin Wrzecha, Calvin Gustafson, Adam Sundermeyer, Mike Wickeman, Drake Held, Todd Giffrow, Jereme Hall, Shaun Fiedler, Joe Heidelberger, Andrew Heidelberger, Brian Fiedler, Caleb Skiba, the Braham baseball and softball teams, Mike Thompson, Jen Lundin, Jeff Eklund, Marc Johnson, Shawn Kuhnke, Andrea DeRushia, Kim Halvorson, Katie Blomdahl, Tammi Johnson, Judy Bendickson, Becky Hesselroth, Michelle Becker, Cassie Tomczak, Sue Pearson, Eric Jones, Dave Blomdahl, Luke Becker, Britne Engelking, Jon Larson, Jemmy Gilman, Eric Baumgart, Bob Knowles, Chris Caulk, Doug Barron, Lance Olson, Brian Smith, and Dylan Vangorden.

School board members attended various events including: Negotiations, Community Ed advisory meeting, reviewing district financial records, crisis plan meeting, Safe Routes to School meeting, and Pie Day. Chair Eklund expressed his appreciation to Groundkeeper Marlys Carlson and Jay Sparling and Aitor Leniz for the fabulous job on the grounds this summer.

Motion by A. Londgren, second by T. Cuda to approve the addition of the Braham Elementary Parents Organization to the not-for-profit group list on policy #902. Carried

Motion by M. Thompson, second by R. Hughes to approve the updated Procurement Procedure Language for the UGG Manual. Carried.

Motion by A. Londgren, second by T. Cuda to ratify the Food Service, Custodian/Groundskeeper and Para/Secretary SEIU Union group contracts for three years, July 1, 2017 through June 30, 2020. Carried

Motion by R. Hughes, second by A. Londgren to approve the 2017-18 Coaching and Fine Arts Assignments. Carried.

First reading of policy #506 - Student Discipline.

Motion by J. Paitl, second by M. Thompson to adopt Policy # 534 - Unpaid Meal Balances. Carried

Motion by M. Thompson, second by T. Cuda to adopt the following policies up for annual review: #410 - Family and Medical Leave Policy; #413 - School Board Policy Prohibiting Harassment & Violence; #414 - Mandated Reporting of Child Neglect or Physical or Sexual Abuse; #415 - Mandated Report of Maltreatment of Vulnerable Adults; #514 - Bullying Prohibition Policy; #522 - Student Sex Nondiscrimination; #524 - Internet Use Policy; #902 - Community Use of School Buildings. Carried

Chair Eklund reminded all present of the Regular School Board meeting to be held on Monday, September 18th, at 7:00 p.m. in B100 - Community Room.

Motion by M. Thompson, second by R. Hughes to adjourn the meeting. Chair Eklund adjourned the meeting at 7:28 p.m.

Attest: \_\_\_\_\_  
Allison Londgren, Clerk

Attest: \_\_\_\_\_  
Steven Eklund, Chair

- b. Approve the August additional and September bills.
- c. Review and accept the September Treasurer's report.

d. Enrollment Analysis

	Sep
	12
K	53
1	63
2	65
3	46
4	64
5	51
6	65
7	56
8	49
9	64
10	48
11	49
12	53
<b>K - 12</b>	
<b>Sub-Total</b>	<b>726</b>
ECSE	17
<b>TOTAL</b>	
<b>K - 12</b>	
<b>plus</b>	
<b>ECSE</b>	<b>743</b>

e. Personnel

**RECOMMENDATIONS**

**Stephanie Thomas** is being recommended by Principal Eklund as an elementary special ed para. Her start date was August 28, 2017. This position is 33.75 hours per week, student contact days only. She will be paid on Step 1 of the para portion of the Sec/Para contract.

**Courtney Robinson** is being recommended by Principal Eklund as an elementary 1:1 special ed para. Her start date was August 28, 2017. This position is 33.75 hours per week, student contact days only. She will be paid on Step 1 of the para portion of the Sec/Para contract.

**Janet Sundermeyer** is being recommended by Principal Eklund as an elementary special ed para. Her start date was September 5, 2017. This position is 33.75 hours per week, student contact days only. She will be paid on Step 1 of the para portion of the Sec/Para contract.

**Nicole Wink**, is being recommended by Principal Eklund as a first grade long-term substitute teacher. This position will start approximately December 20, 2017. She will be paid at BA, Step 1.

**Jeanette Lener**, is being recommended by Principal Eklund as an elementary special ed para. Her start date was Sept. 12, 2017. This position is 33.75 hrs per week, student contact days only. She will be paid at Step 1 of the para portion of the sec/para contract.

**Chris Thielen**, is being recommended by Principal Eklund as a BASK worker for afternoon hours from 3 to 4 p.m. student contact days only, 5 hours per week. Her first day was Sept. 5, 2017. She will be paid at Step 3 of the para contract.

**Kelly Monson**, is being recommended by Principal Eklund as a BASK worker for afternoon hours approximately 10 - 15 hours per week. Her first day was Sept. 5, 2017, student contact days only. She will be paid at Step 4 of the para contract.

**Peter Duvernay** is being recommended by Principal Eklund as a special ed van driver from 3 - 4 pm student contact days only. His start date was Sept. 5, 2017. He will be paid on Step 2 of the para contract.

**C-SCHEDULE RECOMMENDATIONS**

**Maddie Altendorf** is being recommended by Principal/AD Kuhnke as the junior high girls basketball coach. Her start date will be Jan. 4, 2018. She will be paid at Lane 5, Step 1 of the C-schedule.

**Josh Faulkner** is being recommended by Principal/AD Kuhnke as the C-Team/JH Boys’ basketball flex position coach. His start date will be Nov. 20, 2017. He will be paid at Lane 8, Step 2 of the C-schedule.

**LANE CHANGE REQUESTS**

**Andrea DeRushia, Elementary teacher** has submitted a request for lane advancement from BA+30 to MA. Mrs. DeRushia has completed all necessary requirements to qualify for this lane advancement. Her 2017-2018 salary will be based on MA, Step 11.

**Katie Thies, Vocal teacher** has submitted a request for lane advancement from BA+15 to BA+30. Ms. Thies has completed all necessary requirements to qualify for this lane advancement. Her 2017-2018 salary will be based on BA+30, Step 5.

\_\_\_\_\_  
\_\_\_\_\_

**4. Acknowledgement of Donations or Contributions**

Minnesota Statute 123B.02 permits school boards to “...receive, for the benefit of the district, bequests, donations, or gifts for any proper purpose and apply the same to the purpose designated. In that behalf, the board may act as trustee of any trust created for the benefit of the district, and for the benefit of pupils thereof.”

Therefore, the Superintendent recommends the following resolution:

“BE IT RESOLVED by the School Board of Independent School District No.314 that the School Board accepts with appreciation the following contributions and permits their use as designated by the donors.”

<b>Donor</b>	<b>Item and/or Amount</b>	<b>Purpose</b>
Merrie Ann & Lee Hesselroth	\$100.00	BAES Climbing Wall
Royal Neighbors of Grasston	\$525.00	For German Club

\_\_\_\_\_  
\_\_\_\_\_

**5. Open Forum.**

\_\_\_\_\_  
\_\_\_\_\_

**6. Presentation by PLC Leadership Team. -**

Sue Pearson will present on behalf of the Physical Education/Health PLC Team.

\_\_\_\_\_  
\_\_\_\_\_

## 7. Review Elementary Principal's report.

### **Braham Area Elementary September 2017 Board Report**

1. **School is off to a GREAT start!**
    - 1st week of KG, 2nd week of Early Childhood
  
  2. **Bomber PRIDE**
    - Assembly dates are:
      - 9/15
      - 10/23
      - 12/22
      - 2/12
      - 4/6
      - 5/30
  
  3. **Title I**
    - Please take the time to review (email Jeff with any suggestions)
      - Parent/Teacher Compact
      - Parent Involvement Plan
  
  4. **Congratulations to Peter Duvernay! He is our Elementary T.E.A.M. (Together Everyone Achieves More) Award winner**
    - Peter is a special education para in our 5/6 program. Mr. Duvernay is quick to help out wherever needed. This might be helping at lunch, coaching a youth team, or driving the school vehicle to help with special transportation. Our school is what it is because of people giving their time and talents like Peter does! Thank you Mr. Duvernay!
  
  5. **Math Corps/Reading Corps**
    - We have more tutors in the district than we ever have!
    - 2 Math Corps
      - Thanks to Emily Ludwig for being an internal coach
    - 4 Reading Corps tutors (hopefully 5)
      - Thanks to Kim Beidleman and Lindsay Rasmussen for being internal coaches.
  
  6. **School of Excellence**
    - HUGE accomplishment for our school.
    - 327 public elementary schools
    - 164 charter schools
    - Of these, 8 schools received School of Excellence!!!
    - A school celebration is being planned.
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## 8. Review High School Principal - Activities Director report.

### **HS Principal Activities Director School Board Report**

September 18, 2017

1. Open House was a huge success! We had a great turnout of parents, students and families. We opened it up to all grades and we offered the handout of the chromebooks to students during the same time. 7<sup>th</sup> grade and new student orientation was held in C100 and was very well attended.
2. The first week of school has started smoothly. Students have had a positive attitude and the staff has done a great job of welcoming them back. The lessons I have seen have been fun and engaging. I held an All School Meeting on the first day of school and gave them encouraging words and challenged them to: #1 Work hard in everything they do. #2 Be nice to fellow classmates, teachers and everyone they meet. Kale Van Bruggen, keynote speaker at the Students of Excellence banquet on April 26, 2017 described these two traits as the key to a successful student / school.
3. All fall activities are up and running smoothly.
4. Fall Participation numbers:

<b>Activity</b>	<b>Age</b>	<b>2016</b>	<b>2017</b>
<b>Football</b>	<b>Grades 7 &amp; 8:</b>	<b>30</b>	<b>30</b>
	<b>Grades 9 - 12:</b>	<b>39</b>	<b>41</b>
<b>Volleyball</b>	<b>Grades 7 &amp; 8:</b>	<b>21</b>	<b>24</b>
	<b>Grades 9 - 12:</b>	<b>30</b>	<b>38</b>
<b>Cross Country</b>	<b>Grades 7 &amp; 8:</b>	<b>9</b>	<b>6</b>
	<b>Grades 9 - 12:</b>	<b>8</b>	<b>13</b>
<b>Equestrian</b>	<b>7 - 12:</b>	<b>4</b>	<b>5</b>
<b>Fall Musical</b>	<b>7 - 12:</b>	<b>48</b>	<b>Final numbers will be available next month.</b>
<b>Jazz Band</b>	<b>7 - 12:</b>	<b>15</b>	<b>18</b>

5. Homecoming is set for the week of October 8-13.
  1. Dress up days and activities will be similar to what has happened in the past.
  2. Mrs. Johnson and Student Council are already working on the specific plans, including selling homecoming buttons, hiring a DJ, etc.
  3. Similar to last year, our Homecoming Coronation will be held at 2:00 in the afternoon on Sunday, October 8.
  4. We have a home volleyball game on Tuesday, October 10 vs. Rush City and a home football game on Friday, October 13 vs. Barnum.
6. Fall Musical tryouts have been held, they are now finalizing the cast and crew. They will be performing "Shrek the Musical" on November 11, 12, 17, 18 and 19.



7. High School building evacuation drill was performed on Friday, September 15.

Respectfully Submitted,  
Shawn Kuhnke

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**9. Review Community Ed report.**

Community Ed School Board Report 9/11/2017

**Community Ed-**

From Summer- Seussical play was a huge success.

Fall flyers were mailed Sept. 1

We are partnering again with Cambridge to offer joint classes.

New class offerings for fall include a Photography and Strength Training class for adults.

New Makerspace class is also being offered for youth to enjoy.

Registration is available online, by phone and in person at the Comm. Ed office.

**Preschool & ECFE-**

5 classes are being offered this year, with good numbers in each class.

Andrew Shaw has joined the teaching team.

84 people attended grandparent's night (36 kiddos and 48 grandparents/parents)! held on Sept. 12.

Preschool screening is scheduled for Oct. 5th. Call Nickie Nelson 396-5218 at the Comm. Ed. office to schedule your appt.

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**10. Superintendent's report.**

1. The school year is off to a great start! Workshop days were very productive, open house was well attended, and students are quickly adapting to daily routines.
2. MASBO Tax Levy Meeting update (Sept. 11):
  - a. Judy Patzoldt and I attended. A few key dates:
    - i. School Board must certify proposed levy by Sept. 30
    - ii. Public meeting must be held between Nov. 24 - Dec. 28
    - iii. Final levy must be adopted by Dec. 28
3. Braham Chamber update (Sept. 12):
  - Back-to-Business social and regular business meeting

4. A few comparisons from last day of 2015-2016, 2016-2017, and first day of 2017-2018:

Year	K-12 Enrollment	FTE's Teachers	Bus routes	K-6 avg. class size*	Range	7-12 avg. class size	Range
2015 - 2016	774	62.4	11	18.6	14-22	21.0	7-33 (54 band)
2016 - 2017	719	53.4	11	21.0	18-24	20.1	8-34 (48 band)
2017 - 2018	726	50.3	11	23.3	18-33	20.5	8-36 (58 band)

\*Average class size does NOT take into account ‘specials’, i.e. music, PE, Sp. Ed., Tech., etc.

5. District Assessment Coordinator (DAC) update:
  - a. Assessment webpage has been updated and contains resources such as the testing calendar and important links.
  
6. The auditing firm of Burkhardt, Burkhardt, Ltd. was in the district Aug. 28-30. Expect preliminary results in October with a final report in November.
  
7. Ongoing items:
  - a. Work continues in all departments on fulfilling goals outlined in the district’s World’s Best Workforce plan. We are seeking staff and community members to serve on this committee with a first meeting scheduled for October 11. The tentative schedule is for a 2016-2017 progress report and 2017-2018 revised plan to be shared at the November 20 meeting. Those interested in serving should contact the district office.
  - b. Teacher evaluations will be conducted by the three administrators and start the week of Sept. 25.
  - c. PLC teams met in August and will meet twice monthly during the school year with the task of meeting WBWF goals - particularly tied to student achievement. Due to budget adjustments there will be no paid leaders this school year. Some of the groups have volunteered to present (same as last year) and will be noted in the board agendas.

**11. Acknowledge Braham “HONORS” Recipients.**

Nancy VanderHeyden	Braham Area School District #314 would like to recognize you for your volunteer efforts to assist the district in so many ways! Your willingness to serve others is appreciated!
Marlys Carlson, Aitor Leniz, Jay Sparling	Braham Area School District #314 would like to recognize you for your commitment to excellence in maintaining the grounds during the summer of 2017. Your attention to detail and professional work ethic are appreciated.

