

Yellow Medicine East ISD 2190 School Board Meeting Agenda



Monday, February 11, 2019 at 6:00 PM
Regular Meeting
YME Board Room - # 113

Our Mission Is: To provide a caring environment of high expectations that prepares every student for a successful future and instills the value of learning.

1. Call the Meeting to Order
2. Pledge of Allegiance
3. Roll Call of Board Members
4. Approval of Agenda
5. Reading of the YME Mission Statement
6. Public Address to the Board of Education
7. Consent Agenda
 1. Regular Business 4
 1. Approval of Regular Meeting Minutes - January 14, 2019 5
 2. Approval of Payment for Claims 7
 3. Approval of Finance Report 24
 4. Approval of Enrollment Report 25
8. Reports
 1. Special Reports
 1. YME FFA Chapter Presentation
 2. District Report - Rich Schneider - Superintendent 27
 3. Bert Raney Elementary Report - Lisa Hansen, Principal 31
 4. YME MS/HS Report - Ryan Luft, Principal 33
 5. Written Reports Submitted 36
 1. Pay Equity Compliance Report 37
 2. Buildings & Grounds Committee Meeting Notes/Minutes - January 22, 2019 41
9. Old Business
10. New Business
 1. Personnel Items 43

1. Leave Requests & Resignations	
1. Resignation - Rebecca Rigge - JH Softball Coach	
2. Resignation - Kaia Bergeson - FACS Instructor & JH Volleyball Coach	44
3. Leave of Absence Request - BRE Paraprofessional - Char Midthun	45
2. New Hires	
2. 2019-2020 School Calendar Draft	46
3. Authorize Signatory on Board Accounts at Citizens Alliance Bank, Granite Falls, MN LeeAnn Boushek, Tara Miller, Alyssa Johnson, Sharon Rupp, Susan Bones, Jeremy Corner	48
4. Authorize Signatory on Board Accounts at Granite Falls Bank, Granite Falls, MN LeeAnn Boushek, Tara Miller, Alyssa Johnson, Sharon Rupp, Susan Bones, Jeremy Corner	
5. Authorize Signatory on Payroll Accounts at Granite Falls Bank, Granite Falls, MN LeeAnn Boushek, Tara Miller, Sharon Rupp, Susan Bones, Jeremy Corner	
6. Authorize Signatory on Payroll Accounts at F & M Bank, Clarkfield, MN LeeAnn Boushek, Tara Miller, Sharon Rupp, Susan Bones, Jeremy Corner	
7. Approval of 2019 Letter of Intent for Membership with PACT for Families	49
8. Approval of Field Trip Request - FFA Chapter to Alaska - July 26-August 2, 2019	52
11. Policy Update	
1. Meeting Minutes/Notes - February 5, 2019	53
2. First Reading of Mandated Policies	
1. 604 - Instructional Curriculum	57
2. 618 - Assessment of Student Achievement	67
3. 619 - Staff Development for Standards	79
3. Review of Mandated Policies	
1. 613 - Graduation Requirements	84
2. 614 - School District Testing Plan and Procedure	99
3. 615 - Testing Accommodations, Modifications and Exemptions for IEPs, Section 504 Plans, and LEP Students	129
4. 707 - Transportation of Public School Students	140
5. 802 - Disposition of Obsolete Equipment and Material	158
12. Discussion Items	
1. Cooperative Agreement with ECHO Charter School - Trap Team	166
13. Upcoming Events	

1. No School - Staff Development - February 15, 2019
 2. No School - Presidents Day - February 18, 2019
 3. Early Dismissal - Staff Development - March 6, 2019 - 2:30 pm
 4. Board Meeting - March 11, 2019 - Board Room - 6:00 pm
14. Adjournment

Yellow Medicine East, ISD 2190

BOARD OF EDUCATION - AGENDA ANALYSIS

AGENDA ITEM: 7.1
MEETING DATE: February 11, 2019
SUBJECT: Consent Agenda

BOARD ACTION:
Required
Information
Scheduled Report

BACKGROUND/RATIONALE:

These are again routine items with little need for comment. If there are questions about the bills, LeeAnn will be present to assist with clarification. Please note that our enrollment is continuing to remain fairly constant from the beginning of the year but is down about 20 in comparison to the end of the 2017-2018 school year. Our smaller senior class (-4) and kindergarten class (-8) account for the majority of the difference.

PRESENTER(S):
None

COMMITTEE:
Full Board of Education

SUPERINTENDENT RECOMMENDATION:
I recommend approval of all consent agenda items.

**YELLOW MEDICINE EAST ISD # 2190
SCHOOL BOARD MEETING MINUTES
MONDAY, JANUARY 14, 2019 – 6:00 PM
YME BOARD ROOM**

Sharon Rupp called the meeting to order.

The Pledge of Allegiance was recited.

Roll Call of Board Members Present: Susan Bones, Jeremy Corner, Jeremy LeBlanc, Amanda Lecy, Sonja Pederson, Sharon Rupp, Ron Winter

Staff/Public Present: Roberta Bjerkeset, LeeAnn Boushek, Kyle Klausing, Ryan Luft, Denise Streich

Jeremy LeBlanc, Sharon Rupp, and Ron Winter read the Acceptance of Office and Oath of Office and were installed as board members.

Election of Board Officers for 2019

Chair - Sharon Rupp nominated by Jeremy Corner. No further nominations were received. Nominations ceased. Sharon Rupp unanimously elected Board Chair for the 2019 calendar year.

Vice-Chair - Sonja Pederson nominated by Susan Bones. No further nominations were received. Nominations ceased. Sonja Pederson unanimously elected Board Vice-Chair for the 2019 calendar year.

Clerk - Susan Bones nominated by Sonja Pederson. No further nominations were received. Nominations ceased. Susan Bones unanimously elected Board Clerk for the 2019 calendar year.

Treasurer - Jeremy Corner nominated by Susan Bones. No further nominations were received. Nominations ceased. Jeremy Corner unanimously elected Board Treasurer for the 2019 calendar year.

Committee & Board Membership for 2019

Negotiation Committee: Jeremy Corner, Sharon Rupp, Jeremy LeBlanc

Finance Committee: Sonja Pederson, Jeremy LeBlanc, Sharon Rupp

Policy Committee: Susan Bones, Sonja Pederson

Buildings & Grounds Committee: Ron Winter, Jeremy Corner, Amanda Lecy

MVCC Board: Amanda Lecy, Sharon Rupp, Susan Bones

MRVED Board: Susan Bones

MSHSL Representative: Jeremy LeBlanc

MSBA Liaison: Sharon Rupp

Indian Parent Advisory Committee: Susan Bones

Motion by Jeremy Corner, second by Amanda Lecy, and carried unanimously, to approve the agenda for the meeting as presented.

Superintendent Schneider read the YME Mission Statement.

The opportunity to address the Board received no response.

Motion by Susan Bones, second by Jeremy LeBlanc, and carried, to approve the consent agenda items as follows:

- December 10, 2018 meeting minutes.

- payment for claims in the amount of \$647,880.15 with checks numbered 21564-21684 and wire transfers in the amount of \$1,154,128.98 numbered 201800128-201800144.

- finance report, as submitted.

-enrollment report, as submitted.

Darrell Refsland & students Jacob Peterson and Chase Corner presented on their attendance at Construct Tomorrow event they attended in Mankato. They also gave a demonstration of the CNC machine and tour of the welding shop.

Superintendent Schneider gave a district report.

Ryan Luft, YME MS/HS Principal reviewed his submitted report.

Motion by Susan Bones, second by Sonja Pederson and carried to approve the employment of JoAnn Chambs, long-term MS/HS english instructor.

Motion by Jeremy LeBlanc, second by Susan Bones and carried to approve the Indian Policies and Procedures (IPP) for the 2018-2019 school year.

Motion by Amanda Lecy, second by Susan Bones and carried to approve the American Indian Parent Advisory Committee (PAC) Compliance document.

Motion by Jeremy Corner, second by Sonja Pederson, and carried to approve the MSEA contract per the board negotiated language.

Motion by Susan Bones, second by Amanda Lecy and carried to approve the Pay Equity Implementation & Compliance report.

Motion by Jeremy Corner, second by Ron Winter and carried to approve membership in the Granite Falls Area Chamber of Commerce at the \$1,000 visionary level.

A draft calendar for the 2019-2020 school year was presented to the Board.

Motion by Sonja Pederson, second by Jeremy Corner and carried to approve the Construction Methods Class agreement with Fagen, Inc.

Motion by Susan Bones, second by Ron Winter and carried to approve acceptance of the auxiliary gymnasium donation.

Correspondence items:

MSBA Officers Workshop - February 2019

Upcoming Events:

MSBA Leadership Conference - January 17-18, 2019 - Minneapolis

End of 2nd Quarter - January 18, 2019

No School - Staff Development - January 21 & 22, 2019

Buildings & Grounds Committee Meeting - January 22, 2019 - 5:00 pm - Board Room

Finance Committee Meeting - January 29, 2019 - 5:00 pm - Board Room

Policy Committee Meeting - February 5, 2019 - 5:00 pm - Board Room

Early Dismissal - Staff Development - February 6, 2019 - 2:30 pm

Board Meeting - February 11, 2019 - 6:00 pm - Board Room

No School - Presidents Day - February 18, 2019

The meeting was adjourned by Chair Sharon Rupp.

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
21701	ADVOCATE TRIBUNE	02/11/2019	"	WINTER BROCHURE	0	1,436.87	2,132.53
04 E 500 505 000 321 380				COMMUNITY EDUCATION GENERAL/COMMUNITY EDUCATION/PRINTIN		1,436.87	
01 E 005 010 000 000 380			1	BOARD OF EDUCATION/000/PRINTING/ADVERTISING/000	0	248.00	248.00
04 E 500 505 000 321 380			119178-01	Ole & Lena	0	280.00	280.00
				COMMUNITY EDUCATION GENERAL/COMMUNITY EDUCATION/PRINTIN			
02 E 005 770 000 701 401			2	ENVELOPES	0	109.66	109.66
				FOOD SERVICES/SCHOOL LUNCH/GENERAL SUPPLIES/000			
01 E 300 620 000 000 489			3	library	0	58.00	58.00
				SUBSCRIPTION			
				EDUCATIONAL MEDIA/LIBRARY/000/PERIODICAL/NEWSPAPERS/000			
21702	Vendor Continued Void	02/11/2019					0.00
21703	ALMICH'S MARKET	02/11/2019	1		0	136.79	1,699.36
01 E 350 250 000 000 490				FAMILY CONSUMER SCIENCE/000/FOOD/000		136.79	
02 E 005 770 000 701 490			10	FOOD SERVICES/SCHOOL LUNCH/FOOD/000	0	114.30	95.94
02 E 005 770 000 701 495				FOOD SERVICES/SCHOOL LUNCH/MILK/000			18.36
02 E 005 770 104 707 490			100	WATER	0	119.60	119.60
				FOOD SERVICES/ALA CARTE/OTHER/FOOD/FOOD ORDERED ONLY/CA			
01 E 300 331 000 830 490			2	FAMILY LIFE SCIENCE (VOC)/VOCATIONAL PROGRAMS/FOOD/000	0	934.11	934.11
01 E 300 218 000 388 401			3	GIFTED & TALENTED/TAG (06)/GENERAL SUPPLIES/000	0	46.69	46.69
01 E 350 260 000 000 430			4	NATURAL SCIENCES/000/SUPPLIES/000	0	41.41	41.41
01 E 100 050 000 000 367			5	PRINCIPAL'S OFFICE/000/TRAVEL-PROFESS DEVELOPMENT/000	0	59.99	59.99
04 E 500 582 000 344 490			6	LEARNING READINESS/LEARNING READINESS/FOOD/000	0	246.47	246.47
21704	AMERICAN WELDING AND GAS, INC.	02/11/2019	06055988		0	245.65	946.82
01 E 300 301 501 830 433				AG EDUCATION (VOCATIONAL)/VOCATIONAL PROGRAMS/INDIVIDUA		245.65	
01 E 300 301 501 830 433			06058894		0	650.96	650.96
				AG EDUCATION (VOCATIONAL)/VOCATIONAL PROGRAMS/INDIVIDUA			
01 E 300 301 501 830 433			11	AG	0	50.21	50.21
				AG EDUCATION (VOCATIONAL)/VOCATIONAL PROGRAMS/INDIVIDUA			
21705	DOUG BENGSTON	02/11/2019	627600	LEFSE CLASS	0	42.00	42.00
04 E 500 505 000 321 305				COMMUNITY EDUCATION GENERAL/COMMUNITY EDUCATION/PROFESS		42.00	
21706	Vendor Continued Void	02/11/2019					0.00
21707	Vendor Continued Void	02/11/2019					0.00
21708	BENNETT & BENNETT INC.	02/11/2019	1	REGULAR ROUTES	0	57,198.68	79,796.24
01 E 005 760 000 720 360				PUPIL TRANSPORTATION/REGULAR TO AND FROM SCHOOL/TRANSP		57,198.68	
01 E 005 760 000 720 360			10	FUEL	0	2,967.47	2,967.47
				PUPIL TRANSPORTATION/REGULAR TO AND FROM SCHOOL/TRANSP			
01 E 300 258 233 000 370			11	BAND TRAILER	0	30.00	30.00
				MUSIC/000/RENTALS AND LEASES/INSTRUMENTAL MUSIC			
01 E 005 760 000 713 360			2	OUT OF DISTRICT	0	1,690.50	1,690.50
				PUPIL TRANSPORTATION/OPEN ENROLLMENT/TRANSPORTATION CON			
01 E 300 258 233 733 360			20	BAND	0	182.41	182.41
				MUSIC/TRANSPORTATION/NON-AUTHORIZED/TRANSPORTATION CONT			

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
01 E 300 294 213 733 360		21	BBB	BOYS ATHLETICS/TRANSPORTATION/NON-AUTHORIZED/TRANSPORTA	0	355.43	355.43
01 E 300 296 228 733 360		22	DANCELIN	GIRLS ATHLETICS/TRANSPORTATION/NON-AUTHORIZED/TRANSPORT	0	1,034.55	1,034.55
01 E 300 296 213 733 360		24	GBB	GIRLS ATHLETICS/TRANSPORTATION/NON-AUTHORIZED/TRANSPORT	0	601.95	601.95
01 E 300 298 237 733 360		27	ONE ACT PLAY	EXTRACURRICULAR ACTIVITIES/TRANSPORTATION/NON-AUTHORIZE	0	169.41	169.41
01 E 005 760 000 713 360		3	CLKFD SHUTTLE	PUPIL TRANSPORTATION/OPEN ENROLLMENT/TRANSPORTATION CON	0	972.16	972.16
01 E 005 760 000 723 360		4	sped route	PUPIL TRANSPORTATION/HANDICAPPED/TRANSPORTATION CONTRAC	0	4,867.98	4,867.98
01 E 300 294 221 733 360		44	WRESTLING	BOYS ATHLETICS/TRANSPORTATION/NON-AUTHORIZED/TRANSPORTA	0	1,460.08	1,460.08
01 E 100 218 000 733 360		45	YOUNG WRITERS	GIFTED & TALENTED/TRANSPORTATION/NON-AUTHORIZED/TRANSP	0	174.52	174.52
01 E 005 760 000 723 360		5	BELVIEW SHUTTLE	PUPIL TRANSPORTATION/HANDICAPPED/TRANSPORTATION CONTRAC	0	2,100.00	2,100.00
01 E 005 760 000 723 360		6	SACRED SHUTTLE	PUPIL TRANSPORTATION/HANDICAPPED/TRANSPORTATION CONTRAC	0	1,960.00	1,960.00
01 E 005 760 000 723 360		7	SHUTTLE	PUPIL TRANSPORTATION/HANDICAPPED/TRANSPORTATION CONTRAC	0	1,820.00	1,820.00
01 E 005 760 000 723 360		8	PRE SCHOOL SHUTTLE	PUPIL TRANSPORTATION/HANDICAPPED/TRANSPORTATION CONTRAC	0	1,960.00	1,960.00
01 E 005 760 000 723 360		9	MID DAY SHUTTLE	PUPIL TRANSPORTATION/HANDICAPPED/TRANSPORTATION CONTRAC	0	251.10	251.10
21709 BENSON LAUNDRY		02/11/2019	1	FOOD SERVICES/SCHOOL LUNCH/LAUNDRY AND DRY CLEANING/000	0	47.92	47.92
02 E 005 770 000 701 382						47.92	
21710 BILL'S ELECTRIC		02/11/2019	1-16-19	WOOD SHOP OPERATIONS AND MAINTENANCE/000/REPAIRS AND MAINTENANCE	0	332.14	332.14
01 E 005 810 000 000 350						332.14	
21711 BORCH'S INC.		02/11/2019	AAU003511	BASEBALL HELMETS BOYS ATHLETICS/000/GENERAL SUPPLIES/BASEBALL	0	191.00	191.00
01 E 300 294 215 000 401						191.00	
21712 BOUSHEK LEEANN		02/11/2019	1099	POSTAGE SUPERINTENDENT'S OFFICE/000/POSTAGE AND EXPRESS/000	0	14.75	14.75
01 E 005 020 000 000 329						14.75	
21713 BROTHERS FIRE PROTECTION CO. I		02/11/2019	109650	BROKEN SPRINKLER HEAD OPERATIONS AND MAINTENANCE/000/REPAIRS AND MAINTENANCE	0	1,937.75	1,937.75
01 E 005 810 192 000 350						1,937.75	
21714 BSN SPORTS		02/11/2019	4507813	SOFTBALL GIRLS ATHLETICS/000/GENERAL SUPPLIES/SOFTBALL	0	714.98	714.98
01 E 300 296 210 000 401						714.98	
21715 CANON FINANCIAL SERVICES		02/11/2019	1	COPIER LEASE SUPERINTENDENT'S OFFICE/CAPITAL OUTLAY/CAPITAL LEASE PR	0	682.46	682.46
01 E 005 020 290 302 580						68.25	
01 E 100 203 290 302 580				ELEMENTARY GENERAL ED./CAPITAL OUTLAY/CAPITAL LEASE PRI		307.11	
01 E 300 211 290 302 580				SECONDARY EDUCATION GENERAL/CAPITAL OUTLAY/CAPITAL LEAS		175.48	
01 E 350 211 290 302 580				SECONDARY EDUCATION GENERAL/CAPITAL OUTLAY/CAPITAL LEAS		131.62	
21716 CENEX CREDIT CARD		02/11/2019	1	OPERATIONS AND MAINTENANCE/000/GAS & OIL/CAR EXPENSES	0	282.44	454.11
01 E 005 810 193 000 442						282.44	
01 E 005 810 191 000 442			2	OPERATIONS AND MAINTENANCE/000/GAS & OIL/OUTSIDE MAINTENANCE	0	171.67	171.67

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
21717	CENTRAL SUSPENSIONS	02/11/2019	11281804	ELEM OFFICE CEILING REPAIR	0	1,394.00	1,394.00
01 E 005 865 000 379 520				LONG TERM FACILITY MAINT./INTERIOR SURFACES LTFM/BUILDING		1,394.00	
21718	CENTURY LINK	02/11/2019	1	OPERATIONS AND MAINTENANCE/000/COMMUNICATIONAL SERVICES	0	870.36	870.36
01 E 005 810 000 000 320						870.36	
21719	Vendor Continued Void	02/11/2019					0.00
21720	Vendor Continued Void	02/11/2019					0.00
21721	Vendor Continued Void	02/11/2019					0.00
21722	Vendor Continued Void	02/11/2019					0.00
21723	CITIZENS ALLIANCE BANK	02/11/2019	1	CROWN GIFTED & TALENTED/TAG (06)/GENERAL SUPPLIES/000	0	-9.57	5,538.93
01 E 300 218 000 388 401						-9.57	
01 E 300 218 000 388 401			10	CROWN GIFTED & TALENTED/TAG (06)/GENERAL SUPPLIES/000	0	7.89	7.89
01 E 005 110 000 000 401			12	amazon ACCOUNTING OFFICE/000/GENERAL SUPPLIES/000	0	57.86	57.86
01 E 300 258 233 000 350			13	PAYPAL MUSIC/000/REPAIRS AND MAINTENANCE SVCS/INSTRUMENTAL MUS	0	14.73	14.73
01 E 300 296 209 000 401			17	MIDWEST VB GIRLS ATHLETICS/000/GENERAL SUPPLIES/VOLLEYBALL	0	555.00	175.00
01 E 350 296 209 000 401				GIRLS ATHLETICS/000/GENERAL SUPPLIES/VOLLEYBALL			380.00
04 E 500 505 000 321 450			17-	MIDWEST VB COMMUNITY EDUCATION GENERAL/COMMUNITY EDUCATION/MATERIA	0	171.86	171.86
01 E 100 203 000 302 460			19	AMAZON ELEMENTARY GENERAL ED./CAPITAL OUTLAY/BOOKS/WORKBOOKS/0	0	174.99	174.99
01 L 230 33			22	AMAZON GENERAL FUND/DEFERRED REVENUE/BERT RANEY ACTIVITY ACCOU	0	27.38	27.38
01 E 300 258 233 000 350			24	PAYPAL MUSIC/000/REPAIRS AND MAINTENANCE SVCS/INSTRUMENTAL MUS	0	-20.00	-20.00
01 E 005 110 000 000 401			28	AMAZON ACCOUNTING OFFICE/000/GENERAL SUPPLIES/000	0	74.94	74.94
01 L 230 33			29	DOLLAR TREE GENERAL FUND/DEFERRED REVENUE/BERT RANEY ACTIVITY ACCOU	0	31.93	31.93
01 E 005 020 000 000 401			3	AMAZON SUPERINTENDENT'S OFFICE/000/GENERAL SUPPLIES/000	0	249.99	249.99
01 E 100 216 000 401 401			30	amazon TITLE I - PART A/TITLE I/GENERAL SUPPLIES/000	0	52.14	52.14
04 E 500 505 000 321 401			31	AMAZON COMMUNITY EDUCATION GENERAL/COMMUNITY EDUCATION/GENERAL	0	19.76	19.76
01 L 230 92			32	amazon-HEALTHY SNACKS WELLNESS GENERAL FUND/DEFERRED REVENUE/WELLNESS \$	0	172.11	172.11
01 E 300 220 000 000 460			34	amazon ENGLISH/000/BOOKS/WORKBOOKS/000	0	985.53	985.53
01 E 100 216 000 401 401			37	AMAZON TITLE I - PART A/TITLE I/GENERAL SUPPLIES/000	0	73.81	73.81
01 E 100 203 000 000 430			39	AMAZON ELEMENTARY GENERAL ED./000/SUPPLIES/000	0	104.93	104.93
01 E 300 211 000 000 329			4	UPS- HENDERSON SECONDARY EDUCATION GENERAL/000/POSTAGE AND EXPRESS/000	0	6.90	6.90

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
01 E 005 630 199 000 401			40	AMAZON TECHNOLOGY INSTRUCTIONAL/000/GENERAL SUPPLIES/TECHNOLOG	0	21.32	21.32
01 E 005 020 000 000 401			41	DROPBOX SUPERINTENDENT'S OFFICE/000/GENERAL SUPPLIES/000	0	99.00	99.00
01 E 005 010 000 000 367			42	MSBA ROOMS BOARD OF EDUCATION/000/TRAVEL-PROFESS DEVELOPMENT/000	42	2,011.80	2,011.80
01 E 300 298 000 000 899			49	AMAZON EXTRACURRICULAR ACTIVITIES/000/MISCELLANEOUS EXPENSE/00	0	57.99	57.99
04 E 500 582 000 344 430			499	AMAZON LEARNING READINESS/LEARNING READINESS/SUPPLIES/000	0	29.91	29.91
01 E 300 211 000 000 329			5	UPS" SECONDARY EDUCATION GENERAL/000/POSTAGE AND EXPRESS/000	0	18.46	18.46
04 E 500 505 000 321 401			50	PICKLEBALL COMMUNITY EDUCATION GENERAL/COMMUNITY EDUCATION/GENERAL	0	76.89	76.89
01 E 005 020 000 000 401			51	amazon SUPERINTENDENT'S OFFICE/000/GENERAL SUPPLIES/000	0	5.99	5.99
01 E 100 201 000 000 433			55	AMAZON KINDERGARTEN/000/INDIVIDUAL INST SUPPLIES/000	0	154.16	154.16
01 E 100 201 000 000 430			56	amazon KINDERGARTEN/000/SUPPLIES/000	0	13.98	13.98
01 E 300 298 236 000 401			7	UPS EXTRACURRICULAR ACTIVITIES/000/GENERAL SUPPLIES/MUSICAL	0	12.94	12.94
01 E 300 211 000 000 370			9	AMAZON SECONDARY EDUCATION GENERAL/000/RENTALS AND LEASES/000	0	284.31	142.15
01 E 350 211 000 000 370				SECONDARY EDUCATION GENERAL/000/RENTALS AND LEASES/000			142.16
21724 Vendor Continued Void		02/11/2019					0.00
21725 CITY OF GRANITE FALLS		02/11/2019	1	BR WATER OPERATIONS AND MAINTENANCE/000/UTILITY SERVICES/SEWER-W	0	515.99	12,124.61
01 E 005 810 183 000 330			10	CARPENTRY VOCATIONAL WEIDAUER/000/UTILITY SERVICES/000	0	18.00	18.00
01 E 005 810 184 000 330			2	BR ELEC OPERATIONS AND MAINTENANCE/000/UTILITY SERVICES/ELECTRI	0	2,756.88	2,756.88
01 E 005 810 183 000 330			3	HS WATER-SEWER OPERATIONS AND MAINTENANCE/000/UTILITY SERVICES/SEWER-W	0	715.65	715.65
01 E 005 810 184 000 330			4	HS ELECTRICITY OPERATIONS AND MAINTENANCE/000/UTILITY SERVICES/ELECTRI	0	7,636.36	7,636.36
01 E 300 361 000 000 330			5	TRACK VOCATIONAL WEIDAUER/000/UTILITY SERVICES/000	0	18.99	18.99
01 E 005 810 191 000 330			7	om OPERATIONS AND MAINTENANCE/000/UTILITY SERVICES/OUTSIDE	0	462.74	462.74
21726 CITY OF GRANITE FALLS		02/11/2019	6172	SRO Jan. OTHER PUPIL SUPPORT SERVICES/SAFE SCHOOLS/PROFESSIONAL	0	6,126.32	6,126.32
01 E 005 790 600 342 305				OTHER PUPIL SUPPORT SERVICES/000/PROFESSIONAL FEES/SCHO			2,666.67
01 E 005 790 600 000 305							3,459.65
21727 CITY OF GRANITE FALLS		02/11/2019	6191	2019 FIELD RENTAL BOYS ATHLETICS/000/RENTALS AND LEASES/BASEBALL	0	500.00	500.00
01 E 300 294 215 000 370							500.00
21728 MARYELLA C CLOUSE		02/11/2019	1	ELEMENTARY GENERAL ED./000/SUPPLIES/000	0	7.88	24.58
01 E 100 203 000 000 430							7.88
			10		0	16.70	

