School Board Study Session
Monday, July 28, 2025 4:00 PM

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

Agenda

1. Call to Order/Roll Call
   Speaker(s): Chairperson
2. Approval of agenda (Action)
   Speaker(s): Chairperson
3. Overview of Language Access Plan (LAP)
   Speaker(s): Equity Coordinator Kristi Beckman
4. Overview of Englebert Training Systems (ETS) contract
   Speaker(s): Activities Director Katie Carter
5. Fundraising report
   Speaker(s): Executive Director of Finance and Operations Todd Lechtenberg and Activities Director Katie Carter
6. First reading of revised policy 425 - Staff Development
   Speaker(s): Exec Dir of Academics and Administrative Services Katie Baskin
7. Discussion on board goals
   Speaker(s): Superintendent Dr. Joey Page
8. Board to enter closed session for the purpose of a negotiations update (Action)
   Speaker(s): Chairperson
9. Board to enter open session (Action)
   Speaker(s): Chairperson
10. Board to enter closed session to conduct superintendent evaluation (Action)
    Speaker(s): Chairperson
11. Board to enter open session (Action)
    Speaker(s): Chairperson
12. Adjournment (Action)
    Speaker(s): Chairperson



LANGUAGE ACCESS PLAN

to Ensure Effective Communication with Multilingual Students & Families

June 2025

AUSTIN PUBLIC SCHOOLS
INSPIRE • EMPOWER • ACCELERATE

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SECTION 1: POLICY DIRECTIVES

This section sets forth the laws, standards, and operating principles that will govern the implementation of the Austin Public Schools language access plan.

Policy Foundation

Federal

- Title VI of the Civil Rights Act of 1964 was enacted as part of the landmark Civil Rights Act of 1964. It prohibits discrimination on the basis of race, color, and national origin in programs and activities receiving federal financial assistance.
- Equal Educational Opportunity Act (EEOA) requires states and school districts to provide equal educational opportunity to students learning English by taking appropriate actions to overcome language barriers.
- Individuals with Disabilities Education Act (IDEA) upholds language access rights for bilingual families by requiring that students be tested in their home language and Individual Educational Plans (IEP) be written in the appropriate home language. IEP meetings must be conducted in the family's home language using a highly trained and qualified interpreter.

State

Minnesota Statutes, section 123B.32 states:

- Subd. 1. Language access plan required. Starting in the 2025-2026 school year, during a regularly scheduled public board hearing, a school board must adopt a language access plan that specifies the district's process and procedures to render effective language assistance to students and adults who communicate in a language other than English. The language access plan must be available to the public and included in the school's handbook.
- Subd. 2. Plan requirements. The language access plan must include how the district and its schools will use trained or certified spoken language interpreters for communication related to academic outcomes, progress, determinations, and placement of students in specialized programs and services; and how families and communities will be notified of their rights under this plan.
- Subd. 3. Regular review. The board must review the plan every two years and update the plan as appropriate.
- Minnesota Learning for English Academic Proficiency (LEAPS) Act of 2014, Chapter 272, H.F No. 2397, Article 1. The law has three principal goals for all English Learner (EL) students: 1) academic English proficiency; 2) grade-level content knowledge; and 3) multilingual skills development.

Definitions

American Sign Language (ASL) – A visually perceived language based on a naturally evolved system of articulated hand gestures and their placement relative to the body, along with non-manual markers such as facial expressions, head movements, shoulder raises, mouth morphemes, and movements of the body.

Emergent Multilingual Speakers – Individuals whose primary language is not English and who have limited ability to communicate effectively in English but are in the process of developing their English language proficiency. Language access industry leaders and advocates prefer the use of this term when referring to the intended beneficiaries of language access services.

English Learner (EL) – A status assigned to students whose primary language is not English, who lacks the necessary skills to understand, speak, read, and write in English but are receiving English language development instructions in a public school or charter setting.

Language Assistance Services – Oral, expressive, written, and technological supportive services that help students and families communicate effectively with school staff. These services ensure students and families can participate fully in school services, activities, and programs.

Limited English Proficient (LEP) – Individuals whose primary language is not English and who have limited ability to communicate effectively in English, including writing, reading, speaking, and listening comprehension. Federal law uses this term to refer to the intended beneficiaries of language access services.

Home Language – The language that is most commonly used in the home by members of a family, or the language that parents use when speaking with their children.

Interpretation – The act of listening to a communication in one language (source language) and orally converting it to another language (target language). Interpreter must retain the same meaning as the original message without omitting information, summarizing or otherwise altering the message, and without adding the interpreter's own thoughts or opinions.

Interpreter – A person who provides interpreting services.

Primary Language – An individual's native tongue or the language in which an individual most effectively communicates.

Relay – Telephone accessibility services to people who are deaf, deafblind, hard of hearing, or speech disabled.

Remote Interpreting – Interpreting that is provided via telephone or video call.

Screen Reader – Software programs that allow blind or visually impaired users to read the text that is displayed on the computer screen with a speech synthesizer or braille display.

Sight Translation – The oral interpretation of a written document. This occurs when an interpreter reads a document and then provides a complete oral interpretation of the information that it contains.

Simultaneous Interpretation Equipment – Equipment that allows a group of people to listen through headsets to information interpreted into their primary language. This method is most appropriate for large group settings and meetings where multiple languages are interpreted simultaneously.

Translator – A person who provides translation services.

Translation – The restating of written text from one language (source language) into an equivalent written text in another language (target language).

Vital Document – Materials deemed vital to ensuring access to educational services, programs, and activities, or contain information required by law to translate or provide in audio format.

Code of Ethics and Standards of Practice

Austin Public Schools is committed to our nondiscrimination policy, and works to provide equal access to all programs and services without discrimination.

Language service providers have an additional code of professional ethics. The Minnesota Department of Education (MDE) provides guidance on the Codes of Ethics and Standards of Practice for Educational Interpreters of Spoken Language that can be viewed on the English Learner Disability Resources webpage. This guide is only available in English because it was intended for language access practitioners.