Kelby Jennissen, Jessica Olson, Becky Anderson	Braham Area School District #314 would like to recognize you for bringing your personal touch in serving breakfast on August 29, 2017. Your actions are appreciated and helped us kick off the new school year in style!
Eric Jones, Britne Engelking	Braham Area School District #314 would like to recognize you for your extra efforts the night of August 29, 2017, to assist district staff in preparing our site to host the first volleyball game. Your willingness to serve others is appreciated!
Trevor White, Aitor Leniz, Donna Bryant, Mike Thompson, Steve Eklund, Bob Hughes	Braham Area School District #314 would like to recognize you for your extra efforts to assist the district in preparing for 2017 Open House and/or other Back-to-School activities. Your willingness to serve others is appreciated!
Judy Patzoldt, Marie Sward	Braham Area School District #314 would like to recognize you for your extra efforts to assist with the recently completed audit. Your attention to detail and prompt responses are critical to the success of this process. Your work is appreciated!
City of Braham	Braham Area School District #314 would like to recognize the City of Braham for your generous support in assisting the district with hanging the welcome banner prior to our first 2017 home football game. Your help allowed us to showcase these wonderful community facilities for all to enjoy. You are appreciated!
Bryan Johnson	Braham Area School District #314 would like to recognize you for your efforts to secure equipment upgrades for our music programs. Your willingness to drive a considerable distance and load and transport equipment all on your own time is a shining example of the commitment to service we strive to achieve. Your efforts are appreciated!
Emily Lindquist	Braham Area School District #314 would like to recognize you for your accomplishment in reaching 1,000 career kills during the team's tournament in Sauk Rapids-Rice on Saturday, September 9, 2017. Congratulations Emily!
Julie Grell	Braham Area School District #314 would like to recognize you for your unmatched patience, compassion, understanding, and exuberance while working as a para in the pre-k classroom. You are a great example of our district's commitment to service and excellence!
Braham Fire Department	Braham Area School District #314 would like to recognize the Braham Fire Department for your willingness to lend out the picnic tables for use at the Open House on August 28, 2017. Your support allowed us to better showcase our facilities for the community of Braham. You are appreciated!
Dawn Olson, Braham Bus Co.	Braham Area School District #314 would like to recognize you for your extra effort the first two weeks of school to assist in providing van transportation for early childhood special needs students. You are greatly appreciated!

12. **Review Student Council Representative's report. -**

**BAHS Student Council  
School Board Report  
September 2017**

We are excited to begin another school year!

**2017-18 Members:** Our Executive Council for the 2017-18 school year is as follows:

**President:** Mimi Fiedler and Megan Gruba

**Vice President:** Kenna Grams and Maddie Nelson

**Secretary:** Emma Downing and Abby Olson

**Treasurer:** Lilia Anderson and Amelia Laman

**Historian:** Alexis Hasser and Emily Lindquist

**Braham Chamber of Commerce Representative:** Kate Tomlinson

**School Board Representative:** Alex Kurvers

**Clothing Website:** We are currently working with Watson's in Cambridge to offer Braham apparel and accessories via an online store.

**Homecoming 2017:** We are busy planning activities for Homecoming 2017. Homecoming will take place the week of October 8-13, 2017. Coronation will begin the week on Sunday, October 8 at 2:00 p.m. in C100 and we will wrap up the week with a dance from 9-Midnight on Friday, October 13th.

**Blood Drive:** We will be hosting a blood drive through the American Red Cross on Tuesday, November 28th from Noon-6:00 p.m. in C100.

**Mentor Program:** We are currently working on gather members to continue our 7th and 8th grade mentoring program.

**Recycling and Announcements:**

We will continue to do recycling and read announcements on Fridays.

We look forward to serving our school and community. Thank you for your support!

Respectfully submitted by,  
Tammi Johnson, Advisor

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13. **School Board members' reports/updates.**

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**14. Consider proposed property tax levy for the 2017 Payable 2018.**

The school district Proposed Property Tax Levy for 2017 Payable 2018 **MUST** be certified by the school board and submitted to the county auditor by September 29, 2017.

The school board is asked to authorize the district to **levy the maximum allowable**. The official paperwork will follow.

\_\_\_\_\_  
\_\_\_\_\_

**15. Announcement of Truth-in-Taxation Public Hearing**

The following announcement is to be made at the Regular September board meeting for Public Information.

**Braham ISD #314's Truth in Taxation Public Hearing will be held as a part of the Regular December School Board meeting which is scheduled for Monday, December 18th, 8:15 pm, in the Braham Area High School Community Room. Due to a School Board Training session, the Regular School Board meeting in December will start at 8:15 instead of the usual 7 p.m.**

\_\_\_\_\_  
\_\_\_\_\_

**16. Consider Resolution Appointing Election Judges for the November 7, 2017, General School Board Member Election.**

**EXTRACT OF MINUTES OF A MEETING  
OF THE SCHOOL BOARD OF  
INDEPENDENT SCHOOL DISTRICT NO. 314  
(BRAHAM), STATE OF MINNESOTA**

Pursuant to due call and notice thereof, a REGULAR meeting of the School Board of Independent School District No. 314 (Braham), State of Minnesota, was duly held in said school district on September 18, 2017, at 7:00 o'clock p.m. for the purpose, in part, of adopting a resolution appointing election judges.

Member \_\_\_\_\_ moved the adoption of the following Resolution:

**RESOLUTION APPOINTING ELECTION JUDGES  
FOR THE November 7th, 2017  
SCHOOL DISTRICT GENERAL SCHOOL BOARD ELECTION**

BE IT RESOLVED by the School Board of Ind. School District No. 314, State of Minnesota, as follows:

1. The individuals specified on EXHIBIT A attached hereto, each of whom is qualified to serve as an election judge, are hereby appointed as judges of election for the school district's school General School Board election on November 7, 2017 to act as such at the polling place listed on said exhibit.

2. The election judges shall act as clerks of election, count the ballots, cast and submit the results to the school board for canvass in the manner provided for all school district elections.

3. The clerk may arrange for substitute judges, if necessary.

The motion for the adoption of the foregoing resolution was duly seconded by \_\_\_\_\_.

On a roll call vote, the following voted in favor:

and the following voted against:

whereupon said resolution was declared duly passed and adopted.

Dated: September 18, 2017

\_\_\_\_\_  
Allison Londgren, School Board Clerk  
ISD #314 Braham  
Braham, MN 55006

## **APPENDIX A**

### **LIST OF PROPOSED ELECTION JUDGES**

#### **General School Board Member Election 11-07-17**

General School Board Member ELECTION

Tuesday, November 7, 2017 -- 8 a.m. - 8:00 p.m.

Braham Area High School - Community Room B100

Head Judge: Gary Skarsten - Braham - Trained Head Judge

Regular Judges: 1) Duane Swanson - Royalton  
2) Patricia Rydlund - Stanchfield  
3) Peter Lendway - Braham  
4) LeeAnn Anderson - Stanchfield

Absentee Ballot Judges at 3 p.m.: 1) Jane Johnston  
2) Kathy Fiedler

Alternates:

Head Judge: Duane Swanson - Royalton - THJ

Regular Judges: 1) Butch Erickson - Grass Lake  
2) Cindy Broman - Maple Ridge

\*\*Absentee Ballot Board: 1) Teresa Person - Stanchfield  
2) Julie Johnson - Grass Lake  
3) Dana Hendren - Nessel  
4) Nickie Nelson - Grass Lake

Each person has been contacted and has indicated that they are willing to serve if appointed. All are certified election judges, trained by their respective counties.

\*\* These absentee ballot board judges are deliberately different than the absentee ballot judges the day of the election. The training for this ballot board is handled by the district.

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**17. Consider adding Braham Education Foundation to the not-for-profit groups on Policy #902.**

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**18. Consider approval of the following protocol when making decisions regarding busing of students residing outside the district.**

- Decisions will be made on a case by case basis and include such factors as road conditions, safety, time which students will need to load, impact on other in-district riders, efficiency, etc.
- Families may be charged up to 50% of costs and must prepay
- Requests must be made in writing to the superintendent's office and will receive stronger consideration when made prior to the start of a school year

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**19. Consider authorizing calling for bids for lease agreement on school owned property (farmland) for 2018 growing season.**

**LEGAL NOTICE**

Independent School District 314, Braham, Minnesota, will receive SEALED bids for the rental of school district owned farm land for the 2018 growing season as follows:

a 4.3 acre piece of farmland, located west of the Elementary School.

The rent will be due in its entirety upon the awarding of and acceptance of the contract.

Submit sealed bids by Tuesday, October 10th, 10:00 a.m. to:

Superintendent of Schools  
Braham ISD 314, 531 Elmhurst Ave S  
Braham, MN 55006

Individuals wishing to inspect the farm land may make arrangements by calling 320-396-3313 x5199.

Braham ISD 314 reserves the right to accept or reject any/all bids, and waive formalities or irregularities in bidding.

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**20. Consider approval of MOU with three SEIU Bargaining Units.**

A copy of the MOU is in the signature file and was sent to the board for review.

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**21. Consider SECOND reading of updated #506 - Student Discipline Policy.**

**Braham Area Public Schools**

**Ind. School Dist. #314**

**Braham, MN 55006**

Adopted: April 16, 2007

Revised: November 17, 2014; August 22, 2016; **October 16, 2017**

**#506 STUDENT DISCIPLINE**

**I. PURPOSE**

The purpose of this policy is to ensure that students are aware of and comply with the school district's expectations for student conduct. Such compliance will enhance the school district's ability to maintain discipline and ensure that there is no interference with the educational process. The school district will take appropriate disciplinary action when students fail to adhere to the Code of Student Conduct established by this policy.

**II. GENERAL STATEMENT OF POLICY**

The school board recognizes that individual responsibility and mutual respect are essential components of the educational process. The school board further recognizes that nurturing the maturity of each student is of primary importance and is closely linked with the balance that must be maintained between authority and self-discipline as the individual progresses from a child's dependence on authority to the more mature behavior of self-control.

All students are entitled to learn and develop in a setting which promotes respect of self, others, and property. Proper positive discipline can only result from an environment which provides options and stresses student self-direction,



decision-making, and responsibility. Schools can function effectively only with internal discipline based on mutual understanding of rights and responsibilities.

Students must conduct themselves in an appropriate manner that maintains a climate in which learning can take place. Overall decorum affects student attitudes and influences student behavior. Proper student conduct is necessary to facilitate the education process and to create an atmosphere conducive to high student achievement.

Although this policy emphasizes the development of self-discipline, it is recognized that there are instances when it will be necessary to administer disciplinary measures. The position of the school district is that a fair and equitable district-wide student discipline policy will contribute to the quality of the student's educational experience. This discipline policy is adopted in accordance with and subject to the Minnesota Pupil Fair Dismissal Act, Minn. Stat. §§ 121A.40-121A.56.

In view of the foregoing and in accordance with Minn. Stat. § 121A.55, the school board, with the participation of school district administrators, teachers, employees, students, parents, community members, and such other individuals and organizations as appropriate, has developed this policy which governs student conduct and applies to all students of the school district.

### **III. AREAS OF RESPONSIBILITY**

- A. The School Board. The school board holds all school personnel responsible for the maintenance of order within the school district and supports all personnel acting within the framework of this discipline policy.
- B. Superintendent. The superintendent shall establish guidelines and directives to carry out this policy, hold all school personnel, students, and parents responsible for conforming to this policy, and support all school personnel performing their duties within the framework of this policy. The superintendent shall also establish guidelines and directives for using the services of appropriate agencies for assisting students and parents. Any guidelines or directives established to implement this policy shall be submitted to the school board for approval and shall be attached as an addendum to this policy.
- C. Principal. The school principal is given the responsibility and authority to formulate building rules and regulations necessary to enforce this policy, subject to final school board approval. The principal shall give direction and support to all school personnel performing their duties within the framework of this policy. The principal shall consult with parents of students conducting themselves in a manner contrary to the policy. The principal shall also involve other professional employees in the disposition of behavior referrals and shall make use of those agencies appropriate for assisting students and parents. A principal, in exercising his or her lawful authority, may use reasonable force when it is necessary under the circumstances to correct or restrain a student or prevent bodily harm or death to another.
- D. Teachers. All teachers shall be responsible for providing a well-planned teaching/learning environment and shall have primary responsibility for student conduct, with appropriate assistance from the administration. All teachers shall enforce the Code of Student Conduct. In exercising the

teacher's lawful authority, a teacher may use reasonable force when it is necessary under the circumstances to correct or restrain a student or prevent bodily harm or death to another.

- E. Other School District Personnel. All school district personnel shall be responsible for contributing to the atmosphere of mutual respect within the school. Their responsibilities relating to student behavior shall be as authorized and directed by the superintendent. A school employee, school bus driver, or other agent of a school district, in exercising his or her lawful authority, may use reasonable force when it is necessary under the circumstances to restrain a student or prevent bodily harm or death to another.
- F. Parents or Legal Guardians. Parents and guardians shall be held responsible for the behavior of their children as determined by law and community practice. They are expected to cooperate with school authorities and to participate regarding the behavior of their children.
- G. Students. All students shall be held individually responsible for their behavior and for knowing and obeying the Code of Student Conduct and this policy.
- H. Community Members. Members of the community are expected to contribute to the establishment of an atmosphere in which rights and duties are effectively acknowledged and fulfilled.

#### **IV. STUDENT RIGHTS**

All students have the right to an education and the right to learn.

#### **V. STUDENT RESPONSIBILITIES**

All students have the responsibility:

- A. For their behavior and for knowing and obeying all school rules, regulations, policies, and procedures;
- B. To attend school daily, except when excused, and to be on time to all classes and other school functions;
- C. To pursue and attempt to complete the courses of study prescribed by the state and local school authorities;
- D. To make necessary arrangements for making up work when absent from school;
- E. To assist the school staff in maintaining a safe school for all students;
- F. To be aware of all school rules, regulations, policies, and procedures, including those in this policy, and to conduct themselves in accord with them;
- G. To assume that until a rule or policy is waived, altered, or repealed, it is in full force and effect;

- H. To be aware of and comply with federal, state, and local laws;
- I. To volunteer information in disciplinary cases should they have any knowledge relating to such cases and to cooperate with school staff as appropriate;
- J. To respect and maintain the school's property and the property of others;
- K. To dress and groom in a manner which meets standards of safety and health and common standards of decency and which is consistent with applicable school district policy;
- L. To avoid inaccuracies in student newspapers or publications and refrain from indecent or obscene language;
- M. To conduct themselves in an appropriate physical or verbal manner; and
- N. To recognize and respect the rights of others.