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
01 E 100 203 000 000 430				ELEMENTARY GENERAL ED./000/SUPPLIES/000		16.70	
21729 CHAR DAHL		02/11/2019	1	aces training	0	100.00	109.60
01 E 005 640 000 316 305				STAFF DEVELOPMENT/STAFF DEVELOPMENT/PROFESSIONAL FEES/0		100.00	
			10	MILEAGE	0	9.60	
01 E 005 640 000 316 305				STAFF DEVELOPMENT/STAFF DEVELOPMENT/PROFESSIONAL FEES/0		9.60	
21730 DAVE'S ELECTRIC MOTOR CO.		02/11/2019	150231	WATER	0	13.25	131.91
02 E 005 770 000 701 490				FOOD SERVICES/SCHOOL LUNCH/FOOD/000		13.25	
			150279	BLOWER WHEEL	0	118.66	
01 E 005 810 191 000 350				OPERATIONS AND MAINTENANCE/000/REPAIRS AND MAINTENANCE		118.66	
21731 DEAN FOODS NORTH CENTRAL, INC.		02/11/2019	1		0	1,956.34	1,956.34
02 E 005 770 000 701 495				FOOD SERVICES/SCHOOL LUNCH/MILK/000		1,276.28	
02 E 005 770 000 705 495				FOOD SERVICES/BREAKFAST/MILK/000		351.56	
02 E 005 770 104 707 495				FOOD SERVICES/ALA CARTE/OTHER/MILK/FOOD ORDERED ONLY/CA		161.39	
02 E 005 770 000 703 495				FOOD SERVICES/SPECIAL MILK/MILK/000		167.11	
21732 EMC INSURANCE COMPANIES		02/11/2019	1	INSURANCE	0	9,007.41	9,007.41
01 E 005 940 000 000 340				PROPERTY AND OTHER INSURANCE/000/INSURANCE/000		9,007.41	
21733 FIRST CHOICE FOOD & BEVERAGE S		02/11/2019	1		0	686.00	686.00
01 L 230 21				GENERAL FUND/DEFERRED REVENUE/CONCESSIONS		686.00	
21734 FRIENDS OF MUSIC		02/11/2019	2010-0105	KB MEALS JAN. 5, 2019	0	128.00	128.00
01 E 300 218 000 388 401				GIFTED & TALENTED/TAG (06)/GENERAL SUPPLIES/000		128.00	
21735 GRANITE FALLS AUTO PARTS		02/11/2019	1	AUTOS	0	220.32	246.87
01 E 005 810 193 000 401				OPERATIONS AND MAINTENANCE/000/GENERAL SUPPLIES/CAR EXP		220.32	
			2	BELTS	0	26.55	
01 E 005 810 000 000 410				OPERATIONS AND MAINTENANCE/000/CUST/REPAIR SUPPLIES/000		26.55	
21736 GRANITE FALLS OFFICIALS ASSOC.		02/11/2019	2	HS GBB	0	210.00	1,080.00
01 E 300 296 213 000 305				GIRLS ATHLETICS/000/PROFESSIONAL FEES/BASKETBALL		210.00	
			3	HS BBB	0	370.00	
01 E 300 294 213 000 305				BOYS ATHLETICS/000/PROFESSIONAL FEES/BASKETBALL		370.00	
				MS GBB	0	500.00	
01 E 350 296 213 000 305				GIRLS ATHLETICS/000/PROFESSIONAL FEES/BASKETBALL		500.00	
21737 GRAPHIC EDGE		02/11/2019	1298739/41		0	267.60	267.60
04 E 500 505 000 321 450				COMMUNITY EDUCATION GENERAL/COMMUNITY EDUCATION/MATERIA		267.60	
21738 GREAT PLAINS NATURAL GAS CO		02/11/2019	2	HIGH SCHOOL	0	11,257.76	15,684.05
01 E 005 810 000 000 440				OPERATIONS AND MAINTENANCE/000/FUEL FOR BUILDINGS/000		11,257.76	
			33	MAINT.	0	162.94	
01 E 005 810 191 000 440				OPERATIONS AND MAINTENANCE/000/FUEL FOR BUILDINGS/OUTSI		162.94	
				BRE BRE	0	4,263.35	
01 E 005 810 000 000 440				OPERATIONS AND MAINTENANCE/000/FUEL FOR BUILDINGS/000		4,263.35	
21739 HILDI INC		02/11/2019	9956	ACTUARIAL AUDIT REQUEST	0	215.00	215.00
01 E 005 110 000 000 305				ACCOUNTING OFFICE/000/PROFESSIONAL FEES/000		215.00	
21740 HILLYARD/HUTCHINSON		02/11/2019	603281693		0	846.02	2,264.53
01 E 005 810 000 000 410				OPERATIONS AND MAINTENANCE/000/CUST/REPAIR SUPPLIES/000		846.02	
			603299164		0	1,277.28	
01 E 005 810 000 000 410				OPERATIONS AND MAINTENANCE/000/CUST/REPAIR SUPPLIES/000		1,277.28	
			603307445		0	141.23	
01 E 005 810 000 000 410				OPERATIONS AND MAINTENANCE/000/CUST/REPAIR SUPPLIES/000		141.23	

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
21741	Vendor Continued Void	02/11/2019					0.00
21742	INNOVATIVE OFFICE SOLUTIONS LL	02/11/2019	2357565		0	227.12	773.34
01 E 300 211 000 000 433				SECONDARY EDUCATION GENERAL/000/INDIVIDUAL INST SUPPLIE		227.12	
			2357565-		0	227.11	
01 E 350 211 000 000 433				SECONDARY EDUCATION GENERAL/000/INDIVIDUAL INST SUPPLIE		227.11	
			2361652		0	129.85	
01 E 005 020 000 000 401				SUPERINTENDENT'S OFFICE/000/GENERAL SUPPLIES/000		129.85	
			2368239		0	12.96	
01 E 300 220 000 000 430				ENGLISH/000/SUPPLIES/000		12.96	
			2368239-		0	11.32	
01 E 350 255 000 000 433				INDUSTRIAL EDUCATION/000/INDIVIDUAL INST SUPPLIES/000		11.32	
			2368239--		0	11.32	
01 E 300 361 000 830 433				VOCATIONAL WEIDAUER/VOCATIONAL PROGRAMS/INDIVIDUAL INST		11.32	
			2368239---		0	22.64	
01 E 300 301 501 830 433				AG EDUCATION (VOCATIONAL)/VOCATIONAL PROGRAMS/INDIVIDUA		22.64	
			2375666		0	72.92	
01 E 100 203 000 000 430				ELEMENTARY GENERAL ED./000/SUPPLIES/000		72.92	
			2383233		0	29.05	
01 E 300 211 000 000 433				SECONDARY EDUCATION GENERAL/000/INDIVIDUAL INST SUPPLIE		29.05	
			2383233-		0	29.05	
01 E 350 211 000 000 433				SECONDARY EDUCATION GENERAL/000/INDIVIDUAL INST SUPPLIE		29.05	
21743	ISCORP	02/11/2019	697377	SKYWARD FINANCE	0	195.50	195.50
01 E 005 110 000 000 350				ACCOUNTING OFFICE/000/REPAIRS AND MAINTENANCE SVCS/000		195.50	
21744	JMC COMPUTER SERVICE INC	02/11/2019	-1314	fy20 fd svc.	0	679.57	4,329.72
01 A 131 00				hs/ms GENERAL FUND/PREPAID EXPENSE		679.57	
			1314	fy20 Message Center	0	634.68	
01 A 131 00				GENERAL FUND/PREPAID EXPENSE		634.68	
			1314--	fy20 ms/hs	0	3,015.47	
01 A 131 00				GENERAL FUND/PREPAID EXPENSE		3,015.47	
21745	KDMA - AM	02/11/2019	17491-1	OLE & LENA DAYS	0	112.50	112.50
04 E 500 505 000 321 380				COMMUNITY EDUCATION GENERAL/COMMUNITY EDUCATION/PRINTIN		112.50	
21746	KILOWATT COMMUNITY CENTER	02/11/2019	1	BBB- DEC	0	1,200.00	3,615.00
01 E 300 292 000 000 370				BOYS/GIRLS ATHLETICS/000/RENTALS AND LEASES/000		1,200.00	
			10	PE	0	1,800.00	
01 E 300 211 000 000 370				SECONDARY EDUCATION GENERAL/000/RENTALS AND LEASES/000		1,800.00	
			3	WRESTLING	0	200.00	
01 E 300 292 000 000 370				BOYS/GIRLS ATHLETICS/000/RENTALS AND LEASES/000		200.00	
			4	DEC 21 FUN DAY	0	200.00	
01 E 350 211 000 000 370				SECONDARY EDUCATION GENERAL/000/RENTALS AND LEASES/000		200.00	
			5	DEC 21 GYM	0	150.00	
01 E 350 211 000 000 370				SECONDARY EDUCATION GENERAL/000/RENTALS AND LEASES/000		150.00	
			6	JAN LEROHL COMM	0	65.00	
04 E 500 590 000 321 370				ED JAN 10 OTHER COMMUNITY SERVICES/COMMUNITY EDUCATION/RENTALS AN		65.00	
21747	LAC QUI PARLE VALLEY ISD 2853	02/11/2019	1	MELT MEALS JAN.	0	280.00	280.00
01 E 005 640 000 316 366				21 2019 STAFF DEVELOPMENT/STAFF DEVELOPMENT/TRAVEL-SCHOOL BUSIN		280.00	

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
21748	LEE'S AUTO & DIESEL INC.	02/11/2019	1		0	40.88	40.88
01 E 005 810 193 000 350				OPERATIONS AND MAINTENANCE/000/REPAIRS AND MAINTENANCE		40.88	
21749	LIONS CLUB OF GRANITE FALLS	02/11/2019	TK	TK MEMBERSHIP	0	60.00	60.00
04 E 500 505 000 321 820				DUES 2019 COMMUNITY EDUCATION GENERAL/COMMUNITY EDUCATION/DUES &		60.00	
21750	Vendor Continued Void	02/11/2019					0.00
21751	LOFFLER	02/11/2019	3021978	COPIES	0	90.09	1,008.42
01 E 100 203 290 000 350				ELEMENTARY GENERAL ED./000/REPAIRS AND MAINTENANCE SVCS		11.64	
01 E 300 211 290 000 350				SECONDARY EDUCATION GENERAL/000/REPAIRS AND MAINTENANCE		19.33	
01 E 300 257 290 000 430				COMPUTER TECHNOLOGY/000/SUPPLIES/FOR COPIERS		48.72	
02 E 005 770 290 000 401				FOOD SERVICES/000/GENERAL SUPPLIES/FOR COPIERS		10.40	
01 E 100 203 290 000 350				3026690-144 bre book room	0	127.91	
				ELEMENTARY GENERAL ED./000/REPAIRS AND MAINTENANCE SVCS		127.91	
01 E 300 211 290 000 350				3026690-145 ms/hs lib.	0	209.40	
				SECONDARY EDUCATION GENERAL/000/REPAIRS AND MAINTENANCE		209.40	
01 E 005 020 290 000 350				3026690-148 do copier	0	24.84	
				SUPERINTENDENT'S OFFICE/000/REPAIRS AND MAINTENANCE SVC		24.84	
01 E 300 211 290 000 350				3026690-149 MS/HS OFFICE	0	85.24	
				SECONDARY EDUCATION GENERAL/000/REPAIRS AND MAINTENANCE		85.24	
01 E 300 211 290 000 350				3026690-150 MS/HS SPED ROOM	0	87.42	
				SECONDARY EDUCATION GENERAL/000/REPAIRS AND MAINTENANCE		87.42	
01 E 100 203 290 000 350				3026690-156 BRE OFFICE	0	383.52	
				ELEMENTARY GENERAL ED./000/REPAIRS AND MAINTENANCE SVCS		383.52	
21752	RYAN C LUFT	02/11/2019	1		0	205.00	205.00
01 E 300 640 000 316 367				STAFF DEVELOPMENT/STAFF DEVELOPMENT/TRAVEL-PROFESS DEVE		205.00	
21753	MACKIN ED RESOURCES	02/11/2019	563586		0	123.10	473.92
01 E 100 203 162 000 530				ELEMENTARY GENERAL ED./000/EQUIPMENT PURCHASES/ESTATE D		123.10	
01 E 100 203 162 000 530				564176	0	103.63	
				ELEMENTARY GENERAL ED./000/EQUIPMENT PURCHASES/ESTATE D		103.63	
01 E 100 203 162 000 530				564447	0	66.54	
				ELEMENTARY GENERAL ED./000/EQUIPMENT PURCHASES/ESTATE D		66.54	
01 E 100 203 162 000 530				565757	0	180.65	
				ELEMENTARY GENERAL ED./000/EQUIPMENT PURCHASES/ESTATE D		180.65	
21754	MEDCO SUPPLY COMPANY	02/11/2019	91064021	ICE BAGS	0	64.43	64.43
01 E 300 292 226 000 401				BOYS/GIRLS ATHLETICS/000/GENERAL SUPPLIES/CROSS COUNTRY		64.43	
21755	MINNESOTA ELEVATOR TOTAL ELEVA	02/11/2019	787590	INSPECTION	0	360.13	360.13
01 E 005 865 000 347 305				LONG TERM FACILITY MAINT./PHYSICAL HAZARD CONTROL/PROFE		360.13	
21756	MN FEED DISTRIBUTORS	02/11/2019	224421	SALT / GRIT	0	291.82	291.82
01 E 005 810 191 000 410				OPERATIONS AND MAINTENANCE/000/CUST/REPAIR SUPPLIES/OUT		291.82	
21757	Vendor Continued Void	02/11/2019					0.00
21758	MN RIVER VALLEY EDUCATION DIST	02/11/2019	1	comm ed	0	125.00	14,429.27
01 E 005 105 129 310 391				ADMINISTRATIVE SUPPORT/COOPERATIVE/MN SCH DIST - REIMBU		125.00	
01 E 005 105 129 310 391				2 board	0	5.56	
				ADMINISTRATIVE SUPPORT/COOPERATIVE/MN SCH DIST - REIMBU		5.56	
01 E 005 640 129 316 391				3 PROF. DEV.	0	263.89	
				STAFF DEVELOPMENT/STAFF DEVELOPMENT/MN SCH DIST - REIMB		263.89	
01 E 005 105 129 310 391				4 mrved	0	2,158.18	
				ADMINISTRATIVE SUPPORT/COOPERATIVE/MN SCH DIST - REIMBU		2,158.18	
				5 alc main.	0	2,850.76	

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01 E 610 211 129 310 370				SECONDARY EDUCATION GENERAL/COOPERATIVE/RENTALS AND LEA		2,850.76	
			6	TECH FIBER LEASE	0	3,990.11	
01 E 005 630 129 310 391				TECHNOLOGY INSTRUCTIONAL/COOPERATIVE/MN SCH DIST - REIM		3,990.11	
			7	PROF DEV.	0	5,035.77	
01 E 005 640 129 316 391				STAFF DEVELOPMENT/STAFF DEVELOPMENT/MN SCH DIST - REIMB		5,035.77	
21759 MINNESOTA SCHOOL BOARD ASSOC.		02/11/2019	1	NEGOTIATIONS	0	190.00	190.00
01 E 005 010 000 000 367				BOARD OF EDUCATION/000/TRAVEL-PROFESS DEVELOPMENT/000		190.00	
21760 MINNESOTA SCHOOL BOARD ASSOC.		02/11/2019	2	OFFICERS WORKSHOP	0	190.00	190.00
01 E 005 010 000 000 367				BOARD OF EDUCATION/000/TRAVEL-PROFESS DEVELOPMENT/000		190.00	
21761 MUSIC STREET		02/11/2019	79862		0	5.40	5.40
01 E 300 258 233 000 450				MUSIC/000/MATERIALS PURCH FOR RESALE/INSTRUMENTAL MUSIC		5.40	
21762 MUSSER ENVIRONMENTAL INC.		02/11/2019	3 OF 3 FY19	HEALTH & SAFETY	0	2,821.75	2,821.75
				INV 3 OF 3			
01 E 005 865 000 352 305				LONG TERM FACILITY MAINT./ENVIRONMENTAL HLTH & SAFETY/P		2,821.75	
21763 MVCC		02/11/2019	FEB	SPECIAL ED	0	152,241.92	152,241.92
				CONTRACT			
01 E 005 420 978 740 396				SPECIAL EDUCATIONAL GENERAL/STATE FUNDED SPECIAL ED/DUE		152,241.92	
21764 ND CENTER FOR FOR DISTANCE EDU		02/11/2019	207254	ENG & TECH	0	250.00	1,299.00
01 E 300 200 000 000 394				PSEO/ONLINE/000/PAYMENTS TO OTHER AGENCIES/000		250.00	
			207297	ECON.	0	250.00	
01 E 300 200 000 000 394				PSEO/ONLINE/000/PAYMENTS TO OTHER AGENCIES/000		250.00	
			207304	VET SCIENCE	0	299.00	
01 E 300 200 000 000 394				PSEO/ONLINE/000/PAYMENTS TO OTHER AGENCIES/000		299.00	
			207305	AM HIST.	0	250.00	
01 E 300 200 000 000 394				PSEO/ONLINE/000/PAYMENTS TO OTHER AGENCIES/000		250.00	
			207451	SOCIOLOGY	0	250.00	
01 E 300 200 000 000 394				PSEO/ONLINE/000/PAYMENTS TO OTHER AGENCIES/000		250.00	
21765 OLSON SANITATION INC.		02/11/2019	JAN 2019		0	877.50	877.50
01 E 005 810 000 000 330				OPERATIONS AND MAINTENANCE/000/UTILITY SERVICES/000		877.50	
21766 PAAPE ENERGY INC.		02/11/2019	6353	SERVICE	0	95.00	95.00
01 E 005 810 192 000 350				OPERATIONS AND MAINTENANCE/000/REPAIRS AND MAINTENANCE		95.00	
21767 PACT 4 FAMILIES COLLABORATIVE		02/11/2019	1	MEMBERSHIP	0	1,032.00	1,032.00
01 E 005 010 000 000 820				BOARD OF EDUCATION/000/DUES & MEMBERSHIPS/000		1,032.00	
21768 PAN-O-GOLD BAKING CO.		02/11/2019	1		0	372.05	372.05
02 E 005 770 000 701 490				FOOD SERVICES/SCHOOL LUNCH/FOOD/000		372.05	
21769 PARK SQUARE THEATRE		02/11/2019	B442380	ANNE FRANK	0	504.00	504.00
01 E 005 790 000 313 430				OTHER PUPIL SUPPORT SERVICES/ACHIEVEMENT & INTEGRATION		504.00	
21770 J.W. PEPPER & SON INC.		02/11/2019	11E38652		0	47.97	47.97
01 E 300 258 233 000 430				MUSIC/000/SUPPLIES/INSTRUMENTAL MUSIC		47.97	
21771 PORTA PHONE		02/11/2019	1054	RECONDITIONING	0	499.00	499.00
01 E 300 294 211 000 401				BOYS ATHLETICS/000/GENERAL SUPPLIES/FOOTBALL		299.00	
01 E 300 294 211 000 899				BOYS ATHLETICS/000/MISCELLANEOUS EXPENSE/FOOTBALL		200.00	
21772 PSAT/NMSQT PROGRAM		02/11/2019	381998694a		0	176.00	176.00
01 E 300 710 000 000 461				COUNSELING/GUIDANCE/000/STANDARDZED TESTS/000		176.00	
21773 REINHART INST FOODS		02/11/2019	1		0	12,975.09	12,975.09
02 E 005 770 000 701 401				FOOD SERVICES/SCHOOL LUNCH/GENERAL SUPPLIES/000		798.98	
02 E 005 770 000 701 490				FOOD SERVICES/SCHOOL LUNCH/FOOD/000		9,103.40	
02 E 005 770 000 705 490				FOOD SERVICES/BREAKFAST/FOOD/000		1,468.99	
02 E 005 770 104 707 490				FOOD SERVICES/ALA CARTE/OTHER/FOOD/FOOD ORDERED ONLY/CA		1,603.72	

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21774	RTS	02/11/2019	7890		0	80.39	80.39
01 E 005 810 000 000 320				OPERATIONS AND MAINTENANCE/000/COMMUNICATIONAL SERVICES		80.39	
21775	RUPP,ANDERSON, SQUIRES & WALDS	02/11/2019	8514	LEGAL	0	1,793.37	1,793.37
01 E 005 110 116 000 305				ACCOUNTING OFFICE/000/PROFESSIONAL FEES/ATTORNEY FEES		1,793.37	
21776	RUST ARCHITECTS	02/11/2019	1759	BLUEPRINT COPIES	0	557.25	762.44
01 E 005 850 179 000 401				FACILITIES/000/GENERAL SUPPLIES/FAGEN \$		557.25	
			1760	AUXILLARY GYM PROJECT	0	205.19	
01 E 005 850 179 000 401				FACILITIES/000/GENERAL SUPPLIES/FAGEN \$		205.19	
21777	SAWMILL	02/11/2019	236687		0	86.07	99.05
01 E 300 361 000 830 433				VOCATIONAL WEIDAUER/VOCATIONAL PROGRAMS/INDIVIDUAL INST		86.07	
			236788		0	12.98	
01 E 005 810 193 000 401				OPERATIONS AND MAINTENANCE/000/GENERAL SUPPLIES/CAR EXP		12.98	
21778	RICHARD A SCHNEIDER	02/11/2019	10	MSBA	0	319.50	319.50
01 E 005 010 000 000 367				BOARD OF EDUCATION/000/TRAVEL-PROFESS DEVELOPMENT/000		319.50	
21779	SCHOLASTIC INC	02/11/2019	1		0	22.72	22.72
01 E 100 216 000 401 433				TITLE I - PART A/TITLE I/INDIVIDUAL INST SUPPLIES/000		22.72	
21780	SCHOOL HEALTH CORPORATION	02/11/2019	3534210-01		0	41.76	41.76
01 E 005 720 000 000 401				HEALTH SERVICES/NURSE/000/GENERAL SUPPLIES/000		41.76	
21781	SIOUX FALLS SCHOOL DIST. 49-5	02/11/2019	8966	DEC '18 TUITION	0	955.36	955.36
01 E 998 211 000 000 392				SECONDARY EDUCATION GENERAL/000/OUT OF STATE TUITION/00		955.36	
21782	BRIAN SKOGEN	02/11/2019	1	ACES TRAINING	0	100.00	143.20
01 E 005 640 000 316 366				STAFF DEVELOPMENT/STAFF DEVELOPMENT/TRAVEL-SCHOOL BUSIN		100.00	
			2	MILEAGE	0	43.20	
01 E 005 640 000 316 366				STAFF DEVELOPMENT/STAFF DEVELOPMENT/TRAVEL-SCHOOL BUSIN		43.20	
21783	SKYWARD INC.	02/11/2019	195915	E-SIGNATURE	0	200.00	200.00
01 E 005 110 000 000 401				ACCOUNTING OFFICE/000/GENERAL SUPPLIES/000		200.00	
21784	SMSU ATHLETICS	02/11/2019	12020	RENTAL	0	62.50	125.00
01 E 350 294 213 000 369				BOYS ATHLETICS/000/PARTICIPATION FEES/BASKETBALL		62.50	
			12020-	RENTAL	0	62.50	
01 E 350 296 213 000 369				GIRLS ATHLETICS/000/PARTICIPATION FEES/BASKETBALL		62.50	
21785	STEVE WEISS MUSIC	02/11/2019	883075A		0	200.00	250.89
01 E 300 258 233 000 350				MUSIC/000/REPAIRS AND MAINTENANCE SVCS/INSTRUMENTAL MUS		200.00	
			883075A-		0	50.89	
01 E 350 258 233 000 350				MUSIC/000/REPAIRS AND MAINTENANCE SVCS/INSTRUMENTAL MUS		50.89	
21786	SUPREME SCHOOL SUPPLY	02/11/2019	22147		0	192.83	192.83
01 E 300 211 000 000 430				SECONDARY EDUCATION GENERAL/000/SUPPLIES/000		192.83	
21787	SW/WC SERVICE COOP - MARSHALL	02/11/2019	59737	TYPE iii TRAINING	0	36.00	8,771.42
01 E 005 810 193 000 305				OPERATIONS AND MAINTENANCE/000/PROFESSIONAL FEES/CAR EX		36.00	
			59761	YOUNG WRITERS	0	80.00	
01 E 100 218 000 388 369				GIFTED & TALENTED/TAG (06)/PARTICIPATION FEES/000		80.00	
			59849	TECH	0	7,016.80	
01 E 005 108 000 000 305				TECHNOLOGY ADMINISTRATIVE/000/PROFESSIONAL FEES/000		701.68	
01 E 005 630 000 000 305				TECHNOLOGY INSTRUCTIONAL/000/PROFESSIONAL FEES/000		6,315.12	
			59951	DELL MONITOR	0	121.50	
01 E 100 203 000 302 530				ELEMENTARY GENERAL ED./CAPITAL OUTLAY/EQUIPMENT PURCHAS		121.50	
			59971	4 DELL LAPTOPS	0	1,517.12	
01 E 300 211 000 302 556				SECONDARY EDUCATION GENERAL/CAPITAL OUTLAY/INSTRUCTIONA		1,517.12	

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21788	Vendor Continued Void	02/11/2019					0.00
21789	TRUE VALUE-GF/MONTE	02/11/2019	1	ONE ACT	0	33.92	832.68
01 E 300 298 237 000 401				EXTRACURRICULAR ACTIVITIES/000/GENERAL SUPPLIES/ONE ACT		33.92	
				10	0	84.07	
01 E 300 301 501 830 433				AG EDUCATION (VOCATIONAL)/VOCATIONAL PROGRAMS/INDIVIDUA		84.07	
				12	0	46.33	
01 E 350 255 000 000 430				INDUSTRIAL EDUCATION/000/SUPPLIES/000		46.33	
				14	0	-37.48	
01 E 300 298 237 000 401				EXTRACURRICULAR ACTIVITIES/000/GENERAL SUPPLIES/ONE ACT		-37.48	
				2	0	79.57	
01 E 005 810 000 000 410				OPERATIONS AND MAINTENANCE/000/CUST/REPAIR SUPPLIES/000		79.57	
				3	0	172.45	
01 E 005 810 000 000 410				OPERATIONS AND MAINTENANCE/000/CUST/REPAIR SUPPLIES/000		172.45	
				4	0	75.83	
01 E 005 810 191 000 410				OPERATIONS AND MAINTENANCE/000/CUST/REPAIR SUPPLIES/OUT		75.83	
				5	0	57.48	
01 E 300 301 501 830 433				AG EDUCATION (VOCATIONAL)/VOCATIONAL PROGRAMS/INDIVIDUA		57.48	
				6	0	140.02	
01 E 300 361 000 830 433				VOCATIONAL WEIDAUER/VOCATIONAL PROGRAMS/INDIVIDUAL INST		140.02	
				7	0	28.44	
01 E 300 298 194 000 401				EXTRACURRICULAR ACTIVITIES/000/GENERAL SUPPLIES/ROBOTIC		28.44	
				8	0	152.05	
01 E 005 810 193 000 401				OPERATIONS AND MAINTENANCE/000/GENERAL SUPPLIES/CAR EXP		152.05	
21790	TWINS BALLPARK LLC	02/11/2019	19621753	SCHOOL PATROL	0	670.00	670.00
01 L 230 33				TWINS GAME			
				GENERAL FUND/DEFERRED REVENUE/BERT RANEY ACTIVITY ACCOU		670.00	
21791	VIKING COCA-COLA	02/11/2019	1		0	3,631.81	3,217.20
01 L 230 21				GENERAL FUND/DEFERRED REVENUE/CONCESSIONS		3,631.81	
				2	0	-414.61	
01 L 230 20				GENERAL FUND/DEFERRED REVENUE/ACTIVITIES/ATHLETIC (COKE		-414.61	
21792	WEST CENTRAL TRIBUNE	02/11/2019	1	BRE SUBSCRIPTION	0	178.98	178.98
01 E 100 620 000 000 489				EDUCATIONAL MEDIA/LIBRARY/000/PERIODICAL/NEWSPAPERS/000		178.98	
21793	WILLMAR HIGH SCHOOL	02/11/2019	1	ROBOTICS ENTRY	0	150.00	150.00
01 E 300 298 194 000 401				FEE			
				EXTRACURRICULAR ACTIVITIES/000/GENERAL SUPPLIES/ROBOTIC		150.00	
21794	XCEL ENERGY	02/11/2019	1		0	21.10	21.10
04 E 500 560 000 321 330				RECREATION-SWIM POOL/COMMUNITY EDUCATION/UTILITY SERVIC		21.10	
21795	Vendor Continued Void	02/11/2019					0.00
21796	Vendor Continued Void	02/11/2019					0.00
21797	Vendor Continued Void	02/11/2019					0.00
21798	Vendor Continued Void	02/11/2019					0.00
21799	YME SCHOOLS-ADM	02/11/2019	11	INTEREST	0	-2.76	2,994.54
01 R 005 000 000 000 092				DISTRICT WIDE/000/INVESTMENT EARNINGS/000		-2.76	
				7707	0	-189.00	
01 E 300 298 216 000 899				VOID LOIS BRISHARD		-189.00	
				EXTRACURRICULAR ACTIVITIES/000/MISCELLANEOUS EXPENSE/FL		-189.00	
				7714	0	180.00	
01 E 005 790 600 000 305				CITY OF GRANITE FALLS (sro)		180.00	
				OTHER PUPIL SUPPORT SERVICES/000/PROFESSIONAL FEES/SCHO		180.00	
				7715	0	130.00	
				TRUE TEAM		130.00	