SECTION 2: THE PLAN

Overview

Austin Public Schools language access plan provides a blueprint for bringing the district into compliance with state and federal language access requirements, including how the district or charter will increase its capacity to address language service and resource needs identified in its self-assessment.

The self-assessment process was completed during the 2024-2025 school board by obtaining feedback through collaborative work sessions and interviews with representatives from the following stakeholder groups: Administration, Teaching and Learning, Equity, English Learning, Enrollment Services, Success Coaches, Interpreters, community partners, Health Services, Technology Services, and ML parents. about recommended improvements. Austin Public Schools continues to work to provide quality access to language assistance services, professional development for staff and interpreters, and information for families about how to request language support based on this committee's suggestions for improvements to current processes.

This plan is also a roadmap that will help staff navigate the process to:

- Set priorities and identify responsible personnel for policy and procedures development;
- Hire, contract, assess, and ensure quality control of language assistance services;
- Provide notice of services;
- Provide training of staff; and
- Conduct ongoing monitoring and evaluation.

Language Access Plan

Description of Services

Austin Public Schools provides timely, accurate language assistance services to ensure families have access to information in their home primary languages. Remote and oral interpretation, written translations, and sight translations are available to families. Austin Public Schools has a roster of trained interpreters and contracts with local language service providers and Language Line when needed. Written translations are produced by authorized district translators or are sourced through TransAct. Families can request language assistance by contacting district staff or reaching out directly to multilingual Success Coaches.

Language Access for students and families is a critical component in ensuring that multilingual learners and their families have access to educational supports and information. For a comprehensive overview of the academic supports in place in Austin Public schools for students who are learning English, please reference our LIEP plan. (Insert Link here).

Implementation

Austin Public Schools Language Access Plan was created with input from representatives from the following stakeholder groups: Administration, Teaching and Learning, Equity, English Learning, Enrollment Services, Success Coaches, Interpreters, community partners, Health Services, Technology Services, and ML parents. The Teaching and Learning department will provide oversight for the Language Access Plan, including gathering feedback from stakeholder groups to inform annual revisions to the plan. The district advertises and promotes language assistance services by:

- Directly connecting families with interpreters upon new student enrollment.

- Maintaining an updated directory of interpreters in all district offices and on the district website to help parents easily request language support.
- Frequently sharing interpreter contact information with families on social media and other district communication channels.

Identification and Assessment of Language Assistance Needs

Austin Public Schools collects data from all families upon enrollment about their home primary language, their interpreter preferences and preferred language, and their language preferences for written communications from the district. Teaching and Learning works in collaboration with Enrollment Services to identify demographic trends and respond to language assistance needs. The district also collaborates closely with stakeholders in community organizations to learn about emerging demographic trends and prepares to respond to language needs.

Timeline

The following timeline includes an overview of the timeframe, objectives, and benchmarks for work to be undertaken to implement the plan and maintain this plan:

- Fall 2024-Spring 2025: APS Language Access leadership team attends Language Access Planning training
- February 2025: Feedback gathered from Language Access Planning team and community stakeholders
- April 2025: Draft of Language Access Plan created
- May 2025: Revised Language Access Plan submitted to district leadership.
- 2025-2026: Language Access Plan reviewed and approved by school board at public meeting.
- 2025-2026: Language Access Plan added to Parent Handbook and APS website
- Annually: Language Access Plan will be updated and reviewed by the school board as part of the handbook approval process.

Notice of Services

Language services are advertised in a variety of ways in Austin Public Schools. District staff are trained to reach out to families proactively with an interpreter if they have indicated they need language assistance upon enrollment. Signage will be available in all district offices and on the district website informing families about the availability of free language assistance services. Families can request language support by contacting any district office staff member, reaching out directly to district Success Coaches, or contacting the district equity coordinator. Visual signage in each public-facing district office will advertise free language assistance services.

As required by Minnesota Statutes, section 123B.32, Language Access Plan Required, the district's plan will be included in the Parent Handbook and updated annually.

Training for Staff

Training staff is a critical component to ensuring successful implementation of the Language Access Plan. Training for front-line office staff in working with interpreters, requesting language assistance, and cultural competence is offered on an ongoing basis. New staff are trained during the onboarding process. Training will include information about how to determine if an interpreter is needed, working effectively with interpreters, how to request district interpreters, and how to request a Language Line interpreter when necessary.

New teacher training is offered annually for all teachers in their first three years of employment with the district, and information about accessing language support and working with interpreters is a component of this training.

All district interpreters are trained in the code of ethics and professional responsibilities and expectations for interpreters. Success Coaches have access to more extensive training, including Special Education interpretation, education terminology, and cultural brokerage. The Community Interpreter training is recommended for Success Coaches and district interpreters and will be incorporated into the professional development plan for these employees.

Plan Maintenance

Austin Public Schools monitors and updates the plan, policies, and procedures, plan performance, and, if appropriate, modifies current language directives, plan, and procedures as part of the annual parent handbook approval process.

The district Equity Coordinator gathers feedback about language access services and revises the plan annually based on stakeholder input and collaboration. To provide feedback about language access services at Austin Public Schools, please contact the Office of Teaching and Learning at 507-460-1912, one of the district Success Coaches, or your child's school.

Community Engagement and Partnership

Community engagement and input is vital to ensuring families are aware of language assistance resources, how to reach out to the schools, and are able to provide feedback. Our Multi-Tiered System of Supports (MTSS) framework includes a commitment to family engagement and outreach; chapter two of the handbook includes a summary of family and community engagement efforts. Success Coaches are instrumental in building trusting linkages to multilingual students and families, providing community outreach, and informing district practice to ensure a welcoming environment.

Emergency Communication Protocol

Infinite Campus Portal is used to send emergency announcements to families. Announcements are sent as a SMORE link to include translation support. A callback number should be included in all communications in case families have questions about the message.

