

MACCRAY ISD 2180
Clara City, MN 56222
MACCRAY Board Room
Monday, Sep 11, 2023
6:00 pm

TENTATIVE AGENDA
Abatement Bond Hearing at 6pm - Shelby McQuay - Ehlers

Policy 206 – Individual speakers will have three minutes to speak to the board and may do so only during the public comment portion of the meeting. Comments involving data privacy, personal attacks on others, or that may be considered libelous or slanderous, or are initiated after the public comment period, are unacceptable. The board will take no action at the same meeting on an item raised by the public at that meeting to allow for further investigation.

- 1.0 Call to Order
- 2.0 Pledge of Allegiance
- 3.0 Approval of the Agenda/Additions/Deletions
- 4.0 Public Comment
- 5.0 Consent Agenda – Action Required
 - 5.1 Adoption of Minutes
 - 5.2 Approve payment of bills and financial reports
 - 5.3 Approve employment agreement with paraprofessional - A. Hinrichs
 - 5.4 Approve employment agreement with MS Admin. Assistant - K. Dambrotten
 - 5.5 Approve employment agreement with Spanish Instructional Assistant - N. Bodin
 - 5.6 Approve Braden Hoekstra as a Volunteer Football Coach.
- 6.0 Communication Report
 - 6.1 Administrative Reports
 - 6.1.1 Denise Smith, Community Ed & Rec.
 - 6.1.2 Jim Trulock, Activities Director
 - 6.1.3 Mitchell Kent, Elementary Principal
 - 6.1.4 Judd Wheatley, High School Principal-written
 - 6.1.5 Josh Austad, Superintendent
 - 6.2 Committee Reports - POC
 - 6.3 Board Discussion
- 7.0 Business items – Action Required
 - 7.1 Certify 24-25 Levy for the maximum amount.
 - 7.2 Resolution Stating the Intention of the School Board to Issue General Obligation Facilities Maintenance, Capital Facilities, and Tax Abatement Bonds, Series 2024A, In the Aggregate Principal Amount of Approximately \$2,695,000; And Taking Other Actions with respect thereto.
 - 7.3 Resolution Relating to Property Tax Abatement for parking Lot Projects; Granting the Abatement
 - 7.4 Resolution Stating the Intention of the School District to Issue Certificates of Participation Series 2024B, In the Maximum Aggregate Principal amount of approximately \$1,975,000.
 - 7.5 Approve Policies affected by new legislation.
 - 7.5.1 Policy 513- Student Promotion, Retention, and Program Design
 - 7.5.2 Policy 601- School District Curriculum and Instruction Goals

- 7.5.3 Policy 603- Curriculum Development
- 7.5.4 Policy 604- Instructional Curriculum
- 7.5.5 Policy 613- Graduation Requirements
- 7.5.6 Policy 616- School District System Accountability
- 7.5.7 Policy 617- School District Esurance of Preparatory and High School Standards
- 7.5.8 Policy 618- Assessment of Student Achievement
- 7.5.9 Policy 620- Credit for Learning
- 7.5.10 Policy 621- Literacy and the Read Act
- 7.5.11 Policy 624 - Online Instruction

8.0 Upcoming Meetings

8.1 Regular Board Meeting, Monday, Oct. 9, MACCRAY Board Room, 6pm

8.2 Regular Board Meeting, Monday, Nov. 13, MACCRAY Board Room, 6pm

8.3 Regular Board Meeting, Monday, Dec. 11, MACCRAY Board Room, 6pm

9.0 Adjournment

**Minutes of the Board of Education
Independent School District #2180
Regular Meeting #2
Monday, August 14, 2023, 6:00 PM
MACCRAY Board Room**

Members Present: Julie Alsum, Debi Brandt, Mark Kasella, John Hagemeyer, Carmel Thein.

Others Present: Josh Austad, Superintendent; Judd Wheatley, MS/HS Principal; Mitchell Kent, Elementary Principal; Kim Sandry, Business Manager; Jesse Westbrook, Tech Director; Jim Trulock, Activities Director; Billie Jo Rassat, Clara City Herald .

Chair Julie Alsum called the meeting to order at 6:00 pm.

Pledge of Allegiance

Motion by Thein, second by Brandt, to approve the agenda as presented.

Motion carried by unanimous vote.

Public Comment: none

Approval of Consent Agenda:

Motion by Thein, second by Hagemeyer, to approve the consent agenda.

Motion carried by unanimous vote.

Adoption of Minutes

Approve payment of bills and financial records.

Accept resignation of paraprofessional - S. Mithun

Accept resignation of paraprofessional - D. Torres

Accept resignation of School Nurse - L. Dannen

Approve employment of Paraprofessional - R. Fierro-Aguayo.

Approve employment of Paraprofessional - R. Colin Yanez.

Approve employment of Paraprofessional - R. Nelson

Approve employment of Paraprofessional - A. DeBey

Approve contract with School Nurse - D. Haines

Approve resignation of paraprofessional - B. Wubben

Approval of Fall coaches.

Football

Cole Christopher Head Varsity

Trent Carlson Asst. Varsity

Kelby Jaenisch J.V. & Asst.

Brandon Grund J.V. & Asst.

Andrew DuHoux Junior High

Seth Falk Junior High

Mike Dammann Volunteer

Nate Bourne JH Volunteer

Boys & Girls Cross Country

Deb Hoberg Head Varsity - RCW

Ben Johnson Asst. - MACCRAY

Volleyball

Tory Brouwer Head Varsity

Emily Carlson B Squad

Kylee Kimpling C Squad

Elsie Sumner J.H.

Jessica Roelofs J.H.

Terese Bourne	Volunteer
Brenda Schwitters	Volunteer
<u>Girls Tennis</u>	
Lindsey Bosch	Head Coach
Alecia Hansen	Assistant
Becky Zimmer	Assistant/Volunteer
Ashley Trulock	Volunteer
Christian Thoen	Volunteer

Weight Room - Jacob Zuidema & Christian Thoen - prorated

Activity Concessions Supervisor/Worker - Carol Krueger

Musical Directors - Nikki Erickson & Joel Gronseth

Assistant Musical Director - Jasmine Goblish

Pep Band - Joel Gronseth

Yearbook - Josie Donner

NHS - Andrea Lewandowski

Student Council - Josie Donner

Communications Reports:

Jim Trulock: Update on Fall Sports/MSHSL fees

Mitchell Kent: Elementary update

Judd Wheatley: MS/HS update

Josh Austad: District update.

Committee Reports/Board Discussion: Athletic Complex

Business Items:

Motion by Kasella, second by Hagemeyer, to approve Resolution to Call for Abatement Bond Hearing.

Roll Call Vote: For: Brandt, Thein, Alsum, Hagemeyer, Kasella.

Against: none

Resolution passed and adopted.

Motion by Alsum, second by Thein, to approve the MACCRAY Employee Handbook with discussed amendments. Motion carried by unanimous vote.

Motion by Alsum, second by Hagemeyer, to approve the MACCRAY Student Handbook with discussed amendments. Motion carried by unanimous vote.

Motion by Brandt, second by Thein, to approve the MACCRAY Literacy Plan. Motion carried by unanimous vote.

Motion by Hagemeyer, second by Kasella, to approve the first and final reading of the following policies. Motion carried by unanimous vote.

Policy 504 - Student Dress and Appearance

Policy 507 - Corporal Punishment and Prone Restraint

Policy 523 - Policies Incorporated by Reference

Policy 524 - Internet Acceptable Use and Safety and Pledge Form

Policy 532 - Use of Peace Officers and Crisis Teams to Remove Students with IEPs from School Grounds

Policy 602 - Organization of School Calendar and School Day

Policy 709 - Student Transportation Safety and Form

Policy 806 - Crisis Management

Motion by Thein, second by Alsum, to approve the updated Language Instruction educational Program (LIEP). Motion carried by unanimous vote.

Meetings and Workshops:

Regular Board Meeting, Monday, September 11, 6pm, MACCRAY Board Room.

Regular Board Meeting, Monday, October 9, 6pm, MACCRAY Board Room.

Regular Board Meeting, Monday, Nov. 13, MACCRAY Board Room, 6pm

Regular Board Meeting, Monday, Dec. 11, MACCRAY Board Room, 6pm

Adjournment of Meeting

Motion by Thein, second by Kasella, for adjournment. Motion carried by unanimous vote. Meeting adjourned at 7:16pm.

Respectfully submitted,
Carmel Thein, Clerk
Kim Sandry, Business Manager

**RESOLUTION PROVIDING FOR A PUBLIC HEARING
TO CONSIDER GRANTING A PROPOSED PROPERTY TAX ABATEMENT**

BE IT RESOLVED, by the School Board (the "Board") of Independent School District No. 2180 (MACCRAY Public Schools), Chippewa, Kandiyohi, and Renville Counties, Minnesota (the "District") as follows:

1. The School Board hereby finds and determines that a public hearing shall be held, pursuant to Minnesota Statutes, Section 469.1813, Subdivision 5, to consider granting an abatement of certain property taxes levied against net tax capacity (the "Proposed Property Tax Abatement") imposed by the District for taxes payable in 2024 through 2033 on the following properties within the District boundaries (identified by property identification number):

PROPERTY ID NUMBERS

02-006-1000	08-007-3000	11-033-2200	16-960-0015
02-015-1100	08-013-1300	11-037-0010	30-130-2550
02-018-1000	08-018-4000	14-002-3000	30-130-2610
02-028-2100	08-025-1100	14-007-2300	30-218-0111
02-031-1100	08-031-4000	14-013-2300	30-807-1315
02-032-2100	08-037-0020	14-022-2300	30-912-4401
03-034-3100	09-019-1100	14-037-0010	50-060-0150
07-002-4000	09-026-2000	14-037-0020	
07-014-2000	09-029-1200	16-026-3201	
08-004-2000	11-032-3200	16-036-2300	

2. The purpose of granting the Proposed Property Tax Abatement is to provide funds to finance the construction of and improvements to parking lots at various sites in the District. The total estimated cost of the Proposed Property Tax Abatement by the School District is \$1,605,319 over ten (10) years, an amount estimated to be sufficient to pay the principal and interest charges on approximately \$1,225,000 of bonds issued to finance parking lot construction, reconstruction and improvements districtwide and related financing costs.

3. The public hearing to consider the granting of the proposed tax abatement shall be held at 6:00 o'clock p.m., on September 11, 2023, in the Board Room at the MACCRAY Public Schools, 711 Wolverine Drive, Clara City, MN 56222. The Clerk is authorized and directed to cause notice of the hearing to be published in a newspaper of general circulation in the District at least one time more than ten (10) days but less than thirty (30) days before the date of the hearing. The newspaper must be one of general interest and readership in the community and not one of limited subject matter. The newspaper must be published at least once per week. The Notice of Public Hearing shall be in substantially the form of the Notice attached hereto as EXHIBIT A.

4. All who wish to be heard as to the Proposed Property Tax Abatement will be given an opportunity to express their views at the time of the public hearing or may file written comments with the Superintendent prior to the public hearing.

5. All actions taken by the District to cause the publication of the attached Notice of Public Hearing prior to the date of this resolution are hereby ratified, confirmed, and approved.

Ind. School District #2180 Payment Reg by Bank and Check

Bank	Batch	Pmt No	Check No	Pay Type	Grp Code	Rcd	Vendor	Tax Class	Print	Recon	Void	Pay/Void	Date	Amount
												Date		
BND2		59036	5532	Check	1	4934	Heartland Glass Co		Yes	No	No	08/09/2023	35,285.18	
BND2		59035	5533	Check	1	4907	Ultra Concrete		Yes	No	No	08/09/2023	102,876.76	
BND2		59034	5534	Check	1	2751	Willmar Electric Service	C Corporation	Yes	No	No	08/09/2023	26,274.40	
Bank Total:													\$164,436.34	
Pay		58981		Wire	1	00867	PERA		Yes	No	Yes	08/01/2023	3,582.80	
Pay		58981		Wire	1	00867	PERA		Yes	No	Yes	08/15/2023	(3,582.80)	
Pay		58982		Wire	1	00868	MN Teachers Retirement Assoc.		Yes	No	Yes	08/01/2023	31,047.82	
Pay		58982		Wire	1	00868	MN Teachers Retirement Assoc.		Yes	No	Yes	08/15/2023	(31,047.82)	
Pay		58983		Wire	1	2181	Aviben	C Corporation	No	No	No	08/01/2023	12,262.22	
Pay		58984		Wire	1	2385	MN Department of Revenue		Yes	No	Yes	08/01/2023	6,586.79	
Pay		58984		Wire	1	2385	MN Department of Revenue		Yes	No	Yes	08/15/2023	(6,586.79)	
Pay		58985		Wire	1	2875	Internal Revenue Service		Yes	No	Yes	08/01/2023	44,267.73	
Pay		58985		Wire	1	2875	Internal Revenue Service		Yes	No	Yes	08/15/2023	(44,267.73)	
Pay		58986		Wire	1	2985	Aviben FLEX		No	No	No	08/01/2023	2,790.73	
Pay		59026		Check	1	00258	Willmar Public Schools		Yes	No	Yes	08/08/2023	(5,653.53)	
Pay		59075		Wire	1	00867	PERA		No	No	No	08/18/2023	4,204.21	
Pay		59076		Wire	1	00868	MN Teachers Retirement Assoc.		No	No	No	08/18/2023	29,237.18	
Pay		59077		Wire	1	2181	Aviben	C Corporation	No	No	No	08/18/2023	12,212.22	
Pay		59078		Wire	1	2385	MN Department of Revenue		No	No	No	08/18/2023	6,652.35	
Pay		59079		Wire	1	2875	Internal Revenue Service		No	No	No	08/18/2023	43,357.02	
Pay		59080		Wire	1	2985	Aviben FLEX		No	No	No	08/18/2023	2,671.98	
Pay		58718	58194	Check	1	3236	AmbuTech		Yes	No	Yes	08/08/2023	(50.34)	
Pay		58896	58343	Check	1	00023	UNUM Life Insurance Company		Yes	No	Yes	08/01/2023	(161.28)	
Pay		58975	58398	Check	1	00878	American Family -AFLAC		Yes	No	No	08/01/2023	219.08	
Pay		58974	58399	Check	1	00528	Bremer Bank		Yes	No	No	08/01/2023	150.00	
Pay		58977	58400	Check	1	1039	Citizens Alliance Bank		Yes	No	No	08/01/2023	1,145.43	
Pay		58980	58401	Check	1	4802	Colonial Life		Yes	No	No	08/01/2023	1,267.31	
Pay		58979	58402	Check	1	4594	Kensington Bank		Yes	No	No	08/01/2023	247.00	
Pay		58978	58403	Check	1	4043	MN Child Support Center		Yes	No	No	08/01/2023	58.00	
Pay		58976	58404	Check	1	00881	NCPERS Group Life Ins.		Yes	No	No	08/01/2023	16.00	
Pay		58973	58405	Check	1	00023	UNUM Life Insurance Company		Yes	No	Yes	08/01/2023	0.00	
Pay		58991	58406	Check	1	5039	Donner's Garage Inc	S Corporation	Yes	No	No	08/01/2023	226.76	
Pay		58987	58407	Check	1	00105	Hillyard / Hutchinson	C Corporation	Yes	No	No	08/01/2023	868.40	
Pay		58989	58408	Check	1	3962	Indianhead Foodservice Distributor	S Corporation	Yes	No	No	08/01/2023	576.75	
Pay		58990	58409	Check	1	4419	MASA		Yes	No	No	08/01/2023	249.00	
Pay		58988	58410	Check	1	1483	Renaissance Learning, Inc.	C Corporation	Yes	No	No	08/01/2023	8,430.60	
Pay		58992	58411	Check	1	00023	UNUM Life Insurance Company		Yes	No	No	08/01/2023	269.64	
Pay		58993	58412	Check	1	2359	Amazon Capital Services		Yes	No	No	08/02/2023	14,412.80	

Ind. School District #2180

Payment Reg by Bank and Check

Bank	Batch	Pmt No	Check No	Pay Type	Grp Code	Rcd	Vendor	Tax Class	Print	Recon	Void	Pay/Void		Amount
												Date		
Pay		59002	58413	Check	1	4756	Kesler Science	S Corporation	Yes	No	No	08/02/2023		1,047.00
Pay		58999	58414	Check	1	4388	Melody Lanes Bowling Center		Yes	No	No	08/02/2023		396.00
Pay		58997	58415	Check	1	3519	Minnesota High School Volleyball Showcas	S Corporation	Yes	No	No	08/02/2023		280.00
Pay		59000	58416	Check	1	4553	Nordic Solar HoldCo Phase 2, LLC	LLC - Partnership	Yes	No	No	08/02/2023		10,338.60
Pay		59003	58417	Check	1	5345	ORIGO Education Inc	LLC - C Corp	Yes	No	No	08/02/2023		72,793.70
Pay		58996	58418	Check	1	3139	Rambow, Inc.	C Corporation	Yes	No	No	08/02/2023		518.50
Pay		58998	58419	Check	1	4149	Riley Bus Service, Inc.	S Corporation	Yes	No	No	08/02/2023		790.00
Pay		58995	58420	Check	1	2943	Sweep Hardware	Ind/Sole Proprietor	Yes	No	No	08/02/2023		594.84
Pay		59004	58421	Check	1	5350	Swenson, Greta	Ind/Sole Proprietor	Yes	No	No	08/02/2023		80.00
Pay		59001	58422	Check	1	4700	Wolverine Hoops Club		Yes	No	No	08/02/2023		2,335.00
Pay		59017	58423	Check	1	4016	Almich's Market	S Corporation	Yes	No	No	08/07/2023		23.64
Pay		59016	58424	Check	1	3851	Blick Art Materials	S Corporation	Yes	No	No	08/07/2023		70.36
Pay		59014	58425	Check	1	2450	Brothers Fire & Security	C Corporation	Yes	No	No	08/07/2023		1,200.00
Pay		59024	58426	Check	1	4979	Coordinated Business Systems	S Corporation	Yes	No	No	08/07/2023		1,079.46
Pay		59007	58427	Check	1	00077	Farmers Coop Oil Co.	C Corporation	Yes	No	No	08/07/2023		184.44
Pay		59008	58428	Check	1	00105	Hillyard / Hutchinson	C Corporation	Yes	No	No	08/07/2023		427.87
Pay		59020	58429	Check	1	4326	Kennedy & Graven, Chartered	C Corporation	Yes	No	No	08/07/2023		47.00
Pay		59021	58430	Check	1	4626	Kubota Leasing		Yes	No	No	08/07/2023		583.78
Pay		59022	58431	Check	1	4706	Learning Ally, Inc.	Other	Yes	No	No	08/07/2023		3,698.00
Pay		59018	58432	Check	1	4233	MCGraw-Hill Education	C Corporation	Yes	No	No	08/07/2023		42,277.29
Pay		59011	58433	Check	1	00761	Merle's Repair	Ind/Sole Proprietor	Yes	No	No	08/07/2023		17.35
Pay		59015	58434	Check	1	3163	Minnesota Historical Society		Yes	No	No	08/07/2023		3,010.00
Pay		59013	58435	Check	1	2021	Pioneer Manufacturing Co.	C Corporation	Yes	No	No	08/07/2023		1,114.30
Pay		59010	58436	Check	1	00701	Southside Lumber	C Corporation	Yes	No	No	08/07/2023		110.00
Pay		59009	58437	Check	1	00308	SW & WC Service Cooperative		Yes	No	No	08/07/2023		51,857.86
Pay		59023	58438	Check	1	4830	Trafera Holdings, LLC	Partnership	Yes	No	No	08/07/2023		390.98
Pay		59019	58439	Check	1	4242	Turbo Turf, LLC		Yes	No	No	08/07/2023		142.56
Pay		59012	58440	Check	1	1469	Xcel Energy	C Corporation	Yes	No	No	08/07/2023		4,779.71
Pay		59025	58441	Check	1	3243	Edmentum, Inc	C Corporation	Yes	No	No	08/07/2023		1,800.00
Pay		59027	58443	Check	1	00258	Willmar Public Schools		Yes	No	No	08/08/2023		5,653.53
Pay		59033	58444	Check	1	5235	Blue Cross Blue Shield of Minnesota		Yes	No	No	08/09/2023		137,588.39
Pay		59032	58445	Check	1	5135	CherryRoad Media		Yes	No	No	08/09/2023		275.00
Pay		59028	58446	Check	1	00044	City of Clara City		Yes	No	No	08/09/2023		4,096.94
Pay		59030	58447	Check	1	4179	Connecting Point Computer Center	S Corporation	Yes	No	No	08/09/2023		2,460.00
Pay		59029	58448	Check	1	3962	Indianhead Foodservice Distributor	S Corporation	Yes	No	No	08/09/2023		768.44
Pay		59031	58449	Check	1	4208	Pat's Signs & Graphics		Yes	No	No	08/09/2023		215.68
Pay		59042	58450	Check	1	1680	BSN Sports, LLC	C Corporation	Yes	No	No	08/10/2023		2,089.94
Pay		59038	58451	Check	1	00251	Clara City Implement	C Corporation	Yes	No	No	08/10/2023		12.90
Pay		59045	58452	Check	1	4801	Clara City Speedway	S Corporation	Yes	No	No	08/10/2023		204.69

Ind. School District #2180 Payment Reg by Bank and Check

Bank	Batch	Pmt No	Check No	Pay Type	Grp Code	Rcd	Vendor	Tax Class	Print	Recon	Void	Pay/Void		Amount
												Date		
Pay		59043	58453	Check	1 2021		Pioneer Manufacturing Co.	C Corporation	Yes	No	No	08/10/2023		597.90
Pay		59041	58454	Check	1 1640		Really Good Stuff	C Corporation	Yes	No	No	08/10/2023		12.49
Pay		59039	58455	Check	1 00701		Southside Lumber	C Corporation	Yes	No	No	08/10/2023		209.85
Pay		59044	58456	Check	1 4242		Turbo Turf, LLC		Yes	No	No	08/10/2023		214.00
Pay		59040	58457	Check	1 00844		West Central Sanitation, Inc.	C Corporation	Yes	No	No	08/10/2023		2,577.68
Pay		59046	58458	Check	1 00046		Clara City Herald	S Corporation	Yes	No	No	08/14/2023		152.00
Pay		59047	58459	Check	1 3592		Dooley's Natural Gas	C Corporation	Yes	No	No	08/14/2023		2,581.28
Pay		59048	58460	Check	1 4649		Westbrock, Renae		Yes	No	No	08/14/2023		446.71
Pay		59049	58461	Check	1 00046		Clara City Herald	S Corporation	Yes	No	No	08/14/2023		222.00
Pay		59050	58462	Check	1 01538		PACT 4 Families Collaborative		Yes	No	No	08/14/2023		12.00
Pay		59051	58463	Check	1 5351		Barnhart, Norman	Ind/Sole Proprietor	Yes	No	No	08/15/2023		1,000.00
Pay		59054	58464	Check	1 2450		Brothers Fire & Security	C Corporation	Yes	No	No	08/15/2023		1,315.00
Pay		59055	58465	Check	1 5084		BROUWER, EILEEN	Ind/Sole Proprietor	Yes	No	No	08/15/2023		150.00
Pay		59052	58466	Check	1 1936		Palmer Bus Service, Inc	C Corporation	Yes	No	No	08/15/2023		15,081.20
Pay		59053	58467	Check	1 2401		SCHOLASTIC INC	C Corporation	Yes	No	No	08/15/2023		313.17
Pay		59056	58468	Check	1 4245		Wheatley, Judd		Yes	No	No	08/16/2023		130.87
Pay		59057	58469	Check	1 3999		MACCRAY Concessions		Yes	No	No	08/16/2023		650.00
Pay		59059	58470	Check	1 1680		BSN Sports, LLC	C Corporation	Yes	No	No	08/16/2023		3.72
Pay		59062	58471	Check	1 5171		Follett Content Solutions, LLC		Yes	No	No	08/16/2023		1,692.69
Pay		59061	58472	Check	1 3523		IXL Learning	C Corporation	Yes	No	No	08/16/2023		8,913.00
Pay		59060	58473	Check	1 3139		Rambow, Inc.	C Corporation	Yes	No	No	08/16/2023		455.00
Pay		59058	58474	Check	1 00271		Zaner-Bloser	C Corporation	Yes	No	No	08/16/2023		850.03
Pay		59064	58475	Check	1 1680		BSN Sports, LLC	C Corporation	Yes	No	No	08/17/2023		1,239.94
Pay		59065	58476	Check	1 5171		Follett Content Solutions, LLC		Yes	No	No	08/17/2023		2,540.81
Pay		59066	58477	Check	1 3032		MN Bureau of Criminal Apprehension		Yes	No	No	08/17/2023		45.00
Pay		59069	58478	Check	1 00878		American Family -AFLAC		Yes	No	No	08/18/2023		219.08
Pay		59068	58479	Check	1 00528		Bremer Bank		Yes	No	No	08/18/2023		150.00
Pay		59071	58480	Check	1 1039		Citizens Alliance Bank		Yes	No	No	08/18/2023		1,145.43
Pay		59074	58481	Check	1 4802		Colonial Life		Yes	No	No	08/18/2023		1,072.03
Pay		59073	58482	Check	1 4594		Kensington Bank		Yes	No	No	08/18/2023		247.00
Pay		59072	58483	Check	1 4043		MN Child Support Center		Yes	No	No	08/18/2023		58.00
Pay		59070	58484	Check	1 00881		NCPERS Group Life Ins.		Yes	No	No	08/18/2023		16.00
Pay		59067	58485	Check	1 00023		UNUM Life Insurance Company		Yes	No	No	08/18/2023		187.74
Pay		59083	58486	Check	1 2997		Goeman, Sue		Yes	No	No	08/21/2023		19.88
Pay		59084	58487	Check	1 5166		GreatAmerica Financial Svcs.		Yes	No	No	08/21/2023		321.48
Pay		59081	58488	Check	1 2126		Menards - Willmar	S Corporation	Yes	No	No	08/21/2023		256.28
Pay		59082	58489	Check	1 2496		SHI International Corp	C Corporation	Yes	No	No	08/21/2023		121.00
Pay		59087	58490	Check	1 3329		Kent, Mitchell		Yes	No	No	08/21/2023		65.57
Pay		59085	58491	Check	1 2851		MACCRAY Volleyball		Yes	No	No	08/21/2023		1,508.01