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
01 E 300 292 219 000 369				BOYS/GIRLS ATHLETICS/000/PARTICIPATION FEES/TRACK		130.00	
			7716	LOIS BUSHARD	0	225.00	
01 E 300 298 216 000 899				EXTRACURRICULAR ACTIVITIES/000/MISCELLANEOUS EXPENSE/FL		225.00	
			7717	BRENT WHONY	0	125.00	
01 E 300 294 213 000 305				BOYS ATHLETICS/000/PROFESSIONAL FEES/BASKETBALL		125.00	
			7718	BRAD WENDORFF	0	125.00	
01 E 300 294 213 000 305				BOYS ATHLETICS/000/PROFESSIONAL FEES/BASKETBALL		125.00	
			7719	JUSTIN SCHWIEGLER	0	125.00	
01 E 300 294 213 000 305				BOYS ATHLETICS/000/PROFESSIONAL FEES/BASKETBALL		125.00	
			7720	CHAD MULDER	0	125.00	
01 E 300 294 213 000 305				BOYS ATHLETICS/000/PROFESSIONAL FEES/BASKETBALL		125.00	
			7721	JAMES REED	0	90.00	
01 E 300 296 213 000 305				GIRLS ATHLETICS/000/PROFESSIONAL FEES/BASKETBALL		90.00	
			7723	DUANE KOCKELMAN	0	90.00	
01 E 300 296 213 000 305				GIRLS ATHLETICS/000/PROFESSIONAL FEES/BASKETBALL		90.00	
			7724	ALEXANDRIA HS	0	225.00	
01 E 300 294 221 000 369				BOYS ATHLETICS/000/PARTICIPATION FEES/WRESTLING		225.00	
			7725	JEFF GLADIS	0	90.00	
01 E 300 296 213 000 305				GIRLS ATHLETICS/000/PROFESSIONAL FEES/BASKETBALL		90.00	
			7726	MN ACT CONFERENCE	0	120.00	
01 E 300 640 000 316 367				STAFF DEVELOPMENT/STAFF DEVELOPMENT/TRAVEL-PROFESS DEVE		120.00	
			7727	MTCA	0	75.00	
01 E 300 292 000 316 367				BOYS/GIRLS ATHLETICS/STAFF DEVELOPMENT/TRAVEL-PROFESS D		75.00	
			7728	KATE JOHNSON	0	40.00	
01 E 300 298 216 000 899				EXTRACURRICULAR ACTIVITIES/000/MISCELLANEOUS EXPENSE/FL		40.00	
			7729	BRANDON GRUCHOW	0	130.00	
01 E 300 294 221 000 401				BOYS ATHLETICS/000/GENERAL SUPPLIES/WRESTLING		130.00	
			7730	MARK HERMAN	0	125.00	
01 E 300 296 213 000 305				GIRLS ATHLETICS/000/PROFESSIONAL FEES/BASKETBALL		125.00	
			7732	MARK MACKELDANZ	0	125.00	
01 E 300 296 213 000 305				GIRLS ATHLETICS/000/PROFESSIONAL FEES/BASKETBALL		125.00	
			7733	SCOTT MONSON	0	90.00	
01 E 300 294 213 000 305				BOYS ATHLETICS/000/PROFESSIONAL FEES/BASKETBALL		90.00	
			7734	JIM GAGNER	7734	90.00	
01 E 300 294 213 000 305				BOYS ATHLETICS/000/PROFESSIONAL FEES/BASKETBALL		90.00	
			7735	IAN WYFFELS	0	90.00	
01 E 300 294 213 000 305				BOYS ATHLETICS/000/PROFESSIONAL FEES/BASKETBALL		90.00	
			7736	SAMS CLUB	0	231.30	
01 L 230 21				GENERAL FUND/DEFERRED REVENUE/CONCESSIONS		231.30	
			7737	CRAIG NORLAND	0	90.00	
01 E 300 296 213 000 305				GIRLS ATHLETICS/000/PROFESSIONAL FEES/BASKETBALL		90.00	
			7738	JEFF GLADIS	0	90.00	
01 E 300 296 213 000 305				GIRLS ATHLETICS/000/PROFESSIONAL FEES/BASKETBALL		90.00	
			7739	MARK CRAIGMILE	0	90.00	
01 E 300 296 213 000 305				GIRLS ATHLETICS/000/PROFESSIONAL FEES/BASKETBALL		90.00	
			7740	CHAD MULDER	0	135.00	
01 E 300 296 213 000 305				GIRLS ATHLETICS/000/PROFESSIONAL FEES/BASKETBALL		135.00	

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
01 E 300 294 213 000 305			7741	TODD AHRENHOLZ BOYS ATHLETICS/000/PROFESSIONAL FEES/BASKETBALL	0	135.00	135.00
21800 YME-FOOD SERVICE		02/11/2019	JAN	2ND CHANCE BREAKFAST	0	566.08	1,333.64
01 E 350 790 149 000 899				OTHER PUPIL SUPPORT SERVICES/000/MISCELLANEOUS EXPENSE/		566.08	
01 E 100 203 362 000 899			JAN-	BRE SNACKS ELEMENTARY GENERAL ED./000/MISCELLANEOUS EXPENSE/HEALTH	0	767.56	767.56
21801 YOUTH FRONTIERS, INC.		02/11/2019	14820	YF T-SHIRTS	0	538.00	538.00
01 E 005 790 000 313 430				OTHER PUPIL SUPPORT SERVICES/ACHIEVEMENT & INTEGRATION		538.00	
			101	Computer	Check(s) For a Total of	370,608.85	

0	Manual	Checks For a Total of	0.00
0	Wire Transfer	Checks For a Total of	0.00
0	ACH	Checks For a Total of	0.00
101	Computer	Checks For a Total of	370,608.85
Total For	101	Manual, Wire Tran, ACH & Computer Checks	370,608.85
Less	0	Voided Checks For a Total of	0.00
		Net Amount	370,608.85

F U N D S U M M A R Y

Fund	Description	Balance Sheet	Revenue	Expense	Total
01	GENERAL FUND	9,365.64	-2.76	342,697.40	352,060.28
02	FOOD SERVICE	0.00	0.00	15,718.61	15,718.61
04	COMMUNITY SERVICE	0.00	0.00	2,829.96	2,829.96

CHECK NUMBER	VENDOR	CHECK DATE	AMOUNT
21685	AMERICAN FAMILY LIFE ASSURANCE	01/22/2019	485.77
21686	AMERITAS LIFE INSURANCE CORP.	01/22/2019	538.44
21687	DANA F. COLE & COMPANY, LLP	01/22/2019	826.62
21688	DELTA DENTAL	01/22/2019	6,195.65
21689	154200 NCPERS	01/22/2019	64.00
21690	HIRE IMAGE LLC	01/22/2019	26.00
21691	KILOWATT COMMUNITY CENTER	01/22/2019	310.00
21692	MADISON NATIONAL LIFE	01/22/2019	1,959.21
21693	MSEA	01/22/2019	981.87
21694	ROBERTSDAHL, JIANA	01/22/2019	600.00
21695	SCHULTE, TREVOR	01/22/2019	400.00
21696	SELECT ACCOUNT	01/22/2019	4,644.86
21697	KERRI SHACKELFORD	01/22/2019	300.00
21698	SUTER, CASSANDRA	01/22/2019	1,330.28
21699	EDUCATION MINNESOTA YME	01/22/2019	3,078.20
21700	GRANITE FALLS AREA CHAMBER	01/25/2019	1,000.00
21701	ADVOCATE TRIBUNE	02/11/2019	2,132.53
21703	ALMICH'S MARKET	02/11/2019	1,699.36
21704	AMERICAN WELDING AND GAS, INC.	02/11/2019	946.82
21705	BENGSTON, DOUG	02/11/2019	42.00
21708	BENNETT & BENNETT INC.	02/11/2019	79,796.24
21709	BENSON LAUNDRY	02/11/2019	47.92
21710	BILL'S ELECTRIC	02/11/2019	332.14
21711	BORCH'S INC.	02/11/2019	191.00
21712	BOUSHEK LEEANN	02/11/2019	14.75
21713	BROTHERS FIRE PROTECTION CO. INC.	02/11/2019	1,937.75
21714	BSN SPORTS	02/11/2019	714.98
21715	CANON FINANCIAL SERVICES	02/11/2019	682.46
21716	CENEX CREDIT CARD	02/11/2019	454.11
21717	CENTRAL SUSPENSIONS	02/11/2019	1,394.00
21718	CENTURY LINK	02/11/2019	870.36
21723	CITIZENS ALLIANCE BANK	02/11/2019	5,538.93
21725	CITY OF GRANITE FALLS	02/11/2019	12,124.61
21726	CITY OF GRANITE FALLS	02/11/2019	6,126.32
21727	CITY OF GRANITE FALLS	02/11/2019	500.00
21728	CLOUSE, MARYELLA	02/11/2019	24.58
21729	DAHL, CHAR	02/11/2019	109.60
21730	DAVE'S ELECTRIC MOTOR CO.	02/11/2019	131.91
21731	DEAN FOODS NORTH CENTRAL, INC.	02/11/2019	1,956.34
21732	EMC INSURANCE COMPANIES	02/11/2019	9,007.41
21733	FIRST CHOICE FOOD & BEVERAGE SOLUTIONS	02/11/2019	686.00
21734	FRIENDS OF MUSIC	02/11/2019	128.00
21735	GRANITE FALLS AUTO PARTS	02/11/2019	246.87
21736	GRANITE FALLS OFFICIALS ASSOC.	02/11/2019	1,080.00
21737	GRAPHIC EDGE	02/11/2019	267.60
21738	GREAT PLAINS NATURAL GAS CO	02/11/2019	15,684.05
21739	HILDI INC	02/11/2019	215.00
21740	HILLYARD/HUTCHINSON	02/11/2019	2,264.53
21742	INNOVATIVE OFFICE SOLUTIONS LLC	02/11/2019	773.34
21743	ISCORP	02/11/2019	195.50
21744	JMC COMPUTER SERVICE INC	02/11/2019	4,329.72
21745	KDMA - AM	02/11/2019	112.50
21746	KILOWATT COMMUNITY CENTER	02/11/2019	3,615.00
21747	LAC QUI PARLE VALLEY ISD 2853	02/11/2019	280.00
21748	LEE'S AUTO & DIESEL INC.	02/11/2019	40.88
21749	LIONS CLUB OF GRANITE FALLS	02/11/2019	60.00

CHECK NUMBER	VENDOR	CHECK DATE	AMOUNT
21751	LOFFLER	02/11/2019	1,008.42
21752	LUFT, RYAN	02/11/2019	205.00
21753	MACKIN ED RESOURCES	02/11/2019	473.92
21754	MEDCO SUPPLY COMPANY	02/11/2019	64.43
21755	MINNESOTA ELEVATOR TOTAL ELEVATOR SOLUTIONS	02/11/2019	360.13
21756	MN FEED DISTRIBUTORS	02/11/2019	291.82
21758	MN RIVER VALLEY EDUCATION DIST	02/11/2019	14,429.27
21759	MINNESOTA SCHOOL BOARD ASSOC.	02/11/2019	190.00
21760	MINNESOTA SCHOOL BOARD ASSOC.	02/11/2019	190.00
21761	MUSIC STREET	02/11/2019	5.40
21762	MUSSER ENVIRONMENTAL INC.	02/11/2019	2,821.75
21763	MVCC	02/11/2019	152,241.92
21764	ND CENTER FOR FOR DISTANCE EDUCATION	02/11/2019	1,299.00
21765	OLSON SANITATION INC.	02/11/2019	877.50
21766	PAAPE ENERGY INC.	02/11/2019	95.00
21767	PACT 4 FAMILIES COLLABORATIVE	02/11/2019	1,032.00
21768	PAN-O-GOLD BAKING CO.	02/11/2019	372.05
21769	PARK SQUARE THEATRE	02/11/2019	504.00
21770	J.W. PEPPER & SON INC.	02/11/2019	47.97
21771	PORTA PHONE	02/11/2019	499.00
21772	PSAT/NMSQT PROGRAM	02/11/2019	176.00
21773	REINHART INST FOODS	02/11/2019	12,975.09
21774	RTS	02/11/2019	80.39
21775	RUPP,ANDERSON, SQUIRES & WALDSPURGER, P.A.	02/11/2019	1,793.37
21776	RUST ARCHITECTS	02/11/2019	762.44
21777	SAWMILL	02/11/2019	99.05
21778	SCHNEIDER, RICHARD	02/11/2019	319.50
21779	SCHOLASTIC INC	02/11/2019	22.72
21780	SCHOOL HEALTH CORPORATION	02/11/2019	41.76
21781	SIOUX FALLS SCHOOL DIST. 49-5	02/11/2019	955.36
21782	SKOGEN, BRIAN	02/11/2019	143.20
21783	SKYWARD INC.	02/11/2019	200.00
21784	SMSU ATHLETICS	02/11/2019	125.00
21785	STEVE WEISS MUSIC	02/11/2019	250.89
21786	SUPREME SCHOOL SUPPLY	02/11/2019	192.83
21787	SW/WC SERVICE COOP - MARSHALL	02/11/2019	8,771.42
21789	TRUE VALUE-GF/MONTE	02/11/2019	832.68
21790	TWINS BALLPARK LLC	02/11/2019	670.00
21791	VIKING COCA-COLA	02/11/2019	3,217.20
21792	WEST CENTRAL TRIBUNE	02/11/2019	178.98
21793	WILLMAR HIGH SCHOOL	02/11/2019	150.00
21794	XCEL ENERGY	02/11/2019	21.10
21799	YME SCHOOLS-ADM	02/11/2019	2,994.54
21800	YME-FOOD SERVICE	02/11/2019	1,333.64
21801	YOUTH FRONTIERS, INC.	02/11/2019	538.00
201800145	FEDERAL TAX WITHHOLDING	01/22/2019	88,447.41
201800146	MN TEACHERS RETIREMENT ASSOC.	01/22/2019	40,418.21
201800147	PUBLIC EMPLOYEES RETIREMENT	01/22/2019	18,253.48
201800148	STATE TAX WITHHOLDING	01/22/2019	14,355.38
201800149	SW/WC SVC. COOP - HEALTH INS.	01/22/2019	43,479.30
201800150	VOYA INSTITUTIONAL TRUST	01/22/2019	14,950.59
201800151	SW/WC SVC. COOP - HEALTH INS.	01/18/2019	5,438.00
201800152	SW/WC SVC. COOP - HEALTH INS.	01/18/2019	16,132.70
201800153	SW/WC SVC. COOP - HEALTH INS.	01/18/2019	476.00
201800154	SW/WC SVC. COOP - HEALTH INS.	01/21/2019	-1,023.00
201800156	SW/WC SVC. COOP - HEALTH INS.	01/18/2019	1,074.50

CHECK		CHECK	
NUMBER	VENDOR	DATE	AMOUNT
		Totals for BNK02	635,352.32
		Totals for checks	635,352.32

FUND SUMMARY

<u>FUND</u>	<u>DESCRIPTION</u>	<u>BALANCE SHEET</u>	<u>REVENUE</u>	<u>EXPENSE</u>	<u>TOTAL</u>
01	GENERAL FUND	248,766.51	-2.76	344,247.57	593,011.32
02	FOOD SERVICE	8,492.14	0.00	15,718.61	24,210.75
04	COMMUNITY SERVICE	7,306.98	0.00	2,829.96	10,136.94
25	REVOCABLE TRUST (FY10)	0.00	0.00	7,993.31	7,993.31
***	Fund Summary Totals ***	264,565.63	-2.76	370,789.45	635,352.32

***** End of report *****

Yellow Medicine East #2190

**Board Report
February 11, 2019**

Ending
2/8/2019

2018-19 By Fund	Original 2018-19	Year to Date Expenditures	Budget Balance	Percent Expended	For Comparison	
					2017-18 YTD Exp.	2017-18 YTD %
General	10,003,749	5,330,866	4,672,883	53.29%	5,586,960	55.24%
Food Service	432,671	203,939	228,732	47.13%	221,629	49.43%
Community Service	373,255	161,387	211,868	43.24%	173,597	40.28%
Debt Red.	1,167,370	1,166,045	1,325	99.89%	1,190,453	99.89%
OPEB Trust	168,008	63,895	104,113	38.03%	69,346	30.72%
OPEB Debt Service	191,458	190,933	526	99.73%	191,758	99.71%
Total	12,336,511	7,117,066	5,219,445	57.69%	7,433,741	58.98%

Year to date amounts include current month's accounts payables plus previous month's payroll.

Salaries % expended to date (approximately)

Contracted July-June Supt/Finance/Maintenance/Comm Ed	58.33%
Contracted August-July Principals/Food Service Director	50.00%
Contracted Sept-August Teachers/Nurse	41.67%
12 Month Non-certified Administrative Assistants	58.33%
12 Month Non-certified Custodians	53.00%
9 Month non-Certified Paraprofessionals/Food Service	48.00%

Month End Cash Invested

1/31/2019

MN School District Liquid Asset Fund \$3,086,910.48 General Closing Market Value

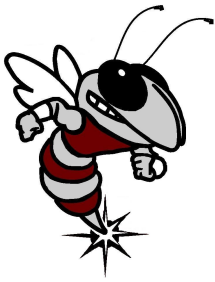
OPEB Revocable PERA Trust Fund \$458,072.05 End Balance
("Other Post Employment Benefits" for Retirees)

Electronic Fund Transfers/ACH Transfers/LAF Checks

From To

1/8/2019	\$ 312.72	rSchool Fees	LAF	rSchool
1/16/2019	\$ 350,000.00	Board Accounts Payable	LAF	Citizen's Alliance Bank
1/22/2019	\$ 20,000.00	Payroll (F&M Bank)	LAF	F&M Bank
1/22/2019	\$ 284,514.00	Payroll (Direct Deposit)	LAF	Granite Falls Bank
	\$ -	Board Accounts Payable	LAF	Citizen's Alliance Bank
	\$ -	Sales Tax	LAF	Mn. Dept. of Revenue
	\$ -	PERA Trust (OPEB)	OPEB Trust	LAF

Enrollment Trends	17-18	16-17	15-16	14-15	13-14
September	732	739	768	810	803
October	726	728	765	800	801
November	723	725	757	795	796
December	717	727	754	794	796
January	717	732	748	789	793
February	718	729	749	785	795
March					
April					
May					
June					



YELLOW MEDICINE EAST – ISD 2190

Serving Clarkfield, Echo, Granite Falls, Hanley Falls, Hazel Run, Upper Sioux Community

Rich Schneider, Superintendent
450 9th Avenue – Granite Falls, MN 56241
Phone: 320-564-4081 – Fax: 320-564-4781

Superintendent Board Notes

February 11, 2019

Auxiliary Gym Update:

I received a phone call from Ron & Diane Fagen last week about the need to offset the auxiliary gym in order to ensure that the roof of our mezzanine would be able to support the snow load. It will be necessary to add a 12 foot mezzanine to the end of the gym, bring the new length to approximately 85 feet. I received an email today (February 11) with an explanation of an even larger structure and the shifting of the structure to accommodate this design and still minimize the impact on the current building. The proposed size is now approximately 95 x 132. The only negative impact in my mind is the additional cost of utilities for the larger area and the loss of some parking.

When I consulted with Lakeview superintendent, Dr. Chris Fenske, he quoted me a cost of utilities for their gym to be about 0.079 per square foot per month based upon their most recent monthly utility bill. With the new dimensions of 132 x 95 (12540 sf), the approximate additional cost of utilities is about \$990.66 per month. There are far too many advantages to this structure which educationally should offset this cost. It should be noted that we will no longer need to make improvements to the little depression east of our “new gym.” Eventually, I will get to approve the drawings. If you believe the buildings and grounds committee should be involved in this process, please let me know and I will schedule it accordingly.

Superintendent Evaluation:

Sharon Rupp and I will need to sit down and look at a method to get feedback from each of you on my performance. If you recall, these were the goals:

Goal 1: Provide focused, coordinated, and effective district-wide communication.

Goal 2: Provide leadership to increase student learning.

Goal 3: Provide leadership to ensure the effective management of school district finances

We could collect this information through a Google Survey, a paper survey or another method if you prefer. We could ask Denise to be the point person on the collection of the surveys and get them to Sharon for review.

Purchase of new pickup for snow removal:

I have not ordered the pickup at this point. One of the advantages of ordering a new pickup is the warranty and less of a headache with mechanical problems. I still contend that this is the best alternative to protect our interests and likely ensures that we will have a longer term solution to the problem. After arrival of the replacement vehicle, we can sell the old pickup.

Calendar Explanation

The following is a brief explanation of what is required by statute:

- Gr 7-12 = minimum 1020 hours of instructional time
- Gr 1-5 = minimum 935 hours of instructional time
- Kindergarten - minimum 850 hours of instructional time
- Minimum 165 days of student instruction
- Late start and early dismissal due to inclement weather do not impact calendar
- Entire days that are canceled are deducted from our total minutes
- Scheduled shorter days (before breaks and early out Wednesdays) are calculated as partial days

The following is outlined in the teacher contract:

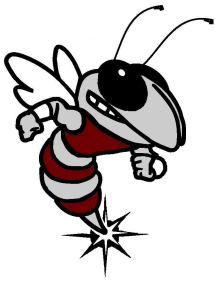
- 184 days (one day is forgiven but that does not affect the above)

Calculating our minutes based upon our 2018-2019 calendar

171 student days

184 teacher days

PLC days (14 Wednesdays + December 21 & May 30 (2 hours)):



YELLOW MEDICINE EAST – ISD 2190

Serving Clarkfield, Echo, Granite Falls, Hanley Falls, Hazel Run, Upper Sioux Community

Rich Schneider, Superintendent
450 9th Avenue – Granite Falls, MN 56241
Phone: 320-564-4081 – Fax: 320-564-4781

- MS/HS (339 minutes/day) = 4,746 minutes
- MS/HS December 21 & May 30 = 490 minutes
- K-5 (355 minutes/day) = 4,970 minutes
- K-5 December 21 = 496 minutes

Regular (non-PLC) days (155 days):

- MS/HS (366 minutes/day) = 56,730 minutes
- K-5 (368 minutes/day) = 57,040 minutes

Total contact time on approved calendar:

- Gr 6-12 61,966 minutes (1,032.77 hours)
- Gr K-5 62,506 (1,041.77 hours)

Days missed (6 total days): January 18, 28, 29, 30, February 7, 8

Days started late (does not impact our instructional minutes): January 31, February 6

Q-Comp requirement: 28 hours of PLC time

Days with no student contact in our current calendar:

- February 15 (teacher inservice) & 18
- March 25 (teacher inservice)
- April 18 (teacher inservice), 19, & 22

My concerns:

- Adding days at the end of the calendar is not as valuable as these days (days before ACT, Accuplacer & MCA testing)
- Teacher training at the end of the year is not as valuable as the time that they get built into the calendar (PLCs work on specific instructional strategies and techniques)
- All contact with students is valuable and impactful
- Adjusting non-school days can impact families and staff (vacations, leave, etc.)
- These days are the most valuable and the interruption to learning is detrimental
- The school district may modify the calendar, but if the adjustment is **more than 2 make-up days**, the Exclusive Representative must be afforded the opportunity to meet and confer.

Note from the teacher negotiated agreement:

Article VIII, Section 3, Subdivision 1 - In the event of energy shortage, **severe weather**, or other emergency, the School District reserves the right to modify the school calendar, and if school is closed on a normal duty day(s), the teacher shall perform duties on such other day(s) in lieu thereof as the School District shall determine, except that the first school day missed for severe weather shall not be made up, nor shall the teachers' pay be deducted.

Change in school closure announcement:

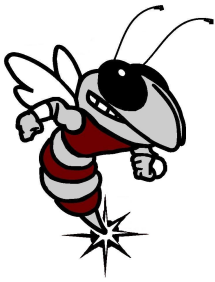
It will be necessary to begin using the statement - "buses will travel on plowed roads only!" We have had buses stuck in certain areas, and especially township roads are not plowed as frequently as other roads. We will encourage parents to contact our transportation office if there a certain path into a house that would allow our access.

MSEA Negotiations Update:

MSEA voted not to accept our last offer. They have proposed we re-enter negotiations. The next meeting is scheduled for February 25 at 5:30 pm. Lets convene in the fireplace room at 5:15. Members of the negotiations team are Sharon Rupp, Jeremy Corner, and Jeremy LeBlanc.