Artificial Intelligence (AI) Translation Services

AI translation services are used in some instances to help provide information to families.

SMORE Newsletters offer information to families in the language of their preference using AI translation services. Contact information will be included in all newsletters to facilitate access to language services for families with questions.

Talking Points is a multilingual text messaging service utilizing AI translation currently available to families of students in grades 7-12. The district equity coordinator works closely with staff utilizing Talking Points to ensure clarity of communication and connect with human interpreters if families have questions about translations.

The district website is available in multiple languages (via AI translation.)

SECTION 3: PROCEDURES

Overview

This section sets forth guidelines and steps for staff to coordinate, gather data, and deliver uniform services to students, families, and community members.

Procedures

Ensuring a safe and welcoming environment for families and students is a district strategic priority. The following procedures outline how district staff should respond to language assistance requests.

If a family reaches out by phone or in person to request language assistance or accommodations to support the needs of those who are deaf, deafblind, hard of hearing, or speech disabled, staff should greet them warmly and ask them to identify the language or supportive accommodation needed. Staff should then reach out to a district success coach for interpretation or contact the equity coordinator to request additional language services if needed.

Ensuring accurate language preference data is important for ensuring language services are provided in a timely and accurate manner. Families indicate their language preferences upon enrollment. All changes to language preferences are made in collaboration with district interpreters, the Office of Teaching and Learning, and the Enrollment Office. Staff can reach out to any of those offices if a change in language preferences is needed.

Staff are expected to help communicate with families about the availability of language assistance services in the following ways:

- Staff will greet families and ensure they feel welcome, asking if they would like an interpreter if a language barrier is apparent. Staff should ask families what language they speak to help connect with the appropriate interpreter.
- Multilingual signage in offices will inform families of available language assistance services.
- Information about language assistance services is available on the district website.

To accurately determine which language is needed, staff should refer to the following procedures:

- Staff should check Infinite Campus to determine if families have requested an interpreter upon enrolling their children in Austin Public Schools. An indicator will appear next to the name of each individual parent/guardian. Hovering over the indicator, staff will see an “interpreter needed” message that specifies the language requested.
- If no interpreter has been requested, staff should reach out to families directly in English. Many students with a home language other than English do not need an interpreter. Many students who are not Multilingual Learners have parents/guardians who prefer an interpreter. ML status and home language should not be used exclusively to determine the need for language assistance.
- If a communication barrier occurs, staff should politely ask families if they would like an interpreter and ask which language they speak. When working with an interpreter, staff should speak directly to the person they wish to communicate with, not to the interpreter.
- Staff should ensure that interpreters and translators have the resources they need to perform their job duties accurately and in a timely manner. This includes communicating the need for language assistance as soon as possible and providing the interpreter with as much information as possible in advance of the interpreted encounter to help ensure the interpreter is well prepared. Staff should avoid jargon and try to communicate using family-friendly language.

If staff receive correspondence in a language other than English, they may reach out to a district success coach for assistance with interpretation or sight translation. If staff are unsure which language the correspondence is written in, they should contact the district equity coordinator for assistance. All requests for written translation or correspondence should be directed to district administration.

Staff can procure in-person, telephone, or remote interpreter services by reaching out directly by phone or email to success coaches, rostered on-call interpreters, or contacting the equity coordinator.

The use of trained, professional interpreters is recommended in all settings, but is especially important in specialized contexts, including English Learner programs and Special Education settings. Students should not be asked or allowed to provide interpretation services.

Bilingual staff may be asked to support language assistance services if it is pertinent to their job function. If bilingual staff are tasked with providing language support, they should be trained in interpreter ethics and professional responsibilities. Bilingual staff may also choose to serve as interpreters on the district on-call interpreter roster to provide support outside of their contract hours for parent-teacher conferences and other events as needed.

Requests for document translation should be sent to district administration or site administrators, who will determine whether written translation is appropriate. Administration should refer to MDE's translation process document as an aid in decision-making about translation requests.

Austin Public Schools strives to provide accurate and timely language supports, and any complaints about language access will be taken seriously and promptly addressed by district administration with the support of impartial language interpreters as needed. Complaints can be submitted to the district in any of the following ways:

- Report a concern (via district website.) Written concerns can be submitted in any language.
- By phone or email via district staff
- By contacting Human Resources

Contact Information

For questions about the Austin Public School Language Access Plan, please contact the Office of Teaching and Learning: 507-460-1912.

Resources

Success Coach Directory

Report a Concern

AUSTIN PUBLIC SCHOOLS
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DATE: July 24, 2025

TITLE: Englebert Training Systems (ETS)

TYPE: Information

PRESENTER: Activities Director Katie Carter

BACKGROUND: Englebert Training Systems (ETS) is a nationally recognized athletic performance training organization that partners with schools to enhance strength, speed, agility, and injury prevention for student-athletes. ETS provides structured, sport-specific training led by certified performance coaches. The partnership aims to supplement existing athletic programs by offering high-quality training that aligns with our district's commitment to student well-being, athletic development, and competitive excellence.

RATIONALE: The partnership with Englebert Training Systems (ETS) builds on the momentum and investment made through the Adam Thielen Foundation weight room renovation by providing expert-led performance training to fully utilize this enhanced space. ETS specializes in strength, speed, and injury prevention training for student-athletes of all ability levels, offering structured programming aligned with the latest in sports science and athlete development. This collaboration ensures our students have equitable access to high-quality training in a safe, modern facility—supporting their physical development, confidence, and long-term success both in athletics and beyond. It reflects our district's commitment to maximizing resources and fostering a culture of excellence.

Why ETS

ETS + Thielen Foundation Weight Room = Elite Athlete Development

- The Adam Thielen Foundation Weight Room represents a major investment in our athletes' future.
- Partnering with ETS Performance ensures we maximize that investment by pairing elite equipment with elite programming and coaching.
- Adam Theilen's gyms through his foundation are designed specifically for the type of training ETS offers as Theilen partners with them.
- ETS brings professional-level structure, culture, and safety protocols that fully leverage the potential of the upgraded facility.