Ind. School District #2180 Payment Reg by Bank and Check

Bank	Batch	Pmt No	Check No	Pay Type	Grp Code	Rcd	Vendor	Tax Class	Print	Recon	Void	Pay/Void		Amount
												Date		
Pay		59086	58492	Check	1	3139	Rambow, Inc.	C Corporation	Yes	No	No	08/21/2023		315.00
Pay		59090	58493	Check	1	2450	Brothers Fire & Security	C Corporation	Yes	No	No	08/23/2023		437.80
Pay		59091	58494	Check	1	4194	Drex-mart	S Corporation	Yes	No	No	08/23/2023		21.68
Pay		59092	58495	Check	1	4608	Dufault Publishing Inc	S Corporation	Yes	No	No	08/23/2023		185.10
Pay		59093	58496	Check	1	4630	MDH		Yes	No	No	08/23/2023		35.00
Pay		59089	58497	Check	1	00308	SW & WC Service Cooperative		Yes	No	No	08/23/2023		3,023.00
Pay		59094	58498	Check	1	3962	Indianhead Foodservice Distributor	S Corporation	Yes	No	No	08/23/2023		2,002.17
Pay		59098	58500	Check	1	1680	BSN Sports, LLC	C Corporation	Yes	No	No	08/24/2023		2,649.99
Pay		59101	58501	Check	1	5352	Forstrom, Nichole	Ind/Sole Proprietor	Yes	No	No	08/24/2023		280.00
Pay		59099	58502	Check	1	00105	Hillyard / Hutchinson	C Corporation	Yes	No	No	08/24/2023		2,142.14
Pay		59100	58503	Check	1	2853	TechCheck		Yes	No	No	08/24/2023		429.41
Pay		59102	58504	Check	1	4722	OFFICE OF THE SECRETARY OF STATE		Yes	No	No	08/25/2023		120.00
Pay		59103	58505	Check	1	3099	Trish's Katering	Ind/Sole Proprietor	Yes	No	No	08/28/2023		1,342.50
Pay		59104	58506	Check	1	3099	Trish's Katering	Ind/Sole Proprietor	Yes	No	No	08/28/2023		696.50
Pay		59110	58507	Check	1	3311	J.W. Pepper & Son, Inc.	C Corporation	Yes	No	No	08/28/2023		147.99
Pay		59111	58508	Check	1	4053	Music Theatre International	C Corporation	Yes	No	No	08/28/2023		372.98
Pay		59108	58509	Check	1	2347	Rochester Telecom Systems	S Corporation	Yes	No	No	08/28/2023		40.38
Pay		59109	58510	Check	1	2923	VISA - CABank		Yes	No	No	08/28/2023		5,459.25
Pay		59112	58511	Check	1	3054	Beekman, Scott	Ind/Sole Proprietor	Yes	No	No	08/29/2023		130.00
Pay		59118	58512	Check	1	5354	Brown, Serena	Ind/Sole Proprietor	Yes	No	No	08/29/2023		120.00
Pay		59114	58513	Check	1	4145	Craigmile, Marc		Yes	No	No	08/29/2023		130.00
Pay		59119	58514	Check	1	5355	Olsen, Zachary Roy	Ind/Sole Proprietor	Yes	No	No	08/29/2023		130.00
Pay		59117	58515	Check	1	4813	Pennie-Roy, Heather	Ind/Sole Proprietor	Yes	No	No	08/29/2023		120.00
Pay		59116	58516	Check	1	4457	Wendorff, Brad	Ind/Sole Proprietor	Yes	No	No	08/29/2023		130.00
Pay		59115	58517	Check	1	4245	Wheatley, Judd		Yes	No	No	08/29/2023		118.54
Pay		59113	58518	Check	1	3643	Wherry, Brent		Yes	No	No	08/29/2023		130.00
Pay		59124	58520	Check	1	2450	Brothers Fire & Security	C Corporation	Yes	No	No	08/30/2023		452.90
Pay		59122	58521	Check	1	01432	Chappell Central, Inc.	S Corporation	Yes	No	No	08/30/2023		542.29
Pay		59125	58522	Check	1	4234	Clean Site LLC		Yes	No	No	08/30/2023		100.00
Pay		59121	58523	Check	1	00457	Torkelson's Lock Service	LLC - Partnership	Yes	No	No	08/30/2023		1,068.00
Pay		59123	58524	Check	1	1469	Xcel Energy	C Corporation	Yes	No	No	08/30/2023		6,369.59
Pay		59126	58525	Check	1	3333	LacQuiParle Schools		Yes	No	No	08/30/2023		120.00
Pay		59127	58526	Check	1	3032	MN Bureau of Criminal Apprehension		Yes	No	No	08/30/2023		15.00
												Bank Total:	\$567,184.33	
SA		58994	22445	Check	1	1680	BSN Sports, LLC	C Corporation	Yes	No	No	08/02/2023		140.00
SA		59006	22446	Check	1	4016	Almich's Market	S Corporation	Yes	No	No	08/07/2023		112.06
SA		59005	22447	Check	1	3242	Hebrink, Nate		Yes	No	No	08/07/2023		139.26
SA		59037	22448	Check	1	4376	Christopher, Cole		Yes	No	No	08/10/2023		86.82

Ind. School District #2180 Payment Reg by Bank and Check

Bank	Batch	Pmt No	Check No	Pay Type	Grp Code	Rcd	Vendor	Tax Class	Print	Recon	Pay/Void		Amount
											Void	Date	
SA		59063	22449	Check	1 3139		Rambow, Inc.	C Corporation	Yes	No	No	08/17/2023	120.64
SA		59088	22450	Check	1 00863		Monte Candy Company	Ind/Sole Proprietor	Yes	No	No	08/23/2023	1,250.00
SA		59096	22451	Check	1 3139		Rambow, Inc.	C Corporation	Yes	No	No	08/23/2023	600.00
SA		59097	22452	Check	1 3780		Cash		Yes	No	No	08/24/2023	1,000.00
SA		59107	22453	Check	1 3780		Cash		Yes	No	No	08/28/2023	2,500.00
SA		59105	22454	Check	1 00905		Trulock, James		Yes	No	No	08/28/2023	101.44
SA		59106	22455	Check	1 2923		VISA - CABank		Yes	No	No	08/28/2023	1,866.12
Bank Total:												\$7,916.34	
Report Total:												\$739,537.01	

**Ind. School District #2180
Exp Summary - Fd, Pro Series
Period Ending August 31, 2023**

Sequence: Fd, Pro

Description		24ORIG				Encumbrances	% YTD + Enc	Remaining Balance
		Annual Budget	Period 202402	Year To Date	% YTD			
01	General							
	000 Administration	744,703.00	38,171.54	84,668.91	11%	2,961.10	12%	657,072.99
	100 District Support Services	329,278.00	22,063.21	50,863.64	15%	6,422.76	17%	271,991.60
	200 Elem & Secondary Regular Instr	4,183,324.00	22,543.98	69,243.78	2%	171,023.57	6%	3,943,056.65
	300 Vocational Education Instr	276,224.00	0.00	0.00	0%	0.00	0%	276,224.00
	400 Special Education Instr	1,808,720.00	4,722.56	8,446.11	0%	37,621.16	3%	1,762,652.73
	600 Instructional Support Services	562,956.00	10,311.31	43,433.90	8%	20,875.24	11%	498,646.86
	700 Pupil Support Services	1,314,976.00	0.00	10,299.11	1%	3,883.88	1%	1,300,793.01
	800 Sites & Buildings	915,305.00	32,417.80	61,635.37	7%	43,441.24	11%	810,228.39
	900 Fiscal & Other Fixed Costs	489,426.00	0.00	0.00	0%	0.00	0%	489,426.00
01	General	10,624,912.00	130,230.40	328,590.82	3%	286,228.95	6%	10,010,092.23
02	Food Service							
	700 Pupil Support Services	463,200.00	6,531.37	11,601.29	3%	4,235.89	3%	447,362.82
02	Food Service	463,200.00	6,531.37	11,601.29	3%	4,235.89	3%	447,362.82
04	Community Service							
	500 Community Ed & Services	515,237.00	12,525.61	31,647.63	6%	18,931.34	10%	464,658.03
04	Community Service	515,237.00	12,525.61	31,647.63	6%	18,931.34	10%	464,658.03
05	Capital Outlay							
	000 Administration	0.00	0.00	14,886.11	0%	945.16	0%	(15,831.27)
	200 Elem & Secondary Regular Instr	25,000.00	0.00	0.00	0%	2,513.77	10%	22,486.23
	800 Sites & Buildings	337,122.00	0.00	111,005.29	33%	5,010.31	34%	221,106.40
05	Capital Outlay	362,122.00	0.00	125,891.40	35%	8,469.24	37%	227,761.36
07	Debt Redemption							
	900 Fiscal & Other Fixed Costs	2,707,248.00	0.00	501,080.76	19%	0.00	19%	2,206,167.24
07	Debt Redemption	2,707,248.00	0.00	501,080.76	19%	0.00	19%	2,206,167.24
21	Student Activity							
	200 Elem & Secondary Regular Instr	0.00	0.00	2,419.00	0%	7,943.32	0%	(10,362.32)
21	Student Activity	0.00	0.00	2,419.00	0%	7,943.32	0%	(10,362.32)
Report Totals:		14,672,719.00	149,287.38	1,001,230.90	7%	325,808.74	9%	13,345,679.36

INVESTMENTS OUTSTANDING

June 30, 2023

MSDMAX Fund – MSDLAF

MSDMAX Fund Balance as of June 30, 2023	\$2,359.94
Interest - July 31, 2023	\$10.30
Interest – August 31, 2023	\$10.75
BALANCE	<u>\$2,380.99</u>

LIQUID ASSET FUND

Money Market Balance as of June 30, 2023	\$1,602.84
Interest – July 31, 2023	\$6.86
Interest – August 31, 2023	\$7.16
BALANCE	<u>\$1,616.86</u>

Citizens Alliance Bank

Special Money Market Savings

Balance as of June 30, 2023	\$3,947,502.17
Interest – July 31, 2023 (Transfer out \$1,100,000)	\$2,105.60
Interest – August 31, 2023	\$1,815.16
BALANCE	<u>\$2,851,422.93</u>



MACCRAY Community Ed & Rec
Denise Smith, Director

September 2023 School Board Report

Highlights

- ❖ Summer Activity Summary – See Attached
 - Night Baseball – 3rd through 8th Grade/5 Teams
 - Shortage of Fields
 - Summer Rec
 - All in Raymond except T-ball also in Clara City
 - City of Raymond/Dragging & Scheduling
 - Night T-Ball – Thanks to Debi & Brian Brandt
 - Field Trips – Hemker Zoo, Lee-Mar Ranch, Pool Trips, Big Kahuna
 - Academic – Kit Klub
 - Camps – Basketball, Cheer Team, Football, Softball, Tennis, Volleyball (2)
 - Wolverine Workout
 - Adult: Doubles Tennis & Co-Ed Sand Volleyball

- ❖ Fall 2023 Booklet – September, October, November

- ❖ Fall Youth Football
 - Youth Football Night – Varsity Game – August 31st
 - 56er Flag Football - 39 Kids
 - Coaches: Lucas Post, Shane Hanson, Adam Hess, Zach Goeman, Jake Gora, Matt Kleinhuisen, and Paul Reeb
 - Thanks to RCW – Helmets
 - 3rd/4th Grade Flag Football – 31 Kids
 - 3 Teams/Willmar League
 - Coaches: Matt Koenen, Ben Peterson, Travis Roskens
 - 1st/2nd Grade Flag Football - Starting September 18th
 - Coach: Tyler Anderson

- ❖ ECFE & Preschool Screening
 - ECFE Back to School “Down on the Farm” – August 21st
 - M-Cubs – Starts on October 3rd
 - Preschool Screening – September 25th
 - Thanks to Bethany Reformed Church
 - Pumpkin Patch Party – October 28th

- ❖ Youth Scholarship Fund
 - Current Balance: \$4,468.32

- ❖ Community Garden
 - 8 Gardeners plus God's Garden (Keith Harms) See Picture

- ❖ Facility Use
 - Brady Kienitz – Summer Basketball Camps
 - Girl Scouts Meeting September 25th
 - Briggs Motley – 50th Year – November 4th

- ❖ 2180 Foundation
 - May Fundraiser - \$19,665.48
 - Bob & Cathy Condon - \$5,000 Bayer Grant
 - SWIF Balances
 - Endowment \$147,795.39
 - Project: \$18,316.83
 - Operations: \$1,378.60

Summer 2023 Activity Summary

Summer Activity	2021	2022	2023
Summer Rec Program			
<i>T-Ball - Clara City</i>	21	14	21
<i>T-Ball - Raymond</i>	18	11	13
<i>T-Ball Night Games (Debi & Brian Brandt)</i>	Avg. 30 - 3 Nights	Avg. 40 - 2 Nights	Avg. 51 - 2 Nights
<i>Little Cubs</i>	21	21	18
<i>Baseball A, AA, AAA</i>	112	103	107
<i>Softball</i>	N/A	23	11
<i>Tennis</i>		40	Avg. 20
<i>Coaches</i>	24 (8 as needed)	16 (9 as needed)	16 (3 as needed)
Pool Trips - 3 Trips		Avg. 30	Avg. 25
Theater - Pinnochio		27	34
Field Trips - Hemker & Lee-Mar			Avg. 25
Kit Klub			Avg. 25
Big Kahuna			49
Night Baseball (3rd - 8th)		46	73
Basketball Camps	90	96	80
Baseball Camp	29	28	32
Softball Camp			12
Tennis Camps	39	34	22
Football Camps	32	64	64
Cheer Team Camp			14
Volleyballers Camp			16
Higher Heights VB Camps			46
Weight Lifting & Cardio	60	55	60
Adult Offerings			
Doubles Tennis League	26	26	16
Coed Sand Volleyball	6 Teams	5 Teams	6 Teams
SAIL		15	20
Lake Minnetonka/Aboretum			10
Twins Game - July 26		30	20
Night Baseball			
3rd/4th Grade (2 Teams-Mixed)	Ben Peterson	Clint VanDeRiet	Matt Wulf
	Matt Kleinhuizen	Jake & Rachel Gora	Zach Goeman
5th Grade	Lucas Post	Shane Hanson	
6th Grade	Cameron Macht	Mark Schleski	

Summer 2023 Activity Summary

7th/8th Grade	Sean Nurmi	Joel Guiningsman	
---------------	------------	------------------	--

2023 Summer Rec Coaches

Cassandra Strommer

Amy Schwab

Carter Wrede

Greta Meyer

Erika Pieper

Addisyn Peterson

Andrew DuHoux

Bryson Kimpling

Emersyn Pederson

Ethan Schleski

Ethan Strommer

Eva Swenson

Garvin Guiningman

Jaden Dirksen

Rorie Bristle

Tobyn Dalle

Subs - As Needed

Kaden Ahrenholz

Ella Kienitz

Jaimi Heida



Giving with God's Garden

Members of God's Garden were hard at work on a week ago Monday helping to harvest another bountiful crop. Over 3,000 pounds of produce has been harvested so far this year from the garden and hopes are to keep going to beat last year's production total of over 8,200 pounds. All the food harvested from God's Garden is donated to the Prairie Five food shelf in Montevideo. Anybody interested in helping out with the garden is free to join as the group is always looking to add new members. Members include: Alan Ahrenholz, Keith Harms, Daryl Niemeyer, Larry Niemeyer, John Arends, Steve Olander, Julie Olander, Virgil Hoekstra and Lois Hoekstra.



MACCRAY'S ECFE hosts Down on the Farm event



MACCRAY COMMUNITY

ED & REC



FALL 2023

SEPT-OCT-NOV



To receive a hard copy of the Community Ed booklet through the mail, please contact Denise at 320-847-2154, Ext. 1106 or email her at smithd@maccray.k12.mn.us. We no longer do a bulk mailing to all box holders in our school district.

Fall 2023
September, October, November
Programs & Classes

Table of Contents

Page 3:	Welcome & General Information
Page 4-9:	Early Childhood/Preschool Programs
Pages 10:	Pumpkin Patch Party
Page 11-12:	Youth Enrichment Classes
Page 13:	Daycare Provider Classes
Page 14-16:	Adult Classes & Trips
Page 17:	2023-24 School Calendar
Page 18:	Registration Form

Call Denise at 320-847-2154, Ext. 1106 or email smithd@maccray.k12.mn.us if:

- * you would like to teach a class or coach an activity, *AND/OR*
- * you have an idea for a class or activity.

Together we can build the best Community Ed and Rec Department that serves all members of our communities!



Remember to register early to make sure you get a spot for the class!



Online Registration & Payment Option

We use RegWerks for our online registration and payment option. There are no fees for paying online. Below is how to access the system:

1. Go to: www.maccray.k12.mn.us/communityed.
2. Click on "Register & Pay Here".
3. Log into the Web Store. You will need to set up an account initially to access the system. After that, just log in with credentials.
4. Setting up an account – one parent or guardian creates a family account and adds all family members. Registrations are recorded and tracked based on the Account Holder's email address. Once the data is entered, you will not need to do this every time you sign up for a class for yourself or your child.
5. From there, you will be able to see the classes offered for the current booklet. They are separated by Early Childhood, Youth, and Adult. Click on the category that fits what you are looking for. Fill out the required information and add to your Shopping Cart. When done, click on your Shopping Cart to pay.

Not comfortable with online options? NO WORRIES! You can still register through paper registration and cash/check payments. Contact Denise at 320-847-2154, Ext. 1106 with any questions.

Cancellation & Refund Policy

We reserve the right to cancel any class due to low enrollment and a full refund will be given to those that signed up for the class. If the class is postponed due to weather, another date will be selected for the class. If a person is unable to attend the new date, a full refund will be given out.

If you are not able to attend a class and want a refund, cancellations must be requested two days prior to the starting date of the class or activity. A \$5.00 processing fee will be charged. Forfeiture of your registration fee will occur if not done within this timeframe. No refunds will be given once class starts.

Community Ed Staff

Denise R. Smith, Director
320-847-2154, Ext. 1106
smithd@maccray.k12.mn.us

Edith Tensen, Administrative Assistant
320-847-2154, Ext. 1111
tensene@maccray.k12.mn.us

Kristine Klosterboer
Early Childhood Coordinator, ECFE,
Early Childhood Screening & Preschool
320-847-2154, Ext. 1320
klosterboerk@maccray.k12.mn.us

Heather Shamla
Preschool Secretary & Billing
320-847-2154, Ext. 1306
shamlah@maccray.k12.mn.us

CER Advisory Council

Debi Brandt
Laura Bristle
Jovita Harguth
Mac Hendrickx
Kristine Klosterboer
Sarah Macht
Kendra Peterson
Dave Plagge
Laine Rieger
Meghan Sunderland
Nancy Winter



Pictures

We may take pictures during activities of groups or individuals and use for the promotion of CER. If you object to your or your child's photo being used, please notify Denise at 320-847-2154, Ext. 1106.

MACCRAY Early Education Programs

Early Childhood Programs are held at the MACCRAY Elementary School. Early childhood classes, events, and services are for families with children ages birth to not yet in kindergarten.

Remember to pre-register for all ECFE classes! Each class has a minimum of five students needed to run the class. We will decide the day after the deadline if a class will run.

Register with Denise at CER for all ECFE classes.

Early Childhood Programs offered include:



(Early Childhood Family Education)

ECFE is based on the idea that the family provides a child's first and most significant learning environment. Parents are the child's first and most important teachers. ECFE's goal is to enhance the ability of all parents and other family members to provide the best possible environment for their child's learning and growth.

Register with Denise at CER
for all ECFE classes.



MACCRAY school readiness/preschool is a program for children 3 to 5 years of age who are not yet enrolled in Kindergarten. The goal of our preschool program is to provide children with a fun and enriched preschool experience that will assist parents with the emotional, social, intellectual, and physical development of their child. More information in the next couple of pages.

Contact Kristine Klosterboer with questions
about our school readiness programming.

Early Childhood Screening



Early Childhood Screening is required for all children before starting kindergarten.



Children may be screened beginning at age 3. Look for more information in the next couple of pages.

Contact Kristine Klosterboer for early
childhood screening questions and
information.

Early Childhood Staff:

Kristine Klosterboer:

Early Childhood Coordinator
ECFE, Early Childhood Screening, & School
Readiness/ Preschool

klosterboerk@maccray.k12.mn.us
or 320-847-2154, Ext. 1320

Heather Shamla:

Preschool Secretary
Preschool Billing/Questions

shamlah@maccray.k12.mn.us
or 320-847-2154, Ext. 1306





Fall ECCE Classes



M-Cubs

This is a free class for children ages 3-5 with a variety of exciting, themed activities planned which include art, games, songs, and more. This is a separating class with together time, parent time, and child time. We will be serving a meal at 5:15, before class starts. We also have sibling care available. Please note how many will be eating and if you need sibling care on your registration.

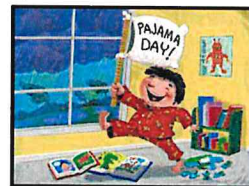
Dates: Tuesdays, October 3, 10, 17
Time: 5:15 Meal & 5:30-6:30 Class
Location: MACCRAY Elementary School
Ages: 3-5 Years Old (preschool age)
Fee: Free

Deadline: Tuesday, September 26

Books & PJs Night

Wear your pajamas or comfy clothes and learn about some great early childhood authors and a couple activities to go along with them.

Date: Tuesday, December 12
Time: 5:30 P.M.-6:30 P.M.
Location: MACCRAY Elementary
Ages: 2 - 5 Years Old (preschool age)
Fee: \$5.00
Deadline: Tuesday, December 5



See Page 12 for "More Fun with Mary Poppins" for kids age 4 through 2nd grade.

Are You Game?

Join us for a night of fun and games! We will have a variety of games for kids to explore and play with an adult of their choice. Bring a parent, grandparent, or special adult and learn to play games while also learning a variety of social skills needed to play a game.



Date: Tuesday, November 14th
Time: 5:30 P.M.-6:30 P.M.
Location: MACCRAY Elementary School
Ages: 2 - 5 Years Old (preschool age)
Fee: \$5.00

Deadline: Tuesday, November 7

Sliding Fee Scale

Free: Current family monthly gross income of \$1800 or less

Half Price: If family monthly income is below the following guidelines

Full Price: If family monthly exceeds the guidelines below

No family will be denied access due to inability to pay.

Household Size	2	3	4	5	6	7	8
Monthly Income	2,583	3,204	3,870	4,536	5,202	5,868	6,534

Sibling care is available for all classes. Please let us know when you register so we have someone available. Also, let us know of any allergies that your child has as some of our classes have food as part of them.



Rusty's Cooking Club for Preschoolers

Parents/caregivers and their preschoolers are invited to attend the Rusty's Cooking Club kick-off. Rusty's Cooking Club is a free cooking club for preschoolers and their families sponsored by the University of Minnesota Extension. At the kick-off, parents and children will participate in a number of activities using the cooking club materials. Everyone will get to make a yummy yogurt parfait. Parents/caregivers will be able to sign-up to receive monthly cooking packets to continue cooking at home with their preschooler. If you are interested in joining Rusty's Cooking Club but can't attend the kick-off, you can sign up at <https://z.umn.edu/cookingclub>.



Kick-Off Date: Thursday, November 9th

Time: 5:30 - 6:30 p.m.

Ages: 3 - 5 (preschool)

Fee: FREE

Maximum: 12



Location: MACCRAY Elementary School /Preschool Classroom

Deadline to Register: Thursday, November 2nd

The INCREDIBLE YEARS Classes

A research proven, positive approach to parenting children.

Join us as we explore The Incredible Years!

A parenting program designed to strengthen parenting skills and promote children's optimal social, emotional, physical, and academic development.

Classes available this Fall in:
Chippewa County - Montevideo, MN

Chippewa County Incredible Years classes will be held beginning September 18th at Hawks Nest Learning Center. Class dates: Monday evenings starting September 18th through November 6th.

Classes begin at 5:00pm with a free family meal. Childcare provided for free during class time.

To register call Julie at Chippewa County Family Services at 320-269-6416 or Countryside Public Health at 320-843-4546.

A COLLABORATIVE OFFERING
BETWEEN
CHIPPEWA COUNTY FAMILY SERVICES
PRAIRIE FIVE, CHILD CARE AWARE
AND COUNTRYSIDE PUBLIC HEALTH.



The Incredible Years

Incredible Years is a parenting program designed to strengthen parenting skills and promote children's optimal social, emotional, physical, & academic development.

Class topics will include:

- ♦ playing with your child,
- ♦ praise,
- ♦ rewarding your child,
- ♦ setting limits,
- ♦ time out,
- ♦ ignore,
- ♦ natural and logical consequences,
- ♦ communication & problem solving,
- ♦ hyperactivity and Impulsiveness,
- ♦ Coping with behaviors such as too much TV, public behavior, temper tantrums, sibling rivalry, bed time routines, and lying.

"Parenting is one of the most important jobs you will ever have yet has the least amount of training."

In collaboration with:



Early Childhood Family Education
The Hawks Nest Learning Center
2000 Black Oak Avenue
Montevideo, MN 56265
320-269-5026, ext. 3264



Chippewa County Office
517 North 17th St.
Montevideo, MN. 56265
320-843-4546(V/TTY)
1-800-657-3291

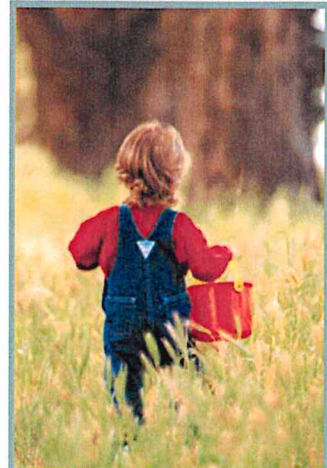


Prairie Five Community Action
Council Inc.

~Senior Nutrition Program~



Chippewa County Family Services
719 N. 7th St. Ste. 200
Montevideo, MN 56265
(320) 269-6401



The Incredible Years

Would you like...

Less whining?

Fewer tantrums?

Less yelling?

Less guilt?

Join us for
Incredible Years class.
A research proven, positive
approach to parenting
children.

Early Childhood Preschool Screening

Is your child 3 years old? Then it's time for screening!

Screening dates for 2023-2024 school year:
Monday, September 25th, 2023 and Friday, January 12th, 2024

Did you know that screening is required in the state of Minnesota?

Screening allows health and developmental concerns to be addressed at least one to two years before a child enters kindergarten.

Screening is an early look at a child's development and is conducted by qualified professionals to help identify specific needs a child may have in these areas:

- *Fine and gross motor skills
- *Vision and hearing
- *Speech and language development
- *Height and weight
- *Cognitive development
- *Immunizations



The state of Minnesota requires a health and development screening for every child before kindergarten entry in a public school. The MACCRAY School District offers this service at no cost. Screening should be completed before a child turns five years old and may be scheduled as early as three years of age.

Please contact Kristine Klosterboer at klosterboerk@maccray.k12.mn.us or 320-847-2154, Ext. 1320 to schedule an appointment or if you are new to the district.

Early Childhood Development

Milestones to age 5



Every child is unique. No two children develop, grow and learn at exactly the same pace. *And yet* children develop in predictable ways. The milestones indicated here are just some of the indicators that a child is developing typically. *Take notes on your little one's learnings.* Babies and toddlers are growing, learning and changing all the time. It's fun to watch! We suggest you keep track of the new things they do and the milestones they reach. If you are concerned about your child's growth, development or learning, we encourage you to contact us at HelpMeGrowMN.org or 1-866-693-4749

Track These Milestones

New baby or new to the district?

Being on the census ensures you will receive ECFE, screening, and kindergarten information when your child is eligible. If you are new to the community, recently had a new baby, or moved to a new address, call Heather at 320-847-2154, Ext. 1306 or email shamlah@maccray.k12.mn.us to ensure that you are on our school census list.

MACCRAY Preschool



Welcome to MACCRAY Preschool! MACCRAY preschool is a program for children 3 to 5 years of age who are not yet enrolled in kindergarten. The goal of our preschool program is to provide children with a fun and enriched preschool experience that will assist parents with the emotional, social, intellectual, and physical development of their child. Our preschool programs offer fun and meaningful experiences for the children through music, literacy, writing, math, science, technology, as well as fine and gross motor activities. We continue to implement Creative Curriculum for Preschool into the classrooms, along with the Teaching Strategies Gold to assess student progress throughout the school year.

