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

School Board Study Session

Monday, October 26, 2026 4:00 PM Central

1. Call to order/roll call
2. Approval of agenda (Action)
3. Overview of AHS 2027-2028 Course Registration Guide
4. Overview of Fall 2026 data
5. Referendum update
6. First reading of revised Policy 512 - School Sponsored Student Publications and Activities
7. First reading of revised Policy 514 - Bullying Prohibition Policy
8. Adjournment (Action)

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AUSTIN HIGH SCHOOL

Course Proposals

Proposed additions to the Austin High School course offerings, including Riverland Community College (RCC) concurrent-enrollment courses and hybrid options.

9
RCC courses proposed to add

4
Possible music course adds

10
RCC courses in hybrid format

Proposed Additions

- RCC Introduction to Agribusiness Management
- RCC Financial Management and Planning
- RCC Lifetime Fitness and Wellness (2 CR)
- RCC Health
- RCC Human Geography
- RCC Fundamentals of Statistics (4 CR)
- RCC Introduction to Digital Photography
- RCC Introduction to Digital Media
- RCC Technical Math

Possible adds

- Digital Music
- World Music
- Music Theory
- Piano

Hybrid Offerings

- RCC Introduction to Education
- RCC Multicultural Education and Diversity
- RCC Introduction to U.S. Politics and Government
- RCC U.S. History: Colonial Period to 1877
- RCC U.S. History: 1877 to Present
- RCC Microeconomics
- RCC Composition I
- RCC Composition II
- RCC Health
- RCC Lifetime Fitness and Wellness (2 CR)



School Board: Assessment Update

10/26/2026

Prepared by: Corey Haugen
Director of Information Services

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OUR MISSION

(Our core purpose)

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OUR VISION

(What we intend to create)

Preparing all learners to make a difference in the world.

CORE VALUES

(Drivers of our words and actions)

Responsible: Demonstrates accountability to self and others

Resilient: Develops perseverance and self-confidence

Learner: Challenges self to think critically

Communicator: Listens actively and shares learning and experiences

Contributor: Engages as a productive member of the community and global society

STRATEGIC PRIORITIES

(Drivers of our continuous improvement)

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

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



- I am **supported** and **challenged** in my learning and believe I will be successful
- I feel that school is **safe** and that school is **challenging** and **fun**
- I am an **engaged** learner at school and in our community



- I am part of my child's education and feel **welcomed**, **valued**, and **respected** as a family
- My child enjoys coming to school and is **safe**, **included** and **respected** so they are learning every day
- I am **engaged** in a **partnership** with my child's school so I know what to do to help my child continue to grow and learn



- I am **seen**, **valued**, and **respected** for who I am and the work I do
- I receive the support and resources to do my job well so I am able to create a **healthy** and **safe** learning environment
- I work in a district that is willing to **adapt** and **change** when necessary to best meet the needs of all students

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Engagement describes the attention, curiosity, interests, optimism and passion that both students and staff want from their interactions in the learning environment.

Environment includes a safe and supportive space where teaching, learning and movement are of importance and attended to in all forms and functions.

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INSTRUCTIONAL MODEL

Equity includes 4 dimensions (Access, Achievement, Identity and Power) as powerful levers for creating caring, just, inclusive & healthy communities that support all individuals in reaching their fullest potential.

Evidence provides information for teachers and students to focus their teaching and learning to improve student understanding and tailor teaching strategies to accelerate student achievement.

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North Star Accountability System

Prepared by: Corey Haugen
Director of Information Services

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ESSA – North Star Accountability System

General System Rules

Minimum Number of Students

A student group must have at least 20 students before it can be included in an indicator.

Overall Performance

A school's overall performance on an indicator is the average of all student groups with at least 20 students.



Groups

- All students.
- American Indian.
- Asian.
- Black.
- Hispanic.
- Native Hawaiian/Pacific Islander.
- White.
- Two or more races.
- English learners.
- Special education.
- Eligible for free or reduced price lunch.

ESSA – North Star Accountability System

Indicators



Academic Achievement

The number of students at the "Meets Standards" or "Exceeds Standards" achievement levels divided by all students in tested grades. Calculated separately for **math** and **reading**.



Progress Toward English Language Proficiency

The average progress English learners made toward individual growth targets on the ACCESS for ELLs test.



Academic Progress

A score based on students' achievement levels from one year to the next. Calculated separately for **math** and **reading**.



Graduation Rates

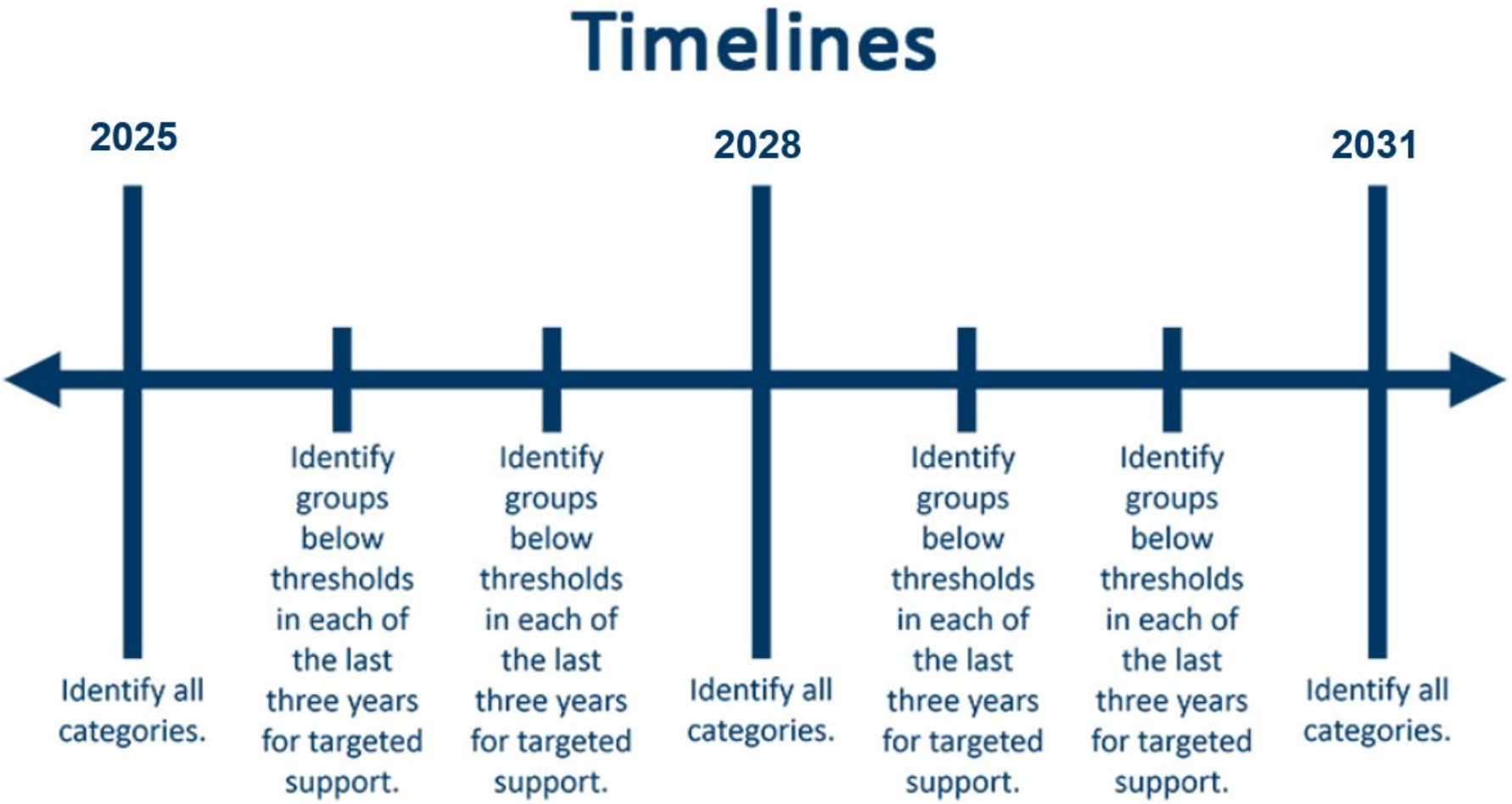
The percentage of students who graduated in four years and seven years.



Consistent Attendance

The percentage of students attending more than 90 percent of the days they are enrolled.

ESSA – North Star Accountability System



Proficiency

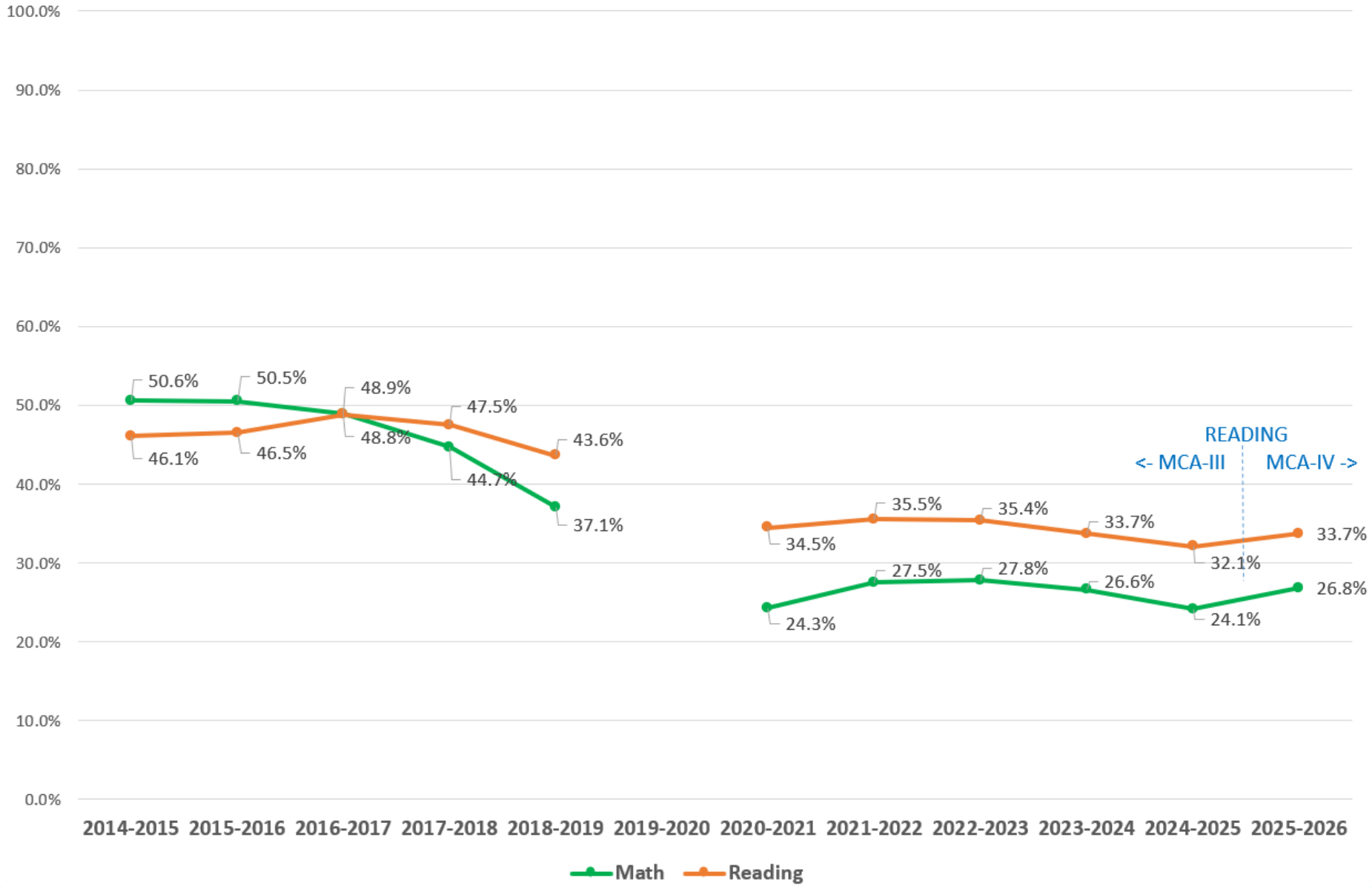
	2017 Number of Student Proficient	2018 Number of Student Proficient	2019 Number of Student Proficient	2021 Number of Student Proficient	2022 Number of Student Proficient	2023 Number of Student Proficient	2024 Number of Student Proficient	2025 Number of Student Proficient	2026 Number of Student Proficient
Math	1,250 (48.9%) N: 2,558	1,188 (44.7%) N: 2,658	994 (37.1%) N: 2,680	504 (24.3%) N: 2,076	702 (27.5%) N: 2,557	698 (27.8%) N: 2,510	669 (26.6%) N: 2,516	622 (24.1%) N: 2,583	648 (26.8%) N: 2,420
Reading	1,251 (48.8%) N: 2,564	1,272 (47.5%) N: 2,677	1,170 (43.6%) N: 2,686	734 (34.5%) N: 2,129	918 (35.5%) N: 2,586	910 (35.4%) N: 2,567	878 (33.7%) N: 2,609	831 (32.1%) N: 2,587	834* (33.7%) N: 2,476

* *"2026 Reading MCA-IV results should not be compared longitudinally with prior Reading MCA-III results."*

Insight: "Math proficiency increased 2.7% from prior year while averaging 26.3% proficient over the last 4 years. Reading proficiency increase 1.6% from prior year while averaging 33.7% over the last 4 years."

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MCA Accountability Tests
ISD492 "All-Grades Proficiency Trend



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Insight: "Both Math and Reading proficiency have remained relatively stable, increasing over 2025, but remain below pre-pandemic levels"

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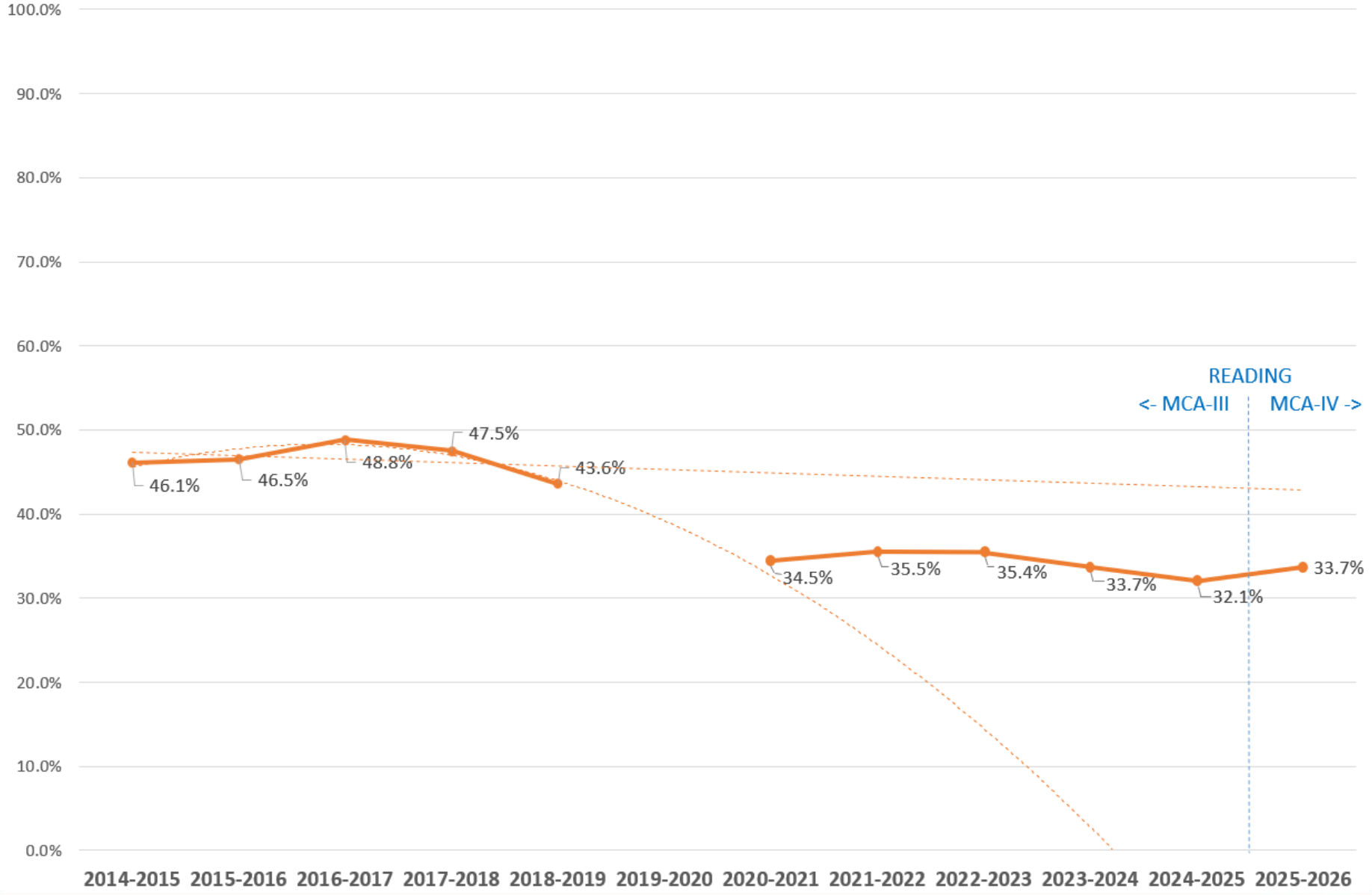
2026 MCA
Reading Proficiency Review

Prepared by: Corey Haugen
Director of Information Services

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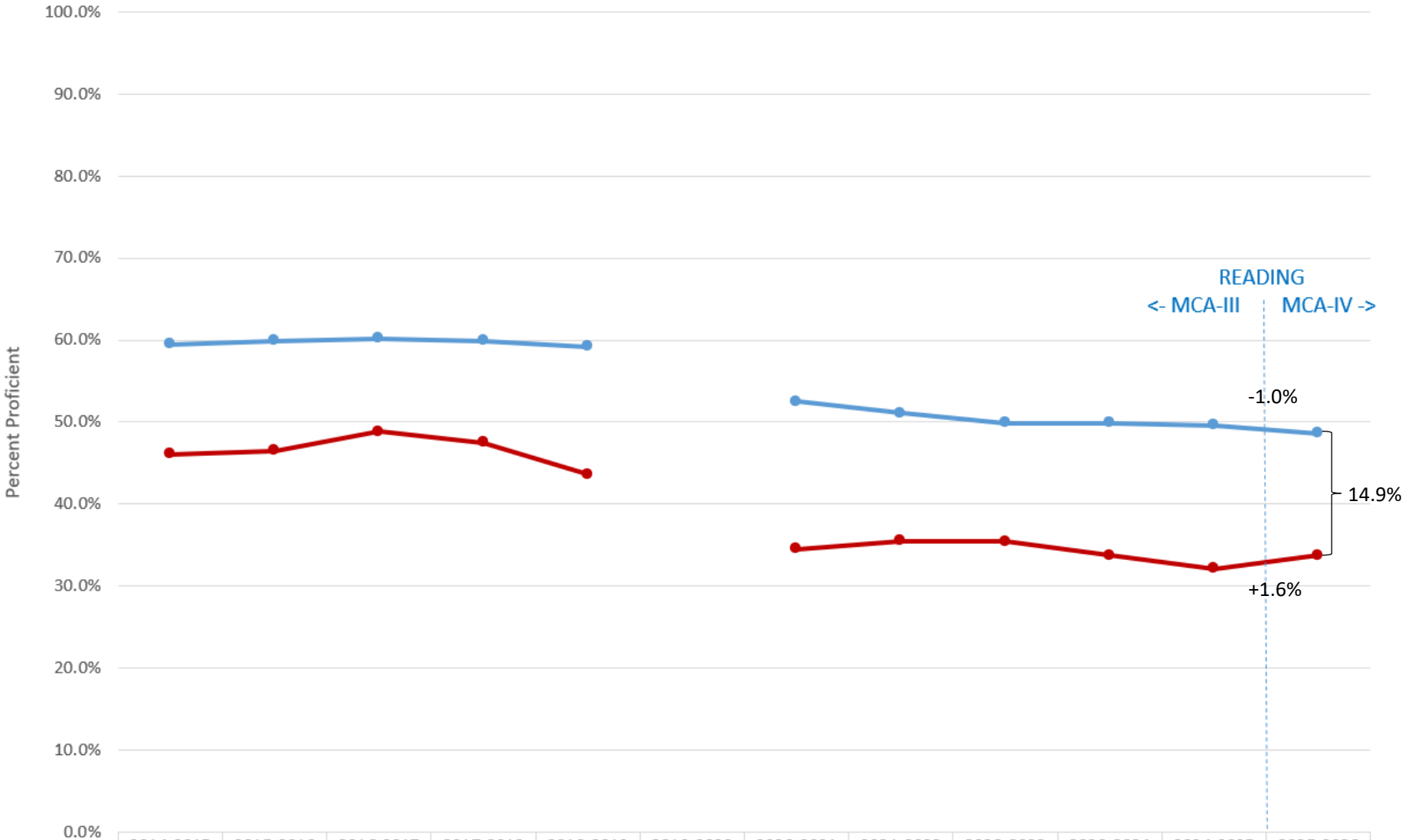
MCA Accountability Tests - Reading
ISD492 "All-Grades Proficiency Trend



Insight: "Projections prior to the pandemic indicated potential decreases in proficiency providing projected performance ranges by year. Reading has remained within those 2019 projections.

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MCA Accountability Tests - Reading
All Grades Proficiency Trend



	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
MN	59.5%	59.9%	60.2%	59.9%	59.2%		52.5%	51.1%	49.9%	49.9%	49.6%	48.6%
ISD492	46.1%	46.5%	48.8%	47.5%	43.6%		34.5%	35.5%	35.4%	33.7%	32.1%	33.7%

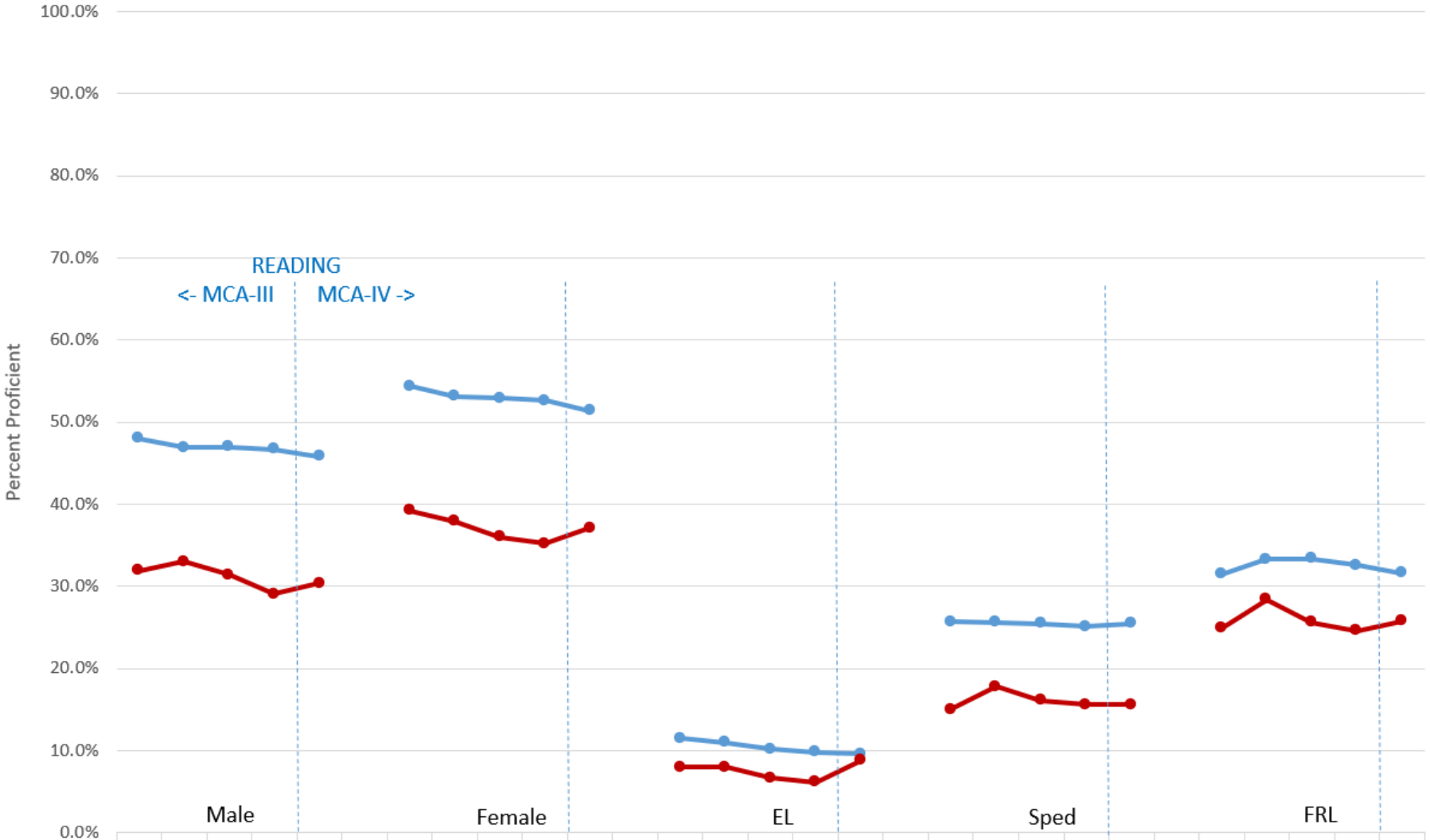
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Insight: "APS has continued to lag statewide proficiency levels. The Reading proficiency gap for the Spring 2026 season is at 14.9%."