Purpose & Philosophy

- ETS aims to build performance and character, creating a positive, disciplined training environment for all sports and skill levels.

Structure & Delivery

- 1 certified ETS coaches deliver sessions 2–4x/week year-round, including dynamic warm-up, strength, speed, injury prevention, and mobility.

Key Benefits

1. Maximize the Thielen Foundation Investment

- The new weight room becomes more than just a beautiful space—it becomes the hub of student-athlete growth.
- ETS ensures the facility is utilized effectively, safely, and equitably across teams and seasons.

2. Professional, Safe Programming

- ETS coaches are certified, experienced, and provide consistent, sport-neutral training with proper technique and supervision.

3. Support for Coaches & Athletes

- ETS meets with every head coach to tailor plans.
- Tracks athlete progress and performance through year-round data.

4. Unified Culture

- The ETS system brings all teams under one culture of accountability, hard work, and respect—aligning well with the values behind the Thielen Foundation's support.

5. Expanded Access & Opportunity

- Discounted ETS memberships allow students to train even when school sessions aren't running.
- Partnership with our middle school S&C coordinator to blend programs to fit the needs for middle school athletes.

Potential Considerations

1. Coach Alignment

- Ensure ETS works with, not in place of, sport-specific coaches.
- Communication and preseason planning will be key.

2. Scheduling

- Sessions must be planned ahead, and only 1–2 teams can train at a time.
- Weekends/holidays not included.

Closing Recommendation

Bringing ETS Performance into our upgraded Adam Thielen Foundation Weight Room is not just about lifting weights—it's about building a long-term culture of excellence, safety, and equity in training. This partnership will:

- Provide professional oversight
- Enhance coach-athlete collaboration
- Ensure maximum use of our new space
- And give our student-athletes a competitive, character-building edge.

Additional Resources:

- **ETS Program Structure**
- **Tesitmonials**
- **ETS Website**
- **Marketing Pamphlet (screenshots below)**

SCHOOL TESTIMONIALS

★★★★★

"ETS has done wonders for our program not only in the physical preparation of our athletes but also the mental toughness as well. ETS does a great job in keeping our kids constantly striving to do things they never thought they could, and increasing their explosiveness and athleticism on a daily basis. From the time we have started ETS, our program has went from a program that was below .500 to a team that has now gone to the state tournament 6 straight years. I'm 100% convinced that without ETS, this does not happen."

– Matt Lombardi, Maple Grove High School Football Coach

"The experience, training and growth opportunity provided by the staff at ETS is unquestionably the best in the state. Founder Ryan Englebert and his Performance Coaches have worked tirelessly to provide an exceptional program for all athletes that is unique in the world of high school athletics. Without a doubt, the Lakeville North Volleyball program (2017 State Champions) has been directly impacted by the excellence and discipline built into and resulting from our training with ETS. While the performance growth is substantial, what our players often talk about is the consistency, encouragement and knowledge provided by the staff. There is no question that this training has supported the success achieved within our program. Thank you ETS!"

– Jackie Richter, Lakeview North Volleyball Coach

"Since its inception into our high school, ETS has made a pronounced difference in the strength and athleticism for the River Falls Baseball team. I have been more than impressed with the energy that the ETS staff exhibits during workouts to push each individual, while also maintaining a team orientated atmosphere. ETS has been a game changer for our student-athletes and I look forward to seeing continued results for years to come."

– Ryan Bishop, River Falls High School Baseball Coach

"Committing to work with ETS for our team training was one of the best decisions our coaching staff has made. Day in and day out, our players were challenged and pushed beyond any level they would have reached on their own. Michael was extremely professional; always arriving promptly, with a detailed daily program and a genuine excitement to work with our athletes. Not only did we see physical improvements in strength, speed, and coordination, but also in teamwork, mental toughness, and confidence. ETS is committed to high standards and under careful supervision, ensured athletes performed movements safely and correctly. The expertise and knowledge that the ETS Performance Coaches provide is second to none. We look forward to continuing to work with ETS!"

– Darla Diermeier, Menomonie High School Girls Soccer Coach

READ MORE AT
WWW.ETSPERFORMANCE.COM

ETS PERFORMANCE

COMMIT.
OVERCOME.
CONQUER.

WE HAVE WORKED WITH:

2500 + COLLEGE ATHLETES

250 + PRO ATHLETES

50K + TOTAL ATHLETES

ETS EDU
PERFORMANCE

ETS PERFORMANCE



PARTNERING WITH EDUCATIONAL INSTITUTIONS TO PROVIDE ELITE TRAINING AND ESTABLISH A CULTURE OF CHARACTER AND A FOUNDATION FOR ATHLETIC EXCELLENCE.



ETS EDU

PARTNERING FOR EXCELLENCE

OUR SERVICES

- Customized training built for your team's seasonal needs
- ETS-certified coaches every session
- Data-backed tracking, retesting, and coach collaboration
- Culture-driven approach to discipline, accountability, and teamwork
- Optional youth + middle school performance add-ons
- Discounted facility memberships for in-season support

PROGRAM INCLUDES

- Dynamic warm-up, speed/agility, strength, mobility, recovery
- Form critique and spotting for all major movements
- Cell-phone-free, focused training environment
- 1-on-1 head coach consultation before each season
- 2-3 performance retests annually

OUR MISSION

Our mission at ETS is to provide cutting edge strength, speed, power, deceleration and movement mastery training for athletes of all sports and ability levels in a challenging yet positive environment that will enhance performance, build character and improve lifestyles.

OUR VISION

Our vision with ETS EDU Performance is to partner with select educational institutions to not only provide elite training for their student athletes, but also to help establish a culture of character and a foundation for athletic excellence.