2023-2024 Preschool Class Options

3-Year-Old Preschool Class

****Must be 3 by September 1, 2023***

- * School Day is 8:00 am to 3:30 p.m.
- 2 Full Days - Wednesdays & Fridays (\$160/Month)
- 4 Full Days - Tuesdays through Fridays (\$320/Month)

4-Year-Old Preschool Class

- * School Day is 8:00 am to 3:30 p.m.
- 2 Full Days - Wednesdays & Fridays (\$160/Month)
- 4 Full Days - Tuesdays through Fridays (\$320/Month)



Children who are eligible to participate in MACCRAY preschool programming for the 2023-2024 school year must:

- *be 3 years old or older on September 1, 2023
- *be toilet trained
- *meet current Minnesota immunization requirements



ONLINE
RESOURCES

Registration Link:

<https://www.maccray.k12.mn.us/Page/479>

Scholarship Link:

<https://www.maccray.k12.mn.us/Page/540>

Preschool Calendar Link:

<https://www.maccray.k12.mn.us/Page/547>

- *Programming will run from September through May.
- *Fees are charged to pay for program costs.
- *Scholarships are available for qualifying families. Information available on the MACCRAY school website or email Heather at shamlah@maccray.k12.mn.us with questions.

*We are a four-star Parent Aware rated school readiness program with the goal of preparing all children for kindergarten.

*Parents interested in preschool classes can find information on the MACCRAY schools website at www.maccray.k12.mn.us or send inquiries to klosterboerk@maccray.k12.mn.us.



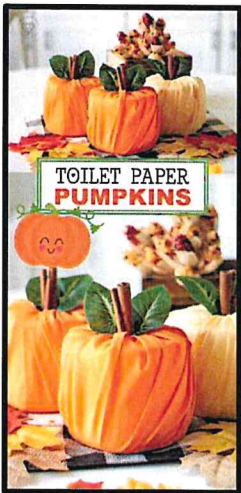
Pumpkin Patch Party

When: Saturday, Oct. 28th, 9:00 – 11:00 a.m.

Fee: \$5.00 (Family Max - \$10.00)

Ages: Birth to 5th Grade (parents need to attend)

Where: MACCRAY Elementary School



Crafts!



Treats



Games & Activities





Apple Treats & More

Yummy apple treats!!! Kids will be making several apple treats that they will get to enjoy all while learning about the benefits of eating apples in their diets! We will also do an apple craft.

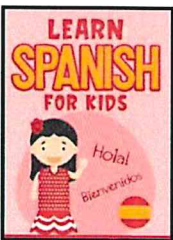
- Grades:** 3rd - 6th
- Date:** Wednesday, September 27th
- Time:** After-School 3:30 – 5:00 p.m.
- Location:** Elementary Cafeteria
- Fee:** \$15.00
- Instructor:** Rachel Guiningsman
- Deadline to Register:** September 20th



Cupcake Decorating

What do you get when you add frosting and creativity to cupcakes? A super fun cupcake decorating class!

- Grades:** 3rd - 6th
- Date:** Wednesday, October 11th
- Time:** After-School 3:30 – 5:00 p.m.
- Location:** Ag Kitchen Classroom
- Fee:** \$15.00
- Instructor:** Linda Ruschen
- Deadline to Register:** October 4th



Beginning Spanish

Hola and Bienvenido! This is an introductory class to Spanish. Kids will learn the basics such as counting and so much more!

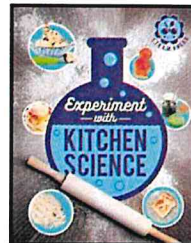
- Grades:** 3rd - 6th
- Date:** Wednesdays
October 25th, November 1st, 8th, 15th
- Time:** After-School 3:30 – 4:30 p.m.
- Location:** Elementary Classroom
- Fee:** \$10.00
- Instructor:** Laura Finley
- Deadline to Register:** October 18th



After School Art Club

Come hang out in the art room with Miss Goblisch and create four different projects! We will be going over different aspects of art and learning why we create what we create and how. These four projects will all be in the theme of Fall/Halloween.....'tis the season!

- Grade:** 3rd – 5th
- Date:** Tuesdays
October 10th, 17th, 24th, 31st
- Time:** After-School 3:30 – 4:30 p.m.
- Fee:** \$25.00
- Location:** Art Room
- Instructor:** Jasmine Goblisch
- Maximum:** 20
- Deadline to Register:** October 7th



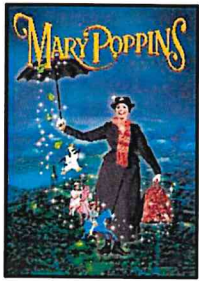
4-H Kitchen Science

Grab your aprons and beakers, it's time to create some experiments in the kitchen with 4-H. From slime and goo, to bouncy balls and taco sauce, we will explore what our kitchen supplies can create.

- Grades:** 4th – 6th
- Dates:** Tuesdays
November 7th, 14th, 28th, Dec. 5th
- Time:** After-School 3:30 p.m. – 4:45 p.m.
- Fee:** \$20.00
- Location:** Ag Kitchen Classroom
- Instructor:** Gabby Nemitz, 4-H Instructor
- Maximum:** 16
- Deadline to Register:** October 31st

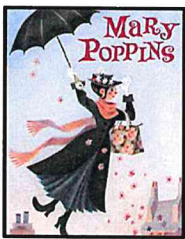
Scholarships are available for all youth programming. Contact Denise at 320-847-2154, Ext. 1106 to apply for one.

Junior Players – Mary Poppins Musical



Be a part of Mary Poppins! We will have fun learning songs from the show, wearing some fun costume pieces and learning a few dance moves, too! You will have a chance to be in the show on stage where everyone's a star on the rise!

Grades: 1st - 4th
Dates/Times: November 2nd, 8th, 9th, 15th
After-School 3:30 – 5:00 p.m.
November 16th
After School 3:30 – 6:30 p.m.
Shows: November 17th, 18th, 19th (matinee)
Location: Performing Arts Auditorium
Fee: \$15.00
Maximum: 20
Deadline to Register: *October 26th*



More Fun with Mary Poppins

Come and meet the actors and actresses of the Mary Poppins musical! Kids will get the chance to visit and take pictures with the cast, plus do Mary Poppins crafts. Included in the fee is one adult ticket for the show. An adult will need to accompany the child to the show.

Ages/Grades: Age 4 – 2nd Grade
Date: Saturday, November 18th
Time: 5:30 – 6:30 p.m. (7:00 show)
Fee: \$10.00
Location: MS/HS Cafeteria
Deadline to Register: *November 11th*



Piano and Ukulele Lessons

If you are a beginner or are looking to continue to foster your piano playing skills or want to learn how to play the ukele, contact music teacher Michaela Bullivant at 320-250-7539.



Flag Football - Girls & Boys

Fall is here – time to play some football. Get ready to dash to the end zone! Flag football is a fun way to learn the basic skills and concepts of football. Develop your basic passing, catching, defending, and teamwork skills. Games will be played in a fun and encouraging environment!



Grades: 1st – 2nd
Dates: Mondays
September 18th, 25th
October 9th, 16th, 23rd
Time: 5:30 – 6:30 p.m.
Fee: \$15.00
Location: High School Football Practice Field
Coach: Tyler Anderson
Minimum: 20
Deadline to Register: *September 14th*

Karate for All Ages



Everyone, regardless of age or ability, has something to gain from the techniques we teach. Instructors will adapt these techniques to accommodate each student's ability with an emphasis on consistent growth in character and skill in the martial arts. In addition, they learn discipline and to respect others. Most of all, classes are uplifting, empowering, and FUN!

Dates: Mondays - Starts on October 2nd
Ends on December 11th
Time: Beginners (white): 6:15 – 7:00 p.m.
Intermediate: 7:10 – 8:00 p.m.
(orange, gold, green, blue)
Advanced Belts: 8:10 – 9:00 p.m.
(purple, brown, red)
Fee: \$35.00
Location: High School Gym
Instructor: Nate Speiser/Black Belt Tae Kwon Do
Deadline to Register: *September 25th*
***Any registered student age 16 or younger may train with a parent for no additional fee.**



Spanish Basics

Planning a vacation in a Spanish speaking country?

Want to learn more about conversational Spanish? This class is perfect for you. Participants will learn basic Spanish words and common phrases.

Date: Thursdays, October 5th and 12th
Time: 6:30 – 7:30 p.m.
Fee: \$15.00
Location: High School Classroom
Instructor: Laura Finley
Deadline to Register: September 28th



55+ Driver Improvement

Want to get a discount on your car insurance? These classes are what you need to start saving money! You first need to attend a starter 8-hour course and then only a 4-hour refresher course every 3 years to keep that discount in place.

4-Hour Refresher Course:

Date: Saturday, November 11th
Time: 8:30 – 12:30 p.m.
Fee: \$20.00
Location: High School Classroom
Minimum #: 10

8-Hour Starter Course:

Date: Saturday, November 11th
Time: 8:30 a.m. – 5:00 p.m.
½ Hour Lunch Break/Bring a Lunch
Fee: \$25.00
Location: High School Classroom
Minimum #: 10

Deadline to Register: November 6th



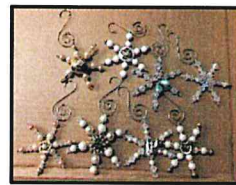
Hand-Made Greeting Cards

Nothing is more heartfelt than a hand-made greeting card. Learn how to make them and a box to put them in



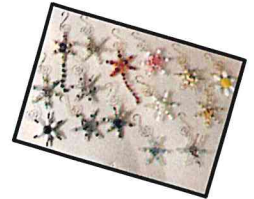
Date: Wednesday, October 4th
Time: 6:30 – 7:30 p.m.
Fee: \$20.00
Location: High School Classroom
Instructor: Linda Ruschen
Deadline to Register: September 27th

Beaded Christmas Ornament Heirlooms



Have old jewelry laying around that you don't know what to do with? Do you have jewelry

from loved ones that have passed away and you are looking for ways to use the jewelry to make family keepsakes? Bring your old earrings, bracelets, or necklaces and get lessons on how to convert them into beautiful Christmas ornaments or suncatchers.



Date: Tuesday, November 14th
Time: 6:00 – 7:30 p.m.
Fee: \$15.00
Location: High School Classroom
Instructor: Jan Beyerl
Deadline to Register: November 7th

Adult Basic English Class



This class will help adults learn the English language and how to navigate educational systems and more! Classes are on Tuesdays from 5:00 – 8:00 p.m. in the HS/MS Media Center. For more details and information, contact Sonja Stark at 320-847-2154, Ext. 1142 or email at starks@maccray.k12.mn.us.



Fall Paint and Party

Don't think you can paint? Yes, you can! Come hangout and create a fun painting to take home. This will be a step-by-step class in creating a piece of artwork you can be proud of and display in your home or office.....or maybe even gift it to someone special!

**Saturday
October 28th**

**Saturday
November 18th**



**Deadline
is one
week
prior to
class
date.**



Time: 4:00 – 6:00 p.m.
Fee: \$40.00
Location: Off Center in Clara City
Instructor: Jasmine Goblisch
Minimum #: 10



Zumba Gold®

Zumba Gold is a lower-intensity version of the typical Zumba class. Zumba is a mix of dance moves for an interval-style, calorie-burning dance fitness party! It is a total workout, combining all elements of fitness – cardio, muscle conditioning, balance and flexibility, boosted energy and a serious dose of awesome each time.

Date: Mondays– 6 Sessions
October 23rd through November 27th
Time: 6:30 – 7:30 p.m.
Fee: \$50.00
Location: Elementary Gym
Instructor: Sara Toov
Deadline to Register: October 16th



This fitness class is an evidence-based strength, balance and fitness program for adults 65 and older. Performing exercises that improve strength, balance and fitness are the single most important activity that adults can do to stay active and reduce their chances of falling. SAIL focuses on exercises which improve strength, balance and fitness levels. Attendees feel better and are able to stay independent longer.

Who should participate?

Primary focus is on community-dwelling older adults (65+) and people with a history of falls. The SAIL program is able to accommodate people with a mild level of mobility difficulty (e.g. people who are occasional cane users). The program focuses on improving flexibility, strength and balance. It can be done standing or seated.



Dates: Tuesdays and Thursdays
Starts: September 12th
Ends: November 16th
(Will be adding sessions.)
Time: 8:30 – 9:30 a.m.
Fee: \$20.00
Location: Bethany Reformed Church
Instructor: Eileen Brouwer
Minimum #: 10
Deadline to Register: September 5th

Wolverine Walkers



Join the *Wolverine Walkers* and walk the hallways of our schools during the school year. The buildings will be open on Mondays, Wednesdays, and Fridays 5:30 – 7:15 a.m. and Mondays and Wednesdays 6:00 – 8:00 p.m. There is no fee, but registration is required.

Munsinger Clemens Gardens & More!



Immerse yourself in a truly unique amazing botanical experience. Delving in the natural beauty located along the

Mississippi River, we will stroll the winding paths and brick pathways as you experience this dazzling St. Cloud treasure.

We will also be exploring Grasshopper Church by Cold Spring. Throughout the 1800s, Minnesota was ravaged by repeated Rocky Mountain



locusts. In 1873, they descended with a vengeance upon much of the upper Midwest. Find out why the church was built in response to this plague.



We will make a stop at The Grand Depot with two breathtaking shops. An ideal destination for an eclectic blend of high-quality gourmet foods,

culinary gadgets, home décor and more!

We will also make a stop at the infamous Cold Spring Bakery for a treat and lunch at Marnanteli's Pizza & Grill in Cold Spring. Purchases are not included in the fee.

Plan to dress for the weather and wear good walking shoes.

Date: Wednesday, September 27th

Time: 8:00 a.m. to 5:00 p.m.

Meet at Donners Crossroads

Fee: \$30.00

Maximum: 28

Deadline to Register: September 20th

*Call Denise at 320-847-2154, Ext. 1106
if interested in teaching a class.*



Church Basement Ladies

The Looney Lutherans are back with a brand-new Christmas show at the Ames Center, "*I'm Dreaming of a Looney Christmas.*" Full of lots of family friendly music and comedy, including the smash hit, "All I Want for Christmas are Some New False Teeth" and the game show, "What's in Your Stocking?" Don't let the season go by without adding a trip to visit the Loonies to your Holiday wish list! Your fee includes chartered coach ride, lunch, and reserved ticket.

Date: Wednesday, December 6th

Time: 8:30 a.m. – 6:30 p.m.

Meet @ Donners Crossroads

(Lunch @ 11:30am - Show @ 1pm)

Fee: \$90

Maximum: 54

Deadline to Register: November 3rd



Jersey Boys at Chanhassen Dinner Theatre

The Story of Frankie Valli & The Four Seasons. With phenomenal music, memorable characters and great storytelling, Jersey Boys follows the fascinating evolution of four blue-collar kids who became one of the greatest successes in pop-music history. Jersey Boys takes you behind the music of Frankie Valli and The Four Seasons to discover the secret of a 40-year friendship as the foursome work their way from the streets of New Jersey to the heights of stardom. Experience electrifying performances of chart-topping which brought The Four Seasons the highest honor: induction into the Rock 'n' Roll Hall of Fame. Your fee includes chartered coach ride, lunch, and reserved ticket.

Date: Wednesday, January 17th

Time: 9:00 a.m. – 6:00 p.m.

Meet @ Donners Crossroads

(Lunch @ 11:30 am - Show @ 1pm)

Fee: \$100

Maximum: 54

Deadline to Register: December 26th

August '23						
Su	M	Tu	W	Th	F	S
	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

September '23						
Su	M	Tu	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

October '23						
Su	M	Tu	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				

November '23						
Su	M	Tu	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		

December '23						
Su	M	Tu	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						

January '24						
Su	M	Tu	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			

MACCRAY PUBLIC SCHOOLS

2023-2024

Approved 3/13/23
Revised 6/16/23

August 14

Fall extracurriculars begin

August 30

Open House - 11:30 am - 8:00 pm
(Pay fees, pictures, meet teachers, passes, computers, parking)

September 5

First day of School

School Events

Homecoming: 9/29
Homecoming Coronation: 9/25 @ 7:00 pm
Snow Week: 1/16
Snow Week Coronation: 1/16 @ 7:00 pm
Prom: 5/10

Quarter/Semester End Dates

1st Quarter: 9/5-11/10
2nd Quarter/1st Sem: 11/14-1/25
3rd Quarter: 1/30-4/5
4th Quarter/2nd Sem: 4/9-5/30

P/T Conferences

Fall Date: Oct. 18 7:30am-8:00 pm **No School**
Fall Date: Oct. 26 4:00 pm-8:00 pm
Spr Date: Feb. 29 4:00 pm-8:00 pm **6th-12th**
Mar 8 12:00 pm-4:00 pm

School Holiday Breaks

MEA Break - Oct. 19 & 20
Thanksgiving - Nov. 22 Early Out @ 12:00
Nov. 23-24
Winter Break - Dec. 21 - Early Out @ 12:00
Dec. 22-Jan. 1st
Spring Break - February 16-19
Easter Break - March 29-April 1

May 30

Early Out Students - 12:00 pm
Teachers 12:00-4:30 pm

Commencement

Friday, May 31 at 7:00 pm

Student Early Outs - 12:00 pm

11/22, 12/21, 3/8, 5/30

Faculty Workshops

Aug 15 - New Teacher Workshop
Aug. 28-30 - Back to School Inservice
October 9
November 13
January 26 - Sem. Work Day (Tent.)
May 30 - Teachers 12:00-4:30 pm
May 31 - Teachers 8:00-4:30 pm

Snow Days

The first three (3) snow days will be **clearing days**. The second three (3) will be **make-up days**, followed by two (2) more clearing days.

February '24						
Su	M	Tu	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		

March '24						
Su	M	Tu	W	Th	F	S
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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						

April '24						
Su	M	Tu	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				

May '24						
Su	M	Tu	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	

June '24						
Su	M	Tu	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15

2023-2024 Qtr. Days - Student/Teacher

1st Quarter: 39/46
2nd Quarter: 38/40
3rd Quarter: 40.5/41.5
4th Quarter: 31.5/33.4
Total: Student Days: 149
Staff Days: 159.4

 No School	 Faculty Workshop	 End of Quarter	 Holiday No School
 P/T Conferences	 First/Last day of School	 Early Out	



MACCRAY Community Ed & Rec

Denise R. Smith, Director

MACCRAY School District

P.O. Box 690; Clara City, MN 56222

320-847-2154, Ext. 1106; smithd@maccray.k12.mn.us

Facebook: Maccray Community Ed & Rec

COURSE REGISTRATION (*One form per person*)

To register, complete the below requested information and mail to the address listed above along with your payment. Make checks payable to MACCRAY Community Ed & Rec. Or, you may scan and email the form and pay online through your family account. A third option is to register and pay online through the school's website at <https://www.maccray.k12.mn.us/communityed>.

Participant Name: _____ Grade/Age (if applicable): _____

Parent's Name (if applicable): _____

Address & City/Zip: _____

Email Address: _____

Preferred Phone Number: _____

Class Name: _____ Fee: _____

Class Name: _____ Fee: _____

Class Name: _____ Fee: _____

If ECFE class, please list allergies: _____

If ECFE class, sibling care needed – list names & ages: _____

If M-Cubs – list # of meals: _____

In consideration of participation in the MACCRAY Community Education and Recreation activities, I hereby acknowledge and do enter this program at my own risk, assuming all known and unknown risks. I also agree to indemnify and hold harmless the MACCRAY School District #2180, Community Education, and its employees from any and all injuries I may incur. All persons under the age of 18 years old must have a parent/guardian signature to participate in this activity.

Adult Participant Signature: _____

Parent/Guardian Signature (if applicable): _____

Date: _____



September 2023 Activities Director Report

- I. Thanks for approving Braden Hoeskstra as a football volunteer coach.
- II. We have one student that moved into our district last year and is a hockey player. His parents have asked that we enter into a cooperative agreement with Marshall Schools for Hockey. The parents will take care of all transportation and any other expenses. Marshall will not charge MACCRAY. Our only expense will be the MSHSL fee which is reduced to \$75 this year.
- III. The Musical has started tryouts and preparing for their season.

MACCRAY Elementary School
Board Report
September 11, 2023

- First week update
- Open House
 - Attendance
- Reading Curriculum search
- Hiring
 - Looking for Elementary Paraprofessionals
- Upcoming Events
 - Walk/Bike to School Day, 10/4/23

Mitchell Kent
Elementary School Principal

Board Report – September 11, 2023

MACCRAY Senior High School

Workshops and Open House:

- Teacher workshops went most excellent! All whole-group sessions were held in the Auditorium, and we were kicked off with a welcome by Chair Alsum and one by Supt. Austad.
 - Highlights of the two days include a Cee-IV Drug Task Force presentation, a safety review led by Chippewa County Sheriff Derek Olson, and a Special Education review by our new Director Erin Hoffman.
 - A last second adjustment was made to Open House, with a decision to move it into the HS Commons area. It went exceedingly well, and there was plenty of space for families to come in and take care of what needed to be done. A big thank you to everyone who participated in making it a success.

First week reflections:

- I am quite happy with how the first week has gone. We've had a number of new students to the Sr. High and are +14 when taking adds and drops into consideration.
- Everyone is re-acclimating to the routine of being back; however "doing school" is like riding a bike so it only takes a few days.

Student Handbook Update:

- The updates to the handbook were shared with parents prior to the start of school via a letter. This included the dress code, cell phone, and discipline matrix additions.
- All students had a full-period handbook assembly in the Auditorium on the first day of school where everything was explained with them.
- Results after the first week:
 - Cell phones have gone very well. I believe that the students appreciate being given the opportunity to have some accountability knowing that the alternative is losing them completely.
 - The change in the dress code has gone as expected. Through the first three full days of enforcement (less the first day of school for new students or families who did not discuss the changes) we had to review the expectations with approximately twelve individuals.

Calendar Happenings:

- 9/25-29 – Homecoming Week
- 10/11 – HS MN Supreme Court event in Montevideo
- 10/18 & 26 – P/T Conferences

Respectfully Submitted,

Judd K. Wheatley
MACCRAY Sr. High School Principal

Superintendent Report

- Labor Day... and the state fair are in the rearview mirror... we enjoyed a very successful first week of school... 1st grade - seniors started on Tuesday, and the pre-K and Kindergarten began on Thursday.
- Staff have done a tremendous job helping kids get acclimated to the new school year.
 - Greeting students near the entrance.
 - Leading kids to their classes.
 - Drying a tear or two.
 - Engaging in conversation with kids in the lunchroom, hallways, recess... taking time to connect and build relationships.
- Mr. Wheatley had grade level meetings... welcoming kids back and sharing expectations. Mr. Kent has taken time to visit all the Elementary classrooms. I witness high fives, fist bumps, smiles, and shared laughing every day!
- Contract Negotiations are all the buzz across the state. It is our desire to work with each group respectfully and collaboratively update contracts.
- 20 new staff have joined us!
- Varsity football players welcomed and greeted kids as they came off the bus on Friday! Thank you, Coach Christopher, for helping to create a nurturing environment for our big and small wolverines!

RESOLUTION STATING THE INTENTION OF THE SCHOOL BOARD TO ISSUE GENERAL OBLIGATION FACILITIES MAINTENANCE, CAPITAL FACILITIES AND TAX ABATEMENT BONDS, SERIES 2024A, IN THE AGGREGATE PRINCIPAL AMOUNT OF APPROXIMATELY \$2,695,000; AND TAKING OTHER ACTIONS WITH RESPECT THERETO

BE IT RESOLVED by the School Board (the “Board”) of Independent School District No. 2180 (MACCRAY Public Schools), Chippewa, Kandiyohi, and Renville Counties, Minnesota (the “District”), as follows:

1. Background. The Board proposes to issue general obligation facilities maintenance bonds, capital facilities bonds and tax abatement bonds. In connection therewith, it is hereby determined that:

(a) Facilities Maintenance Bonds.

(i) The District is authorized under the provisions of Minnesota Statutes, Chapter 475, as amended (the “Act”), and Minnesota Statutes, Section 123B.595, as amended (“Section 123B.595”), to issue general obligation facilities maintenance bonds for the purpose of financing certain facilities and site maintenance projects approved by the Commissioner of Education (the “Commissioner”).

(ii) The Board hereby finds and determines that it is necessary and expedient to the sound financial management of the affairs of the District to issue its general obligation facilities maintenance bonds (the “Facilities Maintenance Portion”), in the aggregate principal amount not to exceed \$975,000, pursuant to the Act and Section 123B.595, to finance the costs of certain facilities and site maintenance projects of the District which are included in the District’s ten-year facilities plan for Fiscal Year 2025, (the “Plan”), and related financing costs (the “Facilities Maintenance Project”).

(iii) The Plan approved by the Board is incorporated in this Resolution as though fully specified herein. District staff and officials are authorized and directed to submit any amendments to the Plan and the proposed issuance of the Facilities Maintenance Portion to the Commissioner for approval, as required by the Act and Section 123B.595. District staff and officials are further authorized and directed to submit to the Commissioner such additional information as may be necessary to secure such approval.

(b) Capital Facilities Bonds.

(i) The District is authorized under the provisions of the Act and Minnesota Statutes, Section 123B.62, as amended (“Section 123B.62”), to issue general obligation capital facilities bonds for the purpose of financing certain capital facilities projects approved by the Commissioner.

(ii) The Board hereby finds and determines that it is necessary and expedient to the sound financial management of the affairs of the District to tentatively authorize the issuance of general obligation capital facilities bonds (the “Capital Facilities Portion”), in the aggregate principal amount not to exceed \$495,000, pursuant to the Act and Section 123B.62 to finance the costs of certain capital facilities projects (the “Capital

Facilities Project”). If issued, the Capital Facilities Portion will mature within fifteen (15) years of the date of issuance.

(iii) The issuance of the Capital Facilities Portion shall become finally authorized unless a petition calling for a referendum on the question of whether to issue said Capital Facilities Portion, signed by more than fifteen percent (15%) of the registered voters of the District, is filed with the Board within thirty (30) days of the date of the adoption of this Resolution. A petition must be in the form required by law. The minimum number of valid signatures for such a petition shall be determined with reference to the number of registered voters in the District as of the last day before the petition is filed with the Board.

(iv) District staff and officials are authorized and directed to submit to the Commissioner such additional information as may be necessary to secure any further approval of the Commissioner for the issuance of the Capital Facilities Portion that may be required by Section 123B.62. The submission of information and a request for approval prior to the date of this Resolution is ratified and approved in all respects.

(c) Tax Abatement Bonds.

(i) The District is authorized by the Act and Minnesota Statutes, Sections 469.1812 to 469.1815, as amended (the “Abatement Act”) to issue general obligation tax abatement bonds.

(ii) Pursuant to a resolution adopted by the Board on September 11, 2023 (the “Abatement Resolution”), following a duly noticed public hearing, the Board approved a property tax abatement (the “Abatements”) in the approximate amount of \$1,605,319 for certain property in the District (the “Abatement Parcels”) over a period of ten (10) years in an amount sufficient to provide financing for parking lot construction, reconstruction and improvements at school sites and facilities districtwide, and related financing costs (the “Abatement Project”).