Upcoming Committee Meetings:

- February 12 - District Finance Committee Meeting (5:00 pm)
- February 18 - District Advisory Council Meeting (6:00 pm, HS Media Center)



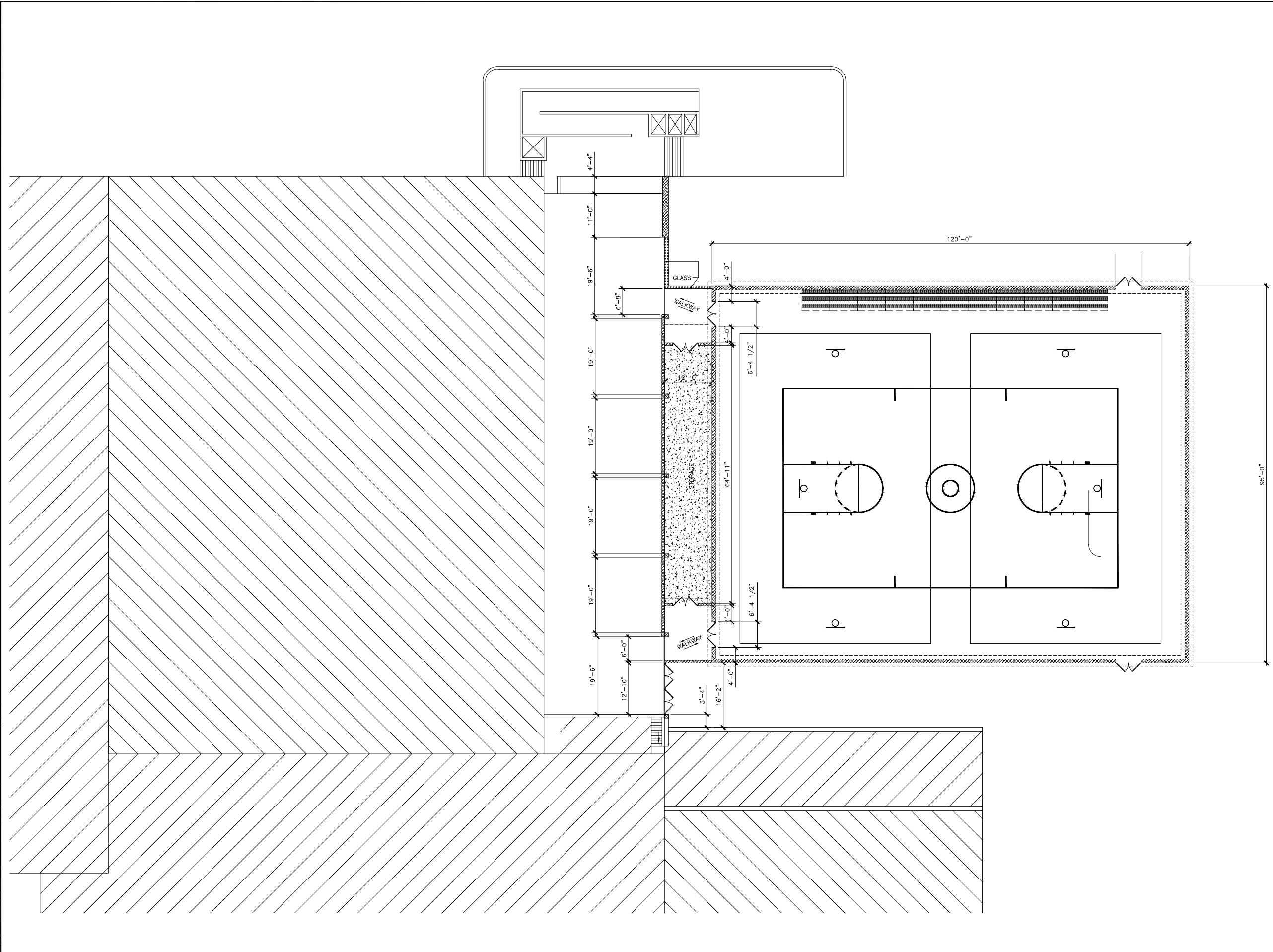
YELLOW MEDICINE EAST – ISD 2190

Serving Clarkfield, Echo, Granite Falls, Hanley Falls, Hazel Run, Upper Sioux Community

Rich Schneider, Superintendent
450 9th Avenue - Granite Falls, MN 56241
Phone: 320-564-4081 - Fax: 320-564-4781

- February 25 - Technology Committee (7:30-8:15 am)
- February 25 - MSEA negotiations, pre-meeting at 5:15, negotiations begins at 5:30 pm
- March 5 - Meet & Confer (5:00-6:30) - I need at least 2 but no more than 3 members to attend

NO.	REVISION	BY	CHK'D	DATE
1	PRELIMINARY, FOR REVIEW	MJE	LEG	02/11/2019



N:\Engineering\Clint\YME\Gym\Draw\YME\YME-STRUC-STRUC.dwg 2/11/2019 2:12 PM



FAGEN ENGINEERING LLC
 CIVIL-STRUCTURAL-MECHANICAL-ELECTRICAL ENGINEERS

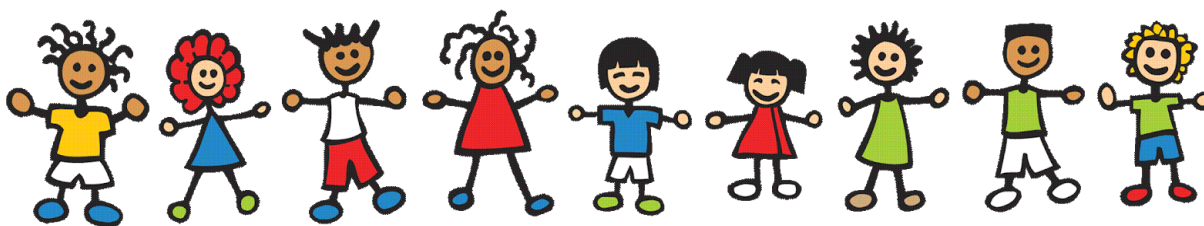
501 West Hwy 212, Granite Falls, MN 56241
 Tel. 320-564-4573 FAX 320-564-4861

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YELLOW MEDICINE EAST SCHOOLS
 GRANITE FALLS, MN

YELLOW MEDICINE SCHOOLS
 SITE LAYOUT

DRAWN: MJE	SHEET NUMBER
CHK'D: LEG	300X
DATE: 2/11/2019	
SCALE: AS NOTED	JOB NUMBER
EG2595	REVISION NUMBER 0



Bert Raney Elementary Board Report

February 2019

Mrs. Hansen, Elementary Principal

BRE - Current Enrollment

	8/16	8/17	8/18	9/18	10/18	11/18	12/18	1/19	2/19
K	44	47	39	40	40	40	39	39	39
1st	56	43	49	48	48	48	48	47	46
2nd	51	58	44	43	43	42	41	42	41
3rd	66	53	61	59	59	59	59	59	59
4th	54	67	54	53	53	53	53	53	53
5th	55	53	66	63	63	63	63	63	63
Total	326	321	313	306	306	305	303	303	301

Bert Raney Elementary School Activities

5th Grade - 5th graders recently went snowshoeing on the YME football field, using snowshoes that were borrowed from the Upper Sioux State Park. In addition, they were able to experience virtual reality glasses, which they used to travel to Galapagos Island where they went 'underwater' and they also used them to look at planets.

4th Grade - 4th graders have been working on their state projects and learning about the Midwest. In science they have been learning about energy and sound and will be working on dulcimers this week.

3rd Grade - Third grade has been learning about the solar system in science and learning about fractions in math. During their language arts class, they have been working on biographies, independent reading, and using the online program Epic. Third grade is also using their iPads daily with our Pearson math curriculum and the online program SumDog.

2nd Grade - Second grade students will be visiting Granite Ridge and Henry Hill on February 22nd. In Social Studies they have been learning about Martin Luther King, Jr., Harriet Tubman, Rosa Parks, Ruby Bridges, Sojourner Truth, and George Washington Carver.

1st Grade - First grade has been learning about arctic weather and habitat and have been working hard to get their polar bear reports done. In math they are identifying the tens and ones in two digit numbers and are exploring different ways to make the same number using tens and ones.

Kindergarten - On 2/8/19, Kindergarten will be hosting an art walk for kindergarten parents. Parents have been invited to come in and view artwork in the hallway and classrooms. Parents and students will also complete an art project together. Think 'art gallery'. <rescheduled>

Music - Fourth graders will begin our annual Dulcimer Residency with artist Ross Sutter this week. The project is funded by a grant written by Mrs. Jahn, from the Southwest Minnesota Arts Council. During the week, students will build and learn to play their own dulcimer, and will play simple melodies and harmonies with their instrument. Lakeview students are also doing the same project and at the end of the residency, the Lakeview and Bert Raney students will gather at the KCC for a dulcimer "jam" session. This project has become a tradition for our school and the children enjoy taking their instrument home at the end of the project

Physical Education - Heart Challenge Activities

From Mrs. Grey: Everybody knows about the money that our students are collecting for the American Heart Association. The goal this year is to SAVE 550 lives which translates into \$27,500. Another major piece, teaching the children about heart health: 60 minutes of physical activity daily, add color to your plate by eating fruits and vegetables, limit sugary drinks while drinking more water, conscious of sodium intake, and tobacco use (includes e-cigarettes and vaping). During the week of Feb. 11-14, parents/grandparents are welcomed to join their child in gym class. Due to the change of no more "Jump Rope For Heart" and "Hoops For Heart", each grade level is focusing on different activities: Kindergarten-Jump Ropes, 1st Grade-Manipulatives, 2nd Grade-Parachute, 3rd Grade-Basketball, 4th Grade-Team Building, and 5th Grade-Floor Hockey.

Other BRE Activities:

- Literacy trainings for staff were offered throughout the month of January, with topics including: looking at guided reading lessons for levels A-P and noticing and teaching behaviors for students in guided reading levels A-P.
- Recent technology trainings for staff have included: Brandon Raymo's expertise in the building, an area technology guru came in after school to share her knowledge, and BRE teachers who recently attended the TIE Conference are prepping for an upcoming training session for teachers.
- Suicide Prevention Staff Development - February 13, 2018 *handout
- Literacy Staff Development - February 15, 2019 *handout
- BRE classroom teachers continue to work through the Minnesota Language Arts Standards, with an emphasis on how our current Houghton Mifflin Journeys curriculum aligns to the standards, which standards are assessed on the MCAs, and current practices.
- Parent-Teacher Conferences are scheduled for 2/14/19 and 2/21/19. Note: 2/7/19 rescheduled to 2/21/19.
- Read Across America Week 2/25/19 - 3/1/19 *handout
- Kindergarten Kickoff will take place at BRE on 3/19/19 from 5:00PM-6:30PM with BRE staff and our preschool staff hosting this event. All 2019-2020 identified kindergarten students and their families are invited to attend, with approximately 65 invitations going out. Vendor invitations were sent out the week of February 4th.
- Bert Raney Pages program
- Minnesota Twins shirt collection (5/15/19)

SMART Goal: The percentage of students in grades 1-5 at grade level on the Star Reading Assessment, will increase 5% from spring 2018 to spring 2019.

SMART Goal: 76% or more of students in grades 1-5 will be at or above grade level on the Star Math Assessment from spring 2018 to spring 2019.

Additional Goal: By May of 2019, Bert Raney Elementary staff will have access to resources and training relative to the needs of children in poverty, trauma and mental health, 3 or more times during the 2018-19 school year.

YME Middle/High School Board Report

February 2018 ~ 2019

Goals for the MS/HS for 2018/2019

- *SMART Goal: The percentage of students in grades 6-10 at grade level on the Star Reading assessment, will increase 5% from spring 2018 to spring 2019.*
- *SMART Goal: The percentage of students in grades 6-10 at grade level on the Star Math assessment, will increase 5% from spring 2018 to spring 2019.*

Areas of Focus

- *Best Practice Instruction: Reading and writing strategies used across the curriculum/content area*
- *Safe Schools: Emergency Crisis Plan*
- *Mental Health: Working with students of trauma*
- *Staff will complete one curriculum map for one class by the end of the school year*

Reading

This year the Middle/High School set a goal of increasing our Reading Scores on the STAR Reading Assessment by 5%. We knew when we agreed to the goal it was going to be difficult to obtain. Research supports and average student in middle/high school typically improves by 3% per school year. After crunching the numbers, our goal was set at 48.43% which was a 5% increase from the previous Spring of 2018 STAR Reading Assessment. As you can see below, we are making strides with our students in the area of reading. We will be taking one more benchmarking assessment in May. I will be reporting our final numbers in June to the Board.

Reading	GE	Goal	48.43%		Benchmark September		Benchmark January Grade.9	Benchmark January Grade .5
May 2018								
Grade	Proficient	Total	%	Goal				
6 (5.9)	28	54	51.85%	56.85%	17%	50	34%	40%
7 (6.9)	19	48	39.58%	44.58%	24%	48	27%	31%
8 (7.9)	29	63	46.03%	51.03%	31%	59	42%	44%
9 (8.9)	20	58	34.48%	39.48%	25%	57	32%	33%
10 (9.9)	23	51	45.10%	50.10%	33%	49	35%	43%
				Goal (5%)				
	119	274	43.43%	48.43%	26%	263	34%	38%

Math

Our math goal was also set at 5% for the 2018 ~ 2019 school year. Based off of their grade level STAR Math scores, the building goal was set at 68.30% for all students to reach. So far our students and staff have been working hard both in and out of the classroom. Our efforts in math will also help us reach our Q-Comp goals.

Math	GE	Goal	68.30%		Benchmark September		Benchmark January Grade.9	Benchmark January Grade .5
May 2018								
Grade	Proficient			Goal				
6 (5.9)	38	54	70.37%	75.37%	36%	49	49%	59%
7 (6.9)	28	47	59.57%	64.57%	44%	47	55%	62%
8 (7.9)	40	62	64.52%	69.52%	40%	58	45%	47%
9 (8.9)	34	54	62.96%	67.96%	53%	53	60%	62%
10 (9.9)	29	50	58.00%	63.00%	56%	49	63%	63%
				Goal (5%)				
	169	267	63.30%	68.30%	46%	256	54%	58%

February 15th ~ Staff Inservice Date

The Site Team is finalizing the upcoming staff development day on February 15th, 2019. We are going to be taking the day and devoting it to a number of different topics brought up by our staff.

1. Proposal for the 15th --

- **February 15th, 2019 ~ ParaProfessional 7:40 am to 3:40 pm**
 - Proposed Staff Development Agenda
 - 8:00 ~ 10:00 ~ Kari Gjerde
 - February 15th- 2-hour PLC with Kari Gjerde
 - Information Text Reading Strategies
 - Teacher bring in textbooks and model
 - Bring Formative Assessments
 - What is next?
 - What to do with the data?
 - Instant feedback
 - 10:15 ~ 11:15 ~ Trauma/ACES Strategies
 - Teresa Hunt
 - 11:30 ~ 12: 30 ~ Emergency Evacuation Prep
 - 12:30 ~ 1:30 ~ Lunch
 - 1:30 ~ 2:30 ~ The Pulse Informal Recognition
 - Adopt a Duck or Connectedness

Yellow Medicine East, ISD 2190

BOARD OF EDUCATION - AGENDA ANALYSIS

AGENDA ITEM: 8.5
MEETING DATE: February 11, 2019
SUBJECT: Written Reports Submitted

BOARD ACTION:
Required
Information **X**
Scheduled Report

BACKGROUND/RATIONALE:

8.5.1 Pay Equity Report

This letter and subsequent reports informs us that YME School District is in compliance with all applicable rules related to the Local Government Pay Equity Act.

8.5.2 Building & Grounds Committee Minutes

The most recent Building & Grounds Committee minutes are attached for your review. Board members are encouraged to ask questions for clarification and serving members can help answer questions accordingly.

PRESENTER(S):
None

COMMITTEE:
Full Board of Education

SUPERINTENDENT RECOMMENDATION:
No action is necessary.

February 04, 2019

Local Government Official
ISD No. 2190 - Yellow Medicine East
450 - 9th Avenue

Granite Falls MN 56241

Dear Local Government Official:

Congratulations! I am very pleased to send you the attached notification of compliance with the Local Government Pay Equity Act. Since the law was passed in 1984, jurisdictions have worked diligently to meet compliance requirements and your work is to be commended.

Minnesota Rules Chapter 3920 specifies the procedure and criteria for measuring compliance and your jurisdiction's results are attached. You may find a copy of our "Guide to Understanding Pay Equity Compliance" and other resources on our Local Government Pay Equity webpage at:

<https://mn.gov/mmb/employee-relations/compensation/laws/local-gov/local-gov-pay-equity/>

This notice and results of the compliance review are public information and must be supplied upon request to any interested party.

If you have questions or need assistance, please contact Dominique Murray at (651) 259-3805, or by email: pay.equity@state.mn.us

Again, congratulations on your achievement!

Sincerely,
Dominique Murray
Pay Equity Coordinator

Attachments

Results of Tests for Pay Equity Compliance

Date: February 04, 2019

Jurisdiction: ISD No. 2190 - Yellow Medicine East

ID# : 1886

1. Completeness and Accuracy Test

Passed. Required information was submitted accurately and on time.

2. Statistical Analysis Test

Passed. Jurisdiction had more than three male classes and an underpayment ratio of 80% or more.

Passed. Jurisdiction had at least six male classes, at least one class with a salary range, an underpayment ratio below 80% but a t-test that was not statistically significant.

3. Salary Range Test

Passed. Too few classes had an established number of years to move through a salary range.

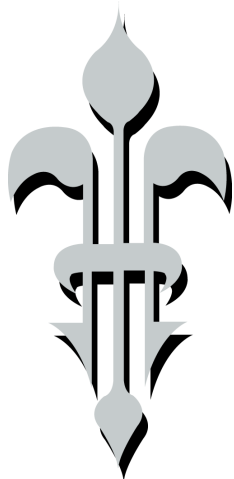
Passed. Salary range test showed a score of 80% or more.

4. Exceptional Service Pay Test

Passed. Too few classes received exceptional service pay.

Passed. Exceptional service pay test showed a score of 80% or more.

If you have questions, please contact Dominique Murray, Pay Equity Coordinator, at (651) 259-3805 or by email: pay.equity@state.mn.us



Notice of Pay Equity Compliance

Presented to

ISD No. 2190 - Yellow Medicine East

for successfully meeting the requirements of the Local Government Pay Equity Act M.S. 471.991 - 471.999 and Minnesota rules Chapter 3920. This notice is a result of an official review by Minnesota Management & Budget and your 2019 pay equity report.

Your cooperation in complying with the local government pay equity requirements is greatly appreciated.

February 04, 2019

Date

Myron Frans, Commissioner

BUILDINGS & GROUNDS COMMITTEE MEETINGS

- Buildings & Grounds Committee (quarterly) -
 - October 23, 2018 (4:00 pm)
 - January 22, 2019 (5:00 pm)
 - March 12, 2019 (5:00 pm)

1/22/18

Members: Ron Winter, Jeremy Corner, Amanda Lecy

Staff: Rich Schneider, Francis Staab, Tim Knapper, LeeAnn Boshek

1. Review and update budget:
 - a. \$185,000 for 2018-2019
 - b. Unfinished projects
 - c. Remaining funds
 - d. How to manage funds at the end of the year (not just using it up)
2. Concerns:
 - a. Railing for bleachers (Tim Knapper)
 - i. We have the existing proposal from last January:
 1. [2018 proposal](#)
 2. Pictures - [1](#) & [2](#)
 - ii. Proposal about spectators entering from the bottom was not operational because the bottom step of the bleacher is also too large.
 - iii. Follow up with use of LTFM dollars approval (copy of letter from MDE approved)
 - b. Tennis court resurface, replacement (Tim Knapper)
 - i. The deterioration of the tennis court surface is compounded due to the 2013 sewer upgrade caused a significant tripping hazard (½ inch lip)
 - ii. Since the court is older (exact date is unknown, but over 20 years old), the base needs to be updated before resurfacing
 - iii. The normal protocol is to resurface every 7 years (20-25 years of life expectancy)
 - iv. In the past, the cost is split between the school district and the City of Granite Falls
 - v. It might be able to be remedied short term by being leveled, but it is not likely to last very long.
 - vi. It is noted that the city has been a good partner (very low cost to allow our use)
 - c. Plumbing upgrades (Francis Staab)
 - i. Will get quotes
 - ii. Staff bathroom in BRE
 - d. Pickup
 - i. Discussed the difficulty with purchasing a replacement plow truck (Ford ¾ ton - F250) used.
 - ii. Budget goal was 25,000 but may need to exceed this amount
 - e. Mower
 - i. Discussed replacing our current Toro mower with a used model
 - ii. The old mower at the Granite Falls site will be rotated to Clarkfield and the Clarkfield mower will be scrapped and used for parts as there is little, if any, value in it.
 - iii. A replacement/new deck is 6,000 making it cost prohibitive
 - f. Clarkfield pool ball fields
 - i. Mowing around the pool is handled by the city of Clarkfield

- ii. It was suggested to call the City of Clarkfield and see if there is interest otherwise weigh the option of selling ball fields to relieve the expense of maintaining
 - iii. Fields are not currently used by YME or the city of Clarkfield
 - iv. Mr. Schneider will reach out to the Clarkfield city manager (Amanda Luepke)
 - g. Gymnasium donation
 - i. Concerns were discussed and will be monitored by Mr. Schneider
 - ii. It was suggested that Mr. Schneider stay in contact with Fagens to monitor progress and represent the school's interest in the project
 - iii. It was recommended to determine the additional utility cost from Lakeview (Chris Finke provided the information)
 - iv. Storage was discussed and whether we can afford to add to it - cabinets and racks may need to be added
 - h. Cost for new drain for parking lot near Ag shop
 - i. Baker brothers provided an estimate to upgrade the area by the Ag shop door to create a catch basin to divert the rain water from heavy rains we have experienced in the past few years and to prevent water from enter the shop
 - ii. Estimate presented by Francis Staab was \$6,000
 - iii. Would drain water to the retaining wall, use a diffuser at retaining wall to diffuse water and increase watering for plants
 - iv. No recommendations were made until budgets are finalized
 - i. Safety enhancements (entries, buzzers, etc.) - if money becomes available
 - j. Door replacements:
 - i. Door #16 (north lower entrance door replacement)
 - ii. Boiler door door
 - iii. Door leaving the gym
 - iv. Recommended that we prioritize these doors when budgeting is finalized
 - k. Francis Staab reported on a power surge that took out board on the boiler
 - i. Will update the board to allow greater functionality
 - ii. Insurance will cover this replacement
3. Future Budget priorities:
- a. Railing for the other side of gym (cost of materials because the drawings are done already)
 - b. Doors (see above)
 - c. Maintenance area upgrades
4. Snow removal for the area that was blocking visibility when vehicles were entering and leaving the parking lot. Francis Staab agreed to remedy.
5. Technology committee - questions arose about board participation in the technology committee. Board members will be invited to the next and subsequent board meetings. The voluntary members are Jeremy Corner, Amanda Lecy and Jeremy LeBlanc.
6. Technology-related concern about the update of the camera purchased by the hoops club
- a. Desire to youtube broadcast more events
 - b. Does not appear to be working properly - Livestream issues
 - c. Where does it connect?
 - d. Is there a possibility for more training for others to operate the camera?
 - e. When asked to help on a Saturday, operators/parents were told by YME tech support that there was only one spot to connect and that he was not able to help reconnect or remedy it at that time.
 - f. Rich Schneider will follow up with Tim

Yellow Medicine East, ISD 2190

BOARD OF EDUCATION - AGENDA ANALYSIS

AGENDA ITEM: 10.1
MEETING DATE: February 11, 2019
SUBJECT: Personnel Items

BOARD ACTION:
Required **X**
Information
Scheduled Report

BACKGROUND/RATIONALE:

I recommend the following staffing items:

10.1.1 - Leave Requests & Resignations

10.1.1.1 - Accept resignation of Rebecca Rigge as our JH Softball Coach effective immediately.

10.1.1.2 - Accept letter of resignation from FACS instructor and JH VB coach, Kaia Bergeson effective at the completion of the 2018-2019 school year. Kaia worked for YME for **33 years (since 1986)** and has just completed her 36th year in education. **I would encourage adoption of a resolution to recognize her 33 years of duty to our students.**

10.1.1.3 - Approve request for a medical leave of absence for Charlotte Midthun. This leave will be adjusted based upon doctor visits and monitoring.

PRESENTER(S):
Superintendent Schneider

COMMITTEE:
Full Board of Education

SUPERINTENDENT RECOMMENDATION:
I recommend approving the all Personnel Actions as listed.

February 1, 2019

Mr. Schneider, Mr. Luft and YME School Board,

I am writing this letter to inform you I am retiring from my FACS teaching position and my Jr. High Volleyball coaching position on May 31 or at the end of the 2018-19 school year. I am also asking that the retirement benefits for retiring teachers from our master contract apply.

Having spent my entire career as an educator, I appreciate teaching in school districts that value students and their education. During my 36 years in this profession, I have worked with many outstanding educators. It has been my pleasure to have them as colleagues to learn from and as friends to enjoy this journey. I will miss so many things about my work at Yellow Medicine East but I also look forward to the next part of my life.

Sincerely,

Kaia Bergeson

A handwritten signature in cursive script that reads "Kaia Bergeson". The signature is written in dark ink and is positioned below the typed name.

1-28-2019

Dear Schoolboard,

This letter is to request a medical leave of absence for myself, starting on February 14, 2019. The anticipated time for recovery is for 6- 10 weeks. See attached doctors note.

Thank you,

Charlotte Midthun



300 S. Bruce St.
Marshall, MN 56258
507-532-9661

Name: Charlotte Midthun

Has seen a medical provider in our hospital/clinic on ___/___/___.

Please excuse from school/work from 2/14/19 to 5/1/19 due to medical reasons.

May return to school/work on ___/___/___.

Without Restrictions

With Restrictions

Comments: Bunion surgery 2/14/19

Signed: [Signature]
Medical Provider Signature

Date: 1/25/19

A42-493 10/10

Yellow Medicine East, ISD 2190

BOARD OF EDUCATION - AGENDA ANALYSIS

AGENDA ITEM: 10.2
MEETING DATE: February 11, 2019
SUBJECT: 2019-2020 School Calendar

BOARD ACTION:
Required
Information **X**
Scheduled Report

BACKGROUND/RATIONALE:

I sent the calendar to staff member and have received some feedback from staff members. One frequent request I received was to get out early on November 27 (currently 2:30), December 20 (currently regular school day) and the last day of school (currently a regular school day). I urge extreme caution with scheduling shorter days as it can affect our entire calendar as explained in my board report. I believe we should table a decision on this calendar until we have further information.

This is a great time to propose any of your calendar ideas.

PRESENTER(S):
None

COMMITTEE:
Full Board of Education

SUPERINTENDENT RECOMMENDATION:
Table for further considerations especially if you are going to suggest changes from the current draft.