SCHOOL PARTNERSHIPS

LNHS Lakeville North High School
Chanhassen Storm
Byron Public Schools
Northfield Raiders
Carleton Knights
Altoona HS
River Falls Wildcats
Hilltoppers
Maroons
Warriors

Benefits of Partnering with an Outside Strength & Conditioning Provider

Whole-Athlete Wellness Approach

- *Nutrition Support*: Professionals provide in-season and off-season fueling strategies to optimize performance, recovery, and long-term health.
- *Mental Health & Resilience*: Some providers offer mindset training, stress management, and confidence-building tools that benefit athletes both on and off the field.
- *Wellness Habits*: Promotes healthy routines around sleep, hydration, and recovery, reinforcing lifelong habits.

Injury Prevention & Longevity

- *Injury Reduction*: Professionally designed programs reduce risk of overuse, ACL, and non-contact injuries common in youth sports.
- *Movement Screening*: Identifies movement issues early and provides corrective plans to prevent injury.
- *Rehab & Return-to-Play*: Helps athletes safely and effectively return from injury with tailored protocols.

Performance & Development

- *Tailored Programming*: Periodized training is adjusted by season, sport, and athlete needs.
- *Measurable Gains*: Tracks data like sprint times, lifting progress, and verticals to motivate athletes and show growth.
- *Strength & Speed*: Delivers expert instruction on building foundational athletic abilities.

Support for Coaches & Programs

- *Focus on Coaching*: Coaches can concentrate on technical skills, leadership, and game prep.
- *Unified System*: Ensures all teams—regardless of sport or gender—receive high-quality, consistent development.
- *Collaborative Teams*: Partners well with ATCs, PE teachers, and coaching staffs to align athlete care.

Equity, Engagement & Culture

- *Access for All*: All athletes gain exposure to elite-level training, regardless of personal resources.
- *Team Buy-In*: Shared sessions build discipline, leadership, and team pride.
- *Positive Culture*: Promotes a professional, inclusive, high-expectation environment.

Community Trust & School Reputation

- *Parent Confidence*: Shows commitment to athlete well-being and development.
- *College Readiness*: Prepares athletes for next-level performance expectations.
- *Elevated Branding*: Demonstrates to the community that the school is serious about athletic excellence.

Partnering with an outside strength & conditioning provider is an investment in the total development, health, and success of our student-athletes.

FY25 Fundraising Review

School Board Work Session

Katie Carter and Todd Lechtenberg



AUSTIN PUBLIC SCHOOLS
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AUSTIN PUBLIC SCHOOLS STRATEGIC PLAN

OUR MISSION

(Our Core Purpose)

Inspire. Empower. Accelerate.

OUR VISION

(What We Intend to Create)

Preparing all learners to make a difference in the world.

Our Core Values

(Drivers of Our Words and Actions)

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

OUR STRATEGIC PRIORITIES

(Drivers of Our Continuous Improvement)

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



STUDENTS

I am supported and challenged in my learning and believe I will be successful

- Teachers and all staff are approachable, listen and respond to my needs
- My teachers have time to talk through and help answer questions or help solve problems I have
- I am trusted to make good choices, be engaged in my learning, and held accountable but not overwhelmed

I feel that school is safe and that school is challenging and fun

- I am heard and respected for who I am by school staff and students
- The school and my interactions with students and staff are safe, positive and inclusive
- I enjoy coming to school every day and have time to be with friends during school
- I understand what is expected from me at school
- I am supported in my mental health needs

I am an engaged learner at school and in our community

- I have a voice and choice in how and what I learn
- My learning is hands-on, meaningful, challenging and helps me prepare for my future
- My teachers like me and believe in me
- I have teachers and staff that work with me in a way that benefits all students
- I am physically comfortable in the school setting
- This school should be about me not the teachers



FAMILIES

I am part of my child's education and feel welcomed, valued, and respected as a family

- My child is physically and emotionally safe at school
- My child feels a sense of belonging at school, is cared for, and valued
- My student can voice their thoughts and ideas without being discriminated against so they continue to learn

My child enjoys coming to school and is safe, included and respected so they are learning every day

- My child is challenged (not overwhelmed) in learning and development, listened to, and provided choice and voice in learning options
- Teachers know my child well and creates a fun, interactive approach to learning which is responsive to my child's and family needs

I am engaged in a partnership with my child's school so I know what to do to help my child continue to grow and learn

- I will feel welcome, informed and encouraged to collaborate with the teachers and staff at the school to help my child grow
- My child's teachers, my child and myself have open communication about their academic progress, social development and well-being
- District and school information is easy to understand and easily accessible
- My child is taught the life skills necessary to be successful in whatever path they choose after high school



STAFF

I am seen, valued, and respected for who I am and the work I do

- I work in a collaborative not competitive environment that honors the unique strengths of each individual
- I am seen as a professional and given the flexibility and support to provide students what they need to be successful
- I am listened to, heard and know that I matter
- I have a level of freedom and innovation within reasonable parameters

I receive the support and resources to do my job well so I am able to create a healthy and safe learning environment

- I am a valued member of a caring, engaged, and collaborative team
- I receive constructive feedback in regards to my position so I can be the best version of myself
- I am treated with respect and fairness with reasonable expectations for work, performance, time, and employment
- I enjoy my job and have flexibility, satisfaction, and recognition