(iii) In the Abatement Resolution, the District found and determined that the Abatement Project benefits the Abatement Parcels, that the Abatement Project will provide access to services for residents in the District, and that the maximum principal amount of bonds to be secured by Abatements does not exceed the estimated sum of Abatements from the Abatement Parcels for the term authorized under the Abatement Resolution.

(iv) The Board hereby finds and determines that it is necessary and expedient to the sound financial management of the affairs of the District to issue its general obligation tax abatement bonds (the “Tax Abatement Portion”), in the maximum aggregate principal amount of \$1,225,000, pursuant to the Act and the Abatement Act to finance the costs of the Abatement Project. The Facilities Maintenance Project, the Capital Facilities Project, and the Abatement Project are hereinafter collectively referred to as the “Projects.”

(d) The Board hereby determines that the Facilities Maintenance Portion, the Capital Facilities Portion, and the Tax Abatement Portion shall be issued as a single bond issue in the original aggregate principal amount of approximately \$2,695,000 (the “Bonds”). The Board hereby designates the Bonds as the “General Obligation Facilities Maintenance, Capital Facilities and Tax Abatement Bonds, Series 2024A.”

2. Covenant as to State Credit Enhancement.

(a) The District hereby covenants and obligates itself to notify the Commissioner of a potential default in the payment of principal and interest on the Bonds and to use the provisions of Minnesota Statutes, Section 126C.55 (the "Credit Enhancement Act") to guarantee payment of the principal and interest on the Bonds when due. The District further covenants to deposit with the paying agent for the Bonds (the "Paying Agent"), or any successor paying agent, three (3) days prior to the date on which a payment is due an amount sufficient to make that payment or to notify the Commissioner that it will be unable to make all or a portion of that payment. The Paying Agent is authorized and directed to notify the Commissioner if it becomes aware of a potential default in the payment of principal or interest on the Bonds or if, on the day two (2) business days prior to the date a payment is due on the Bonds, there are insufficient funds on deposit with the Paying Agent to make that payment. The District understands that as a result of its covenant to be bound by the provisions of the Credit Enhancement Act, the provisions of that section shall be binding as long as any Bonds of this issue remain outstanding.

(b) The District further covenants to comply with all procedures now and hereafter established by the Minnesota Departments of Management and Budget and Education pursuant to subdivision 2(c) of the Credit Enhancement Act and otherwise to take such actions as necessary to comply with that section. The Board Chair, Clerk, Treasurer, Superintendent, or Business Manager of the District are authorized to execute any applicable Minnesota Department of Education forms.

3. Sale of Bonds. The Board has retained Ehlers and Associates, Inc. (the "Municipal Advisor"), to serve as the District's independent municipal advisor with respect to the offer and sale of the Bonds and, therefore, is authorized by Section 475.60, subdivision 2(9), of the Act to sell the Bonds other than pursuant to a competitive sale.

4. Authority of Municipal Advisor. The Municipal Advisor is authorized and directed to assist the District in the preparation and dissemination of a Preliminary Official Statement to be distributed to potential purchasers of the Bonds and to open, read, and tabulate the proposals for the purchase of the Bonds for presentation to the Board. The Municipal Advisor is further authorized and directed to assist the District in the award and sale of the Bonds on behalf of the District after receipt of written proposals and to assist the District in the preparation and dissemination of a final Official Statement with respect to the Bonds.

5. Acceptance of Proposal. The Board shall meet at the time specified in the Preliminary Official Statement or at such other time designated by the Board to receive and consider proposals for the purchase of the Bonds and take any other appropriate action with respect to the Bonds.

6. Authority of Bond Counsel. The law firm of Kennedy & Graven, Chartered, is authorized to act as bond counsel for the District ("Bond Counsel"), and to assist in the preparation and review of necessary documents, certificates, and instruments related to the Bonds. The officers, employees, and agents of the District are hereby authorized to assist Bond Counsel in the preparation of such documents, certificates, and instruments.

7. Notice of Issuance of Facilities Maintenance and Capital Facilities Bonds. The Clerk is authorized and directed to publish a notice of the District's intent to issue the Facilities Maintenance Portion and the Capital Facilities Portion of the Bonds in the official newspaper of the District, in substantially the form attached as EXHIBIT A hereto, as soon as reasonably practicable after adoption of this Resolution.

8. Reimbursement from Bond Proceeds. The District may incur certain expenditures that may be financed temporarily from sources other than the Bonds, and reimbursed from the proceeds of the Bonds. Treasury Regulation § 1.150-2 (the “Reimbursement Regulations”) provides that proceeds of tax-exempt bonds allocated to reimburse expenditures originally paid from a source other than the tax-exempt bonds will not be deemed expended unless certain requirements are met. In order to preserve its ability to reimburse certain costs from proceeds of the Bonds in accordance with the Reimbursement Regulations, the District hereby makes its declaration of official intent (the “Declaration”) described below to reimburse certain costs.

(a) Declaration of Intent. The District proposes to issue the Bonds to finance the costs of the Projects. The District may reimburse original expenditures made for certain costs of the Projects from the proceeds of the Bonds in an estimated maximum principal amount of \$2,695,000. All reimbursed expenditures will be capital expenditures, costs of issuance of the Bonds, or other expenditures eligible for reimbursement under Section 1.150-2(d)(3) of the Reimbursement Regulations.

(b) Declaration Made Not Later Than 60 Days. This Declaration has been made not later than sixty (60) days after payment of any original expenditure to be subject to a reimbursement allocation with respect to the proceeds of the Bonds, except for the following expenditures: (a) costs of issuance of the Bonds; (b) costs in an amount not in excess of \$100,000 or five percent (5%) of the proceeds of the Bonds; or (c) ”preliminary expenditures” up to an amount not in excess of twenty (20) percent of the aggregate issue price of the Bonds that finance or are reasonably expected by the District to finance the Projects for which the preliminary expenditures were incurred. The term “preliminary expenditures” includes architectural, engineering, surveying, bond issuance, and similar costs that are incurred prior to commencement of acquisition, construction, or rehabilitation of the Projects, other than land acquisition, site preparation, and similar costs incident to commencement of construction.

(c) Reasonable Expectations; Official Intent. This Declaration is an expression of the reasonable expectations of the District based on the facts and circumstances known to the District as of the date hereof. The anticipated original expenditures for the Projects and the principal amount of the Bonds described in Section 8(a), above, are consistent with the District’s budgetary and financial circumstances. No sources other than proceeds of the Bonds to be issued by the District are, or are reasonably expected to be, reserved, allocated on a long-term basis, or otherwise set aside pursuant to the District’s budget or financial policies to pay such original expenditures. This resolution is intended to constitute a declaration of official intent for purposes of the Reimbursement Regulations.

**RESOLUTION RELATING TO PROPERTY TAX ABATEMENT FOR
PARKING LOT PROJECTS; GRANTING THE ABATEMENT**

BE IT RESOLVED by the School Board (the “Board”) of Independent School District No. 2180 (MACCRAY Public Schools), Chippewa, Kandiyohi, and Renville Counties, Minnesota (the “District”), as follows:

Section 1. Authorization and Recitals.

1.01. The District, pursuant to Minnesota Statutes, Sections 469.1812 to 469.1815, as amended (the “Act”) is authorized to grant an abatement of certain property taxes levied against net tax capacity imposed by the District on parcels of property by the adoption of a resolution specifying the terms of the abatement.

1.02. The District intends to undertake construction of and improvements to parking lots at various sites in the District (the “Improvements”) and benefiting certain property within the District boundaries identified on EXHIBIT A attached hereto (the “Property”).

1.03. The District has proposed to finance the Improvements by granting an abatement of the property taxes imposed by the District on the Property (the “Proposed Property Tax Abatement”), and by issuing bonds to provide an amount equal to the sum of said Proposed Property Tax Abatement.

1.04. Pursuant to the Act, this Board on September 11, 2023, conducted a public hearing on the desirability of granting the Proposed Property Tax Abatement. Notice of the public hearing was duly published as required by law in a newspaper of general interest and readership in the District more than ten days but not more than thirty days prior to the date of the public hearing. The form of said Notice and the publication of said Notice prior to the date of adoption of this resolution is ratified and confirmed in all respects.

Section 2. Findings. On the basis of the information compiled by the District and elicited at the public hearing referred to in Section 1.04, it is hereby found, determined and declared:

2.01. The District expects that the benefits to the District associated with granting the Proposed Property Tax Abatement are at least equal to or exceed the associated costs to the District.

2.02. The granting of the Proposed Property Tax Abatement is in the public interest because it will finance and provide public infrastructure and help provide access to services for residents of the District.

2.03. The nature and extent of the public benefits which the District expects to result from the Proposed Property Tax Abatement are the construction of and improvements to parking lots at various sites in the District, which will enable District residents to continue to conveniently and safely access these facilities which are regularly utilized by the public for school and community events.

2.04. The Property is not located in a tax increment financing district.

2.05. The granting of the Proposed Abatement will not cause the aggregate amount of abatements granted by the District under the Act to exceed the greater of (i) ten percent (10%) of the District’s net tax capacity for each taxes payable year to which the abatement applies, or (ii) \$200,000.

2.06. It is in the best interests of the District to grant the tax abatement authorized in this resolution.

2.07. Under Section 469.1813, subdivision 9 of the Act, it is not necessary for the District to obtain the consent of any owner of the Property to grant an abatement.

Section 3. Granting of Tax Abatement.

3.01. A property tax abatement (the “Abatement”) is hereby granted in respect of property taxes levied by the District on the Property for ten (10) years, commencing with taxes payable in 2024 and concluding with taxes payable in 2033. The estimated total cost of the Abatement is \$1,605,319 over ten (10) years.

3.02. The District shall retain the Abatement and apply it to payment of all or a portion of the costs of acquiring or constructing the Improvements or to the payment of bonds of the District issued to finance costs of acquiring or constructing the Improvements, whether such bonds are issued pursuant to the Act, or other law, as authorized by Section 469.1815, Subdivision 2 of the Act.

3.03. The Abatement may not be modified or terminated by the Board during its term.

EXHIBIT A

PROPERTY ID NUMBERS

02-006-1000	08-007-3000	11-033-2200	16-960-0015
02-015-1100	08-013-1300	11-037-0010	30-130-2550
02-018-1000	08-018-4000	14-002-3000	30-130-2610
02-028-2100	08-025-1100	14-007-2300	30-218-0111
02-031-1100	08-031-4000	14-013-2300	30-807-1315
02-032-2100	08-037-0020	14-022-2300	30-912-4401
03-034-3100	09-019-1100	14-037-0010	50-060-0150
07-002-4000	09-026-2000	14-037-0020	
07-014-2000	09-029-1200	16-026-3201	
08-004-2000	11-032-3200	16-036-2300	

RESOLUTION STATING THE INTENTION OF THE SCHOOL DISTRICT TO ISSUE CERTIFICATES OF PARTICIPATION, SERIES 2024B, IN THE MAXIMUM AGGREGATE PRINCIPAL AMOUNT OF APPROXIMATELY \$1,975,000; AND TAKING OTHER ACTIONS WITH RESPECT THERETO

BE IT RESOLVED by the School Board (the “Board”) of Independent School District No. 2180 (MACCRAY Public Schools), Chippewa, Kandiyohi, and Renville Counties, Minnesota (the “District”), as follows:

1. Findings; Authorizations; Determinations.

(a) The District is authorized by Minnesota Statutes, Section 465.71, as amended (the “Act”) and Minnesota Statutes, Section 126C.40, as amended (“Section 126C.40”) to enter into lease-purchase agreements for the lease of real and personal property with an option to purchase.

(b) The District has determined to finance the construction and installation of an artificial turf field and related site improvements (the “Project”) on property located in the District (the “Site”).

(c) The District hereby deems it necessary and advisable to provide for the issuance of Certificates of Participation, Series 2024B (the “Certificates”), in the principal amount not to exceed approximately \$1,975,000, to finance the costs of the Project (the “Certificate-Financed Project”).

(d) The District intends to enter into an Indenture of Trust (the “Indenture”) with a corporate trustee to be selected by the District (the “Trustee”), pursuant to which the Certificates will be issued. The District also intends to enter into a Ground Lease (the “Ground Lease”) with the Trustee, as lessee, pursuant to which the Trustee will acquire from the District a leasehold interest in the Site on which the Certificate-Financed Project is located. Furthermore, the District intends to enter into a Lease-Purchase Agreement (the “Lease-Purchase Agreement”) with the Trustee, as lessor, pursuant to which the Trustee will lease the Site and the Certificate-Financed Project (collectively, the “Leased Property”) to the District, and the District will make lease payments (the “Lease Payments”) to the Trustee, subject to the District’s right to non-appropriation under the terms of the Lease-Purchase Agreement. Subject to the requirements of Section 126C.40, the Board authorizes the use of its lease levy authority for the purpose of making the Lease Payments.

2. The Act. The District covenants to comply with all procedures now or hereafter established by the Minnesota Department of Education pursuant to the Act and to take all actions required under the terms of the Act for the issuance, sale, delivery, and payment and prepayment of the Certificates in accordance with their terms and the terms of the Indenture, the Ground Lease, the Lease-Purchase Agreement, and related documents.

3. Authority of Municipal Advisor. Ehlers and Associates, Inc., the District’s independent municipal advisor (the “Municipal Advisor”), is authorized and directed to take all actions that are necessary or appropriate to assist the District in the issuance, sale, and delivery of the Certificates and in connection with any continuing disclosure obligations that may be imposed on the District in connection with the Certificates. The officers, employees, and agents of the District are hereby authorized to assist the Municipal Advisor in all actions that are necessary or appropriate in connection with the issuance, sale,

and delivery of the Certificates and any related matters.

4. Sale of Certificates. The Municipal Advisor is authorized and directed to assist the District in the preparation and dissemination of a Preliminary Official Statement to be distributed to potential purchasers of the Certificates and to open, read, and tabulate the proposals for the purchase of the Certificates for presentation to the Board. The Municipal Advisor is further authorized and directed to assist the District in the award and sale of the Certificates on behalf of the District after receipt of written proposals and to assist the District in the preparation and dissemination of a final Official Statement with respect to the Certificates.

5. Acceptance of Proposal. The Board will meet at the time specified in the Preliminary Official Statement or at such other time designated by the Board to receive and consider proposals for the purchase of the Certificates and take any other appropriate action with respect to the Certificates.

6. Authority of Bond Counsel. The law firm of Kennedy & Graven, Chartered (“Bond Counsel”) is authorized to act as bond counsel for the District and to assist in the preparation and review of necessary documents, certificates, and instruments relating to the Certificates. The officers, employees, and agents of the District are hereby authorized to assist Bond Counsel in the preparation of such documents, certificates, and instruments.

7. Limited Obligations. The Certificates shall be special, limited obligations payable solely from annual appropriations of the District made to pay the Lease Payments, in the manner provided in the Lease-Purchase Agreement, and amounts held by the Trustee under the terms of the Indenture. The obligations of the Lease-Purchase Agreement and the Certificates shall not constitute a general or moral obligation, or a pledge of the full faith and credit or any taxing power of the District, the State of Minnesota, or any political subdivision thereof. The Lease-Purchase Agreement shall not constitute a charge, lien, or encumbrance, legal or equitable, upon any property of the District except its interest in the Lease-Purchase Agreement and the Leased Property.

8. Non-Appropriation. The Lease-Purchase Agreement shall provide that the District may elect in any fiscal year to not appropriate funds for the next fiscal year to make the Lease Payments required under the terms of the Lease-Purchase Agreement. The obligations of the District under the Lease-Purchase Agreement shall not be payable from nor charged upon any funds of the District other than the funds appropriated annually to the payment thereof. In the event of a non-appropriation of Lease Payments by the District in any fiscal year, the District shall lose the right to operate and occupy the Leased Property for the remaining term of the Lease-Purchase Agreement and the Certificates.

9. Representations, Warranties, and Covenants. In the resolution awarding the sale of the Certificates, the District shall approve such agreements, instruments, and other documents as are necessary or appropriate to the issuance of the Certificates and provide for such representations, warranties, and covenants as are required by the terms of the Act, as are agreed to by the District and the Trustee, and as the District deems necessary or appropriate in connection with the issuance, sale, and delivery of the Certificates.

10. Reimbursement from Certificate Proceeds. The District may incur certain expenditures that may be financed temporarily from sources other than the Certificates and reimbursed from the proceeds of the Certificates. Treasury Regulation § 1.150-2 (the “Reimbursement Regulations”) provides that proceeds of tax-exempt bonds allocated to reimburse expenditures originally paid from a source other than the tax-exempt bonds will not be deemed expended unless certain requirements are met. In order to preserve its ability to reimburse certain costs from proceeds of the Certificates in accordance with the Reimbursement Regulations, the District hereby makes its declaration of official intent (the “Declaration”) described below to reimburse certain costs:

(a) Declaration of Intent. The District proposes to issue the Certificates to finance the costs of the Project. The District may reimburse original expenditures made for certain costs of the Project from the proceeds of the Certificates in an estimated maximum principal amount of \$1,975,000. All reimbursed expenditures will be capital expenditures, costs of issuance of the Certificates, or other expenditures eligible for reimbursement under Section 1.150-2(d)(3) of the Reimbursement Regulations.

(b) Declaration Made Not Later Than 60 Days. This Declaration has been made not later than sixty (60) days after payment of any original expenditure to be subject to a reimbursement allocation with respect to the proceeds of the Certificates, except for the following expenditures: (a) costs of issuance of the Certificates; (b) costs in an amount not in excess of \$100,000 or five percent (5%) of the proceeds of the Certificates; or (c) “preliminary expenditures” up to an amount not in excess of twenty (20) percent of the aggregate issue price of the Certificates that finance or are reasonably expected by the District to finance the Project for which the preliminary expenditures were incurred. The term “preliminary expenditures” includes architectural, engineering, surveying, bond issuance, and similar costs that are incurred prior to commencement of acquisition, construction, or rehabilitation of the Project, other than land acquisition, site preparation, and similar costs incident to commencement of construction.

(c) Reasonable Expectations: Official Intent. This Declaration is an expression of the reasonable expectations of the District based on the facts and circumstances known to the District as of the date hereof. The anticipated original expenditures for the Project and the principal amount of the Certificates described in Section 10(a), above, are consistent with the District’s budgetary and financial circumstances. No sources other than proceeds of the Certificates to be issued by the District are, or are reasonably expected to be, reserved, allocated on a long-term basis, or otherwise set aside pursuant to the District’s budget or financial policies to pay such original expenditures. This resolution is intended to constitute a declaration of official intent for purposes of the Reimbursement Regulations.

Adopted: _____

MSBA/MASA Model Policy 513

Orig. 1995

Revised: _____

Rev. 2023

513 STUDENT PROMOTION, RETENTION, AND PROGRAM DESIGN

I. PURPOSE

The purpose of this policy is to provide guidance to professional staff, parents, and students regarding student promotion, retention, and program design.

II. GENERAL STATEMENT OF POLICY

The school board expects all students to achieve at an acceptable level of proficiency. Parental assistance, tutorial and remedial programs, counseling, and other appropriate services shall be coordinated and utilized to the greatest extent possible to help students succeed in school.

A. Promotion

Students who achieve at levels deemed acceptable by local and state standards shall be promoted to the next grade level at the completion of each school year.

B. Retention

Retention of a student may be considered when professional staff and parents feel that it is in the best interest of the student. Physical development, maturity, and emotional factors shall be considered, as well as scholastic achievement. The superintendent's decision shall be final.

C. Program Design

1. The superintendent, with participation of the professional staff and parents, shall develop and implement programs to challenge students that are consistent with the needs of students at every level. A process to assess and evaluate students for program assignment shall be developed in coordination with such programs. Opportunities for special programs and placement outside of the school district shall also be developed as additional options. All programs will be aligned with creating the World's Best Workforce.

~~2.~~ The school district may identify students, locally develop programs and services addressing instructional and affective needs, provide staff development, and evaluate programs to provide gifted and talented students with challenging and appropriate educational programs and services.

~~3.~~ The school district ~~will~~must adopt guidelines for assessing and identifying students for participation in gifted and talented programs and services consistent with Minnesota Statutes, section 120B.11. The guidelines should include the use of:

- a. multiple objective criteria; and
- b. assessments and procedures that are valid and reliable, fair, and based on current theory and research. Assessments and procedures should

be sensitive to under-represented groups, including, but not limited to, low-income, minority, twice-exceptional, and English learners.

4. The school district ~~will~~must adopt procedures for the academic acceleration of gifted and talented students. These procedures will include how the school district will:
 - a. assess a student's readiness and motivation for acceleration; and
 - b. match the level, complexity, and pace of the curriculum to a student to achieve the best type of academic acceleration for that student.

5. The school district ~~will~~must adopt procedures consistent with Minnesota Statutes, section 124D.02 for early admission to kindergarten or first grade of gifted or talented learners consistent with Minnesota Statutes, section 120B.11, subdivision 2, clause (2). ~~which describe the comprehensive evaluation in cognitive, social, and emotional development domains to help determine a child's ability to meet kindergarten grade expectations and progress to first grade in the subsequent year for early admission to kindergarten or first grade of gifted and talented learners. The comprehensive evaluation must use valid and reliable instrumentation, be aligned with state kindergarten expectations, and include a parental report and teacher observations of the child's knowledge, skills, and abilities.~~ The procedures must be sensitive to under-represented groups.

Legal References: Minn. Stat. § 120B.15 (Gifted and Talented Students Program)
Minn. Stat. § 123B.143, Subd. 1 (Superintendent)

Cross References: MSBA/MASA Model Policy 613 (Graduation Requirements)
MSBA/MASA Model Policy 614 (School District Testing Plan and Procedure)
MSBA/MASA Model Policy 615 (Testing Accommodations, Modifications, and Exemptions for IEPs, Section 504 Plans, and LEP Students)
MSBA/MASA Model Policy 617 (School District Ensurance of Preparatory and High School Standards)
MSBA/MASA Model Policy 618 (Assessment of Student Achievement)
MSBA/MASA Model Policy 620 (Credit for Learning)

Adopted: _____

MSBA/MASA Model Policy 601

Orig. 1995

Revised: _____

Rev. 202~~32~~

601 SCHOOL DISTRICT CURRICULUM AND INSTRUCTION GOALS

[Note: Minnesota Statutes section 120B.11 requires school districts to adopt a comprehensive long-term strategic plan that addresses the review of curriculum, instruction, student achievement, and assessment. MSBA/MASA Model Policies 601, 603, and 616 address these statutory requirements. In addition, MSBA/MASA Model Policies 613-615 and 617-620 provide procedures to further implement the requirements of Minnesota Statutes section 120B.11.]

I. PURPOSE

The purpose of this policy is to establish broad curriculum parameters for the school district that encompass the Minnesota Academic Standards and federal law and are aligned with creating the world's best workforce.

II. GENERAL STATEMENT OF POLICY

The policy of the school district is to establish the "world's best workforce" in which all learning in the school district should be directed and for which all school district learners should be held accountable.

III. DEFINITIONS

- A. "Academic standard" means a summary description of student learning in a required content area or elective content area.
- B. "Antiracist" means actively working to identify and eliminate racism in all forms in order to change policies, behaviors, and beliefs that perpetuate racist ideas and actions.
- C. "Benchmark" means 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.
- D. "Culturally sustaining" means integrating content and practices that infuse the culture and language of Black, Indigenous, and People of Color communities who have been and continue to be harmed and erased through the education system.
- E. "Curriculum" means district or school adopted programs and written plans for providing students with learning experiences that lead to expected knowledge, skills, and career and college readiness.
- F. "Ethnic studies" as defined in Minnesota Statutes, section 120B.25, has the same meaning for purposes of this section. Ethnic studies curriculum may be integrated in existing curricular opportunities or provided through additional curricular offerings.
- G. "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, other cooperative work experience, youth apprenticeship, or employment.
- H. "Institutional racism" means structures, policies, and practices within and across

institutions that produce outcomes that disadvantage those who are Black, Indigenous, and People of Color.

- I. "Instruction" means methods of providing learning experiences that enable students to meet state and district academic standards and graduation requirements including applied and experiential learning.
- J. "Performance measures" are measures to determine school district and school site progress in striving to create the world's best workforce and must include at least the following:
 - 1. the size of the academic achievement gap; ~~and~~ rigorous course taking, including college-level advanced placement, international baccalaureate, postsecondary enrollment options, including concurrent enrollment, other rigorous courses of study or industry certification courses or programs, and enrichment experiences by student subgroup;
 - 2. student performance on the Minnesota Comprehensive Assessments;
 - 3. high school graduation rates; and
 - 4. career and college readiness under Minnesota Statutes, section 120B.30, subdivision 1.
- K. "World's best workforce" means striving to: meet school readiness goals; ~~have all third-grade students achieve grade-level literacy;~~ close the academic achievement gap among all racial and ethnic groups of students and between students living in poverty and students not living in poverty; have all students attain career and college readiness before graduating from high school; and have all students graduate from high school.

[Note: Definitions B, D, F, and H are added to Minnesota Statutes 120B.11—the World's Best Workforce law—effective August 1, 2023. The definitions apply to revisions to the World's Best Workforce law regarding strategic plans; these revisions are effective "for all strategic plans reviewed and updated after June 30, 2024.

Because school districts may choose to implement the new definitions and the strategic plan revisions before June 30, 2024, MSBA includes the new definitions and revisions in Articles III and IV. A school district could choose to wait to adopt the new definitions and revisions with the understanding that they will be effective for all strategic plans reviewed and updated after June 30, 2024.]

IV. LONG-TERM STRATEGIC PLAN

- A. The school board, at a public meeting, ~~shall~~must adopt a comprehensive, long-term strategic plan to support and improve teaching and learning that is aligned with creating the world's best workforce and includes the following:
 - 1. clearly defined school district and school site goals and benchmarks for instruction and student achievement for all student categories identified in Minnesota Statutes, section 120B.35, subdivision 3, paragraph (b)(2).state and federal law;

[Note: MSBA/MASA Model Policy 601, Section IV.B. and MSBA/MASA Model Policy 616 address this requirement.]

2. a process to assess and evaluate each student’s progress toward meeting state and local academic standards, assess and identify students for participation in gifted and talented programs and services and accelerate their instruction, adopt early-admission procedures consistent with Minnesota Statutes, section 120B.15 ~~for early admission to kindergarten or first grade of gifted and talented learners which are sensitive to under-represented groups,~~ and identifying the strengths and weaknesses of instruction in pursuit of student and school success and curriculum affecting students’ progress and growth toward career and college readiness and leading to the world’s best workforce;

[Note: MSBA/MASA Model Policy 618 addresses this requirement.]

3. a system to periodically review and evaluate the effectiveness of all instruction and curriculum, taking into account strategies and best practices, student outcomes, principal evaluations under Minnesota Statutes, section 123B.147, subdivision 3, students’ access to effective teachers who are members of populations under-represented among the licensed teachers in the district or school and who reflect the diversity of enrolled students under Minnesota Statutes, section 120B.35, subdivision 3(b)(2), and teacher evaluations under Minnesota Statutes, section 122A.40, subdivision ~~Subd.~~ 8, or 122A.41, subdivision 5;

[Note: MSBA/MASA Model Policy 616 addresses this requirement.]