Yellow Medicine East

DRAFT - 2019-2020 School Calendar – 02/08/2019

Quarter Ends	171 Student Contact Days 184 Teacher Contract Days 2 Days (16 hours) for Conferences The 1 st school day missed due to an emergency closure will be forgiven and will not be made up. Additional days missed will be added to and made up at the end of the year.
No School - Staff Development Day	
No School – Holiday	
Early Dismissal – 2:30 pm – 1-Hour Teacher PLC	
School Board Meeting – 6:00 pm	
Board Approved: DATE	

August 2019						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

12 – Board Meeting
27-29 Staff Development (4hrs PLC)
28 – Open House

0 – Student Days / 3 – Staff Days

September 2019						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

2 – Labor Day
3 – First Day of School
9 – Board Meeting
11 – Early Dismissal – 2:30 pm
25 – Early Dismissal – 2:30 pm

20 – Student Days / 20 – Staff Days

October 2019						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

9 – Early Dismissal – 2:30 pm
14 – Board Meeting
16 – Staff Development
23 – Early Dismissal – 2:30 pm

20 – Student Days / 21 – Staff Days

November 2019						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

1 – End of First Quarter (41 days)
4 – Staff Development (2 hrs PLC)
11 – Veterans Day
12 – Board Meeting
13 & 27 – Early Dismissal – 2:30 pm
28 & 29 – Thanksgiving Break

18 – Student Days / 19 – Staff Days

December 2019						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

9 – Board Meeting
11 – Early Dismissal – 2:30 pm
23-31 - Christmas Break

15 – Student Days / 15 – Staff Days

January 2020						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

1 – New Years Day
8 – Early Dismissal – 2:30 pm
13 - Board Meeting
16 – End of Second Quarter (43 Days)
17 – Staff Development (4hrs PLC)
20 – Staff Development MRVED
20 – Student Days / 22 – Staff Days

February 2020						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29

5 – Early Dismissal – 2:30 pm
10 – Board Meeting
14 – Staff Development (2 hrs PLC)
17 – Presidents Day
26 – Early Dismissal – 2:30 pm

18 – Student Days / 19 – Staff Days

March 2020						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

9 – Board Meeting
11 – Early Dismissal – 2:30 pm
20 – End of Third Quarter (42 Days)
23 – Staff Development (2 hrs PLC)

21 – Student Days / 22 – Staff Days

April 2020						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

1 – Early Dismissal – 2:30 pm
9 – Staff Development
10-13 – Easter Break
14 – Board Meeting
22 – Early Dismissal – 2:30 pm

19 – Student Days / 20 – Staff Days

May 2020						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

6 – Early Dismissal – 2:30 pm
11 – Board Meeting
25 – Memorial Day
29 – End of Fourth Quarter (45 days)
29 - Graduation

20 – Student Days / 20 – Staff Days

June 2020						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

1 – Staff Development
8 – Board Meeting

0 – Student Days / 1 – Staff Day

Yellow Medicine East, ISD 2190

BOARD OF EDUCATION - AGENDA ANALYSIS

AGENDA ITEM: 10.3
MEETING DATE: February 11, 2019
SUBJECT: Authorize Signatory

BOARD ACTION:
Required X
Information
Scheduled Report

BACKGROUND/RATIONALE:

The following people are authorized signatory on School Board Bank Accounts at both Citizens Alliance Bank (Granite Falls) and Granite Falls Bank (Granite Falls):

- LeeAnn Boushek, Tara Miller, Alyssa Johnson, Sharon Rupp, Susan Bones, Jeremy Corner
- LeeAnn & Tara will do wire transfers, etc.
- Alyssa does most deposits
- the Board Chair, Clerk, and Treasurers signatures are on checks

The following people are authorized signatory on the payroll account at Granite Falls Bank (Granite Falls):

- LeeAnn Boushek, Tara Miller

The following people are authorized signatory on the payroll account at F & M Bank (Clarkfield):

- LeeAnn Boushek, Tara Miller, Sharon Rupp, Susan Bones, Jeremy Corner
- LeeAnn & Tara will do wire transfers, etc.
- the Board Chair, Clerk, and Treasurers signatures are on checks

***Board members please see LeeAnn to sign your signature cards.

PRESENTER(S):

None

COMMITTEE:

Full Board of Education

SUPERINTENDENT RECOMMENDATION:

I recommend approval of all of these signatories. They should be taken as separate motions (10.3, 10.4, 10.5, and 10.6).

Yellow Medicine East, ISD 2190

BOARD OF EDUCATION - AGENDA ANALYSIS

AGENDA ITEM: 10.7
MEETING DATE: February 11, 2019
SUBJECT: Letter of Intent for PACT for Families

BOARD ACTION:
Required
Information
Scheduled Report

BACKGROUND/RATIONALE:

Putting All Communities Together (PACT) for Families Collaborative works for children's mental health and family services. They serve children and families in Kandiyohi, McLeod, Meeker, Renville, and Yellow Medicine counties. This group has been instrumental in helping us establish and maintain programs such as school-based mental health services for our students. The collaborative is funded partially through Department of Human Services and our membership dues. We have used programs in the past for after school support for our students and are hoping that we will be able to qualify for funds in the future. One of our greatest obstacles in rural Minnesota is transportation, which has been funded in the past.

PRESENTER(S):
None

COMMITTEE:
Full Board of Education

SUPERINTENDENT RECOMMENDATION:
I recommend your support of our membership.



PACT for Families Collaborative

2200 23rd Street NE, Suite 2030; Willmar, MN 56201
Phone (320) 231-7030; Fax (320) 231-7033; www.pactforfamilies.org

Putting All Communities Together in the Counties of Kandiyohi, Meeker, McLeod, Renville and Yellow Medicine

January 4, 2019

Rich Schneider
Yellow Medicine East School District 2190
555 7th Avenue
Granite Falls, MN 56241

Dear Superintendent Schneider,

Finishing up 25 years of collaboration, I am pleased to look ahead to the next 10 to 20 years and visualize the impact we can make in our communities for children and families. I want to personally thank you for your commitment to young people in our community.

I continue to make the claim that there are many changes in our world for kids and families and responding to those changes takes education, commitment, and collaboration. We know people and agencies are doing all kinds of things to make an impact. We also know that despite our best efforts, we still are often working alone. Getting the most out of our resources can be hard work, especially in our demanding jobs and time constraints. It takes deliberate connections and collaboration.

As PACT for Families moves forward, we are looking for ways to enhance collaboration in a new era. Mobile friendly website, partner sharing within our newsletters, and supporting wraparound capacity and family liaisons in our region are a few things we are working on going into 2019. Building community capacity in order to promote sustainability takes all of us.

I wrote last year and still believe today—I would like to see our agency impact the most people in our communities in the most effective ways. This task takes dedicated partners and leaders. And with these reflections it is time for PACT to send out our partner contribution statements to all our members. The contribution rate is based on your most recent MARSS student count. **Fill in your most recent MARSS student count on the enclosed Letter of Intent. Your contribution amount is \$1.50 per student for the period of January 1 through December 31, 2018.**

Please return the enclosed letter of intent along with your financial contribution by February 28. If you have any questions about the enclosed materials, please contact Shawna Steffen or myself at (320) 231-7030 or email rochelle.peterson@pactforfamilies.org or shawna.steffen@pactforfamilies.org.

Warmest Regard in the New Year,

Rochelle Peterson, Director
Enclosure

MISSION:
Partners working together to strengthen families and support children in achieving their highest potential.



2019 LETTER OF INTENT FOR MEMBERSHIP

By completing and returning this Letter of Intent for Membership, you agree to the financial commitment outlined below or dedicated in-kind service. This contribution will be made to the integrated fund of PACT for Families, of which you are a member, for the period of January 1 through December 31, 2019. The purpose of the integrated fund is to provide services to the children and families served by the Collaborative.

Through this commitment, you are agreeing to participate in regularly-scheduled meetings of the general membership and committee meetings and to support the mission, vision and values of the collaborative. Membership in the collaborative may be withdrawn at any time with or without cause, by forwarding a written notice to the current chairperson of the Executive Board; however the financial commitment remain in effect for the 2019 calendar year.

School District Name & ISD: Thflow medicine East #2190

Superintendent or Main Contact Name: Rich Schneider

Address: 450 9th Avenue City: Granite Falls Zip: 56241

Main Contact Email: rschneider@isd2190.org Website: www.isd2190.org

Phone # 320-564-4081 Fax: 320-564-4781 Tax ID#: _____

Using your most recent MARSS student count; your membership contribution amount is \$1.50 per student for the period of January 1 through December 31, 2018.

MARSS Count: 688 x 1.50 = \$1,032 This is the amount to be paid and enclosed with your return of this completed Letter of Intent Membership form.



In addition to our membership, we would like to contribute \$ _____ to the Parent Advisory Committee family scholarship fund to assist parents and other family members to attend trainings related to mental health and family support.

[Signature] 2/4/19
Authorized School Representative Signature / Date

PACT for Families Director / Date

Please note that PACT for Families is about collaboration and our goal is to expand resources for all our constituents and partners and not compete with partner members for limited public funds. Your member contribution is deposited into an integrated fund that is used to provide services and activities for which categorical dollars do not exist.

MISSION:

Partners working together to strengthen families and support children in achieving their highest potential.

VISION:

The PACT for Families Collaborative has a vision of healthy and safe communities where individuals, families, and children care about and support each other.

VALUES:

- We work in partnership with others
- We embrace strength-based and family-driven practices
- We assure parents will always have a voice, will be listened to, encouraged and empowered.
- We embrace accessible and culturally-sensitive services
- We continuously measure strengths and needs.
- We focus on prevention and early intervention strategies.
- We are accountable for results and are outcome-driven.
- We support the development of integrated care models that enhance children's mental health needs.
- We address gaps in the service delivery system.
- We reduce fragmentation in the children's mental health and family services system.

For more information about membership with PACT for Families, please contact us at 320-231-7030 or visit our website www.pactforfamilies.org.

REQUEST TO HAVE A FIELD TRIP

1. **Do a FILE, MAKE A COPY and rename this file with your trip name/date**
2. **Complete the information.**
3. **Share this form via google docs with Mr. Luft.**

>>>>>>>>>>>>>>>>>>>>>>>>>>>>

Date Submitted: 2/5/19 Submitted by:Darrel Refsland

For (class/group):FFA Alaska Trip

Date of Trip: 7/26/19 - 8/2/19 # of Students Attending: 25

Is this a single day or an overnight trip? Overnight

Trip Coordinator: Darrel Refsland

Chaperones:Darrel Refsland, Leslie Refsland, Perry Oftedahl, Keisha Louwagie, Nicole Kotek

Cell phone/contact person in case of emergency: 320-212-1240

Estimated costs of trip: \$1,300.00/person

Budget Code for expenses: FFA Account

Is there a fee for student participation (amount): None

Summary of trip intent & how it ties into your program:

The Alaska trip will expose FFA student to the global world of Agriculture. The goal is to help students see how the Agricultural Industry is everywhere and to peak their interest in Agriculture as a career.

Yellow Medicine East, ISD 2190

BOARD OF EDUCATION - AGENDA ANALYSIS

AGENDA ITEM: 11.1
MEETING DATE: February 11, 2019
SUBJECT: Policy Update

BOARD ACTION:
Required **X**
Information
Scheduled Report

BACKGROUND/RATIONALE:

Please find attached the Policy Committee Minutes from our February 5 committee meeting. Board members Sue Bones and Sonja Pederson and I can answer questions or provide some clarification. Modifications are noted in **RED**.

The following policies are being presented for their first reading:

- Policy 604 - Instructional Curriculum
- Policy 618 - Assessment of Student Achievement
- Policy 619 - Staff Development for Standards

The following policies are being presented for review:

- 613 - Graduation Requirements
- 614 - School District Testing Plan and Procedure
- 615 - Testing Accommodations, Modifications and Exemptions for IEPs, Section 504 Plans, and LEP Students
- 707 - Transportation of Public School Students
- 802 - Disposition of Obsolete Equipment and Material

PRESENTER(S):
Superintendent Schneider

COMMITTEE:
Full Board of Education

SUPERINTENDENT RECOMMENDATION:

I recommend approving first reading for Policy 604, 618 and 619. These will be presented in March for a second reading and approval.

I recommend approving Policy 613, 614, 615, 707, and 802.

POLICY Committee Agenda

2/5/19

Members: Sue Bones, Sonja Pederson

Staff/Others Present: Rich Schneider

1. Discuss school lunch balances:
 - a. Do we want to do email more frequently than phone calls?
 - b. Emails for balance of 10.00 or less per student
 - c. Phone calls for any family account with a negative balance
 - d. Parents/families do not fill out paperwork
 - e. Calling parents personally has an impact
2. Activities fees discussion:
 - a. Sometimes "scholarships" are granted to students that exhibit an inability to pay
 - b. Last option to collect the money would be to add it to the kids fine list at the end of the year, we have not done that in the past.
 - c. As of mid-January, we have 16 kids who have not paid their activity fee.
 - i. 3 of them qualify for reduced lunch,
 - ii. 13 qualify for free lunch
 - iii. 15 of the 16 are minorities.
 - iv. Total fees not collected is \$296.00
 - v. [Fee schedule](#)
3. Transportation policy - [SAMPLE](#)
 - a. Clarification needed for the board concerning compensation to YME & lack of choice on our part
4. Fixed Asset adjustment procedure
 - a. Auditors have suggested we change the threshold to 5,000
 - b. Seems to make sense
5. Graduates (adults) competing in practices
 - a. Tim is wondering where we stand with this
 - b. Maybe - graduates can participate if they are considered volunteers
 - c. Tell Tim to consider them as volunteers in order to practice
 - d. Contact sports - football, wrestling, basketball concerns
 - e. Student-athletes or parents sign a waiver?
6. Use of the weight room by employee's spouses
 - a. Not a written policy
 - b. Consensus was that spouse needs to be present in order to be in use to cover ourselves liability-wise.
 - c. Concerns of others using the weightroom
 - d. All staff should be reminded in writing
7. Use of key fobs (related to weight room use)
8. Policy adoption/review cycle:

Because of the way the policies were reviewed and tracked (tracked not very well) in the past three years, Denise has started to go through past board minutes and policy committee meeting notes to update the policies accordingly. Once the policies have been updated they will be added to the YME website.

 - a. Policy 208 - [Development, Adoption, and Implementation of Policies](#)
 - i. Review policies **once every three years**
 - ii. Annual reviews:
 1. 214 Out-of-State Travel by School Board Members
 2. 413 Harassment and Violence

3. 414 Mandated Reporting of Child Neglect or Physical or Sexual Abuse
4. 506 Student Discipline
5. 514 Bullying Prohibition
6. 522 Student Sex Nondiscrimination
7. 524 Internet Acceptable Use and Safety Policy

b. [Spreadsheet](#) to track our process

c. Process:

- i. Review policies:
 1. Board approval
 2. Public input
 3. 2 board meetings
- ii. Place on spreadsheet
- iii. Update website to ensure compliance

9. Policies that need adjustment (should be introduced at the next board meeting):

The following policies have been revised and are available in the Policy Reference Manual on MSBA's website (<http://www.mnmsba.org/MSBA-MASAPolicyManual>) if you are a Policy Services subscriber. The revisions to the 600 Series of policies included below are due to the federal Every Student Succeeds Act and the Minnesota plan developed by the state Department of Education to implement that federal law. The revisions to Policy 802 are due to state law changes to the bid law amount.

Name	Old Policy	Redline
601- School District Curriculum and Instruction Goals	YME 601	601
604 - Instructional Curriculum	YME - None	604
613 - Graduation Requirements	YME 613	613 Building principals will be the DACs
614 - School District Testing Plan and Procedure	YME 614	614
615 - Testing Accommodations, Modifications, and Exemptions for IEPs, Section 504 Plans, and LEP Students	YME 615	615
618 - Assessment of Student Achievement	YME - none	618
619 - Staff Development for Standards	YME - none	619
802 - Disposition of Obsolete Equipment and Material	YME 802	802
Policies with Non-Substantive Changes		
603 - Curriculum Development	YME 603	603
616 - School District System Accountability	YME 616	616

10. Policy 707- name "extraordinary traffic, crime, or drug hazards" that would allow riders to be counted when living inside one (elementary) and two mile (MS/HS) radius.

- a. This covers us in case we get audited for transportation
- b. Railroad tracks/crossings
- c. State and county highways
- d. Lack of sidewalks
- e. Geographic barriers (such as Minnesota River)
- f. Residential locations that may have shown crime or drug-related history

11. Crisis Plan Update

12. Next Meeting:

- a. Things you want me to have ready?
- b. May 7, 2019 (5:00 pm)

Summary of 11/5/18 Meeting:

Discussed past meetings including low lunch balance communications

Reviewed Policy 208 - Development, Adoption, and Implementation of Policies and the procedures we utilize

604 INSTRUCTIONAL CURRICULUM

I. PURPOSE

The purpose of this policy is to provide for the development of course offerings for students.

II. GENERAL STATEMENT OF POLICY

A. Instruction must be provided in at least the following subject areas:

1. Language arts and basic communication skills including reading and writing, literature, and fine arts;
2. Mathematics and science;
3. Social studies, including history, geography, economics, government, and citizenship that includes civics (see II.I.);
4. Health and physical education;

[Note: Health curriculum may include child sexual abuse prevention in consultation with other federal, state, or local agencies and community-based organizations to identify research-based tools, curricula, and programs.]

5. The arts;
6. Career and technical education; and
7. World languages.

[Note: World languages programs should be developed and implemented to acknowledge and reinforce the language proficiency and cultural awareness that non-English language speakers already possess and encourage students' proficiency in multiple world languages. Programs also must encompass indigenous American Indian languages and cultures, among other world languages and cultures. School districts may award Minnesota World Language Proficiency Certificates or Minnesota World Language High Achievement Certificates consistent with Minn. Stat. § 120B.022, Subd. 1.]

B. The basic instructional program shall include all courses required for each grade level by the Minnesota Department of Education (MDE) and all courses required

in all elective subject areas. The instructional approach will be nonsexist and multicultural.

- C. Elementary and middle schools shall offer at least three, and require at least two, of the following four art areas: dance, music, theater, and visual arts. High schools shall offer at least three, and require at least one, of the following five art areas: media arts, dance, music, theater, and visual arts.
- D. The school board, at its discretion, may offer additional courses in the instructional program at any grade level.
- E. Each instructional program shall be planned for optimal benefit taking into consideration the financial condition of the school district and other relevant factors. Each program plan should contain goals and objectives, materials, minimum student competency levels, and methods for student evaluation.
- F. The superintendent shall have discretionary authority to develop guidelines and directives to implement school board policy relating to instructional curriculum.
- G. The school district will provide onetime cardiopulmonary resuscitation (CPR) and automatic external defibrillator (AED) instruction as part of its grade 7 to 12 curriculum for all students in that grade beginning in the 2014-2015 school year and later.
 - 1. In the school district's discretion, training and instruction may result in CPR certification.
 - 2. CPR and AED instruction must include CPR and AED training that have been developed:
 - a. by the American Heart Association or the American Red Cross and incorporate psychomotor skills to support the instruction; or
 - b. using nationally recognized, evidence-based guidelines for CPR and incorporate psychomotor skills to support the instruction. "Psychomotor skills" means hands-on practice to support cognitive learning; it does not mean cognitive-only instruction and training.
 - 3. The school district may use community members such as emergency medical technicians, paramedics, police officers, firefighters, and representatives of the Minnesota Resuscitation Consortium, the American Heart Association, or the American Red Cross, among others, to provide instruction and training.
 - 4. A school administrator may waive this curriculum requirement for a high school transfer student regardless of whether or not the student previously received instruction under this section, an enrolled student absent on the day the instruction occurred under this section, or an eligible student who

has a disability.

[Note: If a school district requests resources, the Minnesota Resuscitation Consortium must provide them to the school district for instruction and training provided to students under this section.]

- H. The school district shall assist all students by no later than grade 9 to explore their educational college and career interests, aptitudes, and aspirations and develop a plan for a smooth and successful transition to postsecondary education or employment. All students' plans must:
1. provide a comprehensive plan to prepare for and complete career and college-ready curriculum by meeting state and local academic standards and developing career and employment-related skills such as team work, collaboration, creativity, communication, critical thinking, and good work habits;
 2. emphasize academic rigor and high expectations and inform the student and the student's parent or guardian, if the student is a minor, of the student's achievement level score on the Minnesota Comprehensive Assessments that are administered during high school;
 3. help students identify interests, aptitudes, aspirations, and personal learning styles that may affect their career and college-ready goals and postsecondary education and employment choices;
 4. set appropriate career and college-ready goals with timelines that identify effective means for achieving those goals;
 5. help students access education and career options;
 6. integrate strong academic content into career-focused courses and applied and experiential learning opportunities and integrate relevant career-focused courses and applied and experiential learning opportunities into strong academic content;
 7. help identify and access appropriate counseling and other supports and assistance that enable students to complete required coursework, prepare for postsecondary education and careers, and obtain information about postsecondary education costs and eligibility for financial aid and scholarship;
 8. help identify collaborative partnerships among pre-kindergarten through grade 12 schools, postsecondary institutions, economic development agencies, and local and regional employers that support students' transitions to postsecondary education and employment and provide students with applied and experiential learning opportunities; and

9. be reviewed and revised at least annually by the student, the student's parent or guardian, and the school district to ensure that the student's course-taking schedule keeps the student making adequate progress to meet state and local academic standards and high school graduation requirements and with a reasonable chance to succeed with employment or postsecondary education without the need to first complete remedial course work.

The school district may develop grade-level curricula or provide instruction that introduces students to various careers, but must not require any curriculum, instruction, or employment-related activity that obligates an elementary or secondary student to involuntarily select or pursue a career, career interest, employment goals, or related job training.

Educators must possess the knowledge and skills to effectively teach all English learners in their classrooms. School districts must provide appropriate curriculum, targeted materials, professional development opportunities for educators, and sufficient resources to enable English learners to become career and college-ready.

When assisting students in developing a plan for a smooth and successful transition to postsecondary education and employment, school districts must recognize the unique possibilities of each student and ensure that the contents of each student's plan reflect the student's unique talents, skills, and abilities as the student grows, develops, and learns.

If a student with a disability has an Individualized Education Program (IEP) or standardized written plan that meets the plan components herein, the IEP satisfies the requirement, and no additional transition plan is needed.

Students who do not meet or exceed the Minnesota Academic Standards, as measured by the Minnesota Comprehensive Assessments that are administered during high school, shall be informed that admission to a public school is free and available to any resident under 21 years of age or who meets the requirements of the compulsory attendance law. A student's plan under this provision shall continue while a student is enrolled.

[Note: Minn. Stat. § 120B.125 requires school districts to provide the services set forth in Section II.H. beginning in the 2013-2014 school year.]

- I. A student enrolled in a public school must correctly answer at least 30 of 50 civics test questions. A school or district may record on a student's transcript that the student answered at least 30 of 50 civics test questions correctly.
 1. "Civics test questions" means 50 of the 100 questions that, as of January 1, 2015, United States citizenship and immigration services officers use to select the questions they pose to applicants for naturalization so the applicants can demonstrate their knowledge and understanding of the

fundamentals of United States history and government, as required by federal law. The Learning Law and Democracy Foundation, in consultation with Minnesota civics teachers, must select by July 1 each year 50 of the 100 questions under this paragraph to serve as the state's civics test questions for the proximate school year and immediately transmit the 50 selected civics test questions to MDE and to the Legislative Coordinating Commission, which must post the 50 questions it receives on the Minnesota's Legacy website by August 1 of that year.

2. A school or district may exempt a student with disabilities from this requirement if the student's IEP team determines the requirement is inappropriate and establishes an alternative requirement.
3. A school or district may administer the civics test questions in a language other than English to students who qualify for English learner services.
4. Schools and districts may administer civics test questions as part of the social studies curriculum.
5. A district must not prevent a student from graduating or deny a student a high school diploma for failing to correctly answer at least 30 of 50 civics test questions.
6. The school district cannot charge a fee related to this requirement.

[Note: This requirement is effective for students enrolling in grade 9 in the 2017-2018 school year and later.]

Legal References: Minn. Stat. § 120A.22 (Compulsory Instruction)
Minn. Stat. § 120B.021 (Required Academic Standards)
Minn. Stat. § 120B.022 (Elective Standards)
Minn. Stat. § 120B.125 (Planning for Students' Successful Transition to Postsecondary Education and Employment; Involuntary Career Tracking Prohibited)
Minn. Stat. § 120B.234 (Child Sexual Abuse Prevention Education)
Minn. Stat. § 120B.236 (Cardiopulmonary Resuscitation and Automatic External Defibrillator Instruction)

Cross References: MSBA/MASA Model Policy 603 (Curriculum Development)
MSBA/MASA Model Policy 605 (Alternative Programs)

Adopted: _____

MSBA/MASA Model Policy 604

Orig. 1995

Revised: _____

Rev. ~~2016~~ 2017

604 INSTRUCTIONAL CURRICULUM

I. PURPOSE

The purpose of this policy is to provide for the development of course offerings for students.

II. GENERAL STATEMENT OF POLICY

A. Instruction must be provided in at least the following subject areas:

1. Language arts and basic communication skills including reading and writing, literature, and fine arts;
2. Mathematics and science;
3. Social studies, including history, geography, economics, government, and citizenship that includes civics (see II.I.);
4. Health and physical education;

[Note: Health curriculum may include child sexual abuse prevention in consultation with other federal, state, or local agencies and community-based organizations to identify research-based tools, curricula, and programs.]

5. The arts;
6. Career and technical education; and
7. World languages.

[Note: World languages programs should be developed and implemented to acknowledge and reinforce the language proficiency and cultural awareness that non-English language speakers already possess and encourage students' proficiency in multiple world languages. Programs also must encompass indigenous American Indian languages and cultures, among other world languages and cultures. School districts may award Minnesota World Language Proficiency Certificates or Minnesota World Language High Achievement Certificates consistent with Minn. Stat. § 120B.022, Subd. 1.]

B. The basic instructional program shall include all courses required for each grade level by the Minnesota Department of Education (MDE) and all courses required

in all elective subject areas. The instructional approach will be nonsexist and multicultural.

- C. Elementary and middle schools shall offer at least three, and require at least two, of the following four art areas: dance, music, theater, and visual arts. High schools shall offer at least three, and require at least one, of the following five art areas: media arts, dance, music, theater, and visual arts.
- D. The school board, at its discretion, may offer additional courses in the instructional program at any grade level.
- E. Each instructional program shall be planned for optimal benefit taking into consideration the financial condition of the school district and other relevant factors. Each program plan should contain goals and objectives, materials, minimum student competency levels, and methods for student evaluation.
- F. The superintendent shall have discretionary authority to develop guidelines and directives to implement school board policy relating to instructional curriculum.
- G. The school district will provide onetime cardiopulmonary resuscitation (CPR) and automatic external defibrillator (AED) instruction as part of its grade 7 to 12 curriculum for all students in that grade beginning in the 2014-2015 school year and later.
 - 1. In the school district's discretion, training and instruction may result in CPR certification.
 - 2. CPR and AED instruction must include CPR and AED training that have been developed:
 - a. by the American Heart Association or the American Red Cross and incorporate psychomotor skills to support the instruction; or
 - b. using nationally recognized, evidence-based guidelines for CPR and incorporate psychomotor skills to support the instruction. "Psychomotor skills" means hands-on practice to support cognitive learning; it does not mean cognitive-only instruction and training.
 - 3. The school district may use community members such as emergency medical technicians, paramedics, police officers, firefighters, and representatives of the Minnesota Resuscitation Consortium, the American Heart Association, or the American Red Cross, among others, to provide instruction and training.
 - 4. A school administrator may waive this curriculum requirement for a high school transfer student regardless of whether or not the student previously received instruction under this section, an enrolled student absent on the day the instruction occurred under this section, or an eligible student who

has a disability.

[Note: If a school district requests resources, the Minnesota Resuscitation Consortium must provide them to the school district for instruction and training provided to students under this section.]

- H. The school district shall assist all students by no later than grade 9 to explore their educational college and career interests, aptitudes, and aspirations and develop a plan for a smooth and successful transition to postsecondary education or employment. All students' plans must:
1. provide a comprehensive plan to prepare for and complete career and college-ready curriculum by meeting state and local academic standards and developing career and employment-related skills such as team work, collaboration, creativity, communication, critical thinking, and good work habits;
 2. emphasize academic rigor and high expectations and inform the student and the student's parent or guardian, if the student is a minor, of the student's achievement level score on the Minnesota Comprehensive Assessments that are administered during high school;
 3. help students identify interests, aptitudes, aspirations, and personal learning styles that may affect their career and college-ready goals and postsecondary education and employment choices;
 4. set appropriate career and college-ready goals with timelines that identify effective means for achieving those goals;
 5. help students access education and career options;
 6. integrate strong academic content into career-focused courses and applied and experiential learning opportunities and integrate relevant career-focused courses and applied and experiential learning opportunities into strong academic content;
 7. help identify and access appropriate counseling and other supports and assistance that enable students to complete required coursework, prepare for postsecondary education and careers, and obtain information about postsecondary education costs and eligibility for financial aid and scholarship;
 8. help identify collaborative partnerships among pre-kindergarten through grade 12 schools, postsecondary institutions, economic development agencies, and local and regional employers that support students' transitions to postsecondary education and employment and provide students with applied and experiential learning opportunities; and

9. be reviewed and revised at least annually by the student, the student's parent or guardian, and the school district to ensure that the student's course-taking schedule keeps the student making adequate progress to meet state and local academic standards and high school graduation requirements and with a reasonable chance to succeed with employment or postsecondary education without the need to first complete remedial course work.