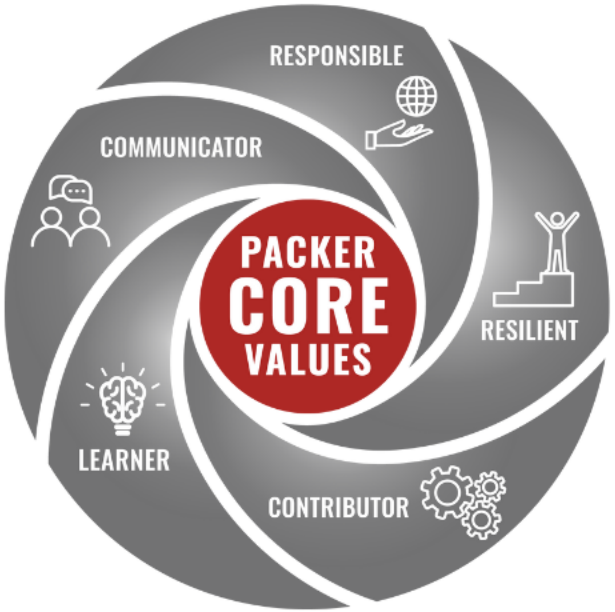
I work in a district that is willing to adapt and change when necessary to best meet the needs of all students

- Diversity, equality, inclusion and equity for everyone
- I have the resources and materials I need in my classroom and for families so they know what they can do to support learning at home
- There is effective communication across the district and community so staff and families have the information they need
- I have adequate training for various aspects of my job



WHAT OUGHT TO BE

The **Desired Daily Experience** sets the foundation of descriptions of the student, family, and staff experiences *if* the strategic plan is successfully implemented in APS.



OUR CORE VALUES
(Drivers of Our Words and Actions)

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

Fundraising Governance

- School Board Policies
  - 511 Student Fundraising
    - States that annually the school district should report to the board the nature and scope of the student fundraising activities accounts
  - 713 Student Activity Accounting
    - States that Administration will prepare a fundraising report semi-annually that will be reviewed by the school board.
- August work session we will be presenting the FY26 fundraising activities
- Today we are reviewing the activities for FY25 school year

Highlights from FY25 Fundraising

- 46 different fundraisers were done during the school year
- Financial Impact
  - Raised $90,063.41
  - Cost $50,048.11
  - Net Proceeds $40,015.30

- FY25 Fundraising Report

Adopted:_____

Revised:_____

MSBA/MASA Model Policy 425
Orig. 2001
Rev. 2025

425 STAFF DEVELOPMENT AND MENTORING

[NOTE: The provisions of this policy substantially reflect statutory requirements.]

I. PURPOSE

The purpose of this policy is to establish a staff development program and structure to carry out planning and reporting on staff development that supports improved student learning.

II. ADVISORY STAFF DEVELOPMENT COMMITTEE AND SITE ~~PROFESSIONAL DEVELOPMENT~~LEADERSHIP TEAMS

A. The school board will establish an Advisory Staff Development Committee to develop a District Staff Development Plan and~~,~~ assist Site ~~Professional Development~~Leadership Teams in developing a site plan consistent with the goals of the ~~Staff Development Plan, and evaluate staff development efforts at the site level.~~School District Strategic Plan and Priorities.

1. The majority of the membership of the Advisory Staff Development Committee shall consist of teachers representing various grade levels, subject areas, and special education. The Committee also will include nonteaching staff, parents, and administrators.

2. Members of the Advisory Staff Development Committee shall be appointed by the school board. Committee members shall serve a two-year term* based upon their nomination. ~~nominations by board members, teachers, and paraprofessionals~~. The school board shall appoint replacement members of the Advisory Staff Development Committee as soon as possible following the resignation, death, serious illness, or removal of a member from the Committee.

B. The school board will establish the Site ~~Professional Development~~Leadership Teams.

1. Members of the Site ~~Professional Development~~Leadership Teams will be appointed by the school administration~~board~~. Team members shall serve a two-year term* based upon ~~nominations by board members, teachers, and paraprofessionals~~administrator recommendations. The school ~~board~~ administration shall appoint replacement members of the Site Professional Development Teams as soon as possible following the resignation, death, serious illness, or removal of a member from the Team.

2. The majority of the Site ~~Professional Development~~Leadership Teams shall be teachers representing various grade levels, subject areas, and special education.

III. DUTIES OF THE ADVISORY STAFF DEVELOPMENT COMMITTEE

A. The Advisory Staff Development Committee will develop a Staff Development Plan that

* This time period may be changed to accommodate individual school district needs.

will be reviewed and subject to approval by the school board as needed.*

B. The Staff Development Plan must contain the following elements:

1. Staff development outcomes that are consistent with the education outcomes as may be determined periodically by the school board;

[NOTE: The board-determined education outcomes for your district could be inserted here.]

2. The means to achieve the Staff Development outcomes;

3. The procedures for evaluating progress at each school site toward meeting educational outcomes consistent with relicensure requirements under Minnesota Statutes, section 122A.187;

4. Ongoing staff development activities that contribute toward continuous improvement in achievement of the following goals:

a. Improve student achievement of state and local education standards in all areas of the curriculum, including areas of regular academic and applied and experiential learning, by using research-based best practices methods;

b. Effectively meet the needs of a diverse student population, including at-risk children, children with disabilities, English learners, and gifted children, within the regular classroom, applied and experiential learning settings, and other settings;

c. Provide an inclusive curriculum for a racially, ethnically, linguistically, and culturally diverse student population that is consistent with state education diversity rule and the district's education diversity plan;

d. Improve staff collaboration and develop mentoring and peer coaching programs for teachers new to the school or district;

e. Effectively teach and model violence prevention policy and curriculum that address early intervention alternatives, issues of harassment, and teach nonviolent alternatives for conflict resolution;

f. Effectively deliver digital and blended learning and curriculum and engage students with technology; and

g. Provide teachers and other members of site-based management teams with appropriate management and financial management skills.

5. The Staff Development Plan also must:

a. Support stable and productive professional communities achieved through ongoing and schoolwide progress and growth in teaching practice;

b. Emphasize coaching, professional learning communities, classroom action research, and other job-embedded models;

c. Maintain a strong subject matter focus premised on students' learning goals consistent with Minnesota Statutes, section 120B.125;

d. Ensure specialized preparation and learning about issues related to teaching English learners and students with special needs by focusing on long-term systemic efforts to improve educational services and opportunities and raise student achievement; and

e. Reinforce national and state standards of effective teaching practice.