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MCA Accountability Tests - Reading
2021-2022 to 2025-2026
All Grades by Sub-Populations

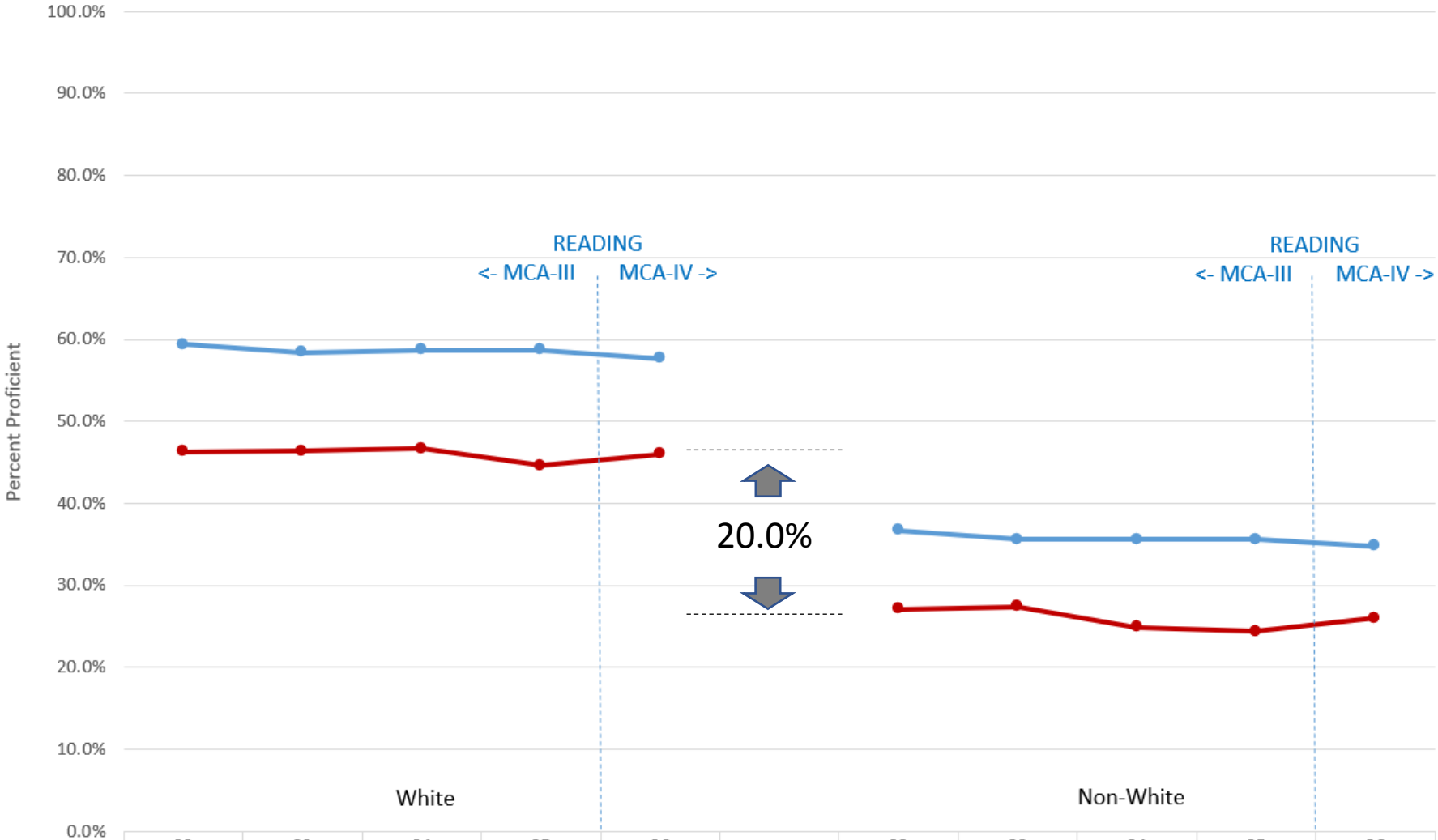


	Male						Female						EL						Sped						FRL				
	22	23	24	25	26	.	22	23	24	25	26	.	22	23	24	25	26	.	22	23	24	25	26	.	22	23	24	25	26
MN	48.0%	46.9%	47.0%	46.7%	45.8%		54.4%	53.1%	52.9%	52.6%	51.4%		11.5%	11.0%	10.2%	9.8%	9.6%		25.7%	25.6%	25.5%	25.1%	25.5%		31.5%	33.3%	33.4%	32.6%	31.6%
ISD492	31.9%	33.0%	31.4%	29.1%	30.4%		39.2%	37.9%	36.0%	35.2%	37.1%		8.0%	8.0%	6.7%	6.2%	8.8%		15.0%	17.8%	16.1%	15.6%	15.6%		24.9%	28.4%	25.6%	24.6%	25.8%

Insight: "APS Reading sub-groups mirror statewide trends. Females tend to slightly outperform males on the MN Reading Assessments. APS EL students learning gap came within 0.8% of EL students statewide."

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MCA Accountability Tests - Reading
2021-2022 to 2025-2026
All Grades: White vs Non-white

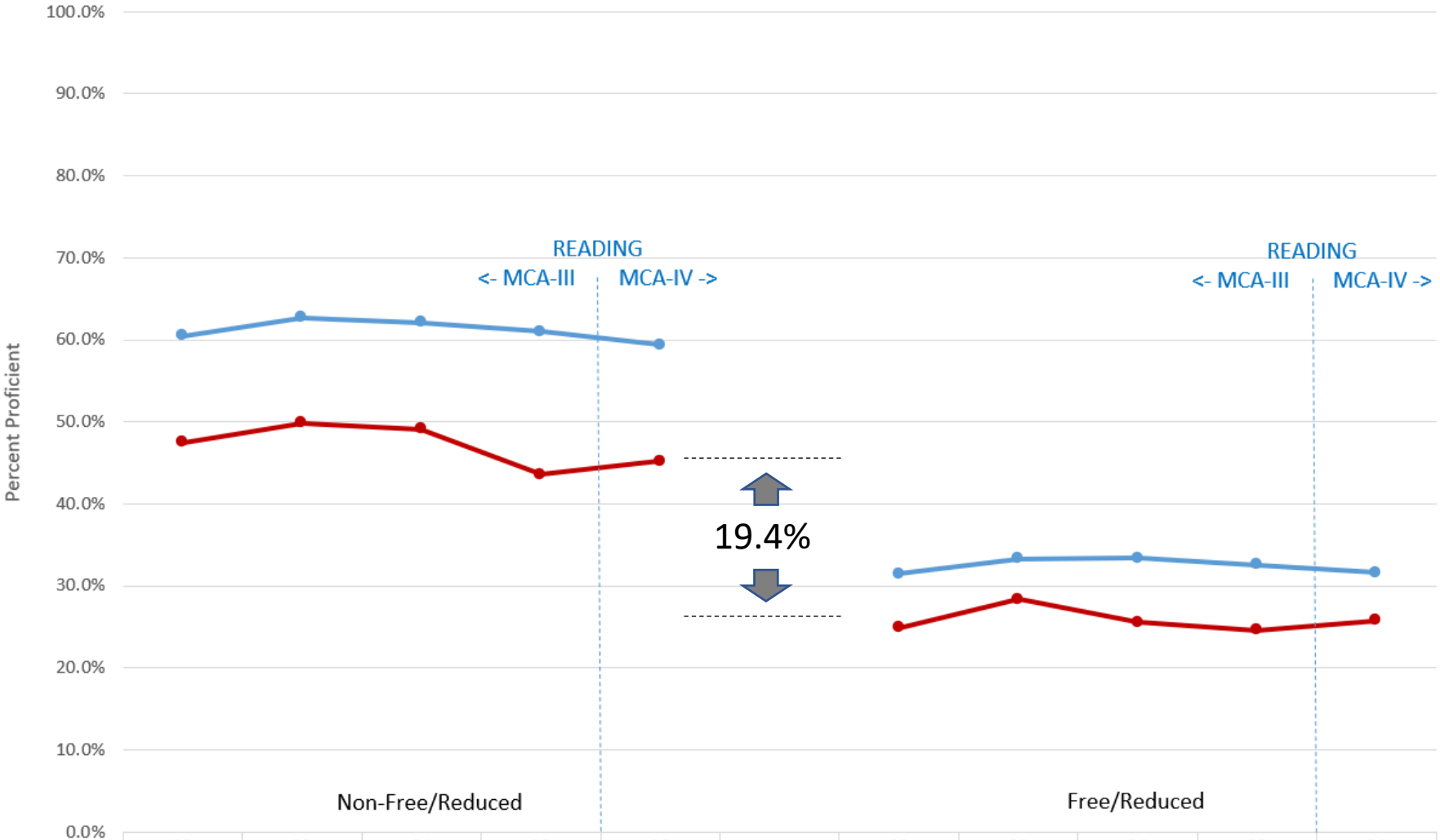


	22	23	24	25	26	.	22	23	24	25	26
MN	59.4%	58.4%	58.7%	58.7%	57.7%		36.7%	35.6%	35.6%	35.6%	34.8%
ISD492	46.3%	46.4%	46.7%	44.6%	46.0%		27.1%	27.4%	24.9%	24.4%	26.0%

Insight: "Race/Ethnicity gaps exist in Reading Performance. A 20.0% achievement gap exists in APS between White and Non-White students."

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MCA Accountability Tests - Reading
2021-2022 to 2025-2026
All Grades: NonFR vs FR

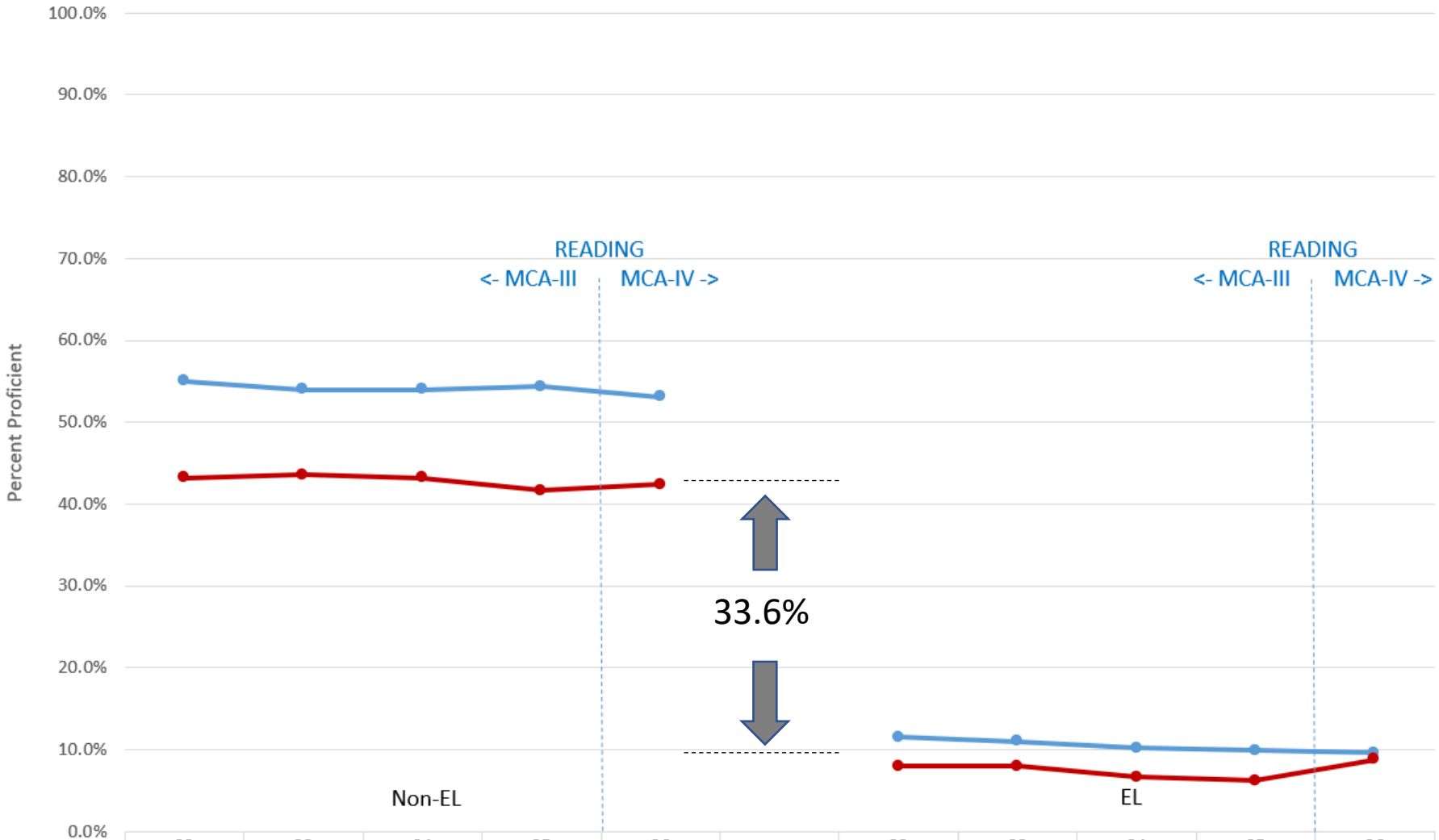


	22	23	24	25	26	.	22	23	24	25	26
MN	60.5%	62.7%	62.1%	61.0%	59.4%		31.5%	33.3%	33.4%	32.6%	31.6%
ISD492	47.5%	49.9%	49.1%	43.6%	45.2%		24.9%	28.4%	25.6%	24.6%	25.8%

Insight: "Socio-economics impacts performance - a 19.4% achievement gap exists in APS between Non-Free/Reduced lunch students and Free/Reduced students."

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MCA Accountability Tests - Reading
2021-2022 to 2025-2026
All Grades: EL vs Non-EL



	22	23	24	25	26	.	22	23	24	25	26
MN	55.0%	54.0%	54.0%	54.4%	53.1%		11.5%	11.0%	10.2%	9.9%	9.6%
ISD492	43.2%	43.6%	43.2%	41.7%	42.4%		8.0%	8.0%	6.7%	6.2%	8.8%

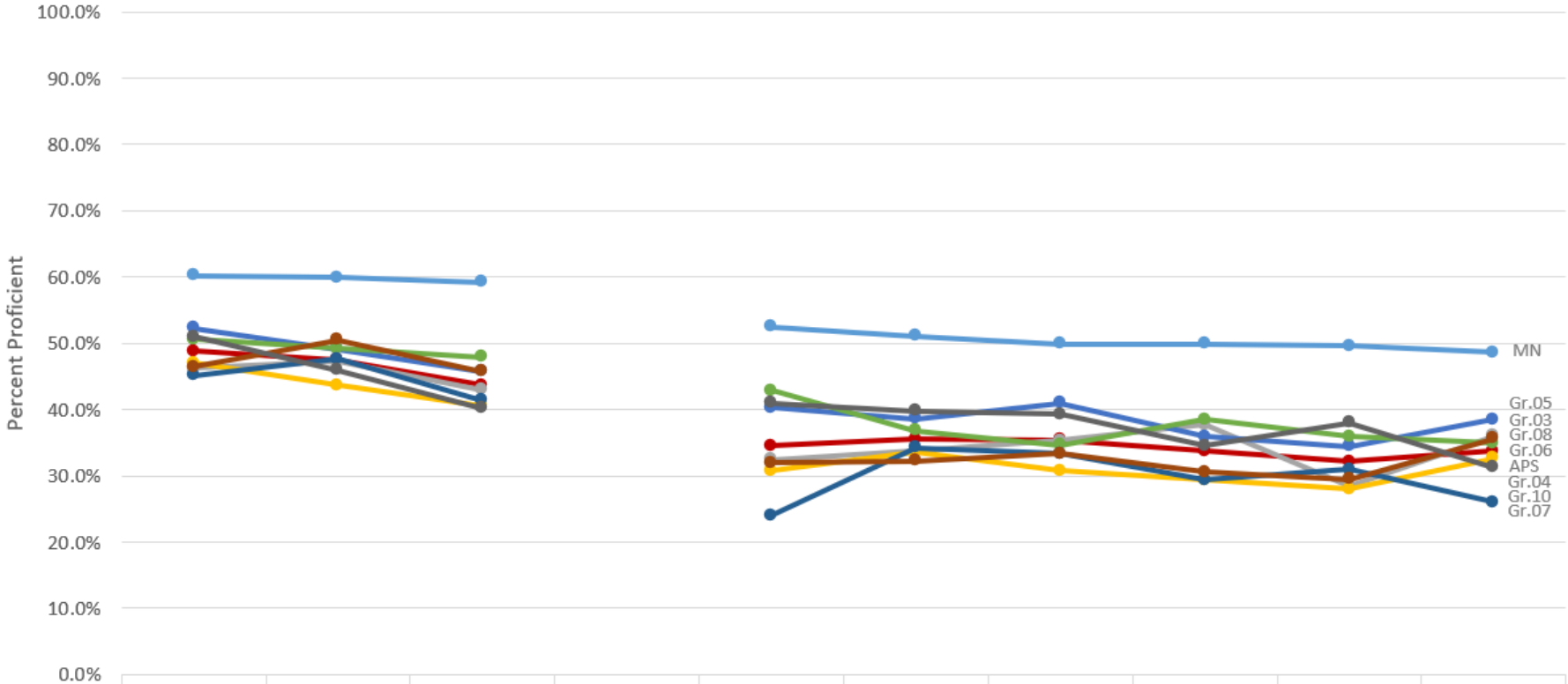
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Insight: "Students with Limited English Proficiency have a 33.6% proficiency achievement gap compared to their English-speaking peers."

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MCA Accountability Tests - Reading
2016-2017 to 2025-2026
All Grades: Proficiency Trend by Grade

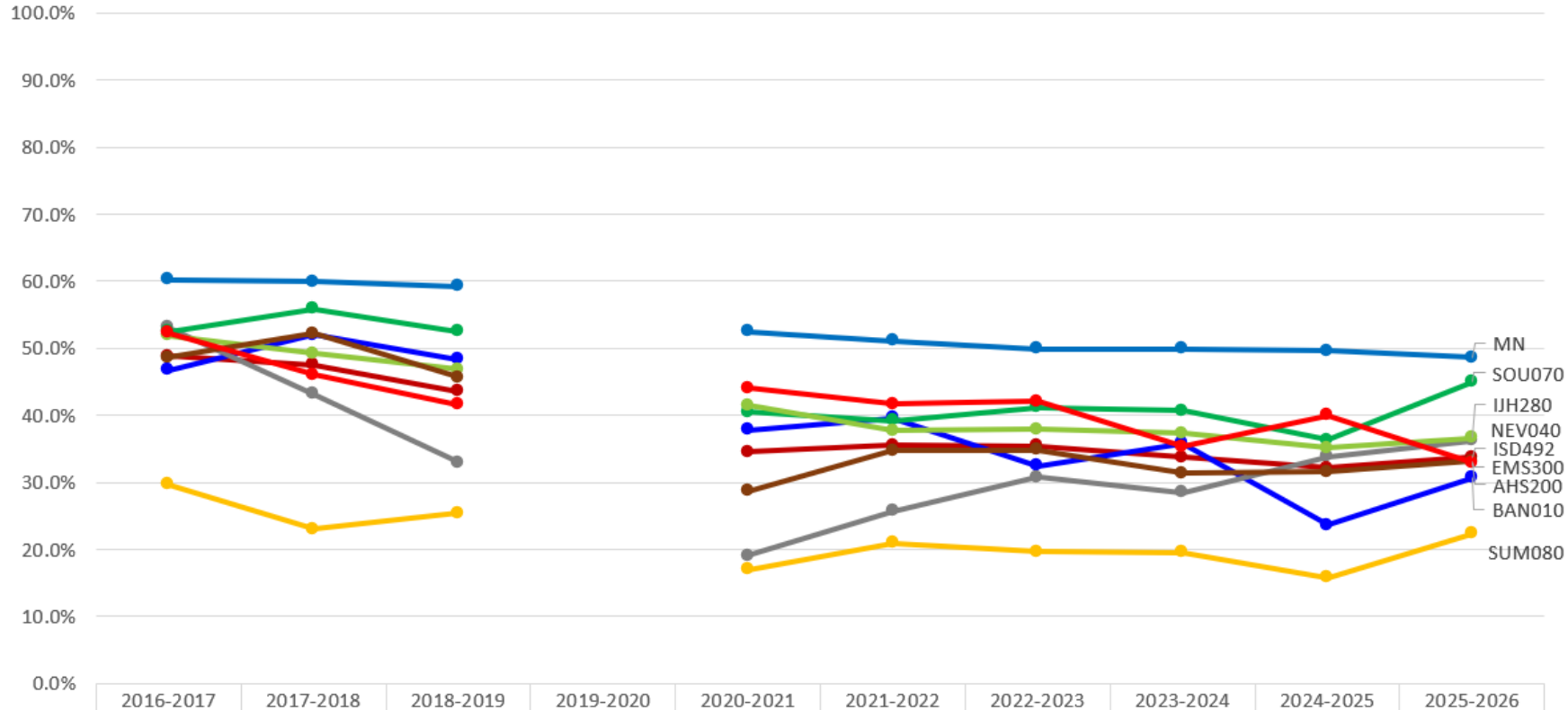


	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
MN	60.2%	59.9%	59.2%		52.5%	51.1%	49.9%	49.9%	49.6%	48.6%
ISD492	48.8%	47.5%	43.6%		34.5%	35.5%	35.4%	33.7%	32.1%	33.7%
Gr.03	46.2%	47.2%	42.9%		32.4%	33.7%	35.3%	37.7%	28.5%	36.0%
Gr.04	47.0%	43.6%	40.6%		30.8%	33.6%	30.7%	29.4%	28.0%	32.6%
Gr.05	52.3%	49.1%	45.7%		40.3%	38.6%	41.0%	35.9%	34.4%	38.5%
Gr.06	50.6%	49.2%	47.9%		42.8%	36.8%	34.6%	38.5%	35.9%	34.9%
Gr.07	45.1%	47.6%	41.4%		24.0%	34.2%	33.3%	29.4%	30.9%	26.0%
Gr.08	46.4%	50.5%	45.7%		31.9%	32.2%	33.3%	30.5%	29.5%	35.6%
Gr.10	51.0%	45.9%	40.2%		41.0%	39.8%	39.3%	34.5%	38.0%	31.2%

Insight: "Gr.05 and Gr.03 had the highest proficiency level in Reading for 2026, while Gr.07 and Gr.10 had the lowest proficiency level in Reading for 2026."

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MCA Accountability Tests - Reading
2016-2017 to 2025-2026
All Grades By School



	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
MN	60.2%	59.9%	59.2%		52.5%	51.1%	49.9%	49.9%	49.6%	48.6%
ISD492	48.8%	47.5%	43.6%		34.5%	35.5%	35.4%	33.7%	32.1%	33.7%
BAN010	46.7%	52.0%	48.3%		37.8%	39.6%	32.4%	35.8%	23.6%	30.7%
NEV040	53.1%	43.2%	32.9%		19.1%	25.7%	30.8%	28.5%	33.8%	36.2%
SOU070	52.5%	55.9%	52.5%		40.5%	39.2%	41.2%	40.7%	36.3%	44.9%
SUM080	29.7%	23.0%	25.4%		17.0%	20.9%	19.6%	19.5%	15.8%	22.3%
IJH280	51.9%	49.2%	46.8%		41.5%	37.7%	37.9%	37.3%	35.1%	36.6%
EMS300	48.6%	52.2%	45.6%		28.7%	34.7%	34.8%	31.3%	31.6%	33.1%
AHS200	52.3%	46.0%	41.6%		44.0%	41.7%	42.1%	35.3%	40.0%	32.9%

Insight: "In 2026, Southgate Elementary School school had the highest school-wide proficiency level in Reading while Sumner Elementary school had the lowest school-wide proficiency."