## **VI. CODE OF STUDENT CONDUCT**

- A. The following are examples of unacceptable behavior subject to disciplinary action by the school district. These examples are not intended to be an exclusive list. Any student who engages in any of these activities shall be disciplined in accordance with this policy. This policy applies to all school buildings, school grounds, and school property; school-sponsored activities or trips; school bus stops; school buses, school vehicles, school contracted vehicles, or any other vehicles approved for school district purposes; the area of entrance or departure from school premises or events; and all school-related functions. This policy also applies to any student whose conduct at any time or in any place interferes with or obstructs the mission or operations of the school district or the safety or welfare of the student, other students, or employees.
  - 1. Violations against property including, but not limited to, damage to or destruction of school property or the property of others, failure to compensate for damage or destruction of such property, arson, breaking and entering, theft, robbery, possession of stolen property, extortion, trespassing, unauthorized usage, or vandalism;
  - 2. The use of profanity or obscene language, or the possession of obscene materials;
  - 3. Gambling, including, but not limited to, playing a game of chance for stakes;
  - 4. Violation of the school district's Hazing Prohibition Policy;
  - 5. Attendance problems including, but not limited to, truancy, absenteeism, tardiness, skipping classes, or leaving school grounds without permission;
  - 6. Violation of the school district's Student Attendance Policy;

7. Opposition to authority using physical force or violence;
8. Using, possessing, or distributing tobacco or tobacco paraphernalia;
9. Using, possessing, distributing, intending to distribute, making a request to another person for (solicitation), or being under the influence of alcohol or other intoxicating substances or look-alike substances;
10. Using, possessing, distributing, intending to distribute, making a request to another person for (solicitation), or being under the influence of narcotics, drugs, or other controlled substances, or look-alike substances, except as prescribed by a physician, including one student sharing prescription medication with another student;
11. Using, possessing, or distributing items or articles that are illegal or harmful to persons or property including, but not limited to, drug paraphernalia;
12. Using, possessing, or distributing weapons, or look-alike weapons or other dangerous objects;
13. Violation of the school district's Weapons Policy;
14. Violation of the school district's Violence Prevention Policy;
15. Possession of ammunition including, but not limited to, bullets or other projectiles designed to be used in or as a weapon;
16. Possession, use, or distribution of explosives or any compound or mixture, the primary or common purpose or intended use of which is to function as an explosive;
17. Possession, use, or distribution of fireworks or any substance or combination of substances or article prepared for the purpose of producing a visible or an audible effect by combustion, explosion, deflagration or detonation;
18. Using an ignition device, including a butane or disposable lighter or matches, inside an educational building and under circumstances where there is a risk of fire, except where the device is used in a manner authorized by the school;
19. Violation of any local, state, or federal law as appropriate;
20. Acts disruptive of the educational process, including, but not limited to, disobedience, disruptive or disrespectful behavior, defiance of authority, cheating, insolence, insubordination, failure to identify oneself, improper activation of fire alarms, or bomb threats;
21. Violation of the school district's Internet Acceptable Use and Safety Policy; violation of

School District and building policy in regard to use of any tablet type device supplied by the district. Also, any device brought into the district through the building's "Bring Your Own Device (BYOD) policy.

22. Possession of nuisance devices or objects which cause distractions and may facilitate cheating including, but not limited to, pagers, radios, and phones, including picture phones;
23. Violation of school bus or transportation rules or the school district's Student Transportation Safety Policy;
24. Violation of parking or school traffic rules and regulations, including, but not limited to, driving on school property in such a manner as to endanger persons or property;
25. Violation of directives or guidelines relating to lockers or improperly gaining access to a school locker;
26. Violation of the school district's Search of Student Lockers, Desks, Personal Possessions, and Student's Person Policy;
27. Violation of the school district's Student Use and Parking of Motor Vehicles; Patrols, Inspections, and Searches Policy;
28. Possession or distribution of slanderous, libelous, or pornographic materials;
29. Violation of the school district' Bullying Prohibition Policy;
30. Student attire or personal grooming which creates a danger to health or safety or creates a disruption to the educational process, including clothing which bears a message which is lewd, vulgar, or obscene, apparel promoting products or activities that are illegal for use by minors, or clothing containing objectionable emblems, signs, words, objects, or pictures communicating a message that is racist, sexist, or otherwise derogatory to a protected minority group or which connotes gang membership;
31. Criminal activity;
32. Falsification of any records, documents, notes, or signatures;
33. Tampering with, changing, or altering records or documents of the school district by any method including, but not limited to, computer access or other electronic means;
34. Scholastic dishonesty which includes, but is not limited to, cheating on a school assignment or test, plagiarism, or collusion, including the use of picture phones or other technology to accomplish this end;
35. Impertinent or disrespectful language toward teachers or other school district personnel;

36. Violation of the school district's Harassment and Violence Policy;
37. Actions, including fighting or any other assaultive behavior, which causes or could cause injury to the student or other persons or which otherwise endangers the health, safety, or welfare of teachers, students, other school district personnel, or other persons;
38. Committing an act which inflicts great bodily harm upon another person, even though accidental or a result of poor judgment;
39. Violations against persons, including, but not limited to, assault or threatened assault, fighting, harassment, interference or obstruction, attack with a weapon, or look-alike weapon, sexual assault, illegal or inappropriate sexual conduct, or indecent exposure;
40. Verbal assaults or verbally abusive behavior including, but not limited to, use of language that is discriminatory, abusive, obscene, threatening, intimidating, or that degrades other people;
41. Physical or verbal threats including, but not limited to, the staging or reporting of dangerous or hazardous situations that do not exist;
42. Inappropriate, abusive, threatening, or demeaning actions based on race, color, creed, religion, sex, marital status, status with regard to public assistance, disability, national origin, or sexual orientation;
43. Violation of the school district's Distribution of Nonschool-Sponsored Materials on School Premises by Students and Employees Policy;
44. Violation of school rules, regulations, policies, or procedures, including, but not limited to, those policies specifically enumerated in this policy;
45. Other acts, as determined by the school district, which are disruptive of the educational process or dangerous or detrimental to the student or other students, school district personnel or surrounding persons, or which violate the rights of others or which damage or endanger the property of the school, or which otherwise interferes with or obstruct the mission or operations of the school district or the safety or welfare of students or employees.

## **VII. DISCIPLINARY ACTION OPTIONS**

The general policy of the school district is to utilize progressive discipline to the extent reasonable and appropriate based upon the specific facts and circumstances of student misconduct. The specific form of discipline chosen in a particular case is solely within the discretion of the school district. At a minimum, violation of school district rules, regulations, policies, or procedures will result in discussion of the violation and a verbal warning. The school district shall, however, impose more severe disciplinary sanctions for any violation, including exclusion or expulsion, if warranted by the student's misconduct, as determined by the school district. Disciplinary action may include, but is not limited to, one or more of the following:

- A. Student conference with teacher, principal, counselor, or other school district personnel, and verbal warning;
- B. Confiscation by school district personnel and/or by law enforcement of any item, article, object, or thing, prohibited by, or used in the violation of, any school district policy, rule, regulation, procedure, or state or federal law. If confiscated by the school district, the confiscated item, article, object, or thing will be released only to the parent/guardian following the completion of any investigation or disciplinary action instituted or taken related to the violation.
- C. Parent contact;
- D. Parent conference;
- E. Removal from class;
- F. In-school suspension;
- G. Suspension from extracurricular activities;
- H. Detention or restriction of privileges;
- I. Loss of school privileges;
- J. In-school monitoring or revised class schedule;
- K. Referral to in-school support services;
- L. Referral to community resources or outside agency services;
- M. Financial restitution;
- N. Referral to police, other law enforcement agencies, or other appropriate authorities;
- O. A request for a petition to be filed in district court for juvenile delinquency adjudication;
- P. Out-of-school suspension under the Pupil Fair Dismissal Act;
- Q. Preparation of an admission or readmission plan;
- R. Saturday school;
- S. Expulsion under the Pupil Fair Dismissal Act;
- T. Exclusion under the Pupil Fair Dismissal Act; and/or
- U. Other disciplinary action as deemed appropriate by the school district.

## VIII. REMOVAL OF STUDENTS FROM CLASS

- A. **The teacher of record shall have the general control and government of the classroom.**  
Teachers have the responsibility of attempting to modify disruptive student behavior by such means as conferring with the student, using positive reinforcement, assigning detention or other consequences, or contacting the student's parents. When such measures fail, or when the teacher determines it is otherwise appropriate based upon the student's conduct, the teacher shall have the authority to remove the student from class pursuant to the procedures established by this discipline policy. "Removal from class" and "removal" mean any actions taken by a teacher, principal, or other school district employee to prohibit a student from attending a class or activity period for a period of time not to exceed five (5) days, pursuant to this discipline policy.

### **Grounds for removal from class shall include any of the following:**

1. Willful conduct that significantly disrupts the rights of others to an education, including conduct that interferes with a teacher's ability to teach or communicate effectively with students in a class or with the ability of other students to learn;
2. Willful conduct that endangers surrounding persons, including school district employees, the

student or other students, or the property of the school;

3. Willful violation of any school rules, regulations, policies or procedures, including the Code of Student Conduct in this policy; or
4. Other conduct, which in the discretion of the teacher or administration, requires removal of the student from class.

Such removal shall be for at least one (1) activity period or class period of instruction for a given course of study and shall not exceed five (5) such periods.

A student must be removed from class immediately if the student engages in assault or violent behavior. "Assault" is an act done with intent to cause fear in another of immediate bodily harm or death; or the intentional infliction of, or attempt to inflict, bodily harm upon another. The removal from class shall be for a period of time deemed appropriate by the principal, in consultation with the teacher.

- B. If a student is removed from class more than ten (10) times in a school year, the school district shall notify the parent or guardian of the student's tenth removal from class and make reasonable attempts to convene a meeting with the student's parent or guardian to discuss the problem that is causing the student to be removed from class.

~~C. **Procedures for Removal of a Student From a Class.**~~

- ~~1. Specify procedures to be followed by a teacher, administrator or other school district employee to remove a student from a class;~~
- ~~2. Specify required approvals necessary;~~
- ~~3. Specify paperwork and reporting procedures.~~

~~D. **Responsibility for and Custody of a Student Removed From Class.**~~

- ~~1. Designation of where student is to go when removed;~~
- ~~2. Designation of how student is to get to designated destination;~~
- ~~3. Whether student must be accompanied;~~
- ~~4. Statement of what student is to do when and while removed;~~
- ~~5. Designation of who has control over and responsibility for student after removal from class.~~

~~E. **Procedures for Return of a Student to a Class From Which the Student Was Removed.**~~

- ~~1. Specification of procedures;~~
- ~~2. Actions or approvals required such as notes, conferences, readmission plans.~~

~~F. **Procedures for Notification.**~~

- ~~1. Specify procedures for notifying students and parents/guardians of violations of the rules of~~



- conduct and resulting disciplinary action;*
2. *Actions or approvals required, such as notes, conferences, readmission plans.*

**G. *Disabled Students; Special Provisions.***

1. *Procedures for consideration of whether there is a need for further assessment;*
2. *Procedures for consideration of whether there is a need for a review of the adequacy of the current Individualized Education Program (IEP) of a disabled student who is removed from class or disciplined; and*
3. *Any procedures determined appropriate for referring students in need of special education services to those services.*

**H. *Procedures for Detecting and Addressing Chemical Abuse Problems of Students While on School Premises.***

1. *Establishment of a chemical abuse pre-assessment team pursuant to Minn. Stat. § 121A.26;*
2. *Establishment of a school and community advisory team to address chemical abuse problems in the district pursuant to Minn. Stat. § 121A.27; and*
3. *Establishment of teacher reporting procedures to the chemical abuse pre-assessment team pursuant to Minn. Stat. § 121A.29.*

**I. *Procedures for Immediate and Appropriate Interventions Tied to Violations of the Code of Student Conduct.***

**J. *Any Procedures Determined Appropriate for Encouraging Early Involvement of Parents or Guardians in Attempts to Improve a Student's Behavior.***

**K. *Any Procedures Determined Appropriate for Encouraging Early Detection of Behavioral Problems.***

**IX. DISMISSAL**

A. "Dismissal" means the denial of the current educational program to any student, including exclusion, expulsion and suspension. Dismissal does not include removal from class.

The school district shall not deny due process or equal protection of the law to any student involved in a dismissal proceeding which may result in suspension, exclusion or expulsion.

The school district shall not dismiss any student without attempting to provide alternative educational services before dismissal proceedings, except where it appears that the student will create an immediate and substantial danger to self or to surrounding persons or property.

B. Violations leading to suspension, based upon severity, may also be grounds for actions leading to expulsion, and/or exclusion. A student may be dismissed on any of the following grounds:

1. Willful violation of any reasonable school board regulation, including those found in this

policy;

2. Willful conduct that significantly disrupts the rights of others to an education, or the ability of school personnel to perform their duties, or school sponsored extracurricular activities; or
3. Willful conduct that endangers the student or other students, or surrounding persons, including school district employees, or property of the school.

C. Suspension Procedures

1. “Suspension” means an action by the school administration, under rules promulgated by the School Board, prohibiting a student from attending school for a period of no more than ten (10) school days; provided, however, if a suspension is longer than five (5) school days, the suspending administrator shall provide the superintendent with a reason for the longer term of suspension. This definition does not apply to dismissal for one (1) school day or less where a student with a disability does not receive regular or special education instruction during that dismissal period.
2. If a student’s total days of removal from school exceed ten (10) cumulative days in a school year, the school district shall make reasonable attempts to convene a meeting with the student and the student’s parent or guardian before subsequently removing the student from school and, with the permission of the parent or guardian, arrange for a mental health screening for the student at the parent or guardian’s expense. The purpose of this meeting is to attempt to determine the pupil’s need for assessment or other services or whether the parent or guardian should have the student assessed or diagnosed to determine whether the student needs treatment for a mental health disorder.
3. Each suspension action may include a readmission plan. The plan shall include, where appropriate, a provision for implementing alternative educational services upon readmission which must not be used to extend the current suspension. A readmission plan must not obligate a parent or guardian to provide psychotropic drugs to their student as a condition of readmission. School administration must not use the refusal of a parent or guardian to consent to the administration of psychotropic drugs to their student or to consent to a psychiatric evaluation, screening, or examination of the student as a ground, by itself, to prohibit the student from attending class or participating in a school-related activity, or as a basis of a charge of child abuse, child neglect, or medical or educational neglect. The school administration may not impose consecutive suspensions against the same student for the same course of conduct, or incident of misconduct, except where the student will create an immediate and substantial danger to self or to surrounding persons or property or where the school district is in the process of initiating an expulsion, in which case the school administration may extend the suspension to a total of fifteen (15) days.
4. A child with a disability may be suspended. When a child with a disability has been suspended for more than five (5) consecutive days or ten (10) cumulative school days in the same year, and that suspension does not involve a recommendation for expulsion or exclusion or other change in placement under federal law, relevant members of the child’s

IEP team, including at least one of the child's teachers, shall meet and determine the extent to which the child needs services in order to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals in the child's IEP. That meeting must occur as soon as possible, but no more than ten (10) days after the sixth (6<sup>th</sup>) consecutive day of suspension or the tenth (10<sup>th</sup>) cumulative day of suspension has elapsed.