4. strategies for improving instruction, curriculum, and student achievement, including the English and, where practicable, the native language development and the academic achievement of English learners;

[Note: MSBA/MASA Model Policy 616 addresses this requirement.]

5. a process to examine the equitable distribution of teachers and strategies to ensure children in low-income ~~and minority children~~ families, children in families of People of Color, and children in American Indian families are not taught at higher rates than other children by inexperienced, ineffective, or out-of-field teachers;

6. education effectiveness practices that

- a. integrate high-quality instruction, ~~rigorous curriculum,~~ technology, and curriculum that is rigorous, accurate, antiracist, and culturally sustaining;

- b. ensure learning and work environments validate, affirm, embrace, and integrate cultural and community strengths for all students, families, and employees;

- c. provide a collaborative professional culture that ~~develops and supports~~ seeks to retain qualified, racially and ethnically diverse staff effective at working with diverse students while developing and supporting teacher quality, performance, and effectiveness; and

7. an annual budget for continuing to implement the school district plan; and-

8. identifying a list of suggested and required materials, resources, sample curricula, and pedagogical skills for use in kindergarten through grade 12 that accurately reflect the diversity of the state of Minnesota.

B. The school district is not required to include information regarding literacy in a plan or report required under this section, except with regard to the academic achievement of English learners.

~~_____ School district site and school site goals shall include the following:~~

~~1. All students will be required to demonstrate essential skills to effectively participate in lifelong learning.* These skills include the following:~~

~~_____ ***[*Note: The criteria for acceptable performance in basic skills areas may need to be modified for students with unique learning needs. These modifications will be reflected in the Individualized Education Program (IEP) or Rehabilitation Act Section 504 Accommodation plan.]***~~

~~a. reading, writing, speaking, listening, and viewing in the English language;~~

~~b. mathematical and scientific concepts;~~

~~c. locating, organizing, communicating, and evaluating information and developing methods of inquiry (i.e., problem solving);~~

~~d. creative and critical thinking, decision making, and study skills;~~

~~e. work readiness skills;~~

~~f. global and cultural understanding.~~

~~2. Each student will have the opportunity and will be expected to develop and apply essential knowledge that enables that student to:~~

~~a. live as a responsible, productive citizen and consumer within local, state, national, and global political, social, and economic systems;~~

~~b. bring many perspectives, including historical, to contemporary issues;~~

~~c. develop an appreciation and respect for democratic institutions;~~

~~d. communicate and relate effectively in languages and with cultures other than the student's own;~~

~~e. practice stewardship of the land, natural resources, and environment;~~

~~f. use a variety of tools and technology to gather and use information, enhance learning, solve problems, and increase human productivity.~~

~~3. Students will have the opportunity to develop creativity and self-expression through visual and verbal images, music, literature, world languages, movement, and the performing arts.~~

4. ~~School practices and instruction will be directed toward developing within each student a positive self-image and a sense of personal responsibility for:~~
 - a. ~~establishing and achieving personal and career goals;~~
 - b. ~~adapting to change;~~
 - c. ~~leading a healthy and fulfilling life, both physically and mentally;~~
 - d. ~~living a life that will contribute to the well-being of society;~~
 - e. ~~becoming a self-directed learner;~~
 - f. ~~exercising ethical behavior.~~
5. ~~Students will be given the opportunity to acquire human relations skills necessary to:~~
 - a. ~~appreciate, understand, and accept human diversity and interdependence;~~
 - b. ~~address human problems through team effort;~~
 - c. ~~resolve conflicts with and among others;~~
 - d. ~~function constructively within a family unit;~~
 - e. ~~promote a multicultural, gender fair, disability sensitive society.~~

~~[Note: School district and site goals example courtesy of the Winona School District.]~~

- C. Every child is reading at or above grade level every year, beginning in kindergarten, and multilingual learners and students receiving special education services are receiving support in achieving their individualized reading goals pursuant to Policy XXX (Reading and the Read Act)

~~Every child is reading at or above grade level no later than the end of grade 3, including English learners, and teachers provide comprehensive, scientifically based reading instruction, including a program or collection of instructional practices that is based on valid, replicable evidence showing that, when the programs or practices are used, students can be expected to achieve, at a minimum, satisfactory reading progress. The program or collection of practices must include, at a minimum, effective, balanced instruction in all five areas of reading (phonemic awareness, phonics, fluency, vocabulary development, and reading comprehension), as well as instructional strategies for continuously assessing, evaluating, and communicating the student's reading progress and needs.~~

1. ~~The school district must identify, before the end of kindergarten, grade 1, and grade 2, all students who are not reading at grade level. Students identified as not reading at grade level by the end of kindergarten, grade 1, and grade 2 must be screened for characteristics of dyslexia, unless a different reason for the reading difficulty has been identified.~~
2. ~~Students in grade 3 or higher who demonstrate a reading difficulty to a classroom teacher must be screened for characteristics of dyslexia, unless a different reason for the reading difficulty has been identified.~~

~~**[Note: According to Minnesota statutes, dyslexia screening is to be conducted in a locally determined manner.]**~~

- ~~3. Reading assessments in English and in the predominant languages of district students, where practicable, must identify and evaluate students' areas of academic need related to literacy. The school district also must monitor the progress and provide reading instruction appropriate to the specific needs of English learners. The school district must use locally adopted, developmentally appropriate, and culturally responsive assessment and annually report summary assessment results to the Commissioner of Education by July 1.~~
- ~~4. The school district must annually report to the Commissioner of Education by July 1 a summary of the district's efforts to screen and identify students who demonstrate characteristics of dyslexia using screening tools such as those recommended by the Minnesota Department of Education's dyslexia specialist. With respect to students screened or identified under paragraph (1), the report must include:
 - ~~a. a summary of the district's efforts to screen for dyslexia;~~
 - ~~b. the number of students screened for that reporting year; and~~
 - ~~c. the number of students demonstrating characteristics of dyslexia for that year.~~~~
- ~~5. A student identified as having a reading difficulty must be provided with alternate instruction under Minnesota Statutes section 125A.56, subdivision 1.~~
- ~~6. At least annually, the school district must give the parent of each student who is not reading at or above grade level timely information about:
 - ~~a. the student's reading proficiency as measured by a locally adopted assessment;~~
 - ~~b. reading-related services currently being provided to the student and the student's progress; and~~
 - ~~c. strategies for parents to use at home in helping their students succeed in becoming grade-level proficient in reading English and their native languages.~~~~

~~This provision may not be used to deny a student's right to a special education evaluation.~~

- ~~7. For each student who is not reading at or above grade level, the school district shall provide reading intervention to accelerate student growth and reach the goal of reading at or above grade level by the end of the current grade and school year. If a student does not read at or above grade level by the end of grade 3, the school district must continue to provide reading intervention until the student reads at grade level. Intervention methods shall encourage family engagement and, where possible, collaboration with appropriate school and community programs. Intervention methods may include, but are not limited to, requiring attendance in summer school, intensified reading instruction that may require that the student be removed from the regular classroom for part of the school day, extended day programs, or programs that strengthen students' cultural connections.~~

~~**[Note: School districts are strongly encouraged, but not required, to provide personal learning plans, as provided in Paragraph 8.]**~~

~~8. The school district will provide a personal learning plan for a student who is unable to demonstrate grade-level proficiency, as measured by the statewide reading assessment in grade 3. The school district will determine the format of the personal learning plan in collaboration with the student's educators and other appropriate professionals. The school district will develop the personal learning plan in consultation with the student's parent or guardian. The personal learning plan will address knowledge gaps and skill deficiencies through strategies such as specific exercises and practices during and outside of the school day, periodic assessments, and reasonable timelines. The personal learning plan may include grade retention if it is in the student's best interest. The student's school will maintain and regularly update and modify the personal learning plan until the student reads at grade level. This paragraph does not apply to a student under an Individualized Education Program.~~

Legal References: Minn. Stat. § 120B.018 (Definitions)
Minn. Stat. § 120B.02 (Educational Expectations and Graduation Requirements for Minnesota Students)
Minn. Stat. § 120B.11 (School District Process for Reviewing Curriculum, Instruction, and Student Achievement; Striving for the World's Best Workforce)
Minn. Stat. § 120B.12 (~~Reading Proficiently no Later than the End of Grade 3~~ **Read Act Goal and Interventions**)
Minn. Stat. § 120B.30, Subd. 1 (Statewide Testing and Reporting System)
Minn. Stat. § 120B.35, Subd. 3 (Student Academic Achievement and Growth)
Minn. Stat. § 122A.40, Subd. 8 (Employment; Contracts; Termination)
Minn. Stat. § 122A.41, Subd. 5 (Teacher Tenure Act; Cities of the First Class; Definitions)
Minn. Stat. § 123B.147, Subd. 3 (Principals)
Minn. Stat. § 125A.56, Subd. 1 (Alternate Instruction Required before Assessment Referral)
20 U.S.C. § 5801, *et seq.* (National Education Goals)
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 613 (Graduation Requirements)
MSBA/MASA Model Policy 614 (School District Testing Plan and Procedure)
MSBA/MASA Model Policy 615 (Testing Accommodations, Modifications, and Exemptions for IEPs, Section 504 Plans, and LEP Students)
MSBA/MASA Model Policy 616 (School District System Accountability)
MSBA/MASA Model Policy 618 (Assessment of Student Achievement)

Adopted: _____

MSBA/MASA Model Policy 603

Orig. 1995

Revised: _____

Rev. 2023

603 CURRICULUM DEVELOPMENT

[Note: Minnesota Statutes section 120B.11 requires school districts to adopt a comprehensive long-term strategic plan that addresses the review of curriculum, instruction, student achievement, and assessment. MSBA/MASA Model Policies 601, 603, and 616 address these statutory requirements. In addition, MSBA/MASA Model Policies 613-615 and 618-620 provide procedures to further implement the requirements of Minnesota Statutes section 120B.11.]

I. PURPOSE

The purpose of this policy is to provide direction for continuous review and improvement of the school curriculum.

II. GENERAL STATEMENT OF POLICY

Curriculum development shall be directed toward the fulfillment of the goals and objectives of the education program of the school district.

III. RESPONSIBILITY

The superintendent shall be responsible for curriculum development and for determining the most effective way of conducting research on the school district's curriculum needs and establishing a long-range curriculum development program. Timelines shall be determined by the superintendent that will provide for periodic reviews of each curriculum area.

IV. DISTRICT ADVISORY COMMITTEE

- A. The school board ~~shall~~must establish an advisory committee to ensure active community participation in all phases of planning and improving the instruction and curriculum affecting state and district academic standards.
- B. The District Advisory Committee, to the extent possible, ~~shall~~must reflect the diversity of the district and its school sites, include teachers, parents, support staff, students, and other community residents, and provide translation to the extent appropriate and practicable. Whenever possible, parents and other community residents ~~shall~~must comprise at least two-thirds of ~~advisory~~ committee members.
- C. The District Advisory Committee ~~shall~~must pursue community support to accelerate the academic and native literacy and achievement of English learners with varied needs, from young children to adults, consistent with Minnesota Statutes, section 124D.59, subdivisions 2 and 2a.
- D. The school district may establish site teams as subcommittees of the District Advisory Committee.
- E. The District Advisory Committee ~~shall~~must recommend to the school board

1. rigorous academic standards, student achievement goals and measures consistent with Minnesota Statutes, section 120B.11, subdivision 1a, ~~section 120B.022 subdivisions 1a and 1b, and section 120B.35~~
 2. district assessments;
 3. means to improve students' equitable access to effective and more diverse teachers; ~~and~~
 4. strategies to ensure the curriculum is rigorous, accurate, antiracist, culturally sustaining, and reflects the diversity of the student population;
 5. strategies to ensure that curriculum and learning and work environments validate, affirm, embrace, and integrate the cultural and community strengths of all racial and ethnic groups; and
 6. program evaluations.
- F. School sites may expand upon district evaluations of instruction, curriculum, assessments, or programs.

V. SCHOOL SITE TEAM

Each school must establish a site team to develop and implement strategies and education effectiveness practices to improve instruction, curriculum, cultural competencies, including cultural awareness and cross-cultural communication, and student achievement at the school site. The site team must include an equal number of teachers and administrators and at least one parent. The site team advises the board and the advisory committee about developing the annual budget and creates an instruction and curriculum improvement plan to align curriculum, assessment of student progress, and growth in meeting state and district academic standards and instruction.

VI. CURRICULUM DEVELOPMENT PROCESS

[Note: In light of changes in Minnesota law regarding curriculum, MSBA encourages school districts to consider deleting Article VI, Section A or revising it to reflect local curriculum development processes. Literacy planning is now addressed in new model policy 621: Literacy and the READ Act.]

- ~~A. Within the ongoing process of curriculum development, the following needs shall be addressed:~~
- ~~1. Provide for articulation of courses of study from kindergarten through grade twelve.~~
 - ~~2. Identify minimum objectives for each course and at each elementary grade level.~~
 - ~~3. Provide for continuing evaluation of programs for the purpose of attaining school district objectives.~~
 - ~~4. Provide a program for ongoing monitoring of student progress.~~
 - ~~5. Provide for specific, particular, and special needs of all members of the student community.~~

- ~~6. Develop a local literacy plan to have every child reading at or above grade level no later than the end of grade 3, including English learners, and teachers providing comprehensive, scientifically based reading instruction consistent with law.~~
- ~~7. Integrate required and elective course standards in the scope and sequence of the district curriculum.~~
- ~~8. Meet all applicable requirements of the Minnesota Department of Education and federal law.~~

~~B. Students identified as not reading at grade level by the end of kindergarten, grade 1, and grade 2 must be screened for characteristics of dyslexia. Students in grade 3 or higher who demonstrate a reading difficulty to a classroom teacher must be screened for characteristics of dyslexia, unless a different reason for the reading difficulty has been identified. See Minnesota Statutes section 120B.12, Subd. 2.~~

- A. Students who do not meet or exceed 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 Minnesota Statutes, section 120A.20, subdivision 1(c). A student’s plan under this section shall continue while the student is enrolled.
- B. The superintendent shall be responsible for keeping the school board informed of all state-mandated curriculum changes, as well as recommended discretionary changes, and for periodically presenting recommended modifications for school board review and approval.
- C. The superintendent shall have discretionary authority to develop guidelines and directives to implement school board policy relating to curriculum development.

Legal References: Minn. Stat. § 120A.20 (Admission to Public School)
Minn. Stat. § 120B.10 (Findings; Improving Instruction and Curriculum)
Minn. Stat. § 120B.11 (School District Process for Reviewing Curriculum, Instruction, and Student Achievement; Striving for the World’s Best Workforce)
Minn. Stat. § 120B.12 (Reading Proficiently No Later than the End of Grade 3)
Minn. Stat. § 120B.125(f) (Planning for Students’ Successful Transition to Postsecondary Education and Employment; Personal Learning Plans)
Minn. Stat. § 124D.59 (Definitions)
Minn. Rules Part 3500.0550 (Inclusive Educational 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 Part 3501.0820 (Academic Standards for the Arts)
Minn. Rules Parts 3501.0900-3501.0955 (Academic Standards in Science)
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 604 (Instructional Curriculum)
MSBA/MASA Model Policy 605 (Alternative Programs)
MSBA/MASA Model Policy 613 (Graduation Requirements)
MSBA/MASA Model Policy 614 (School District Testing Plan and Procedure)
MSBA/MASA Model Policy 615 (Testing Accommodations, Modifications, and Exemptions for IEPs, Section 504 Plans, and LEP Students)
MSBA/MASA Model Policy 616 (School District System Accountability)
MSBA/MASA Model Policy 618 (Assessment of Student Achievement)
MSBA/MASA Model Policy 619 (Staff Development for Standards)
MSBA/MASA Model Policy 620 (Credit for Learning)
MSBA/MASA Model Policy 623 (Mandatory Summer School Instruction)

Adopted: _____

MSBA/MASA Model Policy 604

Orig. 1995

Revised: _____

Rev. 2023

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. ~~M~~ mathematics and science;
3. ~~S~~ social studies, including history, geography, economics, government, and citizenship that includes civics (see II.I.);
4. ~~H~~ 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: The school district must use the current world languages standards developed by the American Council on the Teaching of Foreign Languages. 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 Minnesota Statutes section 120B.022, ~~subdivision 1.~~]

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

~~arts, music, theater, and visual arts.~~

- C. The school district must establish and regularly review its own standards for career and technical education (CTE) programs. Standards must align with CTE frameworks developed by the Department of Education, standards developed by national CTE organizations, or recognized industry standards.
- 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 or charter school may not discriminate against or discipline a teacher or principal on the basis of incorporating into curriculum contributions of persons in a federally protected class or state protected class when the included contribution is in alignment with standards and benchmarks adopted under Minnesota Statutes, sections 120B.021 and 120B.023.

III. REQUIRED ACADEMIC STANDARDS

- A. The following subject areas are required for statewide accountability:
 - 1. language arts;
 - 2. mathematics, encompassing algebra II, integrated mathematics III, or an equivalent in high school, and to be prepared for the three credits of mathematics in grades 9 through 12, the grade 8 standards include the completion of algebra;
 - 3. science, including earth and space science, life science, and the physical sciences, including chemistry and physics;
 - 4. social studies, including history, geography, economics, and government and citizenship that includes civics;
 - 5. physical education;
 - 6. health, for which locally developed academic standards apply; and
 - 7. the arts.
- B. Elementary and middle schools must offer at least three and require at least two of the following five arts areas: dance, media arts, music, theater, and visual arts. High schools must offer at least three and require at least one of the following five arts areas: media arts, dance, music, theater, and visual arts.

IV. PARENTAL CURRICULUM REVIEW

The school district shall have a procedure for a parent, guardian, or an adult student,

18 years of age or older, to review the content of the instructional materials to be provided to a minor child or to an adult student and, if the parent, guardian, or adult student objects to the content, to make reasonable arrangements with school personnel for alternative instruction. Alternative instruction may be provided by the parent, guardian, or adult student if the alternative instruction, if any, offered by the school board does not meet the concerns of the parent, guardian, or adult student. The school board is not required to pay for the costs of alternative instruction provided by a parent, guardian, or adult student. School personnel may not impose an academic or other penalty upon a student merely for arranging alternative instruction under this section. School personnel may evaluate and assess the quality of the student's work.

V. CPR AND AED INSTRUCTION

The school district will provide onetime cardiopulmonary resuscitation (CPR) and automatic external defibrillator (AED) instruction as part of its grade 7 to 12 curriculum.

- A. In the school district's discretion, training and instruction may result in CPR certification.
- B. CPR and AED instruction must include CPR and AED training that have been developed:
 - 1. by the American Heart Association or the American Red Cross and incorporate psychomotor skills to support the instruction; or
 - 2. 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.
- C. 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.
- D. 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.]

VI. COLLEGE AND CAREER PLANNING

- A. 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 teamwork, 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.
- B. 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.
- C. 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.
- D. 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.

- E. 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.
- F. 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.

~~VI. CIVICS TEST~~

- ~~A. 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.~~
- ~~B. "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.~~
- ~~C. The school 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.~~
- ~~D. The school district may administer the civics test questions in a language other than English to students who qualify for English learner services.~~
- ~~E. The school district may administer civics test questions as part of the social studies curriculum.~~
- ~~F. The school 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.~~
- ~~G. 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.101 \(Curriculum\)](#)
 Minn. Stat. § 120B.125 (Planning for Students' Successful Transition to Postsecondary Education and Employment; Personal Learning Plans)
 Minn. Stat. § 120B.20 (Parental Curriculum Review)
 Minn. Stat. § 120B.021 (Required Academic Standards)
 Minn. Stat. § 120B.022 (Elective Standards)
[Minn. Stat. § 120B.023 \(Benchmarks Implement, Supplement Statewide Academic Standards\)](#)
 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 613

Orig. 1997

Revised: _____

Rev. 2023

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. "Credit" means a student's successful completion of an academic year of study or a student's mastery of the applicable subject matter, as determined by the school district.
- B. "Individualized Education Program" or "IEP" means a written statement developed for a student eligible by law for special education and services.
- C. "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.
- D. "Required standard" means: (1) a statewide adopted expectation for student learning in the content areas of language arts, mathematics, science, social studies, physical education, and the arts, and (2) a locally adopted expectation for student learning in health.
- E. "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.

IV. DISTRICT ASSESSMENT COORDINATOR

(Position Title eHS Counselor) 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. Achievement and career and college readiness in mathematics, reading, and writing, as

measured against 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 and which facilitates the monitoring of students' continuous development of and growth in requisite knowledge and skills; analysis of students' progress and performance levels, identification of students' academic strengths and diagnosis of areas where students require curriculum or instructional adjustments, targeted interventions, or remediation; and determination of students' learning and instructional needs and the instructional tools and best practices that support academic rigor for the student based on analysis of students' progress and performance data; and

- B. Consistent with this paragraph and Minnesota Statutes section 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.
- C. 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.
- D. 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.
- E. 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 are 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 to graduate from high school.
- F. 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, sufficient to satisfy all of the academic standards in mathematics;
- C. 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-agricultural, food, and natural resources education or business education program or 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.
 - 6. An ethnic studies course may fulfill a social studies, language arts, arts, math, or science credit if the course meets the applicable state academic standards. An ethnic studies course may fulfill an elective credit if the course meets applicable local standards or other requirements.

[Note: Starting in the 2026-27 school year, a high school must offer an ethnic studies course; in elementary and middle schools by the 2027-28 school year.]

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 Minnesota Statutes, section 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.018 (Definitions)
 Minn. Stat. § 120B.02 (Educational Expectations and Graduation Requirements for Minnesota’s Students)
 Minn. Stat. § 120B.021 (Required Academic Standards)
 Minn. Stat. § 120B.023 (Benchmarks)
 Minn. Stat. § 120B.024 (Credits)
 Minn. Stat. § 120B.07 (Early Graduation)
 Minn. Stat. § 120B.11 (School District Process for Reviewing Curriculum, Instruction, and Student Achievement; Striving for the World’s Best Workforce)
 Minn. Stat. § 120B.125 (Planning for Students’ Successful Transition to Postsecondary Education and Employment; Personal Learning Plans)
 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 Part 3501.0820 (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 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 616

Orig. 1997

Revised: _____

Rev. 2023

616 SCHOOL DISTRICT SYSTEM ACCOUNTABILITY

[Note: Minnesota Statutes, section 120B.11 requires school districts to adopt a comprehensive long-term strategic plan that addresses the review of curriculum, instruction, student achievement, and assessment. ~~MSBA/MASA Model Policies 601, 603, and 616 address these statutory requirements. In addition, MSBA/MASA Model Policies 613-615 and 617-620 provide procedures to further implement the requirements of Minnesota Statutes, section 120B.11.]~~

I. PURPOSE

The purpose of this policy is to focus public education strategies on a process that promotes higher academic achievement for all students and ensures broad-based community participation in decisions regarding the implementation of the Minnesota K-12 Academic Standards and federal law.

II. GENERAL STATEMENT OF POLICY

Implementation of the Minnesota K-12 Academic Standards and federal law requires accountability for the school district. The school district established a system to transition to the graduation requirements of the Minnesota K-12 Academic Standards. The school district also established a system to review and improve instruction, curriculum, and assessment which will include substantial input by students, parents or guardians, and local community members. The school district will be accountable to the public and the state through annual reporting.

III. DEFINITIONS

- A. "Credit" means a student's successful completion of an academic year of study or a student's mastery of the applicable subject matter, as determined by the school district.
- ~~B. "Graduation Standards" means the credit requirements and locally adopted content standards or Minnesota K-12 Academic Standards that school districts must offer and certify that students complete to be eligible for a high school diploma.~~
- BC. "World's best workforce" means striving to: meet school readiness goals; ~~have all third grade students achieve grade level literacy~~; close the academic achievement gap among all racial and ethnic groups of students and between students living in poverty and students not living in poverty; have all students attain career and college readiness before graduating from high school; and have all students graduate from high school.

IV. ESTABLISHMENT OF GOALS; IMPLEMENTATION; EVALUATION AND REPORTING

A. School District Goals

1. The school board has established school district-wide goals that provide broad direction for the school district. Incorporated in these goals are the graduation and education standards contained in the Minnesota K-12 Academic Standards and federal law. The broad goals shall be reviewed annually and approved by

the school board. The school board shall adopt annual goals based on the recommendations of the school district's Advisory Committee.

2. The District Advisory Committee created under Policy 603 (Curriculum Development) is established by the school board to ensure active community participation in all phases of planning and improving the instruction and curriculum affecting state and district academic standards.
3. The school district-wide improvement goals should address recommendations identified through the District Advisory Committee process. The school district's goal setting process will include consideration of individual site goals. School district goals may also be developed through an education effectiveness program, an evaluation of student progress committee, or through some other locally determined process.

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

[Insert Local Cycle in this space]

- C. Implementation of Graduation Requirements

1. The District Advisory Committee shall also advise the school board on implementation of the state and local graduation requirements, including K-12 curriculum, assessment, student learning opportunities, and other related issues. Recommendations of the District Advisory Committee shall be published annually to the community. The school board shall receive public input and comment and shall adopt or update this policy at least annually.
2. The school board shall annually review and determine if student achievement levels at each school site meet federal expectations. If the school board determines that student achievement levels at a school site do not meet federal expectations and the site has not made adequate yearly progress for two consecutive school years, the District Advisory Committee shall work with the school site to adopt a plan to raise student achievement levels to meet federal expectations. The District Advisory Committee may seek assistance from the Commissioner of the Minnesota Department of Education (MDE) (Commissioner) in developing a plan which must include parental involvement components.
3. The educational assessment system component utilized by the school board to measure individual students' educational progress must be based, to the extent annual tests are administered, on indicators of current achievement ~~growth~~ that show growth relative to an individual student's prior achievement. Indicators of achievement and prior achievement must be based on highly reliable statewide or districtwide assessments. The school board will utilize models developed by the Commissioner for measuring individual student progress. The school board must coordinate with MDE in evaluating school sites and continuous improvement plans, consistent with best practices.