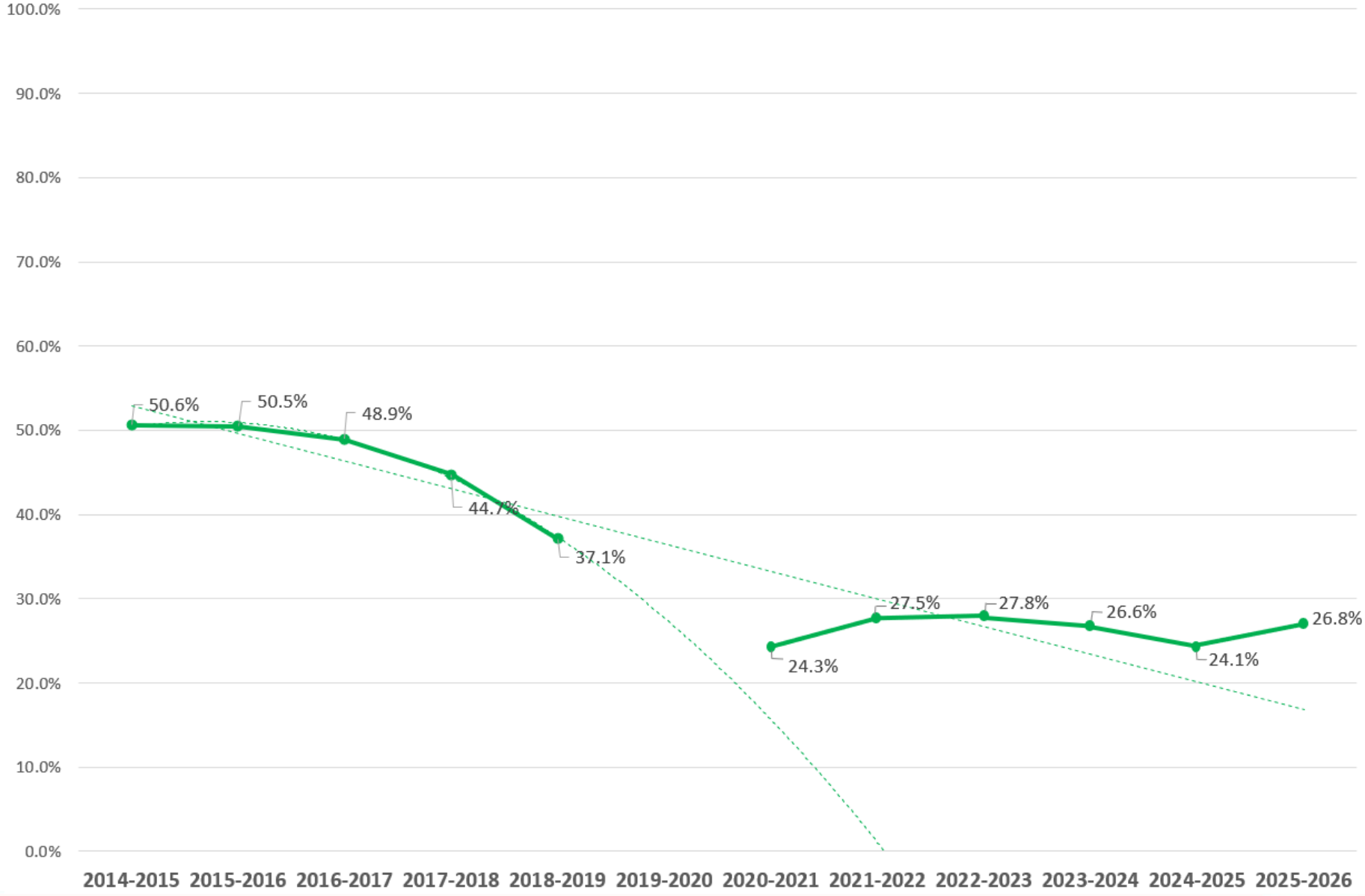
2026 MCA
Math Proficiency Review

Prepared by: Corey Haugen
Director of Information Services

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MCA Accountability Tests - Mathematics
ISD492 "All-Grades Proficiency Trend



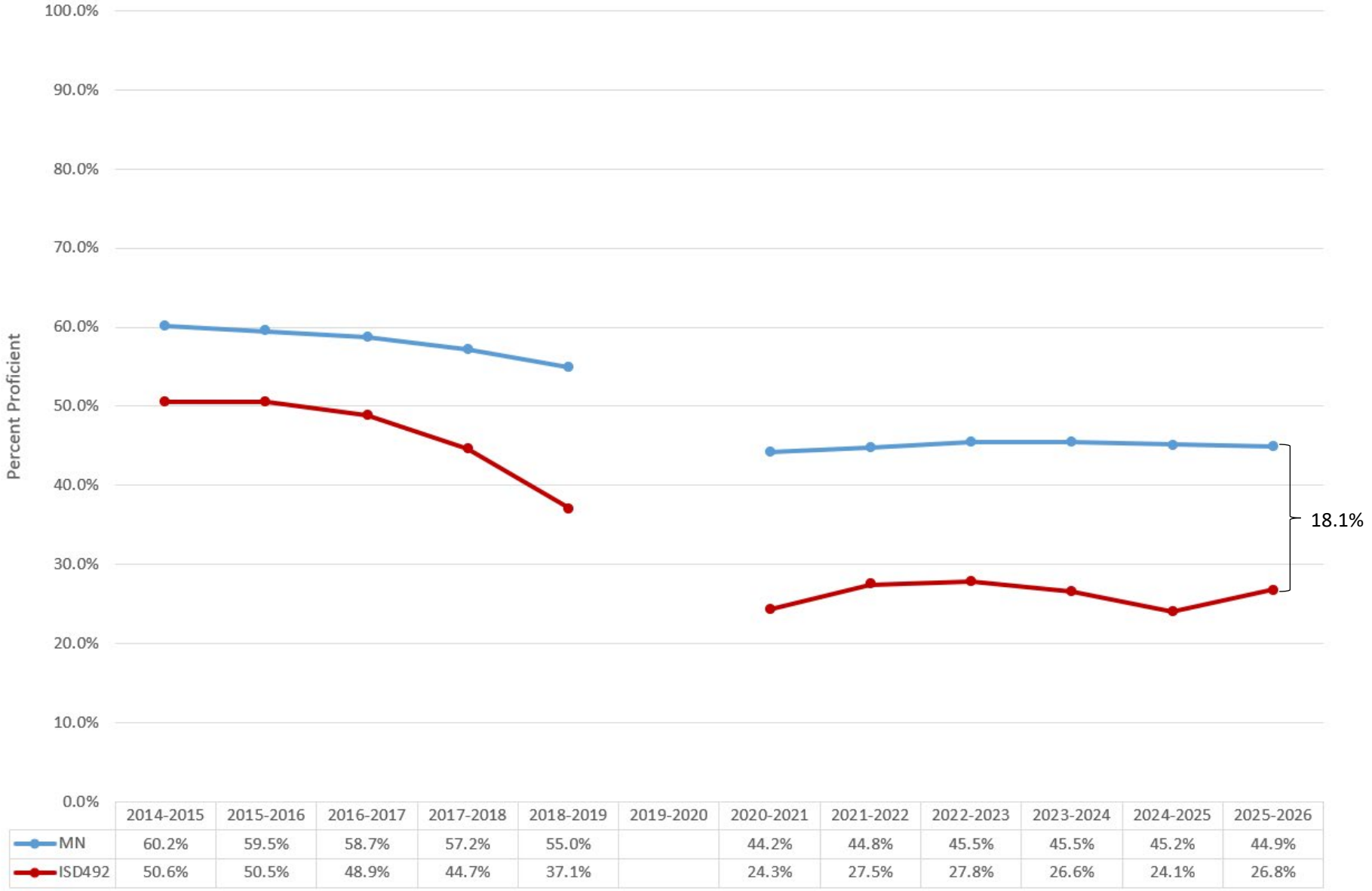
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Insight: "Projections prior to the pandemic indicated potential decreases in proficiency providing projected performance ranges by year. Math has outperformed those projections even with COVID-19 learning loss."

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MCA Accountability Tests - Mathematics
All Grades Proficiency Trend

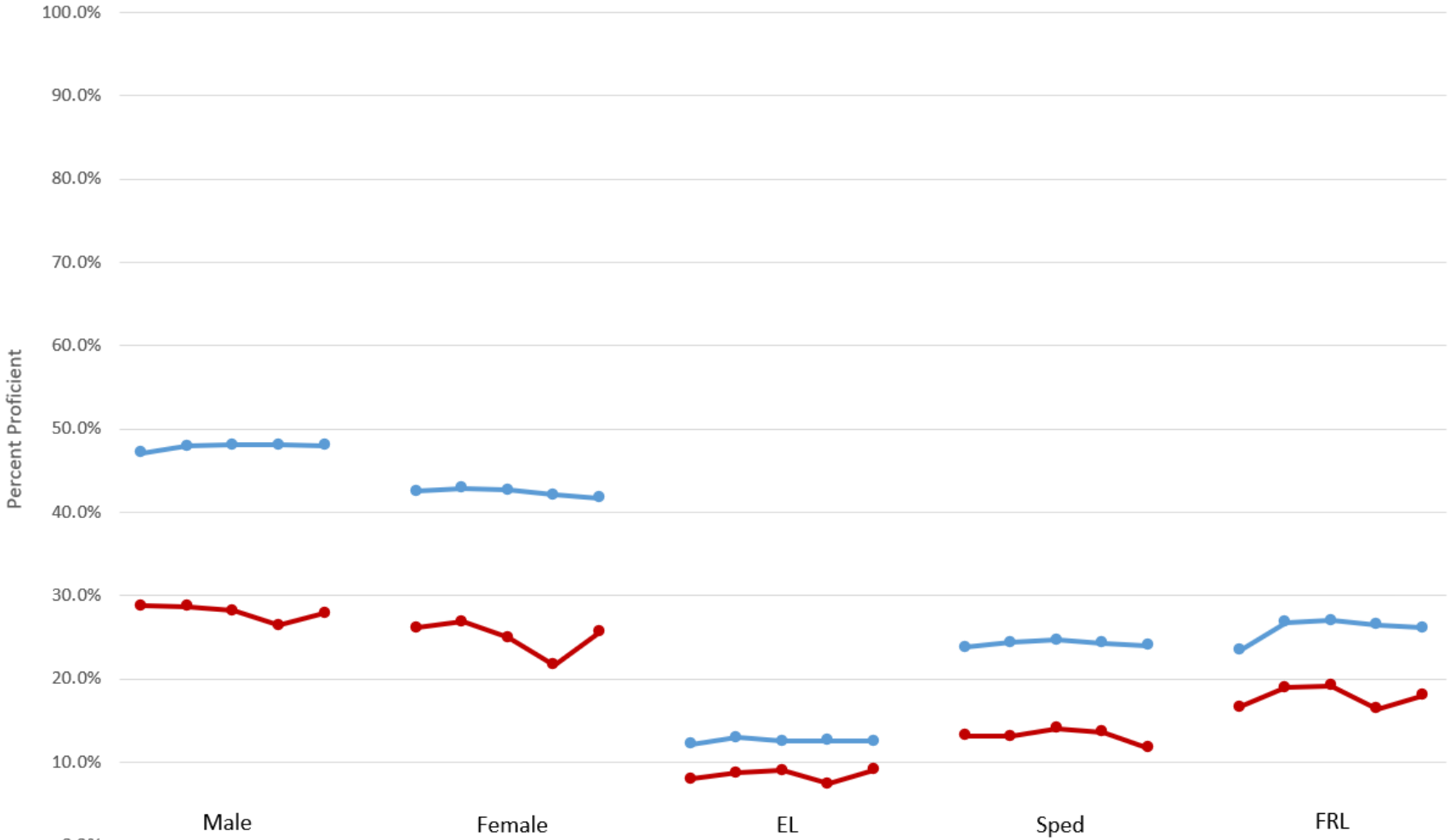


	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
MN	60.2%	59.5%	58.7%	57.2%	55.0%		44.2%	44.8%	45.5%	45.5%	45.2%	44.9%
ISD492	50.6%	50.5%	48.9%	44.7%	37.1%		24.3%	27.5%	27.8%	26.6%	24.1%	26.8%

Insight: "APS has continued to lag statewide proficiency levels. The Math proficiency gap for the Spring 2026 season is at 18.1%."

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MCA Accountability Tests - Mathematics
2021-2022 to 2025-2026
All Grades by Sub Population

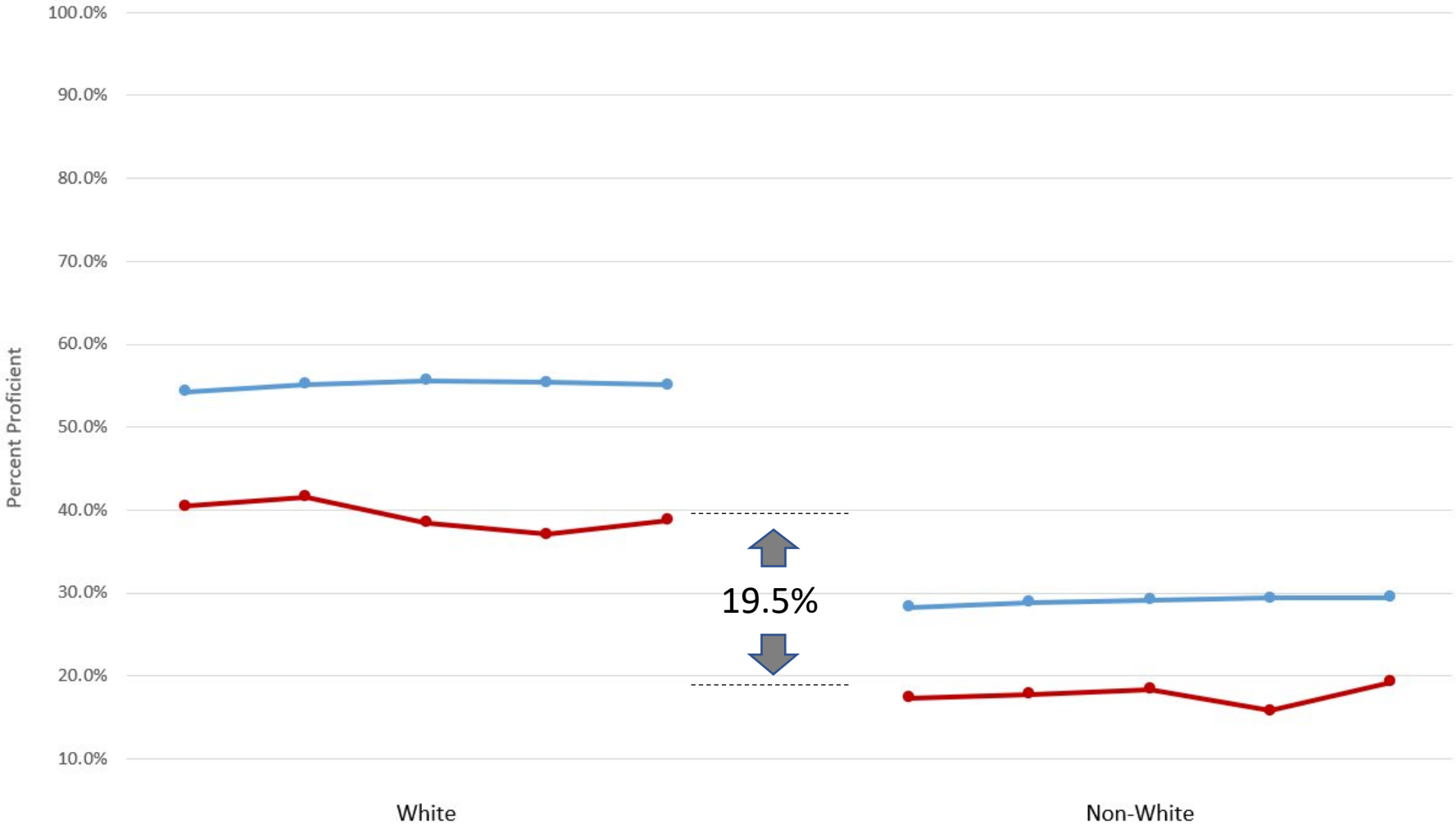


	Male						Female						EL						Sped						FRL				
	22	23	24	25	26	.	22	23	24	25	26	.	22	23	24	25	26	.	22	23	24	25	26	.	22	23	24	25	26
MN	47.1%	47.9%	48.1%	48.1%	48.0%		42.5%	42.9%	42.7%	42.1%	41.7%		12.2%	13.0%	12.5%	12.6%	12.5%		23.8%	24.4%	24.7%	24.3%	24.0%		23.4%	26.8%	27.0%	26.5%	26.1%
ISD492	28.8%	28.7%	28.2%	26.4%	27.9%		26.1%	26.9%	25.0%	21.7%	25.6%		8.0%	8.7%	9.0%	7.4%	9.1%		13.2%	13.1%	14.1%	13.6%	11.7%		16.6%	19.0%	19.2%	16.4%	18.0%

Insight: "APS Math sub-groups mirror statewide trends. Males tend to slightly outperform females on the MN Mathematics Assessments."

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MCA Accountability Tests - Mathematics
2021-2022 to 2025-2026
All Grades: White vs Non-White

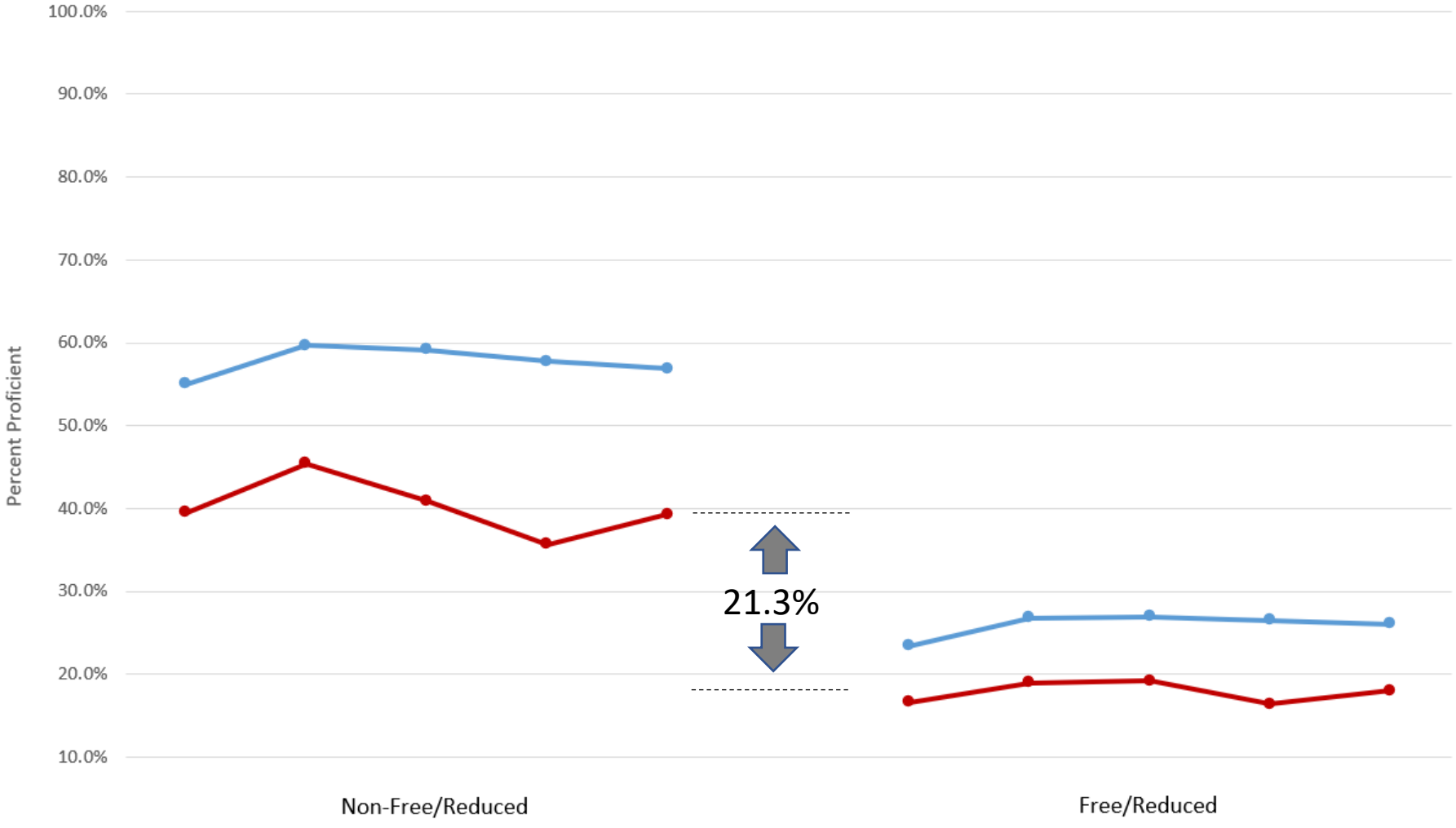


	22	23	24	25	26	.	22	23	24	25	26
MN	54.3%	55.2%	55.6%	55.4%	55.1%		28.3%	28.9%	29.2%	29.4%	29.5%
ISD492	40.5%	41.6%	38.5%	37.1%	38.8%		17.4%	17.8%	18.4%	15.8%	19.3%

Insight: "Race/Ethnicity gaps exist in Math Performance. A 19.5% achievement gap exists in APS between White and Non-White students."

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Information Services

MCA Accountability Tests - Mathematics
2021-2022 to 2025-2026
All Grades: NonFR vs FR

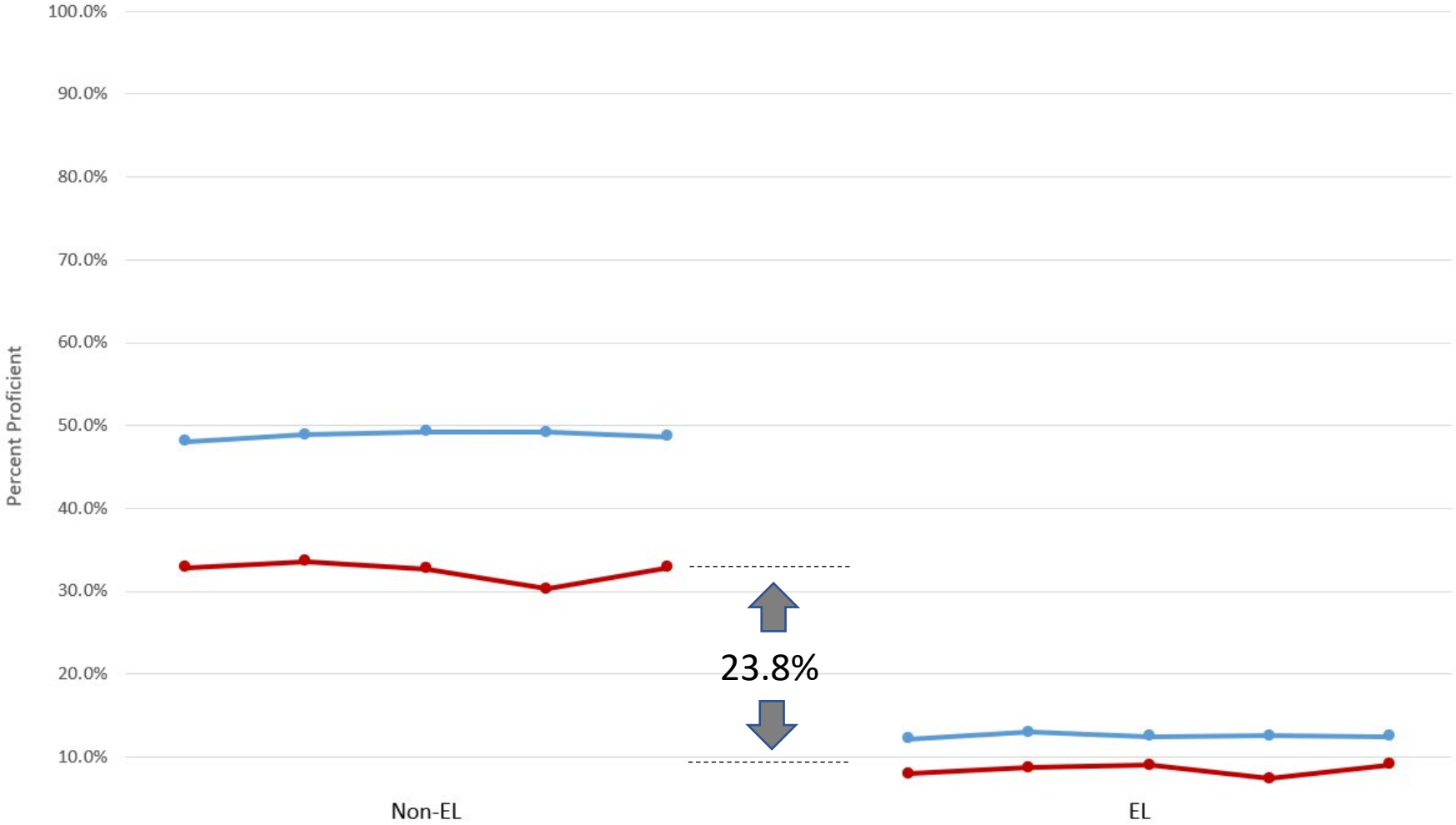


	22	23	24	25	26	.	22	23	24	25	26
MN	55.0%	59.7%	59.2%	57.8%	56.9%		23.4%	26.8%	27.0%	26.5%	26.1%
ISD492	39.5%	45.4%	40.9%	35.7%	39.3%		16.6%	19.0%	19.2%	16.4%	18.0%

Insight: "Socio-economics impacts performance - a 21.3% achievement gap exists in APS between Non-Free/Reduced lunch students and Free/Reduced students."

