



**FOREST LAKE AREA SCHOOLS**

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February 2, 2018

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FROM: Donna M. Friedmann   
Director of Administration & Human Resources

SUBJ: POLICY COMMITTEE MEETING

The next meeting of the Policy Committee will be held promptly @ 7:00 pm on Thursday, February 8, 2018, in the boardroom at the district office. The agenda for this meeting is enclosed. Please contact me at (651) 982-8123 if you are unable to attend this meeting.

DMF/kk

*Inspire the learner; ignite the potential!*

*Forest Lake Area Schools • Independent School District 831 • Equal Opportunity Employer*

INDEPENDENT SCHOOL DISTRICT NO. 831  
Forest Lake, Minnesota 55025

*Policy Committee Meeting*  
*February 8, 2018 – 7:00 p.m. – District Office Boardroom*

**AGENDA**

1. Assessment of Standard Achievement Policy 618
2. Consideration of Other Policies to be Scheduled for Review
3. Other Matters
4. Annual/Requested Policy Reviews
  - Discipline Policy 515 (March 2018)
  - Student Transportation Safety Policy 531 (April 2018)
  - Wellness Policy 546 (May 2018)
  - Family & Medical Leave Policy 428 (September 2018)
  - Mandated Reporting of Maltreatment of Vulnerable Adults Policy 414 (September 2018)
  - Mandated Reporting of Child Neglect or Physical or Sexual Abuse Policy 522 (September 2018)
  - Student Sex Nondiscrimination Policy 421 (October 2018)
  - Technology Acceptable Use and Safety Policy 540 (October 2018)
  - School Board Member Reimbursement Guidelines Policy 103A (November 2018)
  - Out-of-State Travel by School Board Members Policy 103B (November 2018)
  - Bullying Prohibition Policy 541 (December 2018)
  - Crisis Management Policy 538 (December 2022 – 5 year recall)
  - Harassment and Violence Policy 425 (January 2019)
5. Future Policy Review
  - Naming of School Buildings or Portions Thereof Such as Naming a Gymnasium
  - Random Drug Testing
6. Policies at School Board for Action:
  - Special Education Records and Records Retention Policy 505A – Pending MN Historical Society Review
  - Bullying Prohibition Policy 541 - Approved
  - Crisis Management Policy 538 – Approved
  - Employee Right to Know – Exposure to Hazardous Substances Policy 411 – Approved
  - Use of Student Records Policy 505 – 1<sup>st</sup> Reading
  - Harassment and Violence Policy 425 – 1<sup>st</sup> Reading
  - Sample Website Accessibility Policy 709 - Pending

**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 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. "Benchmark" means the academic knowledge and skills students must achieve at each grade level or high school level to satisfactorily complete a state standard.
- B. "Elective standards" are the academic standards adopted by the school district in the subject areas of vocational and technical education and world languages.
- C. "Exemplar" means an actual example of student work on a performance assessment determined to represent student performance that earns a score of "3" or "4" in accordance with the rubric as defined in item "F."
- D. "Performance assessment" means any assessment method that will measure demonstrated student performance of the specifications of a content standard.
- E. "Profile of Learning" refers to the graduation content standards previously required by state law which the school district has retained as part of its locally established graduation requirements.
- F. "Rubric" means the criteria set by the Commissioner of the Department of Education ("Department") that must be used by a district to score student work that meets the specifications of a content standard.
- G. "Specifications" means what a student must know and be able to do to complete a Profile of Learning content standard.

**IV. ESTABLISHMENT OF CRITERIA FOR ASSESSMENT**

- A. The Director of Teaching and Learning shall establish criteria by which student performance of the Profile of Learning or other locally adopted Graduation Standards and elective standards are to be evaluated and approved. The criteria will be submitted to the school board for approval. Upon approval by the school board, the criteria shall be deemed part of this policy.
- B. The superintendent shall ensure that students and parents or guardians are provided with notice of the process by which program Graduation Standards will be assessed.
- C. Staff members will be expected to utilize staff development opportunities to the extent necessary to ensure effective implementation and continued improvement of the implementation of the Profile of Learning Graduation Standards at all levels and/or transition to assessments under the Minnesota Academic Standards.