The school district may develop grade-level curricula or provide instruction that introduces students to various careers, but must not require any curriculum, instruction, or employment-related activity that obligates an elementary or secondary student to involuntarily select or pursue a career, career interest, employment goals, or related job training.

Educators must possess the knowledge and skills to effectively teach all English learners in their classrooms. School districts must provide appropriate curriculum, targeted materials, professional development opportunities for educators, and sufficient resources to enable English learners to become career and college-ready.

When assisting students in developing a plan for a smooth and successful transition to postsecondary education and employment, school districts must recognize the unique possibilities of each student and ensure that the contents of each student's plan reflect the student's unique talents, skills, and abilities as the student grows, develops, and learns.

If a student with a disability has an Individualized Education Program (IEP) or standardized written plan that meets the plan components herein, the IEP satisfies the requirement, and no additional transition plan is needed.

Students who do not meet or exceed the Minnesota Academic Standards, as measured by the Minnesota Comprehensive Assessments that are administered during high school, shall be informed that admission to a public school is free and available to any resident under 21 years of age or who meets the requirements of the compulsory attendance law. A student's plan under this provision shall continue while a student is enrolled.

[Note: Minn. Stat. § 120B.125 requires school districts to provide the services set forth in Section II.H. beginning in the 2013-2014 school year.]

- I. A student enrolled in a public school must correctly answer at least 30 of 50 civics test questions. A school or district may record on a student's transcript that the student answered at least 30 of 50 civics test questions correctly.
 1. "Civics test questions" means 50 of the 100 questions that, as of January 1, 2015, United States citizenship and immigration services officers use to select the questions they pose to applicants for naturalization so the applicants can demonstrate their knowledge and understanding of the

fundamentals of United States history and government, as required by federal law. The Learning Law and Democracy Foundation, in consultation with Minnesota civics teachers, must select by July 1 each year 50 of the 100 questions under this paragraph to serve as the state's civics test questions for the proximate school year and immediately transmit the 50 selected civics test questions to MDE and to the Legislative Coordinating Commission, which must post the 50 questions it receives on the Minnesota's Legacy website by August 1 of that year.

2. A school or district may exempt a student with disabilities from this requirement if the student's ~~individualized education program~~ IEP team determines the requirement is inappropriate and establishes an alternative requirement.
3. A school or district may administer the civics test questions in a language other than English to students who qualify for English learner services.
4. Schools and districts may administer civics test questions as part of the social studies curriculum.
5. A district must not prevent a student from graduating or deny a student a high school diploma for failing to correctly answer at least 30 of 50 civics test questions.
6. The school district cannot charge a fee related to this requirement.

[Note: This requirement is effective for students enrolling in grade 9 in the 2017-2018 school year and later.]

Legal References: Minn. Stat. § 120A.22 (Compulsory Instruction)
Minn. Stat. § 120B.021 (Required Academic Standards)
Minn. Stat. § 120B.022 (Elective Standards)
Minn. Stat. § 120B.125 (Planning for Students' Successful Transition to Postsecondary Education and Employment; Involuntary Career Tracking Prohibited)
[Minn. Stat. § 120B.234 \(Child Sexual Abuse Prevention Education\)](#)
Minn. Stat. § 120B.236 (Cardiopulmonary Resuscitation and Automatic External Defibrillator Instruction)

Cross References: MSBA/MASA Model Policy 603 (Curriculum Development)
MSBA/MASA Model Policy 605 (Alternative Programs)

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 measure achievement toward meeting the Minnesota Academic Standards, track academic progress over time, and provide Minnesota graduates information related to career and college readiness.

II. GENERAL STATEMENT OF POLICY

The school district has established a procedure by which students shall complete Graduation Requirements. 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 Graduation Requirements.

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. “Experiential learning” means learning for students that includes career exploration through a specific class or course or through work-based experiences such as job shadowing, mentoring, entrepreneurship, service learning, volunteering, internships, or other cooperative work experience, youth apprenticeship, or employment.
- J. “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.]*
- K. “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.
- L. “Required standard” means a statewide adopted expectation for student learning in the content areas of English language arts, mathematics, science, social studies, physical education, and the arts, or a locally adopted expectation for student learning in health or the arts.

IV. ESTABLISHMENT OF CRITERIA FOR ASSESSMENT

- A. The *[school board/superintendent/director of instruction]* shall establish criteria by which student performance of local academic 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 academic 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 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.

[School districts are required to formally establish a periodic review cycle for academic standards and related benchmarks in health, world languages, and career and technical education.]

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 the Minnesota Department of Education, the state-constructed tests aligned with state standards to all students in grades 3 through 8 and at the high school level as follows:
 - a. computer-adaptive reading and mathematics assessments in grades 3 through 8;
 - b. high school reading in grade 10, mathematics in grade 11, and a high school writing test, when it becomes available; and
 - c. 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.
6. Students who do not meet or exceed the Minnesota Academic Standards, as measured by the Minnesota Comprehensive Assessments administered in high school, must be informed that admission to a public school is free and available to any resident under 21 years of age. The school district will determine how this notice is given.

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 post-secondary 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 post-secondary 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 post-secondary 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. Student assessments, in alignment with state academic standards, shall include clearly defined career and college readiness benchmarks and satisfy Minnesota's postsecondary admissions requirements. Achievement and career and college readiness in mathematics, reading, and writing must also be assessed. 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. All students, except those eligible for alternative assessments, will be encouraged to participate on a nationally normed college entrance exam in grade 11 or 12. 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.

To the extent state funding for college entrance exam fees is available, the school district will pay the cost, one time, for an interested student in grade 11 or 12, who is eligible for a free or reduced-priced meal, to take a nationally recognized college entrance exam before graduating. The school district may require a student who is not eligible for a free or reduced-priced meal to pay the cost of taking a nationally recognized college entrance exam. The school district will waive the cost for a student who is unable to pay.
- D. 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.

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

Cross References: MSBA/MASA Model Policy 104 (School District Mission Statement)
MSBA/MASA Model Policy 601 (School District Curriculum and Instruction Goals)
MSBA/MASA Model Policy 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)

Adopted: _____

MSBA/MASA Model Policy 618

Orig. 1998

Revised: _____

Rev. ~~2015~~ 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~~ measure achievement toward meeting the Minnesota Academic Standards, track academic progress over time, and provide Minnesota graduates information related to career and college readiness.

II. GENERAL STATEMENT OF POLICY

The school district has established a procedure by which students shall complete ~~the~~ Graduation ~~Standards~~ Requirements. 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~~ Requirements.

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. “Experiential learning” means learning for students that includes career exploration through a specific class or course or through work-based experiences such as job shadowing, mentoring, entrepreneurship, service learning, volunteering, internships, or other cooperative work experience, youth apprenticeship, or employment.
- J. “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.]*
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- L. “Required standard” means a statewide adopted expectation for student learning in the content areas of English language arts, mathematics, science, social studies, physical education, and the arts, or a locally adopted expectation for student learning in health or the arts.

IV. ESTABLISHMENT OF CRITERIA FOR ASSESSMENT

- A. The *[school board/superintendent/director of instruction]* shall establish criteria by which student performance of ~~locally adopted Graduation Standards~~ local academic 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~~ academic 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 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.

[School districts are required to formally establish a periodic review cycle for academic standards and related benchmarks in health, world languages, and career and technical education.]

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 Minnesota Department of Education, the state-constructed tests aligned with state standards to all students in grades 3 through 8 and at the high school level as follows:
 - a. computer-adaptive reading and mathematics assessments in grades 3 through 8;
 - b. high school reading in grade 10, ~~and~~ mathematics in grade 11, and a high school writing test, when it becomes available; and
 - c. 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.
6. Students who do not meet or exceed the Minnesota Academic Standards, as measured by the Minnesota Comprehensive Assessments administered in high school, must be informed that admission to a public school is free and available to any resident under 21 years of age. The school district will determine how this notice is given.

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 post-secondary 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 post-secondary 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 post-secondary 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. Student assessments, in alignment with state academic standards, shall include clearly defined career and college readiness benchmarks and satisfy Minnesota's postsecondary admissions requirements. ~~Students in grade 11 or grade 12 must be provided with an opportunity to participate on a nationally normed college entrance exam.~~ Achievement and career and college readiness in mathematics, reading, and writing must also be assessed. 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. All students, except those eligible for alternative assessments, ~~must be given the opportunity will be encouraged~~ to participate on a nationally normed college entrance exam in grade 11 or 12. 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.

To the extent state funding for college entrance exam fees is available, the school district will pay the cost, one time, for an interested student in grade 11 or 12, who is eligible for a free or reduced-priced meal, to take a nationally recognized college entrance exam before graduating. The school district may require a student who is not eligible for a free or reduced-priced meal to pay the cost of

taking a nationally recognized college entrance exam. The school district will waive the cost for a student who is unable to pay.

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

Cross References: MSBA/MASA Model Policy 104 (School District Mission Statement)
MSBA/MASA Model Policy 601 (School District Curriculum and Instruction Goals)
MSBA/MASA Model Policy 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)

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 federal law.

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 federal law 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 federal law 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.

Additionally, with regard to paraprofessionals providing support to special education students, the school district will ensure that annual training opportunities are required to enable the paraprofessional to further develop the knowledge and skills that are specific to the students with whom the paraprofessional works, including understanding disabilities, the unique and individual needs of each student according to the student's disability and how the disability affects the student's education and behavior, following lesson plans, and implementing follow-up instructional procedures and activities.

- B. Teachers/Administrators. The school district will provide high quality and ongoing professional development activities as required by state and federal laws.

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

Cross References: MSBA/MASA Model Policy 104 (School District Mission Statement)
MSBA/MASA Model Policy 601 (School District Curriculum and Instruction Goals)
MSBA/MASA Model Policy 613 (Graduation Requirements)
MSBA/MASA Model Policy 616 (School District System Accountability)

Adopted: _____

MSBA/MASA Model Policy 619

Orig. 1998

Revised: _____

Rev. ~~2014~~ 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 federal law.

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 federal law 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 federal law 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.

Additionally, with regard to paraprofessionals providing support to special education students, the school district will ensure that annual training opportunities are required to enable the paraprofessional to further develop the knowledge and skills that are specific to the students with whom the paraprofessional works, including understanding disabilities, the unique and individual needs of each student according to the student's disability and how the disability affects the student's education and behavior, following lesson plans, and implementing follow-up instructional procedures and activities.

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

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

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

MSBA/MASA Model Policy 613 (Graduation Requirements)

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

First Reading: May 13, 2013
Second Reading: June 10, 2013
Adopted: June 10, 2013
MSBA/MASA Reviewed: 2017
YME Board Reviewed: February 11, 2019

613 GRADUATION REQUIREMENTS

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

I. PURPOSE

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

II. GENERAL STATEMENT OF POLICY

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

III. DEFINITIONS

- A. “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. DISTRICT ASSESSMENT COORDINATOR

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

V. GRADUATION ASSESSMENT REQUIREMENTS

For students enrolled in grade 8 in the 2012-2013 school year and later, students’ state graduation requirements, based on a longitudinal, systematic approach to student education and career planning, assessment, instructional support, and evaluation, include the following:

- A. encouragement to participate on a nationally normed college entrance exam in grade 11 or grade 12;
- B. achievement and career and college readiness tests in mathematics, reading, and writing. 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:
 - 1. 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
 - 2. 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
- C. 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.

- D. 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.
- E. 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.
- F. 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.
- G. A student's progress toward career and college readiness must be recorded on the student's high school transcript.

VI. GRADUATION CREDIT REQUIREMENTS

Students beginning 8th grade in the 2012-2013 school year and later must successfully complete, as determined by the school district, the following high school level credits for graduation:

- A. Four credits of language arts sufficient to satisfy all academic standards in English language arts;
- B. Three credits of mathematics, including an algebra II credit or its equivalent, geometry, statistics and probability, or its equivalent, sufficient to satisfy all of the academic standards in mathematics.
- C. Students in the graduation class of 2015 and beyond must complete an algebra I credit by the end of 8th grade sufficient to satisfy all of the 8th grade standards in mathematics;
- D. Three credits of science, including at least: (a) one credit of biology; (b) one credit of chemistry or physics; and (c) 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;
- E. 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;

- F. One credit in the arts sufficient to satisfy all of the state or local academic standards in the arts; and
- G. A minimum of seven elective credits.
- H. Credit equivalencies
 - 1. 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 Paragraph E., above, if the credit is sufficient to satisfy all of the academic standards in economics.
 - 2. An agriculture science or career and technical education credit may fulfill the elective science credit required under Paragraph D., above, if the credit meets the state physical science, life science, earth and space science, chemistry, or physics academic standards or a combination of these academic standards as approved by the school district. An agriculture or career and technical education credit may fulfill the credit in chemistry or physics required under Paragraph D., above, if the credit meets the state chemistry or physics academic standards as approved by the school district. A student must satisfy either all of the chemistry or physics academic standards prior to graduation. An agriculture science or career and technical education credit may not fulfill the required biology credit under Paragraph D., above.
 - 3. A career and technical education credit may fulfill a mathematics or arts credit requirement under Paragraph B. or Paragraph F., above.
 - 4. A computer science credit may fulfill a mathematics credit requirement under Paragraph B., above, if the credit meets state academic standards in mathematics.
 - 5. A Project Lead the Way credit may fulfill a mathematics or science credit requirement under Paragraph B. or Paragraph D., above, if the credit meets the state academic standards in mathematics or science.

VII. GRADUATION STANDARDS REQUIREMENTS

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

- B. Academic standards in health, world languages, and career and technical education will be reviewed on an annual basis.* A school district must use the current world languages standards developed by the American Council on the Teaching of Foreign Languages.

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

- C. All students must satisfactorily complete the following required Graduation Standards in accordance with the standards developed by the Minnesota Department of Education (MDE):

1. Minnesota Academic Standards, English Language Arts K-12;
2. Minnesota Academic Standards, Mathematics K-12;
3. Minnesota Academic Standards, Science K-12;
4. Minnesota Academic Standards, Social Studies K-12; and
5. Minnesota Academic Standards, Physical Education K-12.

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

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

Adopted: _____

MSBA/MASA Model Policy 613

Orig. 1997

Revised: _____

Rev. ~~2016~~ 2017

613 GRADUATION REQUIREMENTS

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

I. PURPOSE

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

II. GENERAL STATEMENT OF POLICY

The policy of the school district is that all students entering grade 8 ~~in the 2011-2012 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 8 in the 2012-2013 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. 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. DISTRICT ASSESSMENT COORDINATOR

(Position Title) shall be named the District Assessment Coordinator. Said person shall be in charge of all test procedures and shall bring recommendations to the school board annually for approval.

V. GRADUATION ASSESSMENT REQUIREMENTS

~~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, mathematics, or writing 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. ~~for writing:~~
- i. ~~achieving a passing score on the GRAD;~~
 - ii. ~~achieving a passing score as determined through a standard setting process on the state-identified language proficiency test in writing 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; or~~
 - iv. ~~achieving an individual passing score on the state-identified alternate assessment or assessments as determined by appropriate state guidelines for students with an IEP.~~
- e. ~~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 2011-2012 school year are eligible to be assessed under:~~

~~1. the GRAD in reading, 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~~

~~b. for writing:~~

~~i. achieving a passing score on the GRAD;~~

~~ii. achieving a passing score as determined through a standard setting process on the state-identified language proficiency test in writing 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; or~~

~~iv. achieving an individual passing score on the state-identified alternate assessment or assessments as determined by appropriate state guidelines for students with an IEP.~~

~~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:

~~1A.~~ ~~an opportunity encouragement~~ to participate on a nationally normed college entrance exam in grade 11 or grade 12;

~~2B.~~ achievement and career and college readiness tests in mathematics, reading, and writing. 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:

~~a1.~~ 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

~~b2.~~ 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

- ~~3C.~~ 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.
- ~~4D.~~ 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.
- ~~5E.~~ 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.
- ~~6F.~~ 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.
- ~~7G.~~ A student's progress toward career and college readiness must be recorded on the student's high school transcript.

VI. GRADUATION CREDIT REQUIREMENTS

- ~~A.~~ Students beginning 8th grade in the 2012-2013 school year and later must successfully complete, as determined by the school district, the following high school level credits for graduation:
 - ~~1A.~~ Four credits of language arts sufficient to satisfy all academic standards in English language arts;
 - ~~2B.~~ Three credits of mathematics, including an algebra II credit or its equivalent, geometry, statistics and probability, or its equivalent, sufficient to satisfy all of the academic standards in mathematics.
 - ~~3C.~~ Students in the graduation class of 2015 and beyond must complete an algebra I credit by the end of 8th grade sufficient to satisfy all of the 8th grade standards in mathematics;
 - ~~4D.~~ Three credits of science, including at least: (a) one credit of biology; (b) one credit of chemistry or physics; and (c) 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;

5E. 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;

6F. One credit in the arts sufficient to satisfy all of the state or local academic standards in the arts; and

7G. A minimum of seven elective credits.

8H. Credit equivalencies

a1. 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. Paragraph E., above, if the credit is sufficient to satisfy all of the academic standards in economics.

b2. An agriculture science or career and technical education credit may fulfill the elective science credit required under VI.A.4. Paragraph D., above, if the credit meets the state physical science, life science, earth and space science, chemistry, or physics academic standards or a combination of these academic standards as approved by the school district. An agriculture or career and technical education credit may fulfill the credit in chemistry or physics required under VI.A.4. Paragraph D., above, if the credit meets the state chemistry or physics academic standards as approved by the school district. A student must satisfy either all of the chemistry or physics academic standards prior to graduation. An agriculture science or career and technical education credit may not fulfill the required biology credit under VI.A.4. Paragraph D., above.

e3. A career and technical education credit may fulfill a mathematics or arts credit requirement under VI.A.2. Paragraph B. or VI.A.6. Paragraph F., above.

d4. A computer science credit may fulfill a mathematics credit requirement under VI.A.2. Paragraph B., above, if the credit meets state academic standards in mathematics.

e5. A Project Lead the Way credit may fulfill a ~~science or~~ mathematics or science credit requirement under VI.A.2. Paragraph B. or VI.A.4. Paragraph D., above, if the credit meets the state academic standards in ~~science or~~ mathematics or science.

VII. GRADUATION STANDARDS REQUIREMENTS

- A. All students must demonstrate their understanding of the following academic standards:
1. School District Standards, Health (K-12);
 2. School District Standards, Career and Technical Education (K-12); and
 3. School District Standards, World Languages (K-12).
- B. Academic standards in health, world languages, and career and technical education will be reviewed on an annual basis.* A school district must use the current world languages standards developed by the American Council on the Teaching of Foreign Languages.
- * Reviews are required to be conducted on a periodic basis. Therefore, this time period may be changed to accommodate individual school district needs.
- C. All students must satisfactorily complete the following required Graduation Standards in accordance with the standards developed by the Minnesota Department of Education (MDE):
1. Minnesota Academic Standards, English Language Arts K-12;
 2. Minnesota Academic Standards, Mathematics K-12;
 3. Minnesota Academic Standards, Science K-12;
 4. Minnesota Academic Standards, Social Studies K-12; and
 5. Minnesota Academic Standards, Physical Education K-12.
- D. 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.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)
[Minn. Rules Parts 3501.1400-3501.1410 \(Academic Standards for Physical Education\)](#)
20 U.S.C. § 6301, *et seq.* (Every Student Succeeds Act)

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

First Reading: May 13, 2013
Second Reading: June 10, 2013
Adopted: June 10, 2013
MSBA/MASA Reviewed: 2017
YME Board Reviewed: February 11, 2019

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. Ensure that a current process is included for tracking which students tested with which test monitors and any other adult(s) who were present in the testing room (e.g., staff providing assistance, paraprofessionals, etc.).
 - j. Confirm the district assessment coordinator has current information and training specific to test security and the administration of statewide assessments.
 - k. Confirm the district assessment coordinator completes Pre-test Editing in the Test Web Edit System (WES).
 - l. Post on the school district website the complete Parent/Guardian Guide and Refusal for Student Participation in Statewide Testing form.
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 (Pearson's Training Management System).

- (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.
 - i. Include the complete Parent/Guardian Guide and Refusal for Student Participation in Statewide Testing form in the student handbook.
- 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 preprinted 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, including wearable electronic devices.

(4) Stay in testing room and remain attentive during entire test session. Practice active monitoring by circulating throughout the room during testing.

[Note: School districts may allow test monitors to use their cell phones only to alert other staff of issues. If allowed, the school district should train the test monitors on proper and improper use.]

(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 the students who tested with the test monitor and any other adult(s) who were present in the testing room (e.g., staff providing assistance, paraprofessionals, etc.).

(10) Document students who require a scribe or translated directions or any unusual circumstances and report to school assessment coordinator.

(11) 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 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.

I. Any Person with Access to Test Materials

Read and complete the *Assurance of Test Security and Non-Disclosure*.

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. Expectation that students will not access cell phones, wearable technology (e.g., smart watches, fitness trackers), or other devices that can electronically send or receive information. The test of a student who wears a device during testing must be invalidated.

If a student completes testing and then accesses a cell phone or other prohibited device (including wearable technology), the school district must take further action to determine if the test should be invalidated, rather than automatically invalidating the test.

5. 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. School district test monitor tracking documentation must be maintained for two years after the end of the academic year in which the tracking took place.
6. 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.
7. 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.
8. *Test Security Notification* must be maintained for two years after the end of the academic school year in which testing took place.
9. *Test Administration Report* must be maintained for one year after the end of the academic school year in which testing took place.
10. 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)
Minn. Rules Parts 3501.1400-3501.1410 (Academic Standards for Physical Education)
20 U.S.C. § 6301, *et seq.* (Every Student Succeeds Act)

Cross References: MSBA/MASA Model Policy 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)

Adopted: _____

MSBA/MASA Model Policy 614

Orig. 1997

Revised: _____

Rev. ~~2015~~ 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. Ensure that a current process is included for tracking which students tested with which test monitors and any other adult(s) who were present in the testing room (e.g., staff providing assistance, paraprofessionals, etc.).
- † j. Confirm the district assessment coordinator has current information and training specific to test security and the administration of statewide assessments.
- j k. Confirm the district assessment coordinator completes Pre-test Editing in the Test Web Edit System (WES).
- l. Post on the school district website the complete Parent/Guardian Guide and Refusal for Student Participation in Statewide Testing form.

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 ([Pearson's Training Management System](#)).
 - (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.
 - i. Include the complete Parent/Guardian Guide and Refusal for Student Participation in Statewide Testing form in the student handbook.
- 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 preprinted 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, including wearable electronic devices.

(4) Stay in testing room and remain attentive during entire test session. Practice active monitoring by circulating throughout the room during testing.

[Note: School districts may allow test monitors to use their cell phones only to alert other staff of issues. If allowed, the school district should train the test monitors on proper and improper use.]

(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 the students who tested with the test monitor and any other adult(s) who were present in the testing room (e.g., staff providing assistance, paraprofessionals, etc.).

~~(9)~~ 10) Document students who require a scribe or translated directions or any unusual circumstances and report to school assessment coordinator.

~~(10)~~ 11) 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 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.

I. Any Person with Access to Test Materials

Read and complete the Assurance of Test Security and Non-Disclosure.

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. Expectation that students will not access cell phones, wearable technology (e.g., smart watches, fitness trackers), or other devices that can electronically send or receive information. The test of a student who wears a device during testing must be invalidated.
- If a student completes testing and then accesses a cell phone or other prohibited device (including wearable technology), the school district must take further action to determine if the test should be invalidated, rather than automatically invalidating the test.
- 4 5. 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. School district test monitor tracking documentation must be maintained for two years after the end of the academic year in which the tracking took place.
- ~~5~~ 6. 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~~ 7. 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~~ 8. *Test Security Notification* must be maintained for two years after the end of the academic school year in which testing took place.
- ~~8~~ 9. *Test Administration Report* must be maintained for one year after the end of the academic school year in which testing took place.
- ~~9~~ 10. 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)

[Minn. Rules Parts 3501.1400-3501.1410 \(Academic Standards for Physical Education\)](#)

20 U.S.C. § 6301, *et seq.* (Every Student Succeeds Act)

Cross References: MSBA/MASA Model Policy 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)

First Reading: May 13, 2013
Second Reading: June 10, 2013
Adopted: June 10, 2013
MSBA/MASA Reviewed: 2017
YME Board Reviewed: February 11, 2019

615 TESTING ACCOMMODATIONS, MODIFICATIONS, AND EXEMPTIONS FOR IEPs, SECTION 504 PLANS, AND LEP STUDENTS

I. PURPOSE

The purpose of the policy is to provide adequate opportunity for students identified as having individualized education program (IEP), Rehabilitation Act of 1973, § 504 accommodation plan (504 plan), or English Learner (EL) needs to participate in statewide assessment systems designed to hold schools accountable for the academic performance of all students.

II. GENERAL STATEMENT OF POLICY

A. Minnesota Test of Academic Skills (MTAS)

1. The school district will utilize the existing annual review of IEPs or 504 plans to review, on a case-by-case basis, and determine how a student with a disability will participate in statewide testing.
2. Participation decisions will be made separately for mathematics, reading, and science. The assessment options are the Minnesota Comprehensive Assessment (MCA) and the MTAS.
3. Eligibility Requirements
 - a. The following requirements must be met for a student with a significant cognitive disability to be eligible for the MTAS:
 - (1) The IEP team must consider the student's ability to access the MCA, with or without accommodations;
 - (2) The IEP must review the student's instructional program to ensure that the student is receiving instruction linked to the general education curriculum to the extent appropriate. If instruction is not linked to the general education curriculum, the IEP team must review the student's goals

and determine how access to the general curriculum will be provided;

- (3) The IEP team determined the student's cognitive functioning to be significantly below age expectations. The team also determined that the student's disability has a significant impact on his or her ability to function in multiple environments, including home, school, and community;
- (4) The IEP team determined that the student needs explicit and intensive instruction and/or extensive supports in multiple settings to acquire, maintain, and generalize academic and life skills in order to actively participate in school, work, home, and community environments;
- (5) The IEP team must document, in the IEP, reasons the MCA is or is not an appropriate measure of the student's academic progress and how the student would participate in statewide testing.

b. MTAS participation decisions must not be made on the following factors:

- (1) Student's disability category;
- (2) Placement;
- (3) Participation in a separate, specialized curriculum;
- (4) An expectation that the student will receive a low score on the MCA;
- (5) Language, social, cultural, or economic differences;
- (6) Concern for accountability calculations.