5. The school administration shall implement alternative educational services when the suspension exceeds five (5) days. Alternative educational services may include, but are not limited to, special tutoring, modified curriculum, modified instruction, other modifications or adaptations, instruction through electronic media, special education services as indicated by appropriate assessments, homebound instruction, supervised homework, or enrollment in another district or in an alternative learning center under Minn. Stat. § 123A.05 selected to allow the pupil to progress toward meeting graduation standards under Minn. Stat. § 120B.02, although in a different setting.
6. The school administration shall not suspend a student from school without an informal administrative conference with the student. The informal administrative conference shall take place before the suspension, except where it appears that the student will create an immediate and substantial danger to self or to surrounding persons or property, in which case the conference shall take place as soon as practicable following the suspension. At the informal administrative conference, a school administrator shall notify the student of the grounds for the suspension, provide an explanation of the evidence the authorities have, and the student may present the student's version of the facts. A separate administrative conference is required for each period of suspension.
7. A written notice containing the grounds for suspension, a brief statement of the facts, a description of the testimony, a readmission plan, and a copy of the Minnesota Pupil Fair Dismissal Act, Minn. Stat. §§ 121A.40-121A.56, shall be personally served upon the student at or before the time the suspension is to take effect, and upon the student's parent or guardian by mail within forty-eight (48) hours of the conference. (See attached sample Notice of Suspension.)
8. The school administration shall make reasonable efforts to notify the student's parent or guardian of the suspension by telephone as soon as possible following suspension.
9. In the event a student is suspended without an informal administrative conference on the grounds that the student will create an immediate and substantial danger to surrounding persons or property, the written notice shall be served upon the student and the student's parent or guardian within forty-eight (48) hours of the suspension. Service by mail shall be complete upon mailing.
10. Notwithstanding the foregoing provisions, the student may be suspended pending the school board's decision in an expulsion or exclusion proceeding, provided that alternative educational services are implemented to the extent that suspension exceeds five (5) days.

D. Expulsion and Exclusion Procedures

1. “Expulsion” means a school board action to prohibit an enrolled student from further attendance for up to twelve (12) months from the date the student is expelled. The authority to expel rests with the school board.
2. “Exclusion” means an action taken by the school board to prevent enrollment or re-enrollment of a student for a period that shall not extend beyond the school year. The authority to exclude rests with the school board.
3. All expulsion and exclusion proceedings will be held pursuant to and in accordance with the provisions of the Minnesota Pupil Fair Dismissal Act, Minn. Stat. §§121A.40-121A.56.
4. No expulsion or exclusion shall be imposed without a hearing, unless the right to a hearing is waived in writing by the student and parent or guardian.
5. The student and parent or guardian shall be provided written notice of the school district’s intent to initiate expulsion or exclusion proceedings. This notice shall be served upon the student and his or her parent or guardian personally or by mail, and shall contain a complete statement of the facts; a list of the witnesses and a description of their testimony; state the date, time and place of hearing; be accompanied by a copy of the Pupil Fair Dismissal Act, Minn. Stat. §§ 121A.40-121A.56; describe alternative educational services accorded the student in an attempt to avoid the expulsion proceedings; and inform the student and parent or guardian of their right to: (1) have a representative of the student’s own choosing, including legal counsel at the hearing; (2) examine the student’s records before the hearing; (3) present evidence; and (4) confront and cross-examine witnesses. The school district shall advise the student’s parent or guardian that free or low-cost legal assistance may be available and that a legal assistance resource list is available from the Minnesota Department of Education (MDE).
6. The hearing shall be scheduled within ten (10) days of the service of the written notice unless an extension, not to exceed five (5) days, is requested for good cause by the school district, student, parent, or guardian.
7. All hearings shall be held at a time and place reasonably convenient to the student, parent, or guardian and shall be closed, unless the student, parent, or guardian requests an open hearing.
8. The school district shall record the hearing proceedings at district expense, and a party may obtain a transcript at its own expense.
9. The student shall have a right to a representative of the student’s own choosing, including legal counsel, at the student’s sole expense. The school district shall advise the student’s parent or guardian that free or low-cost legal assistance may be available and that a legal assistance resource list is available from MDE. The school board may appoint an attorney to represent the school district in any proceeding.

10. If the student designates a representative other than the parent or guardian, the representative must have a written authorization from the student and the parent or guardian providing them with access to and/or copies of the student's records.
11. All expulsion or exclusion hearings shall take place before and be conducted by an independent hearing officer designated by the school district. The hearing shall be conducted in a fair and impartial manner. Testimony shall be given under oath and the hearing officer shall have the power to issue subpoenas and administer oaths.
12. At a reasonable time prior to the hearing, the student, parent or guardian, or authorized representative shall be given access to all school district records pertaining to the student, including any tests or reports upon which the proposed dismissal action may be based.
13. The student, parent or guardian, or authorized representative, shall have the right to compel the presence of any school district employee or agent or any other person who may have evidence upon which the proposed dismissal action may be based, and to confront and cross-examine any witnesses testifying for the school district.
14. The student, parent or guardian, or authorized representative, shall have the right to present evidence and testimony, including expert psychological or educational testimony.
15. The student cannot be compelled to testify in the dismissal proceedings.
16. The hearing officer shall prepare findings and a recommendation based solely upon substantial evidence presented at the hearing, which must be made to the school board and served upon the parties within two (2) days after the close of the hearing.
17. The school board shall base its decision upon the findings and recommendation of the hearing officer and shall render its decision at a meeting held within five (5) days after receiving the findings and recommendation. The school board may provide the parties with the opportunity to present exceptions and comments to the hearing officer's findings and recommendation provided that neither party presents any evidence not admitted at the hearing. The decision by the school board must be based on the record, must be in writing, and must state the controlling facts on which the decision is made in sufficient detail to apprise the parties and the Commissioner of Education (Commissioner) of the basis and reason for the decision.
18. A party to an expulsion or exclusion decision made by the school board may appeal the decision to the Commissioner within twenty-one (21) calendar days of school board action pursuant to Minn. Stat. § 121A.49. The decision of the school board shall be implemented during the appeal to the Commissioner.
19. The school district shall report any suspension, expulsion or exclusion action taken to the appropriate public service agency, when the student is under the supervision of such agency.

20. The school district must report, through the MDE electronic reporting system, each expulsion or exclusion within thirty (30) days of the effective date of the action to the Commissioner. This report must include a statement of alternative educational services given the student and the reason for, the effective date, and the duration of the exclusion or expulsion. The report must also include the student's age, grade, gender, race, and special education status. The dismissal report must include state student identification numbers of affected students.
21. Whenever a student fails to return to school within ten (10) school days of the termination of dismissal, a school administrator shall inform the student and his/her parent or guardian by mail of the student's right to attend and to be reinstated in the school district.

## **X. ADMISSION OR READMISSION PLAN**

A school administrator shall prepare and enforce an admission or readmission plan for any student who is excluded or expelled from school. The plan may include measures to improve the student's behavior, including completing a character education program consistent with Minn. Stat. § 120B.232, Subd. 1, and require parental involvement in the admission or readmission process, and may indicate the consequences to the student of not improving the student's behavior. The readmission plan must not obligate parents to provide a sympathomimetic medication for their child as a condition of readmission.

## **XI. NOTIFICATION OF POLICY VIOLATIONS**

Notification of any violation of this policy and resulting disciplinary action shall be as provided herein, or as otherwise provided by the Pupil Fair Dismissal Act or other applicable law. The teacher, principal or other school district official may provide additional notification as deemed appropriate.

In addition, the school district must report, through the MDE electronic reporting system, each physical assault of a school district employee by a student within thirty (30) days of the assault. This report must include a statement of the alternative educational services or other sanction, intervention, or resolution given to the student in response to the assault and the reason for, the effective date, and the duration of the exclusion or expulsion or other sanction, intervention, or resolution. The report must also include the student's age, grade, gender, race, and special education status.

## **XII. STUDENT DISCIPLINE RECORDS**

The policy of the school district is that complete and accurate student discipline records be maintained. The collection, dissemination, and maintenance of student discipline records shall be consistent with applicable school district policies and federal and state law, including the Minnesota Government Data Practices Act, Minn. Stat. Ch. 13.

## **XIII. DISABLED STUDENTS**

Students who are currently identified as eligible under the IDEA or Section 504 will be subject to the provisions of this policy, unless the student's IEP or 504 plan specifies a necessary modification.

Before initiating an expulsion or exclusion of a student with a disability, relevant members of the child's IEP team and the child's parent shall, consistent with federal law, conduct a manifestation determination and determine whether the child's behavior was (i) caused by or had a direct and substantial relationship to the child's disability and (ii) whether the child's conduct was a direct result of a failure to implement the child's IEP. If the student's educational program is appropriate and the behavior is not a manifestation of the student's disability, the school district will proceed with discipline – up to and including expulsion – as if the student did not have a disability, unless the student's educational program provides otherwise. If the team determines that the behavior subject to discipline is a manifestation of the student's disability, the team shall conduct a functional behavioral assessment and implement a behavioral intervention plan for such student provided that the school district had not conducted such assessment prior to the manifestation determination before the behavior that resulted in a change of placement. Where a behavioral intervention plan previously has been developed, the team will review the behavioral intervention plan and modify it as necessary to address the behavior.

When a student who has an IEP is excluded or expelled for misbehavior that is not a manifestation of the student's disability, the school district shall continue to provide special education and related services during the period of expulsion or exclusion.

#### **XIV. OPEN ENROLLED STUDENTS**

The school district may terminate the enrollment of a nonresident student enrolled under an Enrollment Option Program (Minn. Stat. § 124D.03) or Enrollment in Nonresident District (Minn. Stat. § 124D.08) at the end of a school year if the student meets the definition of a habitual truant, the student has been provided appropriate services for truancy (Minn. Stat. Ch. 260A), and the student's case has been referred to juvenile court. The school district may also terminate the enrollment of a nonresident student over the age of seventeen (17) enrolled under an Enrollment Options Program if the student is absent without lawful excuse for one or more periods on fifteen (15) school days and has not lawfully withdrawn from school.

#### **XV. DISTRIBUTION OF POLICY**

The school district will notify students and parents of the existence and contents of this policy in such manner as it deems appropriate. Copies of this discipline policy shall be made available to all students and parents at the commencement of each school year and to all new students and parents upon enrollment. This policy shall also be available upon request in each principal's office.

#### **XVI. REVIEW OF POLICY**

The principal and representatives of parents, students and staff in each school building shall confer at least annually to review this discipline policy, determine if the policy is working as intended, and to assess whether the discipline policy has been enforced. Any recommended changes shall be submitted to the superintendent for consideration by the school board, which shall conduct an annual review of this policy.

**Legal References:** Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)  
Minn. Stat. § 120B.02 (Educational Expectations for Minnesota Students)  
Minn. Stat. § 120B.232 (Character Development Education)  
Minn. Stat. § 121A.26 (School Preassessment Teams)  
Minn. Stat. § 121A.27 (School and Community Advisory Team)  
Minn. Stat. § 121A.29 (Reporting; Chemical Abuse)

Minn. Stat. §§ 121A.40-121A.56 (Pupil Fair Dismissal Act)  
Minn. Stat. § 121A.575 (Alternatives to Pupil Suspension)  
Minn. Stat. § 121A.582 (Reasonable Force)  
Minn. Stat. §§ 121A.60-121A.61 (Removal From Class)  
**Minn. Stat. § 122A.42 (General Control of Schools)**  
Minn. Stat. § 123A.05 (Area Learning Center Organization)  
Minn. Stat. § 124D.03 (Enrollment Options Program)  
Minn. Stat. § 124D.08 (Enrollment in Nonresident District)  
Minn. Stat. Ch.125A (Students With Disabilities)  
Minn. Stat. Ch. 260A (Truancy)  
Minn. Stat. Ch. 260C (Juvenile Court Act)  
20 U.S.C. §§ 1400-1487 (Individuals with Disabilities Education Improvement Act of 2004)  
29 U.S.C. § 794 *et seq.* (Rehabilitation Act of 1973, § 504)  
34 C.F.R. § 300.530(e)(1) (Manifestation Determination)

**Cross References:** MSBA/MASA Model Policy 413 (Harassment and Violence)  
MSBA/MASA Model Policy 501 (School Weapons)  
MSBA/MASA Model Policy 502 (Search of Student Lockers, Desks, Personal Possessions, and Student's Person)  
MSBA/MASA Model Policy 503 (Student Attendance)  
MSBA/MASA Model Policy 505 (Distribution of Nonschool-Sponsored Materials on School Premises by Students and Employees)  
MSBA/MASA Model Policy 514 (Bullying Prohibition Policy)  
MSBA/MASA Model Policy 524 (Internet Acceptable Use and Safety Policy)  
MSBA/MASA Model Policy 525 (Violence Prevention)  
MSBA/MASA Model Policy 526 (Hazing Prohibition)  
MSBA/MASA Model Policy 527 (Student Use and Parking of Motor Vehicles; Patrols, Inspections, and Searches)  
MSBA/MASA Model Policy 610 (Field Trips)  
MSBA/MASA Model Policy 709 (Student Transportation Safety Policy)  
MSBA/MASA Model Policy 711 (Video Recording on School Buses)  
MSBA/MASA Model Policy 712 (Video Surveillance Other Than on Buses)

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22. Consider FIRST reading of three MSBA policies.

Consider first reading of updated MSBA policies do to legislative requirements: #614 - Testing Plan and Procedures; #620 - Credit for Learning and #903 - Visitors to School District Buildings and Sites. No action required at this time.

**Braham Area Public Schools**

**Ind. School Dist. #314**

**Braham, MN 55006**

Adopted: **November 20, 2017**

**#614 SCHOOL DISTRICT TESTING PLAN AND PROCEDURE**

**I. PURPOSE**

The purpose of this policy is to set forth the school district's testing plan and procedure.



## II. GENERAL STATEMENT OF POLICY

The policy of the school district is to implement procedures for testing, test security, documentation, and record keeping.