## V. STANDARDS FOR PERFORMANCE ASSESSMENTS

- A. Performance assessments are expected to provide opportunities for students to demonstrate their achievement of the **Profile of Learning** Graduation Standards.

Scoring criteria for performance assessment include:

1. A score of "4," that signifies student work that meets or exceeds the rubric for the score of "4";
2. A score of "3," that signifies student work that meets the rubric for the score of "3";
3. A score of "2," that signifies student work that meets the rubric for the score of "2";
4. A score of "1," that signifies student work that meets the rubric for the score of "1";
5. A score of "0," that signifies incomplete work on the specifications of a content standard;
6. Incomplete student work receiving a score of "0" does not complete a content standard.
7. When a student, under provisions of an IEP or Section 504 Accommodation Plan, completes the specifications of a modified content standard as determined in the student's plan, the school district shall record the score as "pass-individual";

8. When a student's IEP or Section 504 Accommodation Plan exempts the student from a content standard, the school district shall record "exempt" for that content standard;
  9. When an LEP student, under the provisions of an LEP individual graduation plan completes the specifications of a modified content standard, the school district shall record the score as "pass-LEP"; and
  10. When an LEP student, under the provisions of an individual graduation plan, completes all specifications of a content standard solely in a language other than English, except for work in learning area ten, the school district shall record the score as "pass-LEP."
- B. The school district may use one or more assessment methods to measure student performance on one or more content standards.
- C. The grade level of a student shall not prohibit a student from receiving the highest state exemplar score upon completion of a content standard. A student may receive a score of "0" that signifies incomplete student work on a standard. The assessment of the content standard must be included as part of the students grade for a subject or course.
- D. The school district will convene an annual meeting of selected teachers and administrators to review performance assessments used to measure student performance. Recommendations and comments regarding the procedures for assessment of student achievement will be submitted to the Director of Teaching and Learning for review.

## **VI. STANDARDS FOR MINNESOTA ACADEMIC STANDARDS PERFORMANCE ASSESSMENTS**

- A. **Benchmarks**  
The school district will offer academic knowledge and skills to allow students to satisfactorily complete a state standard by the use of grade level or high school level benchmarks. These benchmarks will be used by the school district and its staff in developing tests to measure student academic knowledge and skills.
- B. **Local Assessments**  
Locally selected assessments are expected to provide opportunities for students to demonstrate their achievement of the elective standards or other locally adopted standards. Scoring criteria for performance assessment of elective or other locally adopted standards include:
- C. **Statewide Academic Standards Testing**
1. Commencing with the 2005-2006 school year and later, the school district will utilize state constructed tests developed from and aligned with the

state's required academic standards as these tests become available. If a state assessment is not available, the school district will determine if a student has met the required academic standards through locally developed assessments.

2. The school district will administer annually, in accordance with the process determined by the Department, the state-constructed tests to all students in grades three through eight and at the high school level as follows:
  - a. annual language arts and mathematic assessments in grades three through eight and at the high school level for the 2005-2006 school year and later; and
  - b. annual science assessments in one grade in the grades three through five span, the grades six through nine span, and a life science assessment in the grades ten through twelve span for the 2007-2008 school year and later.
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. Students incapable of taking the statewide or locally constructed tests, as determined by the student's individualized education program team, or students with limited English proficiency who have been in the United States for fewer than three years, shall be exempt from statewide and local testing with the approval of the student's parent or guardian. The school district will report student exemptions to the Department consistent with the format provided by the Department. Alternative assessments shall be provided to students exempt from the statewide tests.
5. 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.

ADOPTED: 7/6/98  
REVISED: 5/7/01  
REVISED: 6/2/05