B. Alternate ACCESS for ELs

1. The school district will utilize the existing annual review of IEPs or 504 plans to review, on a case-by-case basis, and determine how an identified EL student with a disability will participate in statewide testing.
2. Eligibility Requirements

- a. The student must be identified as EL in MARSS in order to take an English language proficiency assessment.
 - b. The student must have a significant cognitive disability. If the student has been identified as eligible to take the MTAS in mathematics, reading, or science, the student meets this criterion.
 - c. For students in grades that the MTAS is not administered:
 - (1) the student must have cognitive functioning significantly below age level;
 - (2) the student's disability must have a significant impact on his or her ability to function in multiple environments, including home, school, and community; and
 - (3) the student needs explicit and intensive instruction and/or extensive supports in multiple settings to acquire, maintain, and generalize academic and life skills in order to actively participate in school, work, home, and community environments.
 - d. The IEP team must consider the student's ability to access the ACCESS, with or without accommodations.
 - e. The IEP team must document, in the IEP, reasons the MCA is or is not an appropriate English language proficiency assessment for the student.
3. Alternate ACCESS participation decisions must not be made on the following factors:
- a. Student's disability category;
 - b. Participation in a separate, specialized curriculum;
 - c. Current level of English language proficiency;
 - d. The expectation that the student will receive a low score on the ACCESS for ELs;
 - e. Language, social, cultural, or economic differences;

f. Concern for accountability calculations.

C. EL Students New to the United States

EL students new to the United States will take all assessments, including all academic assessments (math, reading, and science), as well as the English Language Proficiency Assessment (ACCESS).

III. DEFINITION OF TERMS

See the current “Procedures Manual for the Minnesota Assessments” which is produced by the Minnesota Department of Education and available through pearsonaccess.com.

IV. GRANTING AND DOCUMENTING ACCOMMODATIONS, MODIFICATIONS, OR EXEMPTIONS FOR TESTING

See Chapter 5 of the current “Procedures Manual for the Minnesota Assessments” and 2017-18 Guidelines for Administration of Accommodations and Linguistic Supports (http://minnesota.pearsonaccessnext.com/resources/resources-training/manuals/GuidelinesforAccommandLS_2018.pdf).

V. RECORDS

All test accommodations, modifications, or exemptions shall be reported to the school district test administrator. The school district test administrator shall be responsible for keeping a list of all such test accommodations, modifications, and exemptions for school district audit purposes. Testing results will be documented and reported.

- Legal References:**
- Minn. Stat. § 120B.11 (School District Process)
 - Minn. Stat. § 120B.30 (Statewide Testing and Reporting System)
 - Minn. Stat. § 125A.08(a)(1) (Individualized Education Programs)
 - 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)

Minn. Rules Parts 3501.1400-3501.1410 (Academic Standards for Physical Education)

Eligibility Requirements for the Minnesota Test of Academic Skills (MTAS),

<https://education.mn.gov/mdeprod/groups/educ/documents/hiddencontent/mdaw/mda2/~edisp/006087.pdf>

Alternate ACCESS for ELLs Participation Guidelines,
<https://education.mn.gov/mdeprod/groups/educ/documents/hiddencontent/mdaw/mdq5/~edisp/049763.pdf>

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 616 (School District System Accountability)

Adopted: _____

MSBA/MASA Model Policy 615

Orig. 1997

Revised: _____

Rev. ~~2015~~ 2017

615 TESTING ACCOMMODATIONS, MODIFICATIONS, AND EXEMPTIONS FOR IEPS, SECTION 504 PLANS, AND LEP STUDENTS

~~[Note: In 2013, the Minnesota legislature modified state graduation requirements by making the Graduation Required Assessments for Diploma (GRAD) tests optional for school districts. A district may decide whether individual students will meet graduation assessment requirements by meeting the GRAD requirements in reading, mathematics, and written composition; by taking the WorkKeys job skills assessment, the Compass college placement test, the ACT assessment for college admission, or a nationally recognized Armed Services Vocational Aptitude Battery test (ASVAB); or by receiving a score on an equivalent assessment. Refer to the Minnesota Assessment System and Requirements Changes 2014-2017 document, which is posted to the Test Administration page of the Minnesota Department of Education (MDE) website. While a district may choose not to include GRAD retests on the testing calendar, an individual student who requests a GRAD retest must be provided the opportunity to retest.]~~

I. PURPOSE

The purpose of the policy is to provide adequate opportunity for students identified as having individualized education program (IEP), Rehabilitation Act of 1973, § 504 ~~(504)~~ accommodation plan (504 plan), or ~~limited English proficiency (LEP)~~ English Learner (EL) needs to ~~meet the graduation requirements of basic skills testings and graduation required assessments for diploma (GRAD) tests~~ participate in statewide assessment systems designed to hold schools accountable for the academic performance of all students.

II. GENERAL STATEMENT OF POLICY

~~A. The school district will utilize the existing annual review of IEPs or 504 accommodation plans to review, on a case-by-case basis, the extent of student participation in basic skills testing and GRAD testing. For students subject to GRAD testing, the student's IEP or 504 accommodation plan must identify one of the following decisions for each subject area of GRAD:~~

- ~~1. the student is expected to achieve the statewide standard with or without testing accommodations resulting in a "pass" or "p" notation on the record when achieving a passing score; or~~

2. ~~the student is expected to achieve the statewide standard at an individually modified level of difficulty, resulting in a “pass” or “p” notation on the record when achieving the modified level. A Minnesota alternative assessment must be used when an IEP team chooses to replace the GRAD. Adoption of modifications for a student must occur concurrently with the adoption of transition goals and objectives as required by Minn. Stat. § 125A.08(a)(1). The IEP or 504 accommodation plan must define an appropriate assessment of the statewide standard at a modified level of difficulty. Achievement of the individually modified standard shall be certified only through documented student performance of the defined assessment.~~

~~Students subject to GRAD testing also must be tested under standard conditions as specified by the developer of the test except those students whose IEP or 504 accommodation plan specifies other decisions consistent with the above stated requirements.~~

- B. ~~Students with LEP needs must be identified and accommodations made for students subject to basic skills testing. Students subject to GRAD testing are required to pass the GRAD if they have been enrolled in any Minnesota school for at least four consecutive years. An English language learner (ELL) student who first enrolls in a Minnesota school in grade 9 or above and who completes the coursework and any other state and district requirements to graduate within a four-year period is not required to pass the GRAD.~~

A. Minnesota Test of Academic Skills (MTAS)

1. The school district will utilize the existing annual review of IEPs or 504 plans to review, on a case-by-case basis, and determine how a student with a disability will participate in statewide testing.
2. Participation decisions will be made separately for mathematics, reading, and science. The assessment options are the Minnesota Comprehensive Assessment (MCA) and the MTAS.
3. Eligibility Requirements
 - a. The following requirements must be met for a student with a significant cognitive disability to be eligible for the MTAS:
 - (1) The IEP team must consider the student’s ability to access the MCA, with or without accommodations;

- (2) The IEP must review the student's instructional program to ensure that the student is receiving instruction linked to the general education curriculum to the extent appropriate. If instruction is not linked to the general education curriculum, the IEP team must review the student's goals and determine how access to the general curriculum will be provided;
- (3) The IEP team determined the student's cognitive functioning to be significantly below age expectations. The team also determined that the student's disability has a significant impact on his or her ability to function in multiple environments, including home, school, and community;
- (4) The IEP team determined that the student needs explicit and intensive instruction and/or extensive supports in multiple settings to acquire, maintain, and generalize academic and life skills in order to actively participate in school, work, home, and community environments;
- (5) The IEP team must document, in the IEP, reasons the MCA is or is not an appropriate measure of the student's academic progress and how the student would participate in statewide testing.

b. MTAS participation decisions must not be made on the following factors:

- (1) Student's disability category;
- (2) Placement;
- (3) Participation in a separate, specialized curriculum;
- (4) An expectation that the student will receive a low score on the MCA;
- (5) Language, social, cultural, or economic differences;
- (6) Concern for accountability calculations.

B. Alternate ACCESS for ELs

1. The school district will utilize the existing annual review of IEPs or 504 plans to review, on a case-by-case basis, and determine how an identified EL student with a disability will participate in statewide testing.
2. Eligibility Requirements
 - a. The student must be identified as EL in MARSS in order to take an English language proficiency assessment.
 - b. The student must have a significant cognitive disability. If the student has been identified as eligible to take the MTAS in mathematics, reading, or science, the student meets this criterion.
 - c. For students in grades that the MTAS is not administered:
 - (1) the student must have cognitive functioning significantly below age level;
 - (2) the student's disability must have a significant impact on his or her ability to function in multiple environments, including home, school, and community; and
 - (3) the student needs explicit and intensive instruction and/or extensive supports in multiple settings to acquire, maintain, and generalize academic and life skills in order to actively participate in school, work, home, and community environments.
 - d. The IEP team must consider the student's ability to access the ACCESS, with or without accommodations.
 - e. The IEP team must document, in the IEP, reasons the MCA is or is not an appropriate English language proficiency assessment for the student.
3. Alternate ACCESS participation decisions must not be made on the following factors:
 - a. Student's disability category;
 - b. Participation in a separate, specialized curriculum;
 - c. Current level of English language proficiency;

- d. The expectation that the student will receive a low score on the ACCESS for ELs;
- e. Language, social, cultural, or economic differences;
- f. Concern for accountability calculations.

C. EL Students New to the United States

EL students new to the United States will take all assessments, including all academic assessments (math, reading, and science), as well as the English Language Proficiency Assessment (ACCESS).

III. DEFINITION OF TERMS

See the current “Procedures Manual for the Minnesota Assessments” which is produced by the Minnesota Department of Education and available through pearsonaccess.com.

IV. GRANTING AND DOCUMENTING ACCOMMODATIONS, MODIFICATIONS, OR EXEMPTIONS FOR ~~BASIC SKILLS AND GRAD~~ TESTING

See Chapter 5 of the current “Procedures Manual for the Minnesota Assessments.” [and 2017-18 Guidelines for Administration of Accommodations and Linguistic Supports \(http://minnesota.pearsonaccessnext.com/resources/resources-training/manuals/Guideline_sforAccommandLS_2018.pdf\)](http://minnesota.pearsonaccessnext.com/resources/resources-training/manuals/Guideline_sforAccommandLS_2018.pdf).

V. RECORDS

All test accommodations, modifications, or exemptions shall be reported to the school district test administrator. The school district test administrator shall be responsible for keeping a list of all such test accommodations, modifications, and exemptions for school district audit purposes. Testing results will be documented and reported.

- Legal References:**
- Minn. Stat. § 120B.11 (School District Process)
 - Minn. Stat. § 120B.30 (Statewide Testing and Reporting System)
 - Minn. Stat. § 125A.08(a)(1) (Individualized Education Programs)
 - 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)

[Minn. Rules Parts 3501.1400-3501.1410 \(Academic Standards for Physical Education\)](#)

[Eligibility Requirements for the Minnesota Test of Academic Skills \(MTAS\), https://education.mn.gov/mdeprod/groups/educ/documents/hiddencontent/mdaw/mda2/~edisp/006087.pdf](https://education.mn.gov/mdeprod/groups/educ/documents/hiddencontent/mdaw/mda2/~edisp/006087.pdf)

[Alternate ACCESS for ELLs Participation Guidelines, https://education.mn.gov/mdeprod/groups/educ/documents/hiddencontent/mdaw/mdq5/~edisp/049763.pdf](https://education.mn.gov/mdeprod/groups/educ/documents/hiddencontent/mdaw/mdq5/~edisp/049763.pdf)

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 616 (School District System Accountability)

First Reading: April 14, 2014
Second Reading: May 12, 2014
Adoption: May 12, 2014
YME Board Review: February 11, 2019

707 TRANSPORTATION OF PUBLIC SCHOOL STUDENTS

[Note: The obligations stated in this policy are largely governed by statute. Statutory references are included throughout the policy. A school district may choose to add obligations to the model policy.]

I. PURPOSE

The purpose of this policy is to provide for the transportation of students consistent with the requirements of law.

II. GENERAL STATEMENT OF POLICY

- A. The policy of the school district is to provide for the transportation of students in a manner which will protect their health, welfare, and safety.
- B. The school district recognizes that transportation is an essential part of the school district services to students and parents but further recognizes that transportation by school bus is a privilege and not a right for an eligible student.

III. DEFINITIONS

- A. “Child with a disability” includes every child identified under federal and state special education law as deaf or hard of hearing, blind or visually impaired, deafblind, or having a speech or language impairment, a physical impairment, other health disability, developmental cognitive disability, an emotional or behavioral disorder, specific learning disability, autism spectrum disorder, traumatic brain injury, or severe multiple impairments, and who needs special education and related services, as determined by the rules of the Commissioner of Education. A licensed physician, an advanced practice nurse, or a licensed psychologist is qualified to make a diagnosis and determination of attention deficit disorder or attention deficit hyperactivity disorder for purposes of identifying a child with a disability. In addition, every child under age three, and at the school district’s discretion from age three to seven, who needs special instruction and services, as determined by the rules of the Commissioner, because the child has a substantial delay or has an identifiable physical or mental condition known to hinder normal development is a child with a disability. A child with a short-term or temporary physical or emotional illness or disability, as determined by the rules of the Commissioner, is not a child with a disability. (Minn. Stat. § 125A.02)

- B. “Home” is the legal residence of the child. In the discretion of the school district, “home” also may be defined as a licensed day care facility, school day care facility, a respite care facility, the residence of a relative, or the residence of a person chosen by the student’s parent or guardian as the home of a student for part or all of the day, if requested by the student’s parent or guardian, or an afterschool program for children operated by a political subdivision of the state, if the facility, residence, or program is within the attendance area of the school the student attends. Unless otherwise specifically provided by law, a homeless student is a resident of the school district if enrolled in the school district. (Minn. Stat. § 123B.92, Subd. 1(b)(1); Minn. Stat. § 127A.47, Subd. 2)
- C. “Homeless student” means a student, including a migratory student, who lacks a fixed, regular, and adequate nighttime residence and includes: students who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; are abandoned in hospitals; are awaiting foster care placement; have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings; are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings, and migratory children who qualify as homeless because they are living in any of the preceding listed circumstances. (42 U.S.C. § 11434a)
- D. “Nonpublic school” means any school, church, or religious organization, or home school wherein a resident of Minnesota may legally fulfill the compulsory instruction requirements of Minn. Stat. §120A.22, which is located within the state, and which meets the requirements of Title VI of the Civil Rights Act of 1964 (42 U.S.C. § 2000d, *et seq.*). (Minn. Stat. §123B.41, Subd. 9)
- E. “Nonresident student” is a student who attends school in the school district and resides in another district, defined as the “nonresident district.” In those instances when the divorced or legally separated parents or parents residing separately share joint physical custody of a student and the parents reside in different school districts, the student shall be a resident of the school district designated by the student’s parents. When parental rights have been terminated by court order, the legal residence of a student placed in a residential or foster facility for care and treatment is the district in which the student resides. (Minn. Stat. § 123B.88, Subd. 6; Minn. Stat. § 125A.51; Minn. Stat. § 127A.47, Subd. 3)
- F. “Pupil support services” are health, counseling, and guidance services provided by the public school in the same district where the nonpublic school is located. (Minn. Stat. § 123B.41, Subd. 4)
- G. “School of origin,” for purposes of determining the residence of a homeless student, is the school that the student attended when permanently housed or the school in which the student was last enrolled. (42 U.S.C. § 11432(g)(3)(G))

- H. “Shared time basis” is a program where students attend public school for part of the regular school day and who otherwise fulfill the requirements of Minn. Stat. § 120A.22 by attendance at a nonpublic school. (Minn. Stat. § 126C.01, Subd. 8)
- I. “Student” means any student or child attending or required to attend any school as provided in Minnesota law and who is a resident or child of a resident of Minnesota. (Minn. Stat. § 123B.41, Subd. 11)

IV. ELIGIBILITY

- A. Upon the request of a parent or guardian, the school district shall provide transportation to and from school, at the expense of the school district, for all resident students who reside two miles or more from the school, except for those students whose transportation privileges have been revoked or have been voluntarily surrendered by the student’s parent or guardian. (Minn. Stat. § 123B.88, Subd. 1)
- B. The school district may, at its discretion, also provide transportation to any student to and from school, at the expense of the school district, for any other purpose deemed appropriate by the school board such as extraordinary traffic, crime, or drug hazards, including, but not limited to, railroad tracks and crossings, state and county highways, lack of sidewalks, geographic barriers (such as the Minnesota River), and residential locations that may have shown crime or drug-related history, that would allow riders to be counted when living inside one (elementary students) and two (MS/HS students) mile radius.
- C. In the discretion of the school district, transportation along regular school bus routes may also be provided, where space is available, to any person where such use of a bus does not interfere with the transportation of students. The cost of providing such transportation must be paid by those individuals using these services or some third-party payor. Bus transportation also may be provided along school bus routes when space is available for participants in early childhood family education programs and school readiness programs if these services do not result in an increase in the school district’s expenditures for transportation. (Minn. Stat. § 123B.88, Subd. 10, 11, 12, and 13)
- D. For purposes of stabilizing enrollment and reducing mobility, the school district may, in its discretion, establish a full-service school zone and may provide transportation for students attending a school in that full-service school zone. A full-service school zone may be established for a school that is located in an area with higher than average crime or other social and economic challenges and that provides education, health or human services, or other parental support in collaboration with a city, county, state, or nonprofit agency.

V. TRANSPORTATION OF NONRESIDENT STUDENTS

- A. If requested by the parent of a nonresident student, the school district shall provide transportation to a nonresident student within its borders at the same level

of service that is provided to resident students. (Minn. Stat. § 124D.04, Subd. 7; Minn. Stat. § 123B.92, Subd. 3)

- B. If the school district decides to transport a nonresident student within the student's resident district, the school district will notify the student's resident district of its decision, in writing, prior to providing transportation. (Minn. Stat. § 123B.88, Subd. 6)
- C. When divorced or legally separated parents or parents residing separately reside in different school districts and share physical custody of a student, the parents shall be responsible for the transportation of the student to the border of the school district during those times when the student is residing with the parent in the nonresident school district. (Minn. Stat. § 127A.47, Subd. 3(b))
- D. The school district may provide transportation to allow a student who attends a high-need English language learner program and who resides within the transportation attendance area of the program to continue in the program until the student completes the highest grade level offered by the program. (Minn. Stat. § 123B.92, Subd. 3(b))

VI. TRANSPORTATION OF RESIDENT STUDENTS TO NONDISTRICT SCHOOLS

- A. In general, the school district shall not provide transportation between a resident student's home and the border of a nonresident district where the student attends school under the Enrollment Options Program. A parent may be reimbursed by the nonresident district for the costs of transportation from the pupil's residence to the border of the nonresident district if the student is from a family whose income is at or below the poverty level, as determined by the federal government. The reimbursement may not exceed the pupil's actual cost of transportation or 15 cents per mile traveled, whichever is less. Reimbursement may not be paid for more than 250 miles per week. (Minn. Stat. § 124D.03, Subd. 8)
- B. Resident students shall be eligible for transportation to and from a nonresident school district at the expense of the school district, if in the discretion of the school district, inadequate room, distance to school, unfavorable road conditions, or other facts or conditions make attendance in the resident student's own district unreasonably difficult or impracticable. The school district, in its discretion, may also provide for transportation of resident students to schools in other districts for grades and departments not maintained in the district, including high school, for the whole or a part of the year or for resident students who attend school in a building rented or leased by the school district in an adjacent district. (Minn. Stat. § 123B.88, Subds. 1 and 4)
- C. In general, the school district is not responsible for transportation for any resident student attending school in an adjoining state under a reciprocity agreement but may provide such transportation services at its discretion. (Minn. Stat. §

**VII. SPECIAL EDUCATION STUDENTS/STUDENTS WITH A DISABILITY/
STUDENTS WITH TEMPORARY DISABILITIES**

- A. Upon a request of a parent or guardian, a resident student with a disability who is not yet enrolled in kindergarten, who requires special education services in a location other than the student's home, shall be provided transportation to and from the student's home at the expense of the school district and shall not be subject to any distance requirement. (Minn. Stat. § 123B.88, Subd. 1)
- B. Resident students with a disability whose handicapped conditions are such that the student cannot be safely transported on the regular school bus and/or school bus route and/or when the student is transported on a special route for the purpose of attending an approved special education program shall be entitled to special transportation at the expense of the school district or the day training and habilitation program attended by the student. The school district shall determine the type of vehicle used to transport students with a disability on the basis of the handicapping condition and applicable laws. This provision shall not be applicable to parents who transport their own child under a contract with the school district. (Minn. Stat. § 123B.88, Subd. 19; Minn. Rules Part 7470.1600)
- C. Resident students with a disability who are boarded and lodged at Minnesota state academies for educational purposes, but who also are enrolled in a public school within the school district, shall be provided transportation, by the school district to and from said board and lodging facilities, at the expense of the school district. (Minn. Stat. § 125A.65)
- D. If a resident student with a disability attends a public school located in a contiguous school district and the school district of attendance does not provide special instruction and services, the school district shall provide necessary transportation for the student between the school district boundary and the educational facility where special instruction and services are provided within the school district. The school district may provide necessary transportation of the student between its boundary and the school attended in the contiguous district, but shall not pay the cost of transportation provided outside the school district boundary. (Minn. Stat. § 125A.12)
- E. When a student with a disability or a student with a short-term or temporary disability is temporarily placed for care and treatment in a day program located in another school district and the student continues to live within the school district during the care and treatment, the school district shall provide the transportation, at the expense of the school district, to that student. The school district may establish reasonable restrictions on transportation, except if a Minnesota court or agency orders the child placed at a day care and treatment program and the school district receives a copy of the order, then the school district must provide transportation to and from the program unless the court or agency orders otherwise. Transportation shall only be provided by the school district during

regular operating hours of the school district. (Minn. Stat. § 125A.15(b); Minn. Stat. § 125A.51(d))

- F. When a nonresident student with a disability or a student with a short-term or temporary disability is temporarily placed in a residential program within the school district, including correctional facilities operated on a fee-for-service basis and state institutions, for care and treatment, the school district shall provide the necessary transportation at the expense of the school district. Where a joint powers entity enters into a contract with a privately owned and operated residential facility for the provision of education programs for special education students, the joint powers entity shall provide the necessary transportation. (Minn. Stat. § 125A.15(c) and (d); Minn. Stat. § 125A.51(e))
- G. Each driver and aide assigned to a vehicle transporting students with a disability will be provided with appropriate training for the students in their care, will assist students with their safe ingress and egress from the bus, will ensure the proper use of protective safety devices, and will be provided with access to emergency health care information as required by law. (Minn. Rules Part 7470.1700)
- H. Any parent of a student with a disability who believes that the transportation services provided for that child are not in compliance with the applicable law may utilize the alternative dispute resolution and due process procedures provided for in Minn. Stat. Ch. 125A. (Minn. Rules Part 7470.1600, Subd. 2)

VIII. HOMELESS STUDENTS

- A. Homeless students shall be provided with transportation services comparable to other students in the school district. (42 U.S.C. § 11432(e)(3)(C)(i)(III)(cc) and (g)(4)(A))
- B. Upon request by the student's parent, guardian, or homeless education liaison, the school district shall provide transportation for a homeless student as follows:
 - 1. A resident student who becomes homeless and is residing in a public or private shelter location or has other non-shelter living arrangements within the school district shall be provided transportation to and from the student's school of origin and the shelter or other non-shelter location if the shelter or non-shelter location is two or more miles from the school of origin and the student's transportation privileges have not been revoked. (42 U.S.C. § 11432(g)(1)(J)(iii)(I))
 - 2. A resident student who becomes homeless and is residing in a public or private shelter location or has other non-shelter living arrangements outside of the school district shall be provided transportation to and from the student's school of origin and the shelter or other non-shelter location if the shelter or non-shelter location is two or more miles from the school of origin and the student's transportation privileges have not been revoked, unless the school district and the school district in which the

student is temporarily placed agree that the school district in which the student is temporarily placed shall provide transportation. (Minn. Stat. § 125A.51(f); 42 U.S.C. § 11432(g)(1)(J)(iii)(II))

3. If a nonresident student is homeless and is residing in a public or private homeless shelter or has other non-shelter living arrangements within the school district, the school district may provide transportation services between the shelter or non-shelter location and the student's school of origin outside of the school district upon agreement with the school district in which the school of origin is located. (Minn. Stat. § 125A.51(f))
4. A homeless nonresident student enrolled under Minn. Stat. § 124D.08, Subd. 2a, must be provided transportation from the student's district of residence to and from the school of enrollment. (Minn. Stat. § 123B.92, Subd. 3(c)).

IX. AVAILABILITY OF SERVICES

Transportation shall be provided on all regularly scheduled school days or make-up days. Transportation will not be provided during the summer school break. Transportation may be provided for summer instructional programs for students with a disability or in conjunction with a learning year program. Transportation between home and school may also be provided, in the discretion of the school district, on staff development days. (Minn. Stat. § 123B.88, Subd. 21)

X. MANNER OF TRANSPORTATION

The scheduling of routes, establishment of the location of bus stops, manner and method of transportation, control and discipline of school children, the determination of fees, and any other matter relating thereto shall be within the sole discretion, control and management of the school board. The school district may, in its discretion, provide room and board, in lieu of transportation, to a student who may be more economically and conveniently provided for by that means. (Minn. Stat. § 123B.88, Subd. 1)

XI. RESTRICTIONS

Transportation by the school district is a privilege and not a right for an eligible student. A student's eligibility to ride a school bus may be revoked for a violation of school bus safety or conduct policies, or violation of any other law governing student conduct on a school bus pursuant to the school district's discipline policy. Revocation of a student's bus riding privilege is not an exclusion, expulsion, or suspension under the Pupil Fair Dismissal Act. Revocation procedures for a student who is an individual with a disability under 20 U.S.C. § 1415 (Individuals with Disabilities Act), 29 U.S.C. § 794 (the Rehabilitation Act), and 42 U.S.C. § 12132, (Americans with Disabilities Act) are governed by these provisions. (Minn. Stat. § 121A.59)

XII. FEES

- A. In its discretion, the school district may charge fees for transportation of students to and from extracurricular activities conducted at locations other than school, where attendance is optional. (Minn. Stat. § 123B.36, Subd. 1(10))
- B. The school district may charge fees for transportation of students to and from school when authorized by law. If the school district charges fees for transportation of students to and from school, guidelines shall be established for that transportation to ensure that no student is denied transportation solely because of inability to pay. The school district also may waive fees for transportation if the student's parent is serving in, or within the past year has served in, active military service as defined in Minn. Stat. § 190.05. (Minn. Stat. § 123B.36, Subds. 1(11) and 6)
- C. The school district may charge reasonable fees for transportation of students to and from post-secondary institutions for students enrolled under the post-secondary enrollment options program. Families who qualify for mileage reimbursement may use their state mileage reimbursement to pay this fee. (Minn. Stat. § 123B.36, Subd. 1(13))
- D. Where, in its discretion, the school district provides transportation to and from an instructional community-based employment station that is part of an approved occupational experience vocational program, the school district may require the payment of reasonable fees for transportation from students who receive remuneration for their participation in these programs. (Minn. Stat. § 123B.36, Subd. 3)

Legal References: Minn. Stat. § 120A.22 (Compulsory Instruction)
Minn. Stat. §§ 121A.40-121A.56 (Pupil Fair Dismissal Act)
Minn. Stat. § 121A.59 (Bus Transportation is a Privilege Not a Right)
Minn. Stat. § 123B.36 (Authorized Fees)
Minn. Stat. § 123B.41 (Educational Aids for Nonpublic School Children; Definitions)
Minn. Stat. § 123B.44 (Provision of Pupil Support Services)
Minn. Stat. § 123B.88 (Independent School Districts, Transportation)
Minn. Stat. § 123B.92 (Transportation Aid Entitlement)
Minn. Stat. § 124D.03 (Enrollment Options Program)
Minn. Stat. § 124D.04 (Enrollment Options Programs in Border States)
Minn. Stat. § 124D.041 (Reciprocity with Adjoining States)
Minn. Stat. § 124D.08 (School Board's Approval to Enroll in Nonresident District)
Minn. Stat. Ch. 125A (Children With a Disability)
Minn. Stat. § 125A.02 (Children With a Disability, Defined)
Minn. Stat. § 125A.12 (Attendance in Another District)
Minn. Stat. § 125A.15 (Placement in Another District; Responsibility)
Minn. Stat. § 125A.51 (Placement of Children Without Disabilities; Education and Transportation)
Minn. Stat. § 125A.515 (Placement of Students; Approval of Education)

Program)
Minn. Stat. § 125A.65 (Attendance at Academies for the Deaf and Blind)
Minn. Stat. § 126C.01 (General Education Revenue - Definitions)
Minn. Stat. § 127A.47 (Payments to Resident and Nonresident Districts)
Minn. Stat. § 190.05 (Definitions)
Minn. Rules Part 7470.1600 (Transporting Pupils with Disability)
Minn. Rules Part 7470.1700 (Drivers and Aides for Pupils with Disabilities)
20 U.S.C. § 1415 (Individuals with Disabilities Education Improvement Act of 2004)
29 U.S.C. § 794 (Rehabilitation Act of 1973, § 504)
42 U.S.C. § 2000d (Prohibition Against Exclusion from Participation in, Denial of Benefits of, and Discrimination under Federally Assisted Programs on Ground of Race, Color, or National Origin)
42 U.S.C. § 11431, *et seq.* (McKinney-Vento Homeless Assistance Act of 2001)
42 U.S.C. § 12132, *et seq.* (Americans With Disabilities Act)

Cross References: MSBA/MASA Model Policy 708 (Transportation of Nonpublic School Students)
MSBA/MASA Model Policy 709 (Student Transportation Safety Policy)
MSBA/MASA Model Policy 710 (Extracurricular Transportation)
MSBA Service Manual, Chapter 2, Transportation

Adopted: _____

MSBA/MASA Model Policy 707

Orig. 1995

Revised: _____

Rev. ~~2015~~ 2017

707 TRANSPORTATION OF PUBLIC SCHOOL STUDENTS

[Note: The obligations stated in this policy are largely governed by statute. Statutory references are included throughout the policy. A school district may choose to add obligations to the model policy.]