## III. DUTIES OF SCHOOL DISTRICT PERSONNEL REGARDING TEST ADMINISTRATION

*[Note: This listing of school personnel may not be consistent with the personnel in the school district and, consequently, should be amended to reflect the personnel with responsibility for testing in the particular school district.]*

### A. Superintendent

#### 1. Responsibilities before testing.

- a. Designate a district assessment coordinator and district technology coordinator.
- b. The superintendent, or a designee who has been authorized to be the identified official with authority by the school board, pre-authorizes staff access for applicable Minnesota Department of Education (MDE) secure systems.
- c. Annually review and recertify staff who have access to MDE secure systems.
- d. Read and complete the *Assurance of Test Security and Non-Disclosure*.  
*[Note: This form is included in the 614 Form file of the Policy Reference Manual.]*
- e. Establish a culture of academic integrity.
- f. Fully cooperate with MDE representatives conducting site visits or Minnesota Test of Academic skills (MTAS) audits during testing.
- g. Ensure student information is current and accurate.
- h. Ensure that a current district test security procedure is in place and that all relevant staff have been provided district training on test administration and test security.
- i. Confirm the district assessment coordinator has current information and training specific to test security and the administration of statewide assessments.
- j. Confirm the district assessment coordinator completes Pre-test Editing in the Test Web Edit System (WES).

#### 2. Responsibilities after testing.

- a. Confirm the district assessment coordinator and Minnesota Automated Reporting Student System (MARSS) coordinator complete Post-test Editing in Test WES.
- b. Verify with the district assessment coordinator that all test security issues have been reported to MDE and are being addressed.
- c. Confirm the MARSS coordinator has updated all student records for Post-test Editing.
- d. Confirm the district assessment coordinator has finalized the district's assessment information prior to the close of Post-test Editing in Test WES.
- e. Confirm the district assessment coordinator, or designee, has access to the Graduation Requirements Records (GRR) system and enters necessary information.
- f. Discuss assessment results with the district assessment coordinator and school administrators.

B. District Assessment Coordinator

1. Responsibilities before testing.

- a. Serve as primary contact with MDE regarding policy and procedure questions related to test administration.
- b. Read and complete the *Assurance of Test Security and Non-Disclosure*.
- c. Confirm all staff who handle test materials, administer tests, or have access to secure test content have completed the *Assurance of Test Security and Non-Disclosure*.
  - (1) Maintain the completed *Assurance of Test Security and Non-Disclosure* for two years after the end of the academic school year in which testing took place.
- d. Review with all staff the *Assurance of Test Security and Non-Disclosure* and their responsibilities thereunder.
- e. Identify appropriate tests for students and ensure student data sent to service providers for testing are correct.
- f. Establish district testing schedule within the testing windows specified by the MDE and service providers.
- g. Prepare testing conditions, including user access to service provider websites, preparing readiness for online testing, preparing a plan for tracking which students test on which computers or devices, ensure accommodations are indicated as necessary, providing students with opportunity to become familiar with test format, item types, and tools prior to test administration; establishing process for inventorying and distributing secure test materials where necessary; preparing procedures for expected and unexpected situations occurring during testing; planning for addressing technical issues while testing; identify staff who will enter student responses from paper accommodated test materials and scores from MTAS administration online.
- h. Train school assessment coordinators, test monitors, MTAS test administrators, and ACCESS (test for English language learners) and Alternate ACCESS test administrators.
  - (1) Provide training on proper test administration and test security.
  - (2) Verify staff complete any and all test-specific training.
- i. Maintain security of test content, test materials, and record of all staff involved.
  - (1) Receive secure paper test materials from the service provider and immediately lock them in a previously identified secure area, inventory same, and contact service provider with any discrepancies.
  - (2) Organize secure test materials for online administrations and keep them secure.
  - (3) Define chain of custody for providing test materials to test monitors and administrators. The chain of custody must address the process for providing test materials on the day of testing, distributing test materials to and collecting test materials from students at the time of testing, keeping test materials secure between testing sessions, and returning test materials after testing is completed.
- j. Confirm that all students have appropriate test materials.

2. Responsibilities on testing day(s).

- a. Conduct random, unannounced visits to testing rooms to observe staff adherence to test security and policies and procedures.
- b. Fully cooperate with MDE representatives conducting site visits or MTAS audits.

- c. Contact the MDE assessment contact within 24 hours of a security breach and submit the *Test Security Notification* in Test WES within 48 hours.
- d. Address invalidations and test or accountability codes.

3. Responsibilities after testing.

- a. Ensure that student responses from paper accommodated test materials and MTAS scores are entered.
- b. Arrange for secure disposal of all test materials that are not required to be returned within 48 hours after the close of the testing window.
- c. Return secure test materials as outlined in applicable manuals and resources.
- d. Collect security documents and maintain them for two years from the end of the academic school year in which testing took place.
- e. Review student assessment data and resolve any issues.
- f. Distribute Individual Student Reports no later than fall parent/teacher conferences.
- g. Enter Graduation Requirements Records in the GRR system.

C. School Principal

1. Responsibilities before testing.

- a. Designate a school assessment coordinator and technology coordinator for the building.
- b. Be knowledgeable about proper test administration and test security as outlined in manuals and directions.
- c. Read and complete the *Assurance of Test Security and Non-Disclosure*.
- d. Communicate the importance of test security and expectation that staff will keep test content secure and act with honesty and integrity during test administration.
- e. Provide adequate secure storage space for secure test materials before, during, and after testing until they are returned to the service provider or securely disposed of.
- f. Ensure adequate computers and/or devices are available and rooms appropriately set up for online testing.
- g. Verify that all test monitors and test administrators receive proper training for test administration.
- h. Ensure students taking specified tests have opportunity to become familiar with test format, item types, and tools prior to test administration.

2. Responsibilities on testing day(s).

- a. Ensure that test administration policies and procedures and test security requirements in all manuals and directions are followed.
- b. Fully cooperate with MDE representatives conducting site visits or MTAS audits.

3. Responsibilities after testing.

- a. Ensure all secure test materials are collected, returned, and/or disposed of securely as required in any manual.
- b. Ensure requirements for embargoed final assessment results are followed.

D. School Assessment Coordinator

1. Responsibilities before testing.

- a. Implement test administration and test security policies and procedures.
- b. Read and complete the *Assurance of Test Security and Non-Disclosure*.
- c. Ensure all staff who handle test materials, administer tests, or have access to secure test content read and complete the *Assurance of Test Security and Non-Disclosure*.
- d. Identify appropriate tests for students and ensure student data sent to service providers for testing are correct.
- e. Prepare testing conditions, including the following: schedule rooms and computer labs; arrange for test monitors and administrators; arrange for additional staff to assist with unexpected situations; arrange for technology staff to assist with technical issues; develop a plan for tracking which students test on which computers or devices; plan seating arrangements for students; ensure preparations are completed for Optional Local Purpose Assessment (OLPA), Minnesota Comprehensive Assessment (MCA), and ACCESS online testing; ensure accommodations are properly reported; confirm how secure paper test materials will arrive and quantities to expect; address accommodations and specific test administration procedures; determine staff who will enter the student responses from paper accommodated test materials and scores from MTAS administrations online.
- f. Train staff, including all state-provided training materials, policies and procedures, and test-specific training.
- g. Maintain security of test content and test materials.
  - (1) Receive secure paper test materials from the service provider and immediately lock them in a previously identified secure area, inventory same, and contact service provider with any discrepancies.
  - (2) Organize secure test materials for online administrations and keep them secure.
  - (3) Follow chain of custody for providing test materials to test monitors and administrators. The chain of custody must address the process for providing test materials on the day of testing, distributing test materials to and collecting test materials from students at the time of testing, keeping test materials secure between testing sessions, and returning test materials after testing is completed.
  - (4) Identify need for additional test materials to district assessment coordinator.
  - (5) Provide MTAS student data collection forms if necessary.
  - (6) Distribute applicable ACCESS and Alternate ACCESS *Test Administrator Scripts* and *Test Administration Manuals* to test administrators so they can become familiar with the script and prepare for test administration.
  - (7) Confirm that all students taking ACCESS and Alternate ACCESS have appropriate test materials and pre-printed student information on the label is accurate.

2. Responsibilities on testing day(s).

- a. Distribute materials to test monitors and ACCESS test administrators and ensure security of test materials between testing sessions and that district procedures are followed.
- b. Ensure *Test Monitor and Student Directions* and *Test Administrator Scripts* are followed and answer questions regarding same.
- c. Fully cooperate with MDE representatives conducting site visits or MTAS audits, as applicable.
- d. Conduct random, unannounced visits to testing rooms to observe staff adherence to test security and test administration policies and procedures.
- e. Report testing irregularities to district assessment coordinator using the *Test Administration Report*.  
**[Note: This form is included in the 614 Form file of the Policy Reference Manual.]**
- f. Report security breaches to the district assessment coordinator as soon as possible.

3. Responsibilities after testing.

- a. Ensure that all paper test materials are kept locked and secure and security checklists completed.
- b. Ensure that student responses from paper accommodated test materials and MTAS scores are entered.
- c. Arrange for secure disposal of all test materials that are not required to be returned within 48 hours after the close of the testing window.
- d. Return secure test materials as outlined in applicable manuals and resources.
- e. Prepare materials for pickup by designated carrier on designated date(s). Maintain security of all materials.
- f. Ensure requirements for embargoed final assessment results are followed.

E. Technology Coordinator

1. Ensure that district is prepared for online test administration and provide technical support to district staff.
2. Acquire all necessary user identifications and passwords.
3. Read and complete the *Assurance of Test Security and Non-Disclosure*.
4. Fully cooperate with MDE representatives conducting site visits or MTAS audits.
5. Attend district training and any service provider technology training.
6. Review, use, and be familiar with all service provider technical documentation.
7. Prepare computers and devices for online testing.
8. Confirm site readiness.
9. Provide all necessary accessories for testing, technical support/troubleshooting during test administration and contact service provider help desks as needed.

F. Test Monitor

1. Responsibilities before testing.
  - a. Read and complete the *Assurance of Test Security and Non-Disclosure*.
  - b. Attend trainings related to test administration and security.
  - c. Complete required training course(s) for tests administering.
  - d. Be knowledgeable about how to contact the school assessment coordinator during testing, where to pick up materials on day of test, and plan for securing test materials between test sessions.
  - e. Be knowledgeable regarding student accommodations.
  - f. Remove or cover any instructional posters or visual materials in the testing room.

2. Responsibilities on testing day(s).

a. Before test.

- (1) Receive and maintain security of test materials.
- (2) Verify that all test materials are received.
- (3) Ensure proper number of computers/devices or paper accommodated test materials are present.
- (4) Verify student testing tickets and appropriate allowable materials.
- (5) Assign numbered test books to individual students.
- (6) Complete information as directed.
- (7) Record extra test materials.

b. During test.

- (1) Verify that students are logged in and taking the correct test or using the correct grade-level and tier test booklet for students with paper accommodated test materials.
- (2) Follow all directions and scripts exactly.
- (3) Follow procedures for restricting student access to cell phones and other electronic devices.
- (4) Stay in testing room and remain attentive during entire test session. Practice active monitoring by circulating throughout the room during testing.
- (5) Be knowledgeable about responding to emergency or unusual circumstances and technology issues.
- (6) Do not review, discuss, capture, email, post, or share test content in any format.
- (7) Ensure all students have been provided the opportunity to independently demonstrate their knowledge.
- (8) Fully cooperate with MDE representatives conducting site visits or MTAS audits.
- (9) Document students who require a scribe or translated directions or any unusual circumstances and report to school assessment coordinator.
- (10) Report any possible security breaches as soon as possible.

c. After test.

- (1) Follow directions and scripts exactly.
- (2) Collect all materials and keep secure after each session. Upon completion return to the school assessment coordinator.
- (3) Immediately report any missing test materials to the school assessment coordinator.

G. MTAS Test Administrator

1. Before testing.

- a. Read and complete the *Assurance of Test Security and Non-Disclosure*.
- b. Attend trainings related to test administration and security.
- c. Complete required training course(s) for tests administering.
- d. Be knowledgeable as to when and where to pick up MTAS materials and the school's plan for

- e. keeping test materials secure.
- e. Prepare test materials for administration, including objects and manipulatives, special instructions, and specific adaptations for each student.

2. Responsibility on testing day(s).

a. Before the test.

- (1) Maintain security of materials.
- (2) Confirm appropriate MTAS materials are available and prepared for student.

b. During the test.

- (1) Administer each task to each student and record the score.
- (2) Be knowledgeable about how to contact the district or school assessment coordinator, if necessary, and responding to emergency and unusual circumstances.
- (3) Fully cooperate with MDE representatives conducting site visits or MTAS audits.
- (4) Document and report and unusual circumstances to district or school assessment coordinator.

c. After the test.

- (1) Keep materials secure.
- (2) Return all materials.
- (3) Return objects and manipulatives to classroom.
- (4) Enter MTAS scores online or return data collection forms to the district or school assessment coordinator.

H. MARSS Coordinator

1. Responsibilities before testing.

- a. Confirm all eligible students have unique state student identification (SSID) or MARSS numbers.
- b. Ensure English language and special education designations are current and correct for students testing based on those designations.
- c. Submit MARSS data on an ongoing basis to ensure accurate student demographic and enrollment information.

2. Responsibilities after testing.

- a. Ensure accurate enrollment of students in schools during the accountability windows.
- b. Ensure MARSS identifying characteristics are correct, especially for any student not taking an accountability test.
- c. Work with district assessment coordinator to edit discrepancies during the Post-test Edit window in Test WES.

**IV. TEST SECURITY**

A. Test Security Procedures will be adopted by school district administration.  
*[Note: A sample procedure that has been approved by MDE is included in the 614 Form file of the Policy Reference Manual.]*

B. Students will be informed of the following:

1. The importance of test security;
2. Expectation that students will keep test content secure;
3. Expectation that students will act with honesty and integrity during test administration;
4. Availability of the online Test Security Tip Line on the MDE website for reporting suspected incidents of cheating or other improper or unethical behavior.

C. Staff will be informed of the following:

1. Availability of the online Test Security Tip Line on the MDE website for reporting suspected incidents of cheating or other improper or unethical behavior.
2. Other contact information and options for reporting security concerns.

## **V. REQUIRED DOCUMENTATION FOR PROGRAM AUDIT**

A. The school district shall maintain records necessary for program audits conducted by MDE. The records must include documentation consisting of the following:

1. Signed *Assurance of Test Security and Non-Disclosure* forms must be maintained for two years after the end of the academic year in which the testing took place.
2. School district security checklists provided in the test materials shipment must be maintained for two years after the end of the academic school year in which testing took place.
3. School security checklists provided in the test materials shipment must be maintained for two years after the end of the academic school year in which testing took place.
4. Test Monitor Test Materials Security Checklist provided for each group of students assigned to a test monitor must be maintained for two years after the end of the academic school year in which testing took place.

*[Note: This form is included in the 614 Form file of the Policy Reference Manual.]*

5. ACCESS and Alternate ACCESS Packing List and Security Checklist provided in the test materials shipment must be maintained for two years after the end of the academic school year in which testing took place.
6. Documentation of school district staff training on test administration and test security must be maintained for two years after the end of the academic school year in which testing took place.
7. *Test Security Notification* must be maintained for two years after the end of the academic school year in which testing took place.
8. *Test Administration Report* must be maintained for one year after the end of the academic school year in which testing took place.
9. Record of staff trainings and test-specific trainings must be maintained for one year after the end of the academic year in which testing took place.