D. Comprehensive Continuous Improvement of Student Achievement

1. By [date] of each year, the District Advisory Committee will meet to advise and assist the school district in the implementation of the school district system accountability and comprehensive continuous improvement process.
2. The District Advisory Committee, working in cooperation with other committees of the school district [*such as the Technology, Educational Effectiveness, Grade Level, Site Instruction, Curriculum and Assessment Committees, etc.*], will provide active community participation in:
 - a. Reviewing the school district instructional and curriculum plan, with emphasis on implementing the Minnesota K-12 Academic Standards;
 - b. Identifying annual instruction and curriculum improvement goals for recommendation to the school board;
 - c. Making recommendations regarding the evaluation process that will be used to measure school district progress toward its goals; and,
 - d. Advising the school board about development of the annual budget.
3. The District Advisory Committee shall meet the following criteria:
 - a. The District Advisory Committee shall ensure active community participation in all planning for instruction and curriculum affecting Graduation Standards.
 - b. The District Advisory Committee shall make recommendations to the school board on school district-wide standards, assessments, and program evaluation.
 - c. Building teams may be established as subcommittees to develop and implement an education effectiveness plan and to carry out methods to improve instruction, curriculum, and assessments as well as methods to use technology in meeting the school district improvement plan.
 - d. A local plan to evaluate student progress, using a local process, shall be used for developing a plan for assessment of student progress toward the Graduation Standards, as well as program evaluation data for use by the District Advisory Committee in the instruction and curriculum review process. This plan shall annually be approved by the school board.
- ~~4. The Advisory Committee shall, when possible, be comprised of at least two-thirds community representatives and shall reflect the diversity of the community. To the extent possible, the Advisory Committee shall reflect the diversity of the school district and its school sites and include teachers, parents, support staff, students, and other community residents. Included in its membership should be:~~
 - ~~a. The Director of Curriculum (or similar educational leader)~~

- ~~b. Principal~~
- ~~c. School Board Member~~
- ~~d. Student Representative~~
- ~~e. One teacher from each building or instructional level~~
- ~~f. Two parents from each building or instructional level~~
- ~~g. Two residents without school-aged children, non-representative of local business or industry~~
- ~~h. Two residents representative of local business or industry~~
- ~~i. District Assessment Coordinator (if different from "a." above)~~

~~[Note: This Advisory Committee composition is a model only.]~~

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

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

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

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

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

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

E. Evaluation of Student Progress Committee. A committee of professional staff shall develop a plan for assessment of student progress ~~toward Literacy by Grade 3~~, the Graduation Standards, as well as program evaluation data for use by the District Advisory Committee to review instruction and curriculum, cultural competencies, including cultural awareness and cross-cultural communication, and student achievement at the school site. This plan shall annually be approved by the school board.

F. Reporting

1. Consistent with Minnesota Statutes, section 120B.36, ~~subdivision~~Subd. 1, the school board shall publish a report in the local newspaper with the largest circulation in the district, by mail, or by electronic means on the school district website. The school board shall hold an annual public meeting to review and revise, where appropriate, student achievement goals, local assessment outcomes, plans, strategies, and practices for improving curriculum and instruction and cultural competency and efforts to equitably distribute diverse,

effective, experienced, and in-field teachers, and to review school district success in realizing the previously adopted student achievement goals and related benchmarks and the improvement plans leading to the world's best workforce. The school board must transmit an electronic summary of its report to the Commissioner in the form and manner the Commissioner determines. The school district shall periodically survey affected constituencies in their native languages, where appropriate and practicable, about their connection to and level of satisfaction with school. The school district shall include the results of this evaluation in its published reports and in its summary report to the Commissioner.

2. The school performance report for a school site and a school district must include performance reporting information and calculate proficiency rates as required by the most recently reauthorized Elementary and Secondary Education Act.
3. The school district must annually report the district's class size ratios by each grade to the commissioner of education in the form and manner specified by the commissioner.
4. The school district must report whether programs funded with compensatory revenue are consistent with best practices demonstrated to improve student achievement.

Legal References:

Minn. Stat. § 120B.018 (Definitions)
Minn. Stat. § 120B.02 (Educational Expectations and Graduation Requirements for Minnesota's Students)
Minn. Stat. § 120B.11 (School District Process for Reviewing Curriculum, Instruction, and Student Achievement; Striving for the World's Best Workforce)
Minn. Stat. § 120B.35 (Student Academic Achievement and Growth)
Minn. Stat. § 120B.36 (School Accountability)
Minn. Stat. § 122A.40 (Employment; Contracts; Termination)
Minn. Stat. § 122A.41 (Teacher Tenure Act; Cities of the First Class; Definitions)
Minn. Stat. § 123B.04 (Site Decision Making; Individualized Learning Agreement; Other Agreements)
Minn. Stat. § 123B.147 (Principals)
Minn. Stat. § 126C.12 (Learning and Development Revenue Amount and Use)
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 3501.0820 (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 617 (School District Ensurance of Preparatory and High School Standards)

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

MSBA/MASA Model Policy 619 (Staff Development for Standards)

MSBA/MASA Model Policy 620 (Credit for Learning)

Adopted: _____

MSBA/MASA Model Policy 617

Orig. 1998

Revised: _____

Rev. 202~~32~~

617 SCHOOL DISTRICT ENSURANCE OF PREPARATORY AND HIGH SCHOOL STANDARDS

[Note: With ~~the~~ repeal of the Profile of Learning, school districts no longer are required to comply with the procedures set forth in this policy. School districts ~~which that~~ retain any portion of the Profile of Learning graduation requirements, however, may choose to retain all or a portion of this policy and may implement and manage the Profile of Learning content standards in whatever manner they deem appropriate.]

I. PURPOSE

The purpose of this policy is to ensure that all locally adopted preparatory and high school content standards of the Profile of Learning are addressed directly in both curriculum and assessment for all students, including those with special needs.

II. GENERAL STATEMENT OF POLICY

- A. The policy of the school district is to implement the Minnesota Graduation Standards, including local adoption of the former Profile of Learning content standards, during the transition to the implementation of the required Minnesota Academic Standards.
- B. This policy ensures that all students who qualify and elect to satisfy their graduation requirements ~~through the Profile of Learning content standards~~ will continue to receive instruction, curriculum and assessment which address the preparatory and high school content standards ~~of the Profile of Learning.~~—This policy also defines how technology will be integrated across student learning areas. ***[Note: With ~~the~~ repeal of the Profile of Learning, school districts are not required to integrate technology across learning areas and may, in their discretion, delete this provision.]*** In implementing the preparatory and high school content standards, the school district will work to improve the scope and sequences of curriculum, research-based instructional skills of teachers and other district staff who work with students, and alternative assessments of student achievement while making the transition to the required Minnesota Academic Standards.

III. ESTABLISHMENT OF CURRICULUM AND INSTRUCTION

A. Preparatory Content Standards

[To the extent school districts retain preparatory content standards as part of their locally adopted academic standards, school districts should insert in this section how their curriculum and instructional opportunities for all students will address the preparatory content standards, including the primary, intermediate and middle level standards. This section should contain an outline of each learning area's sequence in a manner which provides notice as to when various achievements are expected.]

B. High School Content Standards

The school district will follow Policy 613, Graduation Requirements, as it implements the graduation standards. This policy ensures that all students will receive instruction,

curriculum and assessment which addresses the high school content standards of the Profile of Learning in all learning areas and that the uses of technology are integrated across student learning areas. **[Note: With the repeal of the Profile of Learning, school districts are not required to integrate technology across learning areas and may, in their discretion, delete this provision.]**

[Note: School districts should examine existing graduation requirements and align them to the new requirements.]

C. Assessment of Content Standards

[School districts should insert their procedure for determining where student achievement of preparatory and high school content standards will be assessed.]

D. Additional Requirements

[School districts may wish to consider including additional graduation requirements beyond those required by the Minnesota Academic Standards.]

E. Special Needs Students

[School districts should insert their procedure for addressing preparatory and high school content standards for students with special needs.]

F. Integration of Technology

[School districts may insert their procedure for addressing how technology will be integrated across the learning areas. With the repeal of the Profile of Learning, school districts are not required to integrate technology across learning areas and may, in their discretion, delete this provision.]

G. Evaluation and Remediation of Student Difficulties and Achievement

[School districts should insert their procedure for addressing how diagnosis of student difficulties and remediation will be accomplished as well as how diagnosis of student achievement and acceleration or continuous progress will be accomplished.]

Legal References: Minn. Stat. § 120B.02 (Educational Expectations and Graduation Requirements for Minnesota’s Students)
Minn. Stat. § 120B.11 (School District Process for Reviewing Curriculum, Instruction, and Student Achievement; Striving for the World’s Best Workforce)
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 3501.0820 (Academic Standards for the Arts)
Minn. Rules Parts 3501.0900-3501.0960 (Academic Standards in Science)
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)

Cross References: MSBA/MASA Model Policy 104 (School District Mission Statement)
MSBA/MASA Model Policy 601 (School District Curriculum and Instruction Goals)
MSBA/MASA Model Policy 613 (Graduation Requirements)
MSBA/MASA Model Policy 614 (School District Testing Plan and Procedure)
MSBA/MASA Model Policy 615 (Testing Accommodations, Modifications, and Exemptions for IEPs, Section 504 Plans, and LEP Students)
MSBA/MASA Model Policy 616 (School District System Accountability)
MSBA/MASA Model Policy 618 (Assessment of Student Achievement)

Adopted: _____

MSBA/MASA Model Policy 618

Orig. 1998

Revised: _____

Rev. 2023

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.~~

A. "Academic standard" means a summary description of student learning in a required content area or elective content area.

~~"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.~~

B. "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.

C. "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.

~~"Computer adaptive assessments" means fully adaptive assessments.~~

D. "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.

E. "Elective standards" means a locally adopted expectation for student learning in career

and technical education and world languages.

- E. "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.~~
- GL. "Required standard" means (1) a statewide adopted expectation for student learning in the content areas of ~~English~~ language arts, mathematics, science, social studies, physical education, and the arts, ~~and/or~~ (2) 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. Student Participation

1. The [Minnesota](#) Commissioner of Education must create and publish a form for parents and guardians that:
 - a. explains the need for state academic standards;
 - b. identifies the state assessments that are aligned with state standards;
 - c. identifies the consequences, if any, the school or student may face if a student does not participate in state or locally required standardized assessments;
 - d. states that students who receive a college ready benchmark on the high school Minnesota Comprehensive Assessment are not required to take a remedial, noncredit course at a Minnesota state college or university in the corresponding subject area;
 - e. summarizes the provisions in Minnesota Statutes section 120B.301(a) and (c); and

- f. notifies a parent of the right to not have the parent's child participate in the state and locally required assessments and asks a parent that chooses to not have a child participate in the assessments the basis for the decision.
2. The school district must post the form created by the Commissioner on the school district website and include it in the school district's student handbook.

VI. RIGOROUS COURSE OF STUDY WAIVER

- A. 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:
 1. 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;
 2. 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
 3. satisfactorily completes the requirements for the rigorous course of study, learning opportunity, or preparatory employment or post-secondary education program.
- B. 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.
- C. 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.

VII. 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 in 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 and Graduation Requirements 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 for Reviewing Curriculum, Instruction, and Student Achievement; Striving for the World's Best Workforce)
Minn. Stat. § 120B.30 (Statewide Testing and Reporting System)
Minn. Stat. § 120B.31 (System Accountability and Statistical Adjustments)
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 3501.3520 (Academic Standards for the Arts)
Minn. Rules Parts 3501.0900-3501.0960 (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)

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MSBA/MASA Model Policy 620

Orig. 1998

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Rev. 2023~~2~~

620 CREDIT FOR LEARNING

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

I. PURPOSE

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

II. GENERAL STATEMENT OF POLICY

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

III. DEFINITIONS

A. "Accredited school" means a school that is accredited by an accrediting agency, recognized according to Minnesota Statutes, section 123B.445 or recognized by the Commissioner of the Minnesota Department of Education (Commissioner).

~~B. "Concurrent enrollment" means nonsectarian courses in which an eligible pupil under subdivision 5 or 5b enrolls to earn both secondary and postsecondary credits, are taught by a secondary teacher or a postsecondary faculty member, and are offered at a high school for which the district is eligible to receive concurrent enrollment program aid under Minnesota Statutes, section 124D.091.~~

~~C. "Course" means a course or program.~~

~~B. "Blended learning" is a form of digital learning that occurs when a student learns part time in a supervised physical setting and part time through digital delivery of instruction, or a student learns in a supervised physical setting where technology is used as a primary method to deliver instruction.~~

- ~~C. "Commissioner" means the Commissioner of MDE.~~
- ~~D. "Digital learning" is learning facilitated by technology that offers students an element of control over the time, place, path, or pace of their learning and includes blended and online learning.~~
- D. "Eligible institution" means a Minnesota public ~~post-secondary~~postsecondary institution, a private, nonprofit two-year trade and technical school granting associate degrees, an opportunities industrialization center accredited by an accreditor recognized by the United States Department of Education, or a private, residential, two-year or four-year, liberal arts, degree-granting college or university located in Minnesota.
- E. "Nonpublic school" is a private school or home school in which a child is provided instruction in compliance with the Minnesota compulsory attendance laws.
- ~~G. "Online learning" is a form of digital learning delivered by an approved online learning provider.~~
- ~~H. "Online learning provider" is a school district, an intermediate school district, an organization of two or more school districts operating under a joint powers agreement, or a charter school located in Minnesota that provides online learning to students and is approved by MDE to provide online learning courses.~~
- F. "Weighted grade" is a letter or numerical grade that is assigned a numerical advantage when calculating the grade point average.

IV. TRANSFER OF CREDIT FROM OTHER SCHOOLS

- A. Transfer of Academic Requirements from Other Minnesota Public Secondary Schools
1. The school district will accept and transfer secondary credits and grades awarded to a student from another Minnesota public secondary school upon presentation of a certified transcript from the transferring public secondary school evidencing the course taken and the grade and credit awarded.
 2. Credits and grades awarded from another Minnesota public secondary school may be used to compute honor roll and/or class rank if a student has earned at least **[insert number]** credits from the school district.
- B. Transfer of Academic Requirements from Other Schools
1. The school district will accept secondary credits and grades awarded to a student for courses successfully completed at a public school outside of Minnesota or an accredited nonpublic school upon presentation of a certified transcript from the transferring public school in another state or nonpublic school evidencing the course taken and the grade and credit awarded.
 - a. When a determination is made that the content of the course aligns directly with school district graduation requirements, the student will be awarded commensurate credits and grades.
 - b. Commensurate credits and grades awarded from an accredited nonpublic school or public school in another state may be used to compute honor roll and/or class rank if a student has earned at least **[insert number]** credits from the school district.
 - c. In the event the content of a course taken at an accredited nonpublic school or public school in another state does not fully align with the content of the school district's high school graduation requirements but

is comparable to elective credits offered by the school district for graduation, the student may be provided elective credit applied toward graduation requirements. Credit that does not fully align with the school district's high school graduation requirements will not be used to compute honor roll and/or class rank.

- d. If no comparable course is offered by the school district for which high school graduation credit would be provided, no credit will be provided to the student.
2. Students transferring from a non-accredited, nonpublic school shall receive credit from the school district upon presentation of a transcript or other documentation evidencing the course taken and grade and credit awarded.
- a. Students will be required to provide copies of course descriptions, syllabi, or work samples for determination of appropriate credit. In addition, students also may be asked to provide interviews/conferences with the student and/or student's parent and/or former administrator or teacher; review of a record of the student's entire curriculum at the nonpublic school; and review of the student's complete record of academic achievement.
 - b. Where the school district determines that a course completed by a student at a non-accredited, nonpublic school is commensurate with school district graduation requirements, credit shall be awarded, but the grade shall be "P" (pass).
 - c. In the event the content of a course taken at an non-accredited, nonpublic school does not fully align with the content of the school district's high school graduation requirements but is comparable to elective credits offered by the school district for graduation, the student may be provided elective credit applied toward graduation requirements.
 - d. If no comparable course is offered by the school district for which local high school graduation credit would be provided, no credit will be provided to the student.
 - e. Credit and grades earned from a non-accredited nonpublic school shall not be used to compute honor roll and/or class rank.

C. A student must provide the school with a copy of the student's grades in each course taken for secondary credit under this policy, including interim or nonfinal grades earned during the academic term.

V. ~~POST-SECONDARY~~POSTSECONDARY ENROLLMENT CREDIT

- A. A student who satisfactorily completes a ~~post-secondary~~postsecondary enrollment options course or program under Minnesota Statutes, section 124D.09 that has been approved as meeting the necessary requirements is not required to complete other requirements of the ~~Minnesota Academic Standards content standards~~academic standards corresponding to that specific rigorous course of study.
- B. Secondary credits granted to a student through a ~~post-secondary~~postsecondary enrollment options course or program ~~that meets or exceeds a graduation standard or requirement shall must~~ be counted toward the graduation ~~and credit~~ requirements ~~of a student completing the Minnesota Academic Standards and subject area requirements of the district.~~

1. Course credit will be considered by the school district only upon presentation of a certified transcript from an eligible institution evidencing the course taken and the grade and credit awarded.
 2. Seven quarter or four semester ~~post-secondary~~postsecondary credits shall equal at least one full year of high school credit. Fewer ~~post-secondary~~postsecondary credits may be prorated.
 3. When a determination is made that the content of the ~~post-secondary~~postsecondary course aligns directly with a required course for high school graduation, the commensurate credit and grade will be recorded on the student's transcript as a course credit applied toward graduation requirements.
 4. In the event the content of the ~~post-secondary~~postsecondary course does not fully align with the content of a high school course required for graduation but is comparable to elective credits offered by the school district for graduation, the school district may provide elective credit and the grade will be recorded on the student's transcript as an elective course credit applied toward graduation requirements.
 5. If no comparable course is offered by the school district for which high school graduation credit would be provided, the school district will notify the Commissioner, who shall determine the number of credits that shall be granted to a student.
 6. When secondary credit is granted for ~~post-secondary~~postsecondary credits taken by a student, the school district will record those credits on the student's transcript as credits earned at a ~~post-secondary~~postsecondary institution.
- C. A list of the courses or programs meeting the necessary requirements may be obtained from the school district.
- D. By the earlier of (1) three weeks prior to the date by which a student must register for district courses for the following school year, or (2) March 1 of each year, the school district must provide up-to-date information on the district's website and in materials that are distributed to parents and students about the program, including information about enrollment requirements and the ability to earn postsecondary credit to all pupils in grades 8, 9, 10, and 11.

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

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

VI. CREDIT FOR EMPLOYMENT WITH HEALTH CARE PROVIDERS

Consistent with the career and technical pathways program, a student in grade 11 or 12 who is employed by an institutional long-term care or licensed assisted living facility, a home and

community-based services and supports provider, a hospital or health system clinic, or a child care center may earn up to two elective credits each year toward graduation under Minnesota Statutes, section 120B.024, subdivision 1, paragraph (a), clause (7), at the discretion of the enrolling school district. A student may earn one elective credit for every 350 hours worked, including hours worked during the summer. A student who is employed by an eligible employer must submit an application, in the form or manner required by the school district, for elective credit to the school district in order to receive elective credit. The school district must verify the hours worked with the employer before awarding elective credit.

VII. ADVANCED ACADEMIC CREDIT

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

VIII. WEIGHTED GRADES

[Note: School districts must identify in policy whether they offer courses with weighted grades. Therefore, school districts must include one of the following options in their policies.]

- A. The school district does not offer weighted grades.

[or]

- A. The school district offers weighted grades for courses that are identified as more rigorous or academically challenging as follows:

[List the types of courses that will be awarded weighted grades and the multiplier, similar to the following examples.]

- 1. A grade awarded in an Advanced Placement course will be multiplied by a factor of ____ (i.e., 1.07).
- 2. A grade awarded in an Honors course will be multiplied by a factor of ____.
- 3. A grade awarded in a College In the Schools course will be multiplied by a factor of ____.
- 4. A grade awarded in a course taken through a ~~Post-Secondary~~ Postsecondary Enrollment Options program will be multiplied by a factor of ____.

5. A grade awarded in a course in a dual enrollment course will be multiplied by a factor of ____.
- B. The school district will update its website prior to the beginning of each school year with a listing of the courses for which a student may earn a weighted grade.

IX. PROCESS FOR AWARDING CREDIT

- A. The building principal will be responsible for carrying out the process to award credits and grades pursuant to this policy. The building principal will notify students in writing of the decision as to how credits and grades will be awarded.
- B. A student or the student’s parent or guardian may seek reconsideration of the decision by the building principal as to credits and/or grades awarded upon request of a student or the student’s parent or guardian if the request is made in writing to the superintendent within five school days of the date of the building principal’s decision. The request should set forth the credit and/or grade requested and the reason(s) why credit(s)/grade(s) should be provided as requested. Any pertinent documentation in support of the request should be submitted.
- C. The decision of the superintendent as to the award of credits or grades shall be a final decision by the school district and shall not be appealable by the student or student’s parent or guardian except as set forth in Section IX.D. below.
- D. If a student disputes the number of credits granted by the school district for a particular ~~post-secondary~~postsecondary enrollment course, ~~online learning course,~~ or advanced academic credit course, the student may appeal the school district’s decision to the Commissioner. The decision of the Commissioner shall be final.
- E. At any time during the process, the building principal or superintendent may ask for course descriptions, syllabi, or work samples from a course where content of the course is in question for purposes of determining alignment with graduation requirements or the number of credits to be granted. Students will not be provided credit until requested documentation is available for review, if requested.

Legal References: Minn. Stat. § 120B.02 (Educational Expectations and Graduation Requirements for Minnesota’s Students)
Minn. Stat. § 120B.021 (Required Academic Standards)
Minn. Stat. § 120B.11 (School District Process for Reviewing Curriculum, Instruction, and Student Achievement; Striving for the World’s Best Workforce)
Minn. Stat. § 120B.14 (Advanced Academic Credit)
Minn. Stat. § 123B.02 (General Powers of Independent School Districts)
Minn. Stat. § 123B.445 (Nonpublic Education Council)
Minn. Stat. § 124D.03, Subd. 9 (Enrollment Options Program)
Minn. Stat. § 124D.09 (Postsecondary Enrollment Options Act)
[Minn. Stat. § 124D.094 \(Online Instruction Act\)](#)
~~[Minn. Stat. § 124D.095 \(Online Learning Option\)](#)~~
Minn. Rules Parts 3501.0640-3501.0655 (Academic Standards for Language Arts)
Minn. Rules Parts 3501.0700-3501.0745 (Academic Standards for Mathematics)
Minn. Rules Parts 3501.0820 (Academic Standards for the Arts)
Minn. Rules Parts 3501.0900-3501.0960 (Academic Standards in Science)
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)

Cross References:

MSBA/MASA Model Policy 104 (School District Mission Statement)
MSBA/MASA Model Policy 601 (School District Curriculum and Instruction Goals)
MSBA/MASA Model Policy 613 (Graduation Requirements)
MSBA/MASA Model Policy 614 (School District Testing Plan and Procedure)
MSBA/MASA Model Policy 615 (Testing Accommodations, Modifications, and Exemptions for IEPs, Section 504 Plans, and LEP Students)
MSBA/MASA Model Policy 616 (School District System Accountability)
MSBA/MASA Model Policy 618 (Assessment of Student Achievement)
MSBA/MASA Model Policy 624 (Online [Instruction Learning Options](#))

Adopted: _____

MSBA/MASA Model Policy 621
Orig. 2023

Revised: _____

621 LITERACY AND THE READ ACT

[Note: By the 2026-2027 school year, the school district must provide evidence-based reading instruction through a focus on student mastery of the foundational reading skills of phonemic awareness, phonics, and fluency, as well as the development of oral language, vocabulary, and reading comprehension skills. Students must receive evidence-based instruction that is proven to effectively teach children to read, consistent with Minnesota Statutes, sections 120B.1117 to 120B.124.]

I. PURPOSE

This policy aligns with Minnesota law established in the Read Act and on other topics related to reading.

II. GENERAL STATEMENT OF POLICY

The school district recognizes the centrality of reading in a student's educational experience.

III. DEFINITIONS

- A. "Evidence-based" means the instruction or item described is based on reliable, trustworthy, and valid evidence and has demonstrated a record of success in increasing students' reading competency in the areas of phonological and phonemic awareness, phonics, vocabulary development, reading fluency, and reading comprehension. Evidence-based literacy instruction is explicit, systematic, and includes phonological and phonemic awareness, phonics and decoding, spelling, fluency, vocabulary, oral language, and comprehension that can be differentiated to meet the needs of individual students. Evidence-based instruction does not include the three-cueing system, as defined in subdivision 16.
- B. "Fluency" means the ability of students to read text accurately, automatically, and with proper expression.
- C. "Foundational reading skills" includes phonological and phonemic awareness, phonics and decoding, and fluency. Foundational reading skills appropriate to each grade level must be mastered in kindergarten, grade 1, grade 2, and grade 3. Struggling readers in grades 4 and above who do not demonstrate mastery of grade-level foundational reading skills must continue to receive explicit, systematic instruction to reach mastery.
- D. "Literacy specialist" means a person licensed by the Professional Educator Licensing and Standards Board as a teacher of reading, a special education teacher, or a kindergarten through grade 6 teacher, who has completed professional development approved by the Minnesota Department of Education (MDE) in structured literacy. A literacy specialist employed by the department under Minnesota Statutes, section 120B.123, subdivision 7, or by a district as a literacy lead, is not required to complete the approved training before August 30, 2025.
- E. "Literacy lead" means a literacy specialist with expertise in working with educators as adult learners. A district literacy lead must support the district's implementation of the

Read Act; provide support to school-based coaches; support the implementation of structured literacy, interventions, curriculum delivery, and teacher training; assist with the development of personal learning plans; and train paraprofessionals and other support staff to support classroom literacy instruction. A literacy lead may be employed by one district, jointly by two or more districts, or may provide services to districts through a partnership with the regional service cooperatives or another district.

- F. "Multitiered system of support" or "MTSS" means a systemic, continuous improvement framework for ensuring positive social, emotional, behavioral, developmental, and academic outcomes for every student. The MTSS framework provides access to layered tiers of culturally and linguistically responsive, evidence-based practices and relies on the understanding and belief that every student can learn and thrive. Through a MTSS at the core (Tier 1), supplemental (Tier 2), and intensive (Tier 3) levels, educators provide high quality, evidence-based instruction and intervention that is matched to a student's needs; progress is monitored to inform instruction and set goals and data is used for educational decision making.
- G. "Oral language," also called "spoken language," includes speaking and listening, and consists of five components: phonology, morphology, syntax, semantics, and pragmatics.
- H. "Phonemic awareness" means the ability to notice, think about, and manipulate individual sounds in spoken syllables and words.
- I. "Phonics instruction" means the explicit, systematic, and direct instruction of the relationships between letters and the sounds they represent and the application of this knowledge in reading and spelling.
- J. "Progress monitoring" means using data collected to inform whether interventions are working. Progress monitoring involves ongoing monitoring of progress that quantifies rates of improvement and informs instructional practice and the development of individualized programs using state-approved screening that is reliable and valid for the intended purpose.
- K. "Reading comprehension" means a function of word recognition skills and language comprehension skills. It is an active process that requires intentional thinking during which meaning is constructed through interactions between the text and reader. Comprehension skills are taught explicitly by demonstrating, explaining, modeling, and implementing specific cognitive strategies to help beginning readers derive meaning through intentional, problem-solving thinking processes.
- L. "Structured literacy" means an approach to reading instruction in which teachers carefully structure important literacy skills, concepts, and the sequence of instruction to facilitate children's literacy learning and progress. Structured literacy is characterized by the provision of systematic, explicit, sequential, and diagnostic instruction in phonemic awareness, phonics, fluency, vocabulary and oral language development, and reading comprehension.
- M. "Three-cueing system," also known as "meaning structure visual (MSV)," means a method that teaches students to use meaning, structure and syntax, and visual cues when attempting to read an unknown word.
- N. "Vocabulary development" means the process of acquiring new words. A robust vocabulary improves all areas of communication, including listening, speaking, reading,

and writing. Vocabulary growth is directly related to school achievement and is a strong predictor for reading success.