I. PURPOSE

The purpose of this policy is to provide for the transportation of students consistent with the requirements of law.

II. GENERAL STATEMENT OF POLICY

- A. The policy of the school district is to provide for the transportation of students in a manner which will protect their health, welfare, and safety.
- B. The school district recognizes that transportation is an essential part of the school district services to students and parents but further recognizes that transportation by school bus is a privilege and not a right for an eligible student.

III. DEFINITIONS

- A. “Child with a disability” includes every child identified under federal and state special education law as deaf or hard of hearing, blind or visually impaired, deafblind, or having a speech or language impairment, a physical impairment, other health disability, developmental cognitive disability, an emotional or behavioral disorder, specific learning disability, autism spectrum disorder, traumatic brain injury, or severe multiple impairments, and who needs special education and related services, as determined by the rules of the Commissioner of Education. A licensed physician, an advanced practice nurse, or a licensed psychologist is qualified to make a diagnosis and determination of attention deficit disorder or attention deficit hyperactivity disorder for purposes of identifying a child with a disability. In addition, every child under age three, and at the school district’s discretion from age three to seven, who needs special instruction and services, as determined by the rules of the Commissioner, because the child has a substantial delay or has an identifiable physical or mental condition known to hinder normal development is a child with a disability. A child with a short-term or temporary physical or emotional illness or disability, as determined by the rules of the Commissioner, is not a child with a disability. (Minn. Stat. § 125A.02)
- B. “Home” is the legal residence of the child. In the discretion of the school district, “home” also may be defined as a licensed day care facility, school day care

facility, a respite care facility, the residence of a relative, or the residence of a person chosen by the student's parent or guardian as the home of a student for part or all of the day, if requested by the student's parent or guardian, or an afterschool program for children operated by a political subdivision of the state, if the facility, residence, or program is within the attendance area of the school the student attends. Unless otherwise specifically provided by law, a homeless student is a resident of the school district if enrolled in the school district. (Minn. Stat. § 123B.92, Subd. 1(b)(1); Minn. Stat. § 127A.47, Subd. 2)

- C. "Homeless student" means a student, including a migratory student, who lacks a fixed, regular, and adequate nighttime residence and includes: students who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; are abandoned in hospitals; are awaiting foster care placement; have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings; are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings, and migratory children who qualify as homeless because they are living in any of the preceding listed circumstances. (42 U.S.C. § 11434a)
- D. "Nonpublic school" means any school, church, or religious organization, or home school wherein a resident of Minnesota may legally fulfill the compulsory instruction requirements of Minn. Stat. §120A.22, which is located within the state, and which meets the requirements of Title VI of the Civil Rights Act of 1964 (42 U.S.C. § 2000d, *et seq.*). (Minn. Stat. §123B.41, Subd. 9)
- E. "Nonresident student" is a student who attends school in the school district and resides in another district, defined as the "nonresident district." In those instances when the divorced or legally separated parents or parents residing separately share joint physical custody of a student and the parents reside in different school districts, the student shall be a resident of the school district designated by the student's parents. When parental rights have been terminated by court order, the legal residence of a student placed in a residential or foster facility for care and treatment is the district in which the student resides. (Minn. Stat. § 123B.88, Subd. 6; Minn. Stat. § 125A.51; Minn. Stat. § 127A.47, Subd. 3)
- F. "Pupil support services" are health, counseling, and guidance services provided by the public school in the same district where the nonpublic school is located. (Minn. Stat. § 123B.41, Subd. 4)
- G. "School of origin," for purposes of determining the residence of a homeless student, is the school that the student attended when permanently housed or the school in which the student was last enrolled. (42 U.S.C. § 11432(g)(3)(G))
- H. "Shared time basis" is a program where students attend public school for part of the regular school day and who otherwise fulfill the requirements of Minn. Stat. §

120A.22 by attendance at a nonpublic school. (Minn. Stat. § 126C.01, Subd. 8)

- I. “Student” means any student or child attending or required to attend any school as provided in Minnesota law and who is a resident or child of a resident of Minnesota. (Minn. Stat. § 123B.41, Subd. 11)

IV. ELIGIBILITY

- A. Upon the request of a parent or guardian, the school district shall provide transportation to and from school, at the expense of the school district, for all resident students who reside two miles or more from the school, except for those students whose transportation privileges have been revoked or have been voluntarily surrendered by the student’s parent or guardian. (Minn. Stat. § 123B.88, Subd. 1)
- B. The school district may, in its discretion, also provide transportation to any student to and from school, at the expense of the school district, for any other purpose deemed appropriate by the school board.

[Note: In this section, school districts may wish to outline those discretionary areas where they intend to provide transportation. For example, some school districts may provide that transportation shall be provided for all resident elementary students who reside one mile or more from the school.]

- C. In the discretion of the school district, transportation along regular school bus routes may also be provided, where space is available, to any person where such use of a bus does not interfere with the transportation of students. The cost of providing such transportation must be paid by those individuals using these services or some third-party payor. Bus transportation also may be provided along school bus routes when space is available for participants in early childhood family education programs and school readiness programs if these services do not result in an increase in the school district’s expenditures for transportation. (Minn. Stat. § 123B.88, Subd. 10, 11, 12, and 13)
- D. For purposes of stabilizing enrollment and reducing mobility, the school district may, in its discretion, establish a full-service school zone and may provide transportation for students attending a school in that full-service school zone. A full-service school zone may be established for a school that is located in an area with higher than average crime or other social and economic challenges and that provides education, health or human services, or other parental support in collaboration with a city, county, state, or nonprofit agency.

V. TRANSPORTATION OF NONRESIDENT STUDENTS

- A. If requested by the parent of a nonresident student, the school district shall provide transportation to a nonresident student within its borders at the same level of service that is provided to resident students. (Minn. Stat. § 124D.04, Subd. 7; Minn. Stat. § 123B.92, Subd. 3)

- B. If the school district decides to transport a nonresident student within the student's resident district, the school district will notify the student's resident district of its decision, in writing, prior to providing transportation. (Minn. Stat. § 123B.88, Subd. 6)
- C. When divorced or legally separated parents or parents residing separately reside in different school districts and share physical custody of a student, the parents shall be responsible for the transportation of the student to the border of the school district during those times when the student is residing with the parent in the nonresident school district. (Minn. Stat. § 127A.47, Subd. 3(b))
- D. The school district may provide transportation to allow a student who attends a high-need English language learner program and who resides within the transportation attendance area of the program to continue in the program until the student completes the highest grade level offered by the program. (Minn. Stat. § 123B.92, Subd. 3(b))

VI. TRANSPORTATION OF RESIDENT STUDENTS TO NONDISTRICT SCHOOLS

- A. In general, the school district shall not provide transportation between a resident student's home and the border of a nonresident district where the student attends school under the Enrollment Options Program. A parent may be reimbursed by the nonresident district for the costs of transportation from the pupil's residence to the border of the nonresident district if the student is from a family whose income is at or below the poverty level, as determined by the federal government. The reimbursement may not exceed the pupil's actual cost of transportation or 15 cents per mile traveled, whichever is less. Reimbursement may not be paid for more than 250 miles per week. (Minn. Stat. § 124D.03, Subd. 8)
- B. Resident students shall be eligible for transportation to and from a nonresident school district at the expense of the school district, if in the discretion of the school district, inadequate room, distance to school, unfavorable road conditions, or other facts or conditions make attendance in the resident student's own district unreasonably difficult or impracticable. The school district, in its discretion, may also provide for transportation of resident students to schools in other districts for grades and departments not maintained in the district, including high school, for the whole or a part of the year or for resident students who attend school in a building rented or leased by the school district in an adjacent district. (Minn. Stat. § 123B.88, Subds. 1 and 4)
- C. In general, the school district is not responsible for transportation for any resident student attending school in an adjoining state under a reciprocity agreement but may provide such transportation services at its discretion. (Minn. Stat. § 124D.041)

VII. SPECIAL EDUCATION STUDENTS/STUDENTS WITH A DISABILITY/ STUDENTS WITH TEMPORARY DISABILITIES

- A. Upon a request of a parent or guardian, the board must provide necessary transportation, consistent with Minn. Stat. § 123B.92, Subd. 1(b)(4), for a resident child with a disability not yet enrolled in kindergarten for the provision of special instruction and services. Special instruction and services for a child with a disability not yet enrolled in kindergarten include an individualized education program (IEP) team placement in an early childhood program when that placement is necessary to address the child's level of functioning and needs. (Minn. Stat. § 123B.88, Subd. 1)
- B. Resident students with a disability whose handicapped conditions are such that the student cannot be safely transported on the regular school bus and/or school bus route and/or when the student is transported on a special route for the purpose of attending an approved special education program shall be entitled to special transportation at the expense of the school district or the day training and habilitation program attended by the student. The school district shall determine the type of vehicle used to transport students with a disability on the basis of the handicapping condition and applicable laws. This provision shall not be applicable to parents who transport their own child under a contract with the school district. (Minn. Stat. § 123B.88, Subd. 19; Minn. Rules Part 7470.1600)
- C. Resident students with a disability who are boarded and lodged at Minnesota state academies for educational purposes, but who also are enrolled in a public school within the school district, shall be provided transportation, by the school district to and from said board and lodging facilities, at the expense of the school district. (Minn. Stat. § 125A.65)
- D. If a resident student with a disability attends a public school located in a contiguous school district and the school district of attendance does not provide special instruction and services, the school district shall provide necessary transportation for the student between the school district boundary and the educational facility where special instruction and services are provided within the school district. The school district may provide necessary transportation of the student between its boundary and the school attended in the contiguous district, but shall not pay the cost of transportation provided outside the school district boundary. (Minn. Stat. § 125A.12)
- E. When a student with a disability or a student with a short-term or temporary disability is temporarily placed for care and treatment in a day program located in another school district and the student continues to live within the school district during the care and treatment, the school district shall provide the transportation, at the expense of the school district, to that student. The school district may establish reasonable restrictions on transportation, except if a Minnesota court or agency orders the child placed at a day care and treatment program and the school district receives a copy of the order, then the school district must provide transportation to and from the program unless the court or agency orders

otherwise. Transportation shall only be provided by the school district during regular operating hours of the school district. (Minn. Stat. § 125A.15(b); Minn. Stat. § 125A.51(d))

- F. When a nonresident student with a disability or a student with a short-term or temporary disability is temporarily placed in a residential program within the school district, including correctional facilities operated on a fee-for-service basis and state institutions, for care and treatment, the school district shall provide the necessary transportation at the expense of the school district. Where a joint powers entity enters into a contract with a privately owned and operated residential facility for the provision of education programs for special education students, the joint powers entity shall provide the necessary transportation. (Minn. Stat. § 125A.15(c) and (d); Minn. Stat. § 125A.51(e))
- G. Each driver and aide assigned to a vehicle transporting students with a disability will be provided with appropriate training for the students in their care, will assist students with their safe ingress and egress from the bus, will ensure the proper use of protective safety devices, and will be provided with access to emergency health care information as required by law. (Minn. Rules Part 7470.1700)
- H. Any parent of a student with a disability who believes that the transportation services provided for that child are not in compliance with the applicable law may utilize the alternative dispute resolution and due process procedures provided for in Minn. Stat. Ch. 125A. (Minn. Rules Part 7470.1600, Subd. 2)

VIII. HOMELESS STUDENTS

- A. Homeless students shall be provided with transportation services comparable to other students in the school district. (42 U.S.C. § 11432(e)(3)(C)(i)(III)(cc) and (g)(4)(A))
- B. Upon request by the student's parent, guardian, or homeless education liaison, the school district shall provide transportation for a homeless student as follows:
 - 1. A resident student who becomes homeless and is residing in a public or private shelter location or has other non-shelter living arrangements within the school district shall be provided transportation to and from the student's school of origin and the shelter or other non-shelter location ~~if the shelter or non-shelter location is two or more miles from the school of origin and the student's transportation privileges have not been revoked on the same basis as transportation services are provided to other students in the school district.~~ (42 U.S.C. § 11432(g)(1)(J)(iii)(I))
 - 2. A resident student who becomes homeless and is residing in a public or private shelter location or has other non-shelter living arrangements outside of the school district shall be provided transportation to and from the student's school of origin and the shelter or other non-shelter location ~~if the shelter or non-shelter location is two or more miles from the school~~

~~of origin and the student's transportation privileges have not been revoked on the same basis as transportation services are provided to other students in the school district~~, unless the school district and the school district in which the student is temporarily placed agree that the school district in which the student is temporarily placed shall provide transportation. (Minn. Stat. § 125A.51(f); 42 U.S.C. § 11432(g)(1)(J)(iii)(II))

3. If a nonresident student is homeless and is residing in a public or private homeless shelter or has other non-shelter living arrangements within the school district, the school district may provide transportation services between the shelter or non-shelter location and the student's school of origin outside of the school district upon agreement with the school district in which the school of origin is located. (Minn. Stat. § 125A.51(f))
4. A homeless nonresident student enrolled under Minn. Stat. § 124D.08, Subd. 2a, must be provided transportation from the student's district of residence to and from the school of enrollment. (Minn. Stat. § 123B.92, Subd. 3(c)).

IX. AVAILABILITY OF SERVICES

Transportation shall be provided on all regularly scheduled school days or make-up days. Transportation will not be provided during the summer school break. Transportation may be provided for summer instructional programs for students with a disability or in conjunction with a learning year program. Transportation between home and school may also be provided, in the discretion of the school district, on staff development days. (Minn. Stat. § 123B.88, Subd. 21)

X. MANNER OF TRANSPORTATION

The scheduling of routes, establishment of the location of bus stops, manner and method of transportation, control and discipline of school children, the determination of fees, and any other matter relating thereto shall be within the sole discretion, control and management of the school board. The school district may, in its discretion, provide room and board, in lieu of transportation, to a student who may be more economically and conveniently provided for by that means. (Minn. Stat. § 123B.88, Subd. 1)

XI. RESTRICTIONS

Transportation by the school district is a privilege and not a right for an eligible student. A student's eligibility to ride a school bus may be revoked for a violation of school bus safety or conduct policies, or violation of any other law governing student conduct on a school bus pursuant to the school district's discipline policy. Revocation of a student's bus riding privilege is not an exclusion, expulsion, or suspension under the Pupil Fair Dismissal Act. Revocation procedures for a student who is an individual with a disability under 20 U.S.C. § 1415 (Individuals with Disabilities Act), 29 U.S.C. § 794 (the Rehabilitation Act), and 42 U.S.C. § 12132, (Americans with Disabilities Act) are governed by these provisions. (Minn. Stat. § 121A.59)

XII. FEES

- A. In its discretion, the school district may charge fees for transportation of students to and from extracurricular activities conducted at locations other than school, where attendance is optional. (Minn. Stat. § 123B.36, Subd. 1(10))
- B. The school district may charge fees for transportation of students to and from school when authorized by law. If the school district charges fees for transportation of students to and from school, guidelines shall be established for that transportation to ensure that no student is denied transportation solely because of inability to pay. The school district also may waive fees for transportation if the student's parent is serving in, or within the past year has served in, active military service as defined in Minn. Stat. § 190.05. (Minn. Stat. § 123B.36, Subds. 1(11) and 6)
- C. The school district may charge reasonable fees for transportation of students to and from post-secondary institutions for students enrolled under the post-secondary enrollment options program. Families who qualify for mileage reimbursement may use their state mileage reimbursement to pay this fee. (Minn. Stat. § 123B.36, Subd. 1(13))
- D. Where, in its discretion, the school district provides transportation to and from an instructional community-based employment station that is part of an approved occupational experience vocational program, the school district may require the payment of reasonable fees for transportation from students who receive remuneration for their participation in these programs. (Minn. Stat. § 123B.36, Subd. 3)

Legal References: Minn. Stat. § 120A.22 (Compulsory Instruction)
Minn. Stat. §§ 121A.40-121A.56 (Pupil Fair Dismissal Act)
Minn. Stat. § 121A.59 (Bus Transportation is a Privilege Not a Right)
Minn. Stat. § 123B.36 (Authorized Fees)
Minn. Stat. § 123B.41 (Educational Aids for Nonpublic School Children; Definitions)
Minn. Stat. § 123B.44 (Provision of Pupil Support Services)
Minn. Stat. § 123B.88 (Independent School Districts, Transportation)
Minn. Stat. § 123B.92 (Transportation Aid Entitlement)
Minn. Stat. § 124D.03 (Enrollment Options Program)
Minn. Stat. § 124D.04 (Enrollment Options Programs in Border States)
Minn. Stat. § 124D.041 (Reciprocity with Adjoining States)
Minn. Stat. § 124D.08 (School Board's Approval to Enroll in Nonresident District)
Minn. Stat. Ch. 125A (Children With a Disability)
Minn. Stat. § 125A.02 (Children With a Disability, Defined)
Minn. Stat. § 125A.12 (Attendance in Another District)
Minn. Stat. § 125A.15 (Placement in Another District; Responsibility)

Minn. Stat. § 125A.51 (Placement of Children Without Disabilities; Education and Transportation)
Minn. Stat. § 125A.515 (Placement of Students; Approval of Education Program)
Minn. Stat. § 125A.65 (Attendance at Academies for the Deaf and Blind)
Minn. Stat. § 126C.01 (General Education Revenue - Definitions)
Minn. Stat. § 127A.47 (Payments to Resident and Nonresident Districts)
Minn. Stat. § 190.05 (Definitions)
Minn. Rules Part 7470.1600 (Transporting Pupils with Disability)
Minn. Rules Part 7470.1700 (Drivers and Aides for Pupils with Disabilities)
20 U.S.C. § 1415 (Individuals with Disabilities Education Improvement Act of 2004)
29 U.S.C. § 794 (Rehabilitation Act of 1973, § 504)
42 U.S.C. § 2000d (Prohibition Against Exclusion from Participation in, Denial of Benefits of, and Discrimination under Federally Assisted Programs on Ground of Race, Color, or National Origin)
42 U.S.C. § 11431 *et seq.* (McKinney-Vento Homeless Assistance Act of 2001)
42 U.S.C. § 12132 *et seq.* (Americans With Disabilities Act)

Cross References: MSBA/MASA Model Policy 708 (Transportation of Nonpublic School Students)
MSBA/MASA Model Policy 709 (Student Transportation Safety Policy)
MSBA/MASA Model Policy 710 (Extracurricular Transportation)
MSBA Service Manual, Chapter 2, Transportation

First Reading: May 12, 2014
Second Reading: June 9, 2014
Adopted: June 9, 2014
MSBA/MASA Reviewed: 2018
YME Board Reviewed: February 11, 2019

802 DISPOSITION OF OBSOLETE EQUIPMENT AND MATERIAL

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

I. PURPOSE

The purpose of this policy is to provide guidelines for the superintendent to assist in timely disposition of obsolete equipment and material.

II. GENERAL STATEMENT OF POLICY

Effective use of school building space, and consideration for safety of personnel, will at times require disposal of obsolete equipment and material.

III. DEFINITIONS

- A. “Contract” means an agreement entered into by the school district for the sale of supplies, materials, or equipment.
- B. “Official newspaper” is a regular issue of a qualified legal newspaper.

IV. MANNER OF DISPOSITION

A. Authorization

The superintendent shall be authorized to dispose of obsolete equipment and materials by selling it at a fair price consistent with the procedures outlined in this policy. Any sale exceeding the minimum amount for which bids are required must first be specifically authorized by the school board. The superintendent shall be authorized to properly dispose of used books, materials, and equipment deemed to have little or no value.

B. Contracts Over \$175,000

- 1. If the value of the equipment or materials is estimated to exceed \$175,000, sealed bids shall be solicited by two weeks’ published notice in the official newspaper. This notice shall state the time and place of receiving bids and contain a brief description of the subject matter. Additional publication in the official newspaper or elsewhere may be made as the school board shall deem necessary.

2. The sale shall be awarded to the highest responsible bidder, be duly executed in writing, and be otherwise conditioned as required by law.
3. A record shall be kept of all bids, with names of bidders and amounts of bids, and an indication of the successful bid. A bid containing an alteration or erasure of any price contained in the bid which is used in determining the highest responsible bid shall be rejected unless the alteration or erasure is corrected by being crossed out and the correction printed in ink or typewritten adjacent thereto and initialed in ink by the person signing the bid.
4. In the case of identical high bids from two or more bidders, the school board may, at its discretion, utilize negotiated procurement methods with the tied high bidders so long as the price paid does not go below the high tied bid price. In the case where only a single bid is received, the school board may, at its discretion, negotiate a mutually agreeable contract with the bidder so long as the price paid does not fall below the original bid. If no satisfactory bid is received, the board may readvertise.
5. All bids obtained shall be kept on file for a period of at least one year after their receipt. Every contract made without compliance with the foregoing provisions shall be void.
6. Data submitted by a business to a school in response to a request for bids are private until opened. Once opened, the name of the bidder and the dollar amount specified become public; all other data are private until completion of the selection process, meaning the school has completed its evaluation and ranked the responses. After completion of the selection process, all data submitted by all bidders are public except trade secret data. If all responses are rejected prior to completion of the selection process, all data remain private, except the name of the bidder and the dollar amount specified which were made public at the bid opening for one year from the proposed opening date or until resolicitation results in completion of the selection process or until a determination is made to abandon the purchase, whichever occurs sooner, at which point the remaining data becomes public. Data created or maintained by the school district as part of the selection or evaluation process are protected as nonpublic data until completion of the selection or evaluation process. At that time, the data are public with the exception of trade secret data.

C. Contracts From \$25,000 to \$175,000

If the amount of the sale is estimated to exceed \$25,000 but not to exceed \$175,000, the contract may be made either upon sealed bids in the manner directed above or by direct negotiation, by obtaining two or more quotations for the purchase or sale when possible, and without advertising for bids or otherwise complying with the requirements of competitive bidding notice. All quotations

obtained shall be kept on file for a period of at least one year after receipt.

D. Contracts \$25,000 or Less

If the amount of the sale is estimated to be \$25,000 or less, the contract may be made either upon quotation or in the open market, in the discretion of the school board. The sale in the open market may be by auction. If the contract is made on quotation, it shall be based, so far as practicable, on at least two quotations which shall be kept on file for a period of at least one year after receipt.

E. Electronic Sale of Surplus Supplies, Materials, and Equipment

Notwithstanding the other procedural requirements of this policy, the school district may contract to sell supplies, materials, and equipment which is surplus, obsolete, or unused through an electronic selling process in which purchasers compete to purchase the supplies, materials, or equipment at the highest purchase price in an open and interactive environment.

F. Notice of Quotation

Notice of procedures to receive quotations shall be given by publication or other means as appropriate to provide reasonable notice to the public.

G. Sales to Employees

No officer or employee of the school district shall sell or procure for sale or possess or control for sale to any other officer or employee of the school district any property or materials owned by the school district unless the property and materials are not needed for public purposes and are sold to a school district employee after reasonable public notice, at a public auction or by sealed response, if the employee is not directly involved in the auction or sale process. Reasonable notice shall include at least one week's published or posted notice. A school district employee may purchase no more than one motor vehicle from the school district at any one auction. This section shall not apply to the sale of property or materials acquired or produced by the school district for sale to the general public in the ordinary course of business. Nothing in this section shall prohibit an employee of the school district from selling or possessing for sale public property if the sale or possession for sale is in the ordinary course of business or the normal course of the employee's duties.

H. Exceptions for Surplus School Computers

A school district may bypass the requirements for competitive bidding and is not subject to any other laws relating to school district contracts if it is disposing of surplus school computer and related equipment by conveying the property and title to:

1. another school district;

2. the state department of corrections;
3. the board of trustees of Minnesota State Colleges and Universities; or
4. the family of a student residing in the district whose total family income meets the federal definition of poverty.

Legal References: Minn. Stat. § 13.591 (Business Data)
Minn. Stat. § 15.054 (Public Employees Not to Purchase Merchandise From Governmental Agencies; Exceptions; Penalty)
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Minn. Stat. § 123B.52 (Contracts)
Minn. Stat. § 471.345 (Uniform Municipal Contracting Law)
Minn. Stat. § 645.11 (Published Notice)

Cross References: MSBA Service Manual, Chapter 13, School Law Bulletin “F” (School District Contract and Bidding Procedures)

Adopted: _____

MSBA/MASA Model Policy 802

Orig. 1995

Revised: _____

Rev. ~~2012~~ 2018

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Yellow Medicine East, ISD 2190

BOARD OF EDUCATION - AGENDA ANALYSIS

AGENDA ITEM: 12.1
MEETING DATE: February 11, 2019
SUBJECT: Policy Update

BOARD ACTION:
Required
Information **X**
Scheduled Report

BACKGROUND/RATIONALE:

We have been involved in a cooperative for a Trap Team with Echo Charter School. Although Mr. Knapper believes that no action is required because cooperatives are 2 years in duration, it would advantageous for them to have a firm commitment on our part by officially recognizing this cooperative.

PRESENTER(S):
Superintendent Schneider

COMMITTEE:
Full Board of Education

SUPERINTENDENT RECOMMENDATION:
I recommend approving this Trap Shoot cooperative with Echo Charter School.