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MCA Accountability Tests - Mathematics
2021-2022 to 2025-2026
All Grades: EL vs Non-EL

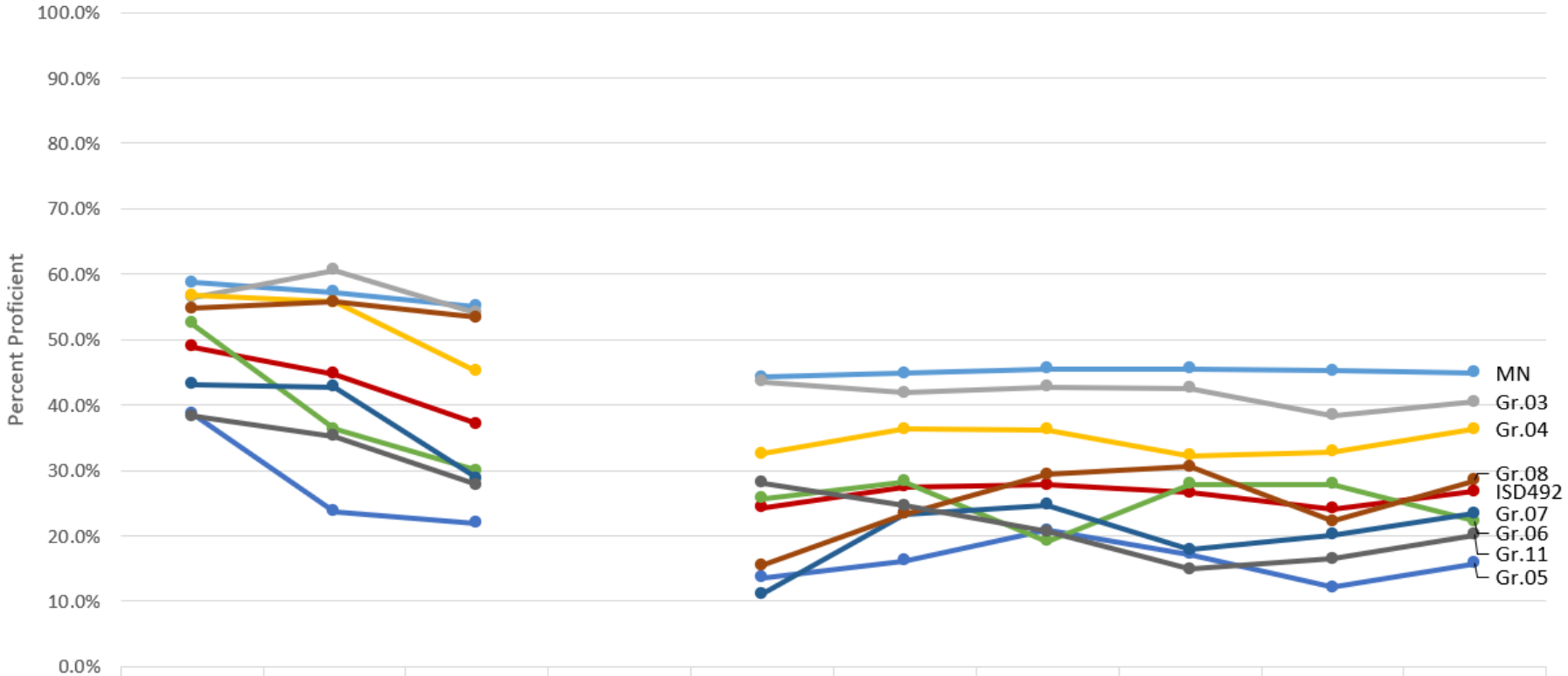


	22	23	24	25	26	.	22	23	24	25	26
MN	48.1%	48.9%	49.3%	49.2%	48.7%		12.2%	13.0%	12.5%	12.6%	12.5%
ISD492	32.9%	33.6%	32.7%	30.3%	32.9%		8.0%	8.7%	9.0%	7.4%	9.1%

Insight: "Students with Limited English Proficiency have a 23.8% proficiency achievement gap compared to their English-speaking peers."

AUSTIN PUBLIC SCHOOLS
Information Services

MCA Accountability Tests - Mathematics
2016-2017 to 2025-2026
All Grades: Proficiency Trend by Grade

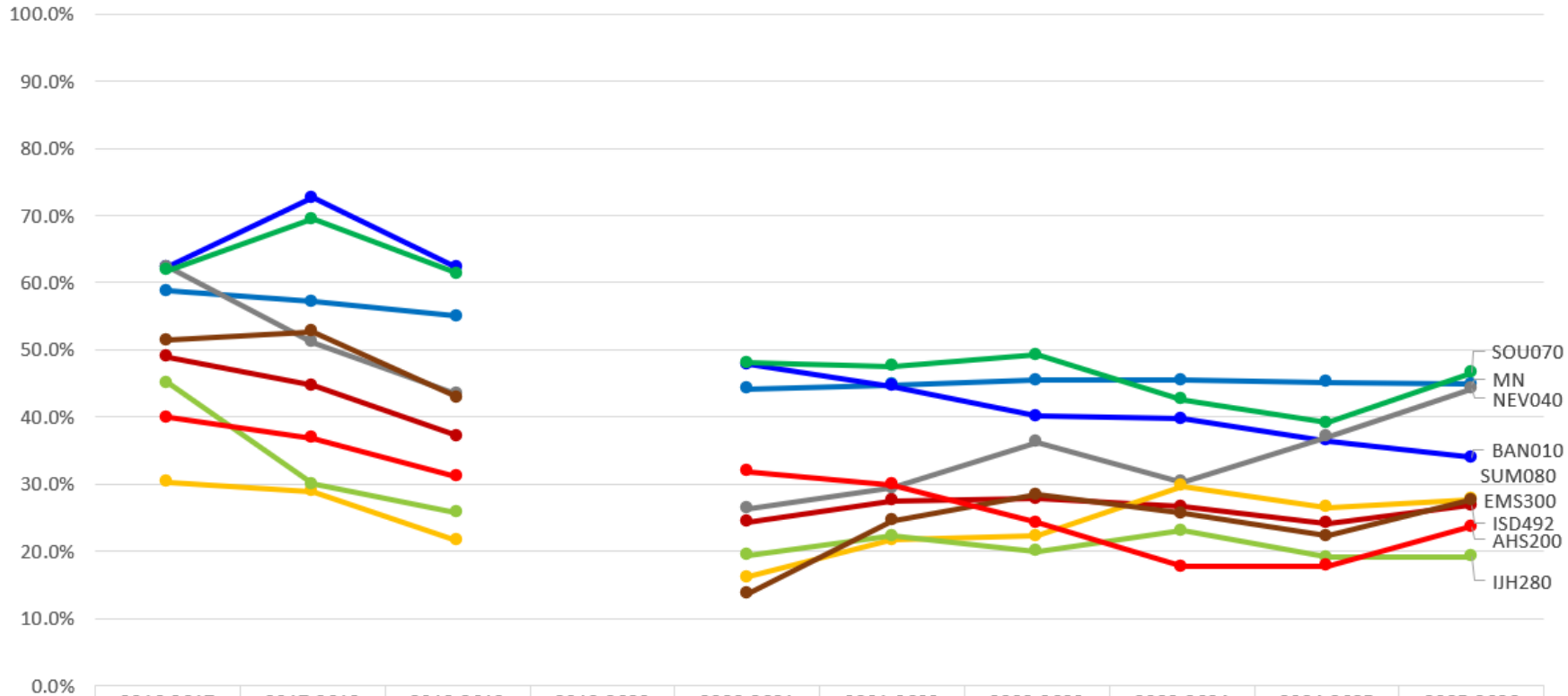


	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
MN	58.7%	57.2%	55.0%		44.2%	44.8%	45.5%	45.5%	45.2%	44.9%
ISD492	48.9%	44.7%	37.1%		24.3%	27.5%	27.8%	26.6%	24.1%	26.8%
Gr.03	56.4%	60.6%	54.0%		43.5%	41.9%	42.7%	42.5%	38.4%	40.5%
Gr.04	56.7%	55.7%	45.1%		32.5%	36.3%	36.2%	32.2%	32.8%	36.3%
Gr.05	38.7%	23.7%	21.9%		13.6%	16.2%	20.8%	17.2%	12.1%	15.8%
Gr.06	52.5%	36.3%	30.0%		25.7%	28.3%	19.2%	27.9%	27.9%	22.2%
Gr.07	43.1%	42.7%	28.8%		11.1%	23.3%	24.7%	17.9%	20.1%	23.4%
Gr.08	54.7%	55.7%	53.4%		15.5%	23.3%	29.4%	30.6%	22.2%	28.5%
Gr.11	38.3%	35.2%	27.8%		28.1%	24.6%	20.6%	14.9%	16.5%	20.1%

Insight: "Gr.03 and Gr.04 had the highest proficiency level in Math for 2026, while Gr.05 and Gr.11 had the lowest proficiency level in Math for 2026."

AUSTIN PUBLIC SCHOOLS
Information Services

MCA Accountability Tests - Mathematics
2016-2017 to 2025-2026
All Grades By School



	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
MN	58.7%	57.2%	55.0%		44.2%	44.8%	45.5%	45.5%	45.2%	44.9%
ISD492	48.9%	44.7%	37.1%		24.3%	27.5%	27.8%	26.6%	24.1%	26.8%
BAN010	62.3%	72.6%	62.2%		47.8%	44.6%	40.1%	39.7%	36.4%	34.0%
NEV040	62.3%	51.1%	43.4%		26.3%	29.4%	36.2%	30.3%	37.0%	44.2%
SOU070	61.8%	69.5%	61.3%		48.0%	47.5%	49.2%	42.6%	39.1%	46.5%
SUM080	30.3%	28.9%	21.6%		16.1%	21.7%	22.3%	29.7%	26.5%	27.7%
IJH280	45.1%	30.0%	25.7%		19.4%	22.3%	20.0%	23.0%	19.1%	19.2%
EMS300	51.4%	52.7%	42.9%		13.6%	24.5%	28.4%	25.6%	22.3%	27.6%
AHS200	39.9%	36.8%	31.1%		31.9%	29.9%	24.2%	17.7%	17.8%	23.6%

Insight: "In 2026, Southgate Elementary school had the highest school-wide proficiency level in Math while I.J. Holton Intermediate had the lowest school-wide proficiency."



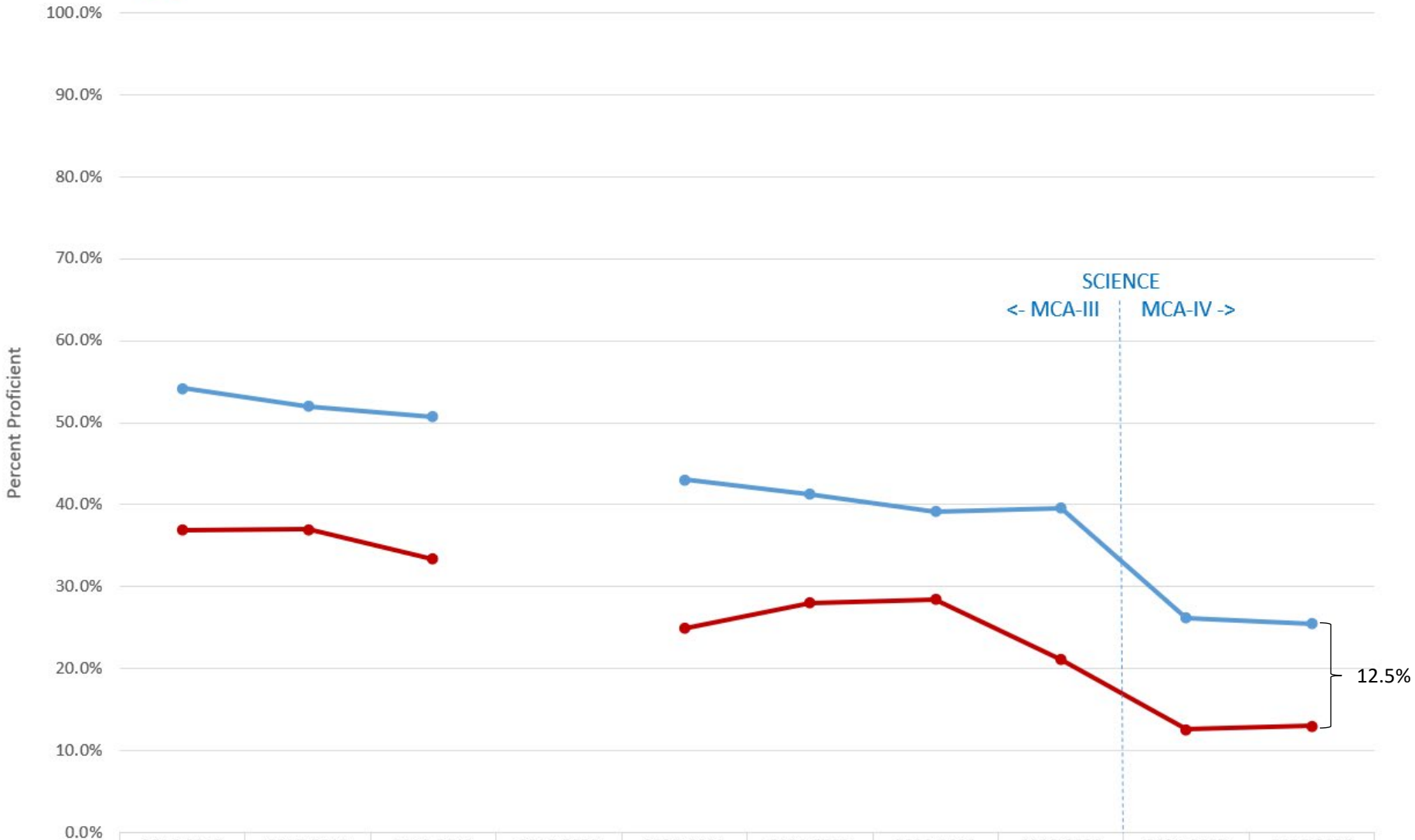
2026 MCA
Science Proficiency Review

Prepared by: Corey Haugen
Director of Information Services

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Information Services

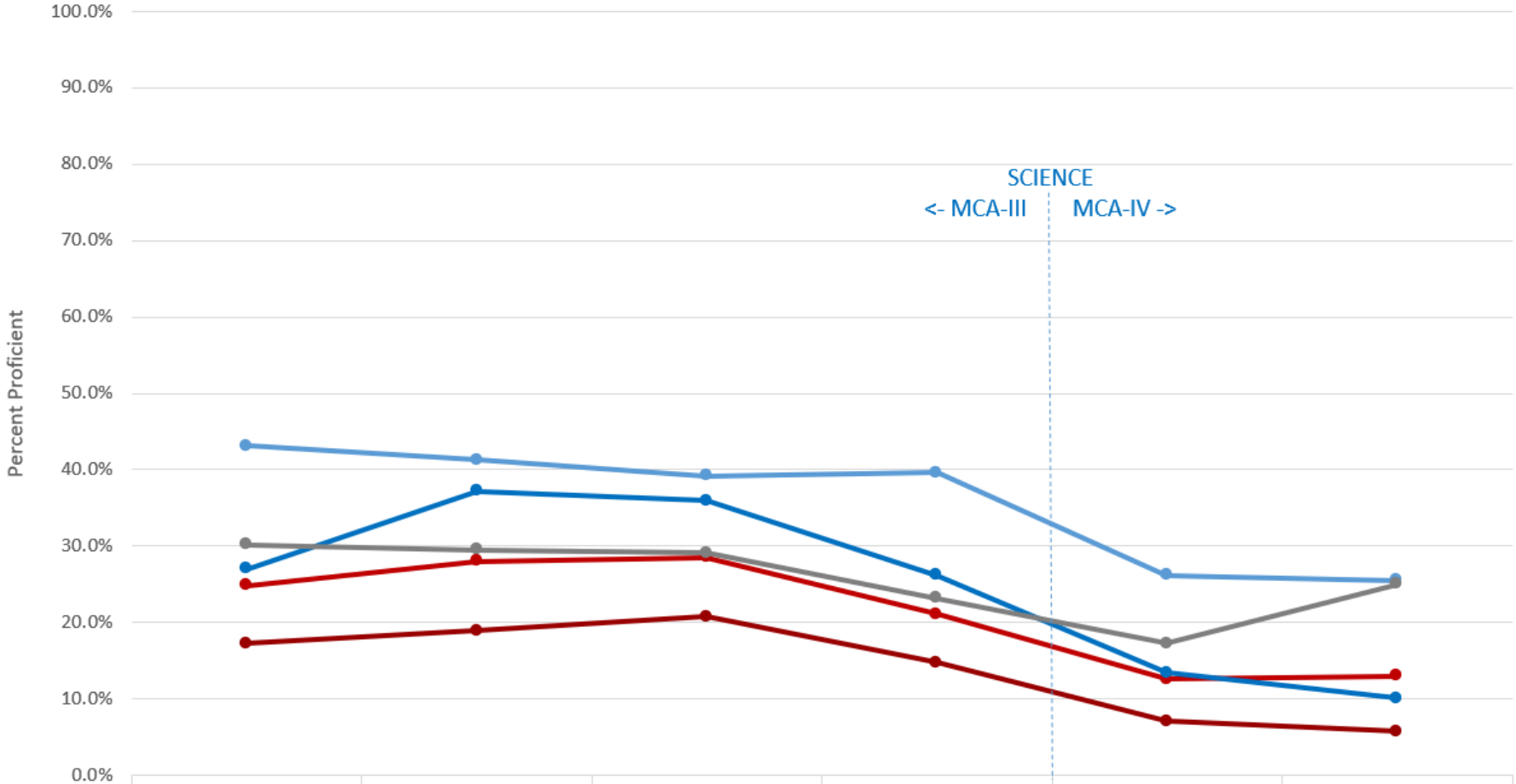
MCA Accountability Tests - Science
All Grades Proficiency Trend



	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
MN	54.2%	52.0%	50.7%		43.1%	41.3%	39.2%	39.6%	26.2%	25.5%
ISD492	36.9%	37.0%	33.4%		24.9%	28.0%	28.5%	21.1%	12.6%	13.0%

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MCA Accountability Tests - Science
2020-2021 to 2025-2026
All Grade: Proficiency Trend by Grade



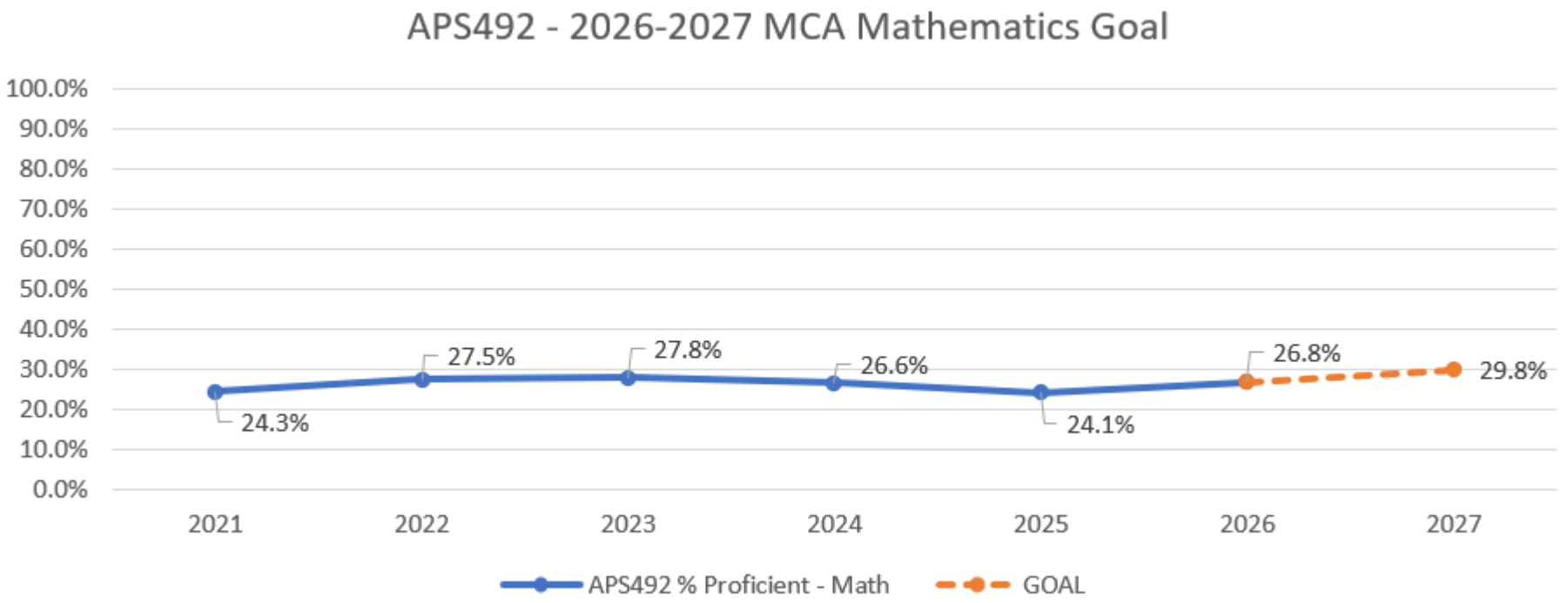
	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
MN	43.1%	41.3%	39.2%	39.6%	26.2%	25.5%
ISD492	24.9%	28.0%	28.5%	21.1%	12.6%	13.0%
Gr.05	27.0%	37.2%	36.0%	26.2%	13.4%	10.1%
Gr.08	17.3%	18.9%	20.8%	14.8%	7.1%	5.8%
Gr.HS	30.2%	29.5%	29.1%	23.2%	17.3%	25.0%

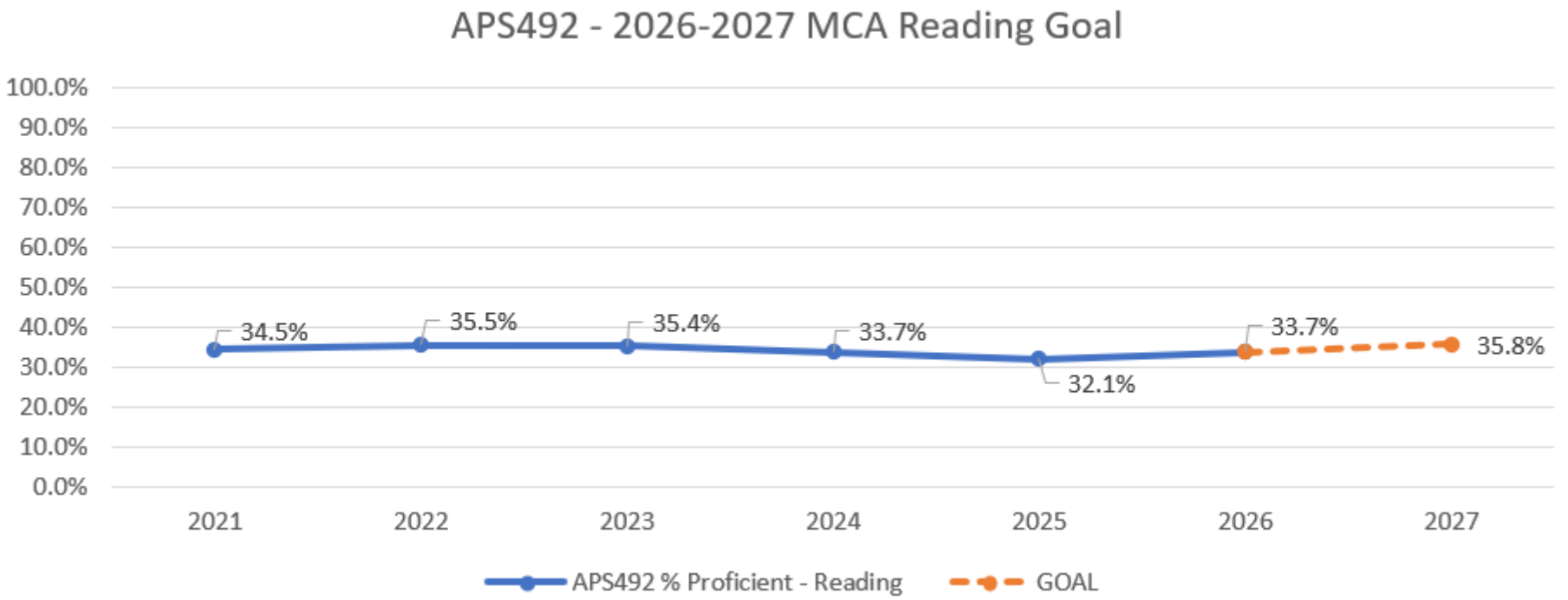


2027 MCA Goals

Prepared by: Corey Haugen
Director of Information Services

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APS492 - 2026-2027 MCA Mathematics Goal
100.0%
90.0%
80.0%
70.0%
60.0%
50.0%
40.0%
30.0%
20.0%
10.0%
0.0%
24.3%
27.5%
27.8%
26.6%
24.1%
26.8%
29.8%
2021
2022
2023
2024
2025
2026
2027
APS492 % Proficient - Math
GOAL


APS492 - 2026-2027 MCA Reading Goal
100.0%
90.0%
80.0%
70.0%
60.0%
50.0%
40.0%
30.0%
20.0%
10.0%
0.0%
34.5%
35.5%
35.4%
33.7%
32.1%
33.7%
35.8%
2021
2022
2023
2024
2025
2026
2027
APS492 % Proficient - Reading
GOAL

AUSTIN PUBLIC SCHOOLS
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District Vision Card
District-wide Multi-Tiered Systems of Support
30-Sep-26