**Legal References:** Minn. Stat. § 13.34 (Examination Data)  
Minn. Stat. § 120B.11 (School District Process)  
Minn. Stat. § 120B.30 (Statewide Testing and Reporting System)  
Minn. Stat. § 120B.36, Subd. 2 (Adequate Yearly Progress)  
Minn. Rules Parts 3501.0010-3501.0180 (Graduation Standards – Mathematics and Reading) (repealed Minn. L. 2013, Ch. 116, Art. 2, § 22)  
Minn. Rules Parts 3501.0200-3501.0290 (Graduation Standards – Written Composition) (repealed Minn. L. 2013, Ch. 116, Art. 2, § 22)  
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 3501.1000-3501.1190 (Graduation-Required Assessment for Diploma) (repealed Minn. L. 2013, Ch. 116, Art. 2, § 22)  
Minn. Rules Parts 3501.1300-3501.1345 (Academic Standards for Social Studies)  
20 U.S.C. § 6301, *et seq.* (Every Student Succeeds Act)

**Cross References:** MSBA/MASA Model Policy 601 (School District Curriculum and Instruction Goals)  
MSBA/MASA Model Policy 613 (Graduation Requirements)  
MSBA/MASA Model Policy 615 (Testing Accommodations, Modifications, and Exemptions for IEPs, Section 504 Plans, and LEP Students)  
MSBA/MASA Model Policy 616 (School District System Accountability)

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**Braham Area Public Schools**  
**Ind. School Dist. #314**  
**Braham, MN 55006**  
Adopted: **November 20, 2017**

**#620 - CREDIT FOR LEARNING**

*[Note: School districts statutorily are required to provide students with credit for approved post-secondary courses, as set forth in Section V.; online learning courses, as set forth in Section VI.; and accelerated or advanced academic courses offered by a higher education institution or nonprofit public agency, as set forth in Section VII. Additionally, school districts are required by statute to identify whether the school district offers weighted grades and, if it does, identify the courses for which a student may earn a weighted grade (Section VIII). Optional provisions related to awarding credit to students transferring from out-of-state, private, or home schools and the issuance of student grades for purposes of awarding certain honors, as set forth in Section IV., are not required by statute. Therefore, the language contained in Section IV. is suggested language, and a school district may or may not include this section or may modify this section at its discretion.]*

**I. PURPOSE**

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

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

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

## **III. DEFINITIONS**

- A. “Accredited school” means a school that is accredited by an accrediting agency, recognized according to Minn. Stat. § 123B.445 or recognized by the Commissioner of the Minnesota Department of Education (MDE).
- B. “Blended learning” is a form of digital learning that occurs when a student learns part time in a supervised physical setting and part time through digital delivery of instruction, or a student learns in a supervised physical setting where technology is used as a primary method to deliver instruction.
- C. “Commissioner” means the Commissioner of MDE.
- D. “Digital learning” is learning facilitated by technology that offers students an element of control over the time, place, path, or pace of their learning and includes blended and online learning.
- E. “Eligible institution” means a Minnesota public post-secondary institution, a private, nonprofit two-year trade and technical school granting associate degrees, an opportunities industrialization center accredited by the North Central Association of Colleges and Schools, or a private, residential, two-year or four-year, liberal arts, degree-granting college or university located in Minnesota.
- F. “Nonpublic school” is a private school or home school in which a child is provided instruction in compliance with the Minnesota compulsory attendance laws.
- G. “Online learning” is a form of digital learning delivered by an approved online learning provider.
- H. “Online learning provider” is a school district, an intermediate school district, an organization of two or more school districts operating under a joint powers agreement, or a charter school located in Minnesota that provides online learning to students and is approved by MDE to provide online learning courses.
- I. “Weighted grade” is a letter or numerical grade that is assigned a numerical advantage when calculating the grade point average.

## **IV. TRANSFER OF CREDIT FROM OTHER SCHOOLS**

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

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

2. Credits and grades awarded from another Minnesota public secondary school may be used to compute honor roll and/or class rank if a student has earned at least *[insert number]* credits from the school district.

B. Transfer of Academic Requirements from Other Schools

1. The school district will accept secondary credits and grades awarded to a student for courses successfully completed at a public school outside of Minnesota or an accredited nonpublic school upon presentation of a certified transcript from the transferring public school in another state or nonpublic school evidencing the course taken and the grade and credit awarded.

a. When a determination is made that the content of the course aligns directly with school district graduation requirements, the student will be awarded commensurate credits and grades.

b. Commensurate credits and grades awarded from an accredited nonpublic school or public school in another state may be used to compute honor roll and/or class rank if a student has earned at least **Five (5)** credits from the school district.

c. In the event the content of a course taken at an accredited nonpublic school or public school in another state does not fully align with the content of the school district's high school graduation requirements but is comparable to elective credits offered by the school district for graduation, the student may be provided elective credit applied toward graduation requirements. Credit that does not fully align with the school district's high school graduation requirements will not be used to compute honor roll and/or class rank.

d. If no comparable course is offered by the school district for which high school graduation credit would be provided, no credit will be provided to the student.

2. Students transferring from a non-accredited, nonpublic school shall receive credit from the school district upon presentation of a transcript or other documentation evidencing the course taken and grade and credit awarded.

a. Students will be required to provide copies of course descriptions, syllabi, or work samples for determination of appropriate credit. In addition, students also may be asked to provide interviews/conferences with the student and/or student's parent and/or former administrator or teacher; review of a record of the student's entire curriculum at the nonpublic school; and review of the student's complete record of academic achievement.

b. Where the school district determines that a course completed by a student at a non-accredited, nonpublic school is commensurate with school district graduation requirements, credit shall be awarded, but the grade shall be "P" (pass).

c. In the event the content of a course taken at an non-accredited, nonpublic school does not fully align with the content of the school district's high school graduation requirements but is

comparable to elective credits offered by the school district for graduation, the student may be provided elective credit applied toward graduation requirements.

d. If no comparable course is offered by the school district for which local high school graduation credit would be provided, no credit will be provided to the student.

e. Credit and grades earned from a non-accredited nonpublic school shall not be used to compute honor roll and/or class rank.

## **V. POST-SECONDARY ENROLLMENT CREDIT**

A. A student who satisfactorily completes a post-secondary enrollment options course or program under Minn. Stat. § 124D.09 that has been approved as meeting the necessary requirements is not required to complete other requirements of the Minnesota Academic Standards content standards corresponding to that specific rigorous course of study.

B. Secondary credits granted to a student through a post-secondary enrollment options course or program that meets or exceeds a graduation standard or requirement shall be counted toward the graduation and credit requirements of a student completing the Minnesota Academic Standards.

1. Course credit will be considered by the school district only upon presentation of a certified transcript from an eligible institution evidencing the course taken and the grade and credit awarded.

2. Seven quarter or four semester post-secondary credits shall equal at least one full year of high school credit. Fewer post-secondary credits may be prorated.

3. When a determination is made that the content of the post-secondary course aligns directly with a required course for high school graduation, the commensurate credit and grade will be recorded on the student's transcript as a course credit applied toward graduation requirements.

4. In the event the content of the post-secondary course does not fully align with the content of a high school course required for graduation but is comparable to elective credits offered by the school district for graduation, the school district may provide elective credit and the grade will be recorded on the student's transcript as an elective course credit applied toward graduation requirements.

5. If no comparable course is offered by the school district for which high school graduation credit would be provided, the school district will notify the Commissioner, who shall determine the number of credits that shall be granted to a student.

6. When secondary credit is granted for post-secondary credits taken by a student, the school district will record those credits on the student's transcript as credits earned at a postsecondary institution.

C. A list of the courses or programs meeting the necessary requirements may be obtained from the school district.

## **VI. CREDIT FROM ONLINE LEARNING COURSES**

- A. Secondary credits granted to a student through an online learning course or program that meets or exceeds a graduation standard or requirement shall be counted toward the graduation and credit requirements of a student completing the Minnesota Academic Standards.
- B. Course credit will be considered only upon official documentation from the online learning provider evidencing the course taken and the grade and credit awarded to the student.
- C. When a student provides documentation from an online learning provider, the course credit and course grade shall be recorded and counted toward graduation credit requirements for all courses or programs that meet or exceed the school district's graduation requirements in the same manner as credits are awarded for students transferring from another Minnesota public school as set forth in Section IV.A. above.

**VII. ADVANCED ACADEMIC CREDIT**

- A. The school district will grant academic credit to a student attending an accelerated or advanced academic course offered by a higher education institution or a non-profit public agency, other than the school district.
- B. Course credit will be considered only upon official documentation from the higher education institution or nonprofit public agency that the student successfully completed the course attended and passed an examination approved by the school district.
- C. When a determination is made that the content of the advanced academic course aligns directly with a required course for high school graduation, the commensurate credit and grade will be recorded on the student's transcript as a course credit applied toward graduation requirements.
- D. In the event the content of the advanced academic course does not fully align with the content of a high school course required for graduation but is comparable to elective credits offered by the school district for graduation, the school district may provide elective credit and the grade will be recorded on the student's transcript as an elective course credit applied toward graduation requirements.
- E. If no comparable course is offered by the school district for which high school graduation credit would be provided, the school district will notify the Commissioner and request a determination of the number of credits that shall be granted to a student.

**VIII. WEIGHTED GRADES**

- A. The school district offers weighted grades for courses that are identified as more rigorous or academically challenging as follows:
  - 1. A grade awarded in a college level course will be advanced 1 letter grade. For example C (2.0) - B (3.0)
- B. The school district will update its website prior to the beginning of each school year with a listing of the courses for which a student may earn a weighted grade.

**~~IX~~ VIII. PROCESS FOR AWARDING CREDIT**

A. The building principal will be responsible for carrying out the process to award credits and grades pursuant to this policy. The building principal will notify students in writing of the decision as to how credits and grades will be awarded.

B. A student or the student's parent or guardian may seek reconsideration of the decision by the building principal as to credits and/or grades awarded upon request of a student or the student's parent or guardian if the request is made in writing to the superintendent within five school days of the date of the building principal's decision. The request should set forth the credit and/or grade requested and the reason(s) why credit(s)/grade(s) should be provided as requested. Any pertinent documentation in support of the request should be submitted.

C. The decision of the superintendent as to the award of credits or grades shall be a final decision by the school district and shall not be appealable by the student or student's parent or guardian except as set forth in Section VIII. IX. D. below.

D. If a student disputes the number of credits granted by the school district for a particular post-secondary enrollment course, online learning course, or advanced academic credit course, the student may appeal the school district's decision to the Commissioner. The decision of the Commissioner shall be final.

E. At any time during the process, the building principal or superintendent may ask for course descriptions, syllabi, or work samples from a course where content of the course is in question for purposes of determining alignment with graduation requirements or the number of credits to be granted. Students will not be provided credit until requested documentation is available for review, if requested.

**Legal References:** Minn. Stat. § 120B.02 (Educational Expectations for Minnesota's Students)

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

Minn. Stat. § 120B.11 (School District Process)

Minn. Stat. § 120B.14 (Advanced Academic Credit)

Minn. Stat. § 123B.02 (General Powers of Independent School Districts)

Minn. Stat. § 123B.445 (Nonpublic Education Council)

Minn. Stat. § 124D.03, Subd. 9 (Enrollment Options Program)

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

Minn. Stat. § 124D.095 (Online Learning Option)

Minn. Rules Parts 3501.0640-3501.0655 (Academic Standards for Language Arts)

Minn. Rules Parts 3501.0700-3501.0745 (Academic Standards for Mathematics)

Minn. Rules Parts 3501.0800-3501.0815 (Academic Standards for the Arts)

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

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

Minn. Rules Parts 3501.1200-3501.1210 (Academic Standards for English Language Development)

Minn. Rules Parts 3501.1300-3501.1345 (Academic Standards for Social Studies)

**Cross References:** MSBA/MASA Model Policy 104 (School District Mission Statement)

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

MSBA/MASA Model Policy 613 (Graduation Requirements)

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

MSBA/MASA Model Policy 615 (Testing Accommodations, Modifications, and Exemptions for IEPs, Section 504 Plans, and LEP Students)

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

MSBA/MASA Model Policy 618 (Assessment of Student Achievement)

MSBA/MASA Model Policy 624 (Online Learning Options)

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**Braham Area Public Schools  
Ind. School District #314  
Braham, MN 55006**

Adopted: May 17, 1999

Revised: August 22, 2016; **November 20, 2017**

**#903 VISITORS TO SCHOOL DISTRICT BUILDINGS AND SITES**

**I. PURPOSE**

The purpose of this policy is to inform the school community and the general public of the position of the school board on visitors to school buildings and other school property.

**II. GENERAL STATEMENT OF POLICY**

- A. The school board encourages interest on the part of parents and community members in school programs and student activities. The school board welcomes visits to school buildings and school property by parents and community members provided the visits are consistent with the health, education and safety of students and employees and are conducted within the procedures and requirements established by the school district.
- B. The school board reaffirms its position on the importance of maintaining a school environment that is safe for students and employees and free of activity that may be disruptive to the student learning process or employee working environment.

**III. POST-SECONDARY ENROLLMENT OPTIONS STUDENTS**

- A. A student enrolled in a post-secondary enrollment options course may remain at the school site during regular school hours in accordance with established procedures.
- B. A student enrolled in a post-secondary enrollment options course may be provided with reasonable access, during regular school hours, to a computer and other technology resources that the student needs to complete coursework for a post-secondary enrollment course in accordance with established procedures.

**IV. ~~III~~ RESPONSIBILITY**

- A. The school district administration shall present recommended visitor **and post-secondary enrollment options students** procedures and requirements to the school board for review and approval. The procedures should reflect input from employees, students and advisory groups, and shall be communicated to the school community and the general public. Upon approval by the school board, such procedures and requirements shall be an addendum to this policy.
- B. ~~It shall be the responsibility of the~~ **The** superintendent **shall be responsible for providing** ~~to provide~~ coordination that may be needed throughout the process and **providing** ~~provide~~ for periodic school

board review and approval of the procedures.

#### **V. IV. VISITOR LIMITATIONS**

- A. An individual, **post-secondary enrollment options student** or group may be denied permission to visit a school or school property or such permission may be revoked if the visitor(s) does not comply with the school district procedures and regulations or if the visit is not in the best interest of students, employees or the school district.
- B. Visitors, **including post-secondary enrollment options students**, are authorized to park vehicles on school property at times and in locations specified in the approved visitor procedures and requirements which are an addendum to this policy or as otherwise specifically authorized by school officials. When unauthorized vehicles of visitors are parked on school property, school officials may:
1. move the vehicle or require the driver or other person in charge of the vehicle to move it off school district property; or
  2. if unattended, provide for the removal of the vehicle, at the expense of the owner or operator, to the nearest convenient garage or other place of safety off of school property.
- C. An individual, **post-secondary enrollment options student**, or group who enters school property without complying with the procedures and requirements may be guilty of criminal trespass and thus subject to criminal penalty. Such persons may be detained by the school principal or a person designated by the school principal in a reasonable manner for a reasonable period of time pending the arrival of a police officer.