6. Staff development activities must:

a. Focus on the school classroom and research-based strategies that improve student learning;

b. Provide opportunities for teachers to practice and improve their instructional skills over time;

c. Provide opportunities for teachers to use student data as part of their daily work to increase student achievement;

d. Enhance teacher content knowledge and instructional skills, including to accommodate the delivery of digital and blended learning and curriculum and engage students with technology;

e. Align with state and local academic standards;

f. Provide opportunities to build professional relationships, foster collaboration among principals and staff who provide instruction, and provide opportunities for teacher-to-teacher mentoring;

g. Align with the plan, if any, of the district or site for an alternative teacher professional pay system;

h. Provide teachers of English learners, including English as a second language, and content teachers with differentiated instructional strategies critical for ensuring students long-term academic success, the means to effectively use assessment data on the academic literacy, oral academic language, and English language development of English learners, and skills to support native and English language development across the curriculum; and

i. Provide opportunities for staff to learn about current workforce trends, the connections between workforce trends and postsecondary education, and training options, including career and technical education options.

7. Staff development activities may include curriculum development and curriculum training programs and activities that provide teachers and other members of site-based teams training to enhance team performance.

8. The school district may implement other staff development activities required by law and activities associated with professional teacher compensation models.

[NOTE: To the extent the school board offers K-12 teachers the opportunity for more staff development training under Minnesota Statutes, section 122A.40, Subdivisions. 7 and 7a, or Minnesota Statutes, section 122A.41, subdivisions. 4 and 4a, such additional days of staff development should include peer mentoring, peer gathering, continuing education, professional development, or other training which enable teachers to achieve the staff development outcomes enumerated above in Section III.B.4.]

C. The Advisory Staff Development Committee ~~will~~ may assist Site ~~Professional Development~~Leadership Teams in developing a site plan consistent with the goals and outcomes of the Staff Development Plan.

D. The Advisory Staff Development Committee will evaluate staff development efforts at the site level and will report to the school board on a quarterly basis* the extent to which staff at the site have met the outcomes of the Staff Development Plan.

E. In addition to developing a Staff Development Plan, the Staff Development Advisory Committee and the Office of Teaching and Learning must develop teacher mentoring programs for teachers new to the profession or school district, including teaching residents, teachers of color, teachers who are American Indian, teachers in license shortage areas, teachers with special needs, or experienced teachers in need of peer coaching. Teacher mentoring programs must be included in or aligned with the school district's teacher evaluation and peer review processes under Minnesota Statutes, sections 122A.40, subdivision 8 or 122A.41, subdivision 5.

F. The Advisory Staff Development Committee shall assist the school district in preparing any reports required by the Minnesota Department of Education (MDE) relating to staff development or teacher mentoring including, but not limited to, the reports referenced in Section VII. below.

IV. DUTIES OF THE SITE ~~PROFESSIONAL DEVELOPMENT~~LEADERSHIP TEAM

A. Each Site ~~Professional Development~~Leadership Team shall develop a site plan, consistent with the goals of the ~~Staff Development Plan~~District Strategic Plan and Priorities. The school board and the Office of Teaching and Learning will review the site plans for consistency with the Staff Development Plan twice a year.*

B. The Site Professional Development Team must demonstrate to the school board the extent to which staff at the site have met the outcomes of the Staff Development Plan. The actual reports to the school board can be made by the Advisory Staff Development Committee to avoid duplication of effort.

C. If the school board determines that staff development outcomes are not being met, it may withhold a portion of the initial allocation of revenue referenced in Section V. below.

V. STAFF DEVELOPMENT FUNDING

A. Unless the school district is in statutory operating debt or a majority of the school board

* This time period may be changed to accommodate individual school district needs.

and a majority of its licensed teachers annually vote to waive the requirement to reserve basic revenue for staff development, the school district will reserve an amount equal to at least two percent of its basic revenue for: (1) teacher development and evaluation under Minnesota Statutes, section 122A.40, subdivision 8 or 122A.41, subdivision 5; (2) principal development and evaluation under section 123B.147, subdivision. 3; (3) professional development under section 122A.60; (4) in-service education for programs under section 120B.22, subdivision 2; and (5) teacher mentorship under section 122A.70, subdivision 1. To the extent extra funds remain, staff development revenue may be used for development plans, including plans for challenging instructional activities and experiences under section 122A.60, and for curriculum development and programs, other in-service education, teacher's workshops, teacher conferences, the cost of substitute teachers for staff development purposes, preservice and in-service education for special education professionals and paraprofessionals, and other related costs for staff development efforts. The school district also may use the revenue reserved for staff development for grants to the school district's teachers to pay for coursework and training leading to certification as either a college in the schools teacher or a concurrent enrollment teacher. To receive a grant, the teacher must be enrolled in a program that includes coursework and training focused on teaching a core subject.

B. The school district may, in its discretion, expend an additional amount of unreserved revenue for staff development based on its needs.

C. Release time provided for teachers to supervise students on field trips and school activities, or independent tasks not associated with enhancing the teacher's knowledge and instructional skills, such as preparing report cards, calculating grades, or organizing classroom materials, may not be counted as staff development time that is financed with staff development reserved revenue under Minnesota Statutes, section 122A.61.

VI. PROCEDURE FOR USE OF STAFF DEVELOPMENT FUNDS

A. On a yearly* basis, the Advisory Staff Development Committee, with the assistance of the Site ~~Professional Development~~Leadership Teams, shall prepare a projected budget setting forth proposals for allocating staff development and mentoring funds reserved for each school site. Such budgets shall include, but not be limited to, projections as to the cost of building site training programs, costs of individual staff seminars, and cost of substitutes.