AUSTIN PUBLIC SCHOOLS
Information Services

	Measure	% Wt.	Year	Level 1 Intervention 1.0-1.9	Level 2 High Concern 2.0-2.9	Level 3 Baseline 3.0-3.9	Level 4 Progressing 4.0-4.9	Level 5 Vison 5.0+	Score
1	Read well by 3rd grade as measured by Statewide Accountability Assessments *(Pending READ Act)*	20	20-21 (baseline)	Less than 30.9%	31.0% - 32.3%	32.4% Proficient	32.5% - 94.9%	95.0% or higher	4
			21-22				33.7% Proficient		
			22-23				35.3% Proficient		
			23-24				37.7% Proficient		
			24-25	28.5%					
			25-26				36.0% Proficient		
2	8th grade math proficiency as measured by Statewide Accountability Assessments	20	20-21 (baseline)	Less than 13.9%	14.0% - 15.4%	15.5% Proficient	15.6 - 94.9%	95.0% or higher	4
			21-22				23.3% Proficient		
			22-23				29.4% Proficient		
			23-24				30.6% Proficient		
			24-25				22.2% Proficient		
			25-26				28.5% Proficient		
3	Baseline skills showing readiness for K as measured by FALL STAR EarlyLit *FAST EarlyReading FY25-FY26	20	Fall 2022 (baseline)	Less than 29.9%	30.0% - 40.0%	40.1% At/Above Benchmark	40.2% - 79.9%	80.0% or higher	4
			Fall 2023		33.2% At/Above Benchmark				
			Fall* 2024				42.3% Low Risk		
			Fall* 2025				42.0% Low Risk		
			Fall 2026				56.6% Low Risk		
4	PK-12 Student Attendance	30	21-22 (baseline)	Less than 89.0%	90.0%-91.0%	91.10%	91.2% to 96.0%	97.0% or higher	3
			22-23		90.80%				
			23-24			91.08%			
			24-25			91.09%			
			25-26			91.11%			
5	Participation in Advanced Programming reflective of student population	10	21-22 (baseline)	Student participation in advanced programming is discrepant by 30%+ of district demographics	Student participation in advanced programming is discrepant by 23-29% of district demographics	Students participating in advanced programming is 32.4% students of color vs 55.3% students of color in total population (22.9% discrepancy)	Students participating in advanced programming is discrepant by 6-22% of district demographics	Students participating in advanced programming is discrepant by 5% or less of district demographics	4
			22-23				39.4% student of color vs 56.9% student of color in total population (17.5% discrepancy)		
			23-24				40.0% student of color vs 58.6% student of color in total population (18.6% discrepancy)		
			24-25				44.2% student of color vs 61.4% student of color in total population (17.2% discrepancy)		
			25-26				45.3% student of color vs 62.9% student of color in total population (17.6% discrepancy)		
6	4-Yr Graduation Rate	20	2021 (baseline)	Less than 76.0%	76.1% - 78.8%	78.9% 4-Year Graduation Rate	79.0% - 94.9%	95% or higher	4
			2022	71.9%					
			2023	75.5%					
			2024	75.0%					
			2025				80.60%		
								Total Vision Card Score xx of 5.0	3.83

District Vision Cards

Priority C

AUSTIN PUBLIC SCHOOLS
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District Vision Card
District-wide Multi-Tiered Systems of Support

30-Sep-26

	Measure	% Wt.	Year	Level 1 Intervention 1.0-1.9	Level 2 High Concern 2.0-2.9	Level 3 Baseline 3.0-3.9	Level 4 Progressing 4.0-4.9	Level 5 Vison 5.0+	Score
1	Read well by 3rd grade as measured by Statewide Accountability Assessments *(Pending READ Act)*	20	20-21 (baseline)	Less than 30.9%	31.0% - 32.3%	32.4% Proficient	32.5% - 94.9%	95.0% or higher	4
			21-22				33.7% Proficient		
			22-23				35.3% Proficient		
			23-24				37.7% Proficient		
			24-25	28.5%					
			25-26				36.0% Proficient		
2	8th grade math proficiency as measured by Statewide Accountability Assessments	20	20-21 (baseline)	Less than 13.9%	14.0% - 15.4%	15.5% Proficient	15.6 - 94.9%	95.0% or higher	4
			21-22				23.3% Proficient		
			22-23				29.4% Proficient		
			23-24				30.6% Proficient		
			24-25				22.2% Proficient		
			25-26				28.5% Proficient		

AUSTIN PUBLIC SCHOOLS
Information Services



Renaissance
Star Assessments

F26 Assessment Review

09/18/2026

Prepared by: Corey Haugen
Director of Information Services

Austin Public Schools (0492-01): District Assessment Program 2026-2027

	PreK	KG	1	2	3	4	5	6	7	8	9	10	11	12
TS Gold	●●●													
FAST earlyReading CBMs*		✦✦✦	✦✦✦	✦✦✦	✦✦✦									
FAST earlyMath CBMs*		●●●												
FAST CMBReading: ORF			✦✦✦	✦✦✦	✦✦✦									
STAR CBM: Passage Oral Reading						●●●	●●●	●●●						
STAR Early Literacy		●●●	●●●											
STAR Reading				●●●	●●●	●●●	●●●	●●●	●●●	●●●	●●●	●●●	●●●	●●●
STAR Math			●●●	●●●	●●●	●●●	●●●	●●●	●●●	●●●	●●●	●●●	●●●	●●●
STAR CBM-P.M. Tools Reading/Mathematics			●●●	●●●	●●●	●●●	●●●	●●●	●●●	●●●				
Capti ReadBasix						✦	✦	✦	✦	✦	✦	✦	✦	✦
mySAEBRS (STAR Gr.04+)						●●●	●●●	●●●	●●●	●●●				
CogAT: Cognitive Abilities Test				●		●								
ACCESS for EL's		■	■	■	■	■	■	■	■	■	■	■	■	■
MCA & MTAS: Reading					✦	✦	✦	✦	✦	✦		✦		
MCA & MTAS: Mathematics					✦	✦	✦	✦	✦	✦			✦	
MCA & MTAS: Science							✦			✦		←✦→		
NAEP* (National Assessment of Ed Programs)						●				●				●
ACT													●	

✦ - *Required for federal and state accountability. Developed and administered by the state of MN (includes MCA's and SpEd Assessments).*
✦ - *Required for MN READ Act accountability. Students who scored below benchmark on STAR will take Gated Dyslexia Screener from Capti ReadBasix.*
■ - *Required for English Learners for federal Title III accountability. Used as exit criterion for state funding.*
●●● - *Denotes universal test administrations that occur multiple times per year (Fall, Winter, Spring).*
●●● - *Denotes targeted (specific students) test administrations that occur multiple times per year (Fall, Winter, Spring).*
* - *FAST earlyReading CBM's vary by grade and season – please reference the APS Local Literacy Team Assessment Plan for more detail.*
** - *Not required annually, but through specific selection processes.*

v.2026.07.01

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Information Services

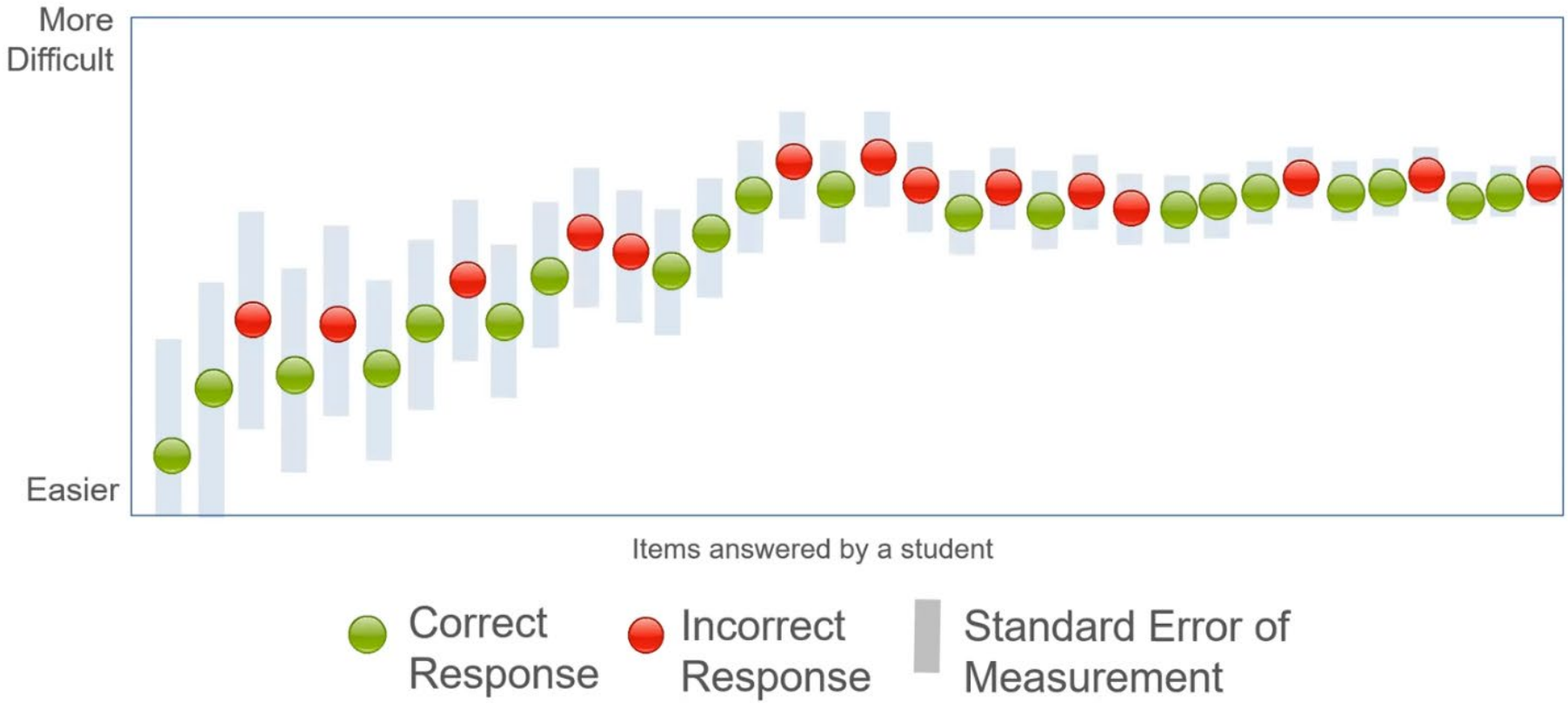
Overview:

- STAR Assessments are **computer-adaptive** assessments in Reading, Math, and Early Literacy, designed for students Pre-K through 12.
- They provide fast, reliable data on what students know and what they are ready to learn next.
- Typical test time is significantly shorter than many traditional assessments (often ~20 minutes or less).

How STAR Informs Instruction:

- **Screening & Benchmarking:** Establishes a baseline and identifies students who may need additional support or enrichment.
- **Progress Monitoring:** Tracks student growth over time, allowing teachers to gauge the effectiveness of instruction and intervention.
- **Skill-Gap Identification:** Data help teachers pinpoint specific areas of strength and weakness (e.g., reading comprehension subskills, math domains).
- **Instructional Planning & Differentiation:** Teachers use the data to group students, tailor instruction, refine pacing, and allocate resources or intervention efforts.
- **Predictive Analytics:** The assessments are designed to correlate with other standardized test outcomes, helping to forecast student performance.

How computer-adaptive testing works



Star Unified Scale



- All assessments on a single scale
- Allows for better evaluation of growth for students transitioning from Star Early Literacy to Star Reading
- Can compare performance between one student who takes Star Early Literacy and another who takes Star Reading

APS Local Literacy Team Assessment Plan for 2026-2027

Grade Kindergarten

Curriculum Based Measures (CBM's)

- Using FASTBridge CBM's per MN READ Act Requirements
  - Note – students based on need can be Progress Monitored in additional sub-tests.

NEW

Fall – Reading	Winter – Reading	Spring - Reading
Letter Names <-MN Letter Sounds <-MN Word Segmenting <-MN Oral Repetition <-MN	Nonsense Words <-MN Oral Repetition <-MN	Letter Sounds <-MN Word Segmenting <-MN Nonsense Words <-MN Letter Names <-MN Oral Repetition <-MN

Fall – Math	Winter – Math	Spring - Math
Match Quantity Number Sequence (NS-K) Numeral Identification (NI-K)	Decomposing (DC-K) Number Sequence (NS-K) Numeral Identification (NI-K)	Decomposing (DC-K) Number Sequence (NS-K) Numeral Identification (NI-K)

Computer Adaptive Tests (CAT)

NEW

- STAR EarlyLit Assessment

Grade One

Curriculum Based Measures (CBM's)

- Using FASTBridge CBM's per MN READ Act Requirements
  - Note – students based on need can be Progress Monitored in additional sub-tests.

Fall	Winter	Spring
Word Segmenting <-MN Nonsense Words <-MN Oral Repetition <-MN	Nonsense Words < MN CBMReading (ORF) <-MN Oral Repetition <-MN	Word Segmenting <-MN Nonsense Words <-MN CBMReading (ORF) <-MN Oral Repetition <-MN

Computer Adaptive Tests (CAT)

NEW

- STAR EarlyLit Assessment
- STAR Math

Grade Two

Curriculum Based Measures (CBM's)

- Using FASTBridge CBM's per MN READ Act Requirements
  - Note – students based on need can be Progress Monitored in additional sub-tests.

NEW

Fall	Winter	Spring
CBMReading <-MN Nonsense Words <-MN Oral Repetition <-MN	CBMReading <-MN Nonsense Words <-MN Oral Repetition <-MN	CBMReading <-MN Nonsense Words <-MN Oral Repetition <-MN

Computer Adaptive Tests (CAT)

- STAR Reading (STAR EarlyLit for "Probable Non-Reader")
- STAR Math

Grade Three

Curriculum Based Measures (CBM's)

- Using FASTBridge CBM's per MN READ Act Requirements
  - Note – students based on need can be Progress Monitored in additional sub-tests.

Fall	Winter	Spring
CBMReading <-MN Nonsense Words <-MN	CBMReading <-MN Nonsense Words <-MN	CBMReading <-MN Nonsense Words <-MN

Computer Adaptive Tests (CAT)

- STAR Reading (STAR EarlyLit for "Probable Non-Reader")
- STAR Math

Grade Four*

Curriculum Based Measures (CBM's)

- Using STAR CBM's (POR = Passage Oral Reading)
  - Note – students based on need can be Progress Monitored in additional sub-tests.

Fall	Winter	Spring
CBM POR <-MN	CBM POR <-MN	CBM POR <-MN

Computer Adaptive Tests (CAT)

- STAR Reading (STAR EarlyLit for "Probable Non-Reader")
- STAR Math
- STAR mySAEBRS (Social-Emotional Behavioral Screener)

** See additional READ Act Screening Guidance (Grades 04-12) on page 4.*

Benchmarking Windows 26-27

Screening Period Name	Start Date	Duration (in weeks)
Fall – Traditional	08/31/26 – 09/18/26	3
Winter – Traditional	12/01/26 – 12/18/26	3
Spring - Traditional	04/26/27 – 05/14/27	3

SEPTEMBER 2026

S	M	T	W	Th	F	S
	31	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			

DECEMBER 2026

S	M	T	W	Th	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		

S1 End Date: 01/08/2027

MAY 2027

S	M	T	W	Th	F	S
	26	27	28	29	30	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					

05/07/2027 – MCA-R/M Ends
05/14/2027 – MCA-S Ends



AUSTIN PUBLIC SCHOOLS
Information Services

Star Early Literacy

- Star Early Literacy items assess skills within three domains (including early numeracy)
- 27 items
- Designed for students in pre-K through 3rd grade
- For beginning readers who do not yet read independently or need early-literacy skills assessed

STAR - STAR Early Literacy By Grade

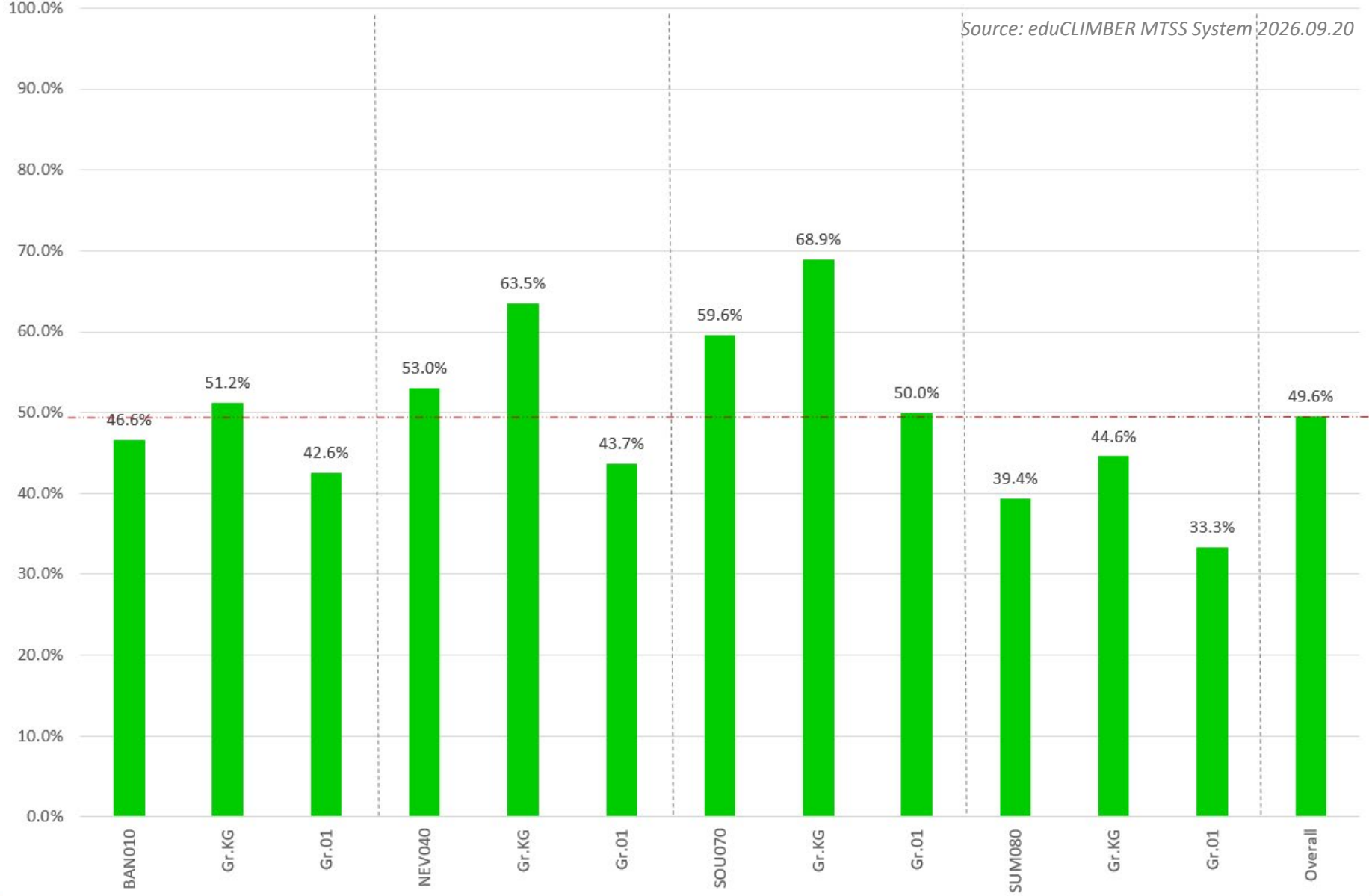
Fall 2026



Source: eduCLIMBER MTSS System 2026.09.20

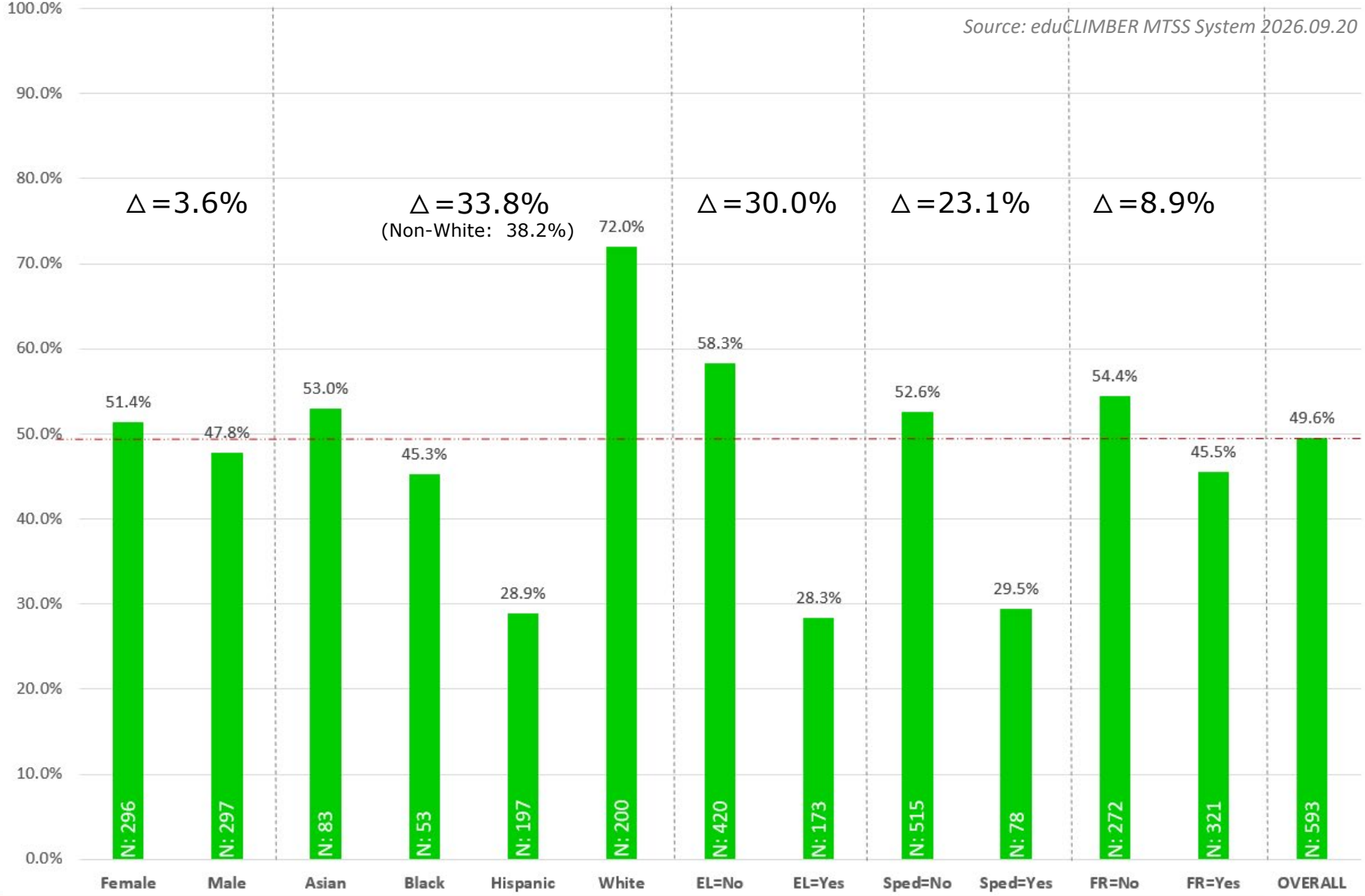
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Fall 2026 STAR EarlyLit - At/Above Benchmark
All Students (Gr.KG-01) by School/Grade



AUSTIN PUBLIC SCHOOLS
Information Services

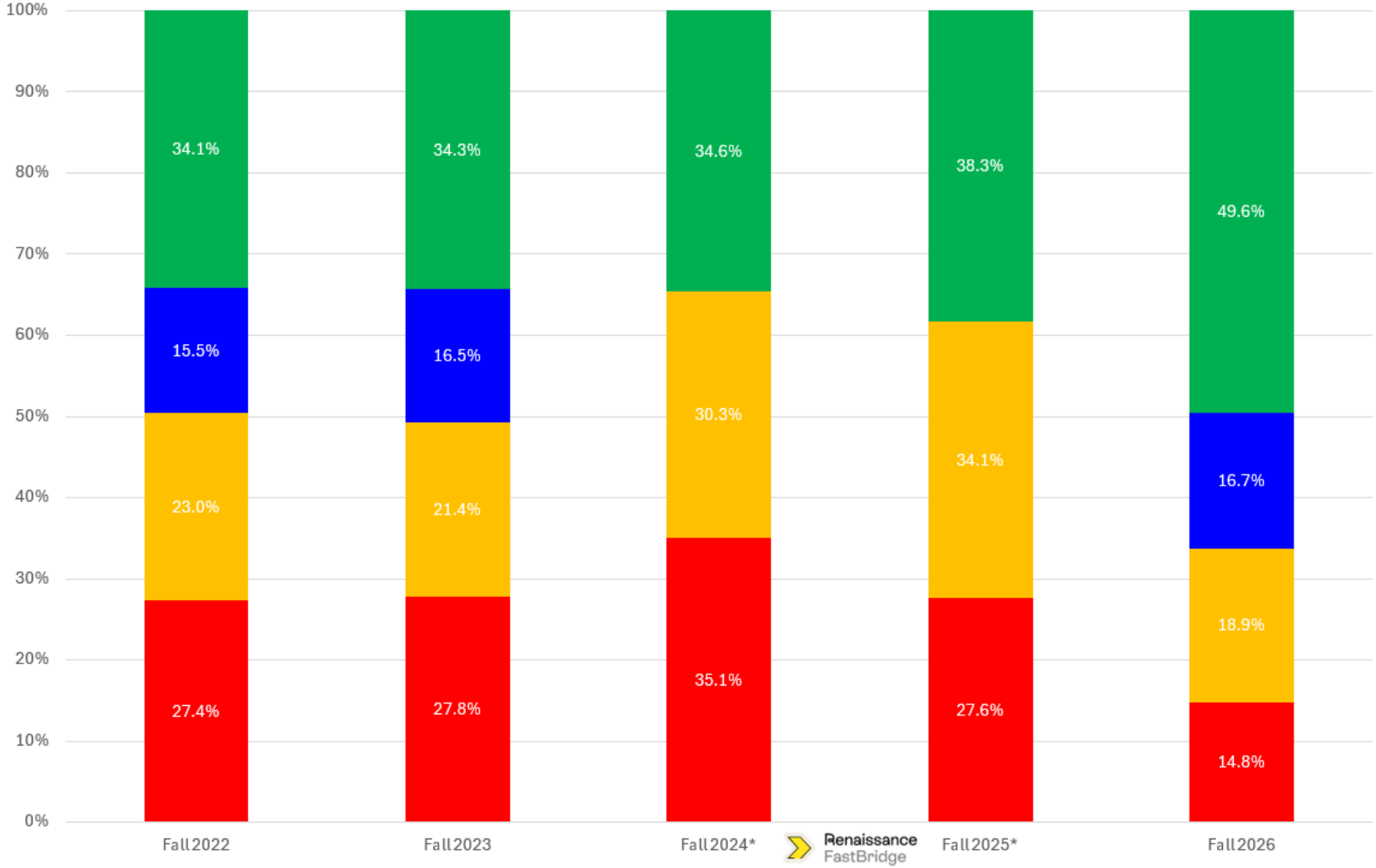
Fall 2026 STAR Early Lit - At/Above Benchmark
All Students (Gr.KG-01) by SubGroup