**Legal References:** Minn. Stat. § 123B.02 (General Powers of Independent School Districts)

**Minn. Stat. § 124D.09 (Post-Secondary Enrollment Options Program)**

Minn. Stat. § 128C.08 (Assaulting a Sports Official Prohibited)

Minn. Stat. § 609.605, Subd. 4 (Trespasses on School Property)

**Cross References:**

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#### **23. Consider cycle review of district policies for adoption.**

The following policies are up for their ANNUAL review: #613 - Graduation requirements; #636 - School District System Accountability; #618 - Assessment of Standard Achievement; #619 - Staff Development of Standards. There are no substantive changes to these policies. The board may choose to adopt at this time.

**Braham Area Public Schools**

**Ind. School Dist. #314**

**Braham, MN 55006**

Adopted: June 20, 2016



## **#613 GRADUATION REQUIREMENTS**

### **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 9 in the 2012-2013 school year and earlier must satisfactorily complete, as determined by the school district, all credit requirements, all state academic standards, or local standards where state standards do not apply, and successfully pass graduation examinations, as required, in order to graduate. For students entering grade 9 in the 2013-2014 school year and later, the school district's policy is that students must demonstrate, as determined by the school district, their satisfactory completion of the credit requirements and their understanding of academic standards on a nationally normed college entrance exam. The school district must adopt graduation requirements that meet or exceed state graduation requirements established in law or rule.

### **III. DEFINITIONS**

- A. "Academic standard" means: (1) a statewide adopted expectation for student learning in the content areas of language arts, mathematics, science, social studies, physical education, or the arts, or (2) a locally adopted expectation for student learning in health, the arts, career and technical education, or world languages.
- B. "Credit" means a student's successful completion of an academic year of study or a student's mastery of the applicable subject matter, as determined by the school district.
- C. "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.
- D. "Individualized Education Program" or "IEP" means a written statement developed for a student eligible by law for special education and services.
- E. "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.
- F. "GRAD" means the graduation-required assessment for diploma that measures the reading, writing, and mathematics proficiency of high school students.

### **IV. TEST ADMINISTRATOR**

A school district official shall be named the school district test administrator. 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

- A. Students enrolled in grade 8 through the 2009-2010 school year are eligible to be assessed under:
1. the graduation-required assessment for diploma (GRAD) in reading or mathematics, under Minn. Stat. § 120B.30, Subd. 1(c)(1) and (2) and Subd. 1(d) (2012) as follows:
    - a. for reading and mathematics:
      - i. obtaining an achievement level equivalent to or greater than proficient as determined through a standard setting process on the Minnesota Comprehensive Assessments in grade 10 for reading and grade 11 for mathematics or achieving a passing score as determined through a standard setting process on the GRAD in grade 10 for reading and grade 11 for mathematics or subsequent retests;
      - ii. achieving a passing score as determined through a standard setting process on the state-identified language proficiency test in reading and the mathematics test for English language learners or the GRAD equivalent of those assessments for students designated as English language learners;
      - iii. achieving an individual passing score on the GRAD as determined by appropriate state guidelines for students with an individualized education program (IEP) or Section 504 (504) plan;
      - iv. obtaining an achievement level equivalent to or greater than proficient as determined through a standard setting process on the state-identified alternate assessment or assessments in grade 10 for reading and grade 11 for mathematics for students with an IEP; or
      - v. achieving an individual passing score on the state-identified alternate assessment or assessments as determined by appropriate state guidelines for students with an IEP; and
    - b. Students enrolled in grade 8 in any school year from the 2005-2006 school year to the 2009-2010 school year who do not pass the mathematics GRAD under V.A.1., above, are eligible to receive a high school diploma if they:
      - i. complete with a passing score or grade all state and local coursework and credits required for graduation by the school board granting the students their diploma;
      - ii. participate in district-prescribed academic remediation in mathematics; and
      - iii. fully participate in at least two retests of the mathematics GRAD test or until they pass the mathematics GRAD test, whichever comes first.
  2. the WorkKeys job skills assessment;
  3. the Compass college placement test;
  4. the ACT assessment for college admission;
  5. the armed services vocational aptitude test; or
  6. the school district may substitute a score from an alternative, equivalent assessment to

satisfy the requirements of this paragraph.

B. Students enrolled in grade 8 in the 2010-2011 or earlier school year are eligible to be assessed under:

1. the GRAD in reading or mathematics, ~~or writing~~ under Minn. Stat. § 120B.30, Subd. 1(c)(1) and (2) (2012) as follows:

a. for reading and mathematics:

- i. obtaining an achievement level equivalent to or greater than proficient as determined through a standard setting process on the Minnesota Comprehensive Assessments in grade 10 for reading and grade 11 for mathematics or achieving a passing score as determined through a standard setting process on the GRAD in grade 10 for reading and grade 11 for mathematics or subsequent retests;
- ii. achieving a passing score as determined through a standard setting process on the state-identified language proficiency test in reading and the mathematics test for English language learners or the GRAD equivalent of those assessments for students designated as English language learners;
- iii. achieving an individual passing score on the GRAD as determined by appropriate state guidelines for students with an IEP or 504 plan;
- iv. obtaining an achievement level equivalent to or greater than proficient as determined through a standard setting process on the state-identified alternate assessment or assessments in grade 10 for reading and grade 11 for mathematics for students with an IEP; or
- v. achieving an individual passing score on the state-identified alternate assessment or assessments as determined by appropriate state guidelines for students with an IEP; and

2. the WorkKeys job skills assessment;

3. the Compass college placement test;

4. the ACT assessment for college admission;

5. the armed services vocational aptitude test; or

6. the school district may substitute a score from an alternative, equivalent assessment to satisfy the requirements of this paragraph.

C. 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:

1. demonstrate understanding of required academic standards on a nationally normed college entrance exam;

2. achievement and career and college readiness tests in mathematics and reading. The tests

must have a continuum of empirically derived, clearly defined benchmarks focused on students' attainment of knowledge and skills so that students, their parents, and teachers know how well students must perform to have a reasonable chance to succeed in a career or college without the need for postsecondary remediation. In addition, the tests must ensure that the foundational knowledge and skills for students' successful performance in postsecondary employment or education and articulated series of possible targeted interventions are clearly identified and satisfy Minnesota's postsecondary admission requirements. To the extent available, the tests should:

- a. monitor students' continuous development of and growth in requisite knowledge and skills; analyze students' progress and performance levels, identifying students' academic strengths and diagnosing areas where students require curriculum or instructional adjustments, targeted interventions, or remediation; and
  - b. based on analysis of students' progress and performance data, determine students' learning and instructional needs and the instructional tools and best practices that support academic rigor for the student; and
3. consistent with this paragraph and Minn. Stat. § 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.
  4. 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.
  5. 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.
  6. 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 must be 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 under this subdivision to graduate from high school.
- D. Students enrolled in grade 8 through the 2011-2012 school year who have not yet demonstrated proficiency on the Minnesota Comprehensive Assessments, the GRAD, or the basic skills testing requirements prior to high school graduation may satisfy state high school graduation requirements for assessments in reading and mathematics by taking:
1. for reading and mathematics:
    - a. obtaining an achievement level equivalent to or greater than proficient as determined through a standard setting process on the Minnesota Comprehensive Assessments in grade 10 for reading and grade 11 for mathematics or achieving a passing score as

- determined through a standard setting process on the GRAD in grade 10 for reading and grade 11 for mathematics or subsequent retests;
  - b. achieving a passing score as determined through a standard setting process on the state-identified language proficiency test in reading and the mathematics test for English language learners or the GRAD equivalent of those assessments for students designated as English language learners;
  - c. achieving an individual passing score on the GRAD as determined by appropriate state guidelines for students with an IEP or 504 plan;
  - d. obtaining an achievement level equivalent to or greater than proficient as determined through a standard setting process on the state-identified alternate assessment or assessments in grade 10 for reading and grade 11 for mathematics for students with an IEP; or
  - e. achieving an individual passing score on the state-identified alternate assessment or assessments as determined by appropriate state guidelines for students with an IEP; and
- 2. the WorkKeys job skills assessment;
  - 3. the Compass college placement test;
  - 4. the armed services vocational aptitude test; or
  - 5. the ACT assessment for college admission.

## **VI. GRADUATION CREDIT REQUIREMENTS**

- A. Students beginning 9<sup>th</sup> grade in the 2011-2012 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;
  - 2. Three credits of mathematics, including an algebra II credit or its equivalent, sufficient to satisfy all of the academic standards in mathematics.
  - 3. An algebra I 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. Three credits of science, including at least: (a) one credit of biology; (b) one credit of chemistry or physics; and one elective credit 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;
  - 5. Three 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;
  - 6. One credit in the arts sufficient to satisfy all of the state or local academic standards in the arts; and

7. A minimum of seven elective credits.
8. Credit equivalencies
  - a. A one-half credit of economics taught in a school's agriculture education or business department may fulfill a one-half credit in social studies under VI.A.5., above, if the credit is sufficient to satisfy all of the academic standards in economics.
  - b. An agriculture science or career and technical education credit may fulfill the credit in chemistry or physics or the elective science credit required under VI.A.4., above, if the credit meets the state chemistry or physics or district biology academic standards or a combination of these academic standards as approved by the 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 VI.A.4., above.
  - c. A career and technical education credit may fulfill a mathematics or arts credit requirement under VI.A.2. or VI.A.6., above.

## VII. GRADUATION STANDARDS REQUIREMENTS

A. All students must demonstrate their understanding of the following academic standards: ~~on a nationally normed college entrance exam:~~

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 vocational and technical education will be reviewed on an annual basis.\*

\* 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, 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 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.128 (Educational Planning and Assessment System (EPAS) Program)
- 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 3501.1000-3501.1190 (Graduation-Required Assessment for Diploma) (repealed Minn. L. 2013, Ch. 116, Art. 2, § 22)
- Minn. Rules Parts 3501.1300-3501.1345 (Academic Standards for Social Studies)
- 20 U.S.C. § 6301, *et seq.* (~~No Child Left Behind 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)  
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**Braham Area Public Schools**  
**Ind. School District #314**  
**Braham, MN 55006**

Adopted: August 17, 2015  
 Reviewed: August 22, 2016; **September 18, 2017**

## **#616 SCHOOL DISTRICT SYSTEM ACCOUNTABILITY**

### **I. PURPOSE**

The purpose of this policy is to focus public education strategies on a process which promotes higher academic achievement for all students and ensures broad-based community participation in decisions regarding the implementation of the Minnesota Academic Standards and the No Child Left Behind Act.

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

Implementation of the Minnesota Academic Standards and No Child Left Behind Act will require a new level of accountability for the school district. The school district will establish a system to transition to the graduation requirements of the Minnesota Academic Standards. The school district also will establish a system to review and improve instruction, curriculum, and assessment which will include substantial input by students, parents or guardians, and local community members. The school district will be accountable to the public and the state through annual reporting.

### **III. DEFINITIONS**

- A. “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. “Graduation Standards” means the credit requirements and content standards or Minnesota Academic Standards that school districts must offer and certify that students complete to be eligible for a high school diploma.
- C. “World’s best workforce” means striving to: meet school readiness goals; have all third grade students achieve grade-level literacy; close the academic achievement gap among all racial and ethnic groups of students and between students living in poverty and students not living in poverty; have all students attain career and college readiness before graduating from high school; and have all students graduate from high school.

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

- A. School District Goals
  - 1. The school board has established school district-wide goals which provide broad direction for the school district. Incorporated in these goals are the graduation and education standards contained in the Minnesota Academic Standards and the No Child Left Behind Act. The broad goals shall be reviewed annually and approved by the school board. The school board shall adopt annual goals based on the recommendations of the Advisory Committee for Comprehensive Continuous Improvement of Student Achievement (Advisory Committee).
  - 2. The improvement goals should address recommendations identified through the Advisory Committee process. The school district’s goal setting process will include consideration of



individual site goals. School district goals may be developed through an education effectiveness program, an evaluation of student progress committee, or through some other locally determined process.

B. System for Reviewing All Instruction and Curriculum. Incorporated in the process will be analysis of the school district's progress toward implementation of the Minnesota Academic Standards. Instruction and curriculum shall be reviewed and evaluated by taking into account strategies and best practices, student outcomes, principal evaluations under Minn. Stat. § 123B.147, Subd. 3, and teacher evaluations under Minn. Stat. § 122A.40, Subd. 8, or 122A.41, Subd. 5.

C. Implementation of Graduation Requirements

1. The school board shall appoint a Graduation Standards Implementation Committee which shall advise the school board on implementation of the state and local graduation requirements, including K-12 curriculum, assessment, student learning opportunities, and other related issues. Recommendations of this committee shall be published annually to the community. The school board shall receive public input and comment and shall adopt or update this policy at least annually. The Graduation Standards Implementation Committee will be comprised of the Advisory Committee for Comprehensive Continuous Improvement of Student Achievement.

2. The school board shall annually review and determine if student achievement levels at each school site meet federal expectations. If the school board determines that student achievement levels at a school site do not meet federal expectations and the site has not made adequate yearly progress for two consecutive school years, the Graduation Standards Implementation Committee shall work with the school site to adopt a plan to raise student achievement levels to meet federal expectations. The Graduation Standards Implementation Committee may seek assistance from the Commissioner of the Minnesota Department of Education (MDE) (Commissioner) in developing a plan which must include parental involvement components.

3. The educational assessment system component utilized by the school board to measure individual students' educational progress must be based, to the extent annual tests are administered, on indicators of achievement growth that show an individual student's prior achievement. Indicators of achievement and prior achievement must be based on highly reliable statewide or districtwide assessments. The school board will utilize models developed by the Commissioner for measuring individual student progress. The school board must coordinate with MDE in evaluating school sites and continuous improvement plans, consistent with best practices.

D. Advisory Committee for Comprehensive Continuous Improvement of Student Achievement

1. By October 1st of each year, the Advisory Committee will meet to advise and assist the school district in the implementation of the school district system accountability and comprehensive continuous improvement process.