IV. READING SCREENER; PARENT NOTIFICATION AND INVOLVEMENT

- A. The school district must administer an approved evidence-based reading screener to students in kindergarten through grade 3 within the first six weeks of the school year, and again within the last six weeks of the school year. The screener must be one of the screening tools approved by the Minnesota Department of Education (MDE).
- B. The school district must identify any screener it uses in the district's annual literacy plan, and submit screening data with the annual literacy plan by June 15.
- C. Schools, at least biannually after administering each screener, must give the parent of each student who is not reading at or above grade level timely information about:
 - 1. the student's reading proficiency as measured by a screener approved by MDE;
 - 2. reading-related services currently being provided to the student and the student's progress; and
 - 3. strategies for parents to use at home in helping their student succeed in becoming grade-level proficient in reading in English and in their native language.
- D. The school district may not use this section to deny a student's right to a special education evaluation.

V. IDENTIFICATION AND REPORT

- A. Students enrolled in kindergarten, grade 1, grade 2, and grade 3, including multilingual learners and students receiving special education services, must be universally screened for mastery of foundational reading skills, including phonemic awareness, phonics, decoding, fluency, oral language, and for characteristics of dyslexia as measured by a screening tool approved by MDE. The screening for characteristics of dyslexia may be integrated with universal screening for mastery of foundational skills and oral language.
- B. The school district must submit data on student performance in kindergarten, grade 1, grade 2, and grade 3 on foundational reading skills, including phonemic awareness, phonics, decoding, fluency, and oral language to MDE in the annual local literacy plan submission due on June 15.
- C. Students in grades 4 and above, including multilingual learners and students receiving special education services, who do not demonstrate mastery of foundational reading skills, including phonemic awareness, phonics, decoding, fluency, and oral language, must be screened using a screening tool approved by MDE for characteristics of dyslexia and must continue to receive evidence-based instruction, interventions, and progress monitoring until the students achieve grade-level proficiency. A parent, in consultation with a teacher, may opt a student out of the literacy screener if the parent and teacher decide that continuing to screen would not be beneficial to the student. In such limited cases, the student must continue to receive progress monitoring and literacy interventions.

- D. Reading screeners in English, and in the predominant languages of school district students where practicable, must identify and evaluate students' areas of academic need related to literacy. The school district also must monitor the progress and provide reading instruction appropriate to the specific needs of multilingual learners. The school district must use an approved, developmentally appropriate, and culturally responsive screener and annually report summary screener results to the MDE Commissioner by June 15 in the form and manner determined by the MDE Commissioner.
- E. The school district must include in its literacy plan a summary of the district's efforts to screen, identify, and provide interventions to students who demonstrate characteristics of dyslexia as measured by a screening tool approved by MDE. With respect to students screened or identified under paragraph (a), the report must include:
 - 1. a summary of the school district's efforts to screen for dyslexia;
 - 2. the number of students universally screened for that reporting year;
 - 3. the number of students demonstrating characteristics of dyslexia for that year; and
 - 4. an explanation of how students identified under this subdivision are provided with alternate instruction and interventions under Minnesota Statutes, section 125A.56, subdivision 1.

VI. INTERVENTION

- A. For each student identified under the screening identification process, the school district shall provide reading intervention to accelerate student growth and reach the goal of reading at or above grade level by the end of the current grade and school year.
- B. The school district must implement progress monitoring, as defined in Minnesota Statutes, section 120B.1118, for a student not reading at grade level.
- C. The school district must use evidence-based curriculum and intervention materials at each grade level that are designed to ensure student mastery of phonemic awareness, phonics, vocabulary development, reading fluency, and reading comprehension. Starting July 1, 2023, if the school district purchases new literacy curriculum, or literacy intervention or supplementary materials, the curriculum or materials must be evidence-based as defined in Minnesota Statutes, section 120B.1118.
- D. If a student does not read at or above grade level by the end of the current school year, the school district must continue to provide reading intervention until the student reads at grade level. School district intervention methods shall encourage family engagement and, where possible, collaboration with appropriate school and community programs that specialize in evidence-based instructional practices and measure mastery of foundational reading skills, including phonemic awareness, phonics, decoding, fluency, and oral language.
- E. By the 2025-2026 school year, intervention programs must be taught by an intervention teacher or special education teacher who has successfully completed training in evidence-based reading instruction approved by MDE. Intervention may include but is not limited to requiring student attendance in summer school, intensified reading instruction that may require that the student be removed from the regular

classroom for part of the school day, extended-day programs, or programs that strengthen students' cultural connections.

- F. The school district must determine the format of the personal learning plan in collaboration with the student's educators and other appropriate professionals. The school must develop the learning plan in consultation with the student's parent or guardian. The personal learning plan must include targeted instruction that is evidence-based and ongoing progress monitoring, and address knowledge gaps and skill deficiencies through strategies such as specific exercises and practices during and outside of the regular school day, group interventions, periodic assessments or screeners, and reasonable timelines. The personal learning plan may include grade retention, if it is in the student's best interest; a student may not be retained solely due to delays in literacy or not demonstrating grade-level proficiency. A school must maintain and regularly update and modify the personal learning plan until the student reads at grade level. This paragraph does not apply to a student under an individualized education program.

VII. LOCAL LITERACY PLAN

- A. The school district must adopt a local literacy plan to have every child reading at or above grade level every year beginning in kindergarten and to support multilingual learners and students receiving special education services in achieving their individualized reading goals. The school district must update and submit the plan to the Commissioner of MDE by June 15 each year. The plan must be consistent with the Read Act, and include the following:
 - 1. a process to assess students' foundational reading skills, oral language, and level of reading proficiency and the screeners used, by school site and grade level, under Minnesota Statutes, section 120B.123;
 - 2. a process to notify and involve parents;
 - 3. a description of how schools in the school district will determine the targeted reading instruction that is evidence-based and includes an intervention strategy for a student and the process for intensifying or modifying the reading strategy in order to obtain measurable reading progress;
 - 4. evidence-based intervention methods for students who are not reading at or above grade level and progress monitoring to provide information on the effectiveness of the intervention;
 - 5. identification of staff development needs, including a plan to meet those needs;
 - 6. the curricula used by school site and grade level;
 - 7. a statement of whether the school district has adopted a MTSS framework;
 - 8. student data using the measures of foundational literacy skills and mastery identified by MDE for the following students:
 - a. students in kindergarten through grade 3;
 - b. students who demonstrate characteristics of dyslexia; and

- c. students in grades 4 to 12 who are identified as not reading at grade level; and
 - 9. the number of teachers and other staff that have completed training approved by the department.
- B. The school district must post its literacy plan on the official school district website and submit it to the Commissioner of MDE using the template developed by the Commissioner beginning June 15, 2024.

VIII. STAFF TRAINING

- A. Beginning July 1, 2024, a school district must provide access to the training required under Minnesota Statutes, section 120B.123, subdivision 5, to:
 - 1. intervention teachers working with students in kindergarten through grade 12;
 - 2. all classroom teachers of students in kindergarten through grade 3 and children in prekindergarten programs;
 - 3. special education teachers;
 - 4. curriculum directors;
 - 5. instructional support staff who provide reading instruction; and
 - 6. employees who select literacy instructional materials for a district.
- B. The school district must provide training from a menu of approved evidence-based training programs to all reading intervention teachers, literacy specialists, and other teachers and staff identified in Minnesota Statutes, section 120B.12, subdivision 1, paragraph (b), by July 1, 2025; and by July 1, 2027, to other teachers in the school district, prioritizing teachers who work with students with disabilities, English learners, and students who qualify for the graduation incentives program under Minnesota Statutes, section 124D.68. The Commissioner of MDE may grant a school district an extension to these deadlines.
- C. By August 30, 2025, the school district must employ or contract with a literacy lead, or be actively supporting a designated literacy specialist through the process of becoming a literacy lead. The school board may satisfy the requirements of this subdivision by contracting with another school board or cooperative unit under Minnesota Statutes, section 123A.24 for the services of a literacy lead by August 30, 2025. The school district literacy lead must collaborate with school district administrators and staff to support the school district's implementation of requirements under the Read Act.

IX. STAFF DEVELOPMENT

- A. The school district must provide training programs on evidence-based reading instruction to teachers and instructional staff in accordance with subdivision 1, paragraph (b). The training must include teaching in the areas of phonemic awareness, phonics, vocabulary development, reading fluency, reading comprehension, and culturally and linguistically responsive pedagogy.

- B. The school district shall use the data under Article V. above to identify the staff development needs so that:
1. elementary teachers are able to implement explicit, systematic, evidence-based instruction in the five reading areas of phonemic awareness, phonics, fluency, vocabulary, and comprehension with emphasis on mastery of foundational reading skills as defined in Minnesota Statutes, section 120B.1118 and other literacy-related areas including writing until the student achieves grade-level reading and writing proficiency;
 2. elementary teachers have sufficient training to provide students with evidence-based reading and oral language instruction that meets students' developmental, linguistic, and literacy needs using the intervention methods or programs selected by the school district for the identified students;
 3. licensed teachers employed by the school district have regular opportunities to improve reading and writing instruction;
 4. licensed teachers recognize students' diverse needs in cross-cultural settings and are able to serve the oral language and linguistic needs of students who are multilingual learners by maximizing strengths in their native languages in order to cultivate students' English language development, including oral academic language development, and build academic literacy; and
 5. licensed teachers are well trained in culturally responsive pedagogy that enables students to master content, develop skills to access content, and build relationships.
- C. The school district must provide staff in early childhood programs sufficient training to provide children in early childhood programs with explicit, systematic instruction in phonological and phonemic awareness; oral language, including listening comprehension; vocabulary; and letter-sound correspondence.

X. LITERACY INCENTIVE AID USES

The school district must use its literacy incentive aid to support implementation of evidence-based reading instruction. The following are eligible uses of literacy incentive aid:

1. training for kindergarten through grade 3 teachers, early childhood educators, special education teachers, reading intervention teachers working with students in kindergarten through grade 12, curriculum directors, and instructional support staff that provide reading instruction, on using evidence-based screening and progress monitoring tools;
2. evidence-based training using a training program approved by MDE;
3. employing or contracting with a literacy lead, as defined in Minnesota Statutes, section 120B.1118;
4. materials, training, and ongoing coaching to ensure reading interventions under Minnesota Statutes, section 125A.56, subdivision 1, are evidence-based; and costs of substitute teachers to allow teachers to complete required training during the teachers' contract day.

Legal References: Minn. Stat. § 120B.1118 (Read Act Definitions)
Minn. Stat. § 120B.12 (Read Act Goal and Interventions)
Minn. Stat. § 120B.123 (Read Act Implementation)
Minn. Stat. § 123A.24 (Withdrawing from a Cooperative Unit; Appealing Denial of Membership)
Minn. Stat. §124D.68 (Graduation Incentives Program)
Minn. Stat. § 124D.98 (Literacy Incentive Aid)
Minn. Stat. § 125A.56 (Alternate Instruction Required before Assessment Referral)

Cross References: None

Adopted: _____

MSBA/MASA Model Policy 624
Orig. 2023

Revised: _____

624 ONLINE INSTRUCTION

[Note: In 2023, the Minnesota Legislature repealed the Online Learning Option Act (Minnesota Statutes, section 124D.095) and replaced it with the Online Instruction Act (Minnesota Statutes, section 124D.094). This policy fully replaces the old Model Policy 624].

I. PURPOSE

The purpose of this policy is to recognize and govern online instruction options of students enrolled in the school district for purposes of compulsory attendance and address enrollment of students with an online instruction site for supplemental or full-time online learning.

II. GENERAL STATEMENT OF POLICY

- A. The school district shall not prohibit an enrolled student from applying to enroll in online instruction.
- B. The school district shall grant academic credit for completing the requirements of an online instruction course or program.

III. DEFINITIONS

- A. "Blended instruction" means a form of digital instruction that occurs when a student learns part time in a supervised physical setting and part time through online instruction under paragraph (E).
- B. "Digital instruction" means instruction facilitated by technology that offers students an element of control over the time, place, path, or pace of learning and includes blended and online instruction.
- C. "Enrolling district" means the school district in which a student is enrolled under Minnesota Statutes, section 120A.22, subdivision 4.
- D. "Online course syllabus" means a written document that identifies the state academic standards taught and assessed in a supplemental online course under paragraph (I); course content outline; required course assessments; instructional methods; communication procedures with students, guardians, and the enrolling district under paragraph (C); and supports available to the student.
- E. "Online instruction" means a form of digital instruction that occurs when a student learns primarily through digital technology away from a supervised physical setting.
- F. "Online instructional site" means a site that offers courses using online instruction under paragraph (E) and may enroll students receiving online instruction under paragraph (E).
- G. "Online teacher" means an employee of the enrolling district under paragraph (C) or the

supplemental online course provider under paragraph (J) who holds the appropriate licensure under Minnesota Rules, chapter 8710, and is trained to provide online instruction under paragraph (E).

- H. "Student" means a Minnesota resident enrolled in a school defined under Minnesota Statutes, section 120A.22, subdivision 4, in kindergarten through grade 12 up to the age of 21.
- I. "Supplemental online course" means an online learning course taken in place of a course provided by the student's enrolling district under paragraph (C).
- J. "Supplemental online course provider" means a school district, an intermediate school district, an organization of two or more school districts operating under a joint powers agreement, or a charter school located in Minnesota that is authorized by the Minnesota Department of Education (MDE) to provide supplemental online courses under paragraph (I).

IV. DIGITAL INSTRUCTION

- A. An enrolling district may provide digital instruction, including blended instruction and online instruction, to the district's own enrolled students. Enrolling districts may establish agreements to provide digital instruction, including blended instruction and online instruction, to students enrolled in the cooperating schools.
- B. When online instruction is provided, an online teacher shall perform all duties of teacher of record under Minnesota Rules, part 8710.0310. Unless the Commissioner of MDE grants a waiver, a teacher providing online instruction shall not instruct more than 40 students in any one online learning course or section.
- C. Students receiving online instruction full time shall be reported as enrolled in an online instructional site.
- D. Curriculum used for digital instruction shall be aligned with Minnesota's current academic standards and benchmarks.
- E. Digital instruction shall be accessible to students under section 504 of the federal Rehabilitation Act and Title II of the federal Americans with Disabilities Act.
- F. An enrolling district providing digital instruction and a supplemental online course provider shall assist an enrolled student whose family qualifies for the education tax credit under Minnesota Statutes, section 290.0674 to acquire computer hardware and educational software so they may participate in digital instruction. Funds provided to a family to support digital instruction or supplemental online courses may only be used for qualifying expenses as determined by the provider. Nonconsumable materials purchased with public education funds remain the property of the provider. Records for any funds provided must be available for review by the public or MDE.
- G. An enrolling district providing digital instruction shall establish and document procedures for determining attendance for membership and keep accurate records of daily attendance under Minnesota Statutes, section 120A.21.

V. SUPPLEMENTAL ONLINE COURSES

- A. Notwithstanding Minnesota Statutes, sections 124D.03 and 124D.08 and Minnesota

Statutes, chapter 124E, procedures for applying to take supplemental online courses other than those offered by the student's enrolling district are as provided in this subdivision.

- B. Any kindergarten through grade 12 student may apply to take a supplemental online course. The student, or the student's parent or guardian for a student under age 17, must submit an application for the proposed supplemental online course or courses. A student may:
 - 1. apply to take an online course from a supplemental online course provider that meets or exceeds the academic standards of the course in the enrolling district they are replacing;
 - 2. apply to take supplemental online courses for up to 50 percent of the student's scheduled course load; and
 - 3. apply to take supplemental online courses no later than 15 school days after the student's enrolling district's term has begun. An enrolling district may waive the 50 percent course enrollment limit or the 15-day time limit.
- C. A student taking a supplemental online course must have the same access to the computer hardware and education software available in a school as all other students in the enrolling district.
- D. A supplemental online course provider must have a current, approved application to be listed by MDE as an approved provider. The supplemental online course provider must:
 - 1. use an application form specified by MDE;
 - 2. notify the student, the student's guardian if they are age 17 or younger, and enrolling district of the accepted application to take a supplemental online course within ten days of receiving a completed application;
 - 3. notify the enrolling district of the course title, credits to be awarded, and the start date of the online course. A supplemental online course provider must make the online course syllabus available to the enrolling district;
 - 4. request applicable academic support information for the student, including a copy of the IEP, EL support plan, or 504 plan; and
 - 5. track student attendance and monitor academic progress and communicate with the student, the student's guardian if they are age 17 or younger, and the enrolling district's designated online learning liaison.
- E. A supplemental online course provider may limit enrollment if the provider's school board or board of directors adopts by resolution specific standards for accepting and rejecting students' applications. The provisions may not discriminate against any protected class or students with disabilities.
- F. A supplemental online course provider may request that MDE review an enrolling district's written decision to not accept a student's supplemental online course application. The student may participate in the supplemental online course while the application is under review. Decisions shall be final and binding for both the enrolling district and the supplemental online course provider.

- G. A supplemental online course provider must participate in continuous improvement cycles with MDE.

VI. ENROLLING DISTRICT

- A. An enrolling district may not restrict or prevent a student from applying to take supplemental online courses.
- B. An enrolling district may request an online course syllabus to review whether the academic standards in the online course meet or exceed the academic standards in the course it would replace at the enrolling district.
- C. Within 15 days after receiving notice of a student applying to take a supplemental online course, the enrolling district must notify the supplemental online course provider whether the student, the student's guardian, and the enrolling district agree that academic standards in the online course meet or exceed the academic standards in the course it would replace at the enrolling district. If the enrolling district does not agree that the academic standards in the online course meet or exceed the academic standards in the course it would replace at the enrolling district, then:
 - 1. the enrolling district must provide a written explanation of the district's decision to the student, the student's guardian, and the supplemental online course provider; and
 - 2. the online provider must provide a response to the enrolling district explaining how the course or program meets the graduation requirements of the enrolling district.
- D. An enrolling district may reduce the course schedule of a student taking supplemental online courses in proportion to the number of supplemental online learning courses the student takes.
- E. An enrolling district must appoint an online learning liaison who:
 - 1. provides information to students and families about supplemental online courses;
 - 2. provides academic support information including IEPs, EL support plans, and 504 plans to supplemental online providers; and
 - 3. monitors attendance and academic progress, and communicates with supplemental online learning providers, students, families, and enrolling district staff.
- F. An enrolling district must continue to provide support services to students taking supplemental online courses as they would for any other enrolled student including support for English learners, case management of an individualized education program, and meal and nutrition services for eligible students.
- G. An online learning student must receive academic credit for completing the requirements of a supplemental online learning course. If a student completes an online learning course that meets or exceeds a graduation standard or the grade progression requirement at the enrolling district, that standard or requirement is met.

- H. Secondary credits granted to a supplemental online learning student count toward the graduation and credit requirements of the enrolling district. The enrolling district must apply the same graduation requirements to all students, including students taking supplemental online courses.
- I. An enrolling district must provide access to extracurricular activities for students taking supplemental online courses on the same basis as any other enrolled student.

VII. REPORTING

Courses that include blended instruction and online instruction must be reported in the manner determined by the Commissioner of MDE.

LEGAL REFERENCES: Minn. Stat. § 120A.21 (Enrollment of a Student in Foster Care)
Minn. Stat. § 120A.22 (Compulsory Instruction)
Minn. Stat. § 120A.24 (Reporting)
Minn. Stat. § 124D.03 (Enrollment Options Act)
Minn. Stat. § 124D.08 (School Board’s Approval to Enroll in Nonresident District; Exceptions)
Minn. Stat. § 124D.094 (Online Instruction Act)
Minn. Stat. Ch. 124E (Charter Schools)
Minn. Rules Ch. 8710 (Teacher and Other School Professional Licensing)

CROSS REFERENCES: MSBA/MASA Model Policy 613 (Graduation Requirements)
MSBA/MASA Model Policy 620 (Credit for Learning)



PUBLIC HEARING -

Property Tax Abatement for Parking Lot Construction
& Improvement Project

SEPTEMBER 11, 2023

Agenda for Hearing

1. Statutory Authority for Tax Abatement
2. Scope of Parking Lot Projects
3. Tax Abatement Approval Process
4. Next Steps
5. Abatement Bonds and Property Tax Levy Information
6. Public Comments

Statutory Authority

Minnesota Statutes, Sections 469.1812 to 469.1815

- First authorized by the State in 1997
- Intended to be an economic development tool for local governments
- Minnesota Department of Education has interpreted the statute to allow school districts to issue abatement bonds only for the construction or renovation of parking lots and parking structures
- Debt service payments may not exceed the greater of 10% of the net tax capacity of the district or \$200,000

Tax Abatement Process

1. Parcel(s) identified for abatement
 - School property tax amounts sufficient to cover annual debt service levies
 - Property owner(s) still pay taxes in the same manner and at same rates
 - District adds amount of “abated” taxes as an annual levy
2. School Board adopts resolution calling for abatement hearing
3. Hearing notice published in newspaper
4. Hearing held
5. School Board adopts resolution granting abatement and authorizing the sale of bonds
6. School district adds estimated amount of abated taxes to proposed tax levy for upcoming year
7. Proposal(s) on bonds are received, School Board awards the sale of bonds, and provides annual tax levies to Minnesota Department of Education



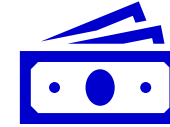
**September 11, 2023
- Regular School
Board Meeting**

School Board Public
Hearing to consider
granting Property Tax
Abatement



**September 11, 2023
- Regular School
Board Meeting**

School Board: Resolution
to Approve the Tax
Abatement and Authorize
the Issuance of General
Obligation Tax Abatement
Bonds



Winter/Spring 2024

Bond Closing – District
Received Bond Proceeds



Summer 2024

Construction for Parking
Lot Projects is Completed

Next Steps



Abatement Bonds & Property Tax Levy Information

Tax Abatement Bonds to be Authorized: \$1,225,000

- Includes estimate of bond issuance costs
- 10 Year Term (number of annual property tax abatements/debt service levies is 10, effective beginning with taxes payable in 2024)
- Debt service levies are eligible for School Building Bond Agricultural Credit
- Tax Abatement is a portion of the total debt anticipated to be issued; other portions of the bond will be for deferred maintenance and capital facilities

Public
Comments



PRELIMINARY INFORMATION - FOR REVIEW AND COMMENT

MACCRAY School District No. 2180

June 27, 2023

Estimated Sources and Uses of Funds

General Obligation Facilities Maintenance, Capital Facilities and Tax Abatement Bonds and Certificates of Participation

	Issued	Not Yet Issued			Not yet Issued	Total
	Remaining Authority & Funds on Hand	Facilities Maintenance Bonds - Deferred Maintenance	Capital Facilities Bonds	Tax Abatement Bonds	Certificates of Participation	
Authorized Amount	\$725,000	\$975,000	\$495,000	\$1,225,000	\$1,975,000	\$5,395,000
Bond Amount	\$725,000	\$975,000	\$495,000	\$1,225,000	\$1,975,000	\$5,395,000
Project Costs	\$1,647,534	\$944,976	\$476,000	\$1,190,000	\$1,931,200	\$6,189,710
Number of Years	6	15	12	10	15	
Dated Date	9/29/2022	2/1/2024	2/1/2024	2/1/2024	2/1/2024	
Sources of Funds						
Par Amount	\$725,000	\$975,000	\$495,000	\$1,225,000	\$1,975,000	\$5,395,000
Funds on Hand ¹	\$595,511	\$0	\$0	\$0	\$0	\$595,511
General Fund Contribution	\$342,614	\$0	\$0	\$0	\$0	\$342,614
Investment Earnings ²	2,357	1,180	594	1,486	0	5,617
Total Sources	\$1,665,482	\$976,180	\$495,594	\$1,226,486	\$2,018,080	\$6,381,822
Uses of Funds						
Allowance for Discount Bidding ³	\$0	\$9,750	\$4,950	\$12,250	\$36,538	\$63,488
Legal and Fiscal Costs ⁴	17,948	21,454	14,644	24,236	50,342	128,624
Net Available for Project Costs	1,647,534	944,976	476,000	1,190,000	1,931,200	6,189,711
Total Uses	\$1,665,482	\$976,180	\$495,594	\$1,226,486	\$2,018,080	\$6,381,822
Initial Deposit to Construction Fund	\$1,302,563	\$943,796	\$475,406	\$1,188,514	\$1,931,200	\$5,841,480

- 1 The District would need to contribute to project costs the following: \$595,511 of funds on hand from the prior project and \$342,614 from general funds.
- 2 Investment earnings are estimated based on an average interest rate of 0.5%, and an average life of 3 months (and an average life of 8 months for the previously issued debt).
- 3 The allowance for discount bidding is the compensation taken by the underwriter who provides the lowest true interest cost as part of the competitive bidding process and purchases the bonds. Ehlers provides independent municipal advisory services as part of the bond sale process and is not an underwriting firm.
- 4 Includes fees for municipal advisor, bond counsel, rating agency, paying agent and county certificates.

PRELIMINARY INFORMATION - FOR REVIEW AND COMMENT

MACCRAY School District No. 2180

Estimated \$380 Per Pupil Long-Term Facilities Maintenance Revenue

Estimates of LTFM Revenue and Bond Payments

Principal Amount:	Proposed Bond Issue \$975,000
Dated Date:	2/1/2024
Average Interest Rate:	4.75%

<p>\$975,000 Fac. Maint. Bond Issue 15 Levies; Payments Limited to 45% of LTFM Revenue</p>

Levy Pay Year	Fiscal Year	Adjusted Pupil Units	Building Age	Revenue/ Pupil	Est. Total LTFM Revenue	LTFM Aid	Tax Levy	Potential New Bonds				Total Debt Service	Gen. Fund Revenue Remaining
								Principal	Interest	Est. Debt Excess ²	Total Debt Service ¹		
2021	2022	694	55.51	380.00	263,644	14,796	248,848	-	-	-	-	0	263,644
2022	2023	698	56.51	380.00	265,164	36,864	228,300	-	-	-	-	0	265,164
2023	2024	698	57.51	380.00	265,164	49,827	215,337	-	-	-	-	0	265,164
2024	2025	698	22.00	238.86	166,675	5,373	161,301	25,000	46,313	-	74,878	74,878	91,796
2025	2026	698	23.00	249.71	174,301	-	174,301	30,000	45,125	-	78,881	78,881	95,419
2026	2027	698	24.00	260.57	181,827	-	181,827	30,000	43,700	-	77,385	77,385	104,442
2027	2028	698	25.00	271.43	189,403	-	189,403	40,000	42,275	(3,095)	83,293	83,293	106,110
2028	2029	698	26.00	282.29	196,979	-	196,979	45,000	40,375	(3,332)	86,312	86,312	110,667
2029	2030	698	27.00	293.14	204,555	-	204,555	50,000	38,238	(3,452)	89,197	89,197	115,358
2030	2031	698	28.00	304.00	212,131	-	212,131	55,000	35,863	(3,568)	91,838	91,838	120,293
2031	2032	698	29.00	314.86	219,707	-	219,707	65,000	33,250	(3,674)	99,489	99,489	120,218
2032	2033	698	30.00	325.71	227,283	-	227,283	70,000	30,163	(3,980)	101,191	101,191	126,092
2033	2034	698	31.00	336.57	234,860	-	234,860	75,000	26,838	(4,048)	102,882	102,882	131,978
2034	2035	698	32.00	347.43	242,436	-	242,436	85,000	23,275	(4,115)	109,573	109,573	132,862
2035	2036	698	33.00	358.29	250,012	-	250,012	90,000	19,238	(4,383)	110,316	110,316	139,695
2036	2037	698	34.00	369.14	257,588	-	257,588	100,000	14,963	(4,413)	116,298	116,298	141,290
2037	2038	698	35.00	380.00	265,164	-	265,164	105,000	10,213	(4,652)	116,321	116,321	148,843
2038	2039	698	36.00	380.00	265,164	-	265,164	110,000	5,225	(4,653)	116,333	116,333	148,831
2039	2040	698	37.00	380.00	265,164	-	265,164	-	-	-	-	0	265,164
2040	2041	698	38.00	380.00	265,164	-	265,164	-	-	-	-	0	265,164
2041	2042	698	39.00	380.00	265,164	-	265,164	-	-	-	-	-	265,164
2042	2043	698	40.00	380.00	265,164	-	265,164	-	-	-	-	-	265,164
2043	2044	698	41.00	380.00	265,164	-	265,164	-	-	-	-	-	265,164
Totals					5,673,040	106,860	5,566,179	975,000	455,050	(47,364)	1,454,189	1,454,189	4,218,851

1 Debt service levies are set at 105 percent of the principal and interest payments during the next fiscal year.
 2 Debt excess adjustment is estimated at 4% of the prior year's initial debt service levy.