AUSTIN PUBLIC SCHOOLS
Information Services

STAR Early Lit Risk Level
Grade KG - 01 - Fall Season Comparison

Renaissance
Star Assessments



*2024 and 2025 Assessment = FAST earlyReading

Source: eduCLIMBER MTSS System 2026.09.20

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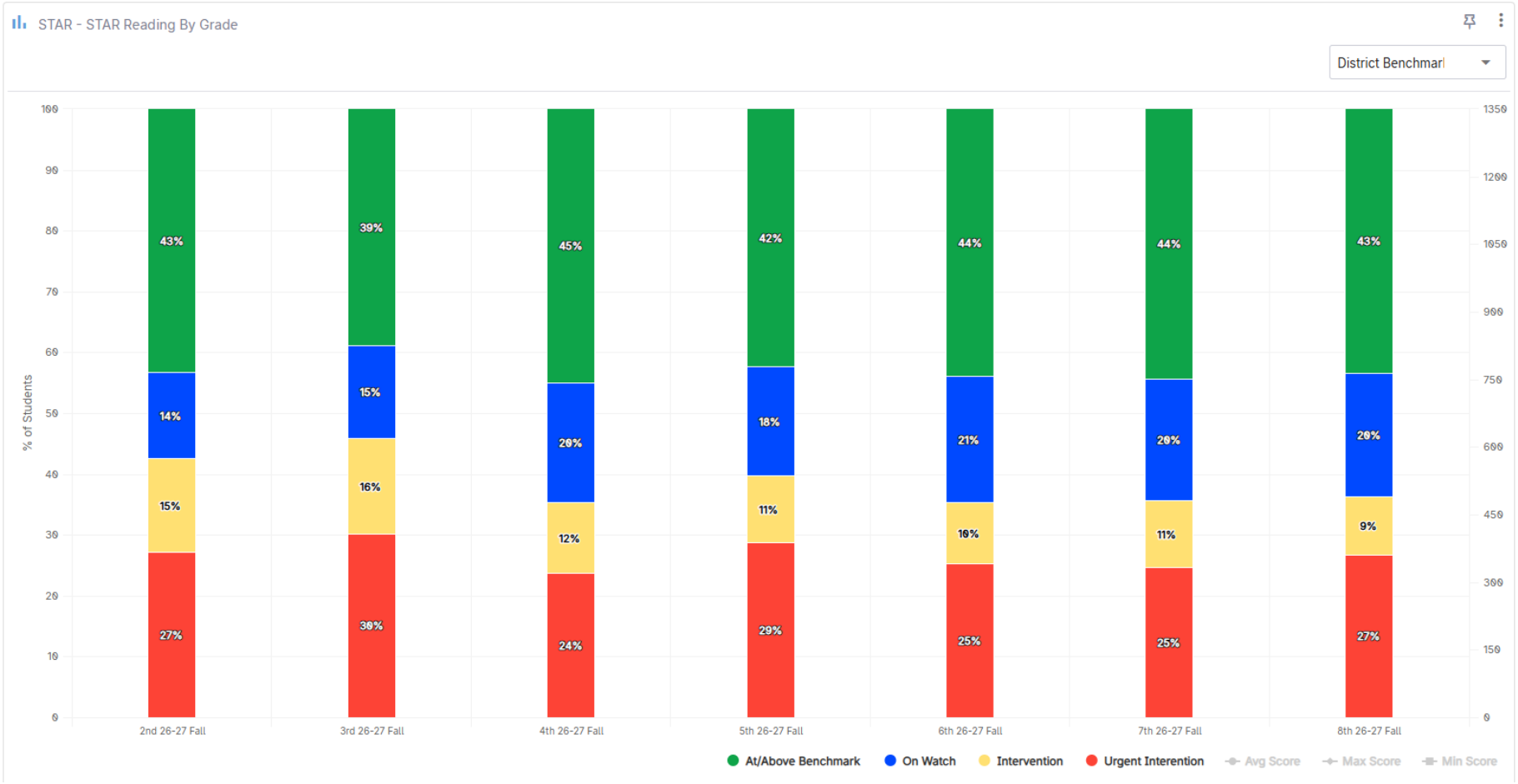


Star Reading

- Items test skills in five key reading domains
- 34 items
- Designed for students in grades 1 through 12
- Can be given to kindergarten students who have basic reading skills

STAR - STAR Reading By Grade

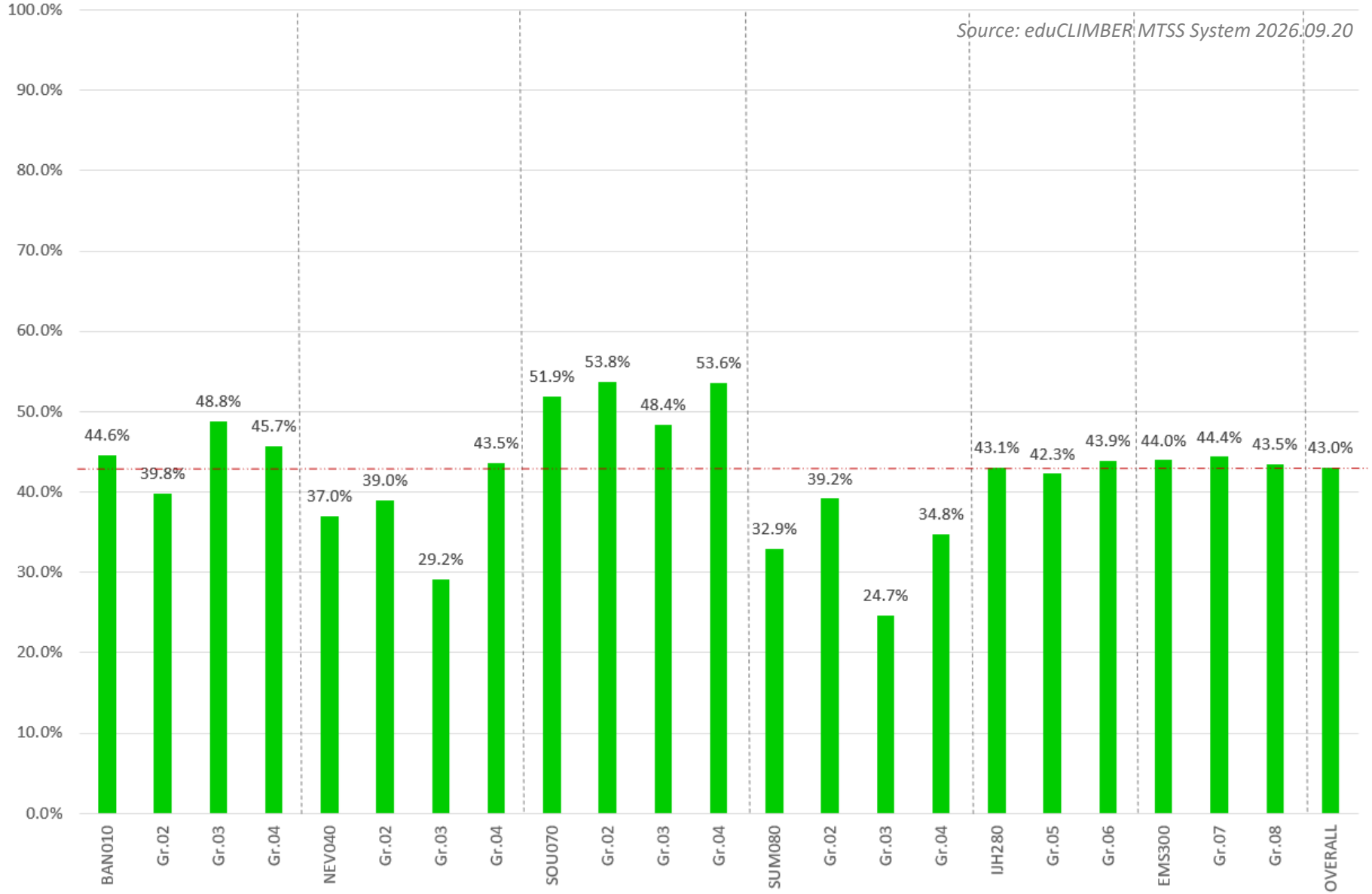
Fall 2026



Source: eduCLIMBER MTSS System 2026.09.20

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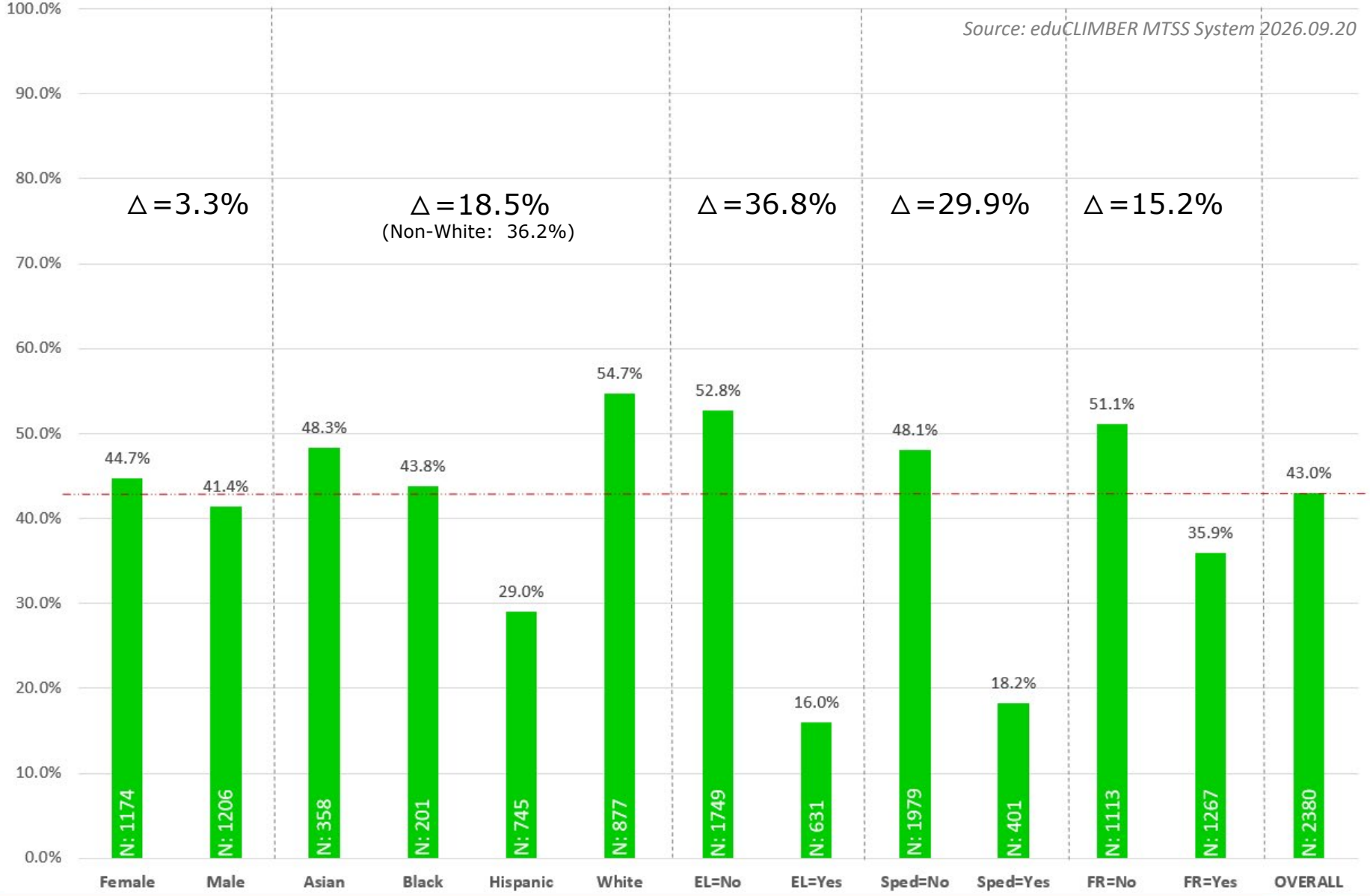
Fall 2026 STAR Reading - At/Above Benchmark
All Students (Gr.02-08) by School/Grade



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Fall 2026 STAR Reading - At/Above Benchmark
All Students (Gr.02-08) by SubGroup

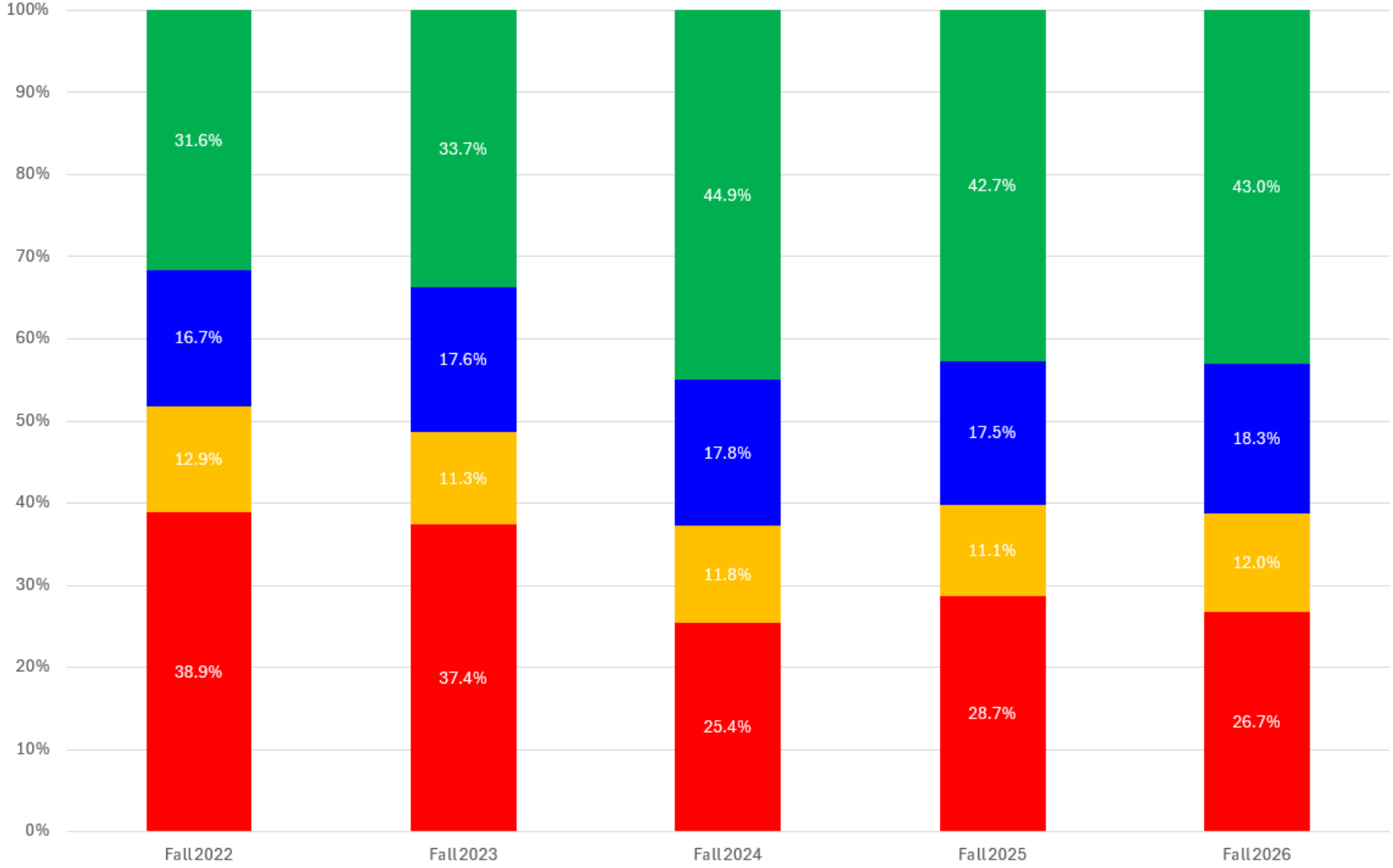
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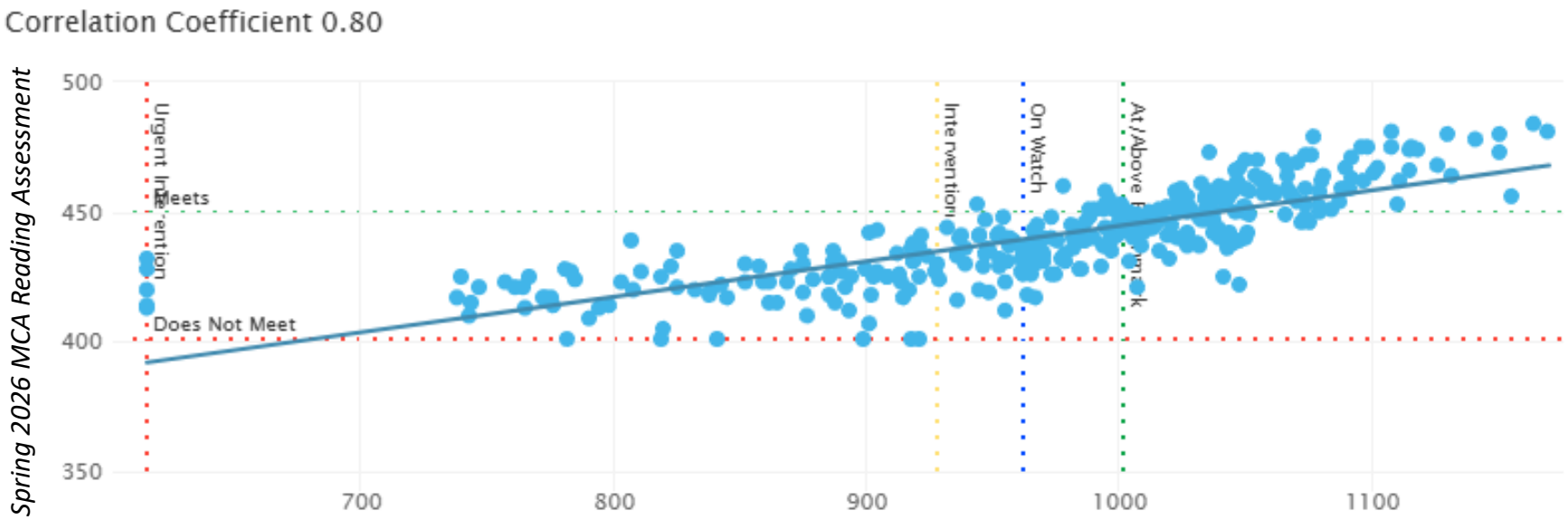
STAR Reading Risk Level
Grade 02-08 - Fall Season Comparison

Renaissance
Star Assessments



Source: eduCLIMBER MTSS System 2026.09.20

APS492 S26 Gr.04 STAR Reading vs MCA Reading



Spring 2026 STAR Reading Assessment (Unified Scale Score)

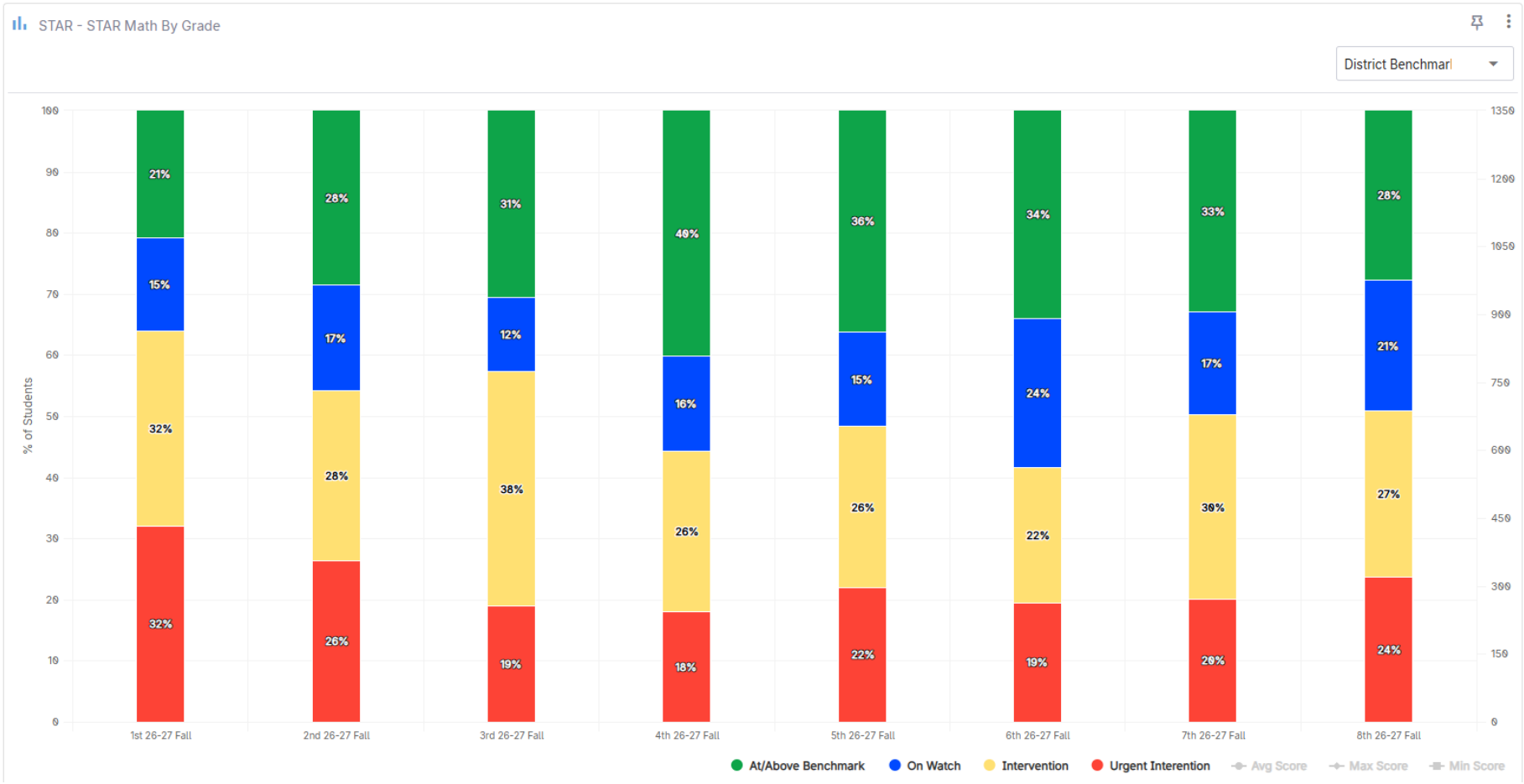


Star Math

- Items test skills in four broad math domains
- 34 items
- Designed for students in grades 1 through 12
- Can be given to kindergarten students who have basic reading and math skills