2. The Advisory Committee, working in cooperation with other committees of the school district [*such as the Technology, Educational Effectiveness, Grade Level, Site Instruction, Curriculum and Assessment Committees, etc.*], will provide active community participation in:

- a. Reviewing the school district instructional and curriculum plan, with emphasis on implementing the Minnesota Graduation Standards;
  - b. Identifying annual instruction and curriculum improvement goals for recommendation to the school board;
  - c. Making recommendations regarding the evaluation process that will be used to measure school district progress toward its goals;
  - d. Advising the school board about development of the annual budget.
3. The Advisory Committee shall meet the following criteria:
- a. The Advisory Committee shall ensure active community participation in all planning for instruction and curriculum affecting Graduation Standards.
  - b. The Advisory Committee shall make recommendations to the school board on school district-wide standards, assessments, and program evaluation.
  - c. Building teams may be established as subcommittees to develop and implement an education effectiveness plan and to carry out methods to improve instruction, curriculum, and assessments as well as methods to use technology in meeting the school district improvement plan.
  - d. A local plan to evaluate student progress, using a local process, shall be used for developing a plan for assessment of student progress toward the Graduation Standards, as well as program evaluation data for use by the Advisory Committee in the instruction and curriculum review process. This plan shall annually be approved by the school board.
4. The Advisory Committee shall, when possible, be comprised of two-thirds community representatives and shall reflect the diversity of the community. Included in its membership should be:
- a. The Director of Curriculum (or similar educational leader)
  - b. Principal
  - c. School Board Member
  - d. Student Representative
  - e. One teacher from each building or instructional level
  - f. Two parents from each building or instructional level
  - g. Two residents without school-aged children, non-representative of local business or industry
  - h. Two residents representative of local business or industry
  - i. District Assessment Coordinator (if different from “a.” above)

5. Translation services should be provided to the extent appropriate and practicable.

6. The Advisory Committee shall meet the following timeline each year:

Month: Organizational meeting of the Committee to review the authorizing legislation and the roles and responsibilities of the Committee as determined by the school board.

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

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

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

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

F. Reporting. Consistent with Minn. Stat. § 120B.36, Subd. 1, the school board shall publish a report in the local newspaper with the largest circulation in the district, by mail, or by electronic means on the school district website. The school board shall hold an annual public meeting to review and revise, where appropriate, student achievement goals, local assessment outcomes, plans, strategies, and practices for improving curriculum and instruction and cultural competency and to review school district success in realizing the previously adopted student achievement goals and related benchmarks and the improvement plans leading to the world's best workforce. The school board must transmit an electronic summary of its report to the Commissioner in the form and manner the Commissioner determines. The school district shall periodically survey affected constituencies in their native languages, where appropriate and practicable, about their connection to and level of satisfaction with school. The school district shall include the results of this evaluation in its published reports and in its summary report to the Commissioner.

**Legal References:** Minn. Stat. § 120B.02 (Educational Expectations for Minnesota's Students)

Minn. Stat. § 120B.018 (Definitions)

Minn. Stat. § 120B.11 (School District Process)

Minn. Stat. § 120B.35 (Student Achievement Levels)

Minn. Stat. § 120B.36 (School Accountability; Appeals Process)

Minn. Stat. § 122A.40, Subd. 8 (Employment; Contracts; Termination)

Minn. Stat. § 122A.41, Subd. 5 (Teacher Tenure Act; Cities of the First Class; Definitions)

Minn. Stat. § 123B.04 (Site Decision Making Agreement)

Minn. Stat. § 123B.147, Subd. 3 (Principals)

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)

20 U.S.C. § 6301, *et seq.* (No Child Left Behind Act)

**Cross References:** MSBA/MASA Model Policy 104 (School District Mission Statement)

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

MSBA/MASA Model Policy 613 (Graduation Requirements)

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

MSBA/MASA Model Policy 615 (Testing Accommodations, Modifications, and Exemptions for IEPs, Section 504 Plans, and LEP Students)  
MSBA/MASA Model Policy 617 (School District Ensurance of Preparatory and High School Standards)  
MSBA/MASA Model Policy 618 (Assessment of Student Achievement)  
MSBA/MASA Model Policy 619 (Staff Development for Standards)  
MSBA/MASA Model Policy 620 (Credit for Learning)  
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**Braham Area Public Schools**

**Ind. School Dist. #314**

**Braham, MN 55006**

Adopted: **June 20, 2016**

Reviewed: September 18, 2017

**#618 ASSESSMENT OF STUDENT ACHIEVEMENT**

**I. PURPOSE**

The purpose of this policy is to institute a process for the establishment and revision of assessments to be used to determine how well students have achieved the Graduation Standards.

**II. GENERAL STATEMENT OF POLICY**

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

**III. DEFINITIONS**

- A. “Above-grade level” test items contain subject area content that is above the grade level of the student taking the assessment and is considered aligned with state academic standards to the extent it is aligned with content represented in state academic standards above the grade level of the student taking the assessment. Notwithstanding the student’s grade level, administering above-grade level test items to a student does not violate the requirement that state assessments must be aligned with state standards.
- B. “Academic standard” means a summary description of student learning in a required content area or elective content area.
- C. “Below-grade level” test items contain subject area content that is below the grade level of the student taking the test and is considered aligned with state academic standards to the extent it is aligned with content represented in state academic standards below the student’s current grade level. Notwithstanding the student’s grade level, administering below-grade level test items to a student does not violate the requirement that state assessments must be aligned with state standards.
- D. “Benchmark” means the specific knowledge or skill that a student must master to complete part of an academic standard by the end of the grade level or grade band.
- E. “Career and college ready,” for purposes of statewide accountability, means a high school graduate has the

knowledge, skills, and competencies to successfully pursue a career pathway, including postsecondary credit leading to a degree, diploma, certificate, or industry-recognized credential and employment. Students who are career and college ready are able to successfully complete credit-bearing coursework at a two- or four-year college or university or other credit-bearing postsecondary program without need for remediation.

- F. “Computer-adaptive assessments” means fully adaptive assessments.
- G. “Cultural competence,” for purposes of statewide accountability, means the ability and will to interact effectively with people of different cultures, native languages, and socioeconomic backgrounds.
- H. “Elective standards” means a locally adopted expectation for student learning in career and technical education and world languages.
- I. “Fully adaptive assessments” include on-grade level test items and items that may be above or below a student’s grade level. *[Note: Fully adaptive mathematics and reading assessments must be used for grades 3 through 7 beginning in the 2015-2016 school year and later.]*
- J. “On-grade level” test items contain subject area content that is aligned to state academic standards for the grade level of the student taking the assessment.
- K. “Required standard” means a statewide adopted expectation for student learning in the content areas of language arts, mathematics, science, social studies, physical education, and the arts, or a locally adopted expectation for student learning in health or the arts.
- L. “Rubric” means the criteria set by the Commissioner of the Minnesota Department of Education (MDE) that must be used by a district to score student work that meets the specifications of a content standard.

**IV. ESTABLISHMENT OF CRITERIA FOR ASSESSMENT**

- A. The superintendent shall ensure that students and parents or guardians are provided with notice of the process by which program Graduation Standards will be assessed.
- B. Staff members will be expected to utilize staff development opportunities to the extent necessary to ensure effective implementation and continued improvement of the implementation of the Graduation Standards at all levels and/or transition to assessments under the Minnesota Academic Standards.

**V. STANDARDS FOR MINNESOTA ACADEMIC STANDARDS PERFORMANCE ASSESSMENTS**

- A. Benchmarks

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

- B. Statewide Academic Standards Testing

1. The school district will utilize statewide assessments developed from and aligned with the state's required academic standards as these tests become available to evaluate student progress toward career and college readiness in the context of the state's academic standards.
2. The school district will administer annually, in accordance with the process determined by MDE, the state-constructed tests to all students in grades 3 through 8 and at the high school level as follows:
  - a. annual reading and mathematics assessments in grades 3 through 7;
  - b. state-developed grade 8 and high school reading and mathematics tests aligned with state academic standards; and
  - c. annual science assessments in one grade in the grades 3 through 5 span, the grades 6 through 8 span, and a life science assessment in the grades 9 through 12 span (a passing score on high school science assessments is not a condition of receiving a diploma).
3. The school district will develop and administer locally constructed tests in social studies, health and physical education, and the arts to determine if a student has met the required academic standards in these areas.
4. The school district may use a student's performance on a statewide assessment as one of the multiple criteria to determine grade promotion or retention. The school district also may use a high school student's performance on a statewide assessment as a percentage of the student's final grade in a course, or place a student's assessment score on the student's transcript.
5. For students in grade 8 in the 2012-2013 school year and later, the school district must record on the high school transcript a student's progress toward career and college readiness. For other students, this record of progress must be made as soon as practicable. In addition, the school district may include a notation of high achievement on the high school diplomas of those graduating seniors who, according to established school board criteria, demonstrate exemplary academic achievement during high school.

C. Rigorous Course of Study Waiver

1. Upon receiving a student's application signed by the student's parent or guardian, the school district must declare that a student meets or exceeds a specific academic standard required for graduation if the school board determines that the student:
  - a. is participating in a course of study, including an advanced placement or international baccalaureate course or program; a learning opportunity outside the curriculum of the school district; or an approved preparatory program for employment or postsecondary education that is equally or more rigorous than the corresponding state or local academic standard required by the school district;
  - b. would be precluded from participating in the rigorous course of study, learning opportunity, or preparatory employment or postsecondary education program if the student were required to achieve the academic standard to be waived; and
  - c. satisfactorily completes the requirements for the rigorous course of study, learning opportunity, or preparatory employment or postsecondary education program.
2. The school board also may formally determine other circumstances in which to declare that a student

meets or exceeds a specific academic standard that the site requires for graduation under this section.

3. A student who satisfactorily completes a post-secondary enrollment options course or program or an advanced placement or international baccalaureate course or program is not required to complete other requirements of the academic standards corresponding to that specific rigorous course of study.

## **VI. CAREER EXPLORATION ASSESSMENT**

- A. Commencing with the 2014-2015 school year, student assessments, in alignment with state academic standards, shall include career and college readiness benchmarks. Mathematics and reading, assessments for students in grades 8 and 10 must be predictive of a nationally normed assessment for career and college readiness. This nationally recognized assessment must be a college entrance exam and given to students in grade 11. This series of assessments must include a college placement diagnostic exam and contain career exploration elements. When administering formative or summative assessments used to measure the academic progress, including the oral academic development, of English learners and inform their instruction, schools must ensure that the assessments are accessible to the students and students have the modifications and supports they need to sufficiently understand the assessments.
- B. On an annual basis, the school district must use the career exploration elements in these assessments, beginning no later than grade 9, to help students and their families explore and plan for postsecondary education or careers based on the students' interests, aptitudes, and aspirations. The school district must use timely regional labor market information and partnerships, among other resources, to help students and their families successfully develop, pursue, review, and revise an individualized plan for postsecondary education or a career. This process must help increase students' engagement in and connection to school, improve students' knowledge and skills, and deepen students' understanding of career pathways as a sequence of academic and career courses that lead to an industry-recognized credential, an associate's degree, or a bachelor's degree and are available to all students, whatever their interests and career goals.
- C. Students in grade 10 or 11 not yet academically ready for a career or college based on their growth in academic achievement between grades 8 and 10 must take the college placement diagnostic exam before taking the college entrance exam under Section VII.D. Students, their families, the school, and the district can then use the results of the college placement diagnostic exam for targeted instruction, intervention, or remediation and improve students' knowledge and skills in core subjects sufficient for a student to graduate and have a reasonable chance to succeed in a career or college without remediation.
- D. All students, except those eligible for alternative assessments, must be given the college entrance part of these assessments in grade 11. A student under this paragraph who demonstrates attainment of required state academic standards on these assessments, which include career and college readiness benchmarks, is academically ready for a career or college and is encouraged to participate in courses awarding college credit to high school students. Such courses and programs may include sequential courses of study within broad career areas and technical skill assessments that extend beyond course grades.
- E. As appropriate, students through grade 12 must continue to participate in targeted instruction, intervention, or remediation and be encouraged to participate in courses awarding college credit to high school students.
- F. In developing, supporting, and improving students' academic readiness for a career or college, the school

district must have a continuum of empirically derived, clearly defined benchmarks focused on students' attainment of knowledge and skills so that students, their parents, and teachers know how well students must perform to have a reasonable chance to succeed in a career or college without need for postsecondary remediation.

**Legal References:** Minn. Stat. § 120B.018 (Definitions)

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

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

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

Minn. Stat. § 120B.023 (Benchmarks)

Minn. Stat. § 120B.11 (School District Process)

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)

**Cross References:** MSBA/MASA Model Policy 104 (School District Mission Statement)

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

MSBA/MASA Model Policy 613 (Graduation Requirements)

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

MSBA/MASA Model Policy 615 (Testing Accommodations, Modifications, and Exemptions for IEPs, Section 504 Plans, and LEP Students)

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

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## **Braham Area Public Schools**

**Ind. School Dist. #314**

**Braham, MN 55006**

Adopted: June 20, 2016

Reviewed: September 18, 2017

### **#619 - STAFF DEVELOPMENT FOR STANDARDS**

#### **I. PURPOSE**

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

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

The school district is committed to developing staff policies and processes for continuous improvement of curriculum, instruction, and assessment to ensure effective implementation of the Graduation Assessment Requirements and the Every Student Succeeds Act at all levels.

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



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

**IV. TRAINING AND PROFESSIONAL DEVELOPMENT**

- A. Paraprofessionals. The school district will provide each paraprofessional who assists a licensed teacher in providing student instruction with initial training. Such training will include training in emergency procedures, confidentiality, vulnerability, reporting obligations, discipline, policies, roles and responsibilities, and building orientation. Training will be provided within the first 60 days a paraprofessional begins supervising or working with students.
- B. Teachers/Administrators
  - 1. The school district will provide high quality and ongoing professional development activities as required by state and federal laws.
  - 2. The school district will assign an administrator to serve as a highly objective uniform state standard of evaluation (HOUSSE) reviewer. The administrator shall meet with teachers and, where appropriate, certify the teacher’s application for highly qualified status.

**Legal References:** Minn. Stat. § 120B.02 (Educational Expectations for Minnesota’s Students)

Minn. Stat. § 120B.11 (School District Process)

Minn. Stat. § 120B.363 (Credential for Education Paraprofessionals)

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

Minn. Stat. § 122A.60 (Staff Development Program)

Minn. Rules Parts 3501.0640-3501.0655 (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 3501.1000-3501.1190 (Graduation-Required Assessment for Diploma) (repealed Minn. L. 2013, Ch. 116, Art. 2, § 22)

Minn. Rules Parts 3501.1200-3501.1210 (Academic Standards for English Language Development)

Minn. Rules Parts 3501.1300-3501.1345 (Academic Standards for Social Studies)

**secondCross References:** MSBA/MASA Model Policy 104 (School District Mission Statement)

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

MSBA/MASA Model Policy 613 (Graduation Requirements)

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

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**24. Reminder of the October Regular school board meeting.**

The October Regular School Board meeting is set for Monday, October 16, at 7:00 pm, in B100 – Community Room.

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**25. Adjourn.**

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