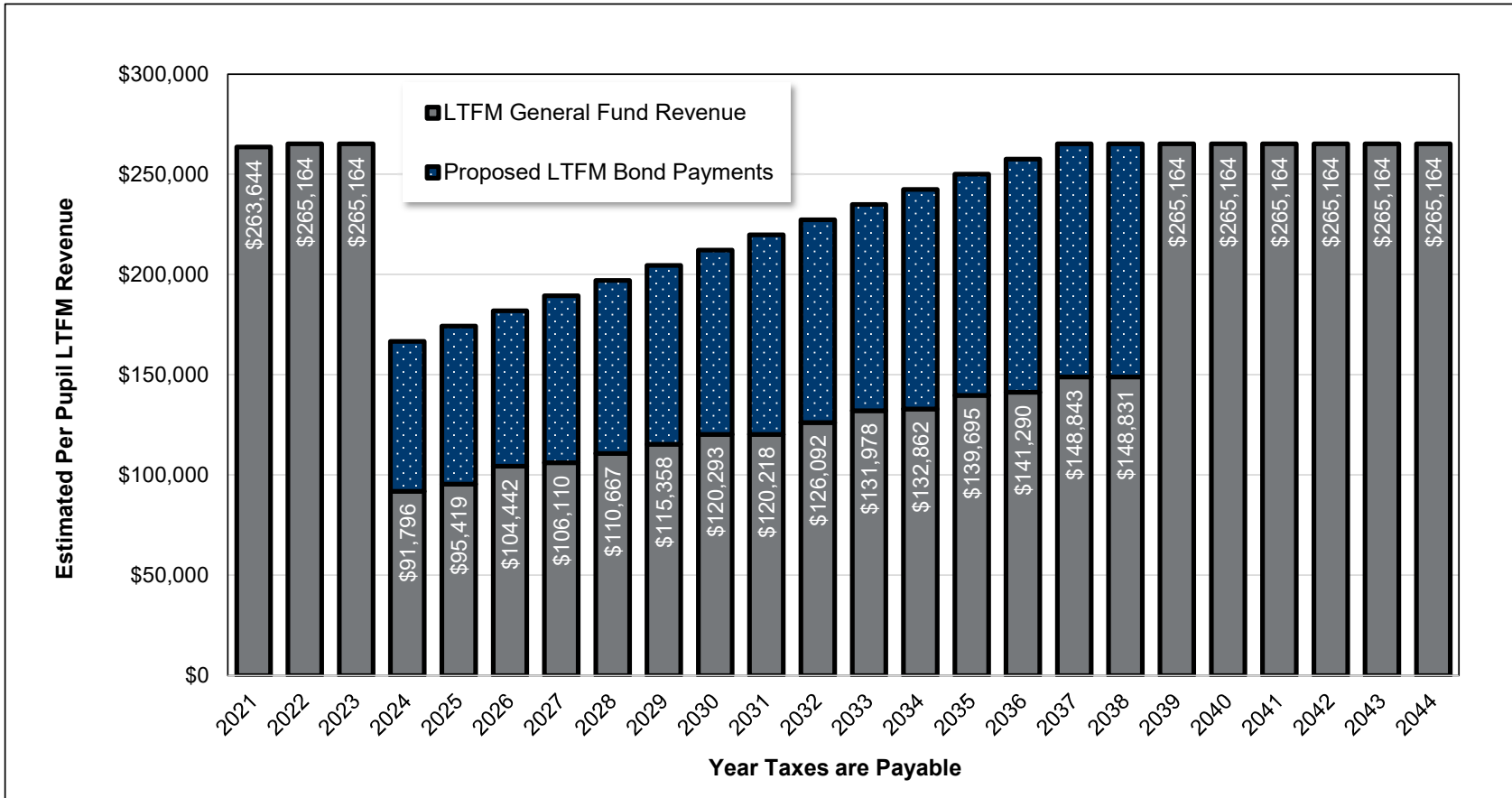


PRELIMINARY INFORMATION - FOR REVIEW AND COMMENT

MACCRAY School District No. 2180

**Estimated \$380 Per Pupil Long-Term Facilities Maintenance Revenue
Estimates of LTFM Revenue and Bond Payments**

**\$975,000 Fac. Maint. Bond Issue
15 Levies; Payments Limited to
45% of LTFM Revenue**



PRELIMINARY INFORMATION - FOR REVIEW AND COMMENT

MACCRAY School District No. 2180

Estimated Capital Facilities Bond Schedule

June 27, 2023

Authorized Principal Amount:	\$495,000
Estimated Principal Amount:	\$495,000
Dated Date:	2/1/2024
Number of Years/Debt Levies:	12
Estimated Average Interest Rate:	4.60%

Estimated Operating Capital Revenue:
\$165,790 Annually *
Revenue Used (2013A & 2024A):
39.1% (FY 2025 - 2036)

Year Taxes Payable	Fiscal Year	Existing Debt - 2013A Capital Facilities Bonds				Potential New Debt - 2024A Capital Facilities Bonds				Combined Totals		Remaining Operating Capital Revenue
		Principal	Interest	Total Payments	Initial Debt Service Levies (P & I at 105%)	Principal	Interest	Total Payments	Initial Debt Service Levies (P & I at 105%)	Total Payments	Debt Service Levies (P & I at 105%)	
2021	2022	20,000	2,963	22,963	24,111	0	0	0	0	22,963	24,111	141,680
2022	2023	20,000	2,663	22,663	23,796	0	0	0	0	22,663	23,796	141,995
2023	2024	20,000	2,363	22,363	23,481	0	0	0	0	22,363	23,481	142,310
2024	2025	25,000	2,063	27,063	28,416	15,000	22,770	37,770	39,659	64,833	68,074	97,716
2025	2026	25,000	1,500	26,500	27,825	25,000	22,080	47,080	49,434	73,580	77,259	88,531
2026	2027	25,000	750	25,750	27,038	25,000	20,930	45,930	48,227	71,680	75,264	90,526
2027	2028	0	0	0	0	40,000	19,780	59,780	62,769	59,780	62,769	103,021
2028	2029	0	0	0	0	45,000	17,940	62,940	66,087	62,940	66,087	99,703
2029	2030	0	0	0	0	45,000	15,870	60,870	63,914	60,870	63,914	101,877
2030	2031	0	0	0	0	45,000	13,800	58,800	61,740	58,800	61,740	104,050
2031	2032	0	0	0	0	55,000	11,730	66,730	70,067	66,730	70,067	95,724
2032	2033	0	0	0	0	55,000	9,200	64,200	67,410	64,200	67,410	98,380
2033	2034	0	0	0	0	50,000	6,670	56,670	59,504	56,670	59,504	106,287
2034	2035	0	0	0	0	50,000	4,370	54,370	57,089	54,370	57,089	108,702
2035	2036	0	0	0	0	45,000	2,070	47,070	49,424	47,070	49,424	116,367
2036	2037	0	0	0	0	0	0	0	0	0	0	165,790
2037	2038	0	0	0	0	0	0	0	0	0	0	165,790
2038	2039	0	0	0	0	0	0	0	0	0	0	165,790
		\$135,000	\$12,300	\$147,300	\$154,665	\$495,000	\$167,210	\$662,210	\$695,321	\$809,510	\$849,986	

* MDE Levy Limitation and Certification Report, Payable 2023. Estimates assume annual revenue at the same level for future years.

PRELIMINARY ESTIMATES - FOR REVIEW AND COMMENT

MACCRAY School District No. 2180
Analysis of Possible Structure for Capital and Debt Levies

\$1,225,000 Bond Issue
10 Tax Levies
Level Debt

Type of Bond	Principal Amount	Dated Date	Interest Rate
Tax Abatement	\$1,225,000	02/01/24	4.25%

June 27, 2023

Levy Payable Year	Fiscal Year	Tax Capacity Value ¹		Existing Commitments				Proposed COP		Proposed New Board Approved Bonds				Combined Totals			
		(\$000s)	% Chg	Building Bonds ²	Alt Fac/Fac Maint H&S Bonds ²	Est. Debt Excess ³	Net Levy	Tax Rate	Lease Levy	Existing Tax Rate	Principal	Interest	Add'l. Debt Excess ³	Net Debt Levy	Initial Debt Levy	Net Levy	Tax Rate
2021	2022	13,475	-0.5%	2,141,961	610,299	-	2,752,260	20.42	-	20.42	-	-	-	-	2,752,260	2,752,260	20.42
2022	2023	12,894	-4.3%	2,136,711	595,716	-	2,732,427	21.19	-	21.19	-	-	-	-	2,732,427	2,732,427	21.19
2023	2024	15,140	17.4%	2,374,135	591,308	(48,612)	2,916,831	19.27	-	19.27	-	-	-	2,916,831	2,916,831	19.27	
2024	2025	16,654	10.0%	2,358,581	597,293	(118,618)	2,834,080	17.02	135,000	17.83	100,000	52,063	9,350	169,016	3,141,271	3,138,096	18.84
2025	2026	16,654	0.0%	2,361,618	596,453	(118,235)	2,839,836	17.05	135,000	17.86	105,000	47,813	-	160,453	3,135,289	3,135,289	18.83
2026	2027	16,654	0.0%	2,950,388	-	(118,323)	2,832,065	17.01	135,000	17.82	110,000	43,350	-	161,018	3,128,083	3,128,083	18.78
2027	2028	16,654	0.0%	2,977,871	-	(118,016)	2,859,855	17.17	135,000	17.98	115,000	38,675	(6,441)	154,918	3,149,773	3,149,773	18.91
2028	2029	16,654	0.0%	2,969,736	-	(119,115)	2,850,621	17.12	135,000	17.93	120,000	33,788	(6,197)	155,280	3,140,901	3,140,901	18.86
2029	2030	16,654	0.0%	2,834,121	-	(118,789)	2,715,331	16.30	135,000	17.11	125,000	28,688	(6,211)	155,161	3,005,492	3,005,492	18.05
2030	2031	16,654	0.0%	2,836,221	-	(113,365)	2,722,856	16.35	135,000	17.16	130,000	23,375	(6,206)	154,837	3,012,693	3,012,693	18.09
2031	2032	16,654	0.0%	2,836,273	-	(113,449)	2,722,824	16.35	135,000	17.16	135,000	17,850	(6,193)	154,299	3,012,123	3,012,123	18.09
2032	2033	16,654	0.0%	2,836,693	-	(113,451)	2,723,242	16.35	135,000	17.16	140,000	12,113	(6,172)	153,546	3,011,788	3,011,788	18.08
2033	2034	16,654	0.0%	2,836,168	-	(113,468)	2,722,700	16.35	135,000	17.16	145,000	6,163	(6,142)	152,579	3,010,279	3,010,279	18.08
2034	2035	16,654	0.0%	2,834,698	-	(113,447)	2,721,251	16.34	135,000	17.15	-	-	-	-	2,856,251	2,856,251	17.15
2035	2036	16,654	0.0%	2,834,429	-	(113,388)	2,721,041	16.34	135,000	17.15	-	-	-	-	2,856,041	2,856,041	17.15
2036	2037	16,654	0.0%	2,838,294	-	(113,377)	2,724,917	16.36	135,000	17.17	-	-	-	-	2,859,917	2,859,917	17.17
2037	2038	16,654	0.0%	2,837,691	-	(113,532)	2,724,159	16.36	135,000	17.17	-	-	-	-	2,859,159	2,859,159	17.17
2038	2039	16,654	0.0%	2,835,788	-	(113,508)	2,722,280	16.35	135,000	17.16	-	-	-	-	2,857,280	2,857,280	17.16
2039	2040	16,654	0.0%	2,837,835	-	(113,432)	2,724,404	16.36	-	16.36	-	-	-	-	2,724,404	2,724,404	16.36
2040	2041	16,654	0.0%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
2041	2042	16,654	0.0%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
2042	2043	16,654	0.0%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
2043	2044	16,654	0.0%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Totals				51,469,210	2,991,068	(1,894,122)	52,562,981		2,025,000		1,225,000	303,875	(34,212)	1,571,106	56,162,263	56,159,088	

1 Tax capacity value for taxes payable in 2021 - 2023 are final, the value for taxes payable in 2024 is preliminary from MN DOR. Estimates for future years are based on the percentage changes as shown above.

2 Initial debt service levies (prior to subtracting debt equalization aid) are set at 105 percent of the principal and interest payments during the next fiscal year.

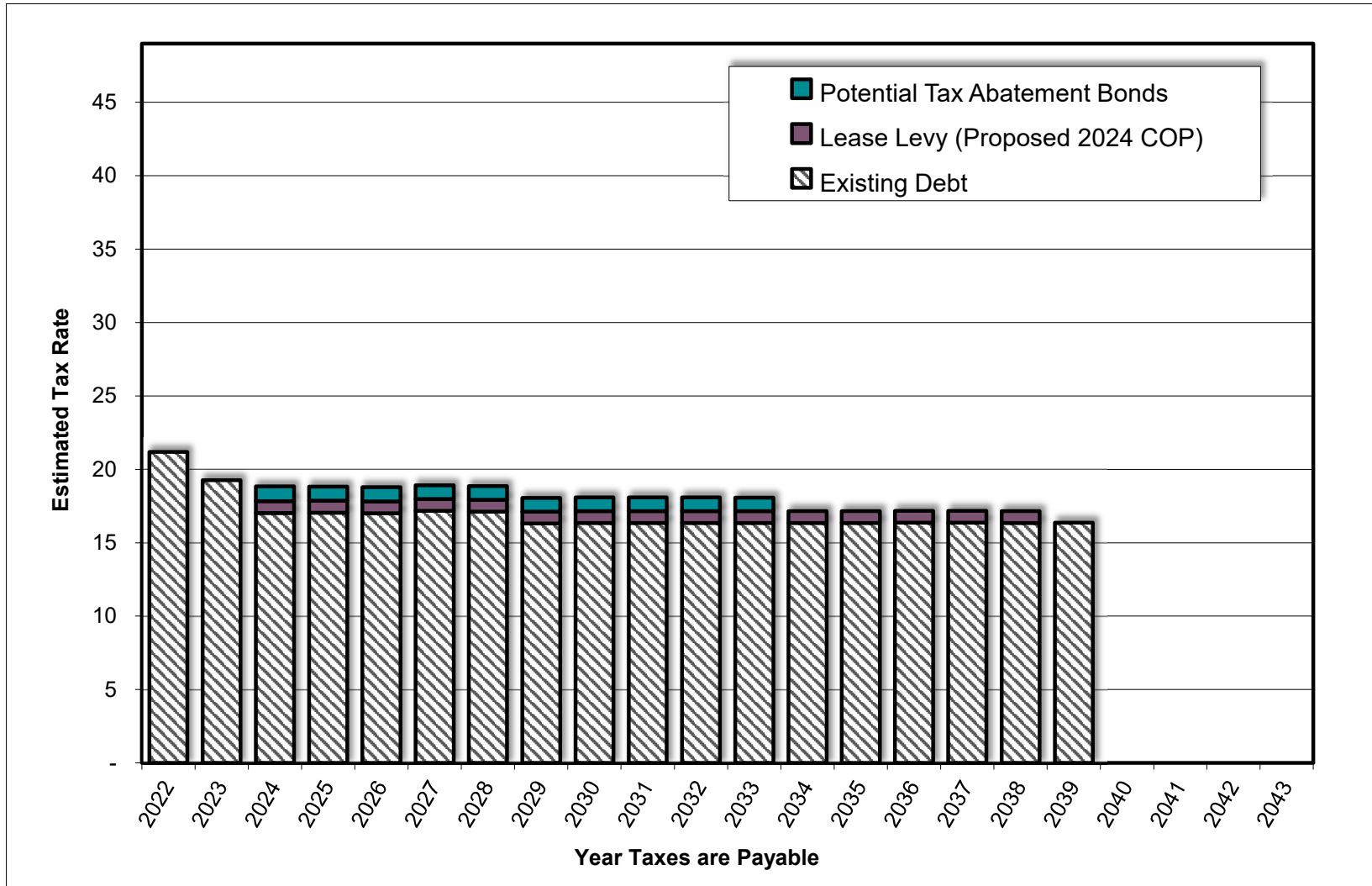
3 Debt excess adjustments for taxes payable in 2021-2023 are actual. Debt excess for future years is estimated at 4% of the prior year's initial debt service levy.

PRELIMINARY INFORMATION - FOR REVIEW AND COMMENT

MACCRAY School District No. 2180
Estimated Tax Rates for Capital and Debt Service Levies
Existing Commitments and Proposed New Debt

\$1,225,000 Bond Issue
10 Tax Levies
Level Debt

Date Prepared: **June 27, 2023**



M.A.C.C.R.A.Y. School District No. 2180

\$1,975,000 Certificates of Participation, Series 2023

Debt Service Schedule

Date	Principal	Coupon	Interest	Total P+I	Fiscal Total
08/01/2023	-	-	-	-	-
04/01/2024	120,000.00	5.000%	61,608.33	181,608.33	181,608.33
10/01/2024	-	-	43,206.25	43,206.25	-
04/01/2025	95,000.00	5.000%	43,206.25	138,206.25	181,412.50
10/01/2025	-	-	40,831.25	40,831.25	-
04/01/2026	100,000.00	5.000%	40,831.25	140,831.25	181,662.50
10/01/2026	-	-	38,331.25	38,331.25	-
04/01/2027	105,000.00	5.000%	38,331.25	143,331.25	181,662.50
10/01/2027	-	-	35,706.25	35,706.25	-
04/01/2028	110,000.00	5.000%	35,706.25	145,706.25	181,412.50
10/01/2028	-	-	32,956.25	32,956.25	-
04/01/2029	115,000.00	5.000%	32,956.25	147,956.25	180,912.50
10/01/2029	-	-	30,081.25	30,081.25	-
04/01/2030	125,000.00	5.000%	30,081.25	155,081.25	185,162.50
10/01/2030	-	-	26,956.25	26,956.25	-
04/01/2031	130,000.00	5.000%	26,956.25	156,956.25	183,912.50
10/01/2031	-	-	23,706.25	23,706.25	-
04/01/2032	135,000.00	5.000%	23,706.25	158,706.25	182,412.50
10/01/2032	-	-	20,331.25	20,331.25	-
04/01/2033	140,000.00	4.000%	20,331.25	160,331.25	180,662.50
10/01/2033	-	-	17,531.25	17,531.25	-
04/01/2034	145,000.00	4.000%	17,531.25	162,531.25	180,062.50
10/01/2034	-	-	14,631.25	14,631.25	-
04/01/2035	155,000.00	4.250%	14,631.25	169,631.25	184,262.50
10/01/2035	-	-	11,337.50	11,337.50	-
04/01/2036	160,000.00	4.500%	11,337.50	171,337.50	182,675.00
10/01/2036	-	-	7,737.50	7,737.50	-
04/01/2037	165,000.00	4.500%	7,737.50	172,737.50	180,475.00
10/01/2037	-	-	4,025.00	4,025.00	-
04/01/2038	175,000.00	4.600%	4,025.00	179,025.00	183,050.00
Total	\$1,975,000.00	-	\$756,345.83	\$2,731,345.83	-

Yield Statistics

Bond Year Dollars	\$16,611.67
Average Life	8.411 Years
Average Coupon	4.5531002%
Net Interest Cost (NIC)	4.5137167%
True Interest Cost (TIC)	4.5145392%
Bond Yield for Arbitrage Purposes	4.2398643%
All Inclusive Cost (AIC)	4.9027716%

IRS Form 8038

Net Interest Cost	4.2295579%
Weighted Average Maturity	8.356 Years

PRELIMINARY ESTIMATES - FOR REVIEW AND COMMENT

MACCRAY School District No. 2180

June 27, 2023

Analysis of Estimated Tax Impact for Potential Issuance

Estimated Closing Date of February 1, 2024

Bond Issue Amount Term/Number of Years Average Interest Rate	Abatement Bond	Certificates of Participation	Total
	\$1,225,000	\$1,975,000	
	10	15	
	4.25%	4.51%	\$46,608

Type of Property	Estimated Market Value	Estimated Change in Annual Taxes from 2023 to 2024*		
Residential Homestead	\$100,000	\$7	\$6	\$13
	150,000	13	10	23
	200,000	18	15	33
	250,000	24	19	43
	300,000	29	23	53
	350,000	35	28	63
	400,000	40	32	73
	500,000	51	41	91
Commercial/ Industrial	\$200,000	\$33	\$26	\$59
	400,000	74	59	132
	500,000	94	75	169
	600,000	114	91	205
	750,000	145	116	260
Agricultural Homestead** <small>(average value per acre of land & buildings)</small>	\$6,000	\$0.09	\$0.24	\$0.33
	8,000	0.12	0.32	0.45
	10,000	0.15	0.41	0.56
	12,000	0.18	0.49	0.67
Agricultural Non-Homestead** <small>(average value per acre of land & buildings)</small>	\$6,000	\$0.18	\$0.49	\$0.67
	8,000	0.24	0.65	0.89
	10,000	0.30	0.81	1.12
	12,000	0.37	0.97	1.34

* Estimated tax impact includes principal and interest payments on the new bonds. Tax increases shown above are gross increases, not including the impact of the homeowner's Homestead Credit Refund ("Circuit Breaker") program. Owners of homestead property may qualify for a refund, based on their income and total property taxes. This will change the net effect of the proposed bond issue for those property owners.

** For all agricultural property, estimated tax impact for 2024 includes a 70% reduction due to the School Building Bond Agricultural Credit for the portions of the table highlighted in blue. Only bonded debt qualifies for the credit. Average value per acre is the total estimated market value of all land & buildings divided by total acres. If the property includes a home, then the tax impact on the house, garage, and one acre of land will be calculated in addition to the taxes per acre, on the same basis as a residential homestead or non-homestead property. If the same property owner owns more than approximately \$2.15 million of agricultural homestead land and buildings, a portion of the property will be taxed at the higher non-homestead rate.

MACCRAY PUBLIC SCHOOLS

2023-24 EMPLOYMENT AGREEMENT

With
Autumn Hinrichs

JOB TITLE: Instructional Assistant
DEPARTMENT: Special Education
REPORTS TO: Principal, Special Education Coordinator and Special Education Teacher

JOB SUMMARY

Works with students as directed by the Special Education Teacher. Additional supervision of students may be assigned by the principal.

TERMS OF EMPLOYMENT

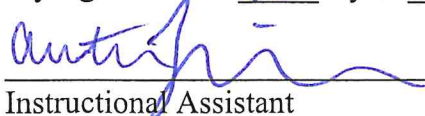
8 Hours – TBD/School Days
Probation Period: 6 months
Wage: \$15.25 per hour
Pay Dates: 15th and 30th of each month
Other fringe benefits per the MACCRAY School Educational Assistant Terms and Conditions of Employment.

EVALUATION

Performance of this job will be evaluated by the Special Education Teacher/Elementary Principal.

The provisions of the Terms and Conditions of Employment shall be severable, and if any such provision or the application of any such provision under any circumstances is held invalid, it shall not affect any other provisions of the Terms and Conditions of Employment or the application of any provision thereof.

IN WITNESS WHEREOF, I have subscribed
My signature this 16 day of 08, 2023.


Instructional Assistant

IN WITNESS WHEREOF, we have subscribed
My signature this _____ day of _____, 2023.

School Board Chair

School Board Clerk

MACCRAY PUBLIC SCHOOLS

2023-24 EMPLOYMENT AGREEMENT

With
Kayla Dambrotten

JOB TITLE: Middle School Administrative Assistant

DEPARTMENT: Middle School

REPORTS TO: MS Principal

JOB SUMMARY

Manage Middle School Office, assist the School Nurse, assist the Special Education Teachers with paperwork - data entry, meeting communications, etc.

TERMS OF EMPLOYMENT

8 Hours – TBD/School Days

Probation Period: 6 months

Wage: \$15.25 per hour

Pay Dates: 15th and 30th of each month

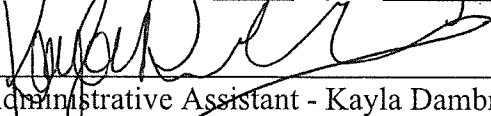
Other fringe benefits per the MACCRAY School Administrative Assistant Terms and Conditions of Employment.

EVALUATION

Performance of this job will be evaluated by the MS Principal.

The provisions of the Terms and Conditions of Employment shall be severable, and if any such provision or the application of any such provision under any circumstances is held invalid, it shall not affect any other provisions of the Terms and Conditions of Employment or the application of any provision thereof.

IN WITNESS WHEREOF, I have subscribed
My signature this 17 day of Aug., 2023.



Administrative Assistant - Kayla Dambrotten

IN WITNESS WHEREOF, we have subscribed
My signature this _____ day of _____, 2023.

School Board Chair

School Board Clerk

MACCRAY PUBLIC SCHOOLS

2023-24 EMPLOYMENT AGREEMENT

With
Nichole Bodin

JOB TITLE: Instructional Assistant - Spanish Teaching Assistant

DEPARTMENT: High School

REPORTS TO: Principal, Spanish Teacher, Spanish Consultant

JOB SUMMARY

Supervise Online Spanish students and be back-up for the Remote Online Spanish Teacher. Supervise study halls.

TERMS OF EMPLOYMENT

8 Hours – TBD/School Days

Probation Period: 6 months

Wage: \$15.25 per hour

Pay Dates: 15th and 30th of each month

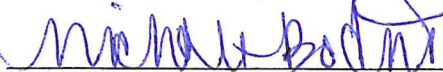
Other fringe benefits per the MACCRAY School Educational Assistant Terms and Conditions of Employment.

EVALUATION

Performance of this job will be evaluated by the Spanish Teacher/MS/HS Principal.

The provisions of the Terms and Conditions of Employment shall be severable, and if any such provision or the application of any such provision under any circumstances is held invalid, it shall not affect any other provisions of the Terms and Conditions of Employment or the application of any provision thereof.

IN WITNESS WHEREOF, I have subscribed
My signature this 17 day of August, 2023.


Instructional Assistant - Nichole Bodin

IN WITNESS WHEREOF, we have subscribed
My signature this _____ day of _____, 2023.

School Board Chair

School Board Clerk