STAR - STAR Math By Grade

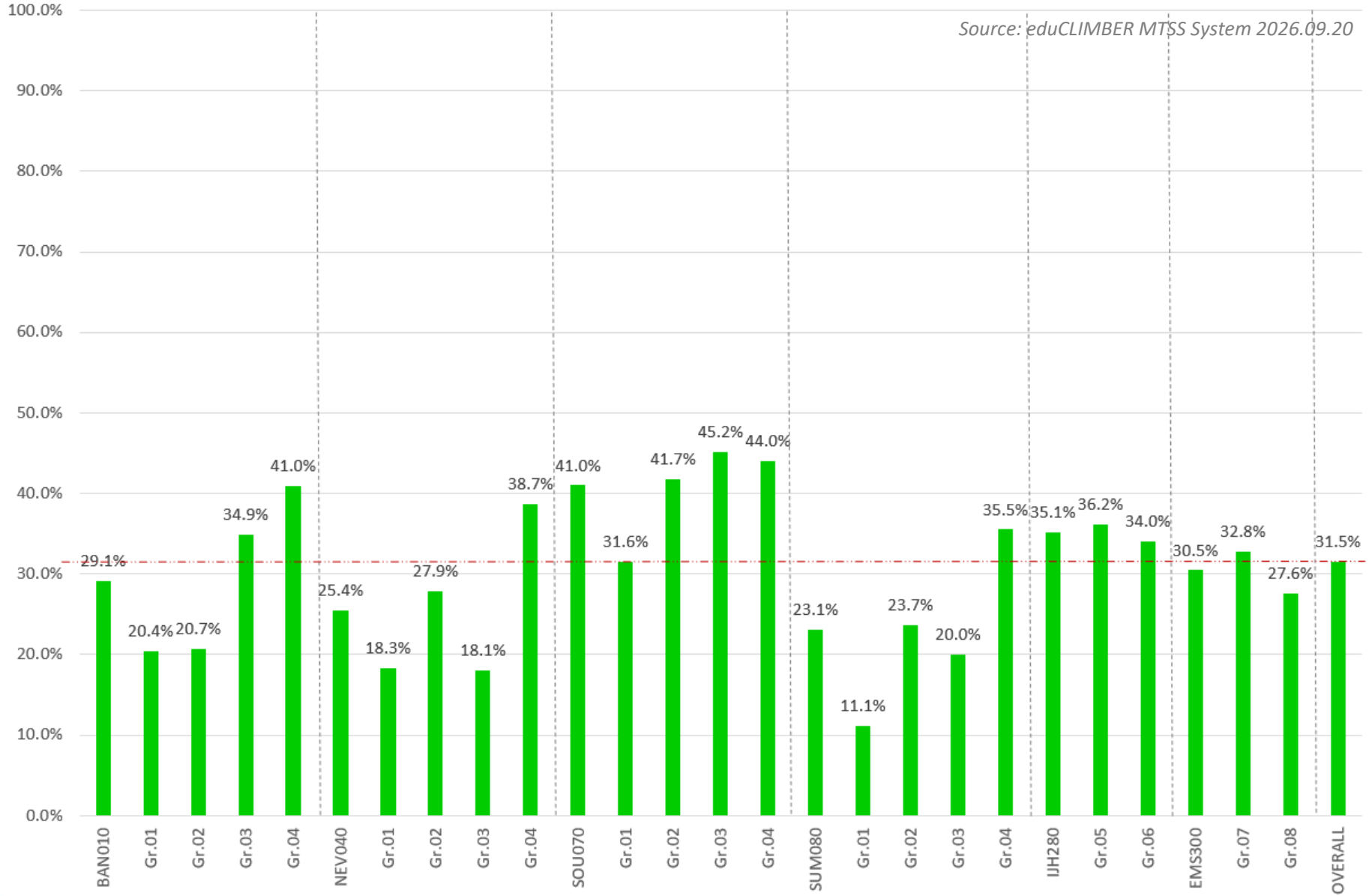
Fall 2026



Source: eduCLIMBER MTSS System 2026.09.20

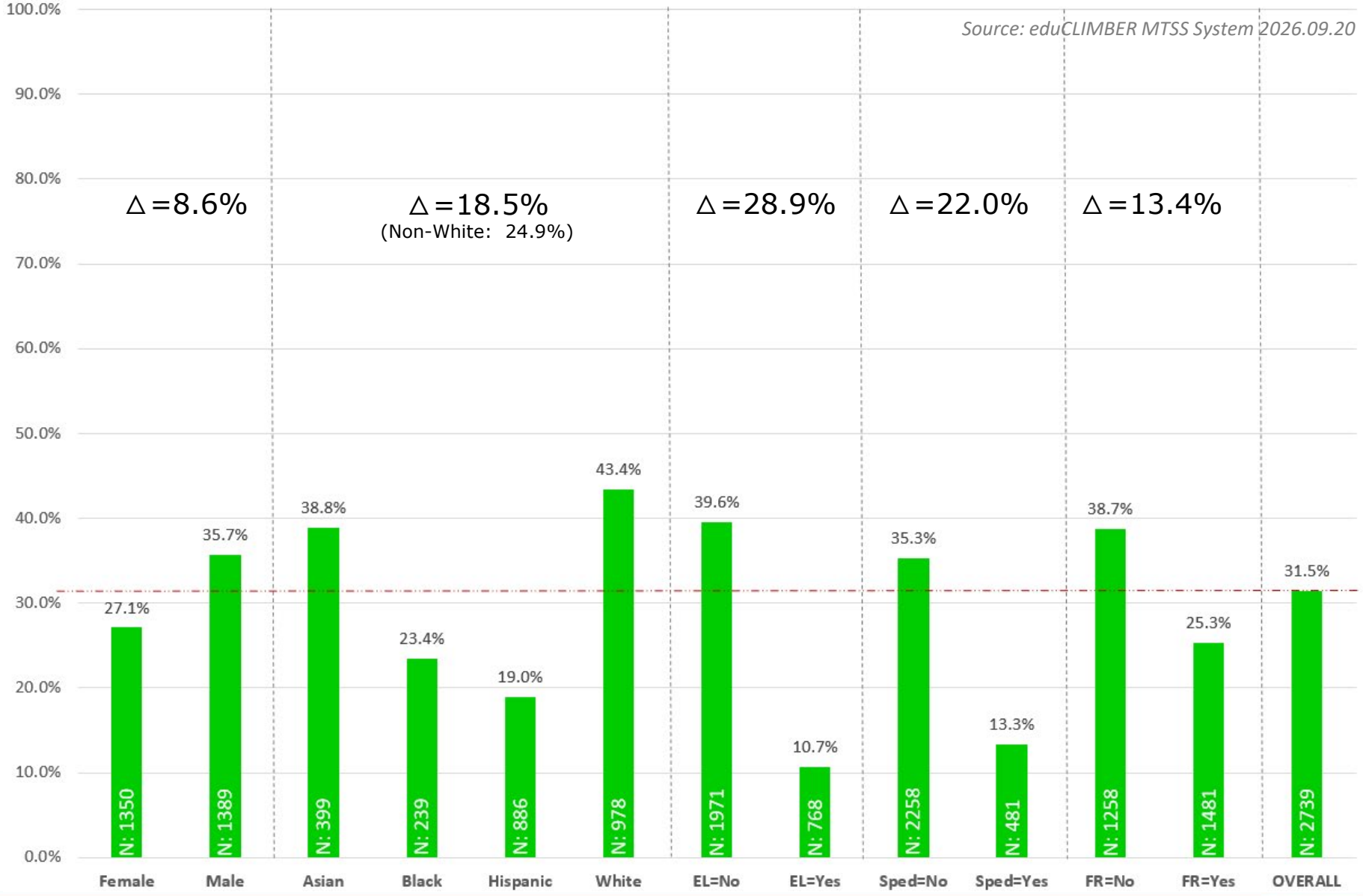
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Fall 2026 STAR Math - At/Above Benchmark
All Students (Gr.01-08) by School/Grade



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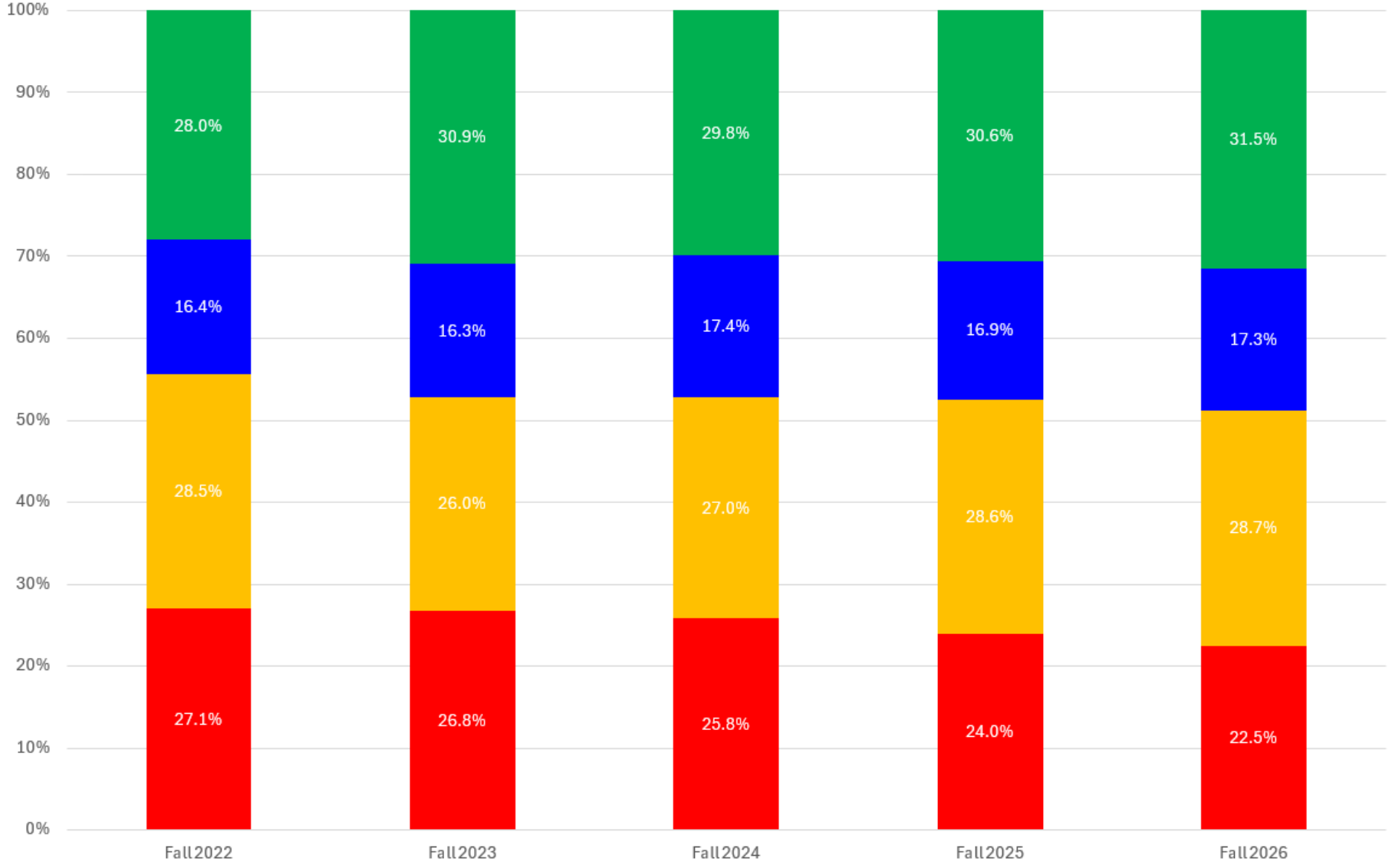
Fall 2026 STAR Math - At/Above Benchmark
All Students (Gr.01-08) by SubGroup



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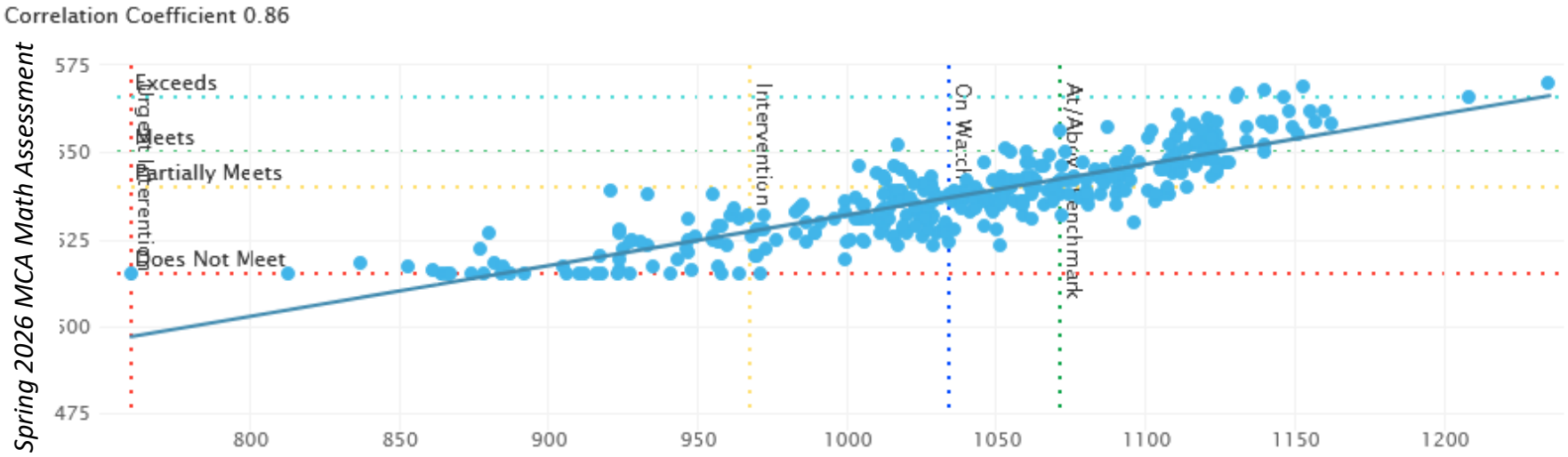
STAR Math Risk Level
Grade 01-08 - Fall Season Comparison

Renaissance
Star Assessments



Source: eduCLIMBER MTSS System 2026.09.20

APS492 S26 Gr.05 STAR Math vs MCA Math

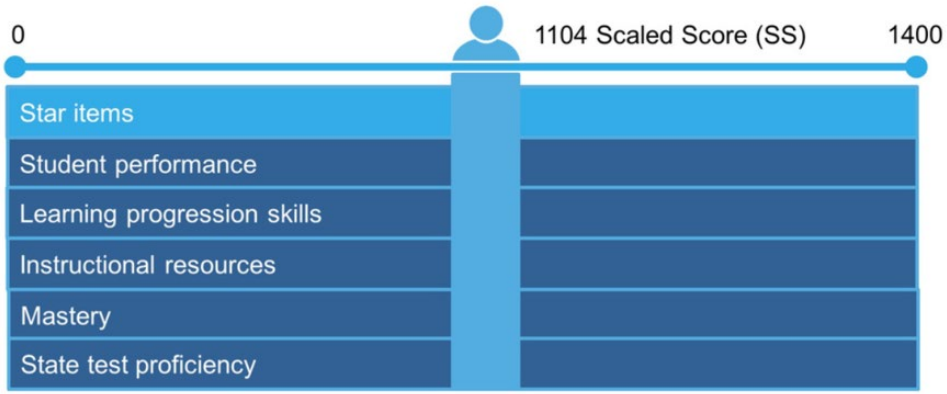


Spring 2026 STAR Math Assessment (Unified Scale Score)

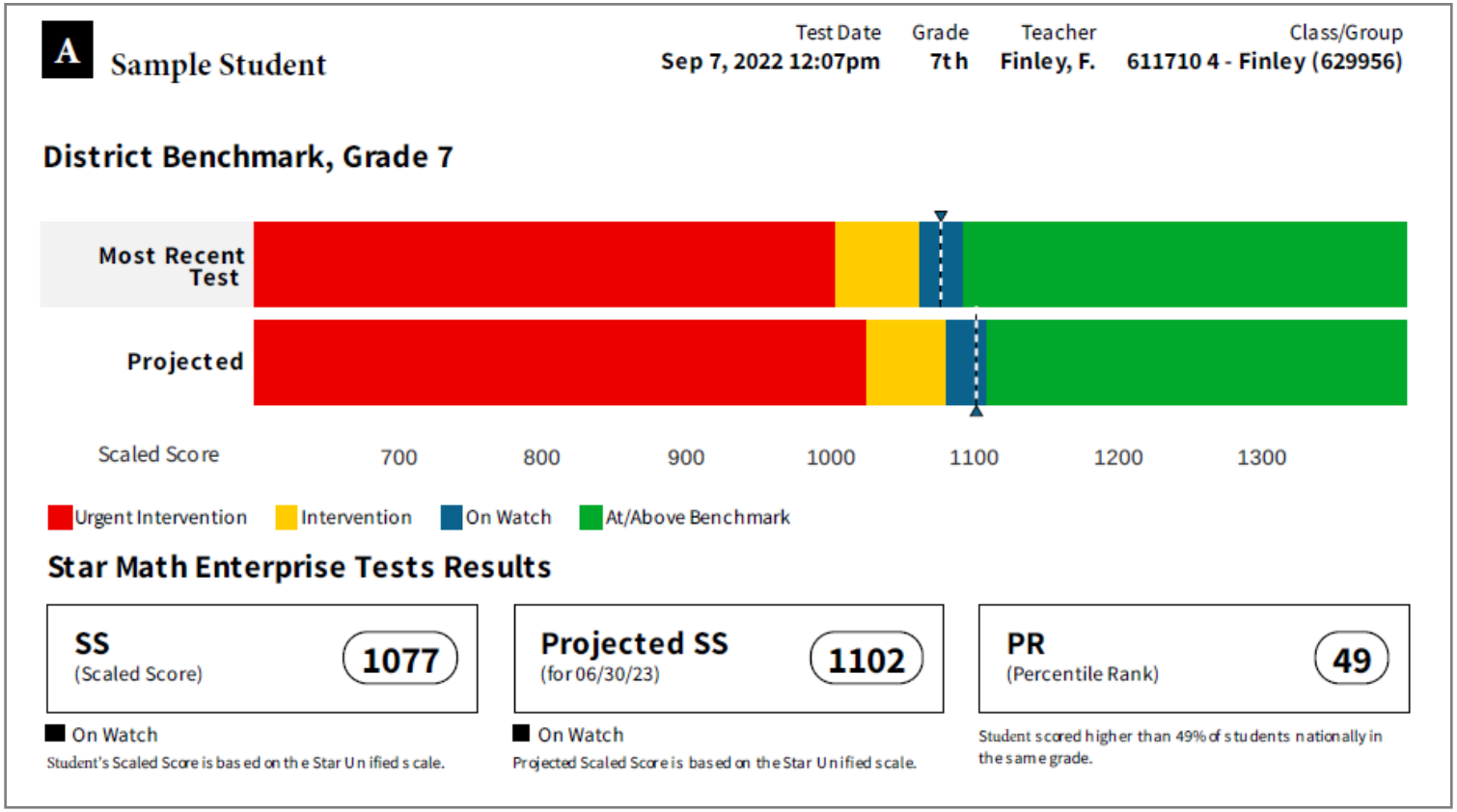
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Scale score is more than just a number...





Sample Student Detail



A Sample Student

Test Date	Grade	Teacher	Class/Group
Sep 7, 2022 12:07pm	7th	Finley, F.	611710 4 - Finley (629956)

District Benchmark, Grade 7

Star Math Enterprise Tests Results

SS (Scaled Score)	Projected SS (for 06/30/23)	PR (Percentile Rank)
1077	1102	49
On Watch	On Watch	Student scored higher than 49% of students nationally in the same grade.
Student's Scaled Score is based on the Star Unified scale.	Projected Scaled Score is based on the Star Unified scale.	

Sample Student Detail



APS492 F25 STAR Mathematics Standards Summary - Grade 02	Average of StandardPercentMastery	Count of StandardPercentMastery
MN.Math.2.1.2.6: Use addition and subtraction to create and obtain information from tables, bar graphs and tally charts.	45.3	357
MN.Math.2.1.2.4: Use mental strategies and algorithms based on knowledge of place value to add and subtract two-digit numbers. Strategies may include decomposition, expanded notation, and partial sums and differences.	43.4	357
MN.Math.2.3.1.1: Describe, compare, and classify two- and three-dimensional figures according to number and shape of faces, and the number of sides, edges and vertices (corners).	39.7	357
MN.Math.2.3.1: Identify, describe and compare basic shapes according to their geometric attributes.	39.7	357
MN.Math.2.1.2: Demonstrate mastery of addition and subtraction basic facts; add and subtract one- and two-digit numbers in real-world and mathematical problems.	38.4	357
MN.Math.2.1.1.1: Read, write and represent whole numbers up to 1000. Representations may include numerals, addition, subtraction, multiplication, words, pictures, tally marks, number lines and manipulatives, such as bundles of sticks and base 10 blocks.	37.2	357
MN.Math.2.3.3.1: Tell time to the quarter-hour and distinguish between a.m. and p.m.	36.1	357
MN.Math.2.3.3: Use time and money in real-world and mathematical situations.	36.1	357
MN.Math.2.1.1.4: Round numbers up to the nearest 10 and 100 and round numbers down to the nearest 10 and 100.	35.7	357
MN.Math.2.1.2.1: Use strategies to generate addition and subtraction facts including making tens, fact families, doubles plus or minus one, counting on, counting back, and the commutative and associative properties. Use the relationship between addition and subtraction to generate basic facts.	34.0	357
MN.Math.2.1.1.2: Use place value to describe whole numbers between 10 and 1000 in terms of hundreds, tens and ones. Know that 100 is 10 tens, and 1000 is 10 hundreds.	32.5	357
MN.Math.2.1.2.2: Demonstrate fluency with basic addition facts and related subtraction facts.	31.4	357
MN.Math.2.1.1.3: Find 10 more or 10 less than a given three-digit number. Find 100 more or 100 less than a given three-digit number.	30.0	357
MN.Math.2.1.1: Compare and represent whole numbers up to 1000 with an emphasis on place value and equality.	28.3	357
MN.Math.2.2.2.1: Understand how to interpret number sentences involving addition, subtraction and unknowns represented by letters. Use objects and number lines and create real-world situations to represent number sentences.	27.6	357
MN.Math.2.2.1.1: Identify, create a[n] solve problems in various contexts.		357
MN.Math.2.2.1: Recognize, create, [illegible]		357
MN.Math.2.1.2.3: Estimate sums an[illegible]		357
MN.Math.2.3.2.1: Understand the re[illegible]		357
MN.Math.2.3.2: Understand length [illegible]		357
MN.Math.2.1.1.5: Compare and ord[illegible]		357
MN.Math.2.3.2.2: Demonstrate an understanding of the relationship between length and the numbers on a ruler by using a ruler to measure lengths to the nearest centimeter or inch.		357
MN.Math.2.3.3.2: Identify pennies, nickels, dimes and quarters. Find the value of a group of coins and determine combinations of coins that equal a given amount.	23.8	357
MN.Math.2.2.2.2: Use number sentences involving addition, subtraction, and unknowns to represent given problem situations. Use number sense and properties of addition and subtraction to find values for the unknowns that make the number sentences true.	23.3	357
MN.Math.2.2.2: Use number sentences involving addition, subtraction and unknowns to represent and solve real-world and mathematical problems; create real-world situations corresponding to number sentences.	23.3	357
MN.Math.2.1.2.5: Solve real-world and mathematical addition and subtraction problems involving whole numbers with up to 2 digits.	21.9	357
MN.Math.2.3.1.2: Identify and name basic two- and three-dimensional shapes, such as squares, circles, triangles, rectangles, trapezoids, hexagons, cubes, rectangular prisms, cones, cylinders and spheres.	20.7	357

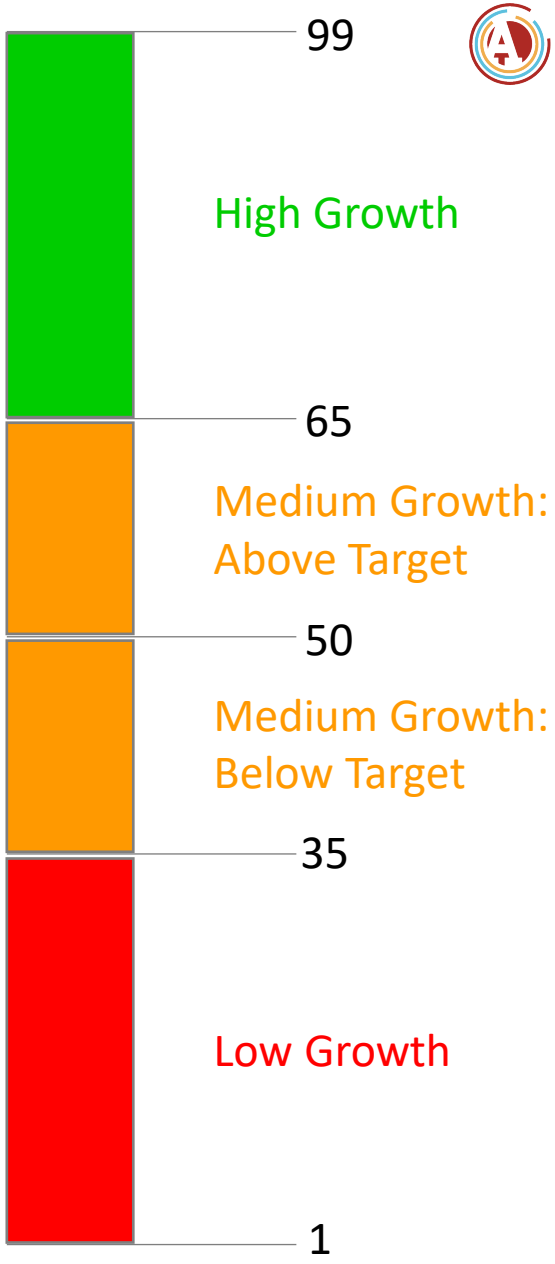
MN.Math.2.3.1.2: Identify and name basic two- and three-dimensional shapes, such as squares, circles, triangles, rectangles, trapezoids, hexagons, cubes, rectangular prisms, cones, cylinders and spheres.

APS Local SGP Bands:

66-99 – High Growth

35-65 – Medium Growth

1-34 – Low Growth



AUSTIN PUBLIC SCHOOLS
Information Services





SCHOOL-SPONSORED STUDENT PUBLICATIONS AND ACTIVITIES 512

I. PURPOSE

The purpose of this policy is to protect students' rights to free speech in production of school-sponsored media and activities while at the same time balancing the school district's role in supervising student publications and the operation of public schools.

II. GENERAL STATEMENT OF POLICY

~~***[Note: A school district generally will wish to reserve a forum it sponsors for its intended purpose in light of the special characteristics of the school environment. By doing so, the school district will have more authority/editorial control over student expression in such a forum. Sponsorship alone may not be enough, however. If the exercise of control is challenged, courts will examine factors such as whether the school district's purpose in creating the forum was educational, whether school officials supervised the publication or activity and exercised editorial control over the contents, whether the materials were produced as part of the curriculum, and whether students received grades and academic credit for the publication or activity. If a forum is reserved, regulation of student expression as in Section IV.B. of this policy will be permissible. If a forum is not reserved, but rather is opened for public communication by tradition or designation, then only the limited regulation of speech as described in Section IV.A. of this policy will be permissible.]***~~

~~A. The school district may exercise editorial control over the style and content of student expression in school-sponsored publications and activities.~~

A. Expressions and representations made by students in school-sponsored publications and activities are not expressions of official school district policy. Faculty advisors shall supervise student writers to ensure compliance with the law and school district policies.