B. Upon approval of the budget by the school board, the Advisory Committee and the Office of Teaching and Learning shall be responsible for monitoring the use of such funds in accordance with the Staff Development Plan and budget. The requested use of staff development funds must meet or make progress toward the goals and objectives of the Staff Development Plan. All costs/expenditures will be reviewed by the school board and/or superintendent for consistency with the Staff Development Plan on a quarterly basis.*

C. Individual requests from staff for leave to attend staff development activities shall be submitted and reviewed according to school district policy, staff procedures, contractual agreement, and the effect on school district operations. Failure to timely submit such requests may be cause for denial of the request.

D. The school district may use staff development revenue, special grant programs

* This time period may be changed to accommodate individual school district needs.

established by the legislature, or another funding source to pay a stipend to a mentor who may be a current or former teacher who has taught at least three (3) years and is not on an improvement plan. Other initiatives using such funds. or funds available under Minnesota Statutes, sections 124D.861 and 124D.862, may include:

1. additional stipends as incentives to mentors of color or who are American Indian;

2. financial supports for professional learning community affinity groups across schools within and between districts for teachers from underrepresented racial and ethnic groups to come together throughout the school year;

3. programs for induction aligned with the school district or school mentorship program during the first three (3) years of teaching, especially for teachers from underrepresented racial and ethnic groups; or

4. grants supporting licensed and nonlicensed educator participation in professional development, such as workshops and graduate courses, related to increasing student achievement for students of color and American Indian students in order to close opportunity and achievement gaps.

To the extent the school district receives a grant for any of the above purposes, it will negotiate additional retention strategies or protection from unrequested leave of absences in the beginning years of employment for teachers of color and teachers who are American Indian. Retention strategies may include providing financial incentives for teachers of color and teachers who are American Indian to work in the school or district for at least five (5) years and placing American Indian educators at sites with other American Indian educators and educators of color at sites with other educators of color to reduce isolation and increase opportunity for collegial support.

VII. PARAPROFESSIONALS, TITLE I AIDES, AND OTHER INSTRUCTIONAL SUPPORT STAFF

A. The school district must provide a minimum of eight hours of paid orientation or professional development annually to all paraprofessionals, Title I aides, and other instructional support staff. Six of the eight hours must be completed before the first instructional day of the school year or within 30 days of hire. The school district must consult the exclusive representative for employees receiving this training before creating or planning the training required under this section.

B. The orientation or professional development must be relevant to the employee's occupation and may include collaboration time with classroom teachers and planning for the school year.

C. For paraprofessionals who provide direct support to students, at least 50 percent of the professional development or orientation must be dedicated to meeting the requirements of this section. Professional development for paraprofessionals may also address the requirements of Minnesota Statutes, section 120B.363, subdivision 3.

D. A school administrator must provide an annual certification of compliance with this requirement to the MDE Commissioner.

E. For the 2024-2025 school year only, a school may reduce the hours of training required in paragraphs (b) to (e) to a minimum of six hours and must pay for paraprofessional test materials and testing fees for any paraprofessional employed by the school district during the 2023-2024 school year who has not yet successfully completed the

paraprofessional assessment or met the requirements of the paraprofessional competency grid.

[NOTE: The 2024 Minnesota legislature added these provisions. Paragraph E is in effect for the 2024-25 school year only.]

VIII. REPORTING

A. The school district~~, and site~~ Site ~~staff development committee~~Leadership Team, and the Office of Teaching and Learning shall prepare a report of the previous fiscal year's staff development activities and expenditures as part of the school district's comprehensive achievement and civic readiness report.

1. The report must include assessment and evaluation data indicating progress toward district and site staff development goals based on teaching and learning outcomes, including the percentage of teachers and other staff involved in instruction who participate in effective staff development activities.

2. The report will provide a breakdown of expenditures for:

   a. Curriculum development and curriculum training programs;

   b. Staff development training models, workshops, and conferences; and

   c. The cost of releasing teachers or providing substitute teachers for staff development purposes.

   The report also must indicate whether the expenditures were incurred at the district level or the school site level and whether the school site expenditures were made possible by the grants to school sites that demonstrate exemplary use of allocated staff development revenue. These expenditures must be reported using the uniform financial and accounting and reporting standards (UFARS).

3. The report will be signed by the superintendent and staff development chair.

B. To the extent the school district receives a grant for mentorship activities described in Section V.D., by June 30 of each year after receiving a grant, the site staff development committee must submit a report to the Professional Educator Licensing and Standards Board on program efforts that describes mentoring and induction activities and assesses the impact of these programs on teacher effectiveness and retention.

Legal References:
Minn. Stat. § 120A.41 (Length of School Year; Days of Instruction)
Minn. Stat. § 120A.415 (Extended School Calendar)
Minn. Stat. § 120B.125 (Planning for Students' Successful Transition to Postsecondary Education and Employment; Personal Learning Plans)
Minn. Stat. § 120B.22, Subd. 2 (Violence Prevention Education)
Minn. Stat. § 121A.642 (Paraprofessional Training)
Minn. Stat. § 122A.187 (Expiration and Renewal)
Minn. Stat. § 122A.40, Subds. 7, 7a and 8 (Employment; Contracts; Termination - Additional Staff Development and Salary)
Minn. Stat. § 122A.41, Subds. 4, 4a and 5 (Teacher Tenure Act; Cities of the First Class; Definitions - Additional Staff Development and Salary)
Minn. Stat. § 122A.60 (Staff Development Program)
Minn. Stat. § 122A.70 (Teacher Mentorship and Retention of Effective Teachers)

Minn. Stat. § 122A.61 (Reserved Revenue for Staff Development)
Minn. Stat. § 123B.147, Subd. 3 (Principals)
Minn. Stat. § 124D.861 (Achievement and Integration for Minnesota)
Minn. Stat. § 124D.862 (Achievement and Integration Revenue)
Minn. Stat. § 126C.10, Subds. 2 and 2b (General Education Revenue)
Minn. Stat. § 126C.13, Subd. 5 (General Education Levy and Aid)

Cross References: None.