B. Students who believe their right to free expression has been unreasonably restricted in a school-sponsored media or activity may seek review of the decision by the building principal. The principal shall issue a decision no later than three (3) school days after review is requested.

1. Students producing school-sponsored media and activities shall be under the supervision of a faculty advisor and the school principal. School-sponsored media and activities shall be subject to the guidelines set forth below.

2. School-sponsored media may be distributed at reasonable times and locations.

III. DEFINITIONS

A. "Distribution" means circulation or dissemination of material by means of handing out free copies, selling or offering copies for sale, accepting donations for copies, posting or displaying material, or placing materials in internal staff or student mailboxes.

B. "Official school publications" means school newspapers, yearbooks, or material produced in communications, journalism, or other writing classes as a part of the curriculum.

1. Where the normal school activity is an educational program of the school district for which student attendance is compulsory, "material and substantial disruption" is defined as any disruption which interferes with or impedes the implementation of that program.

2. Where the normal school activity is voluntary in nature (including, without limitation, school athletic events, school plays and concerts, and lunch periods) "material and substantial disruption" is defined as student rioting, unlawful seizures of property, conduct inappropriate to the event, participation in a school boycott, demonstration, sit-in, stand-in, walk-out, or other related forms of activity.

In order for expression to be considered disruptive, there must exist specific facts upon which the likelihood of disruption can be forecast, including past experience in the school, current events influencing student activities and behavior, and instances of actual or threatened disruption relating to the written material in question.

C. "Minor" means any person under the age of eighteen (18).

D. "Obscene to minors" means:

1. The average person, applying contemporary community standards, would find that the material, taken as a whole, appeals to the prurient interest of minors of the age to whom distribution is requested;

2. The material depicts or describes, in a manner that is patently offensive to prevailing standards in the adult community concerning how such conduct should be presented to minors of the age to whom distribution is requested, sexual conduct such as intimate sexual acts (normal or perverted), masturbation, excretory functions, or lewd exhibition of the genitals; and

3. The material, taken as a whole, lacks serious literary, artistic, political, or scientific value for minors.

E. "School activities" means any activity of students sponsored by the school including, but not limited to, classroom work, library activities, physical education classes, official assemblies and other similar gatherings, school athletic contests, band concerts, school plays and other theatrical productions, and in-school lunch periods.

F. "School-sponsored media" means material that is:

1. prepared, wholly or substantially written, published, broadcast, or otherwise disseminated by a student journalist enrolled in the school district;

2. distributed or generally made available to students in the school; and

3. prepared by a student journalist under the supervision of a student media adviser.

School-sponsored media does not include material prepared solely for distribution or transmission in the classroom in which the material is produced, or a yearbook.

G. "Student journalist" means a school district student in grades 6 through 12 who gathers, compiles, writes, edits, photographs, records, or otherwise prepares information for dissemination in school-sponsored media.

H. "Student media adviser" means a qualified teacher, as defined in Minnesota Statutes, section 122A.16, that the school district employs, appoints, or designates to supervise student journalists or provide instruction relating to school-sponsored media.

~~**[NOTE: The 2024 Minnesota legislature enacted the new definitions above and the new language in Article IV. below.]**~~

IV. GUIDELINES

A. Except as provided in paragraph B below, a student journalist has the right to exercise freedom of speech and freedom of the press in school-sponsored media regardless of whether the school-sponsored media receives financial support from the school or district, uses school equipment or facilities in its production, or is produced as part of a class or course in which the student journalist is enrolled. Freedom of speech includes freedom to express political viewpoints. Consistent with paragraph B below, a student journalist has the right to determine the news, opinion, feature, and advertising content of school-sponsored media. The school district must not discipline a student journalist for exercising rights or freedoms under this paragraph or the First Amendment of the United States Constitution.

B Student expression in school-sponsored media, a yearbook, or school-sponsored activity is prohibited when the material:

1. is obscene to minors;

2. is defamatory;

3. is profane, harassing, threatening, or intimidating;

4. constitutes an unwarranted invasion of privacy;

5. violates federal or state law;

6. causes a material and substantial disruption of school activities;

7. is directed to inciting or producing imminent lawless action on school premises or the violation of lawful school policies or rules, including a policy adopted in accordance with Minnesota Statutes, section 121A.03 or 121A.031;

8. advertises or promotes any product or service not permitted for minors by law;

9. ~~expresses or~~ advocates sexual, racial, or religious harassment or violence or prejudice; or

10. is distributed or displayed in violation of time, place, and manner regulations.

C. The school district must not retaliate or take adverse employment action against a student media adviser for supporting a student journalist exercising rights or freedoms under paragraph A above or the First Amendment of the United States Constitution.

D. Notwithstanding the rights or freedoms of this Article or the First Amendment of the United States Constitution, nothing in this Article inhibits a student media adviser from teaching professional standards of English and journalism to student journalists.

These professional standards may include, but are not limited to, the following:

1. assuring that participants learn whatever lessons the activity is designed to teach;

2. assuring that readers or listeners are not exposed to material that may be inappropriate for their level of maturity;

3. assuring that the views of the individual speaker are not erroneously attributed to the school;

4. assuring that the school is not associated with any position other than neutrality on matters of political controversy;

5. assuring that the sponsored student speech cannot reasonably be perceived to advocate conduct otherwise inconsistent with the shared values of a civilized social order;

6. assuring that the school is not associated with expression that is, for example, ungrammatical, poorly written, inadequately researched, biased or prejudiced, vulgar or profane, or unsuitable for immature audiences.

E. Time, Place, and Manner of Distribution

Students shall be permitted to distribute written materials at school as follows:

1. Time

Distribution shall be limited to the hours before the school day begins, during lunch hour and after school is dismissed.

2. Place

Written materials may be distributed in locations so as not to interfere with the normal flow of traffic within the school hallways, walkways, entry ways, and parking lots. Distribution shall not impede entrance to or exit from school premises in any way.

3. Manner

No one shall induce or coerce a student or staff member to accept a student publication.

V. POSTING

The school district must adopt a student journalist policy consistent with Minnesota Statutes, section 121A.80 and post it on the district website.

~~**[NOTE: This model policy is crafted to fulfill the obligation stated above.]**~~

Legal References: U. S. Const., amend. I
Hazelwood School District v. Kuhlmeier, 484 U.S. 260, 108 S.Ct. 562, 98 L.Ed.2d 592 (1988)
Bystrom v. Fridley High School, I.S.D. No. 14, 822 F. 2d 747 (8th Cir. 1987)
Morse v. Frederick, 551 U.S. 393, 127 S.Ct. 2618, 168 L.Ed.2d 290 (2007)
Minn. Stat. § 121A.03 (Model Policy)

Minn. Stat. § 121A.031 (School Student Bullying Policy)
Minn. Stat. § 121A.80 (Student Journalism; Student Expression)

Policy Approved: 8/22/05
Policy Reviewed: 04/09/12
Policy Reviewed: 12/9/13
Policy Reviewed: 9/14/15
Policy Reviewed: 8/13/18
Policy Updated: 4/12/21
Policy Revised: 07/08/24

BULLYING PROHIBITION POLICY **514**

[Note: School districts are required by statute to have a policy addressing bullying.]

I. PURPOSE

A safe and civil environment is needed for students to learn and attain high academic standards and to promote healthy human relationships. Bullying, like other violent or disruptive behavior, is conduct that interferes with a student's ability to learn and/or a teacher's ability to educate students in a safe environment. The school district cannot monitor the activities of students at all times and eliminate all incidents of bullying between students, particularly when students are not under the direct supervision of school personnel. However, to the extent such conduct affects the educational environment of the school district and the rights and welfare of its students and is within the control of the school district in its normal operations, the school district intends to prevent bullying and to take action to investigate, respond to, and to remediate and discipline for those acts of bullying which have not been successfully prevented. The purpose of this policy is to assist the school district in its goal of preventing and responding to acts of bullying, intimidation, violence, reprisal, retaliation, and other similar disruptive and detrimental behavior.

II. GENERAL STATEMENT OF POLICY

A. An act of bullying, by either an individual student or a group of students, is expressly prohibited:

1. on the school premises, at the school functions or activities, on the school transportation;

2. by the use of electronic technology and communications on the school premises, during the school functions or activities, on the school transportation, or on the school computers, networks, forums, and mailing lists; or

3. by use of electronic technology and communications off the school premises to the extent such use substantially and materially disrupts student learning or the school environment.

B. A school-aged child who voluntarily participates in a public school activity, such as a cocurricular or extracurricular activity, is subject to the policy provisions applicable to the public school students participating in the activity.

C. This policy applies not only to students who directly engage in an act of bullying but also to students who, by their indirect behavior, condone or support another student's act of bullying. This policy also applies to any student whose conduct at any time or in any place constitutes bullying or other prohibited conduct that interferes with or obstructs the mission or operations of the school district or the safety or welfare of the student or other students, or materially and substantially

interferes with a student's educational opportunities or performance or ability to participate in school functions or activities or receive school benefits, services, or privileges. This policy also applies to an act of cyberbullying regardless of whether such act is committed on or off school district property and/or with or without the use of school district resources. This policy also applies to sexual exploitation.

D. Malicious and sadistic conduct involving race, color, creed, national origin, sex, age, marital status, status with regard to public assistance, disability, religion, sexual harassment, and sexual orientation and gender identity as defined in Minnesota Statutes, chapter 363A is prohibited. This prohibition applies to students, independent contractors, teachers, administrators, and other school personnel.

Malicious and sadistic conduct and sexual exploitation by a school district or school staff member, independent contractor, or enrolled student against a staff member, independent contractor, or student that occurs as described in Article II.A above is prohibited.

E. No teacher, administrator, volunteer, contractor, or other employee of the school district shall permit, condone, or tolerate bullying.

F. Apparent permission or consent by a student being bullied does not lessen or negate the prohibitions contained in this policy.

G. Retaliation against a victim, good faith reporter, or a witness of bullying is prohibited.

H. False accusations or reports of bullying against another student are prohibited.

I. A person who engages in an act of bullying, reprisal, retaliation, or false reporting of bullying or permits, condones, or tolerates bullying shall be subject to discipline or other remedial responses for that act in accordance with the school district's policies and procedures, including the school district's discipline policy (See MSBA/MASA Model Policy 506). The school district may take into account the following factors:

1. The developmental ages and maturity levels of the parties involved;

2. The levels of harm, surrounding circumstances, and nature of the behavior;

3. Past incidences or past or continuing patterns of behavior;

4. The relationship between the parties involved; and

5. The context in which the alleged incidents occurred.

Consequences for students who commit prohibited acts of bullying may range from remedial responses or positive behavioral interventions up to and including suspension and/or expulsion. The school district shall employ research-based developmentally appropriate best practices that include preventative and remedial measures and effective discipline for deterring violations of this policy, apply throughout the school district, and foster student, parent, and community participation.

Consequences for employees who permit, condone, or tolerate bullying or engage in an act of reprisal or intentional false reporting of bullying may result in disciplinary action up to and including termination or discharge.

Consequences for other individuals engaging in prohibited acts of bullying may include, but not be limited to, exclusion from school district property and events.

J. The school district will act to investigate all complaints of bullying reported to the school district and will discipline or take appropriate action against any student, teacher, administrator, volunteer, contractor, or other employee of the school district who is found to have violated this policy.

III. DEFINITIONS

For purposes of this policy, the definitions included in this section apply.

A. "Bullying" means intimidating, threatening, abusive, or harming conduct that is objectively offensive and:

1. an actual or perceived imbalance of power exists between the student engaging in the prohibited conduct and the target of the prohibited conduct, and the conduct is repeated or forms a pattern; or

2. materially and substantially interferes with a student's educational opportunities or performance or ability to participate in school functions or activities or receive school benefits, services, or privileges.

The term "bullying" specifically includes cyberbullying, malicious and sadistic conduct, and sexual exploitation.

B. "Cyberbullying" means bullying using technology or other electronic communication, including, but not limited to, a transfer of a sign, signal, writing, image, sound, or data, including a post on a social network Internet website or forum, transmitted through a computer, cell phone, or other electronic device. The term applies to prohibited conduct which occurs on school premises, on school district property, at school functions or activities, on school transportation, or on school computers, networks, forums, and mailing lists, or off school premises to the extent that it substantially and materially disrupts student learning or the school environment.

C. "Immediately" means as soon as possible but in no event longer than 24 hours.

D. "Intimidating, threatening, abusive, or harming conduct" means, but is not limited to, conduct that does the following:

1. Causes physical harm to a student or a student's property or causes a student to be in reasonable fear of harm to person or property;

2. Under Minnesota common law, violates a student's reasonable expectation of privacy, defames a student, or constitutes intentional infliction of emotional distress against a student; or

3. Is directed at any student or students, including those based on a person's actual or perceived race, ethnicity, color, creed, religion, national origin, immigration status, sex, marital status, familial status, socioeconomic status, physical appearance, sexual orientation including gender identity and expression, academic status related to student performance, disability, or status with regard to public assistance, age, or any additional characteristic defined in the Minnesota Human Rights Act (MHRA). However, prohibited conduct need not be based on any particular characteristic defined in this paragraph or the MHRA.

E. "Malicious and sadistic conduct" means creating a hostile learning environment by acting with the intent to cause harm by intentionally injuring another without just cause or reason or engaging in extreme or excessive cruelty or delighting in cruelty.

F. "On school premises, on school district property, at school functions or activities, or on school transportation" means all school district buildings, school grounds, and school property or property immediately adjacent to school grounds, school bus stops, school buses, school vehicles, school contracted vehicles, or any other vehicles approved for school district purposes, the area of entrance or departure from school grounds, premises, or events, and all school-related functions, school-sponsored activities, events, or trips. School district property also may mean a student's walking route to or from school for purposes of attending school or school-related functions, activities, or events. While prohibiting bullying at these locations and events, the school district does not represent that it will provide supervision or assume liability at these locations and events.

G. "Prohibited conduct" means bullying, cyberbullying, malicious and sadistic conduct, sexual exploitation, or retaliation or reprisal for asserting, alleging, reporting, or providing information about such conduct or knowingly making a false report about prohibited conduct. .

H. "Remedial response" means a measure to stop and correct prohibited conduct, prevent prohibited conduct from recurring, and protect, support, and intervene on behalf of a student who is the target or victim of prohibited conduct.

I. "Student" means a student enrolled in a public school or a charter school.

IV. REPORTING PROCEDURE

A. Any person who believes he or she has been the target or victim of bullying or any person with knowledge or belief of conduct that may constitute bullying or prohibited conduct under this policy shall report the alleged acts immediately to an appropriate school district official designated by this policy. A person may report bullying anonymously. However, the school district may not rely solely on an anonymous report to determine discipline or other remedial responses.

B. The school district encourages the reporting party or complainant to use the report form available from the principal or building supervisor of each building or available in the school district office, but oral reports shall be considered complaints as well.

C. The building principal, the principal's designee, or the building supervisor (hereinafter the "building report taker") is the person responsible for receiving reports of bullying or other prohibited conduct at the building level. Any person may report bullying or other prohibited conduct directly to a school district human rights officer or the superintendent. If the complaint involves the building report taker, the complaint shall be made or filed directly with the superintendent or the school district human rights officer by the reporting party or complainant.

The building report taker shall ensure that this policy and its procedures, practices, consequences, and sanctions are fairly and fully implemented and shall serve as the primary contact on policy and procedural matters. The building report taker or a third party designated by the school district shall be responsible for the investigation. The building report taker shall provide information about available community resources to the target or victim of the bullying or other prohibited conduct, the perpetrator, and other affected individuals as appropriate.

D. A teacher, school administrator, volunteer, contractor, or other school employee shall be particularly alert to possible situations, circumstances, or events that might include bullying. Any such person who witnesses, observes, receives a report of, or has other knowledge or belief of conduct that may constitute bullying or other prohibited conduct shall make reasonable efforts to address and resolve the bullying or prohibited conduct and shall inform the building report taker immediately. School district personnel who fail to inform the building report taker of conduct that may constitute bullying or other prohibited conduct or who fail to make reasonable efforts to address and resolve the bullying or prohibited conduct in a timely manner may be subject to disciplinary action.

E. Reports of bullying or other prohibited conduct are classified as private educational and/or personnel data and/or confidential investigative data and will not be disclosed except as permitted by law. The building report taker, in conjunction with the responsible authority, shall be responsible for keeping and regulating access to any report of bullying and the record of any resulting investigation.

F. Submission of a good faith complaint or report of bullying or other prohibited conduct will not affect the complainant's or reporter's future employment, grades, work assignments, or educational or work environment.

G. The school district will respect the privacy of the complainant(s), the individual(s) against whom the complaint is filed, and the witnesses as much as possible, consistent with the school district's obligation to investigate, take appropriate action, and comply with any legal disclosure obligations.

V. SCHOOL DISTRICT ACTION

A. Within three days of the receipt of a complaint or report of bullying or other prohibited conduct, the school district shall undertake or authorize an investigation by the building report taker or a third party designated by the school district.

B. The building report taker or other appropriate school district officials may take immediate steps, at their discretion, to protect the target or victim of the bullying or other prohibited conduct, the complainant, the reporter, and students or others, pending completion of an investigation of the bullying or other prohibited conduct, consistent with applicable law.

C. The alleged perpetrator of the bullying or other prohibited conduct shall be allowed the opportunity to present a defense during the investigation or prior to the imposition of discipline or other remedial responses.

D. Upon completion of an investigation that determines that bullying or other prohibited conduct has occurred, the school district will take appropriate action. Such action may include, but is not limited to, warning, suspension, exclusion, expulsion, transfer, remediation, termination, or discharge. Disciplinary consequences will be sufficiently severe to try to deter violations and to appropriately discipline prohibited conduct. Remedial responses to the bullying or other prohibited conduct shall be tailored to the particular incident and nature of the conduct and the student's developmental age and behavioral history. ~~shall take into account the factors specified in Section II.F. of this policy~~. School district action taken for violation of this policy will be consistent with the requirements of applicable collective bargaining agreements; applicable statutory authority, including the Minnesota Pupil Fair Dismissal Act; the student discipline policy (See MSBA/MASA Model Policy 506) and other applicable school district policies; and applicable regulations.

[NOTE: The language added above appears in Minnesota Statutes, section 121A.031.1]

E. The school district is not authorized to disclose to a victim private educational or personnel data regarding an alleged perpetrator who is a student or employee of the school district. School officials will notify the parent~~(s)~~ or guardian~~(s)~~ of students who are targets of bullying or other prohibited conduct and the parent~~(s)~~

or guardian~~(s)~~ of alleged perpetrators of bullying or other prohibited conduct who have been involved in a reported and confirmed bullying incident of the remedial or disciplinary action taken, to the extent permitted by law. For purposes of notification presumed under this paragraph, a parent or legal guardian may designate in writing to the school another individual to be notified of the prohibited conduct.

[NOTE: The 2025 Minnesota legislature added the final sentence to Minnesota Statutes, section 121A.031.]

F. In order to prevent or respond to bullying or other prohibited conduct committed by or directed against a child with a disability, the school district shall, when determined appropriate by the child's individualized education program (IEP) team or Section 504 team, allow the child's IEP or Section 504 plan to be drafted to address the skills and proficiencies the child needs as a result of the child's disability to allow the child to respond to or not to engage in bullying or other prohibited conduct.

VI. RETALIATION OR REPRISAL

The school district will discipline or take appropriate action against any student, teacher, administrator, volunteer, contractor, or other employee of the school district who commits an act of reprisal or who retaliates against any person who asserts, alleges, or makes a good faith report of alleged bullying or prohibited conduct, who provides information about bullying or prohibited conduct, who testifies, assists, or participates in an investigation of alleged bullying or prohibited conduct, or who testifies, assists, or participates in a proceeding or hearing relating to such bullying or prohibited conduct. Retaliation includes, but is not limited to, any form of intimidation, reprisal, harassment, or intentional disparate treatment. Disciplinary consequences will be sufficiently severe to deter violations and to appropriately discipline the individual(s) who engaged in the prohibited conduct. ~~Remedial responses to the prohibited conduct shall be tailored to the particular incident and nature of the conduct and shall take into account the factors specified in Section II.F. of this policy.~~

[NOTE: The deleted language appears in Article V. above.]

VII. TRAINING AND EDUCATION

A. The school district shall discuss this policy with school personnel and volunteers and provide appropriate training to school district personnel regarding this policy. The school district shall establish a training cycle for school personnel to occur during a period not to exceed every three school years. Newly employed school personnel must receive the training within the first year of their employment with the school district. The school district or a school administrator may accelerate the training cycle or provide additional training based on a particular need or circumstance. This policy shall be included in employee handbooks, training materials, and publications on school rules, procedures, and standards of conduct, which materials shall also be used to publicize this policy.

B. The school district shall require ongoing professional development, consistent with Minnesota Statutes section 122A.60, to build the skills of all school personnel who regularly interact with students to identify, prevent, and appropriately address bullying and other prohibited conduct. Such professional development includes, but is not limited to, the following:

1. Developmentally appropriate strategies both to prevent and to immediately and effectively intervene to stop prohibited conduct;

2. The complex dynamics affecting a perpetrator, target, and witnesses to prohibited conduct;

3. Research on prohibited conduct, including specific categories of students at risk for perpetrating or being the target or victim of bullying or other prohibited conduct in school;

4. The incidence and nature of cyberbullying; and

5. Internet safety and cyberbullying.

C. The school district annually will provide education and information to students regarding bullying, including information regarding this school district policy prohibiting bullying, the harmful effects of bullying, and other applicable initiatives to prevent bullying and other prohibited conduct.

D. The administration of the school district is directed to implement programs and other initiatives to prevent bullying, to respond to bullying in a manner that does not stigmatize the target or victim, and to make resources or referrals to resources available to targets or victims of bullying.

E. The administration is encouraged to provide developmentally appropriate instruction and is directed to review programmatic instruction to determine if adjustments are necessary to help students identify and prevent or reduce bullying and other prohibited conduct, to value diversity in school and society, to develop and improve students' knowledge and skills for solving problems, managing conflict, engaging in civil discourse, and recognizing, responding to, and reporting bullying or other prohibited conduct, and to make effective prevention and intervention programs available to students.

The administration must establish strategies for creating a positive school climate and use evidence-based social-emotional learning to prevent and reduce discrimination and other improper conduct.

The administration is encouraged, to the extent practicable, to take such actions as it may deem appropriate to accomplish the following:

1. Engage all students in creating a safe and supportive school environment;

2. Partner with parents and other community members to develop and implement prevention and intervention programs;

3. Engage all students and adults in integrating education, intervention, and other remedial responses into the school environment;

4. Train student bystanders to intervene in and report incidents of bullying and other prohibited conduct to the schools' primary contact person;

5. Teach students to advocate for themselves and others;

6. Prevent inappropriate referrals to special education of students who may engage in bullying or other prohibited conduct; and

7. Foster student collaborations that, in turn, foster a safe and supportive school climate.

F. The school district may implement violence prevention and character development education programs to prevent or reduce policy violations. Such programs may offer instruction on character education including, but not limited to, character qualities such as attentiveness, truthfulness, respect for authority, diligence, gratefulness, self-discipline, patience, forgiveness, respect for others, peacemaking, and resourcefulness.

G. The school district shall inform affected students and their parents of rights they may have under state and federal data practices laws to obtain access to data related to an incident and their right to contest the accuracy or completeness of the data. The school district may accomplish this requirement by inclusion of all or applicable parts of its protection and privacy of pupil records policy (See MSBA/MASA Model Policy 515) in the student handbook.

VIII. NOTICE

A. The school district will give annual notice of this policy to students, parents or guardians, and staff, and this policy shall appear in the student handbook.

B. This policy must be conspicuously posted throughout each school building, in the administrative offices of the school district, and in the office of each school.

C. This policy must be distributed to each school district or school employee and independent contractor at the time of hiring or contracting.

D. Notice of the rights and responsibilities of students and their parents under this policy must be included in the student discipline policy (See MSBA/MASA Model Policy 506) distributed to parents at the beginning of each school year.

E. This policy shall be available to all parents and other school community members

in an electronic format in the language appearing on the school district's or a school's website.

F. Each school must develop a process for discussing this policy with students, parents of students, independent contractors, and school employees.

G. The school district shall provide an electronic copy of its most recently amended policy to the Minnesota Commissioner of Education.

H. The school district designates the building principal as the primary contact person in the school building to receive reports of prohibited conduct.

IX. POLICY REVIEW

To the extent practicable, the school board shall, on a cycle consistent with other school district policies, review and revise this policy. The policy shall be made consistent with Minnesota Statutes, sections 121A.031 and 121A.0312 and other applicable law. Revisions shall be made in consultation with students, parents, and community organizations.

Legal References:
Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)
Minn. Stat. § 120A.05, Subds. 9, 11, 13, and 17 (Definitions)
Minn. Stat. § 120B.232 (Character Development Education)
Minn. Stat. § 121A.03 (Model Policy)
Minn. Stat. § 121A.031 (School Student Bullying Policy)
Minn. Stat. § 121A.0312 (Malicious and Sadistic Conduct)
Minn. Stat. § 121A.0311 (Notice of the Rights and Responsibilities of Students and Parents under the Safe and Supportive Minnesota Schools Act)
Minn. Stat. §§ 121A.40-121A.56 (Pupil Fair Dismissal Act)
Minn. Stat. § 121A.69 (Hazing Policy)
Minn. Stat. Ch. 124E (Charter Schools)
Minn. Stat. Ch. 363A (Minnesota Human Rights Act)
20 U.S.C. § 1232g *et seq.* (Family Educational Rights and Privacy Act)
34 C.F.R. §§ 99.1 - 99.67 (Family Educational Rights and Privacy)

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